The Effect of Using Video Animation to Increase the Seventh Grader Students' Speaking English Skill and Motivation at Islamic Junior High School

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Abstract

This study was conducted with the aim of determining the effect of using animated videos on improving English skills and student motivation. This type of research is quantitative research with a quasi-experimental research design with one experimental class and one control class. This study was conducted by giving a test before treatment. Then, a test was conducted after the treatment using animated video media in the experiment class and using conventional techniques in the control class. The sample in this study was 23 students from grade VII.4 as the experimental class and 23 students from grade VII.5 as the control class. Data collection techniques used in this study were tests, questionnaires, and interviews. The tests were analyzed using the mean and gain comparison formulas. The results showed that there was an effect of using animated video media in English learning to improve students' speaking skills and motivation. This can be seen from the mean value in the experimental class of 82.00 and the mean value in the control class of 76.96, and student motivation was 81.50 (very high). Meanwhile, the gain comparison for the experimental class was +25.54, and the gain comparison for the control class was +17.61. It can be concluded that there is a significant influence on the use of animated video media in English learning to improve students' speaking skills and motivation.

INTRODUCTION

In the modern global era, English functions as an international language widely used across education, business, technology, and tourism. Its role as a global lingua franca creates both opportunities and challenges. On the positive side, English facilitates cross-cultural understanding, academic mobility, and economic growth by breaking language barriers. Mastery of English enhances individuals' ability to recognize and respond appropriately to different cultural contexts, enabling more effective global communication (Pratiwi, 2022; Zaiturrahmi et al., 2023; Zhang, 2024). For this reason, English learning has become an essential component of cross-cultural education worldwide (Chang, 2021; Sun, 2024). Countries that prioritize English education, such as Singapore and Scandinavian nations, have demonstrated strong global competitiveness.

In Indonesia, English is formally integrated into the national curriculum, including the Merdeka Curriculum, which emphasizes flexibility for teachers to design learning aligned with students' needs. English is taught not only as a compulsory subject but also as a tool to access global knowledge (Aini, 2021; Bachtiar & Puspitasari, 2024). The Emancipated Curriculum promotes the development of six competencies listening, reading, speaking, writing, language use, and cultural awareness reflecting the goal of nurturing active, communicative, and globally aware learners (Faizah & Ramadan, 2024). Among these skills, speaking is considered the most crucial for global interaction. Strong speaking proficiency allows learners to participate confidently in discussions, presentations, and daily communication, broadening their academic and professional opportunities (Bintoro et al., 2022).

However, based on the author's teaching experience at Madrasah Tsanawiyah Negeri 3 Padang Pariaman, several challenges hinder students' speaking competence. First, students' motivation to learn English remains low. Second, many seventh-grade students struggle to construct simple sentences and pronounce words correctly. Third, their speaking scores fall below the minimum competency standard, as shown in the assessment results of classes VII.4 and VII.5. Fourth, English teachers predominantly use conventional teaching methods such as lecturing and memorization, with minimal opportunities for students to practice speaking actively. As a result, learners tend to focus on theory rather than practical language use, limiting their communicative development.

To address this issue, various media can be integrated into speaking instruction. Among these, animated videos provide visual, auditory, and contextual support that enhances learners' understanding of vocabulary, pronunciation, and sentence structure. Animated videos reduce students' anxiety, increase engagement, and make language input easier to comprehend through multimodal elements such as images, text, and sound (Dewi et al., 2025; Dira & Kuswandono, 2024; Faridatunnisa et al., 2024; Kusumaningrum & Akhsan, 2023; Rahayu, 2021; Yana & Abbas, 2022). Research shows that animated videos improve vocabulary mastery, speaking confidence, comprehension, and overall engagement (Annisa & Muryanti, 2022; Yana & Abbas, 2022). These findings consistently highlight animated videos as an effective learning innovation suitable for Generation Z learners.

Despite available technological facilities at Madrasah Tsanawiyah Negeri 3 Padang Pariaman, the use of digital media particularly animated videos remains limited. Teachers face difficulties in preparing media that align with curriculum demands. Therefore, this study is conducted to develop and implement animated video media tailored to the needs of English learning in the madrasah context. Strengthening students' English speaking skills through interactive and engaging media is expected to enhance learning motivation, improve language proficiency, and support educational transformation under the Merdeka Curriculum.

