p-ISSN : 2723-0961
e-ISSN : 2775-1317
JETLi
Journal of English Teaching and Linguistics
Published by
English Education Program
Iskandar Muda University
https://ejournal.unida-aceh.ac.id/index.php/jetli

THE EFFECTIVENESS OF USING ANIMATED VIDEO LEARNING MEDIA ON STUDENTS' PRONUNCIATION MASTERY AT SMP NEGERI 11 BANDA ACEH

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Abstract

This research aimed to determine the effectiveness of animated video learning media on students' pronunciation mastery at SMP Negeri 11 Banda Aceh. The researcher used quasi-experimental research where the data was gained from oral tests. The study population was the ninth-grade students of SMP Negeri 11 Banda Aceh in the academic year 2022/2023. The sample was taken by using a purposive sampling technique. There were 226 students as population and 42 students as sample, the total number of students from the experimental and control classes. The results showed that the mean score of students' pronunciation mastery in the practical class was 36.66, becoming 82.05, with a 124% improvement. Then, the mean score of students' pronunciation mastery in the control class was 44.86, becoming 55, with a 23% improvement. Both classes have the same initial classification: *poor* (36-55). In the experimental class, there was an improvement in qualifications from *poor* (36-55) to *good* (76-85), while in the control class, there was no improvement in capabilities which was still in *poor* (36-55). The t-test analysis was presented by applying a 0.05 level of significance with the 20 degrees freedom (df=21-1); the t-test value in the experimental class was more significant than the t-table (14.63>2.080), and in the control class, the t-test value was also greater than t-table (5.61>2.080). Based on the results, animated video learning media significantly affects students' pronunciation mastery.

Keywords: Animated Video, Learning Media, Pronunciation Mastery.

1. Introduction

Speaking is the most challenging skill because English is an international language in Indonesia (Rokhayani & Cahyo, 2015). Usman et al. (2018) state that having good speaking skills is one of the indicators of student success in learning a language. Pronunciation mastery is one of the skills needed in speaking and an essential component of teaching and learning English. Pronunciation refers to how a person or group pronounces words or phrases. As a language element, it must be developed to learn English effectively. Proper sounding and correct syllable stress are aspects of pronunciation that help students understand what they hear (Tennant, 2015).

Due to technological developments, the education world is growing and entering a new era. Hence, the educational or learning media used today are more varied. Using technology as a learning medium can help teachers develop the learning process since the teacher's main task is to manage the class and develop the teaching and learning process (Sariakin & Rizka, 2020). Teachers have many options to

be more creative in attracting students' attention by utilizing technology. Yusnida (2020) says that when a teacher gets students' attention, students will contribute to the learning process, which will run well.

Many factors influence educational success, and using appropriate learning media is one of them. Learning media is anything that can be used to transmit the message from the sender to the recipient. Proper media use in education can stimulate the mind, students' feelings, attention, and interests, leading to an influential study process (Zainuddin, 2008). Using animated video learning media as a tool in learning and teaching activities can be one of the determinants of success. Animated video is moving images from a collection of various objects arranged systematically and according to the timeline (Sari, 2021). Currently, animated video covers all fields, ranging from entertainment, such as film, the business world as promotion and sales media, to the world of education as a learning media in the classroom (Rahman et al., 2017).

Animation is widely used in videos for children's entertainment, like movies, but animated videos incorporate educational values in their development. In other words, animation can be used as a learning medium. Animated video is a form of audio-visual media. As a learning media for learning English, Fatmawati (2021) states that animated video contains learning material in the form of a living narrative acted out by characters created according to the general preferences of students. This adjustment certainly has the potential to increase students' interest in learning English.

Several previous studies have been conducted related to animated videos and students' pronunciation mastery. Pangestu (2021) shows that cartoon films effectively improve students' pronunciation based on the independent t-test. The result was 2.00 from the critical value of 4.91 with a significance level of 0.05, and the score of $t_{he\ observed}$ value is higher than the $_{critical}$ (0.05), so H_o is rejected. Cartoon film is a type of 2D animation included in the types of animated video. Another study by Sappe (2020) confirms that animated videos effectively improve students' speaking skills, especially pronunciation. It was proved by the mean score of the students on the post-test, 77.2, was higher than that of the pre-test, 59.9. Furthermore, another study by Hardianti (2020) emphasizes the significant effect of using animated video on students' speaking skills at SMK PGRI Pekanbaru, where Sig (2-tailed) 0.000 has a value less than 0.05. Thus, Ha is accepted, and Ho is rejected. This study investigates the effectiveness of animated video learning media on students' English pronunciation mastery at SMP Negeri 11 Banda Aceh.

