

**THE EFFECTIVENESS OF INTERACTIVE ANIMATION
VIDEO ON PPT IN TEACHING SPEAKING AT SMKN KARE**

THESIS



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ABSTRACT

Fadila, Nihaya Nur. 2024. *The Effectiveness of Interactive Animation Video on PPT in Teaching Speaking at SMKN Kare.* Sarjana's Thesis, English Language Teaching Department, Faculty of Tarbiyah and Teacher Training, State Islamic Institute of Ponorogo. Advisor: Dr. Tintin Susilowati, M.Pd.

Keywords: *Speaking Skills, Interactive, Animation, Giving Opinion*

Speaking is the use of language verbally to communicate with other people. The use of this media in teaching English in this research is expected to support speaking teaching so that students can improve their speaking skills in giving opinion. PowerPoint is software used to design presentation material in slide form. Animation a moving image in the form of a group of objects arranged in a regular manner. Asking and giving opinions is one of the expressions used to ask or answer in response to an opinion.

This research aims to obtain empirical data about the effectiveness of interactive animated videos on the speaking abilities of tenth grade students at SMKN Kare. One relevant theory is the cognitive theory of multimedia learning proposed by Richard Mayer. According to this theory, the use of interactive media can help the learning process and understanding of information by combining text, images, sound and other interactive elements.

This research used a quantitative approach and used a quasi-experimental design. This research used two classes, namely the experimental group and the control group. The research population was class X students at SMKN Kare consisting of 125 students. The sample in this study was 24 students in the experimental class and 25 students in the control group. Researcher used random sampling as a sampling technique. The data collection procedure is an oral test and documentation. To analyze the data, the researcher used Independent sample t-test formula.

The research results showed that the average pre-test score for the experimental class was 56.33 and the post-test score for the experimental class was 72.91, while the pre-test score for the control class was 52.16 and the average post-test score for the control class was 60.88. Based on data analysis and hypothesis testing, $p\text{-value or sig (2-tailed)} = 0.01$. From these results it is proven that the null hypothesis is rejected and the alternative hypothesis is accepted because the $p\text{-value (0.01)}$ is smaller than $\text{sig } \alpha = 0.05$. This is also supported by the results of the effect size test which reached 1.6 at the strong level (signification). This means that there is a statistically significant difference between the experimental class and the control class in the post-test results. It can be concluded that the use of Interactive on PPT Animation Video media focuses on providing opinions on speaking learning for class X students at Kare Effective Vocational School.



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CHAPTER I

INTRODUCTION

A. Background of Study

Speaking is a skill like writing, involving the use of speech to convey meaning to other people. Can train and also develop speaking skills by focusing on and also paying attention to certain aspects of speaking for example aspects of fluency, aspects of pronunciation, aspects of grammatical accuracy, or body language. Speaking as an English language skill has several aspects of speaking.¹

The meaning of mastery in English speaking skills is an essential skill that students should possess. It serves not only as a means of communication in various contexts but also as a tool for expressing and sharing opinions. However, many students struggle with speaking, particularly in giving their opinions. This can be attributed to various factors such as lack of confidence, difficulty in understanding the subject matter, and the lack of engaging and interactive learning media.

Therefore, in the current digital era, researcher wants to research the use of Interactive on PPT Animation Video media to make learning media more interesting, such as schools. The teaching and learning process can be made more dynamic and interesting by utilizing technology as a tool. Animated videos are used as the basis for interactive PowerPoint, which is one of the media that can be

¹ Juni Bayu Saputra.” An Analysis Of Students’ Speaking Anxiety Toward Their Speaking Skill”2018. Journal Of English Education And Applied Linguistics

applied. By using this media, students can understand the material more deeply, develop a stronger desire to learn, and enjoy the educational process more.

Based on the researcher's observations when conducting research, the researcher interviewed one of the English teachers at SMKN Kare about students' interest in learning English. The researcher also made observations on students at SMKN Kare and before conducting the research the researcher validated that one of the classes at SMKN Kare. After researchers conducted interviews, observations and validation, there were several students who faced obstacles in learning and speaking English. students have difficulty understanding the topics discussed. Apart from that, sometimes students are afraid of making mistakes in speaking, which makes them less confident. Apart from that, they easily get bored when learning to speak English because English teachers rarely use learning media, usually teachers only use worksheets, textbooks and blackboards as learning media.²

To overcome this problem, teachers need to provide several media in the teaching and learning process. especially in speaking, the media plays a very important role in teaching and learning English. In the teaching and learning process, teachers must be able to choose and use the right media for students in learning. An interactive PowerPoint based on video animation is one of the proposed media. The use of this media in teaching English is one of the best ways

² Interviews and Observations

to give students additional ways to process subject information, especially to support speaking teaching so that students can improve their speaking skills.

According to Ashhar PowerPoint software is a program designed to display multimedia presentations that are attractive, easy to create and use, and have an affordable cost.³ PowerPoint media is usually used in a presentation made by lecturers while teaching in class⁴

Agustien defines animation as the process of making an inanimate item move. To give inanimate objects the ability to move and appear alive, they are endowed with strength, zeal, and emotions. After which animation is added to the image. A collection of moving image presentations that students can view and understand immediately is called an animated video. Students get more interested in studying English since they can actually see how a story is conveyed in an animated format through animated video media.⁵

The animated videos in interactive PowerPoint can provide clear visualizations of the content being taught, enabling students to better comprehend the concepts. Additionally, these animated videos can actively engage students in the teaching and learning process, helping them develop their speaking skills, particularly in expressing their opinions.

³ Asyhar, R. (2012). Kreatif mengembangkan media pembelajaran. Jakarta: Referensi Jakarta

⁴ Elpira, N., & Ghufron, A. (2015). Pengaruh Penggunaan Media Powerpoint terhadap Minat dan Hasil Belajar IPA siswa kelas IV SD. Jurnal Inovasi Teknologi Pendidikan, 2(1), 94–104

⁵ Novita Puspa Dewi dkk. 2023. "The Effect of Use of Animation Video Media on Retelling Story Skills". International Journal of Active Learning

The researcher chose asking and giving opinions material as material for this research because this material is in accordance with the material that will be taught to tenth grade students in the second semester and also this material is related to students' speaking skills because asking questions and giving opinions is an important thing, namely the method used. someone to ask for and give opinions to others. When carrying out daily activities, we usually cannot escape this expression.

However, not much research has been conducted regarding the effectiveness of using interactive media, PowerPoint, video animation-based media on students' ability to give opinions. Thus, the aim of this research is to find out how effective the use of interactive media, PowerPoint, video animation-based media, is in teaching English in providing opinions. It is hoped that this research can advance the field of education, especially the use of technology for teaching English.

B. Identification of the Problems

From the various descriptions that have been put forward in the background problems above, the problems can be identified, namely:

1. Students do not master English well, due to a lack of mastery of understanding
2. Students think that English lessons are difficult to understand, so students don't like English subjects
3. The learning media used by teachers is less interesting convey learning

4. Students easily get bored in learning English because teachers rarely use media in learning.

C. Limitation of the Study

This research is limited in the following problems:

1. Student activities in the teaching and learning process in this research devoted to the activities carried out by students during the process learning in the classroom.
2. Student learning outcomes in this research are limited to ability cognitive as seen from the test results at the end of the cycle.
3. The learning model used in this research is limited to Problem Based Learning
4. Research was conducted on class X TKJ 1 and class X TKJ 2 students of SMKN 1 Kare

Researcher provide limitations to this research, namely the effectiveness of using Interactive PowerPoint Media based on Animation Video in Teaching speaking focused giving opinion for class X at SMKN 1 Kare. Researcher believes that animated video-based power points can improve students' speaking skill in giving opinion. The questions focus on explaining material regarding asking and giving opinions.

D. Statement of the Problem

Based on the background, problem identification and problem limitations above, the research problem is formulated as follows:

Is the use of Interactive PowerPoint based on Animation Video media in English language learning effective compared to students who are taught without using Interactive PowerPoint media based on Animation Video in speaking, specifically providing an opinion ?

E. Objective of the Study

To find out the effectiveness of using Interactive PowerPoint media based on Animation Video in English language learning compared to students who were taught without using Interactive PowerPoint media based on Animation Video in speaking, specifically give opinions.

F. Significances of the Study

The researchers describe the benefits of this research in two parts, namely theoretical benefits and practical benefits.

1. Theoretical benefits

From the results of this research, researchers hope that this research can be used as a basis to support initial conclusions or can be used as relevant study material for future researchers.

2. Practical benefits

The practical benefits of this research consist of four parts, namely benefits for teachers, students, schools and researchers.

a. For Schools

- 1) Contribute to improve quality and effectiveness of English language subjects
- 2) Increase student's learning outcomes

b. For English Teacher

- 1) As teaching material by applying Interactive Power Point Media based on Video Animation in Speaking Skills.
- 2) Increase knowledge and learning skills which can be used to improve the quality of learning English.

c. For Students

- 1) Students will understand the material taught more clearly teachers in speaking skills focused giving opinion.
- 2) Students get more English learning meaningful and quality.

d. For Readers

- 1) To help readers, specifically language education researches, understand the effectiveness of using Interactive Power point media based animation videos to improve speaking skills.
- 2) To be used as a reference for other research.

e. For Future Researchers

- 1) Gain direct experience in applying Power Point Learning media based on Video Animation in improve speaking skills focused giving opinion.
- 2) This research is expected to provide information for further research

G. Organization of the Thesis

In preparing this research, researchers divided four systematic parts consisting of:

Chapter I contains an introduction which includes problem background, problem identification, problem limitations, problem formulation, research objectives, research benefits, and systematic discussion.

Chapter II contains theoretical studies about media, Interactive Power Point, animated videos, speaking skills, and asking and giving opinions. and contains reviews of previous research, framework and research hypotheses.

Chapter III contains research methods including: research approaches and types, research location and time, research population and samples, operational definitions of research variables, data collection techniques and instruments, validity and reliability, and data analysis techniques.

Chapter IV contains research results and discussion including: general description of the research location, description of research results, data analysis and research hypothesis testing and discussion.

Chapter V is the closing chapter which contains conclusions and suggestions from the research results. The conclusion contains answers to the problem formulation listed in Chapter I. Suggestions contain recommendations for further research related to this research.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Background

This chapter contains the Definition of Speaking, Components of Speaking, Types of Speaking, Teaching Speaking, Assesing Speaking, Media, Interactive PowerPoint, Animation Video, The Procedure Applying PPT animated video, The Weakness and Strength PowerPoint, Animated Video, Asking and Giving Opinion.

1. Speaking

a. Definition of Speaking

Speaking is one way to communicate which ideas and though a message orally. To enable students to communicate, we need to apply the language in real communication.⁶ It is important to provide opportunities for students to use language in real communitaion situations so that they can develop good speaking and communication skills. Through targeted speaking practice and direct communication experiences, students can gain a better understanding of language use in everyday contexts and improve their oral communication skills.

According to Gert and Hans speaking is speech or utterances with the purpose of having intention to be recognized by speaker and the receiver

⁶ Dedi, Fahrizal. 2012." Improving Students' Speaking through Communicative Language Teaching Method at Mts Ja-alhaq, Sentot Ali Basa Islamic Boarding School of Bengkulu, Indonesia". International Journal of Humanities and Social Science Vol. 2 No. 20

processes the statements in order to recognize their intentions.⁷ Speaking or uttering something is done with the aim of being recognized by the speaker and recipient of the message. The communication process involves the speaker's efforts to convey a message must process the statement to recognize the speaker's intention or intent. Thus, oral communication involves interaction between the speaker and the recipient of the message in which information is conveyed with specific purpose and is understood by the recipient of the message according to the speaker's intentions.

Rebecca stated that speaking is the first mode in which children acquired language, it is part of the daily involvement of most people with language activities and it is the prime motor of language change.⁸ Speaking is a basic and important skill in the process of language development activities are not only part of daily activities involving language, but are also the main factor that drives language change and development in diverse communication contexts.

