

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Description

1. Teaching Speaking Skill

a. Definition of Speaking Skill

Teaching English is one of the most challenging task for teacher. Teacher need to understand or enhanc their speaking skills so that students can follow the teacher.

Teaching is inseparable from the learning process. Teaching is a way for students to convey information about the subject they are learning. The goal of the teaching and learning process is to equip students with the knowledge and comprehension skills necessary to understand that knowledge.¹ Teaching is a didactic process in which instructors and students engage and whose essential aim is to encourage and facilitate learning.² One of the lessons is learning to speak, a teaching and learning process that leads to the learning objective of being able to communicate ideas, thoughts, feelings, and opinions to others.

Speaking is the most crucial skill because it is one of the skills needed to have a conversation. Speaking is a linguistic skill or means of communication that expresses one is thoughts and information in an appropriate logical order and uses conventional mechanisms for speaking (pronunciation, grammar, vocabulary, fluency, and comprehension). In other words, the purpose of speaking and communicating in English is not only to be able to verbally describe things, people, places, and sequences but also to communicate our thoughts, opinions, emotions are simple and facilitate communication with other people.³

Speaking is a skill because it allows people to express their thoughts or provide information to others. Speaking is a

¹ Anggraeni, Widya. Wahibah, Amir Faqihuddin Assafary. *Teacher's Strategies in Teaching Speaking Skill at SMAN 1 Palopo*. (Islamic State Institute of Palopo). Vol. 1, No. 1, August 2020.

² Lesiak, Karolina. *Teaching English to Adolescents*. (Department of English Language, Poznan College of Modern Language, 59 Św. Marcin Street, 61-806 Poznan, Poland). Word Scientific News. 7. 2015. 223 – 237. EISSN 2392-2192

³ Rahayu, Pipit. *Role Play Strategy in Teaching Speaking*. (English Education Study Program, Faculty of Teacher Training and Education University of Pasir Pengaraian). Jurnal Ilmiah Edu Research, Vol. 4, No. 1, Juny 2015.

necessary skill that students should have. Effective oral communication skills allow individuals to express their desires, share information, thoughts, and ideas, as well as influence, persuade, question, and entertain others. Speaking reflects the skill to think and take action.⁴ In speaking classes, students are taught to speak. However, it is not an easy task to teach speaking skills. Many students who are learning English are facing some kind of problem. When trying to speak English. The first is that they find it difficult to convey their thoughts. Second, their pronunciation and grammar are weak. Then other issues related to vocabulary.⁵ The same situation also occurred with eighth grade students in one of the schools used for this research location.

From the above definitions, it can be concluded that speaking skills are always related to communication. In this process of communication, words become a means of conveying and fixing messages to each other. Speaking activities is performed alternately and can occur continuously. Therefore, good communication skills can bring social and professional benefits. Social benefits related to social interaction activities between people.

b. Types of Speaking Skill

Moreover, speaking is not just one of the four skills that are important for students to master. It must be learned and must be practiced. There are five basic types of speaking or oral production that students are required to do in class, such as imitative, intensive, responsive, interactive, and extensive.

- 1) Imitative speaking is the competence to imitate (parrot) words, phrases, and even sentences. Given some information, generate verbal without adding a further explanation.
- 2) Intensive speaking is a more advanced approach than imitation as it encompasses all speech practices intended to train the phonological and grammatical facets of the

⁴ Darmuki, Agus. Andayani, Joko Nurkamto, & Kundharu Saddhono. *Evaluating Information-Processing-Based Learning Cooperative Model on Speaking Skill Course*. (Journal of Language Teaching and Research), Vol. 8, No. 1, pp. 44 – 51, January 2017. ISSN 1747-4798. (DOI: <http://dx.doi.org/10.17507/jltr.0801.06>).

⁵ Sanjani, Erlina Dewi. *Improving Students Speaking Skill Using Think-Pair-Share of Cooperative Learning for the 8th Grade Students of MTs N Karangmojo in the Academic Year of 2014 – 2015*. (Thesis: English Education Department Faculty of Language and Arts Yogyakarta State University). 2015.

language.

- 3) Responsive speaking involves limited interaction, consisting of brief conversations, standard greetings, small talk, and straightforward comments and requests.
- 4) Interactive speaking is a complex interaction involving multiple exchanges and multiple participants. Meanwhile responsive speaking involves concerned participants in an interaction when two speakers are required.
- 5) Extensive speaking is the minimal interaction between listener and speaker in oral works such as speeches, oral presentations, and storytelling.⁶

c. Component of Speaking Skill

Speaking is a multifaceted skill that necessitates the concurrent advancement of various abilities that often progress at different rates. When analyzing speaking processes, there are five components are usually distinguished.

1) Pronunciation

To achieve fluency in English, students must possess the skill to articulate phonemes accurately, use appropriate stress and intonation, and speak in coherent and concise sentences. Speakers must have the capacity to connect words and form sound patterns that are physical representations of basic units of meaning, recognized seamlessly by their listeners.