2. Literature Review

The word media comes from the Latin and the plural form of the word medium, which means intermediary or introduction (Setiawan et al., 2022). In learning, media tends to be interpreted as graphic tool, photography, or electronics for capturing, processing, and reconstructing visual or verbal information (Azhari, 2015). Learning media is a tool and materials used in the teaching and learning process that carry information from learning resources (Bethan, 2018). Based on the explanation, learning media, in the narrow sense, means materials and tool components in the learning system. Broadly, media means utilizing all components, systems, and learning resources to achieve learning objectives.

Animated video learning media contains a collection of images that are processed in such a way as to move and are equipped with audio so that it is memorable and save learning messages. Audio-visual learning is defined as the production and use of materials related to learning through sight and hearing, which do not depend exclusively on understanding words and similar symbols (Ponza et al., 2018). The animated video has motion pictures and sound, meaning the animated video is audio-visual media (Agustien et al., 2018). In short, animated video is a combination of moving pictures accompanied by appropriate sound recordings.

Pronunciation means how words are pronounced in a certain way. It involves the consonants and vowels of a language and aspects of speech, such as stress and sound. Pronunciation is the production of sounds used to give meaning to speaking (Aminah, 2014). Pronunciation, comprehension, vocabulary, structure, and fluency are the components of speaking that someone in communication must consider. According to those components, good pronunciation is an essential aspect of communication due to

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smooth communication between speaker and listener (Varadila, 2018). From the definitions above, pronunciation is necessary to help students learn and understand how to form sounds, words, phrases, and sentences. In addition, if they can produce good pronunciation, misunderstandings will not occur in communication.

3. Research Method

This study refers to a quantitative research approach. This approach explains a problem or phenomenon through data collection in numerical form. It uses specific statistical techniques that involve using and analyzing numerical data to answer questions such as who, how, what, where, when, and how much. Survey, correlational, experimental, and causal-comparative research are categories of the quantitative approach (Apuke, 2017). According to Hardani et al. (2020), there are two forms of quasi-experimental design: time series design and nonequivalent control group design. The type of research used in this study is a nonequivalent control group, quasi-experimental design.

This study was conducted in classes IX-1 and IX-3 of SMP Negeri 11 Banda Aceh, located in Lamjabat, Meuraxa, Banda Aceh, Aceh. This study began by observing the learning process and the learning media used at SMP Negeri 11 Banda Aceh in November 2022. The implementation of this experimental research took place in March 2023.

The population in this study was 226 students, the total number of students at SMP Negeri 11 Banda Aceh.

Table 3.1 The Number of Students at SMP Negeri 11 Banda Aceh

No	Description	Number of Students
1	Male	119
2	Female	107
	Total	226

The sampling technique in this study was purposive sampling. The main feature of this sampling is that the sample members were explicitly selected based on research objectives (Hardani et al., 2020). The sample characteristics that the researcher used as a criterion in taking samples were two different classes. Still, they received the same treatment from the teacher and had the same English subject teacher because of differences in English subject teachers in each SMP Negeri 11 Banda Aceh class.

Based on the criteria mentioned above, the sample in this study consisted of two classes, IX-1 as the experimental class (21 students) and IX-3 as the control class (21 students).

Table 3.2 Sample

No	Class	Number of Students
1	IX-1	21
2	IX-3	21
	Total	42

The variables in this study are classified into two variables: independent variable (X) and dependent variable (Y).

a. Independent Variable (X) is the influencing variable in this study, namely animated video learning media.

b. Dependent Variable (Y) is the variable that is influenced by the independent variable, in this study is the students' pronunciation mastery.

When described in tabular form, the description is as in *Table 3.3* below.

