



Improving Students' Reading Comprehension And Speaking Ability Through Animation Movie: A Classroom Action Research at SMK Negeri 1 Pandeglang

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Abstract

The aim of this research is to analyze improvement of students' reading comprehension, speaking abilities and the responses through animation movies lion king in the first grade of SMK Negeri 1 Pandeglang. The research used the classroom action research method uses 3 cycle. The subject in this class action research was students in Class X of the industrial chemistry study program SMK Negeri 1 Pandeglang, as many as 36 students. The data source is primary data obtained from observasion, pre-post test, and questionnaires. Data analysis used quantitative and qualitative data analysis. The results of the research show learning outcomes obtained by students have increased. In cycle I, 10 people reached the KKM or 29%, and 24 did not reach the KKM or 71%. In cycle II, there was an increase in student learning outcomes. As many as 15 students reached the KKM or 43%, and those who did not reach the KKM were 20 people or 57%. In cycle III, there was a very satisfying increase, namely, 30 students who reached the KKM or 83%, and those who did not reach the KKM were 6 people or 17%. The increase in learning outcomes from before 29% to after 83%. The research with the method of learning students' reading comprehension and speaking skills through this animated film is as much as 83% or showing an average increase of 54%. Students' response during the learning process by using the method of reading comprehension and speaking ability of students through animated films is very good category; it can be seen from the average results of student response questionnaires ranging from cycle I to cycle III obtained an average percentage student response of 88,89% and average student response value of 3.56 which is in the very good category.

Keywords: Reading Comprehension, Speaking Ability, Animation Movie Lion King, Classroom Action Research.

Introduction

Reading is one of the four language skills that should be mastered in language learning. It is usually taught in integration with other language skills (listening, speaking, and writing) in the new trends of language instruction. Generally, teaching reading as a foreign language (EFL reading) in Indonesia aims to enable students to read and comprehend texts and other materials written in English. Students are expected to master literal, inferential, and evolutional comprehension skills.

Based on this fact, most Indonesian students still need help understanding the texts, need more vocabulary, have low reading speed, and have low reading habits. This can be seen by directly investigating daily activities, students' reading activities, and the results of reading tests. Most students rarely read, either extensive reading or intensive reading. Besides, the scores on reading tests are almost lower for all students. The average of students' tests is 60. Referring to the standard minimum score of 75 (Curriculum 2013), it can be stated that the score does not pass the standard minimum score. These problems could result from many factors. They could appear from the teaching strategy, the student's competence, or their socio-economic condition, which forces them to lack school facilities and eventually causes low interest in studying and low scores.

During an observation at a school, the researcher interviewed an English teacher. Based on the interview, the teacher reported

that students at SMKN 1 Pandeglang have low reading comprehension. They tend to receive low scores when assigned to read English texts and find learning English challenging. To strengthen the rationale for researching reading comprehension in schools, the researcher interviewed several random students to gather their views on reading comprehension and learning English. Some responses come from students of SMKN 1 Pandeglang, the researcher assumes that reading activities are tedious. Moreover, they have to face it as a challenging activity to comprehend and grasp the meaning of the text they read.

Similar to reading, speaking also has a good connection with reading. A good speaker will come from a good reader. The more they read, the better they will. Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. Its form and meaning depend on the context in which it occurs, including the participants, their collective experiences, the physical environment, and the purpose for speaking.

Hence, speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary, which is called linguistic competence but also that they understand when why and in what ways to produce language as a sociolinguistic competence. In Indonesia, English is considered a foreign language. It is already taught from elementary up to senior high school. The researcher stated earlier that to master the English language, students who learn English have to master four essential skills such as listening, speaking, reading, and writing. All of these skills are important to learn to have good English, but speaking is an essential part of studying English, as people need to speak to communicate with each other and have good communication (Riskawati, 2018) ^[41].

Conversely, speaking can convey information and ideas and maintain social relationships by communicating. However, many students at SMKN 1 Pandeglang need help developing their speaking skills. However, if the students practice continuously with peers in the classroom, English teachers, or other English teachers, they can help them develop their speaking ability. To develop this skill, students are suggested to communicate with each other in English, and speaking must be taught to learners since they are children. To develop speaking skills, the teacher must provide a stimulating environment and instruction that develops students' communication skills.