2) Grammar

Grammar is the structural arrangement of sentences. Correct sentence structure results in perfection. This arrangement is utilized in all languages, not just English. Perhaps Indonesians are more well-versed in the term SPOK (Subject, Predicate, Object, and Complement).

3) Vocabulary

Vocabulary and sentences are one of the most important parts of our lives so that we can understand one person to another. Through certain conversations, we often use passive active vocabulary in everyday life without even realizing it.

⁶ Brown, H. Douglas. *Language Assessment: Principles and Classroom Practice*. San Fransisco State University. 2004.

4) Fluency

Fluency is the capskill to speak with ease, without pauses or digressions. When speaking fluently, students ought to communicate a message utilizing all available resources and abilities while disregarding grammatical and other errors.

5) Comprehension

The final component of communication is understanding. The final component of communication is understanding. It involves both speakers as it enables individuals to obtain the desired information. Comprehension refers to the capacity to grasp a concept with a reasonable understanding of the subject matter or an awareness of the actual situation.⁷

d. Problem of Speaking

Speaking appears to be the most crucial skill of the four, as individuals proficient in the language are often recognized as native speakers. Additionally, speaking is the most challenging of the language skills to acquire.⁸ Due to the importance of learning media in aiding students' comprehension of materials, educators must carefully select the appropriate media.

Indicated that students generally had difficulty speaking. It is due to several factors, including trust, audience support, students' skill to listen, and pressure to perform well. These factors influence the way you speak, especially when speaking English in front of the class. Next is whether the audiences response of attention, respect, and appreciation will influence students to achieve good English proficiency.⁹

There are several problems students face speaking. Language problems include student inhibition, nothing to say, the low of participation, and the use of mother tongue;

⁷ Sudirman, Nur Fadillah. *Classroom Online Activitiess in Speaking Class in Pandemic Situations at Fourth Semester of English Education Program at IAIN Parepare*. (Thesis: English Education Program Faculty Tarbiyah IAIN Pare-Pare). 2022.

⁸ Irvasiani. *Analyzing the Speaking Skill Between the Students in Dormitory and the Menbers of Libam at State Islamic Institute (IAIN) Pare-Pare*. (Thesis: English Education Program Tarbiyah Faculty IAIN Pare-Pare). 2022.

⁹ Tuan, Nguyen Hoang. *Factors Affecting Students' Speaking Performance at Le Thanh Hien High School*. Available at Asian Journal of Educational Research Vol. 3, No. 2. 2015. (<http://www.multidisciplinaryjournals/>)

1) Inhibition

Students usually stutter when they try to say a few words in an oral activity. Because they are afraid of being wrong and simply embarrassed of speaking English.

2) Nothing to Say

The students cannot think of anything to say because they have no motivation to express themselves through speaking. Students often lack confidence in their skill to speak. They have limited vocabulary. And they feel their language skills are inadequate to express exactly what they want to say.

3) Low Participation

Students are rarely involved when speaking. They have little time to speak. This problem is exacerbated by the tendency of some students to dominate others by speaking little or nothing.

4) Mother Tongue Use

Students often resort to using their native language during speaking activities as it feels more comfortable and less intimidating. In some classes, particularly those with undisciplined or unmotivated students, it can be challenging to maintain the target language in small group conversations..¹⁰

2. Media for Speaking English

a. Definition of Media

A medium is a tool that supports activities to make it easier for those who use them. Medium facilitates interaction between teacher and students during learning and becomes more effective and efficient. Learning is the process of acquiring knowledge. It takes a lot of effort and sometimes makes students irritated or bored and lose their attention to the lesson.¹¹Media is a tool for sending message and information to recipients. Through the use of media, personnel is more interested and receptive to

¹⁰ Rahayu, Natalia. *An Analysis of Students Problem in Speaking English Daily Language Program At Husnul Khotimah Islamic Boarding School*. (Thesis : English Language Teaching Department Tarbiyah and Teacher Training Faculty Syeh Nurjati State Islamic Institute Cirebon). 2015.

¹¹ Saputra, Mediyansa Dwi. *An Analysis of Media as a Tool for the Development of Listening Comprehension*. (Thesis: English Tadris Study Program Faculty of Teacher Training and Education Institute College for Islamic Studies (IAIN) Curup. 2019.

information.¹² Media cannot be denied as a tool in the teaching and learning process, as it is the teacher who wants to support the teacher's task of getting the message out to the students from the materials they provide.

The use of media can be beneficial in the English language learning process. Both teacher and students can utilize media to reach their learning goals. However, it is important to identify which media can effectively enhance student enthusiasm and motivation for learning.¹³ Because of the learning media role in helping students understand the learning material, teacher must make a choice when choosing the appropriate media.

