

## IMPROVING STUDENTS' SPEAKING SKILLS USING FLIPA CLIP ANIMATION MEDIA AT VOCATIONAL HIGH SCHOOL

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### ABSTRACT

The students' speaking skills at X accounting grade of Vocational High School Setih Setio 2 Muara Bungo is still low. Flipaclip application is used as a medium for the learning process. This research aimed to know how the Flipaclip Animation Application is used and how Flipaclip improves the students' speaking skills in the tenth grade of Vocational High School Setih Setio 2 Muara Bungo. This research method was classroom action research with the researcher as the implementer. It was conducted at the vocational high school Setih Setio 2 Muara Bungo. This research was conducted in two cycles. The instruments used in this research were an observation sheet and a test. The result of the study was an improvement in student speaking skills using flipaclip animation. It can be shown from the result observation sheet that it was 76% in cycle 1, and there was an increase in cycle II to 88%. Using the flip clip animation application can attract students' attention in the learning process and make the material clear and easy to understand; the results of student learning outcomes in cycle 1 were 20.6%, and in the second were 75.8%.

**Keywords:** Speaking Skill, Flipaclip Animation, Vocational High School

### ABSTRAK

Keterampilan berbicara siswa kelas X Akuntansi SMK Setih Setio 2 Muara Bungo masih rendah. Aplikasi Flipaclip adalah salah satu aplikasi yang dapat digunakan sebagai media dalam pengajaran. Tujuan dari penelitian ini adalah untuk mengetahui bagaimana proses penggunaan Aplikasi Animasi Flipaclip dan untuk mengetahui bagaimana Flipaclip meningkatkan keterampilan berbicara siswa di kelas sepuluh SMK Setih Setio 2 Muara Bungo. Metode penelitian ini adalah penelitian tindakan kelas dimana peneliti sebagai pelaksana. Penelitian ini dilakukan di SMK Setih Setio 2 Muara Bungo. Penelitian ini dilakukan dalam dua siklus. Instrumen yang digunakan dalam penelitian ini adalah lembar observasi dan tes. Hasil dari penelitian ini adalah terdapat peningkatan keterampilan berbicara siswa menggunakan animasi flipaclip. Hal ini terlihat dari hasil lembar observasi yaitu sebesar 76% pada siklus 1 dan terjadi peningkatan pada siklus II menjadi 88%. Penggunaan aplikasi animasi flipaclip dapat menarik perhatian siswa dalam proses pembelajaran, menjadikan materi jelas dan mudah dipahami serta hasil belajar siswa pada siklus 20,6%, dan pada siklus kedua sebesar 75,8%.

**Kata Kunci :** keterampilan berbicara, animasi flipaclip, Sekolah Menengah Kejuruan

### INTRODUCTION

Speaking is an essential skill of the English language in conducting communication. Students should study well, and the teacher should find suitable techniques and media to draw students' interest to create a cheerful atmosphere in learning to speak. The master of speaking skills in English is a priority for many second and foreign language learners.

Several language experts have attempted to categorize the function of speaking in human interaction. There are three functions of speaking; the first is Talking as an interaction, and speaking as an interaction refers to the interaction that serves a primarily social function. When people meet, they exchange greetings, engage in small speaking and chit-chat, and recount recent experiences because they wish to be friendly and to

establish a comfortable zone of interaction with others. The focus is more on the speaker and how they wish to present themselves to teach others. The second is Talk as performance; speaking as performance refers to public speaking; it is talk that transmits information to the audience, such as morning talks, public announcements, and speeches. Speaking as performance tends to be in the form of monolog rather than dialogue, often follows a recognizable format, and is closer to written language than conversational language. The last is Speaking as transaction; speaking as transaction refers to a situation where the focus is on the message about what is said or achieved in order to make people understood clearly and accurately, understand clearly and accurately (Sulon Suban SMPN & Kupang, n.d.).

There are several problems in

developing speaking skill that faced by the student at vocational high school such as pause, fillers, mental problems, lack of ideas, grammatical errors and poor vocabulary (Sitorus et al., n.d.). Developing student speaking skill became the biggest challenging of English teacher at vocational high school in Indonesia because they had low motivation (Purwati et.2023).