Based on those problems stated previously, the researcher applied the strategy in reading and speaking ability, which can help increase students' interest in reading and speaking or learning processes. Some factors characterize good speaking. The most prominent one is fluency, but many students need to be more confident and often make long pauses when speaking. In addition, students are required to speak accurately, but many students need help using the language (Saiful et.al, 2019) ^[43]. Students must use appropriate language expression, registers, and other sociolinguistic features when expressing their ideas. It is essential to avoid using inappropriate language in any context.

The Curriculum Merdeka Belajar in the Indonesian education system, speaking skills are intended to make students speak in front of the class so that they are involved actively during the teaching-learning process the active skill; speaking is also intended to make the student speak independently, such as in public speeches, debates, or discussions. To master this skill, continuous practice is necessary.

Based on the information above, the researcher has identified problems with students' speaking skills in X SMKN 1 Pandeglang. The teacher has noted that the students cannot

speak well, and several factors contribute to this issue, including a lack of vocabulary and poor pronunciation. Additionally, students need help with fluency when communicating in English during class. The media was also identified as a problem in this case due to the need for more methods and techniques for teaching speaking. Teachers only provided explanations and exercises without using engaging media, resulting in a lack of a new atmosphere that would make students interested in learning English.

In dealing with the problems mentioned above, it is assumed that the interactive strategies used by the researchers to improve reading and speaking ability include animation movies. This strategy encourages students to be active and thoughtful readers, enhancing their comprehension and speaking ability.

Research Method

The research used the classroom action research (PTK) method. PTK is a form of reflective study, which is carried out by the perpetrators of action to improve the stability of their rationale and actions in carrying out their duties and deepening their understanding of the conditions in learning practices (Muslich, 2022) ^[33]. PTK is a study conducted to improve oneself and one's work experience, carried out systematically, planned and with an introspective attitude. Based on the understanding above, PTK aims to improve the quality of learning and help empower teachers to solve learning problems at schools. The method used in this research is analytical descriptive through classroom action research, a study used to collect, describe, process, analyze and interpret data to obtain systematic data.

Research time was conducted for four months starting from April 2024 to August 2024 at SMK Negeri 1 Pandeglang, in Jl. Raya Labuan Km. 05 Kadulisung, Kadu Hejo, Pandeglang, Banten. The subject in this class action research was students in Class X of the industrial chemistry study program SMK Negeri 1 Pandeglang, as many as 36 students, consisting of 20 male and 16 female students. Class X of the industrial chemistry study program was selected as the research subject because class X has a different level of intelligence.

The classroom action research method with the Hopkins spiral model (Sugiarti, 2020) ^[48] consists of four components with 3 cycle, namely:

1. Planning (*plan*)

At this stage, the teacher plans learning based on problems found by teachers when learning takes place in the classroom.

2. Action (*act*)

At this stage, the teacher's plan to fix the problems is implemented in the learning process.

3. Observe

Teacher performance and student activity during the learning process are observed at this stage.

4. Reflection (*reflect*)

At this stage, the shortcomings and strengths of the design that has been implemented are analyzed. If there are shortcomings, then the learning activities need to be improved.

Research data collection techniques can be carried out on any activity, situation, or event related to the research. In this research, data collection was generally carried out when fields notes, observation and interview.

Instruments play a vital role in determining the quality of research because the validity or validity of the data obtained will be determined mainly by the quality or validity of the instruments used and the data collection procedures followed. For this research, tests, observations and questionnaires were carried out.

1. Test

The evaluation tool used in each cycle is in the form of questions that are used to collect data regarding individual student learning outcomes, as well as to obtain an overview of the absorption capacity and level of success in the learning material that has been provided so that it can measure the teacher's level of success in teaching. The test is given twice, namely before the learning process begins (*pre-test*) and after the learning process (*post-test*).

2. Observation

Observations were made during the learning process. This observation aims to determine the implementation of the RPP and student activities during the learning process. The results of the observations are stated in the observation sheet for the implementation of the lesson plan and student activities during learning. (Trianto, 2021) ^[51].

3. Questionnaires

The questionnaire was distributed after the learning process. The questionnaire aims to determine students' responses to the learning process. According to Trianto (2021) ^[51], questionnaires can be in the form of comments (open questionnaire) or questions that are equipped with answers so that students only need to choose according to their opinion (closed questionnaire) for students response.

