

TEACHING SPEAKING ON PROCEDURE TEXT BY USING MEDIA FLASH ANIMATION

Nurhuda, Gatot Sutapa, Wardah

English Education Study Program, Teacher Training and Education Faculty Tanjungpura University, Pontianak

Email: nurhuda.ayusman@yahoo.com

Abstract: This research intended to know how effective the use media flash animation in teaching speaking on procedure text is for the ninth grade students of SMPN 1 Terentang. The research method used was pre experimental research. The population of this research was all of the ninth students of SMPN 1 Terentang in academic year 2015/2016. The sample was class A which consists of 27 students. The technique of data collection was the measurement technique and the tool used was test. The researcher analyzed the data by using t-test. The result showed that there was significant difference on students' speaking. It showed that t_{test} was higher than t_{table} and the criteria effect size was categorized as high effect. As a result, the null hypothesis (H_o) was rejected and the alternative hypothesis (H_a) was accepted with the criteria effect was high. Hence, it was inferred that there was significant difference between students' achievement before being taught by media flash animation and after being taught by media flash animation. In other word, teaching by using media flash animation affects significantly in the students' speaking on procedure text.

Key words: teaching speaking, media flash animation, pre experimental

Abstrak: penelitian ini bertujuan untuk mengetahui seberapa efektif mengajar berbicara pada teks prosedur menggunakan media animasi flash pada siswa kelas sembilan SMPN 1 Terentang. Metode penelitian yang digunakan adalah pre experimental. Populasi pada penelitian ini adalah seluruh siswa kelas sembilan SMPN 1 Terentang tahun ajaran 2015/2016. Sampelnya adalah siswa kelas A yang berjumlah 27 siswa. Teknik pengumpulan data yang digunakan adalah teknik penilaian dan alat yang digunakan adalah test. Peneliti menganalisis data menggunakan t-test. Data menunjukkan bahwa t_{test} lebih tinggi dibanding t_{tabel} dan kriteria dari keefektifannya adalah dikategorikan sebagai keefektifan yang tinggi. Sebagai hasilnya, null hypothesis (H_o) ditolak dan alternative hypothesis (H_a) diterima dengan kategori kriteria yang tinggi. Oleh karena itu, dapat disimpulkan bahwa terdapat perbedaan yang signifikan antara mengajar berbicara pada prosedur teks sebelum dan sesudah menggunakan media animasi flash. Dengan kata lain, mengajar menggunakan media animasi flash mempengaruhi secara signifikan terhadap berbicara siswa pada teks prosedur.

Kata kunci: mengajar berbicara, media animasi flash, pre-eksperimental

Speaking as productive skill needs many practices as the way to make students active for communicating each other or with their teacher as participant in teaching and learning process. Through speaking, the students can express or share their ideas, feelings, and opinion to the other students. Turk (2003:9) says, "Speaking is a direct route from one mind to another, and is the way students usually choose when they want to ask a question or give an explanation". Moreover, to learn a skill like speaking, practice is best way (Turk, 2003:6). That is why the students are expected to be more active in the classroom, especially in conveying the ideas or communication. Speaking is an important skill in learning English as foreign language. As Louma (2004:1) states, "Speaking skills are an important part of the curriculum in language teaching". As stated in curriculum KTSP in English subject for ninth grade of junior high school, in standard competency in speaking, students are expected to be able to perform the simple information based on the some daily life situation.

In reality, speaking becomes a common problem which the learner is faced. From the result of the observation who researcher conducted to the students at SMPN 1 Terentang, the students confronted some problems during speaking class. It is caused by some factors, for example, (1) students have low confidences, (2) poor grammar and vocabulary, (3) the student has some pronunciation errors. Students have no sufficient capability to perform what they want talking about. The various activities completed with media should be provided to make students get opportunity to practice their English in speaking class. An English language teacher should be familiar with various techniques and media for teaching language. When the students are motivated, the students' achievement will be increase. One of media that can use by teacher is flash animation.

