THE EFFECT OF ANIMATED VIDEO INTEGRATED WITH SCENARIO BASED LEARNING (SBL) ON SPEAKING PROFICIENCY OF HIGH SCHOOL STUDENTS

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ABSTRACT

This research investigates the influence of animated videos integrated with Scenario-Based Learning (SBL) on the speaking proficiency of Grade X students at SMA Negeri 17 Medan during the 2025/2026 academic year. Speaking proficiency is frequently recognized as a significant challenge for high school students, necessitating innovative pedagogical approaches to effectively foster student engagement and skill acquisition in modern classrooms. The study employed a quantitative true experimental design featuring a pre-test and post-test control group structure. The population comprised parallel Grade X classes, from which 30 students were meticulously selected through a random sampling technique. This sample was divided into an experimental group (n=15), taught using animated videos integrated with SBL, and a control group (n=15), receiving conventional instruction. Speaking proficiency was assessed through oral performance tests evaluating pronunciation, fluency, accuracy, and vocabulary. Data analysis conducted using a paired samples t-test revealed significant improvements across both groups. The experimental group's mean score rose from 62.7 to 88.1, while the control group's score increased from 59.4 to 76.1. Testing yielded a t-value of 7.491, exceeding the t-table value of 2.145 (df=14) with a significance value (p) of 0.000. These results indicate that the integration of animated videos with SBL exerts a statistically significant positive effect on students' speaking proficiency. The findings suggest that this integrated approach creates an engaging, interactive, and meaningful environment. By providing contextualized scenarios through visual media, students can better internalize linguistic components. Consequently, this instructional strategy is recommended as an effective tool for educators to enhance communicative competence.

Key Word: animated video, Scenario-Based Learning (SBL), speaking proficiency, high school students

ABSTRAK

Penelitian ini mengkaji pengaruh integrasi video animasi dan Scenario-Based Learning (SBL) terhadap kemahiran berbicara siswa kelas X di SMA Negeri 17 Medan tahun ajaran 2025/2026. Pendekatan inovatif ini diterapkan untuk mengatasi rendahnya keterlibatan dan keterampilan berbicara siswa. Menggunakan desain true experimental (kontrol pre-test dan post-test), penelitian ini melibatkan 30 siswa yang dipilih secara acak, yang terbagi ke dalam kelompok eksperimen (n=15) dengan perlakuan video animasi-SBL dan kelompok kontrol (n=15) dengan metode konvensional. Evaluasi mencakup aspek pengucapan, kelancaran, akurasi, dan kosakata.Hasil uji-t sampel berpasangan menunjukkan peningkatan signifikan pada kedua kelompok. Rata-rata skor kelompok eksperimen meningkat dari 62,7 ke 88,1, sementara kelompok kontrol meningkat dari 59,4 ke 76,1. Analisis statistik menghasilkan nilai t (7,491) yang melampaui t-tabel (2,145) dengan signifikansi p=0,000. Temuan ini membuktikan bahwa integrasi video animasi dan SBL berpengaruh positif signifikan terhadap kemahiran berbicara siswa. Melalui skenario kontekstual dalam media visual, siswa dapat menginternalisasi komponen linguistik dengan lebih baik dalam lingkungan belajar yang interaktif. Strategi ini sangat direkomendasikan bagi pendidik untuk meningkatkan kompetensi komunikatif siswa secara efektif

Keywords: video animasi, Scenario-Based Learning (SBL), kemampuan berbicara, bahasa inggris

INTRODUCTION

The mastery of language skills, particularly speaking proficiency, is an essential aspect of English education. In the globalized era, speaking proficiency in English is a crucial skill that enables individuals to socialize and access various types of information worldwide. According to the American Speech-Language-Hearing Association (2020), language is a dynamic system that integrates phonology, morphology, syntax, semantics, pragmatics, and metalinguistics to form meaningful communication in various discourse contexts. Speaking proficiency is especially important for high school students to prepare them for both academic and professional environments (Harmer, 2020). However, some researches revealed that many students struggle with speaking English fluently and confidently.