Table 3.3 Relations between Variables

Dependent variable / Independent variable	The student's pronunciation mastery (Y)
Animated video learning media (X)	(XY)

In this study, the researcher used an oral test instrument with 18 words students should pronounce. A test is a series of questions, exercises, and other tools to measure an individual or group's skills, knowledge, intelligence, abilities, or talents (Fauziyyah, 2019). First, the researcher, as a teacher, called the students one by one to the available room at the school and gave the pre-test instrument, which consists of 18 words to pronounce by Kelly (2000). The researcher used an application on a mobile phone that was downloaded through the Play Store called ELSA Speak to record while students read the given text. This application can help the researcher determine the consonant or vowel errors in students ' speech.

Elsa Speak displays the results of whether or not the words are spoken and what should be said, along with the tips. To be more convincing, the researcher also used the book *How to Teach Pronunciation* by Kelly (2000) as a guide for students' pronunciation errors, which assessment is based on the International Phonetic Alphabet.

The researcher used animated video learning media for two meetings. The treatment of this research is described as follows:

a. The researcher explained the treatment procedure.
b. The researcher played seven animated videos for two meetings via a laptop, which was shown to the students using a projector.
c. The students were divided into five groups for the first meeting and watched two videos.
d. After the students watched the videos, they were given a paper containing questions and texts related to the videos they had watched.
e. After the students finished, the researcher invited the students to read the text together. For words that were difficult to pronounce, the researcher replayed the video on the part of the words for students to watch and helped them to make students know how to pronounce those words.
f. After all the words had been known how to pronounce, the students were asked to read the text correctly, as exemplified in the animated videos they watched.
g. At the end of the meeting, each group was given a video to watch and asked to prepare a short drama based on the video.
h. For the second meeting, first of all, they received similar treatment as the previous meeting.
i. Each group presented their drama and then filled out a piece of paper provided by the researcher with the details of their drama story.

After the treatment, the researcher gave a post-test by Kelly (2000). The post-test is similar to the pre-test—precisely, the words in the post-test sound similar to those learned in the treatment. The purpose of the post-test is to find out the treatment results.

This study used tests on the experimental and control classes to collect data. The test is divided into two stages, namely:

a. Pre-test

The pre-test aims to determine students' pronunciation mastery before being given treatment. The test results become an evaluation before using animated video learning media.

b. Post-test

The post-test was carried out after students from both classes received different treatments; IX-1 was taught using animated video learning media, and IX-3 was taught using a textbook and the techniques contained. From the score of this test, the study aims to determine the effectiveness of animated video learning media toward students' pronunciation mastery. The results of the assessment compared with the pre-test. In this case, the researcher found out how far the effect of animated video

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learning media is toward students' pronunciation mastery.

Apart from using the cell phones as recording devices, the researcher also used the cell phones to take photos of the learning process. Starting from pre-test, during treatment, and post-test.

This study analyzed the data by using the t-test. T-test in a quasi-experimental design is used to determine whether an approach, model, strategy, or learning method is effective in terms of one aspect or variable (Isnawan, 2020). In completing the data, the researcher analyzed the data to determine study results as follows:

a. Classifying the Score of Pronunciation

Table 3.4 Pronunciation scoring

No	Classification	Score	Criteria
1	Excellent	96-100	They speak effectively and have excellent pronunciation
2	Very good	86-95	They speak effectively and are very good at using pronunciation
3	Good	76-85	They speak effectively and are good at using pronunciation
4	Fairly good	66-75	They sometimes speak hasty and fairly good pronunciation.
5	Fair	56-65	They sometimes speak hasty and fair pronunciation.
6	Poor	36-55	They speak very hastily, and more sentences must be more appropriate in pronunciation.
7	Very poor	0-35	They speak very hastily, and more sentences are inappropriate, using pronunciation and little or no communication.

(Harmer, 2007).