Vocational High School Setih Setio 2 Muara Bungo is one of the vocational high schools in Muara Bungo. This vocational high school was established in 1981. The address is JL Setih Setio Pasir Putih, Kec. Rimbo Tengah, Kab. Bungo, Jambi Province. Based on observations Vocational High School Setih Setio 2 has been using the 2013 Curriculum. In the K-13 syllabus, speaking skill is one of the skills that must be developed by the student. Students must have capability to speak and students must be active in the teaching and learning process.

Based on the pre-observation at the tenth accounting grade students of Vocational High School Setih Setio 2 Muara Bungo the researcher found several problems in the class. Students have difficulty to say words in the text or on the blackboard, students felt difficult to pronounce simple words, such as sit, study, eat, and other. The students' lack of interest in reading and their lack of curiosity about English. It made students only know little English vocabulary. The most of students in this school come from villages with a slightly less modern environment which makes them think that English is less important to them. Some of students who interest with English subject, they said they felt difficult in pronouncing English words. They were not confident when spoke English. it happened because an unsupportive living environment and classmates who cannot be cooperated when they try to practice speaking English and made mistakes or inaccurate pronunciation, their friends indirectly will laugh them. This situation made difficult for teachers to teach them speaking English in the class. Besides, the researcher found that only about 3-5 students who were quite fluent in English. It means no more than ten percent.

Based on the research finding, there are several psychological factors that prevent students from practicing speaking in class. They are Fear of Making a Mistake, shyness, and anxiety. One of the solutions that suggested by the researcher to develop students' English skill is give student opportunity to speak English without criticize them cruelly (Maher & Al Nakhalah, 2016) . It will be difficult to build an english language area for

students and teacher when the environment did not support as what happened at Vocational high school Setih Setio. Whatever is it, Teacher will never give up to give the best for the student. In this research, the reseacher tried to apply flipaclip animation as One of the alternatives media to solve problems and improve students' speaking skill, the researcher tried to introduce an application that provides activities, namely becoming a voice actor in an animated film as a medium to encourage students to be more active in speaking. The Flipaclip Animation is Application used to help the researcher as a tool to measure students' speaking ability. The researcher assumed the the problems that happened in the class can be solved by using flipaclip animation.

One of the biggest challenges of teacher is selecting the media in the learning process. Flipaclip animation media is thought to be an effective learning tool for enhancing student's speech abilities by incorporating local knowledge, which encourages students to be more eager to learn to speak. Additionally, parents can easily access Flipaclip media, making it accessible to educators, parents, and students (Sidabutar & Hutagalung, 2022).

Several previous studies have been conducted by the former researchers telling about speaking skill improvement by some of media and technology. The first reseach conducted by suadi entitled "Improving Students' English Speaking Skill By Using Their Speaking Video Recording" the result of this reserach was the use of speaking video recording was able to improve the students' speaking ability because they were brave, motivated and interested to express English as the way they wanted it (Suadi, 2019). the second research was conducted by sintiya entitled "The Use of Small-Group Discussion to Improve Students' Speaking Skill" The result of this research that using small group discussion in improving speaking skill to be effective, because in small group students more confidence to deliver their idea dan criticize to think and matches the characteristics of children as a learners The finding of this research was using small group discussion in improving speaking skill to be effective, because in small group students more confidence to deliver their idea dan criticize to think and matches the characteristics of children as a learners (Crisanita & Mandasari, 2022). The last was conducted by Kusmawati entitled "The Implementation of Project-Based Learning's Speaking Skill for Tenth Grade Vocational High School Students". PBL in teaching speaking is found helpful to regulate students' ideas and stimulates the group

CYCLE 1

CYCLE 2

presenter to extend the statement using their own words. PBL was interesting for them, because the researcher gives occasion for them to choose their own topics. They found themselves interested, happy, joyful, and comfortable during the implementation of the PBL because the process of teaching and learning is designed appropriately with the students' ideas (Kusumawati, 2019). The differences of this research with previous research above is a media. In this research, the researcher tried to use the media that will interest the student and make them enjoy in learning process.