The indicators for this research include process success indicators and outcome success indicators. Process success indicators can be seen from implementing lesson plans in the learning process. The lesson plan implementation is successful if, after analyzing the observational data, results are obtained from 3.00 – 4.00 or if 75% or more of the researchers have achieved all indicators of learning implementation. Indicators of successful results can be seen from increased activity, and improvement in playing drama characters can be measured from the learning outcomes obtained by students. The students' abilities and activities prove this when using *story-based learning*. It is said to be successful if 75% or more students score above the KKM (kriteria ketuntasan minimal).

Data processing in this research used quantitative data analysis and qualitative data

1. Quantitative Data Analysis

Quantitative data is data in the form of numbers or numbers. According to its form, quantitative data can be processed or analyzed using mathematical or statistical calculation techniques. Quantitative data functions to determine the number or magnitude of an object to be studied. Each learning cycle in class is looked for for the highest score, lowest score, and class average. A score is first determined for each question to avoid subjectivity in the assessment.

2. Qualitative Data Analysis

Qualitative data is data in the form of words, not in the form of numbers. Qualitative data is obtained through various data collection techniques such as interviews, document analysis, focused discussions, or observations. Qualitative data serves to determine the quality of an object to be studied.

Research results and discussion

student learning achievement before cycles i, ii, and iii

Student learning achievements before the learning of cycles I, II and III can be seen through the following table of student scores:

Table 1: List of student scores before learning cycle I, II, and III

No	Students Name	Value Pre Test
1	AM	20
2	AR	20
3	DS	40
4	ER	40
5	GQ	80
6	He	40
7	IN	60
8	IF	40
9	Kh	60
10	Ki	20
11	MFF	40
12	MRR	40
13	MA	40
14	MAR	60
15	MRW	40
16	MA	80
17	MRRa	40
18	MF	60
19	MAA	-
20	MBF	20
21	MRM	40
22	MSN	40
23	NA	20
24	RN	60
25	RA	60
26	SPS	40
27	SR	80
28	SA	60
29	SU	40
30	SN	20
31	SP	80
32	TAG	20
33	TBN	60
34	TZ	40
35	WL	40
36	YP	-

Source: student scores before learning cycle I, II, and III

In Table 1, it can be seen that as many as 34 students or as many as 95% of the total number of students of 36 students who were present at the time the test was carried out, still did not reach the Minimum Completion Criteria (KKM) value of 70 for English subjects. While students who have reached the KKM score are 4 people or 12%.

Student response during learning

Based on the results of questionnaires distributed to learners to determine student responses during learning from cycle I to cycle III, the results obtained, namely in cycle I, student responses to learning were 56,47% of the number of correspondents who answered as many as 36 learners, the learners expressed their interest in learning English with the method of reading comprehension and speaking skills of students through animated films.

In cycle II, the results of students responses were 74% of the correspondents who answered or filled out the questionnaire, as many as 36 people expressed their interest in learning

English with the method of showing animated films conducted by researchers based on the evaluation carried out in the previous cycle.

In cycle III, the results of student responses distributed to 36 respondents who filled out the questionnaire obtained very satisfying results; namely 88,89% of students expressed their interest in learning English with learning methods using animated films. Thus, there is an increase in students responses from before the implementation of English learning using the animated film method until the implementation of English learning using the animated film method.

The following is a Fig of the increased student response based on the above data.

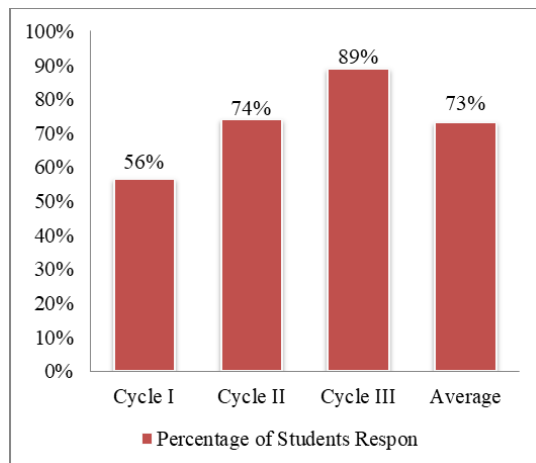


Fig 1: Student responses during learning

In addition to distributing questionnaires to find out the student's responses, the researcher also interviewed a fellow English teacher of SMK Negeri 1 Pandeglang, Yanna Supriatna, S.Pd., M.Pd. who has been helping researchers as an observer to find out opinions about learning by using the animated film method. The following is the result of the interview:

Researcher: What do you think about learning by using the animated film method?