Learning media plays a crucial role in supporting educational institutions to effectively measure the teaching process' effectiveness and efficiency in achieving academic goals. Teacher can utilize films, TV shows, photos, and other forms of media to provide students with better information. Through abstract learning, media becomes more specific, consequently leading to a better understanding of the subject matter. The use of media in teaching also enhances student motivation and attention towards learning materials.¹⁴

Some of the media that teacher use are non-projection aids, including magnetic boards, flannel boards, photographs, graphs, models, and actual objects. Therefore, it is also necessary to use audio media such as CDs, DVDs, and radios can replenish words and sounds to give dimension to non-existent print. Projection aids such as overhead projectors and LCDs make a difference in education, especially with color, overlay, reveal, demonstration, magnification, and animated. Other tools thought to be helpful are VCRs and camcorders, overhead projectors and telescopes, and computers.¹⁵

¹² Mintia, Efa Rahma. *An Analysis Teaching and Learning Speaking Throught Audio Visual During Covid-19 Pandemic at the First Semester of the Eighth Grade of SMP Negeri 2 Penengahan the 2020/2021 Academic Year*. (Thesis: Tarbiyah and Teacher Training Faculty University of Islamic Studies Raden Intan State Islamic University Lampung). 2021.

¹³ Fahmi, Regina. *The Implementation of Media in English Language Teaching*. Vol. 5, No. 1, 2014. (<https://doi.org/10.46244/visipena.v5i1.220>).

¹⁴ Jasa Hartana M.A. *The Application of Picture Media in Vocabulary Learning in First Grade at MAN 2 Model Medan*. (Thesis: Department of Education Faculty of Tarbiyah Science and Teacher Training State Islamic University of North Sumatra Medan). 2019.

¹⁵ Victoria Oyedele, John Rwambiwa, Attwel Mamvuto. *Using Educational*

In this research, uses animated film as a media for teaching speaking skills. There is not much about the history of world cinema. Even if cinema is the final art and the first creative event that is a century old, so can be said that it is a fragile age that is not far from life today. But the problem is that cinematic history is full of enigmas, uncertainties, confusions, contradictions, and more. Even historians and writers sometimes make mistakes in rewriting historical records that are not objective. That way, the resulting that occur will be updated later. In addition, industry data and personal data relating to films production are either missing or available but outdated and cannot be used as authentic evidence.¹⁶

1) Kinds of Learning Media

The use of media is crucial in teaching English as a foreign language for various reasons. Learning materials assist teacher in the teaching and learning process and enhance time management. The presence of media in the classroom impacts students' learning environment and their interest in learning. You can choose the appropriate media to enhance your students' speaking skills. There are three types of language education media: audio media that relates to hearing, visual media that deals with vision and audiovisual media that relates to hearing and vision.¹⁷ Based on the explanation above, it is established that Animated Film is an Audio Visual Media since it integrates hearing and sight senses.

a) Audio Media

Audio media refers to any type of media that includes sound-based content. Its purpose is to convey a message from a sender to a recipient through the sense of hearing. Clear audio language is necessary for listeners to accurately receive the message. Different forms of audio media include radio, tape recorders, and language laboratories. The use of audio media can help train students in both listening and speaking skills.

Media And Technology2 In Teaching And Learning Process: A Case Of Trainee Teacher At Africa University. (Africa University, University of Zimbabwe). Vol. 4, No. 1, 2013.

¹⁶ Akbar, Budiman. *Sejarah Film Pendek Animasi.* (Politeknik Negeri Media Kreatif Jakarta), KARTALA 1.1 (2021).

¹⁷ Baidawi, Achmad. *Using Visual Media in Teaching Speaking.* OKARA Journal of Languages and Literature, Vol. 1, Tahun 1, Mei 2016. P.57.

b) Visual Media

Visual media is also called visual media visible through the sense of sight. The use of this media can appreciate media through observation, including media visual sketches, drawings, photographs, and so on.

c) Audio Visual Media

The combination of image and sound can enhance engagement in this medium. The tools encompassed within this genre include audio, slide presentations, films, and videos.¹⁸

2) **Function of Media**

The availskill of the expected learning medium helps the teacher and the student to overcome the barriers to learning. The medium has four functions. That is as follows;

- a) Media can be more attention-grabbing for students, so it can be a stimulus for learning motivation
- b) Media make the subject matter clearer, easier to understand, and facilitate mastery of skills for students.
- c) Making more diverse learning methods do not verbal communication only through the teacher so students are not bored and teacher do not run out of steam.
- d) Since media involves not only listening to the teacher's explanations but also other activities such as observing, demonstrating, etc., it can make students do more learning activities, etc.¹⁹

According to (Asyhar, 2012), teaching media has many functions, as described below:

- a) Media as a learning tool as distributor, transmitter, communicator of message or teacher knowledge to students.
- b) Semantic function indicates a word, term, sign, or symbol
- c) Manipulative function is the media's skill to reload something objects/events in various ways, depending on their conditions, circumstances, goals, and

¹⁸ Fakhriyani, Lina. *Media Development Of Learning Based Video Scribe On Social Science Subject At Class 8th Of Junior High School Wahid Hasyim Malang*. (Thesis : Social Science Education Department Tarbiyah and Teaching Training Faculty Maulana Malik Ibrahim State Islamic University Malang).2018.