Fulcher, stated that speaking is the verbal use of language to communicate with others. Students must decide how to speak with one another in order to express themselves and build relationships with

⁷ Ibid 1

⁸ Ibid 2

others. Speaking can be performed directly or indirectly with one or more persons.⁹

According to Brown Liauw, speaking is an interactive process in the construction of meaning, which includes producing, receiving and processing information.¹⁰ Speaking is the ability to use words or language to express oneself with a normal voice. This opinion emphasizes that speaking is not just about making sounds, but also involves a complex interaction process in building meaning. The speaking process involves the ability to produce relevant information, receive responses from the interlocutor, and process that information to then respond in an appropriate way. Thus, speaking is not only about the ability to pronounce words, but also involves the ability to communicate effectively by understanding, responding to, and processing the information received.

Speaking is a fundamental means of communication that individuals employ to interact with others. It is a ubiquitous aspect of our daily lives, occurring in various settings and becoming an integral part of our routine activities. When individuals engage in speaking, they actively interact with others and utilize language as a tool to articulate their thoughts, emotions, and opinions. Sujarwo stated they also share information to other through

⁹ Meliana Br.Siahaan.2024."Students' Perception Towards Orai As Learningmedia Of Speaking Skill At Grade Eight Of smp Negeri 1 Pematang Siantar": Jurnal Ilmu Pendidikan Dan Sosial (Jipsi) Vol. 2, No.4, Januari2024

¹⁰ Maharsuci, Mayasari Silfia. 2023. Students' Speaking Anxiety In Practicing Dialogue At The Tenth Grades Ma Muhammadiyah 2 Yanggong. Thesis, English Education Department, Faculty Of Tarbiyah And Teacher Training, State Islamic Institute Of Ponorogo.

communication and English is the international language used by community and people to communicate from various societies in the world.¹¹

Based on the above definitions speaking is one way to communicate ideas and messages conveyed orally. For this reason, apply language in real communication. Through targeted speaking practice and direct communication experiences, students can gain a better understanding of language use in everyday contexts and improve their oral communication skills. The communication process concerns the speaker's efforts in conveying a message, having to process the statement to find out the speaker's meaning or intention. Thus, oral communication involves interaction between the speaker and the recipient of the message where information is conveyed with a specific purpose and is understood by the recipient of the message according to the speaker's intentions.

b. Components of Speaking

The speaking assessment consists of five components: pronunciation, grammar, vocabulary, fluency, and comprehension. These components are used to evaluate students' speaking abilities. Brown further explains these components in detail:

¹¹ Sitti Nurjannah.2022."Using Action Strategy In Improving Speaking Skill In English Language Teaching": Education, Language, And Culture (Edulec)

1) Grammar

Grammar is essential for students to construct correct sentences during conversations. The ability to manipulate sentence structures and use appropriate grammatical forms is crucial for accurate English speaking. Learning grammar also helps in gaining expertise in both oral and written language.¹²

2) Vocabulary

Sufficient vocabulary is necessary for effective communication and expressing ideas in both oral and written forms. This component enables speakers to use appropriate words based on the context of the conversation.¹³

3) Comprehension

Comprehension refers to the extent of students' ability to understand and respond to oral communication. Students should be able to comprehend what the speaker is saying.¹⁴

4) Pronunciation

¹² Brown, H. D. (2004). *Language Assessment Principles and Classroom Practices*, 141. San Francisco: states University.

¹³ Brown, H. D. (2004). *Language Assessment Principles and Classroom Practices*, 141. San Francisco: states University.

¹⁴ Brown, H. D. (2004). *Language Assessment Principles and Classroom Practices*, 141. San Francisco: states University.

Pronunciation focuses on how students produce clear and accurate language when speaking. It involves the phonological aspects of grammar, which determine the variation and patterns of sounds in a language.¹⁵

5) Fluency

Fluency is the ability to speak smoothly and effortlessly. Many language learners aim to achieve fluency in speaking. Signs of fluency include speaking at a reasonably fast pace with minimal pauses, indicating that the speaker does not struggle to find the right language elements to express their message.¹⁶

c. Types of Speaking

Based on the concept adopted from Brown, there are five basic types of speaking, each of which has different characteristics and purposes. A more detailed explanation of each type of speaking is as follows:

1) Imitative

This type of speaking places the ability to imitate as the main focus. At the end of the continuum of this type of performance, students only need to be able to imitate (imitatively) a word, phrase, or sentence that they have heard or learned. The aim of this type of

¹⁵ Brown, H. D. (2004). *Language Assessment Principles and Classroom Practices*, 141. San Francisco: states University.

¹⁶ Vina Advianti.2022.” A Descriptive Study On Students Speaking Ability”. Pancasakti International Seminar On English Language Teaching (PISELT 2022).

speaking is to train students; ability to pronounce words or sentences correctly and precisely.¹⁷

2) Intensive

This type of intensive speaking is often used in assessment contexts to demonstrate a student competency in certain aspects of the language. Students are asked to produce small pieces of spoken language designed to demonstrate understanding and ability in specific areas of grammar, phraseology, vocabulary, or phonology. The purpose of this type of speaking is to measure students understanding and mastery in more focused aspects of the language.¹⁸

3) Responsive

Responsive type of speaking involves interaction and understanding on a more limited level. Students are expected to be able to interact in short conversations, such as standard greetings, pleasantries, simple requests, and simple comments. The purpose of this type of speaking is to train students to communicate concisely and effectively in everyday conversation situations.¹⁹

4) Interactive

¹⁷ Brown, H. D. (2004). *Language Assessment Principles and Classroom Practices*, 141. San Francisco: states University.

¹⁸ Brown, H. D. (2004). *Language Assessment Principles and Classroom Practices*, 141. San Francisco: states University.

¹⁹ Brown, H. D. (2004). *Language Assessment Principles and Classroom Practices*, 141. San Francisco: states University.

Interactive type of speaking involves more complex interactions. Interaction can occur in two forms, namely transactional language which aims to exchange specific information, and interpersonal exchange which aims to maintain social relationships. Students are invited to engage in deeper and more complex conversations, both in the context of exchanging information and maintaining social relationships.²⁰

5) Extensive

The extensive speaking style is often more deliberative and formal for broader and more complex tasks. However, this type of speaking can also include informal monologues such as speeches delivered casually. The purpose of this type of speaking is to train students to communicate more plannedly, think critically, and convey information in more depth and detail.²¹

d. Teaching Speaking

Teaching is a process of transferring knowledge and knowledge to students. That The successful transfer of knowledge and knowledge to students is influenced by many things These factors and one of them is the teacher's method or strategy. Since the main teacher Their job is to teach so

²⁰ Brown, H. D. (2004). *Language Assessment Principles and Classroom Practices*, 141. San Francisco: states University.

²¹ Brown, H. D. (2004). *Language Assessment Principles and Classroom Practices*, 141. San Francisco: states University.

they must be able to manage the class and develop the teaching and learning process. Teachers must make students learn in order to obtain good results the teaching and learning process will be achieved well. To make students learn better, there are requirements for materials, facilities, personnel, time, space, etc.²²

Teaching is a process that involves more than just conveying information. As a teacher, the main role is to guide and facilitate students learning, create an environment that supports the learning process, and provide conditions that enable students to acquire knowledge effectively. In this context, teaching is not only about transferring knowledge in one direction, but also involves active interaction between teachers and students. A successful teacher is one who is able to provide a variety of teaching methods that suit students learning styles, stimulate interest in learning, and create meaningful learning experiences. Success in teaching is determined not only by how much information is conveyed, but also by the teacher ability to understand the individual needs of each student, provide the necessary support, and create an inclusive and supportive learning atmosphere. Thus, teaching is not only about the information conveyed, but

²² Nur-Asikin Kakoh, Dkk. 2022." An Analysis Teaching Process Of Efl At Grade Tenth Vocational High School 06 Kota Padang". Rielt Journal Volume 8 Number 1, April 2022, Page 39 - 54

also about how teachers are able to guide, support and inspire students to learn and develop holistically.²³

Smith stated by expanding definition of teaching. Teaching is a system of action involving an agent, a goal in views and situations include two sets of factors in which the agent have no control (class size, student characteristics, physical facilities, etc.) and things he can modify (such as teaching techniques and strategies.²⁴

Thornbury quoted in Parmawati said that speaking is an interactive and demanding process ability to collaborate in managing speaking turns. In speaking students must also know the meaning based on context, vocabulary, pronunciation and good grammar. In the context and vocabulary, students need to understand not just the individual words meaning but also which combinations make up the correct sentences in conversation. Then, that's it Speakers must have good speaking skills because the process of speaking is conveying meaning For listeners, listeners must understand what the speaker says.²⁵

Kayi state added that speaking is the productive skill in the oral mode. Like the other skills, is more complicated than it seems at first and

²³ Vigara, Feby (2022) The Effectiveness of Picture Media in Writing Biography Recount Text. Undergraduate (S1) thesis, IAIN Ponorogo.

²⁴ Ibid 1

²⁵ Osi Havis Melian, Dkk. 2019." Analyzing Students' Speaking Activities In Teaching Learning Process Using Stad Method". Volume 2, No. 3, May 2019

involves more than just pronouncing words needs to be developed and practiced independently of the grammar curriculum..²⁶

From the description above it can be concluded Teaching is a process of transferring knowledge and knowledge to students. That the successful transfer of knowledge and knowledge to students is influenced by many things. These factors and one of them is the teacher's method or strategy. Because teachers' main task is to teach, they must be able to manage the class and develop the teaching and learning process. Teachers must make their students learn in order to obtain good results so that the teaching and learning process will be achieved well. So that students can learn better, materials, facilities, energy, time, space, etc. are needed. In speaking, students must also know meaning based on context, vocabulary, pronunciation and good grammar. Speaking is a productive skill in the oral mode.

e. Assesing Speaking

Luoma stated assessment on speaking can be a very judgmental issue, in which people tend to relate on native/nonnative speakers on the basis of pronunciation..²⁷

²⁶Matius Ganna. Teachers' Strategies In Teaching Speaking (A Case Study Of An English Teacher In Sma Negeri 1 Toraja Utara)

²⁷ Luoma, Sari. (2004). Assessing speaking. Cambridge: Cambridge University Press.

Nunan stated this theory then developed as the criteria of speaking test assessment. However, the design of speaking assessment may vary depend on the types of speaking assessed. Then, what should to be tested? ²⁸

1) Grammar

Test takers are assessed on how to control its usage within sentences, to construct, to use it appropriately and accurately and to avoid grammatical errors in speaking.

2) Vocabulary

The range, precision, and the usage of vocabulary features in a conversation used by test takers indicate the level of how proficient they are.

3) Comprehension

Understanding the context of the conversation and able to give appropriate response according to the question.²⁹

4) Fluency

The language fluency indicates that the production of speech in a conversation is well delivered. Have confidence in delivering the speech and able to responds specific theme without many hesitation in choosing words.

²⁸ Nunan, D. (1999). Second language teaching and learning. USA: Heinle.

²⁹ Nunan, D. (1999). Second language teaching and learning. USA: Heinle.

5) Pronunciation

Pronunciation deals with how often errors in pronunciation occur and how the pronunciation aspect interfere the communication

2. Media

Media can be interpreted as an intermediary or introductory word that comes from the word In the scope of education, media is defined as a means or type of component contained in the student learning environment which aims to stimulate the learning process in students. In the educational context, media has an important role in supporting the student learning process. Media can take various forms, such as textbooks, images, audio, video, and digital technology.

The main function of media in education is as a means of conveying information, facilitating understanding of concepts, and stimulating student interest and involvement in the learning process. With media, teachers can create more interesting, interactive and meaningful learning experiences for students. Media helps enrich students learning experiences by providing a variety of information sources and learning methods that can improve understanding and retention of lesson material. Thus, the use of media in education aims to create an adequate learning environment, stimulate student learning processes, and increase learning effectiveness. Media is an important

element in creating learning experiences that are diverse, interesting and support students' cognitive and skill development.³⁰

According to the term of media which comes from Latin and the plural is medium, media literally mean intermediary or introduction. The general meaning is anything that can channel information from information sources to the recipient information. Teaching and learning process is basically also a communication process, so the media used in learning are called learning media. Learning media are part of a learning resources that are a combination of software (learning materials) and hardware (learning tools).³¹

According to Gerlach and Ely in Arsyad media when understood in broad terms is human, material, or events that build conditions that enable students to acquire knowledge, skills, or attitudes. In this sense, the teacher, text, and the school environment are the media.³²

According to Munadi Learning media is anything that can convey and channel messages from sources in a planned manner to create a conducive learning environment where the recipient can carry out the learning process efficiently and effectively.³³

³⁰ Vigara, Feby (2022) The Effectiveness of Picture Media in Writing Biography Recount Text. Undergraduate (S1) thesis, IAIN Ponorogo.