Based on the background above, the purpose of this research was to know how is the process of using Flipaclip Animation Application for improving students speaking skill at tenth grade accounting of Vocational high school Setih Setio 2 Muara Bungo. 2. To know how does Flipaclip improve the students' speaking skill at tenth grade accounting of Vocational High School Setih Setio 2 Muara Bungo.

## METOHOD

### Research Design

Classroom Action Research is research that combines research procedures with substantive action, an action carried out in the discipline of inquiry or an attempt by someone to understand what is happening, while engaging in a process of understanding what is happening and engaging in a process of improvement and change (Rusmiati Aliyyah et al., 2020).

Based on the classroom action research design of kemmis and mc taggart in (Rusmiati Aliyyah et al., 2020), there are four stages, namely, planning, action, observation, and reflection. the four stages are interconnected with each other because each action begins with the planning stage where researchers prepare lesson plans, research instruments in the form of observation sheets and tests used in the action stage. after that, observations are made of researchers and students as research subjects. then at the reflection stage, researchers and observers represent the activities that have been carried out in the learning process and discuss the next action plan. the research design can be seen in the figure below;

Figure 1: Research design Kemmis and Mc. Taggart 1988

This research was conducted in tenth grade accounting at vocational high school setih setio 2 Muara Bungo, This research was conducted in the even semester of the 2022/2023 academic year. This class action research was conducted in the even semester of the 2022/2023 school year in tenth grade accounting at Vocational High School Setih Setio 2 Muara Bungo with 29 students.

The data were collected by using observation and test. Observations were made to Find the problems that exist in the classroom in English subjects, such as students' conditions in the learning process, students' understanding of the material provided, methods and techniques that have been used by the teacher. The result of the observation is in the form of an observation sheet. This observation sheet is useful for collected data about activities and situations during the research. The test was used to measure the students' achievement and students' improvement during the process. The researcher has used oral tests for students by using flipaclip. The student tests have been scored using the oral test scoring rubric by David P. Harris 2010 in (Dael et al., 2019) consisted of pronunciation, grammar, vocabulary, fluency, and comprehension.

Table 1. Rubric of Speaking Skill

Rated qualities	Points	Behavioral Statements
Pronunciation	5	Has a slight foreign accent.
	4	Always intelligible, though one is conscious of a definite accent
	3	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.
	2	Very hard to understand because of pronunciation problems. Must frequently be asked to repeat.
	1	Pronunciation problems so severe as to make speech virtually unintelligible.
Grammar	5	Makes few (any) noticeable errors of grammar or word order.
	4	Occasionally makes grammatical and or word order errors which do not, however, obscure meaning.
	3	Makes frequent errors of grammar and word order which occasionally obscure meaning.
	2	Grammar and word order errors make comprehension and must often rephrase sentences and or restricts himself to basic patterns.
	1	Errors in grammar and word order so severe as to make speech virtually unintelligible
Vocabulary	5	Use of vocabulary and idioms is virtually that of a native speaker.
	4	Sometimes use inappropriate terms and or must rephrase ideas because of lexical inadequacies.
	3	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.
	2	Misuse of words and very limited vocabulary make comprehension quite difficult.
	1	Vocabulary limitations so extreme as to make conversation virtually impossible
Fluency	5	Speech as fluent and effortless as that of a native speaker
	4	Speed of speech seems to be slightly affected by language problems.
	3	Speed and fluency are rather strongly affected by language problem
	2	Usually hesitant; often forced into silence by language problem
	1	Speech is so hard and fragmentary as to make conversation virtually impossible.
Comprehension	5	Appears to understand everything without difficulty
	4	Understand nearly everything at normal speed although occasional repetition may be necessary.
	3	Understands most of what is said at slower-than normal speed with repetitions.
	2	Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetitions.
	1	Cannot be said to understand even simple conversational English.

The data analyzed by using quantitative and qualitative. Quantitative data analysis used to assess the final tests in each test cycle and the improvement of speaking skills using Flipaclip Animation Media.