¹⁹ Baidawi, Achmad. *Using Visual Media in Teaching Speaking*. **OKARA Journal of Languages and Literature**, Vol. 1, Tahun 1, Mei 2016. P.56

objectives.

- d) **Fixative** function **is to capture**, store and **change** an object or event that has **occurred over** a long **period**.
- e) Distributive function of media used in the learning process can be observed by students in large quantities or with unlimited media attention.
- f) **Psychomotor functions is the media as reinforcement student physical skill**.
- g) **Psychological functions, function related to psychology aspect involving attentional functions (attraction), emotional function (arousal, feelings, and emitions), cognitive function (development of thinking skill). Function of imagination and function of motivation (encouraging students arouse interest in learning)**.
- h) **Socio-cultural functions is a educational media can offer suggestions same recognition as students.**²⁰

b. **Animated Films As Learning Media**

The use of media and learning methods chosen by the teacher is one way to enhance the quality of learning. When uploading digital files, such as video tutorials, animated, and movies, via YouTube, users should take into account multiple factors, such as file format, size, and availskill of software that can aid in the presentation of such files. As the plethora of video tutorials in the same category as the material being studied is vast, selecting videos must align with the practicality, completeness, and consistency of delivering the tutorial material, catering to the needs of the learning material.²¹

The importance of media in learning is an alternative to fostering curiosity, liveliness, and new skills for students. The utilization of learning media significantly enhances the learning process, while the delivery of learning materials in an intriguing manner can augment student comprehension. The production of animated film learning media necessitates

²⁰ Asyhar, Rayandra. *Kreatif Mengembangkan Media Pembelajaran*. (Jakarta: Referensi Jakarta). 2012.

²¹ Yumiarti, Yuyun., Komalasari, Bakti., Kristiawan, Muhammad. *The Urgency of Learning the History of Islamic Culture Digital Literation Based*. (Institut Agama Islam Negeri (IAIN) Curup, Indonesia). Vol. 6, No. 1, 2021. ([DOI: http://doi.org/10.29240/ajis.v6i1.2328](http://doi.org/10.29240/ajis.v6i1.2328)).

software tools to facilitate the film-making process.²²

An animated film is a film in the form of a series of images filmed one by one with attention to the continuity of motion so that it appears as one movement in the film. The term "animated film" encompasses not only cartoon films, but also any kind of motion picture. Prior to 1912, Frederick A. Talbot produced cartoon films only as a part of his work on "trick films" in *Moving Pictures; How They Are Made and Work*. At that time, animation was considered a minor component of special effects and it's likely that most audience members had never even seen a cartoon. However, in 1920, E.G. Lutz penned a book on animation specifically titled *Cartoon Animation*. Within eighth years, animation became recognized as a distinct type of filmmaking.²³

Animated films differ from live-action films in that they involve a different amount of work during production. Unlike live-action movies, animated films do not capture continuous outdoor action in real-time, but instead create each shot individually, including explosions. Animated films create the illusion of movement with static images or elements. Filmmaking is the art of individually creating each frame of the film. Frames can be crafted using a computer or by taking a drawn or painted picture and recording the outcome with a specialized animated camera. When you view a film frame by frame, a phenomenon called afterimage creates the illusion of continuous motion.²⁴

Animated as a learning tool has many benefits. One of them is that animated films can draw students' attention to the flow of the class. Therefore, this media is very suitable for use as an educational tool for teacher. Teacher can use creative and innovative self-directed learning modals to allow students to learn and explore imagination without space and time, ideas that can be instantly shaped into various forms such as

²²Sukriyani, Muhammad Yaumi., Yahdi, Muhammad. *The Utilization Of Android-Based Animation Videos On Learning Islamic Religious Education In Selayar Island*. (UIN Alauddin Makassar). Vol. 10, No. 2. 2021. (DOI: <https://doi.org/10.24252/jicsa.v10i2.24777>)

²³ Ward, Paul. *Defining "Animation": The Animated Film and the Emergence of The Film Bill*. (Brunel University, UK). 2020.

²⁴ Putra, Irwan Adi. *The Effectiveness of Using Animated Films on Improving Students' Writing Skill of Narrative Text of The Eighth Grade of Mts Al-Hadi Girikusumo Mranggen*. English Teaching Journal. Vol. 6, No. 2. 2015. (<https://doi.org/10.26877/eternal.v6i2.2376>).

text, video, sound and animated. Almost every day films is a fun media that both kids and adults can enjoy.²⁵ Films are audiovisual works of art designed to convey messages and through narrative media means of education, information and persuasion.