³¹ Akrim. 2018." Media Learning In Digital Era". Advances In Social Science, Education And Humanities Research, Volume 231

³² Yuni Mulyati Dkk.2020." The Effects Of Using Snake And Ladder Media Towards Elementary School Students' Learning Outcomes". Journal Of Teaching And Learning In Elementary Education (JTLEE) Vol. 3 No. 2, August 2020

³³ Ibid 1

Furthermore, according to Musfiqon that learning media is defined as a physical or non-physical tool that is deliberately used as an intermediary between teachers and students in understanding learning material to make it more effective and efficient. So that the learning material is more fully accepted by students and attracts students' interest to study further.³⁴

From the explanation above, media can be identified as any forms of communication whether printed or audio visual, as well as their instrumentation around the students that can convey messages that motivated the students to learn. It can help the teacher to communicate and transmit the knowledge or material to the students.

According to Susanti and Zulfiana, media is divide into 3 kinds. There are visual media, audio media and visual-audio media.

a. Visual Media

Visual media is a tool or learning resource that contains of messages, information, especially on learning material, which is presented in an interesting and creative manner and applied using the sense of sight.³⁵

b. Audio Media

Media Audio is or hearing media is a type of learning media or learning resource that contains of messages or subject matter that are

³⁴ Ibid 2

³⁵ Susanti, Susanti and Zulfiana, Affrida (2018) Types of Media in Learning. Types of Media in Learning. pp. 1-16.

presented in an interesting and creative way and are applied using only the senses of hearing. Because this media is only sound.³⁶

c. Visual-audio Media

Visual-audio media are media that have sound elements and elements picture. Namely media that displays sounds and images such as sound slides, sound frame films, and sound prints.³⁷

3. Interactive Power Point

Microsoft's PowerPoint program is part of the Office suite and is useful for create slide shows for presentations. The intended use PowerPoint is to enhance teaching and learning for learning; therefore, PowerPoint is a professional tool in teaching and learning activities in schools.³⁸

Nouri and Shahid said that Power Point slide show include graphics, animation, and colour have correlation on human information processing theories in whichit focuses on how the human memory system gathers, transforms, compacts, elaborates, encodes, retrieves, and use the information.³⁹

³⁶ Susanti, Susanti and Zulfiana, Affrida (2018) Types of Media in Learning. Types of Media in Learning. pp. 1-16.

³⁷ Susanti, Susanti and Zulfiana, Affrida (2018) Types of Media in Learning. Types of Media in Learning. pp. 1-16.

³⁸ Neris Mayang Ledi. Dkk. 2023. "Students' Perceptions Of Using Powerpoint As Learning Media In English Language Teaching At Junior High School. Faculty Of English Education*1,2 Bengkulu University

³⁹ Maliqul Hafis.2013." Students' Perceptions Of The Use Of Power Point Slide Show For Teaching English Subject". Jurnal Pendidikan Bahasa, Vol. 2. No. 2, Desember 2013

An Interactive PowerPoint Presentation is a PowerPoint presentation that is made interactive to convey information in a more dynamic and interesting way. Interactive PowerPoint presentations can generally be divided into two main dimensions: interaction with the slide content through interactive elements and fostering interaction with the audience.

In the first dimension, PowerPoint presentations are made interactive through enhancing slide content with interactive elements, usually native to PowerPoint. These are some interactive power point elements: Animation, Transition, Hyperlinks, Interactive data visualization, Annotation. They serve to increase slide interactivity by adding movement to static objects, enabling non-linear slide navigation, as well as adding a dynamic touch to the presentation of data and information. In the second dimension, PowerPoint presentations are made interactive through interaction between the presenter and the audience, usually with the help of additional PowerPoint tools. We will cover: Quiz Evaluation, Exchange ideas, Collaborative multimedia uploading, Opinion poll, game.⁴⁰

The use Power Point as teaching media very important to Students, because Power Point is a presentation program developed by Microsoft. Power Point is often used to create business presentations, but can also be used for educational or informal purposes. The presentations comprised of slides, which may contain text, images, and other media, such as audio clips and movies.

⁴⁰ Zuun Yee Chau.2024.” How To Make An Interactive Powerpoint Presentation: An Expert Guide (Free Downloadable Playbook). <https://www.classpoint.io/blog/how-to-make-an-interactive-powerpoint> Accessed 3 February 2024

Sound effects and animated transitions can also be included to add extra appeal to the presentation⁴¹.

Microsoft PowerPoint is a presentation application on a computer that easy to use, because this powerpoint program can be integrated with other Microsoft such as word, excel, access and so on. Power point is also one of the programs under microsoft office computer program and display to the screen using the help of the LCD projector. Learning using powerpoint media is designed for interactive learning, where in powerpoint presentation media is designed and equipped with tools user-operable controller so that the user can choose what you want for instructions for use, materials, and practice questions.⁴²

Based on the definition Microsoft's PowerPoint program is part of the Office suite and is useful for creating slideshows for presentations. With the aim of improving teaching and learning for learning. Interactive PowerPoint presentations can generally be divided into two main dimensions: interaction with slide content through interactive elements and fostering interaction with the audience. Interactive PowerPoint has several interactive PowerPoint elements: Animation, Transitions, Hyperlinks, Interactive data visualization, Annotations and movement on objects static, enable non-linear slide

⁴¹ Hendrazal, Febri. 2018. "The Use Of Powerpoint As Teaching Media Toward Students Ability In Writing At Tenth Grade Of Sma N 11 Jambi Academic Year 2017/2018. Batanghari University

⁴² Isni Syayadah. 2022." The Effectiveness Of Interactive Powerpoint In Improving Students' Conceptual Understanding Of Optics": Unnes Science Education Journal Accredited Sinta 3

navigation, and add a dynamic touch to the presentation of data and information. You can also add games, questions and quizzes.

4. Video Animation

An animated video is a collection of images that are presented in a sequential manner, creating the illusion of movement and accompanied by relevant characters and sounds. These videos are designed to be visually appealing and captivating. Animated videos have the potential to enhance the learning process and facilitate the achievement of teaching and learning objectives. This is because children can visually perceive and audibly comprehend the content presented in the videos. By watching animated videos, students can actively engage with the material and actively participate in the teaching and learning process.⁴³

Video can be defined as a powerful educational medium that incorporates elements such as images, audio, and other videos.⁴⁴ According to Agustien "Animation is a thing the activity of animating, moving an inanimate object. Inanimate objects are given a boost of strength, enthusiasm and emotions come alive and move or just seem alive". So it can clearly be concluded that Animated videos are a series of moving image presentations that can reach students directly. So, with with animated video media, students

⁴³ Titik Muntiani.2021." The Development Of Animation Video-Based Learning Media For Introducing Discipline To Children Aged 4-5 Years". Child Education Journal (Cej) Volume 3, No. 3, December 2021

⁴⁴ Ni Komang Prasetyani Laksmi.2021." The Use Of Animation Video As Learning Media For Young Learners To Improve Efl Students' Motivation In Learning English.Jurnal Pendidikan Bahasa. Vol. 17 No.21

can see concretely the course of the story which is expressed in the form of animation make students interested in learning.⁴⁵ The advantages of using animated videos: help the teacher's task in providing material, can build students' imagination, motivate students to be more enthusiastic about learning, and make it easier for students to remember the material because it is presented with animation.

Using animation to teach speaking has a good way of doing it students are more enjoyable and comfortable during teaching speaking activities. Animation has great power to attract student interest and make students not bored during learning. There is much more to this media interested when applying for teaching activities, especially to teach speaking. Apart from students can improve their speaking ability as a productive skill, students will get good input about this language that students learn through animated sounds.⁴⁶

5. The Procedure Applying Interactive PPT Animated Video

The following are the procedures for applying PPT Interactive Animated Video media in the experimental class:

1. The teacher opens the class by greeting and greets the students in a friendly manner.

⁴⁵ Novita Puspa Dewi.2023." The Effect Of Use Of Animation Video Media On Retelling Story Skills". International Journal Of Active Learning 8 (2) (2023) 70-75

⁴⁶ Arip Naksabandi.2022." Students Responses Toward Animation Video In Speaking Class". Professional Journal Of English Education) Volume 5, No. 1, January 2022

2. The teacher takes attendance of the students who are present.
3. The teacher asks the students to open their books.
4. The teacher starts showing the PPT interactive animated video on the LCD screen.
5. The teacher explains a short material about "Asking and Giving Opinion"; through the first slide of the presentation.
6. The teacher instructs one of the students to read the material on the slide.
7. The teacher provides an explanation again regarding the material that has been read by the student.
8. There is a video animation in the interactive PPT, the teacher directs the students to watch the video.
9. Students are asked to write down the contents of the animated video and provide opinions regarding the content of the video.
10. The teacher chooses two students to come forward and present their writing and opinions.
11. The teacher prepares three items, namely a painting, glasses, and a story book.⁴⁷

⁴⁷ Ira Amelia Mufida Et Al. 2021. "Analysis Of Elements Of Presentation Media With Powerpoint Used By Science Teachers At Smpn 1 Megaluh" Pensa. Ejournal: Science Education And Based On Research Conducted By Researcher

12. In the interactive PPT there is a game, the teacher divides students into three groups and instructs one of the students to take an envelope.
13. Each group will receive an item (painting, glasses, or story book) according to the contents of the envelope taken.
14. Students are asked to discuss their opinions on the items received.
15. The teacher asks each group to appoint one representative to present the results of their discussion.
16. After the presentation is complete, the teacher concludes the material that has been studied that day and closes the class with a thank you.⁴⁸

6. The Weakness and Strength of Media PowerPoint

The use of PowerPoint media with animated videos has advantages and disadvantages that need to be considered. Here are some of the advantages and disadvantages of using this media along with its sources:⁴⁹

a. Advantages

- 1) Make it easier for users to create presentation slides.
- 2) Microsoft PowerPoint makes it easier for someone who often gives presentations in public, especially using aids such as screen projectors.

⁴⁸Ira Amelia Mufida Et Al. 2021. "Analysis Of Elements Of Presentation Media With Powerpoint Used By Science Teachers At Smpn 1 Megaluh"Pensa. Ejournal: Science Education And Based On Research Conducted By Researcher

⁴⁹ Zupin. Kapida. 2023."Advantages & Disadvantages of Using PowerPoint for Presentations"

- 3) Is equipped with various tools, such as text art, image import, animation import, video import and others that will make the slides look attractive.⁵⁰
- 4) Not only that, the existence of these features is also useful for those who want to insert sound to produce more lively slides and evoke certain emotions when presented.
- 5) Varied Templates, is one of the features in PowerPoint to beautify the background on the presentation display.
- 6) Export PDF, to make it easier for users to share files that have been created and make prints on PowerPoint.
- 7) Collaboration feature, allows someone to edit presentation files simultaneously from different computers.
- 8) Cloud feature, is a save to one cloud feature, namely storage before the user puts it in local storage; and authoring feature, to protect documents from irresponsible parties, namely by authorization.⁵¹
- 9) Visual Appeal: PowerPoint allows users to create visually appealing presentations with a wide variety of design templates, themes, and multimedia elements. The ability to add images, charts, graphs, videos,

⁵⁰ Nurul Khasanah. 2020. "Training On The Use Of Microsoft Power Point Applications As Learning Media For Elementary School Teachers 050763 Gebang" Community Service Journal (Jpkm) Lppm Stkip Al Maksum Langkat Vol. 1, No. 2

⁵¹ Nurul Khasanah. 2020. "Training On The Use Of Microsoft Power Point Applications As Learning Media For Elementary School Teachers 050763 Gebang" Community Service Journal (Jpkm) Lppm Stkip Al Maksum Langkat Vol. 1, No. 2

and animations makes it easier to illustrate complex ideas and captivate the audience's attention.⁵²

10) Organization and Structure: PowerPoint provides a structured framework for organizing information. The use of slides, bullet points, headings, and subheadings helps presenters outline their content in a logical and organized manner. This structure can enhance the clarity and comprehension of the material being presented.