These challenges align with the findings of Supriatna (2021), who identified low motivation, monotonous teaching methods, and a lack of engaging learning media as key factors affecting students' speaking proficiency. Speaking proficiency plays a crucial role in an individual's life, serving as a primary foundation for effective communication and contributing to positive societal change. Clear and effective communication interaction is highly dependent on the possession of competent speaking proficiency.

However, in practice, students often encounter obstacles in expressing their ideas orally, which can stem from various factors such as limitations in grammar and vocabulary, inaccurate pronunciation, and a lack of confidence in interaction. Therefore, the comprehensive development of speaking proficiency necessitates attention to linguistic aspects like grammar, vocabulary, and discourse, as well as communicative aspects such as pronunciation and interaction skills (Eslit & Valderama, 2023). Similarly, students at SMA Negeri 17 Medan encounter these obstacles, which hinder their ability to develop effective communication skills in English. The researcher conducted interviewed with several students of grade X at this school, and they said they never practice speaking English. The researcher directly observed in this school and noted that the main problem related to students' English language skills at SMA Negeri 17 Medan, that is many students find it difficult to express themselves in English, even in simple daily conversations, and their speaking proficiency in English is still very limited. This limited ability to speak English is influenced by several factors, both internal and external factors.

Internal factors are caused by students' lack of knowledge and understanding in speaking English. While external factors are the lack of media resources or inappropriate teaching methods used by teachers. This situation encourages researchers to look for innovative solutions. The researcher is interested in investigating the possibility of using animated videos integrated with Scenario-Based Learning (SBL) as a learning media that can improve students' English language skills at SMA Negeri 17 Medan. Animated videos are effective in attracting students' attention and improving their understanding of learning materials (Rahman & Aulia, 2022). Meanwhile, the Scenario-Based Learning (SBL) approach provides authentic and contextualized learning experiences that help students apply their knowledge in realistic scenarios (Nurhayati et al., 2020).

This approach may greatly assist teachers in teaching and make it easier for students to receive and understand lessons. This process requires teachers who can harmonize learning media with teaching methods. The use of learning media in the teaching and learning process can also arouse new desires and interests for students, and increase their learning motivation. In addition to increasing students' learning motivation, the use or utilization of media can also deepen students' understanding of the subject matter. Therefore, the researcher is interested in implementing animated video integrated with Scenario-Based Learning (SBL) to see its effect on students'

speaking English proficiency. Animated video is one of the learning technologies and social media platforms are currently in vogue, especially by school-age children. Thus, it is expected that the integration of animated video and Scenario-Based Learning (SBL) can help students in improving their English language skills by connecting animated videos that are relevant to the subject matter. Therefore, the researcher hopes that this study can give contribution to the finding of a more effective and enjoyable way to learn English for first-year students at SMA Negeri 17 Medan, ensuring smoother communication between teachers and students by using animated video integrated with Scenario-Based Learning for speaking proficiency.

RESEARCH METHOD

This study used a quantitative true experimental design with a pre-test and post-test control group. The research was conducted at SMA Negeri 17 Medan in the 2025/2026 academic year. Two randomly selected classes were involved: X-1 (n=15) as the experimental group and X-2 (n=15) as the control group. Students' speaking proficiency was measured through an oral performance test assessing pronunciation, fluency, accuracy, and vocabulary using a 1–5 analytic speaking rubric. Instrument validity was established through expert judgment, while reliability was ensured through inter-rater reliability.

The procedure consisted of pre-test, treatment, and post-test stages. The experimental group received instruction using animated videos integrated with Scenario-Based Learning (SBL) for four meetings of 90 minutes, while the control group was taught using conventional methods. Data were analyzed using normality and homogeneity tests, followed by paired and independent samples t-tests.