Quantitative analysis techniques have been conducted to analyze the results of the study. The following formula for finding single data scoreresult as follows (Arikunto, 2010):

$$N = \frac{\text{Skor Perolehan Siswa}}{\text{Skor Maksimum}} \times 100$$

Qualitative Analysis Data used in the form of information in the form of sentences that provide an overview of students' expressions of

understanding the new learning media and student activities.

Research is said to be successful if there is an increase in learning outcomes and activeness of students. The implementation of classroom action research conducted in class x at setih setio vocational high school is successfull when the learning process have percentage of the student is increasing to 75% at the end of the study. The learners' learning outcomes was 75% of students could pass the assessment score 75 based on *minimum score criteria* adopted from the school agreement Vocational High School Setih Setio 2 Muara Bungo.

**RESULT AND DISCUSSION**

Based on the data that has been obtained from the result of the learning process as well, in the first cycle the results of the observation sheet were analyzed to get a good category with a percentage 76% and in the

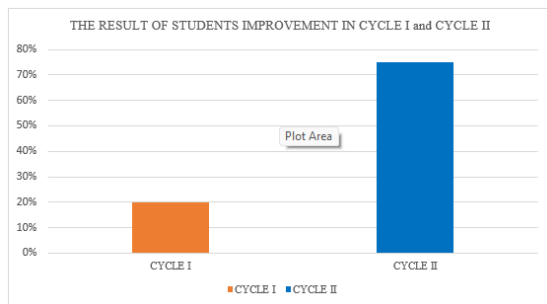
second cycle the observation results got a very good category with a percentage of 88%, as the learning outcomes data obtained by students in the first cycle and in the second cycle, the research results are described as follows:

Table 2. the value of students'speaking skills in cycle land II

Information	Cyle I		Cycle II	
	Meeting I	Meeting II	Meeting I	Meeting II
Total Value	240	1.028	1.808	2.004
Min Value	48	24	56	72
Max Value	76	80	84	96
Completed The Minimum Score Criteria	6 students		22 students	
Completeness Percentage	20,6%		75,8%	

From the table 1 above, the completeness percentage in cycle I was 20,6%, this percentage is still not able to exceed the standard success indicator 75%, for that is necessary to improve learning in cycle II to achieve speaking skill indicators. In the second cycle, the completeness percentage was 75,8% from the second cycle results has reached the 75% success indicator.

bad, out of 29 students in class X accounting there were only 4 students who collected assignments, after doing the reflection, there were several reasons why there were only 4 students who collected the assignment, because students did not fully understand the material taught at this first meeting, and students still did not understand how to use learning media Flipaclip Animation Application, because the application was not too familiar among these students.



Graph 1. Students learning outcomes cycle I and II

In the graph above, it can be seen that the increased in speaking skill comes from the percentage of completeness from cycle 1 and cycle 2. In the first cycle of 29 students, 6 of them had reached KKM 75 with a percentage of 20.6%. Then the researchers conducted the second cycle of 29 students, 22 of them had

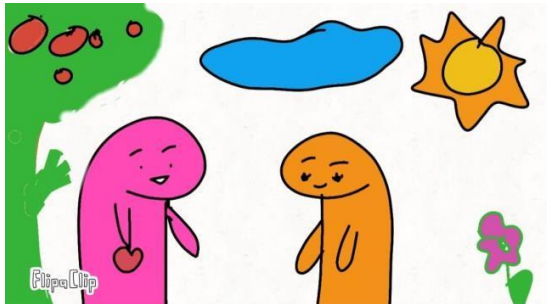
The researcher continued the research in this first cycle to the second meeting, in the second meeting there was a progress from the first meeting, the learning process was very conducive. the result analysis observation sheet got score good category with percentage (teacher 76%), (peer80%), and (students 76%), students were more active in asking questions and giving opinions to the teacher and their friends because students already understood the material and were used the flipaclip animation application, but the scores obtained in this second meeting still did not reach the success indicator, out of 29 students there were only 16 students who collected the assignment.

reached Minimum score criteria 75 with a percentage of 75.8%.