11) Audience Engagement: PowerPoint enables presenters to engage their audience through interactive elements such as quizzes, polls, and hyperlinks. These features encourage participation and interactivity, making presentations more dynamic and memorable.⁵³

b. Disadvantages

1) Over-reliance on Slides: One of the main drawbacks of PowerPoint is the risk of over-reliance on slides. Some presenters may become overly dependent on the software and rely heavily on the slides to convey information. This can result in a monotonous presentation style and a lack of personal connection with the audience.

2) Information Overload: While PowerPoint allows for the inclusion of multimedia and other visual elements, it is essential to strike a balance. Excessive use of graphics, animations, and transitions can

⁵² Zupin. Kapida. 2023."Advantages & Disadvantages of Using PowerPoint for Presentations"

⁵³ Zupin. Kapida. 2023."Advantages & Disadvantages of Using PowerPoint for Presentations"

overwhelm the audience and distract from the main message. Presenters should be cautious not to overload their slides with unnecessary information.⁵⁴

- 3) **Technical Difficulties:** PowerPoint presentations are susceptible to technical difficulties. Issues such as software compatibility, formatting errors, and equipment malfunctions can disrupt the flow of the presentation and undermine its effectiveness. Presenters should always have a backup plan in case of technical glitches.
- 4) **Lack of Adaptability:** PowerPoint presentations are often linear and follow a predefined sequence of slides. This lack of flexibility may limit the presenter's ability to address specific questions or digress from the set structure. It can also make it challenging to accommodate individual audience needs or adapt to unexpected changes during the presentation.
- 5) **Potential for Boredom:** If not used effectively, PowerPoint presentations can lead to boredom and disengagement. Long, text-heavy slides with minimal interactivity can lull the audience into a passive state. Presenters must strive to keep the audience engaged through effective storytelling, verbal explanations, and audience participation.⁵⁵

⁵⁴ Zupin. Kapida. 2023. "Advantages & Disadvantages of Using PowerPoint for Presentations"

⁵⁵ Zupin. Kapida. 2023. "Advantages & Disadvantages of Using PowerPoint for Presentations"

7. Asking and Giving Opinion

a. Definition Opinion

Opinion is ideas, thoughts and beliefs that are not necessarily based on factual data and have not been proven or verified.⁵⁶ Iswandi stated that opinion is the result of perspective, understanding, certain feelings, beliefs, and desires of someone who refers to information that is unfounded, different from knowledge and facts.⁵⁷

b. Asking Opinion

Asking for an opinion is asking comes from the word "ask" with the suffix -ing which means to ask. If in a verb, asking is part of the saying verb which is included in the action verb category.⁵⁸

c. Giving Opinion

According to Maulana, giving opinion is giving an expression or a view from our thought on a matter or issue, which could be a personal point of view, agreement, and disagreement opinion⁵⁹

⁵⁶ Astrid S. Susanto, *Pendapat Umum*, (Bandung : PT Karya Nusantara, 1975) p. 48

⁵⁷ Iswandi Syahputra, *Opini Publik*, (Bandung: Simbiosis Rekatama Media, 2018), p.3

⁵⁸ Intan Aulia Husnunisa. 2024. "Asking and Giving Opinion: Definition, Methods, and Examples of Dialogue" <https://www.english-academy.id/blog/asking-and-giving-opinion>: accessed 4 June 2024

⁵⁹ Maulana Y. Irwansyah, *Fostering students' Speaking Skill of Giving Opinion Through Role Play*, (UIN Syarif Hidayatullah: Jakarta), 2019, p. 8

d. Ekspresions Asking and Giving Opinion

Table 2.1
Ekspresions Asking and Giving Opinion

Asking Opinion	Giving Opinion
What do you think about...?	I think...
What are your thoughts on... ?	I believe....
How do you feel about... ?	I feel...
What's your opinion about...?	I assume...
How do you feel about....?	I would say....
What's your opinion about....?	In my opinion.... I would say... ⁶⁰

B. Previous Research Findings

Previous research was an attempt by researchers to find comparisons and then look for new inspiration for further research. In addition, previous studies help the research position and demonstrate the originality of the research. In this section the researcher contains various results of previous research related to this research want to do, then make a summary of the two studies that have been carried out published or unpublished. Here's the research previously which are still related to the theme the author is studying.

The first previous research was entitled *Developing an Interactive PPT for Teaching Speaking Skills on Recount Text Material* by M. Misbakhul Zaki Munir and colleagues. Objective to create interactive PowerPoint slides for teaching recount text material at MA Ma'arif Udanawu. Main theory

⁶⁰ <https://www.jegeanbahasainggris.com/2017/03/materi-expressing->

according to Dahlan, there are things to consider when choosing development PowerPoint media is interactive because this media has various advantages, including practical, can give the recipient the possibility to take notes, make varied presentations interesting and not boring technique, can be used repeatedly, healthier. Like whiteboard, allowing presentations with various color schemes, photos, videos, animations, and graphics. Method research and development (R&D) method. Findings the validity of the interactive PPT learning media for English recount text material was assessed with instrument validity of 88%, media design validity of 100%, and content validity of 97%, which shows high validity and suitability for use. The practicality of interactive PPT learning media with recount text material was assessed based on student responses with an assessment of 82% as very practical and suitable for use.⁶¹

In the second previous research entitled *The Effectiveness of Animation Videos in Improving Students' Speaking Skill* by Anwar Musadad. Objective of this research is to find out whether animated videos can improve students' abilities. The main theory according to Nasution video is a very effective medium to assist the learning process Videos are rich in information and complete because those can be seen in front of students directly. Videos adds a new dimension to learning. Method R&D Research and Development. Based on the test results, the average pre-test score is 62.38, and the average post-test

⁶¹ M. Misbakhul Zaki Munir.2023." Developing Ppt Interactive To Teach Speaking Skill In Recount Text Material. Professional Journal Of English Education) Volume 6, No. 5, September 2023

is 74.46, which shows a significant increase in students' abilities. speaking skills. In conclusion, animated videos can improve students' speaking skills.⁶²

In the third previous research entitled *The Use of Animation Videos to Improve Students' Speaking Skills*. By Cut Irma Yunda. The aim of this research is to find out whether animated videos are used improve students' speaking skills in second grade students at SMP Negeri 16 Banda Aceh. Theory According to Lowe Animation can help the process of receiving information of content easier understand. By using this kind of technique it will encourage students to improve their speaking ability and can engage the students to be more active, creative and motivated in learning process. This research method is quantitative research (experimental learning) with a one group pre-test and post-test design. The results of the calculation show that the average student pre-test score is score is 21 and the average post-test score is 41. Then, the t-score is 4.89 and the t-table is 2.045. It can be seen that the t-score is higher than the t-table. In conclusion the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) rejected. The impact is the use of animated videos in learning English improve students' speaking skills.⁶³

⁶² Anwar Musadad. 2024."The Effectiveness Of Animation Videos In Improving Students' Speaking Skill.". (Professional Journal Of English Education) Volume 7, No. 3, May 2024

⁶³ Cut Irma Yunda Ramadhani.2020." The Use Of Animation Videos To Improve Students' Speaking Skill". Research In English And Education (Read), 5 (2), 65-73, June 2020

⁶³ Cut Irma Yunda Ramadhani.2020." The Use Of Animation Videos To Improve Students' Speaking Skill". Research In English And Education (Read), 5 (2), 65-73, June 2020⁶⁴ Wiwik Pradillah, 2023." The Use Of Animation Video To Improve The Students'english Speaking Skill" Jurnal Karya Ilmiah Mahasiswa(Kima).

In previous research four with the title *The Use of Animation Video to Improve The Students' English Speaking Skill*. by wiwik paradillah. The aim of this research is to determine the improvement in students' speaking skills after being taught through animated videos in the seventh grade of SMP Kartika Wirabuana XX-2 Makassar. Theory according to Davies, Sulaiman the effective use of Animation video requires knowledge and planning. Video sessions can easily become lessons where teachers turn the video on and off itself. Quantitative Research Methods apply pre-experimental methods with one pre-test and post-test group.

Findings from data analysis show that the students' average score in pronunciation was 50.75 for the pre-test and 75.65 for the post-test. The average score for vocabulary was 53.75 for the pre-test and 78.3 for the post-test. This is supported by the t-test significance value being smaller than 0.05 ($0.00 < 0.05$). Therefore, the Alternative Hypothesis is accepted and the Null Hypothesis is rejected. And the test scores significantly increased, this means that after treatment using video animation it was effective and had a significant effect in improving students' speaking skills because animated videos could increase students' interest in learning, make it easier for students to understand the material and strengthen memory because it displays audiovisual-based media. Apart from that they can learn to speak English through fun activities with their friends. So they don't get bored in the teaching and learning proces⁶⁴

⁶⁴ Wiwik Pradillah, 2023.' The Use Of Animation Video To Improve The Students'english Speaking Skill'' Jurnal Karya Ilmiah Mahasiswa(Kima).

In five previous studies with the title *The Use of Presentation by Powerpoint in Improving Students' Speaking Skill* by mu'man. The aim of this research is to determine the effectiveness of presentations in improving speaking skills, and to find out the obstacles faced by students. Theory of Conscience stated One of the technological tools that teachers utilize as learning media is Power point. Both proponents and opponents of PowerPoint are always debateingit. This research uses mixed methods with Explanatory research design. Findings The results show that PowerPoint presentations are effective improve students' speaking skills. The analysis results show a normal distribution with Pretest Sig. (0.205), Sig Posttest. (0.241), and homogeneous (Sig. 0.384). Pairwise average results sample statistics include Pretest = 7.997, Posttest = 6.992, and the paired sample test is sig (2- tailed = 0.000). Apart from that, it was revealed that there were obstacles faced by students, including deficiencies confidence, grammar, vocabulary, and pronunciation. There are also some difficulties encountered by students in describing text, establishing 2-way communication, making text interesting, and technical problems in creating PowerPoint.⁶⁵

C. Theoretical Framework

English is a very international language develop and dominate the world. English is existing international languages approved worldwide. English is a communication tool used by all world. In the world of education, both in

⁶⁵ Mu'mam. 2023." The Use Of Presentation By Powerpoint In Improving Students' Speaking Skill". *Elt In Focus*, Vol. 6(2) December 2023

Indonesia and other foreign countries, English is taught in that education system has been taught from elementary school up campus.