Given the many benefits of this animated film for the teaching and learning process, the researcher wants to implement it for the researcher's learning in the speaking class to describe the implementation of speaking learning through animated films; to explain students' reactions to speaking learning in the classroom using animated films; and describe the enhance in student activeness after learning through animated films.

c. **Islamic Animated Films in Speaking English**

Animated films are one of the media that can be used in the English learning process. Animated films are one of the most popular entertainment, especially among teenagers and school-age children. Animated films influence students' skills in speaking. First, animated films aid in the improvement of students' speaking abilities. Second, animated films entertain and stimulate students. Third, animated films provide students with visual and auditory stimuli. In summary, animated films have the potential to enhance students' language proficiency, introduce new vocabulary, and inspire them.²⁶

Speaking is a process by which someone sends messages to others in a systematic way and there is mutual interaction. When learning to speak, every student learns how to give good answers or send messages so that the interlocutor understands the information sent.²⁷ Watching films is one of the better ways to cultural transfer apart from foreign learners. However, time and thought must be invested in teaching to ensure students learn and remember the material. Films allow you to hear and interpret native

²⁵ Khalidiyah, Hanifah. *The Use of Animated Videos in Improving Students Reading Skills (A Quasi-Experimental Study of Seventh Grade Students at A Junior High School in Jlangak, Subang)*. (Journal of English and Education 3, No. 1. (2015). 1- 21.

²⁶ Espinosa, María Inés Brumana. *ELT Goes to the Movies Advantages of Using Films in Class*. Electronic Education, (Online), (<http://serc.carleton.edu/econ/media/why.html>), accessed on December 15th 2012).

²⁷ Hanafiah, Wardah. *Peningkatan Keterampilan Berbicara Bahasa Inggris Melalui Media Film*. (Jurusan Teknik Mesin, Politeknik Negeri Jakarta), Vol. 16, No. 2, Oktober 2019.

dialog, slang, accents, and more, thus providing a refreshing break from repetitive verbal instruction.²⁸

When teacher incorporate videos into their English classes, students gain cultural background information and emotional perspectives about the learning materials firsthand. Thus, they can exercise their autonomy during language learning. Observing the video footage, students can immerse themselves in the vibrant atmosphere created by the videos and comprehend the pragmatics of the language used by the characters. Contrary to traditional English classes, these courses employ a genuinely student-focused academic approach, with video materials and films providing valuable insights into other cultures and mentalities. By incorporating diverse communication scenarios into the classroom, video materials demonstrate to students how individuals interact in the language's culture they are studying. Viewing videos during class should not be perceived as a passive endeavor. The tasks that teacher should do to engage students should include the four skills, one of which is speaking.²⁹

Animated work even after a previously shown video, so they can quickly shape students' creative and innovative thinking instincts. It is a systematic and continuous process. Animated videos have a positive effect on students' understanding in the classroom. Especially in this age, humans and technology are inseparable and continue to go hand in hand.³⁰ For this reason, the role of the teacher must be able to prepare the media to be used properly. Thus, although technological advances can be accessed by all circles, including the use of media in learning, they must still reflect Islamic values and not deviate from Islamic teachings. Integrating character education into learning can be done by incorporating Islamic values into the conduct of all subjects and learning activities, including English. For that, teacher

²⁸Brow, Shannon Kelly. *Popular Films in the EFL Classroom: Study of Methodology*. Procedia Social and Behavior Science. Vol. 3. 2010. p 45-54. (<https://doi.org/10.1016/j.sbspro.2010.07.011>).

²⁹ Bajrami, Lumluri., Ismaili, Merita. *The Role of Video Materials in EFL Classroom*. Procedia - Social and Behavioral Sciences 232 (2016) 502 – 506.

³⁰ M.R. Saputra, Kautsar Eka W, Rahmat Effendy, Rahmatul M, T.A. Anatasya. *Penggunaan Video Animasi dalam Pembelajaran Pendidikan Agama Islam pada siswa kelas 1 Sekolah Dasar*. EDUCASIA, 6(3), 2021. e-ISSN: 2527-5011, p-ISSN: 2502-9150 1 (<http://www.educasia.or.id/>)

must prepare Islamic teaching starting from planning, conducting, and evaluation.