METHODS

This study employed a quantitative approach with a quasi-experimental design to investigate the effectiveness of animated video media in improving students' speaking skills and learning motivation. Two groups were involved: class VII.4 as the experimental group and class VII.5 as the control group, selected through purposive sampling based on their learning needs. Data were collected through speaking pretests and posttests using the Nation and Newton (2009) rubric, as well as motivation questionnaires. The data analysis included calculating mean scores and gain scores and comparing students' performance before and after the treatment to determine improvement in speaking skills (Hirlianti et al., 2025; Novitasari & Munir, 2025; Song et al., 2025; Zhang et al., 2025). Motivation data were analyzed

descriptively by scoring each response: "SA" (Strongly Agree) was assigned 4 points, "A" (Agree) 3 points, "D" (Disagree) 2 points, and "SD" (Strongly Disagree) 1 point, and classifying motivation levels into four categories: very high, high, moderate, and low. Overall, these analytical procedures aimed to evaluate the extent to which animated video media could enhance students' speaking proficiency and motivation in learning English (Ahmad et al., 2025; Akem et al., 2025; Aryasutha et al., 2025; Busral et al., 2025; Engkizar et al., 2023, 2024, 2025; Hernawati et al., 2024; Kassymova et al., 2025; Khairuddin, 2024).

RESULT AND DISCUSSION

This study investigated the effect of animated video media on improving the seventh graders' speaking skills and learning motivation at Madrasah Tsanawiyah Negeri 3 Padang Pariaman. The findings were obtained through pre-tests, post-tests, motivation questionnaires, and student interviews. The results clearly show that animated video media had a significant positive impact on both students' speaking proficiency and their motivation toward learning English. The following section summarizes the findings in detail.

Students' Speaking Skill Before the Treatment

Before the treatment was given, a pre-test was administered to both the experimental class (VII.4) and the control class (VII.5). The purpose of the pretest was to determine the students' initial level of speaking ability. The results revealed that the experimental class had a mean score of 56.46, while the control class had a slightly higher mean of 59.35. Both scores were below the minimum competency criterion (KKM = 65), indicating that students' speaking abilities were generally low.

The frequency distribution showed that most students in the experimental group scored between 51 and 60, and only one student scored above 80. These results demonstrate that the students had difficulty in vocabulary use, pronunciation, grammar, fluency, and content organization. This starting point validated the need for effective instructional media, such as animated videos, to help improve their speaking proficiency.

Students' Speaking Skill After the Treatment

After receiving four sessions of teaching using animated video media, the posttest was administered. The results showed a substantial increase in the scores. The experimental class reached a mean score of 81.96, an improvement of 25.54 points from the pre-test. The frequency distribution also showed significant improvements, with 14 students scoring between 81 and 90 and two students scoring above 90.

Meanwhile, the control class was taught using conventional methods. Although it showed an increase from 59.35 to 76.96 (an improvement of 17.61 points), the progress was not as significant as the experimental class. This difference highlights the effectiveness of animated video media in improving speaking skills.

Overall, animated videos helped students understand pronunciation, vocabulary, intonation, and sentence structure better. The visual context, gestures, character expressions, and real-life scenarios in the videos supported students in producing more accurate and fluent speech.

Gain Score Analysis

The gain score analysis showed that the experimental class experienced a remarkably higher improvement (+25.54) compared to the control class (+17.61). This clearly indicates that animated videos contributed to greater learning gains. The animated videos supported students' cognitive processing by providing multimodal input sound, visuals, motion, and context making it easier for them to comprehend and reproduce spoken English.

Students' Motivation After Learning Through Animated Videos

To assess students' learning motivation, a motivation questionnaire was

administered to the experimental class after the treatment. The mean motivation score was 81.5%, which falls under the category of high motivation. This suggests that animated video media successfully stimulated students' interest in learning English. Students reported feeling more enthusiastic, confident, and comfortable in classroom activities. Many mentioned that learning became more enjoyable because animated videos were colorful, entertaining, and easy to follow. The vivid visuals, motion, and contextual presentation helped them understand vocabulary and expressions more effectively, leading to increased motivation to participate during class activities. The findings align with previous studies that emphasize the role of visual media in enhancing classroom engagement.