This research aims to determine the effectiveness of using Interactive Power Point Media Based on Video Animation in increasing the speaking skills focused giving opinion of class X students at SMKN 1 Kare. The flow of thought in the research can be described as follows:

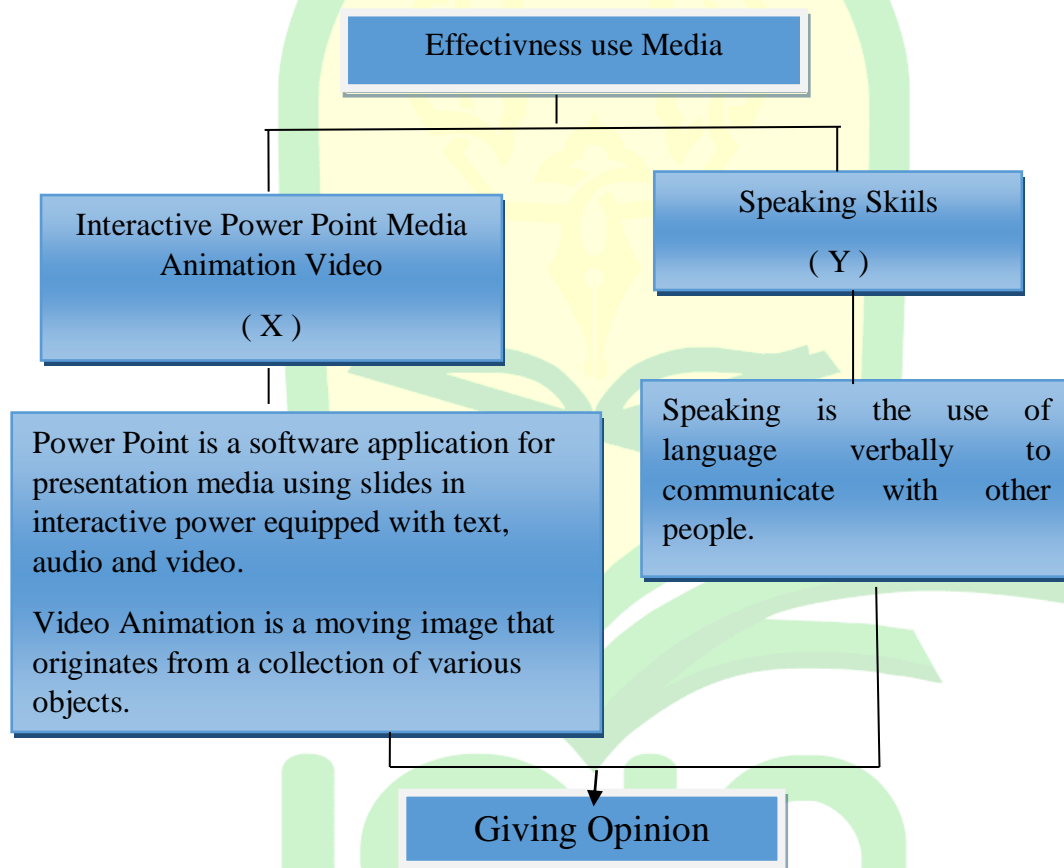


Figure 2.1
Conceptual Framework

The explanation from the chart above is that researchers want to see effectiveness. The use of Power Point Interactive based Animation Videos for the development of children's English speaking skills focused giving opinion. Researchers use this in reference to Silfia, who stated that introducing English speaking skills through animated videos is one fun way to do it. In his research, animated videos can provide opportunities for children to acquire new English speaking skills that they have heard and seen.

D. Research Hypothesis

Hypothesis testing is intended to determine whether a hypothesis should be accepted or rejected. Thus the research hypothesis can be interpreted as a temporary answer to the research problem until it is proven through the data collected and must be tested empirically.⁶⁶

The author uses two types of hypotheses. Hypothesis in this research explained as follows:

1. Null Hypothesis (H₀) : There is no effectiveness of using Interactive Power Point Media based on English video animation to improve speaking skills for class X at SMKN 1 Kare
2. Alternative Hypothesis (H_a) : There is an increase in the effectiveness of using Interactive PowerPoint media based on English video animations to improve speaking skills for class X at SMKN 1 Kare.

⁶⁶ Khuraesin, Ecin.2023. "The Effect of Access to Toll Road Construction on Interest in Buying Housing (Housing Case Study at Bukit Cimanggu Bogor)". Universitas Ibn Khaldun: Jurnal Manajemen Vol. 12 (1) 2023: 94-104

CHAPTER III

RESEARCH METHOD

A. Research Design and Approach

This study employs a quasi-experimental design and a kind of quantitative experimental research. In experimental research, scientists control other pertinent variables, work with at least one independent variable, and watch how a variable affects one or more dependent variables. The dependent variable in this study was students' ability to speak more clearly, and the independent variable was Interactive Power Point based on animated videos. According to Creswell, Quasi Experiment is a research conducted by non-randomly entering respondents into experimental groups and control groups.⁶⁷

This study used a research approach and involved two groups: the experimental group and the control group. The design used in this study is pretest-posttest control group design. According to Creswell Control Group Design is the most popular approach in quasi-experiments, the experimental group and the control group are not selected randomly.⁶⁸ The experimental group in this study receives treatment using Interactive Power Point that is based on animated films in order to improve their speaking abilities. The results are then tracked and assessed by the researcher using an oral speaking test. In this study, there are two

⁶⁷ Creswell, Jhon W. (2017). *Research Design Pendekatan Metode Kualitatif, Kuantitatif, dan Campuran (Edisi Ke-4)*. Yogyakarta: Pustaka Pelajar.

⁶⁸ Creswell, Jhon W. (2017). *Research Design Pendekatan Metode Kualitatif, Kuantitatif, dan Campuran (Edisi Ke-4)*. Yogyakarta: Pustaka Pelajar.

categories of variables. The first is an animation film based on Power Point media, which serves as the independent variable. The second is a speaking ability test, which serves as the dependent variable.

Next, the researcher used two classes of students from class X TKJ 1 and X TKJ 2 at SMKN Kare as participants in this research. Classes are defined as two distinct groups. One class was the experimental group and the rest was the control group. A quasi-experimental design could be formulated as follows:

Table 3.1
Research Design

Group	Pre- test	Treatment	Post- test
Eksperimental	Pre- test	With experimental treatment (Using Interactive Power Point Based on Animation Video)	Post- test
Control	Pre-test	Without experimental treatment (using material sheets in learning)	Post- test

Researcher conducted a pre-test, treatment, and post-test to investigate the impact of using interactive power point media based on English animated videos on students' speaking abilities. A pre-test given to obtain initial data on students' speaking abilities. Next, treatment carried out to obtain significant results when comparing groups. During the treatment, the experimental group was explained the material with an interactive power point based on video animation, then

watched and listened to an animated video in English in the interactive power point for a video lasting between one and 2 minutes, then explained what was meant in the video.

The topic of the animated video is about asking and giving opinions. While the experimental group uses interactive power point media based on animated videos, the control group will be taught using normal teaching methods, namely using textbooks. Finally, a post-test will be given to test the results of the impact of using interactive power point media based on English animated videos on students' speaking abilities.

B. Location and Time of Research

A research location is a place or object to be held study. The research location is at SMKN 1 Kare in Madiun district. The researcher chose the research location because the place suits the research problem that the researcher will research, this place is a school which is quite close to the researcher it is in the same district, because access is easy to reach so that my research can be carried out smoothly, I have carried out a survey and observed the situation and conditions and this location so that it suits the characteristics that I want to research.

This research will be conducted over a period of 2 months, namely March 2024 to April 2024. The following is the research schedule:

Table 3.2
The Research Schedules
Control and Eksperimental Class

Activities	Scedule	
	Control	Eksperimental
Pre- test	March 28 th 2024 The researcher conducted a pre-test on the control class TKJ 2 by distributing asking and giving opinions dialogue sheets to students.	March 28 th 2024The researcher conducted a pre-test on the experimental TKJ 1 class by distributing asking and giving opinions dialogue sheets to students.
Treatment	April 4 th 2024 to April 18 th 2024 The researcher carried out treatment for class X TKJ 2 without using Interactive PowerPoint media based on video animation.	April 4 th 2024 to April 18 th 2024 The researcher conducted treatment for class X TKJ 1 using Interactive PowerPoint media based on video animation.
Post- Test	April 25 th 2024 The researcher conducted pre-test on the control class TKJ 2 by distributing asking and giving opinions dialogue sheets to students.	April 25 th 2024 The researcher conducted a pre-test on the experimental TKJ 1 class by distributing asking and giving opinions dialogue sheets to students.

C. Population and Research Sample

1. Population

The term "research population," sometimes referred to as "target population," describes a whole group or collection of people, things, or events that have particular qualities that the researcher is interested in.

Students in class X are the research population in this instance. At SMKN 1

Kare in the 2023/2024 academic year consisting of 6 classes, namely X TKR 2, X TKR 1, X AK, X TKJ 1, X TKJ 2 and X DKV. This research has a clear focus on the class X student population to gain an in-depth understanding of the topic under study.

2. Sample

Researchers used simple random sampling as a sampling technique. Simple random sampling is taking samples from a population at random without paying attention to the strata in the population and every member of the population has the same opportunity to be sampled. There are two ways that can be used in simple random sampling, namely sample shuffle system A simple random system in the same way as the social gathering system and the second one uses a random table in selecting samples using a table. The sampling technique in this research uses Random Sampling technique by lottery

Table 3.3
Distribution and Number of Samples

No.	Class	The Number of Students	Distribution and Number of Samples
1.	X TKR 1	21	$\frac{21}{135} \times 49 = 8$
2.	X TKR 2	20	$\frac{20}{135} \times 49 = 7$
3.	X AK	23	$\frac{23}{135} \times 49 = 8$
4.	X TKJ 1	24	$\frac{24}{135} \times 49 = 9$
5.	X TKJ 2	25	$\frac{25}{135} \times 49 = 9$
6.	X DKV	22	$\frac{22}{135} \times 49 = 8$
	Amount	135	49

Formula :

$$\frac{n}{k} \times \text{number of samples}$$

Note:

n = number of students per class

k = population size

D. Operational Definition of Research Variables

Sugiyono states that the characteristics, traits, or values of an item or activity with variations that the researcher has decided to examine and analyze in order to draw pertinent conclusions are the operational definition of research

variables. In the context of this research, there are two variables that are the focus, namely:

1. Dependent variables

There is one dependent variable in this research, such as speaking skills.

2. Independent variable

The independent variable used in this research is interactive powerpoint animated video

E. Data Collection Techniques and Instruments

1. Data Collection Techniques

a. Test



Figure 3.1

Quasi-experimental Design

There are two tests in this research, namely pre-test and post-test. A pre-test is given to students to see the student's starting point. In the pre-test, students are given paper then write down examples of simple conversations about asking and giving opinions then read them to the class. Then students are given treatment by viewing and studying interacspective power point media based on video animation. After giving the treatment, a post-test is given to the students. The test is in the form of

an oral pre-test about popular novels and popular stories and educational films and romantic films. The oral speaking post-test scores were the data in this study.

b. Documentation

Sugiyono defines documentation as a process that is used to gather information and data. Examples of this type of information include written figures and photographs in the form of reports, books, archives, documents, and material that may be utilized to support research. Researchers take documents, namely taking pictures and photos in documenting the results to strengthen the results. Documentation images of this research to strengthen the research results.

2. Research instruments

Research Instrument are tools used to collect, study, investigate a problem. Research instruments are tools used to collect the data needed by researchers, here the tools used are tests and data documentation. A test is a data collection technique that is carried out by giving a series of questions or tasks as well as other tools to the subject whose data is needed. In this research, learning outcomes tests were used. while documentation is According to Sugiyono documentation is a method used to obtain data and information in the form of books, archives, documents, written numbers and images in the form of reports and information that can support research.

Table 3.4
Research Instrument

No.	Variables	Indicators	Instrument
1.	Y (speaking skills)	Pronunciation	Assessment Rubric
		Comprehension	Direct Observation
		Grammar	
		Vocabulary	
		Fluency	
2.	X (Interactive powerpoint animated video)	Content Relevance	Observation Checklist
		Learning Effectivness	Questionnare
		Interactive Elements	Interview

F. Validity and Reliability

1. Validity

Validity comes from the word validity which means legality or truth. Validity means the extent to which the accuracy and precision of the measuring instrument is able to perform its measuring function.

⁶⁹According to Sugiyono Validity is an index that shows that the measuring instrument really measures what is to be measured.⁷⁰ the class used for validity is class X AK. To carry out this validity test using the

⁶⁹ Sugiono dkk.2020."Uji Validitas dan Reliabilitas Alat Ukur SG Posture Evaluation"

⁷⁰ Sugiyono. (2005). Statistika Untuk Penelitian, Bandung: Alfabeta

SPSS program. The testing technique that researchers often use to test validity is using Bivariate Pearson correlation (Pearson Moment Product). This analysis is done by correlating each item score with the total score. The total score is the sum of all items. Question items that correlate significantly with the total score indicate that these items are able to provide support in revealing what they want to reveal. à Valid. If $r_{\text{count}} \geq r_{\text{table}}$ (2-sided test with sig. 0.05) then the instrument or question items are significantly correlated with the total score (declared valid).⁷¹

According to Sugiyono the Validity Test formula is as follows:

$$r_{xy} = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{(N\sum x^2 - (\sum x)^2)(N\sum y^2 - (\sum y)^2)}}$$

Description:

r = Correlation coefficient (Validity).

x = Value on the subject Item "n".

y = Total value of the subject.

n = Number of samples.