Flash animation is one of media in teaching and learning which is used by teacher while teaching students that purpose is to deliver information to the students. Hart (2002) states "in teaching and using various media in the classroom are somewhat skewed in that teaching art or media or some combination. The nature of the classes dictated that the teachers may demonstrate most of the expressive media that we use to communicate with - print, books, drawing, slides, film, video, audio, computer screens." According to Hosea (2006:3), flash is used for the creation of graphics, animation and media that users can interact with. It is a media interactive where participants also use the media to convey the things and procedure of thing based on the text. Media also motivated the students and the achievement will be increase as Jordan, Carlile and Stack (2008:154) tell that an important factor in academic success is motivation. The teacher must be able to use a media in every teaching learning process, in order to achieve the learning purposes. In general, teaching media is useful to solve some difficulties, they are: communication difficulties, classroom restrictiveness, the passive students, the students monitoring differences, and the lesson objects that are not specific.

Macromedia flash is also combination of learning concept with the audiovisual technology capable of generating new features that can be used in education (Julian, 2013). It includes as multimedia instruction. Mayer in Spector (2014) define multimedia

instruction consists of message that contain works (such as printed or spoken text) and pictures (such as illustration, diagrams, photos, animation or video). It means that the product of macromedia flash such audiovisual animation can be used in teaching learning process to minimize extraneous cognitive processing during learning. Spector (2014) states three kinds of goals of multimedia instruction design are to minimize extraneous cognitive processing during learning, to manage essential processing during learning and to foster generative processing during learning. So, media flash animation is one of macromedia flash product as one of multimedia instruction which the teachers use to take the goal of the teaching and learning process easily.

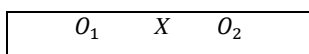
Based on the explanation about speaking performance by Brown (2001:271), this speaking activity focuses in imitative. The students just imitate some words and procedure of how make something based on material. The material in this activity is procedure text. Procedure text is focused on the instructional text. Knapp and Watkins (2005) stated procedural instruction concern with telling someone how to do something. According to Hughes (2002:6), the goal of teaching speaking is communicative efficiency. In this research, the researcher had strategy to make students interested in learning speaking by: (1) The researcher starts by motivating the students by ask them what is their favorite food or drink. (2)Show media flash animation related the material.(3)Explains the material while the students looked the media.(4)Ask students to write down about how to make or prepare their favorite food or drink.(5)Ask the students to perform in front of class theirs speaking which concern the material with memorizing or reading theirs work.

The steps of teaching process which applies flash animation above will influence the students' working memory. According to Spector (2014) : "Three relevant principles about the human information processing system derived from research in cognitive science are as follows: *Dual channels* (people have separate channel for processing verbal and pictorial material). *Limited capacity* (people can process only a few pieces of information in each channel at any one time). *Active processing* (meaningful learning occurs when people engage in appropriate cognitive processing during learning)". This quotation indicates that every student has different working in their memory. How flash animation as multimedia in teaching and learning works in speaking is important. According to Spector (2014) : "The learning process begins when the learner receiver a multimedia instructional message such as when learner read an illustrated textbook, attends a power point lecturer, etc. spoken words and sounds impinge on the ears, resulting in their sounds being held in auditory sensory memory for a very brief period; pictorial material and printed words impinge on the eyes, resulting in their sounds being held in visual sensory memory for a very brief period. If the learner attends to the incoming sounds and images, some of the information is transferred for additional processing to working memory. In working memory,...the learner arranges the incoming sounds into a coherent cognitive representation,...and as indicated by the organizing image arrow, the learner arranges the incoming images into a coherent cognitive representation..... Once the knowledge is constructed in working memory, learner can embed it in long-term memory for permanent storage..." From the learning process in receiving information in memory, flash animation also works as the process above. When the teacher showed the media flash animation to the students, they receive some information which transferred in their working memory. What the students hear and see like sounds and gift will save in their long-term memory.

Based on the explanation above, the writer conducted a pre experimental study to know how effective is teaching speaking on procedure text by using media flash animation for ninth grade students of SMPN 1 Terentang in academic year 2015/2016.

METHOD

This research was conducted in pre-experimental study. Pre-experimental research typically involves which applied pre-test and post-test. The design of this method is as follow: (Cohen, Manion, & Morrison, 2000: 213). The design starts by giving the students pre-test. After the pre-test, the design continued by treatment and ended with a post-test.



