

ABSTRACT

The thesis entitled “The Effectiveness of CGI Animated Short Film on Narrative Speaking Skills among The 10th Grade Students at MA Al Fattahiyyah” was written by Asna Lutfi Nur’aini, NIM 1860203221038, English Education Department, Faculty of Tarbiyah and Teacher Training, State Islamic University (UIN) Sayyid Ali Rahmatullah Tulungagung. Supervised by Ringgi Candraning Prawerti, S.Pd.I. M.Pd.

Keywords: CGI Animated Short Film, Narrative Speaking Skills, Fractured Narrative

Speaking is one of the most challenging productive skills for students learning English as a Foreign Language (EFL). Many students struggle with limited vocabulary, low confidence, anxiety, and difficulty in conveying ideas fluently and coherently. The use of appropriate learning media is considered a potential solution to these problems. This research aims to determine whether the use of CGI (computer-generated imagery) animated short films has a positive effect on the narrative speaking skills of the 10th grade students at MA Al Fattahiyyah Tulungagung. This research employed a quantitative approach with a quasi-experimental post-test only control group design. The population consisted of all 10th grade students at MA Al Fattahiyyah, with a sample comprising two classes: the experimental class (n=29) and the control class (n=31). The sample was selected using purposive sampling, in which the classes were chosen based on the researcher’s specific criteria and research needs. The experimental class received treatment using CGI animated short films combined with a fractured narrative task, while the control class used their own imagination. Data were collected through an oral post-test assessed using Luoma's speaking rubric covering fluency, pronunciation, grammar, vocabulary, and coherence. Data analysis was conducted using an independent samples t-test. The results revealed a significant difference between the experimental and control classes (sig. = 0.002, $p < 0.05$). The experimental class obtained a mean score higher than the control class. Based on these findings, it is concluded that the use of CGI animated short films has a significant positive effect on the narrative speaking skills of the 10th grade students at MA Al Fattahiyyah. CGI films were shown to have a positive effect in helping students build narrative schemata through visual stimuli. These schemata were then creatively reconstructed through fragmented narrative tasks, enabling students to produce more structured and coherent oral narratives.

ABSTRAK

Skripsi dengan judul “The Effectiveness of CGI Animated Short Film on Narrative Speaking Skills among The 10th Grade Students at MA Al Fattahiyyah” ditulis oleh Asna Lutfi Nur’aini, NIM 1860203221038, Jurusan Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Universitas Islam Negeri (UIN) Sayyid Ali Rahmatullah Tulungagung, Dibimbing oleh Ringgi Candraning Prawerti, S.Pd.I. M.Pd.

Kata Kunci: Film Animasi CGI, Kemampuan Berbicara Naratif, Fractured Narrative

Kemampuan berbicara merupakan salah satu keterampilan produktif yang paling menantang bagi siswa dalam pembelajaran bahasa Inggris sebagai bahasa asing (EFL). Banyak siswa menghadapi kendala berupa kurangnya kosakata, rendahnya kepercayaan diri, kecemasan, serta kesulitan dalam menyampaikan ide secara runtut dan koheren. Penggunaan media pembelajaran yang tepat menjadi salah satu solusi potensial untuk mengatasi permasalahan tersebut. Penelitian ini bertujuan untuk mengetahui apakah penggunaan film pendek animasi CGI memberikan pengaruh positif terhadap kemampuan berbicara naratif siswa kelas X di MA Al Fattahiyyah Tulungagung. Penelitian ini menggunakan pendekatan kuantitatif dengan desain quasi-experimental post-test only control group. Populasi penelitian adalah seluruh siswa kelas X MA Al Fattahiyyah, dengan sampel yang terdiri dari dua kelas: kelas eksperimen (n=29) dan kelas kontrol (n=31). Sampel dipilih menggunakan purposive sampling, yaitu kelas dipilih berdasarkan kriteria khusus dan kebutuhan penelitian yang ditetapkan oleh peneliti. Kelas eksperimen mendapatkan perlakuan berupa penggunaan film pendek animasi CGI tanpa dialog yang dipadukan dengan tugas fractured narrative, sementara kelas kontrol menggunakan imajinasi mereka sendiri. Data dikumpulkan melalui tes lisan (post-test) yang dinilai menggunakan rubrik berbicara Luoma (yang mencakup aspek kelancaran, pengucapan, tata bahasa, kosakata, dan koherensi). Analisis data dilakukan menggunakan uji-t independen (independent samples t-test). Hasil analisis menunjukkan bahwa terdapat perbedaan yang signifikan antara kelas eksperimen dan kelas kontrol (sig. = 0,002, $p < 0,05$). Kelas eksperimen memperoleh rata-rata skor lebih tinggi dibandingkan kelas kontrol. Berdasarkan hasil tersebut, dapat disimpulkan bahwa penggunaan film pendek animasi CGI memberikan pengaruh positif yang signifikan terhadap kemampuan berbicara naratif siswa kelas X di MA Al Fattahiyyah. Film CGI tanpa dialog terbukti memiliki efek positif dalam membantu siswa membangun skemata naratif melalui rangsangan visual.