Data can be said to be valid if the result of the calculation of the r_{count} value is greater than the r_{table} value at a significance value of $\alpha =$

⁷¹ Sugiyono. Statistik Non Parametris. Bandung: Alfabeta. 2015.

0.05. Calculating data analysis techniques, this research uses computer assistance using SPSS 27 software.⁷²

Table 3.5
Validate Data Values

No.	C	P	G	V	F	Total
1.	2	3	2	2	3	12
2.	2	3	2	2	3	12
3.	2	3	2	3	4	14
4.	2	3	2	2	3	12
5.	3	3	2	2	3	13
6.	2	3	3	2	3	13
7.	3	3	2	2	2	12
8.	4	3	3	3	4	17
9.	2	3	2	2	3	12
10.	2	3	3	2	2	12
11.	3	3	3	3	4	16
12.	3	2	2	3	3	13
13.	4	3	3	3	4	17
14.	3	3	4	3	2	15
15.	2	3	2	3	2	12
16.	2	3	2	3	2	12
17.	3	4	3	4	3	17
18.	2	3	2	2	3	12
19.	4	3	4	3	4	18
20.	3	3	2	4	3	15
21.	2	3	2	3	3	13
22.	2	3	2	4	3	14
23.	2	3	2	3	3	13

⁷² Sugiyono. Statistik Non Parametris. Bandung: Alfabeta. 2015.

Table 3.6
Data Validity Calculation Results

No.	r hitung	r table	Eksplanation
1.	0,820	0,413	Valid
2.	0,160	0,413	Invalid
3.	0,707	0,413	Valid
4.	0,656	0,413	Valid
5.	0,590	0,413	Valid

2. Reability

According to Sugiyono "Reliability Test is the extent to which the measurement results using the same object will produce the same data. Reliability testing is carried out simultaneously on all statements".⁷³According to Sugiyono, the Reliability Test formula using the Cronbach technique is as follows:

$$r_{11} = \left(\frac{n}{n-1} \right) \left(1 - \frac{\sum \sigma_t^2}{\sigma^2} \right)$$

Description:

rn = Reliability

k = Number of Question Items

$\sum t \sigma^2$ = Number of Item Variants

⁷³ Sugiyono. Metode Penelitian Kuantitatif, Kualitatif, dan R&D. Bandung: Alfabeta. 2017.

a_{2t} = Total Variant⁷⁴

Reliability test can be measured if:

- 1) If the Alpha coefficient > significance value of 60% or 0.6, the questionnaire can be said to be reliable.
- 2) If the Alpha coefficient < significance value of 60% or 0.6, the questionnaire can be said to be unreliable.⁷⁵

If the alpha value > 0.7 means sufficient reliability, while if alpha > 0.80 this indicates all items are reliable and all tests consistently have strong reliability. If alpha > 0.90 then reliability is perfect. If alpha is between 0.70 – 0.90 then the reliability is high. If alpha is 0.50 – 0.70 then the reliability is moderate. If alpha < 0.50 then reliability is low. If alpha is low, it is likely that one or more items are unreliable.⁷⁶

Table 3.7
Reability Sttistics

Reliability Statistics	
Cronbach's Alpha	N of Items
.614	5

⁷⁴ Sugiyono. Statistik Non Parametris. Bandung: Alfabeta. 2015

⁷⁵ Sugiyono. Statistik Non Parametris. Bandung: Alfabeta. 2015

⁷⁶ Noor, Wahyuni. 2014. "Uji Validitas Dan Reliabilitas". Terj. Binus University

In the SPSS 27 test, the Cronbach alpha value is 0.614, so this data is moderately reliable because it is written that if alpha is 0.50 – 0.70 then the reliability is moderate.

G. Data Analysis Techniques

This study employs quantitative data analysis techniques, which is a crucial step in assessing the study's data collection. With the use of SPSS 27 software, a statistical analysis of the research data was conducted. This investigation sought to quantify the noteworthy effects of employing animated video-based Interactive PowerPoint to enhance students' speaking abilities both before and after learning. Data analysis is done in quantitative research once all of the research data has been gathered. Data grouping, data tabulation, data visualization, data computations, and hypothesis testing are a few techniques for analyzing data.

1. Normality Testing

The normality test is a test that is carried out as a prerequisite for conducting data analysis. The normality test of this study was conducted using the Shapiro Wilk test. Shapiro Wilk is a method or formula for calculating data distribution created by Shapiro and Wilk. The Shapiro Wilk method is an effective and valid normality test method used for small samples.⁷⁷

⁷⁷ Sugiyono, Metode Penelitian Pendidikan: Pendidikan Kuantitatif, Kualitatif dan R&D, 257

$$T_3 = \frac{1}{D} \left[\sum_{i=1}^k a_i (X_{n-i+1} - X_i) \right]^2$$

Description:

D = Shapiro Wilk test coefficient

X_i = number I in the data

\bar{X} = average data

T_3 = Shapiro Wilk statistical conversion normal distribution approach⁷⁸

Finding out if the study data has a normal distribution is the goal of the normality test. This study employed the Shapiro-Wilk tests in SPSS to confirm the normality of the data. The hypothesis for the Shapiro-Wilk normality test is as follows:

H0: Data is normally distributed

H1: Data is not normally distributed

The data is considered to be normally distributed if the p-value from the Shapiro-Wilk test results is higher than the predetermined significance level, which is typically 0.05. On the other hand, the hypothesis is not

⁷⁸ Sugiyono, Metode Penelitian Pendidikan: Pendidikan Kuantitatif, Kualitatif dan R&D, 257

rejected and it can be inferred that the data are not normally distributed if the p-value is less than the significance level.⁷⁹

2. Homogeneity Testing

The homogeneity test is used to show that two or more groups of sample data come from populations that have the same variation. Levene's test is used to test the equality of variances of several populations. Levene's test is an alternative test to Bartlett's test. Levene's test uses one-way analysis of variance. Data is transformed by finding the difference between each score and the average of its group.

Levene's formula

$$W = \frac{(N - k) \sum_{i=1}^k n_i (\bar{Z}_i - \bar{Z}_{..})^2}{(k - 1) \sum_{i=1}^k \sum_{j=1}^{n_i} (Z_{ij} - \bar{Z}_i)^2}$$

80

Description:

W= Is the value of the levene test statistic.

N = Is the total number of observations.

k = Is the number of observations in the i-th group

⁷⁹ Sigma X.2024. "All About Normality Test in Statistical Analysis. Lean Six Sigma" <https://www.6sigma.us/six-sigma-in-focus/normality-test-lean-six-sigma/>. accessed June 9th 2024

⁸⁰ Levene 1960

Z_{ij} = The value of the $-j$ in the i - group

Z_i = Is the average of the observations in the i -th group.

Z = Is the total average of all observations⁸¹

The results of the F_{count} test are compared with F_{table} in the F distribution table at a significance level of 5% or $\alpha = 0.05$. If $F_{count} \leq F_{table}$ then the data is homogeneous. If $F_{count} > F_{table}$ then the data is not homogeneous. The criteria for testing the homogeneity test in SPSS 27 are as follows:

1. Significance value < 0.05 then the data from the population that has variance is not the same or is not homogeneous.
2. Significance value ≥ 0.05 means the data from the population has the same variance or is homogeneous.⁸²

3. Independent Sample T-test

T-Test is one of the testing methods of parametric statistical tests. According to Ghazali the t -statistic test is a test that shows how far the influence of one independent variable individually in determining the

⁸¹ Yulianto. 2012. "Levene's test" <https://digensia.wordpress.com/2012/08/31/uji-levene/> accessed 20 June 2024

⁸² Siti Cholifah, Efektivitas Model Pembelajaran Kooperatif Tipe Carousel Dengan Tipe NHT (Number Head Together) Pada Pemahaman siswa Mata Pelajaran Akidah Akhlak Di MA NU Ibtidaul Falah Kudus, Skripsi: Fakultas Tarbiyah, Program Studi Pendidikan Agama Islam (PAI), IAIN Kudus (2019)

dependent variable. ⁸³This t-statistic test or t-test is carried out using a significance level of 0.05 ($\alpha = 5\%$).

$$t_{\text{hitung}} = \frac{X_1 - X_2}{\sqrt{\frac{(n_1-1)s_{12} + (n_2-1)s_{12}}{n_1+n_2-2} \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Description:

X_i : is the average score/value of group i.

n_i : is the number of respondents in group i

s_{i2} : is the variance of group i scores.⁸⁴

Acceptance or testing of this hypothesis is carried out with the following criteria:

- 1) If the significance value is > 0.05 , then the null hypothesis (H_0) is accepted and the alternative hypothesis (H_1) is rejected. This means that partially the independent variable does not have a significant effect on the dependent variable.
- 2) If the significance value is < 0.05 , then the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. This means that

⁸³ Ghozali, Imam. (2012). Aplikasi Analisis Multivariate dengan Program IBM SPSS. Yogyakarta: Universitas Diponegoro.

⁸⁴ Aksiomatik. 2016. "Independent Sample t-test Manually". <https://aksiomatik.wordpress.com/2016/09/08/uji-independent-sample-t-test-secara-manual/> accessed 18 June 2024

partially the independent variable has a significant effect on the dependent variable.⁸⁵

4. Formulation of the Effect Size

The researcher evaluation of the effect magnitude is the last step before test results are produced. The purpose of this test was to determine the impact's level of importance. The researcher applies Cohen's definition to determine the degree to which the media or technique employed has an impact. This method was used to evaluate the study's degree of effect magnitude. The following formula was applied:

Pooled standard deviation = $\frac{(\text{std. deviation group A} + \text{std. deviation group B})}{2}$

$d = \frac{(\text{mean score of group A} - \text{mean score of group B})}{\text{Pooled standard deviation}}^{\text{86}}$

Standard deviation of group A (experimental class) = 6.519

Standard deviation of group B (control class) = 8.085

Mean score of group A (experimental class) = 72,96

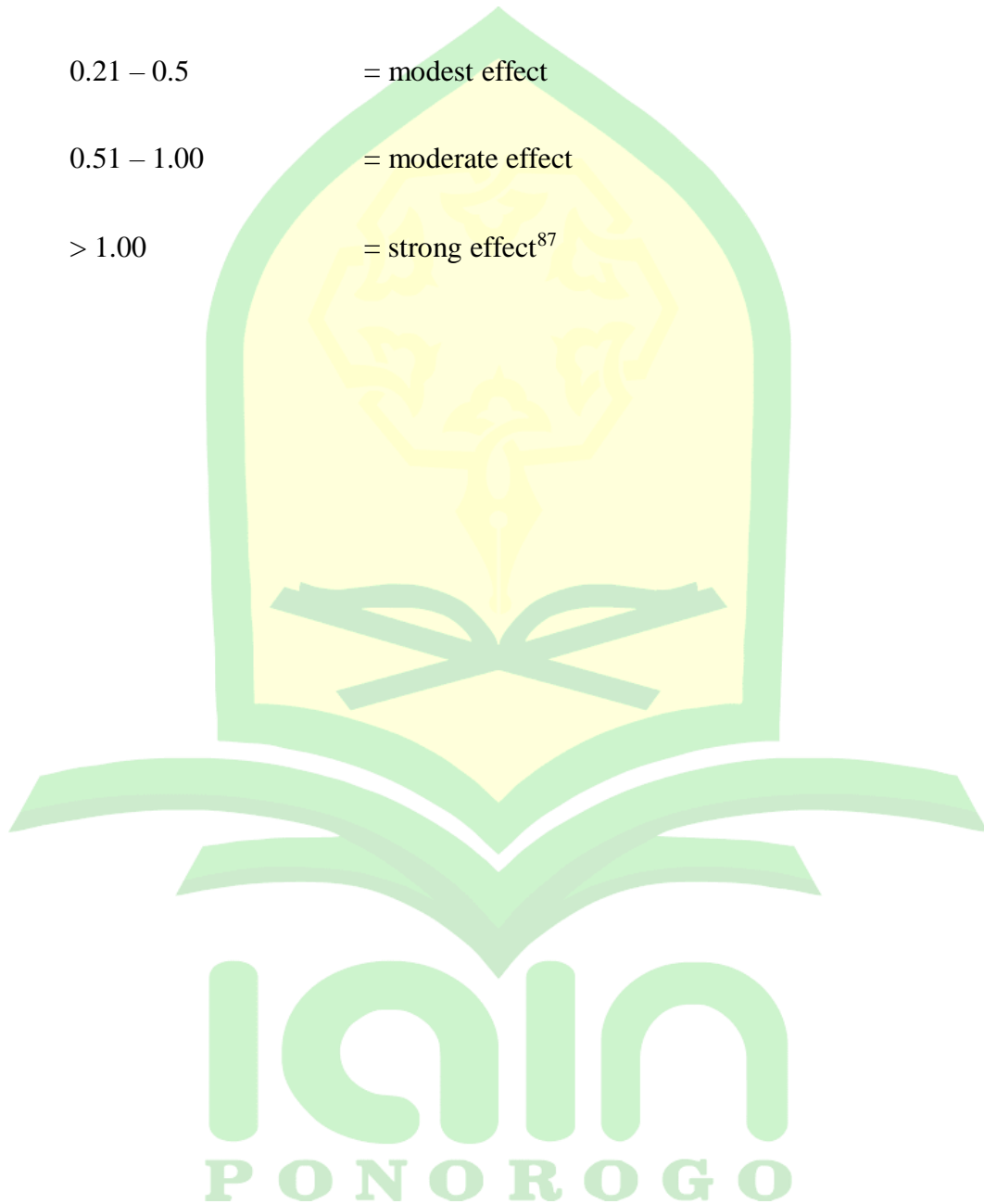
Mean score of group B (control class) = 60,88