The population of this research includes all the ninth grade students of SMPN 1 Terentang. The writer applied the cluster sampling. According to Ary (1979:134) cluster sampling is a way of choosing sample randomly as a group of individual in order to be more convenient to study. It means that sample which selects class randomly as a group of population, not in selecting individual randomly and students' characteristic is same. In this research, there are three classes as the collection of cluster. In line, with previous statement about cluster sampling and also based on the English teacher information about each class, the writer took randomly one class of the cluster as sample of this research. As the result, class IX A is assigned as the sample which consists of 27 students.

In collecting the data, the researcher applied the measurement technique to know the size effect of treatment on students' speaking procedure of thing. Pre-test and post-test are applied in this research to know interval score between those two speaking performances. Both performances were measured. To measure the students' score in both pre-test and post-test of speaking procedure of thing, the writer uses Heaton (1998: 100) scoring rubric. The analysis of their performance in recording will be according Heaton's sheet. The performances were recorded and then the writer determined the score that students got.

The tool of data collecting was oral test. To have sufficient data, the oral performance in pre-test and post-test of students' speaking on procedure were recorded by using a recorder. The students' oral performances in speaking procedure were measured. The pre-test and post-test had the same instruction in order to see the treatments given has effects to the students' performance. The aspects that can be measured in speaking are accuracy, fluency and pronunciation.

RESULT AND DISCUSSION

Result

The researcher administrated the oral test based on the table of specification. The researcher only implemented based on the score of accuracy, fluency, and pronunciation to discuss in this research finding and discussion. These tests consisted of two parts; pre-test and post-test. The total score of students' pre test was 1192. Thus, the mean score was $1192:27= 44, 15$. Based on Harris' categories classification of students' score it was categorized poor. Meanwhile, the total score of students' post test was 1942. Therefore, the

mean score was $1942:27=71.925$. It was categorized as average to good. The difference of students' mean score in pre test and post test was 27.78.

The result of computation of t- test was 12.57. When the writer checked the t distribution table of significant 5% with $df = N-1$, the writer found: $df=27-1=26$. Because the result of df was 26, thus the table was 1.706. It means t-value was bigger than t-table. The significant difference could be interpreted that the students' achievement in speaking on procedure was significant after being taught by media flash animation. The effect size of the treatment is 2.38. By referring Cohen (2007) criteria in deciding effect size on the table page 30, the result obtained is more than 0.80 ($ES \geq 0.80$) consider as large effect size. It can be concluded that effect size from the application of media flash animation in teaching speaking on procedure of thing is categorized as high.

Based on the result of data computation, it was obtained that the t-test score (12.57) was higher than t-table (1.706) at 0.05 the degree of freedom ($df = N-1=27-1=26$). It can prove that media flash animation was effective to increase students' achievement in speaking on procedure of thing. Therefore, the alternative hypothesis (H_a), "The use of media flash animation is effective for teaching speaking," was accepted.

Discussion

In this research, the researcher chose procedural instruction text as the material. It was chosen based on the consideration that the material based on standard competency. The texts were chosen with the expectation that the students may recall their prior knowledge toward the topic, so that they would be able to imagine it. The examples of texts were "How to make godoh cake and How to prepare a cup of coffee. The material itself was prepared by the researcher by adjusting the level of students in English.

The researcher realized that each media must have strengths and weaknesses. For media flash animation as the multimedia, the strength found by the researcher in speaking procedure of thing can be explained as follows: (1) This media really engage to the students to remember some words through animations that students looked from video flash animation.(2) The media could help the students to imagine the meaning of the words and get better understanding easily.(3) The students were excited to use words from media to apply it in their work.

As Kusriani (2008) said that teaching learning process with multimedia is more fun and educative. She also said that by using multimedia in the classroom, it can stimulate the students' brain to be more creative. The media flash animation that was colorful and funny interest the students, so it eliminated the students' boredom in the classroom. Flash media animation is the media teaching and learning that students can see and imagine. It helped students to express their idea after looked the animation from media.