Scoring: $$Student\ score = \frac{Score\ obtained}{Maximum\ score}\ x\ 100$$

b. Pre-test and Post-test Scoring

Each student's score was obtained after the researcher did the pre-test or post-test. All the scores are classified in *Table 3.4* to get the frequency of each classification. After that, each classification frequency is divided by the number of students and multiplied by 100% to get the percentage of the results of the pre-test or post-test. The following is the formula that the researcher used:

$$P = \frac{F}{N} \times 100\%$$

P = Rate of percentage
F = Frequency of the correct answer
N = Total number of students
(Sudjana as cited in Jannah, 2020).

c. Calculating Mean Score

To find the mean score from the pre-test or post-test, the researcher added up the total scores of all students in the class divided by the number of students, which can be described in the following formula:

$$\overline{X} = \frac{\sum X}{N}$$

$\overline{X}$ = Mean score
$\sum X$ = The sum of all score
N = The number of students
(Gay, 2012)

d. Calculating the Improvement of the Pre-test and Post-test Scores

The researcher subtracted the mean score from the post-test with the mean score from the pre-test, divided the result by the mean score from the pre-test, and multiplied it by 100. Then, the percentage of the improvement in student scores was obtained. It can be described in the formula as

follows:

$$P = \frac{X_2 - X_1}{X_1} \times 100$$

P = Improvement
X_1 = Mean score of pre-test
X_2 = Mean score of post-test
(Harmer, 2007)

e. Finding out the significance between the Pre-test and the Calculating Values

To see the mean of differences scored, the researcher used the following formula:

$$\overline{D} = \frac{\sum D}{N}$$

$\overline{D}$ = The mean of differences score
$\sum D$ = The sum of differences scores
N = Total number of students
(Gay, as cited in Jannah, 2020)

f. Finding out the significance between Pre-test and Post-test by Calculating the Value of the Test

To determine the level of significant value of the pre-test and post-test, the researcher used t-test analysis on the significance level (p) = 0.05 with the degree of freedom (df) = N-1, where N = number of students. The following is the formula the researcher used:

$$t = \frac{\overline{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

t = The significance
D = The difference between two scores being compared
$\overline{D}$ = The mean of differences score
$\sum D$ = The sum of differences score
$\sum D^2$ = The sum of D square
N = The total number of students
(Gay, as cited in Karmadi, 2018)

g. The Criteria for the Hypothesis Testing

Based on t-test analysis on the level of significance (p) = 0.05 with the degree of freedom (df) = N-1, where N = number of students, the researcher found the value of t-table in IX-1 as experimental class (21 students) is 2.080 and class IX-3 as control class (21 students) is 2.080.

Thus, the t-table was compared with the t-test value obtained by the researcher after conducting the study and data analysis.
The following is the overview of the hypothesis:

Table 3.5 Hypothesis testing

Testing	**Hypothesis**	
	H_0	H_1
$\mathbf{t\text{-}_{test} > t\text{-}_{table}}$	Rejected	Accepted
$\mathbf{t\text{-}_{test} < t\text{-}_{table}}$	Accepted	Rejected

(Sugiyono as cited in Megawati, 2021)

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4. Results and Discussion

Results

The improvement in students' pronunciation mastery can be seen through the mean score of categories in the pre-test and post-test. The improvement in pronunciation mastery from the experimental and control classes can be seen in the following tables:

Table 4.1 Experimental Class Mean Score and Improvement

Category	Students' Score		Improvement %
	Pre-test	Post-Test	
Pronunciation Mastery	36.66	82.05	124%

Table 4.2 Control Class Mean Score and Improvement

Category	Students' Score		Improvement %
	Pre-test	Post-Test	
Pronunciation Mastery	44.86	55	23%

Tables 4.1 and 4.2 above show that the students' mean score in the pre-test was 36.66 for the experimental class and 44.86 for the control class. It shows that the students' pronunciation mastery was relatively low. Students have difficulty pronouncing words in English, especially when they find it difficult to distinguish the pronunciation of consonants and vowels. The mean score of the students in the post-test was 82.05 for the experimental class and 55 for the control class.