⁸⁵ Siti Cholifah, Efektivitas Model Pembelajaran Kooperatif Tipe Carousel Dengan Tipe NHT (Number Head Together) Pada Pemahaman siswa Mata Pelajaran Akidah Akhlak Di MA NU Ibtidaul Falah Kudus, Skripsi: Fakultas Tarbiyah, Program Studi Pendidikan Agama Islam (PAI), IAIN Kudus (2019)

⁸⁶ ⁸⁶Louis Cohen, Lawrence Manion, and Keith Morrison, Research Methods in Education, (New York : Routledge, 2007), Sixth Edition.p.521.

According to Cohen, there are several criteria of the effect size level as follow as:

0 – 0.2	= weak effect
0.21 – 0.5	= modest effect
0.51 – 1.00	= moderate effect
> 1.00	= strong effect ⁸⁷



⁸⁷Louis Cohen, Lawrence Manion, and Keith Morrison, *Research Methods in Education*, (New York : Routledge, 2007), Sixth Edition.p.521.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

A. General Description of Research Locations

1. History of the Kare Vocational School

Kare State Vocational High School was founded in 1998 and operates until now. At SMK Negeri 1 Kare, 2 skills programs are opened, namely:

- a. Light Vehicle Engineering
- b. Computer and Network Engineering

From these majors, job opportunities that can be filled by student graduates are as follows:

Technical light vehicle

- a. Entrepreneurship in motorbike and car service workshops
- b. Technicians in the automotive sector

Computer and Network Engineering

- a. Computer service entrepreneur
- b. Junior network administrator

PONOROGO

2. Vision, Mission and Goals of SMKN Kare School

a. Vision

To implement national education and to achieve national educational goals, Kare State Vocational School has the following vision:

"Producing graduates who have entrepreneurial skills and abilities by utilizing technological and environmental information in the era of globalization based on faith, piety and noble character"

b. Mission

To realize the existing vision, Kare State Vocational School has formulated a mission which is structured as follows:

- 1) Increase students' piety and faith according to their religion and beliefs.
- 2) Form students who have morals and noble character.
- 3) Create harmonious relationships between school personnel as a form of implementing faith and devotion to God Almighty.
- 4) Cultivate the attitude and behavior of the 4 S (Smile, Greet, Greeting and Greeting).
- 5) Cultivate a clean, beautiful and healthy school environment.
- 6) Increase the academic achievement of graduating students towards 100%
- 7) Realize the achievement of 100% graduation with an average increase every year..

- 8) Realize the achievement of the number of students accepted into the world of work increasing every year.
- 9) Improve academic achievements in the fields of science, technology and communication.
- 10) Develop students' interest in reading and writing to train logical and scientific thinking.
- 11) Improve students' ability to speak Indonesian and English.
- 12) Improve achievements in the fields of arts and sports.
- 13) Increase students' entrepreneurial insight into superior use in the school environment.

c. Goals

Based on the description of the Vision and Mission of Kare State Vocational School, the school has school goal, including:

1. Preparing graduates who have faith and piety, have superior personalities and are able to develop themselves within their families and communities.
2. Learning is carried out in vocational schools in accordance with the need for workers in society.
3. Achieving a 100% graduation rate in accordance with graduation standards with an average National exam score above the provisions 70%

4. Producing graduates who are competent, professional and able to be independent to meet the needs of the job market at local, national and international levels.
5. Becoming a source of science and technology information for local industries, especially small and medium industries.
6. Developing mutually beneficial partnerships and cooperation with partner institutions and the community in business and production units.

2. Brief Profile of the Kare Vocational School

Table 4.1
Brief Profile of the Kare Vocational School

School Name	:	SMKN Kare
Stand	:	October 10 2003
Address	:	Jl. Raya Morang Village, Kare Madiun
Phone Number	:	085100766676
Website	:	smknkare.sch.id
Headmaster	:	Septa Krisdiyanto, M.Pd
Land Area	:	4.465 M2
Skill Competency	:	- Teknik Kendaraan Ringan (TKR)
		-Desain Komunikasi Visual (DKV)
		-Teknik Komputer Dan Jaringan (TKJ)
		-Akutansi (AK)

B. The Description of Data

Student learning achievement data was collected from students' pre-test and post-test scores carried out in two groups, namely the experimental group and the control group. Assessment of students' speaking skills uses a nominal score. Nominal score is a type of score that is used to classify or group data without any order or level attached to it. In this context, nominal scores are used to evaluate students' speaking skills without considering a specific level or order, but only as a classification of data. The data as follows:

1. The Data of Experimental Class

Table 4.2

The Score of Pre- test and Post- test of Experimental Class

No.	Student's Name	Score of Pre- Test	Score of Post- Test
1.	Aldini F	48	72
2.	Bagus F	48	60
3.	Devi A	56	78
4.	Dina N	48	60
5.	Fadjrin B	52	72
6.	Fauzia F	56	80
7.	Firennchia P	68	80
8.	Hilda A	56	78
9.	Icha A	48	68
10.	Iqbal F	48	68
11.	Jesika A	64	78
12..	Marzelo	56	64

No.	Student's Name	Score of Pre- Test	Score of Post- Test
13.	Melvinda	72	80
14.	Merlya	64	76
15.	Miftahul	76	80
16.	Mochamat	48	68
17.	Nabila	64	80
18.	Nava N	48	68
19.	Putri	68	80
20.	Safitri N	60	76
21.	Samsul A	52	72
22.	Shywa A	56	72
23.	Virli A	48	68
24.	Vano	48	72
		1352	1750
	Average	56,33	72,91

From the table it can be clarified that the highest score on pre-test of experimental class was 76 and the lowest score was 48 with the mean score of pre- test was 56,33. While the highest score on post- test of experimental class was 80 and the lowest score was 60 with mean score post- test was 72,91. It can be known that there was significant impact on student's speaking ability after applying Interactive Power Point Based on Animation Video as a medium.

P O N O R O G O

2. The Data of Controlled Class

Table 4.3

The Score of Pre- test and Post- test of Controlled Class

No.	Student's Name	Score of Pre- Test	Score of Post- Test
1.	Angga C	48	56
2.	Arina I	64	72
3.	Chika D	48	56
4.	Dina E	52	56
5.	Ervian D	42	52
6.	Felita W	48	56
7.	Ilyasha J	42	56
8.	Isvani M	48	60
9.	Juwita I	72	78
10.	Lestari	64	72
11.	Liantika N	52	52
12..	Luis Dwi	48	60
13.	Meisya	42	48
14.	Mifta I	52	60
15	Mila W	64	64
16.	Muhamad D	56	72
17.	Naufal A	42	52
18.	Nova D	56	56
19.	Rayhan F	42	64
20.	Sahel A	48	56
21.	Selya Z	60	64
22.	Sinta D	42	52
23.	Tya Ayu	68	72

No.	Name	Score of Pre-Test	Score of Post-Test
24.	Tarisha P	52	68
25.	Zahro A	52	68
		1304	1522
	Average	52,16	60,88

From the table, it can be seen that the highest score in the pre-test of the control class is 72 and the lowest score in the control class is 42. The highest score in the control class in the post-test is 72 and the lowest score in the control class is 52. The average score in the control class during the pre-test is 52.16 and the average score in the control class during the post-test is 60.88. It can be seen that without using interactive power point media, students' speaking scores increased, but not as much as using Interactive Powerpoint media.

C. Data Analysis and Hypothesis Testing

1. The Normality Test

Table 4.4
The Normality Test

Tests of Normality ^{b,c}							
	Kelas	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Pretest	Kontrol	.194	25	.016	.906	25	.024
	Eksperimen	.188	23	.035	.873	23	.007
Posttest	Kontrol	.207	25	.007	.927	25	.074
	Eksperimen	.172	23	.077	.885	23	.012
a. Lilliefors Significance Correction							
b. Pretest is constant when Kelas = 2. It has been omitted.							
c. Posttest is constant when Kelas = 2. It has been omitted.							

It can be inferred from the data based on the data in the Shapiro-Wilk table, the significance of the experimental class in the post-test was 0.12 and the control class was 0.74. If the data is more than or equal to the significance of $\alpha = 0.05$ then the data is normally distributed.⁸⁸ Thus, it can be concluded that the post-test data for the experimental class and control class are normally distributed because the significance of both classes is more than 0.05.

The researcher found that the data in the experimental class and control class were above 0.05. This shows that learning information is distributed normally and the use of interactive Power Point media based on English animated videos as treatment is effective for students' speaking abilities.

2. Homogeneity test

Table 4.5
Homogeneity Test

Test of Homogeneity of Variance^{a,b}					
		Levene Statistic	df1	df2	Sig.
Pretest	Based on Mean	.051	1	46	.822
	Based on Median	.023	1	46	.879
	Based on Median and with adjusted df	.023	1	45.763	.879
	Based on trimmed mean	.028	1	46	.867
Posttest	Based on Mean	1.443	1	46	.236
	Based on Median	.990	1	46	.325
	Based on Median and with adjusted df	.990	1	43.304	.325
	Based on trimmed mean	1.290	1	46	.262

⁸⁸ Sanggyu kwaak. 2023. "Are Only p-Values Less Than 0.05 Significant? A p-Value Greater Than 0.05 Is Also Significant!" PMC.PubmedCentral

The aim of the homogeneity test is to find out whether the experimental class and control class data are homogeneous (the same) or not. In this study, researcher used Levene statistics to scale the homogeneity test for the experimental class and the control class. The results are presented as follows: Based on Table 3.6 the data results show that the significance of the experimental and control classes in the pre-test is 0.822. This implies 0.822 is above 0.05. Therefore, the data from the two classes are homogeneous. Apart from that, the post-test score was 0.236 which was higher than $\alpha=0.05$ ($0.236 > 0.05$). This means that the post-test data for both classes are also homogeneous.

3. The Hypothesis Test

To determine whether or not the data from the experimental class and control class had the same level of consistency, the homogeneity test was used. To examine homogeneity, researcher used SPSS 27. To assess the degree of data homogeneity between the two classes in this study, the Levene statistical approach is employed. The analysis's findings reveal that the pre-test significance for both the experimental and control classes is 0.822, which means that the value is greater than the significance level of 0.05. Hypothesis testing in this research is needed to assess whether the use of Power Point Interactive Media Based on English Video Animation as a treatment has an impact on students' speaking abilities at SMKN Kare.

Data hypothesis testing in this study is needed to find out whether there is an impact of using Interactive Power Point Media Based on English Video Animation as a treatment on students' speaking abilities at SMKN Kare.