Discussion on Improvement of Speaking Skills

The use of animated video media resulted in significant improvements in students' speaking skills. This finding supports earlier research by Annisa & Muryanti, (2022); Sari & Lestari, (2019), all of whom found that animated videos provide effective visual and auditory input that enhances students' language comprehension and production.

The present study reveals that animated videos enhance speaking abilities in several ways: Providing language models: Students could observe authentic pronunciation, intonation, gestures, and expressions. Offering contextual meaning: Vocabulary and expressions were embedded in meaningful scenarios. Reducing anxiety: The engaging and entertaining format made students feel less afraid of making mistakes. Encouraging interaction: Video-based tasks stimulated discussion and collaboration. Students in the experimental class showed improved vocabulary use, fluency, pronunciation accuracy, grammar structure, and content organization. They were also more confident and willing to participate in speaking activities.

Comparison Between Experimental and Control Classes

The experimental class showed greater progress than the control class due to the advantages offered by animated videos. Conventional teaching methods in the control class relied heavily on teacher explanations and textbook exercises, which were less engaging for students. Although the control class also improved, the results were not as pronounced as those in the experimental group.

Animated videos enriched the learning process by combining audio and visual elements. They helped students understand the material more deeply and retain information longer. Students in the experimental class also demonstrated greater spontaneity during speaking tasks, partly because the animated videos reduced anxiety and created a more relaxed learning environment.

The superiority of animated videos lies in their ability to present English in dynamic and context-rich sequences. When students observe characters interacting in meaningful situations, they find it easier to imitate and reproduce language patterns. This contextual exposure is something traditional instructional methods often lack.

Students' Perceptions of Using Animated Videos

Interviews with students revealed overwhelmingly positive perceptions of animated videos in English learning. The first, Tania's Perception. Tania described animated videos as enjoyable and engaging. She felt that the colorful visuals and interesting storylines kept her focused and helped her understand vocabulary in context. Animated videos made her more confident to speak because she could imitate the characters' pronunciation and gestures. She also mentioned that the videos reduced her anxiety and made learning more meaningful.

The second, Ikhsan's Perception. Ikhsan noted that animated videos helped him understand and remember vocabulary more easily. Seeing the words associated with clear visuals made it easier for him to recall them during speaking activities. He believed that animated videos simplified difficult concepts and supported his comprehension better than traditional teaching methods.

The third, Aukila's Perception. Aukila emphasized that animated videos kept her from feeling bored during English class. She enjoyed the characters and storylines and felt more motivated to learn. The videos also helped improve her pronunciation and intonation, as she could listen and imitate the characters. The engaging nature of the videos boosted her confidence in speaking English.

The fourth, Rafael's Perception. Rafael stated that animated videos helped him construct sentences more easily. He found that the visual context enabled him to remember sentence patterns and vocabulary more effectively. He recommended that teachers use animated videos more often to make learning enjoyable and meaningful.

Overall Contribution of Animated Videos in Language Learning

The findings of this study support the view that animated videos are an effective tool for enhancing both cognitive and affective aspects of language learning. They contribute significantly to increasing speaking proficiency, improving vocabulary mastery and pronunciation, boosting students' confidence, enhancing motivation and engagement, providing contextualized language input, supporting cooperative and communicative learning.

By integrating animated videos into the teaching process, teachers can create a more dynamic, interactive, and student-centered learning environment. Students become more active participants, more confident speakers, and more motivated learners.

CONCLUSION

The findings show that animated videos had a strong positive impact on students' speaking performance. The experimental class increased significantly from a mean score of 56.46 in the pretest to 82.00 in the posttest, while the control class improved only moderately. The higher gain score in the experimental group indicates that animated videos effectively supported students' fluency, vocabulary, pronunciation, grammar, and overall confidence in speaking. Students' motivation also improved, with a mean questionnaire score of 81.5, categorized as High Motivation. They reported feeling more enthusiastic, confident, and engaged when learning with animated videos. Based on these results, teachers are encouraged to integrate animated videos into English lessons and combine them with interactive activities. Schools should provide ICT support, and future researchers may explore longer treatments or different animation types.

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