With enhanced advanced developments, various media can be used as desired. However, media needed that can convey moral or Islamic messages. Among them can be implanted through Islamic animated films in learning as a means of disseminating da'wah and is an alternative way to enforce it. Islamic knowledge should be approached creatively to adapt to the current situation. It is imperative to modify Islamic preaching to align with modern times.³¹ In addition, Islam commands learning and seeking knowledge science and considers it so important to elevate degrees, and promote personality development and growth and groups.³²

Islamic education is a coaching process that is consciously carried out by a teacher so that the physical, spiritual, and intellectual growth and development of the students can lead to the formation of an Islamic personality, family, and society.³³ State that Islamic education must have clear objectives. The Islamic educational pathway promotes life, regeneration, and development and plays a role in creating an Islamic society with faith and Shariah aspects open to all civilizations.³⁴

Despite the considerable challenges faced by Islamic education in the era of globalization, it has made noteworthy contributions to the progress of education in Indonesia. Of these contributions, two major ones stand out. Namely, first, the contribution to character building and the contribution to the perennial system. It cannot be denied that Islamic educational institutions contribute greatly to the character building of students, because the system introduced is

³¹ Rahim, Nur Nazihah., Khidzir, Nik Zulkarnaen., Yusof, Anuar Mohd., Saidin, Aznan Zuhid. *An Expert Evaluation on Islamic Animated Infographic Prototype as an Alternative in Da'wah Dissemination* . (Department of Creative Technology Universiti Malaysia Kelantan & Department of Information System International Islamic University Malaysia). Vol. 1, Issue 1. 2018.

³² Mevludin Hasanovic, Izet Pajevic, Muhammad Hasanovic. *Islamic Approach to the Physcotrauma: Animation, Growth and Transformation*. 2021; Vol. 33, Suppl. 4 (part II).

³³ Amanda. *The Use of Islamic Short Movie as Learning Media to Help the Students in English Vocabulary Mastery*. Journal of English and Education. 2019.

³⁴ Sheikh, Sajid Ullah, Muhammad Abid Ali. "Al-Ghazali's Aims and Objectives of Islamic Education." . Journal of Education and Educational Development. Vol. 6, No. 1 2019. p. 111-125.

sufficient to shape the character of students. The second contribution of Islamic education to Indonesian education is ageless education. While digitalization affects nearly all aspects of globalization, the traditional Islamic education system has shown its skill to produce superior generations. Nonetheless, the digitalization era does not necessarily eradicate the traditional and classical learning system.³⁵

Islamic religious education should be taught from a young age to instill noble morals that will stay with them into adulthood. Animated differs from other forms of media in that it combines narrative and cinematic elements that captivate the audience. Animated is perceived as a medium that communicates engaging stories. It is now used not only for entertainment but also as a tool for interpersonal communication.³⁶

3. Promoting Students' Activeness in Speaking

Student activeness varies in the learning process. Each lesson includes students who are actively engaged, and others who are less active. Active students pay attention and make an effort to comprehend what the teacher is conveying, while passive students may struggle to absorb the material being presented. Activeness is not the sole determinant of success in the learning process, nevertheless it is plausible to assume that adept students will thrive, whereas unengaged students will struggle.³⁷ Because if students participate in learning activities passively, learning activities will not run optimally. Learning the process will not run if the student does not participate actively.

Student participation is a crucial aspect of learning English. Students should prepare themselves to engage in learning activities. Thus, student engagement is a fundamental element in creating a favorable and impactful learning experience.

³⁵ M. Tolchah, M. Arfan Mu'ammam. *Islamic Education in The Globalization Era : Challenges, Opportunities, and Contribution of Islamic Education in Indonesia*. Humanities & Social Sciences Reviews. eISSN: 2395-6518, Vol 7, No 4, 2019, pp 1031-1037. (<https://doi.org/10.18510/hssr.2019.74141>).

³⁶ Langga, Fathin Hanifah., Ahmad, Haafiz Aziz., Alvanof Z. Mansoor. *Animated Web Series as Media for Islamic Education in Children*. (Fakultas Seni dan Desain, Institut Teknologi Bandung, Indonesia). 2020. (<https://doi.org/10.21070/halaqa.v4i2.982>)

³⁷ Molebu, Nenik. *Describing Students Activeness in Distance Learning During Covid-19 Pandemic Time*. (Sintuwu Maroso Journal of English Teaching), Vol. 7, No. 1. 2021.

Effective communication in English requires mastering spoken communication. This skill is particularly crucial in countries where English is not the primary language. Therefore, it is important for all individuals to be able to express their ideas, feelings, and thoughts fluently.³⁸ Therefore, to enhance your speaking skill, you can attend classes and follow them actively, learn how much skills, and gain new knowledge from other students.

During the classroom session, students engage in listening to the teacher's explanation. This entails a range of activities such as asking questions, providing feedback, responding to the teacher's inquiries, and note-taking. Additionally, students experience an internal enthusiasm towards the learning process that pertains to their class attendance, engagement with the course material, and motivation to acquire knowledge. Third, concerns about students' activities in completing tasks. This consists of being able to complete the task and being able to complete the task in the time available.³⁹

Active learning involves engaging students in activities that prompt reflection on ideas and their application. Students must regularly evaluate their understanding and skills in dealing with concepts or problems in a particular discipline. Knowledge acquisition can be accomplished through participating or contributing. Engaging students in active learning involves activities that require gathering information, critical thinking, and problem-solving. This process can often stimulate both mental and physical activity.⁴⁰

Student activity is influenced by their motivation to learn students are always enthusiastic even when they stop learning because the motivation for learning is lecture activity to realize what they want and what motivates them. Forced growth from all sides is certainly not easy each student has a different

³⁸Azizah, Muna Nur. *Improving Students Activeness in Speaking Using Jigsaw II of SMAN 1 Kendawangan*. (Thesis: English Education Program Language and Art Education Department Teacher Training and Education Faculty Tanjungpura University Pontianak. 2017.