English Teacher: The learning was excellent because this model made students more enthusiastic and active in learning than usual.

Researcher: How about learning like usual?

English teacher: If learning as usual, students could be more active, which is in contrast to the learning that was done earlier and is suitable for student learning outcomes.

Researcher: How was the students activity during the lesson that you also observed?

English teacher: There has been an increase in student activity from the beginning of learning until now if seen as more enthusiastic than usual.

Researcher: After the lesson, can you convey any impressions, messages, or suggestions?

English Teacher: This learning method is perfect for vocational students in English lessons because students are directly involved in their roles.

Student activity during learning

The results of observations of student activity during learning conducted by observers (fellow researchers) obtained good results. Student activity during learning from the first, second, and third cycles showed an increase in activity. In cycle I, student activity after being observed by the observer got results by getting a score of 1,66 and categorised into the

Not Enough. In cycle II, there was an increase in student activity during learning by getting a score of 2,57 and falling into the Enough category. In cycle III, the increase in student activity during learning was better than in cycle II, namely getting a score of 3,43 or categorised into the Good category. The following will be described in a Fig of the process of student activity during learning from cycle I to cycle III.

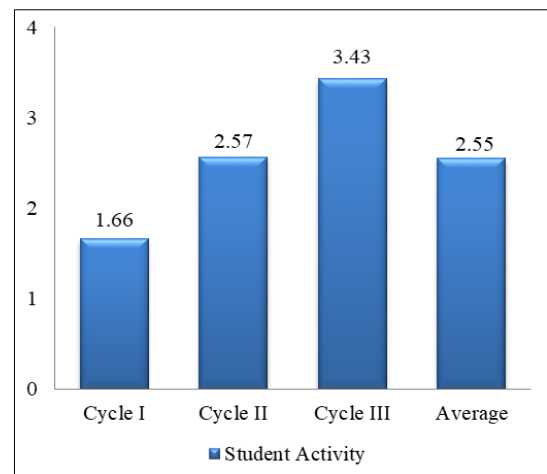


Fig 2: Student activity during learning

Learning process implemented by researchers

Learning carried out by researchers during the implementation of this study also received an assessment from the observer. The results also varied, but there was an increase from each cycle to the next. This cannot be separated from every learning end; researchers discuss with observers to evaluate the shortcomings and things that must be improved in the following learning. In cycle I, the assessment results from the observer for the assessment of lesson plans and the implementation of learning received a score of 3.2 for the lesson plan. In contrast, the implementation of learning received a score of 3.1, and both received the Good (B) category. In cycle II, the results of the observer's assessment of the assessment of lesson plans and the implementation of learning received a score of 3.6 for lesson plans.

In contrast, the implementation of learning received a score of 3.3. Lesson plans fall into the Very Good (A) category, and the implementation of learning gets into the Good (B) category. In cycle III, the results of the observer's assessment of the assessment of lesson plans and learning implementation received a score of 3.7 for lesson plans. In contrast, they scored 3.5 for implementing learning and fell into the Very Good (A) category. The lesson plans' average value was 3.5 (A), and the average learning implementation was 3.3 (B). The following is a Fig of the assessment results of lesson plans and learning implementation.