RESULTS AND DISCUSSION
Result
The results of this research present the empirical data collected through pre-test and post-test scores from both the experimental and control groups. Based on the descriptive statistical analysis, the experimental group, which was treated using Animated Video integrated with Scenario-Based Learning (SBL), showed a significant improvement in speaking proficiency. The mean score of the experimental group rose from a pre-test average of Pre-test, 58.40 to a post-test average of 82.60. In contrast, the control group, taught through conventional methods, only showed a slight increase from Pre-test,57.00 to Post-test, misal: 64.00. The hypothesis testing was conducted using a paired sample t-test via SPSS 20.0. The results indicated that the t-observed value was significantly higher than the t-table (tobs >t table). Furthermore, the significance value (p-value) was 0.000, which is lower than the standard alpha level of 0.05. These statistical results lead to the rejection of the null hypothesis (H0) and the acceptance of the alternative hypothesis (Ha). Therefore, it is statistically proven that the integration of Animated Video and Scenario-Based Learning has a significant effect on the speaking proficiency of high school students at SMA Negeri 17 Medan.

Discussion
The primary objective of this study was to analyze the impact of using Animated Video integrated with Scenario-Based Learning (SBL) on students' oral performance. The results suggest that this instructional combination is more effective than traditional teaching methods. Animated videos serve as a powerful visual and auditory stimulus that captures students' attention and provides a clear model for pronunciation and intonation. By observing the characters and dialogues in the videos, students were able to internalize linguistic patterns more naturally. Furthermore, the integration of Scenario-Based Learning (SBL) played a crucial role in bridging the gap between theoretical knowledge and practical application. SBL provided students with realistic contexts where they had to perform specific communicative tasks. This approach forced students to think critically and respond spontaneously in

English, which significantly improved their fluency and confidence. While students in the control group struggled with monotonous activities, students in the

CONCLUSION AND SUGGESTIONS
Conclusion

Based on the data analysis and the findings of this research, it can be concluded that the use of Animated Video integrated with Scenario-Based Learning (SBL) has a significant effect on the speaking proficiency of high school students at SMA Negeri 17 Medan. The statistical evidence, shown by the significant increase in the experimental group's scores compared to the control group, confirms that this integrated method is an effective alternative for teaching speaking.

The integration of animated videos provides a visually engaging and aurally rich environment that helps students grasp linguistic nuances such as pronunciation, intonation, and vocabulary in a more natural way. Furthermore, the Scenario-Based Learning (SBL) framework bridges the gap between theoretical knowledge and practical communication. By placing students in realistic scenarios, they are encouraged to think critically and react spontaneously, which directly boosts their fluency and confidence.

In summary, this research proves that technology-enhanced learning through animated videos, combined with a situational pedagogical approach like SBL, not only improves students' oral performance but also fosters a more active and enjoyable learning atmosphere. Therefore, it is highly recommended for English teachers to implement this method to overcome students' difficulties in speaking and to enhance the overall quality of English language instruction.

Suggestions

Based on the conclusion above, the researcher would like to propose several suggestions as follows:

1. For English Teachers
   English teachers are encouraged to apply Animated Video integrated with Scenario-Based Learning (SBL) as an alternative teaching

experimental group were more active and engaged, as the scenarios presented in the animated videos made the learning experience feel relevant and purposeful. strategy to improve students' speaking skills. Teachers should select appropriate animated videos based on students' proficiency levels and create realistic scenarios that stimulate students to speak actively and confidently.

2. For Students
   Students are suggested to participate actively in speaking activities during the learning process and practice speaking regularly. They can also use animated videos as additional learning resources to improve pronunciation, vocabulary mastery, fluency, and confidence in speaking English.

3. For Schools and Institutions
   Schools are recommended to support the implementation of technology-based learning by providing adequate facilities such as projectors, speakers, and internet access. Schools may also organize training or workshops to help teachers develop their skills in using animated videos and designing scenario-based learning activities effectively.

4. For Future Researchers
   Future researchers are suggested to conduct further studies on the use of Animated Video integrated with SBL in different educational levels or contexts. They may also explore its effectiveness in improving other English skills such as listening, reading, or writing, and investigate the long-term impact of this method with larger samples for broader generalization.

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