³⁹Winarsih, Dwi. *Assessing Students Activeness and Their Character Building in Speaking Course of English Department*. Transformatika, Vol. 11, No. 1, 15 Maret 2015.

⁴⁰Joel Michael. *Where's the Evidence That Active Learning Works?* (Department of Molecular Biophysics and Physiology, Rush Medical College, Chicago, Illinois). 2006. ([do:10.1152/advan.00053.2006](https://doi.org/10.1152/advan.00053.2006).)

personality and aspirations.⁴¹

Activities in the learning process can stimulate and develop students' talents. By training your critical thinking, you can solve the problems of everyday life. Active learning is when learning is fast, responsive, fun, enthusiastic, personally engaged, and well-taught. By listening, seeing, answering questions, and discussing with others, students indirectly activate themselves and their environment.

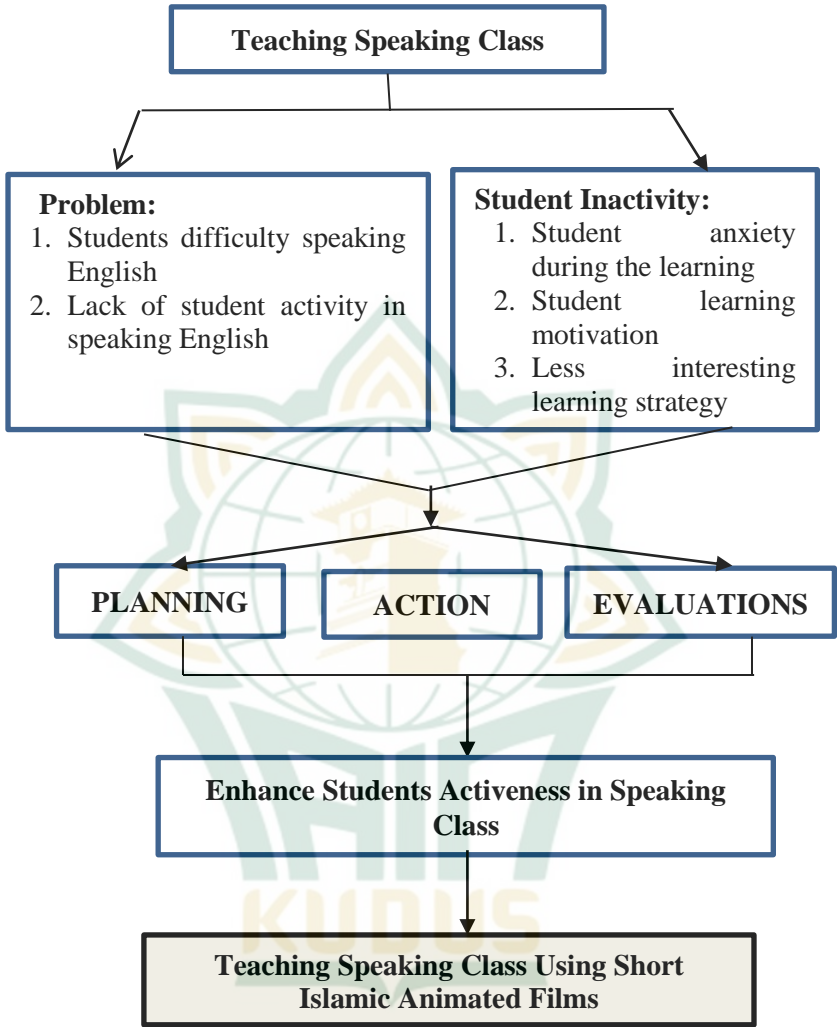
B. Theoretical Framework

Based on the explanation stated, learning to speak English is one of the most challenging tasks for most students. The reason is that some students are not interested in English and find it difficult to speak. Because students do not have confidence in English. The learning process cannot be separated from media use. As learning aids, media undoubtedly facilitate the learning process itself. The material used in this study is a video animated film.

In this study, with the help of animated films, we intend to apply behaviors that can enhance English speaking skills to the learning process. To conduct the study, the researcher took several steps. First, the researcher investigates the place where the research will be conducted. In their observations, researcher found several problems with learning to speak English during the learning process. Researcher who discover problems during their observations think to solve these problems.

Therefore, researcher chose to use interesting media, namely animated films in the learning process. Then make plans and carry out activities to encourage student activity in learning to speak English through the short Islamic animated film media.