The significance value or alpha (α) is determined from the formula, namely 0.05 or 5%. Then the t-test results are seen in the table below:

Table 4.6
Group Statistics

Group Statistics					
	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Pretest	Kontrol	25	52.32	8.807	1.761
	Eksperimen	23	56.70	8.751	1.825
Posttest	Kontrol	25	60.88	8.085	1.617
	Eksperimen	23	72.96	6.519	1.359

In the table, column N contains the number of samples of 23 students for the experimental class and 25 students for the control class. The average value of the experimental class is 72.96 while the average value of the control class is 60.88. The table also shows a significant difference between the standard deviation values of the pre-test and post-test of the experimental class. The standard deviation in the experimental class decreased from 8.751 to 6.519. This means that the pre-test and post-test values increased significantly. In other words, the use of interactive Power Point media based on English animation videos as a treatment has proven effective in students' speaking skills because the average value of the experimental class is higher than the average value of the control class.

4. Independent T- test

The Independent Sample T Test is used to find out whether there is a difference in the average of two unpaired samples. The main requirement in

independent tests to t tests is that the data is normally distributed and homogeneous (not absolute). The following is the Independent T-test table:

Table 4.7
Independet T-test

		Levene's Test for Equality of Variances		t- test for Equality of Means						
		F	Sig.	t	df	Sig.(2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									lower	Upper
Post	Equal variences assumed	1.443	.236	-5.666	46	<0,01	-12.077	2.132	-16.367	-7.786
Test	Equal variences not assumed			-5.717	45.253	<0,01	-12.077	2.112	-16.330	-7.823

In the data in the table, the independent sample test above produces a p value or sig (2-tailed) = 0.01. From these results, it is proven that the null hypothesis is rejected and the alternative hypothesis is accepted because the p value (0.01) is smaller than sig a = 0.05. From these results, there is a statistically significant difference between the experimental class and the control class in the

post-test results. From these results, it can be concluded that there is a significant influence of the use of Interactive Power Point Media Based on English Video Animation on students' speaking skills.

5. The effect Size

Table 3.8
Independent Samples Effect Sizes

Independent Samples Effect Sizes					
		Standardizer ^a	Point Estimate	95% Confidence Interval	
				Lower	Upper
Pretest	Cohen's d	8.780	-.498	-1.071	.080
	Hedges' correction	8.927	-.490	-1.053	.078
	Glass's delta	8.751	-.500	-1.080	.090
Posttest	Cohen's d	7.377	-1.637	-2.288	-.973
	Hedges' correction	7.500	-1.610	-2.250	-.957
	Glass's delta	6.519	-1.852	-2.627	-1.056

a. The denominator used in estimating the effect sizes.
Cohen's d uses the pooled standard deviation.
Hedges' correction uses the pooled standard deviation, plus a correction factor.
Glass's delta uses the sample standard deviation of the control group.

This Formulation was adopted in order to see the effect size level of this research. The formula below was utilized:

Pooled standard deviation = $\frac{(\text{std. deviation group A} + \text{std. deviation group B})}{2}$

$d = \frac{(\text{mean score of group A} - \text{mean score of group B})}{\text{Pooled standard deviation}}$

Pooled standard deviation⁸⁹

Standard deviation of group A (experimental class) = 6.519

Standard deviation of group B (control class) = 8.085

Mean score of group A (experimental class) = 72,96

Mean score of group B (control class) = 60,88

According to Cohen, there are several criteria of the effect size level as follow as:

0 – 0.2 = weak effect

0.21 – 0.5 = modest effect

0.51 – 1.00 = moderate effect

> 1.00 = strong effect⁹⁰

Based on the criteria mentioned previously, it can be concluded that the use of animated video-based interactive Power Point learning media has a significant influence. This is proven by the effect size test results which reached 1.6. In other words, the use of interactive Power Point media based on animated videos in English as a treatment has a significant impact on improving students' speaking abilities.

⁸⁹ Raudhatulhasanah.2022.” The Effect Of Guessing Game On Students’ Vocabulary Knowledge. Sibatik Journal | Volume 1 No.2 (Januari 2022)

⁹⁰ Raudhatulhasanah.2022.” The Effect Of Guessing Game On Students’ Vocabulary Knowledge. Sibatik Journal | Volume 1 No.2 (Januari 2022)

D. Discussions of Result

The purpose of this study is to gather empirical evidence regarding the impact of interactive power point materials with a video animation based on students' speaking abilities in tenth grade at SMKN Kare. There were variations in the experimental class and the control class according to the test.

Before employing interactive power point materials based on English video animation, the experimental class's average pre-test score was 56.70, according to the data in the table. The average post-test score was 72.96 following the researcher usage of interactive power point materials based on video animation as a treatment in the experimental class. In the meantime, learning results with an average pre-test score of 52.32 and an average post-test score of 60.88 were demonstrated in the control class when interactive power point materials based on video animation were not used. This means that both classes experienced an increase in post-test scores. Based on statistical analysis, an increase in experimental class points was obtained by 16.26 points; from 56.70 to 72.96. Meanwhile, the control class experienced an increase of 8.56 points; from 52.32 to 60.88. This means that the experimental class has a more significant increase in points compared to the control class.

This was also supported by previous researcher. What was mentioned in Chapter II, The use of Interactive Power Point Media Based on Animation Videos for Class 10 Vocational School Students has been effective. This is supported by the theory in Chapter II and also the supporting factors. In Chapter II, Nouri and

Shahid state that Power Point slide shows which include graphics, animation and color have a correlation with human information processing theory which focuses on how the human memory system collects, changes, compresses, deciphers, encodes, retrieves and uses information. Interactive PowerPoint presentations are PowerPoint presentations that are made interactive to convey information in a more dynamic and interesting way. Interactive PowerPoint presentations can generally be divided into two main dimensions: interaction with the slide content through interactive elements and fostering interaction with the audience.

The first dimension of interactive PowerPoint presentations is adding interactive elements—which are commonly found in PowerPoint—to improve the content of the slides. Annotations, animations, transitions, hyperlinks, and interactive data visualizations are a few of the interactive features that are employed. By giving motion to inanimate things, permitting non-linear slide navigation, and adding a dynamic element to the data and information presentation, these components aim to boost slide interaction.

In the second dimension, PowerPoint presentations are made interactive by encouraging interaction between the presenter and the audience, often with the help of additional PowerPoint tools. Examples of these interactions include quiz evaluations, exchange of ideas, collaborative multimedia uploads, polls, and games. The use of PowerPoint as a teaching medium is very meaningful for students because PowerPoint is a presentation program developed by Microsoft. Presentations consist of slides that can contain text, images, and other media such

as audio and video clips. To give the presentation even more appeal, you can also incorporate sound effects and animated transitions.

Supported by previous research by Yun Pratiwi Based on research results, Yun Pratiwi stated that using animated films raised students' interest in speaking since it allowed them to practice speaking English through enjoyable activities with their friends. As a result, kids are not bored during the instruction and learning process.⁹¹

There are several theories from experts which state that using the interactive media PowerPoint can improve speaking abilities. One relevant theory is the cognitive theory of multimedia learning proposed by according Richard Mayer the use of interactive media can help the learning process and understanding of information by combining text, images, sound and other interactive elements.⁹²

There are several factors that support the use of PowerPoint interactive media based on video animation in improving speaking skills. The following are several factors that support the use of interactive power point media based on video animation to improve students' speaking abilities:

1. Interesting Visualization: Video animation can provide interesting visualization and arouse students' interest. By using video animation,

⁹¹ Yun Pratiwi. 2021. "Improving The Speaking Skill Through Watching Animation Movie To The Eight Grade Students At Smp Islam Terpadu (It) Qurrota A'yun Palu" Thesis

⁹² Richard. E.Mayer. 2010. "Learning with technology" In book: The Nature of Learning (pp.179-198)

students can see and understand abstract or complex concepts more clearly.⁹³

2. Use of Images and Graphics: PowerPoint's interactive media based on video animation allows the use of images and graphics that support understanding and communication. By using relevant images and graphics, students can associate words with visuals which helps strengthen understanding and remember information.⁹⁴
3. Interactive Elements: PowerPoint's interactive media may include interactive elements, such as navigation buttons, interactive questions, or multiple choices. These elements can increase student engagement and enable them to actively participate in learning.⁹⁵
4. Sound and Narration: Video animations in the interactive medium PowerPoint can be supported by relevant sound and narration. Voice and narration can help explain concepts that are difficult to understand in writing and enrich students' learning experiences.⁹⁶
5. Repetition and Playback: PowerPoint interactive media based on video animation allows repetition and playback of learning material. This allows

⁹³ Dawood Ahmed Mahdi. 2022. "Improving Speaking and Presentation Skills through Interactive Multimedia Environment for Non-Native Speakers of English. Sage Journals

⁹⁴ M.D. Abdulrahman dkk. 2020. "Multimedia tools in the teaching and learning processes: A systematic review Vol.6, Issues 11, November 2020

⁹⁵ Zakiyah Anwar. 2020. Development of Interactive Video Based PowerPoint Media In Mathematics Learning. Journal of Educational Science and Technology (EST)6(2):167

⁹⁶ Dawood Ahmed Mahdi. 2022. "Improving Speaking and Presentation Skills through Interactive Multimedia Environment for Non-Native Speakers of English. Sage Journals

students to look back and repeat parts that are difficult to understand or need to be clarified.⁹⁷

An independent sample test was used to calculate the t test findings, and the resulting p-value, also known as the sig (2-tailed) value, was 0,01. The p-value (0,01) is less than the significance level $\alpha = 0.05$ (5%), which suggests that the alternative hypothesis is accepted and the null hypothesis is rejected based on these results. Therefore, it can be said that students' speaking skills are greatly impacted by the employment of interactive PowerPoint media based on English animation videos.

Researcher also analyzed the effect of using interactive power point media based on English video animations on students' speaking abilities using Cohen's formula. Researchers found that the results were at a strong level with an effect size value of 1.6.

In conclusion, the results of data analysis prove that the use of interactive power point media based on English video animation as a treatment has a strong impact on improving students' speaking skills in class X TKJ 1 and TKJ 2 students at SMKN Kare.

⁹⁷ Traineaze. 2025." How To Record Narration and Animation Timings In PowerPoint

CHAPTER V

CLOSING

A. Conclusion

From the data that can be seen, the average pre-test score for the experimental class before implementing animated video-based PowerPoint interactive media as treatment was 56.70, while the average post-test score after implementation was 72.96. A similar thing happened in the control class which did not use interactive PowerPoint media based on English animated videos as treatment, where the average pre-test score was 52.32 and the average post-test score was 60.88. These findings provide strong support for the effectiveness of using PowerPoint interactive media based on animated videos in improving student learning outcomes.

In addition, the impact size results, which come out at 1.6, support it. The impact size computation demonstrates that this study's effect size is within the strong requirements.

B. Suggestions

Some suggestions that may be useful for students, teachers, and other researchers interested in this research are as follows:

1. For teachers

In carrying out speaking activities, teachers need to provide several media in the teaching and learning process. One of the proposed

media is interactive power point media based on video animation. This can be an alternative way to increase speaking activity to avoid student boredom in teaching. The use of interactive power point media based on English video animation as a learning medium can also help teachers in teaching students who lack vocabulary, pronunciation and grammar. After providing this treatment, teachers can encourage students to speak without fear.

2. For students.

Students, especially those in vocational school and want to master English, should learn to use the language actively and dare to speak in front of people without feeling embarrassed. It is important not to feel embarrassed when speaking. One effective way to practice speaking skills is to watch and listen to animated English videos as a guide to improving your ability to speak English fluently. The main key is to choose an interesting topic so that students feel motivated to speak without fear of making mistakes. Students are advised to practice speaking English, even outside class hours, to improve their speaking skills.

3. For other researchers

The author realizes that this research only provides little knowledge, so further research is needed. In this research, the author only discusses class X, X TKJ 1 and X TKJ 2 students who have certain characteristics, while there are students in other classes who have several

other characteristics that are not analyzed here. The hope is that this research can stimulate other researchers to conduct other research related to this field.



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