From the explanation above, it can be concluded that the first cycle of research has been successfully carried out by followed all research procedures, based on the results of the analysis of the observation sheet, this research process received a score in the good category with a percentage of 76%, at first cycle students who obtained scores reached the minimum score criteria there were only 6 students with a percentage of 20.6% not reached the student success indicator of 75%. In the first cycle, the teacher gave assignments to students individually with a video duration of 90 seconds, after re-observation what caused only a few students to collect assignments apart from students who did not understand the subject matter, the researcher found that there were student obstacles with constraints on their gadgets, many students experienced problems with full gadget internal storage, old

The theoretical research procedures from Kemmis and Mc Taggart have four stages there were planning, action, observation and reflection, in this study researcher conducted research with two cycles, first cycle there were two meetings, and in the second cycle there were two meetings. In the first cycle of the first meeting, the research took place well, the entire process of research procedures was carried out at the first meeting, the observation sheet got a good category with percentage (teacher 72%), (peer 76%), and (students 72%), but the value obtained at the first meeting was very

types of gadgets could not operate the flipaclip animation application or download the flipaclip animation application in PlayStore, because the task was an individual task and there were these obstacles, therefore, only a few students collected the task, and the results of the first cycle did not reach the success indicator. There is one of the capture images of the results obtained from the student's assignment, namely making an animated video on the flipaclip animation application with the material has been taught in the first cycle.



Picture 1. Student' project y using flipaclip animation in the first cycle.

Based on the reflection result, the researcher conducted a second cycle in to improve the process and results obtained in the first cycle by using different learning strategies and materials in the first cycle. In this second cycle the material used by the teacher was "asking and giving directions", division of tasks in groups, and the duration of the video was increased to 180 seconds. In the second cycle the teacher explained clearly and concisely the material that had been taught and gave examples of the material to make the students more understand the material. The strategies that made in the second cycle gave the improvement of students' learning process and students' learning outcomes. It can be seen from the results of the observation sheet which get better by got a very good category and a percentage of 88% compared to the observation results in the first cycle with a percentage of 76%.

At the first meeting in the second cycle, the learning and teaching process occurred very well, students were more active and able to operate the flipaclip animation application well, students understand the material well. It can be seen from the result of observation sheet got very good category with percentage (teacher 80%), (peer 88%), and (students 88%), the scores obtained in this second cycle had reached the minimum score criteria (75) with the most scores obtained by students 76.

Although, the scores obtained had reached the minimum score criteria, the researcher continued this second cycle to the second meeting to prove that using the flipaclip animation application could improve students' speaking skills, at this second meeting, the teacher still gave the same assignment as in the first meeting, the teacher only briefly explained the material that had been taught and briefly explained the features of the flipaclip animation application features. The videos produced by students became better it can be seen on the result of analysis observation sheet got very good category with percentage (teacher 84%), (peer 92%), and (students 92%). This is evidenced by the increase in students' speaking skill.

in this second cycle, 22 students collected their assignments out of 29 students, and there are 22 students who have reached the minimum score criteria (75) with a percentage of 75.8%, reached the 75% success indicator.



Picture 2. Student' project by using flipaclip animation in the second cycle.

Based on the explanation above, it can be seen that the Flipaclip Animation Application Media is the right strategy to improve students' speaking skills. Flipaclip animation application media can help students to improve their speaking skills. The use of learning media will attract students' attention to be more active in participating in the teaching and learning process, making learning materials clearer and easier for students to understand that students can achieve learning objectives. Thus, students' understanding of English can increase and students' speaking skills become better. Students can also communicate or discuss the results of their thoughts with their friends. Students can help each other and exchange ideas. This media can help students to understand the material taught. It is possible, if they already understand the material, they will easily apply their ideas in speaking English.

## CONCLUSION

The improvement of the learning process can be seen from the results of the analysis of teacher, peer, and student observation sheets. In the first cycle, 76% achieved a good category; in the second cycle, the analysis results got a percentage of 88% with a very good category.

The first cycle test results show an improvement in student learning outcomes: 6 students scored above the minimum score criteria (75%) with a percentage of 20.6%; in the second cycle, 22 students scored above the minimum score criteria (75) with a percentage of 75.8%.

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