Based on the experimental class score, the students can pronounce many words correctly after receiving treatment using an animated video. The results showed that students showed improvement in pronunciation mastery. It is indicated by an improvement in student scores up to 124%. Based on the control class score, it also improves pronouncing the words correctly after carrying out the usual learning or treatment they get every day. Still, the improvement is only 23%, which is very low compared to the experimental class, which reaches 124%. To see the students' mean score and improvement in terms of pronunciation mastery in pre-test and post-test, the graphic below will show it:

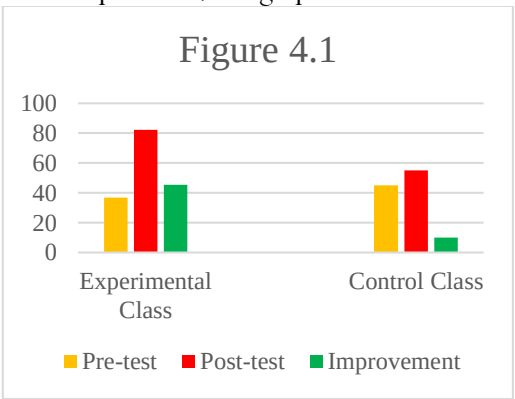

Figure 4.1 The Mean Score and Improvement

Figure 4.1 indicates the mean score in terms of pronunciation mastery in the experimental class pre-test is less than 40, which is 36.66, and in the control class less than 50, which is 44.86. Meanwhile, the mean score for pronunciation mastery in the experimental class post-test is higher than 80, 82.05, and in the control class is less than 60, which is 55. In addition, the improvement in pronunciation mastery in the experimental class is 45.39 (124%) and 10.14 (23%) in the control class.

Table 4.3 Rate Percentage and Frequency (Experimental Class)

No	Classification	Score	Pre-test	Post-Test

			F	P%	F	P%
1	Excellent	96-100	0	0	4	19.05
2	Very good	86-95	0	0	3	14.29
3	Good	76-85	0	0	9	42.85
4	Fairly good	66-75	1	4.76	3	14.29
5	Fair	56-65	0	0	0	0
6	Poor	36-55	10	47.62	2	9.52
7	Very poor	0-35	10	47.62	0	0
	Total		**21**	**100**	**21**	**100**

Table 4.4 Rate Percentage and Frequency (Control Class)

No	Classification	Score	Pre-test		Post-Test	
			F	P%	F	P%
1	Excellent	96-100	0	0	0	0
2	Very good	86-95	1	4.76	1	4.76
3	Good	76-85	1	4.76	0	
4	Fairly good	66-75	2	9.52	5	23.81
5	Fair	56-65	2	9.52	2	9.52
6	Poor	36-55	7	33.33	12	57.14
7	Very poor	0-35	8	38.10	1	4.76
	Total		**21**	**99.99**	**21**	**99.99**

Table 4.3 presents the percentage and frequency of the term pronunciation mastery in the pre-test and post-test of the experimental class. Table 4.4 presents the percentage and frequency of pronunciation mastery in the pre-test and post-test of the control class.

Table 4.3 shows that in the pre-test from 21 students in the experimental class, no students got excellent, very good, good, and fair. Based on the table, there were one (4.76%) student classified as reasonably good, ten (47.62%) students as poor, and ten (47.62%) students as very poor. Meanwhile, in the post-test from 21 students, there were four (19.05%) students classified as excellent, three (14.29%) students as very good, nine (42.85%) students as good, three (14.29%) students as relatively good and two (9.52%) students as poor, while there were no students who got fair and very poor.

Table 4.4 shows that in the pre-test from 21 students in the control class, no students got excellent. Based on the table, there were one (4.76%) student classified as very good, one (4.76%) student as good, two (9.52%) students as reasonably good, two (9.52%) students as fair, seven (33.33%) students as poor and eight (38.10%) students as very poor. Meanwhile, in the post-test from 21 students, no students got excellent or good. Based on the table, there were one (19.05%) student classified as very good, five (23.81%) students as reasonably good, two (9.52%) students as fair, twelve (57.14%) students as poor, and one (4.76%) student as very poor.

To see the percentage and frequency, the graphic below will show the students' percentages both in pre-test and post-test.

Figure 4.2 The Percentage and Frequency

To determine the significance value of the pre-test and post-test, the researcher used t-test analysis on the level of significance (p) = 0.05 with the degree of freedom (df) = N-1, where N = number of subjects (21 students), then the t-table value is 2080. Statistical analysis for independent samples was applied.