Based on the personal journal made by the researcher, during the process of giving treatment in first and second meetings, it was found that class situation was alive. The students' participation was also high and gave good attention to the lesson. The students even participated actively when the teacher asked them to tell how to make their favorite food or drink after watching the video. They had to speak a procedure of how to make food or drink that they found commonly in their experience. In speaking procedure the students are not only reading but trying to memorize it.

Moreover, media flash animation is recommended to be used in speaking procedure because it changes the students' behavior from being passive students into active students. This media also help to make the students' speaking better in telling the procedure how to make their favorite food or drink such they told the purpose first then they told the materials and the steps by good grammar and clearly. For the teacher, this media can be helps the teacher to explain the material easily. Teacher could use the media flash animation as alternative way to enhance students' experience in speaking procedure thing especially relating to their pronunciation, accuracy and fluency. Regarding to the discussion above, it can be concluded that the use of media flash animation is effective to the ninth grade of SMPN 1 Terentang in academic year 2015/2016. From the computation of effect of the treatment, the researcher obtained 2.38 which was qualified a "high" based on Cohen's criteria. Hence, the researcher concluded that teaching speaking by using media flash animation affects significantly in the students' speaking on procedure text.

CONCLISION AND SUGGESTION

Conclusion

Based on the research conducted on the teaching speaking by using media flash animation, there was a significant difference of students' achievement between the pre test and post test since the interval score of post test higher than pre test. The students' achievement in pre-test or speaking procedure of thing before being taught by media flash animation was considered as "poor" where the students' mean score was 44.14. The students' achievement in post-test or speaking procedure of thing after being taught by media flash animation was considered as "average to good" where the students' mean score was 71.92. It meant that the students' achievement after treatment was better than before the treatment was given.

The media flash animation helps students to express their ideas easily. Their participation was also high and good attention during teaching and learning process. The application of this media really helped students to be more enthusiastic, they did not feel burden to speak up and they interested following the teaching and learning process. Thus, the prediction of alternative hypothesis (H_a) in this research is accepted, as matter fact that teaching speaking by using media flash animation on students' speaking procedure of thing is effective. Moreover, teaching by using media flash animation had high effect in speaking procedure of thing on the ninth grade students of SMPN 1 Terentang in academic year 2015/2016. It was showed by the computation of effect size of treatment (ES).

Suggestion

Based on the result of the research, the writer would like to give some suggestions as follows: (1) The SMPN 1 Terentang English teacher should change learning handout to learning with multimedia in explaining the learning material about procedure text, so the students will not only see the material through teacher's explanation but they also pay attention on the explanation from the media. (2) The writer recommends the SMPN 1 Terentang English teacher to apply media flash animation in teaching speaking on procedure text. (3) The writer also recommends other researchers who have any intention to

apply this media into different kinds of text which is appropriate with its characteristic and school curriculum. Therefore, teacher should manage time allocation, give improvement feedback, and chose interesting media flash animation that appropriate with material.

REFERENCES

- Ary, Donal. Lucy Chesar Jacobs.(2010). *Introduction to Research Education (8th Edition)*. Wadsworth.Cengge.
- Brown, Douglas H.(2001). *Teaching by Principles: An Interactive Approach to language Pedagogy Second Edition*. White Plains, New York: Addison Wesley Longman Inc.
- Cohen, L. Manion, L. and Morrisson, K. (2007). *Research Methods in Education*. New York: Routledge Farmer.
- Hosea, Birgitta. (2006). *The Focal Easy Guide to Macromedia Flash 8 for New Users and Professionals*. London: Elsevier, Ltd.
- Hughes, R. (2002). *Teaching and Researching Speaking*. Great Britain : Pearson Education.
- Jordan, A., Carlile, O., and Stack, A.(2008).*Approaches to Learning A Guide For Teachers*. New York: Open University Press.
- Knapp, Peter & Watkins, Megan. (2005). *Genre , Text, Grammar*. Autralia: UNSW Press.
- Louma, S. (2004). *Assessing Speaking*. Cambridge: Cambridge University Press.
- Spector, J. Michael., et al. (2014). *Handbook of Research on Educational Communications and Tecnology*. New York. Spinger Science Business Media.
- Turk, C. (2003). *Effective Speaking: Communicating in Speak*. Wales: Cardiff University.