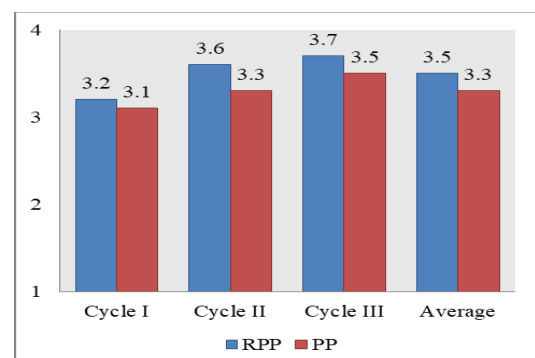


Fig 3: Lesson plan and learning implementation assessment

Student learning achievement after learning

The evaluation results of PTK in cycles I, II, and III were carried out through students reading comprehension and speaking ability through animated films. On English subject Narrative Text material in class X, students of Industrial Chemistry SMK Negeri 1 Pandeglang have achieved satisfactory results by the research objectives. The comparison of the evaluation results of cycles I, II and III can be seen in the following table:

Table 1: Student learning outcomes cycle I, II, III

No	Students Name	Cycle I	Cycle II	Cycle III	KKM
1	AM	33,33	50,00	73,33	70
2	AR	30,00	53,33	60,00	70
3	DS	36,67	43,33	56,67	70
4	ER	73,33	76,67	90,00	70
5	GQ	80,00	83,33	86,67	70
6	He	36,67	60,00	73,33	70
7	IN	40,00	50,00	63,33	70
8	IF	76,67	83,33	90,00	70
9	Kh	73,33	76,67	86,67	70
10	Ki	40,00	50,00	73,33	70
11	MFF	43,33	56,67	80,00	70
12	MRR	36,67	46,67	73,33	70
13	MA	40,00	56,67	83,33	70
14	MAR	76,67	80,00	80,00	70
15	MRW	73,33	-	86,67	70
16	MA	73,33	76,67	86,67	70
17	MRRa	46,67	73,33	90,00	70
18	MF	43,33	76,67	86,67	70
19	MAA	-	73,33	83,33	70
20	MBF	73,33	70,00	86,67	70
21	MRM	40,00	50,00	73,33	70
22	MSN	43,33	53,33	83,33	70
23	NA	36,67	53,33	73,33	70
24	RN	46,67	73,33	80,00	70
25	RA	43,33	76,67	90,00	70
26	SPS	33,33	43,33	73,33	70
27	SR	73,33	80,00	83,33	70
28	SA	40,00	43,33	73,33	70
29	SU	33,33	53,33	76,67	70
30	SN	40,00	46,67	73,33	70
31	SP	73,33	80,00	90,00	70
32	TAG	33,33	40,00	66,67	70
33	TBN	50,00	73,33	86,67	70
34	TZ	40,00	43,33	60,00	70
35	WL	33,33	50,00	63,33	70
36	YP	-	73,33	80,00	70
Amount		506	651	845	
Highest Score		80,00	83,33	90,00	
Lowest Score		30,00	40,00	56,67	
Average		49,61	62,00	78,84	
Complete		10	15	30	
Incomplete		24	20	6	
Presentase Complete		29%	43%	83%	
Presentase Incomplete		71%	57%	17%	

Based on the data in Table 4.19 above, the following conclusions can be obtained:

1. Learning outcomes in cycle I: Students who completed or reached the KKM were 10 people or 29%, and those who did not complete or did not reach the KKM were 24 people or

71%, with an average score of 49,61. The highest score in cycle I was 80, and the lowest was 30.

2. Learning outcomes in cycle II: students who completed or reached the KKM were 15 people or 43%, and those who did not complete or did not reach the KKM were 20 people or 57%, with an average score of 62,00. The highest score in cycle II was 83,33, and the lowest was 40.

3. Learning outcomes in cycle III: Students who completed or reached the KKM were 30 people or 83%, and those who did not complete or did not reach the KKM were 6 people or 17% with an average score of 78,24. The highest score in cycle III was 90,00, and the lowest was 56,67.

4. From the learning outcomes of students in cycles I, II and III as a whole, 30 students out of 36 students reached the minimum completeness criteria (KKM), namely student scores ≥ 70 , amounting to 83% and those who did not reach the minimum completeness criteria (KKM), namely student scores < 70 as many as 6 people or 17%.

5. There was an increase in learning outcomes from before the implementation of the study, namely or 10 students who had reached the KKM and 24 students who had not reached the KKM from the pre-test results before the study. After the implementation of all research cycles, there were 6 people, or 17%, who did not reach the KKM, and those who had reached the KKM were 30 people or 83%.