⁴¹Sari, D. P., & Rahardi, R. *Peningkatan Keaktifan dan Hasil Belajar Siswa Kelas XI IPS pada Pokok Bahasan Turunan dengan Pembelajaran Kooperatif Tipe Teams GamesTurnament*. (<http://jurnal-online.um.ac.id/>). 2013.



C. Review of Previous Study

This study needs some previous studies as a consideration theory:

No	Researcher and Title	Years	Result	Similarities	Differences
1	<p>Nur Fajrina</p> <p>Title: Increasing the Students' Participation in Speaking Class Through Word on Hat Game (A Classroom Action Research of the Eleventh Grade Students at MA Manongkoki Takalar Regency, in Academic year 2015/2016)</p>	2015	<p>This study uses Classroom Action Research (CAR). The instruments used were speaking tests and observations. The results of the study show that the application of Word to the Hat Game is effective and significant in enhancing student participation in class speaking, as well as enhancing students' speaking skills in terms of fluency related to self-confidence and fluency.</p>	<p>The similarity of these two studies discusses the importance of student and teacher participation for student activeness. Teacher prepare certain media in supporting the success of the learning process. That way, it will be easy to achieve the desired goal of enhancing student participation or activeness in speaking.</p>	<p>The difference between the two studies lies in the focus of the research, where the research conducted by Nur Fajrina used quantitative research and this researcher used qualitative research. The previous researcher used the application of the Word to the Hat game which was effective and significant in enhancing student participation in speaking in class while this study used animated films in enhancing student speaking activeness.</p>

2 .	<p>Nur Muthmainnah</p> <p>Title: An Efforts to Improve Student Activeness at Structure Class Using Slido App</p>	2019	<p>The previous study used classroom action research conducted in two cycles. This study discusses the improvement of student activity in classroom structures by collecting data through observation and measurement techniques. The collected data was analyzed to describe classroom activities and learning progress. The use of Slido App successfully enhanced student activity in learning. The author took one of the 3 classes as the research sample randomly.</p>	<p>The equation of these two studies is to discuss student activity in using media as a tool in the learning process. Although using different media, this research has the same goal of enhancing students' speaking activity structure.</p>	<p>The difference between the two studies lies in the focus of the research, where the research conducted by Nur Muthmainnah used classroom action research, focused on enhancing student activity using the Slide App as a media tool but in this study the focus was on teaching using animated film media to determine the level of student activity in speaking. in learning.</p>
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3	<p>Andri Estining Sejati, Nasaruddin, and Fahrudi Hwan Ikhsan</p> <p>Title: The Effect of Outdoor Study to The Activeness Students in Senior High School</p>	2020	<p>This previous research used quantitative research. This research is included in quantitative methodology with the type of quasi-experimental research. Problems in the classroom show that students are less active in learning. Students are more dominant in receiving material in one direction. The low desire of students in learning participation both in the form of asking, answering, and presenting. The low desire of students in</p>	<p>The previous researcher used the outdoor study method while this research focuses on indoor study with the media that has been prepared. The similarity between the two studies discusses activeness in learning using offline learning.</p>	<p>The difference between the two studies lies in the focus of Andri Estining Sejati, Nasaruddin, and Fahrudi Hwan Ikhsan's research which focuses on student activities through outdoor study and the researcher's research which focuses on student activities in speaking skills specifically through animated films.</p>
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			<p>learning participation in the form of asking, answering, or presenting. The learning method outside the classroom is a learning method that is chosen to overcome these problems.</p>		
4	<p>Miftahul Azmi</p> <p>Title: An Analysis of Student Participation in Class X Speaking of SMA Negeri 2 Kuok</p>	2022	<p>This study used a questionnaire as a research instrument consisting of sixteen items of questions about student participation in speaking. This aims to determine the level of student participation in speaking in the classroom where the level of student activeness is still lacking and some are</p>	<p>The similarity of these two studies is to discuss student activity by using learning that prioritizes speaking. It has the same goal of knowing the level of student participation in speaking in the classroom where the level of student activeness is still lacking</p>	<p>The difference between the two studies lies in the focus of the research, where the research conducted by Miftahul Azmi used quantitative research without using media as a tool in analyzing student speaking participation while the researcher used qualitative research using media, namely animated films to analyze the level of student speaking activity using</p>

			<p>still passive in participating in learning. In this descriptive quantitative research, the researcher took tenth grade students as a sample of 36 students to determine the level of student participation in speaking class activities. This study uses a questionnaire as a research instrument which consists of sixteen items for questions about student participation in speaking.</p>	<p>and seems passive.</p>	<p>the media provided.</p>
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Based on the results of the above research, this research will strengthen the previous research, and as a benchmark for researcher in writing and analyzing a problem formulation. Among the objectives are to be developed, proven and know the researcher's steps in making an observation, and to help find theories/concepts/generalizations that can be used as a foundation or theoretical framework for the research being conducted.