Table 4.5 T-test of the Students' Pronunciation Mastery

Component	Class	T-test Value	T-table Value	Test Significant
Pronunciation Mastery	Experimental Class	14.63	2.080	Significant
	Control Class	5.61	2.080	Significant

Table 4.5 presents the t-test value for students' pronunciation mastery in the experimental class, which was greater than the t-table (14.63>2.080). In addition, the t-test value in the control class was also greater than t-table (5.61>2.080). It means there was a significant difference in the students' pronunciation mastery in the experimental class after using animated video as learning media between the control class that did not get the treatment, where there is a considerable difference between the two classes. The null hypothesis (H_0) was rejected, and the alternative hypothesis (H_1) was accepted.

Discussion

The student's pronunciation mastery in the experimental class before treatment was 36.66 for the pre-test score, which was categorized as poor. The score described that students' pronunciation mastery could have been higher, and the students found it difficult to pronounce words in English when they needed to learn how to distinguish consonants and vowels. For example, the consonant between the word sheep(ʃiːp) – ship(ʃɪp) and the vowel between the word Heat(hiːt) – Hit(hɪt), the students found it difficult to distinguish the pronunciation. After the treatment, the students' mean score was 82.05 and labeled as good, where the students speak effectively and are good at using pronunciation. Meanwhile, the improvement of the students' pronunciation mastery was 124%. From the result of the calculation, it is obtained that the value of the t-test of students' pronunciation was 14.63, with the degree of freedom (df) being 20 (obtained from N-1, where N=21). The researcher used the degree of significance of 0.05, and the degree of significance was 2.080. Since the t-test obtained from the result of calculating, the alternative hypothesis (H_1) is accepted, and the null hypothesis (H_0) is rejected.

The student's pronunciation mastery in the control class before treatment was 44.86, classified as poor. The score described that students' pronunciation mastery could have been higher, and the students found it difficult to pronounce words in English when they needed to learn how to distinguish consonants and vowels. After the treatment, the students' mean score was 55, which was poor. Meanwhile, the improvement of the students' pronunciation mastery was 23%. From the result of the calculation, it is obtained that the value of the t-test of students' pronunciation was 5.61, with the degree

of freedom (df) being 20 (obtained from N-1, where N=21). The researcher used the degree of significance of 0.05, and the degree of significance was 2.080. Since the t-test obtained from the result of calculating, the alternative hypothesis (H_1) is accepted, and the null hypothesis (H_0) is rejected.

Based on the statement above, we can see an improvement in the category in the experimental class from poor to good, while in the control class, it only remains in the poor category. In addition to these results, the researcher believes that using animated video learning media effectively helps students master better pronunciation mastery and also be a reference for teachers to make the learning process more enjoyable.

Furthermore, this study has significant differences compared to the previous studies. The previous studies could have explained the control class or class without treatment more clearly. In this research, the researcher presents the results of the control class or class without treatment as clearly as the experimental class with the treatment. The researcher did it to make readers know what is being compared, accompanied by data from the two things being compared.

The researcher uses different ways to obtain the data, such as using an ELSA Speak application and how the researcher treats the students. Meanwhile, there are similarities in this study with the previous studies in the selection of the skill, research method, and analyzing data technique.

5. Conclusions

Based on the findings and discussion in the previous chapter, the researcher concluded that using animated video learning media effectively improved ninth-grade students' pronunciation mastery at SMP Negeri 11 Banda Aceh. This proves that the use of animated video is still effective and at the same time strengthens the statements of previous studies such as research from Pangestu (2021), shows Cartoon Film (an animated video type) effective improving students' pronunciation. The other two studies from Sappe (2020) and Hardianti (2020) confirms that animated video is effective in improving students' speaking skills especially in pronunciation. In this study the student's pronunciation mastery achievement proved it. The total students' achievement in pronunciation mastery in the experimental class post-test was greater than the pre-test (82.05>36.66), with an improvement of 124%. In the control class, the post-test also was greater than the pre-test. (55>44.86) with an improvement of 23%. It means animated video learning media has a more significant effect on students' pronunciation mastery, and there is a considerable difference between the experimental class and the control class, with a percentage of 101% (124% - 23%).

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