The success of student learning outcomes can be seen in the Fig below:

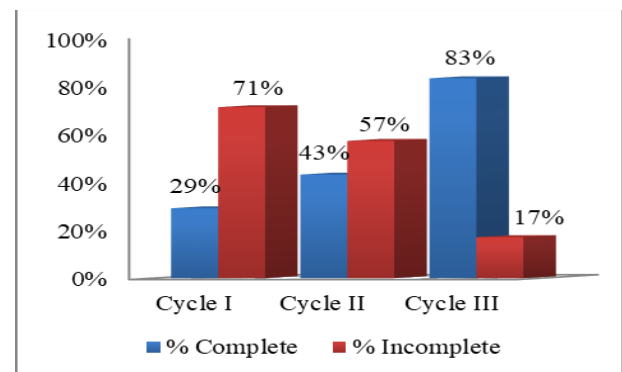


Fig 4: Student learning outcomes cycle I, II, III

Based on the data obtained, which is then analysed and discussed in this study, it can be concluded that:

1. There was a decrease in the percentage of students who did not complete, where in cycle I it was 71%, and cycle III it was 17%, showing a percentage decrease of 54%.

2. There was an increase in the percentage of students who completed, where in cycle I it was 29%, and cycle III it was 83%, showing a percentage increase of 54%.

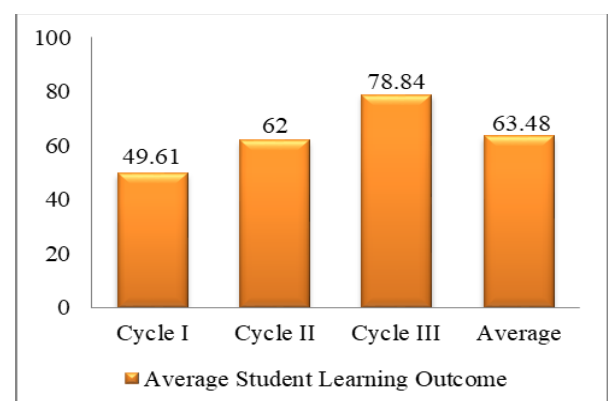


Fig 5: Average student learning outcomes

Based on the data obtained, which is then analysed and discussed in this study, it can be concluded that :

1. Through reading comprehension and speaking skills through animated films, students can improve average students learning outcomes from 49,61 to 78,84, showing a average increase of 29,23.

Conclusion

Classroom Action Research (PTK) was carried out to improve student's learning outcomes by watching animated films and learning English on Narrative Text material in class X Industrial Chemistry SMK Negeri 1 Pandeglang. Based on the results of research conducted by researchers, conclusions can be drawn:

1. Implementing learning methods for students' reading comprehension and speaking skills through animated films in English language learning on Narrative Text material has improved greatly. Judging from the student activity during learning, which on average gets an assessment of 1,66 or the category Not Enough. Besides that, the lesson plans' average value was 2,57 or the category Enough, and the average learning implementation was 3,43 or the category Good.

2. The learning outcomes obtained by students have increased. In cycle I, 10 people reached the KKM or 29%, and 24 did not reach the KKM or 71%. In cycle II, there was an increase in student learning outcomes. As many as 15 students reached the KKM or 43%, and those who did not reach the KKM were 20 people or 57%. In cycle III, there was a very satisfying increase, namely, 30 students who reached the KKM or 83%, and those who did not reach the KKM were 6 people or 17%. The increase in learning outcomes from before 29% to after 83%. The research with the method of learning students' reading comprehension and speaking skills through this animated film is as much as 83% or showing an average increase of 54%.

3. Students' response during the learning process by using the method of reading comprehension and speaking ability of students through animated films is very good category; it can be seen from the average results of student response questionnaires ranging from cycle I to cycle III obtained an average percentage student response of 88,89% and average student response value of 3.56 which is in the very good category.

Regarding the result of the research, implementing an animation movie supported by its accompanying actions successfully improves the speaking skills of grade X TKI of SMK Negeri 1 Pandeglang. Animation movies can attract the students' attention and motivation to learn. Using animated film in the reading and speaking activities provided various reading and speaking activities that could help the students improve their reading and speaking skills. Therefore, animation movies as a medium are very beneficial to be implemented in the reading and speaking teaching and learning process; it is suggested that English teachers use them as a medium in the teaching and learning process of reading and speaking.

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