IMPROVING STUDENTS’ SPEAKING ABILITY BY RETELLING STORY WITH FLASH ANIMATION

A RESEARCH ARTICLE

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IMPROVING STUDENTS’ SPEAKING ABILITY BY RETELLING STORY WITH FLASH ANIMATION

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Abstract
The purpose of this research is to improve speaking ability of 8F students of Immanuel Junior High School in retelling a story with flash animation. The method used in this research was a classroom action research. Retelling story technique was used in this research. The researcher gave the test twice in two cycles. In this research, observation checklist, field note and rubric for assessing speaking were used in collecting the data. The teacher collaborated with the researcher during the action, observation, and reflection. Based on the speaking rubric the data showed the students speaking ability improved especially fluency and accuracy. The result shows the significant progress happened in every cycle. The mean score of first cycle was 55.79 (Poor) and the second cycle was 79.86 (Good). In addition from the percentage of fluency from cycle one to cycle two is 52.31% and 76.85%. The percentage of accuracy from cycle one to cycle two is 59.26% and 82.87%. This research implied that retelling story technique was good in teaching speaking and supported by flash animation as the media.

Key Words: Improving, Speaking, Ability, Flash Animation, Retelling Story.

Abstrak
Tujuan dari penelitian ini adalah untuk meningkatkan kemampuan berbicara siswa kelas 8F SMP K Immanuel Pontianak dengan menceritakan kembali dengan menggunakan flash animasi. Metode yang digunakan dalam penelitian ini adalah penelitian tindakan kelas. Teknik yang akan digunakan oleh peneliti untuk mengajarkan berbicara ialah teknik menceritakan kembali. Peneliti memberikan test sebanyak dua kali dalam dua siklus. Pada penelitian ini, daftar periksa observasi, catatan dan rubrik penilaian berbicara yang digunakan untuk mengumpulkan data. Guru berkolaborasi dengan peneliti saat tindakan, observasi dan refleksi. Melalui rubrik penilaian kemampuan berbicara, kemampuan berbicara siswa meningkat khususnya pada kelancaran dan ketepatan. Hasil penelitian ini menunjukkan hasil yang signifikan pada setiap siklus. Nilai rata-rata dari siklus pertama adalah 55.79 (buruk) dan siklus ke dua 79.86 (baik). Disamping itu, dari presentase kelancaran dari siklus pertama ke siklus kedua adalah 52.31% dan 76.85%. Presentase ketepatan dari siklus satu ke siklus dua adalah 59.26% dan 82.87%. Penelitian ini menjelaskan bahwa bercerita kembali sangat baik untuk mengajarkan kemampuan berbicara dengan di dukung oleh flash animasi sebagai media pembelajaran..

Kata Kunci: meningkatkan, berbicara, kemampuan, flash animasi, berbicara kembali.
Speaking is a process where people convey, share ideas, and feeling orally. According to Nunan (1991:40), “speaking is the same as oral interaction which are conventional ways of presenting information, expression our idea and thought have in our mind”. According to Brown (2001: 270) there are some features that make speaking as difficult language skill. They cover clustering, redundancy, reduced forms, performance variables, colloquial language, rate of delivery, stress, rhythm, intonation of English and interaction.

The mastery of speaking skills in English is a priority for many second- language or foreign-language learners. Consequently, learners often evaluate their own success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency (Richards, 2008:19). Speaking activities in class include retelling story, debate, speech, discussion. Referring to the syllabus the competence of speaking for 8th of Junior High School level in second semester, one of the teaching objectives is students are supposed to be able to do a simple short monologue in narrative text. However, it needs effort from teacher and students to reach the goal.

Students of 8th grade in Immanuel Junior High School were expected to able retell a story fluently. But in reality they had several problems in speaking. The students were asked to speak in English during the class. But the students did not want to speak it out. In addition, most of the students understood what the teacher said, but if the teacher asked something only few students answered actively and the others tended to keep silent and said that they have the same idea too. Actually, they wanted to take part in the discussion or telling something among their friends but they did not know how to state their ideas in English, how to deliver their opinions. They felt so afraid and shy of making mistakes. They were not confident to speak in front of the others. Those problems also had bad impact to the minimal standard score (KKM). Unfortunately, the teacher has not supported the achievement being expected maximally yet. He or she has not used appropriate media in teaching speaking. Instead, he or she usually ask the students to read a narrative text then retelling that stories. It made the students bored and did not have any interests.

This research was conducted for the purpose of improving students’ speaking ability by retelling story by flash animation. Teacher need some creative techniques to improve the students’ ability in speaking to be active in the class. Techniques were used to make the students enjoy the lesson, made the lesson fun for them and did not bored. Thus, the researcher tried to improve students speaking ability. As teaching technique, the researcher used retelling story and for the teaching media the researcher used Adobe Flash Animation. Retelling story has been used as a mean of communication since earliest time and it is accessible to all ages. According to Wajinryb, 2003 retelling story is both universal and timeless (2003:1). Stories appeal as a highly naturalistic means of teaching. As teaching tool—loosely or metaphorically, a ‘technology’—story telling is as old as time and certainly predates the construction of the very modern notion of classroom (Wajinryb, 2003:3).

A flash animation or flash cartoon is an animated film which is created using Adobe Flash animation software and often distributed in the .swf file format. The researcher choose the Adobe Flash cause of its effectiveness and uniqueness that can encourage and make the students interest. The researcher used retelling story through the Adobe Flash Animation
because it could entertain the students. The researcher that also be a role of teacher used some short story that shown by Adobe Flash Animation then the students were asked to retell the story orally. Retelling story through Adobe Flash Animation also could stimulate the students to speak. They retold individually with their own words orally to their friends. In this research, the researcher applied the technique (retelling story) in a group. So, it arouse students’ interest to speak.

In previous research, there are some researcher who discussed that improving students speaking ability by retelling story technique using animation was successful. Syafitri (2011) in “Improving students speaking ability by retelling story technique using animation” stated that teaching speaking narrative text by using animation can encourage students to express their idea in a real communication. Retelling Story, as a part of speaking activities in class, is an effective teaching tool that enables students to focus on story structure. As the person who manages the classroom activity, a teacher used suitable media. The teacher motivated the students to learn with enjoyable and interesting media. To start the lesson the teacher gave a short story as the example to the students then the teacher retold the story by their own words as a model for the students to do the activity. The students were asked to do the same thing with their own words. Retelling a story involves imagination and the use of language and gestures to created scenes in the mind of the listener. It is a good beginning to start teaching English speaking when they enjoy with the technique. It is more about the process in teaching learning process and to make the class more active and improve the student’s achievement in speaking especially speaking fluency and accuracy.

Flash animation is one of the many media to teach retelling story (narrative). A Flash animation or a flash cartoon is an animated film which was created using Adobe Flash animation software. Using a flash animation as a means for teaching retelling story was very pleasing and interesting for students and they were more interested and more active in learning because they were given a chance to express their minds, emotions, feelings, and attitudes. They felt something new and different from what they usually get in class.

From the findings above, it showed that retelling story with flash animation can improv students’ speaking ability. In addition, flash animation can encourage and arouse students to speak up. It also can help the students in retelling a story. That is why the researcher used this technique and media in improving students’ speaking ability. In this research, the teacher divided the students into small groups that consist of 4 students in each group. By divided students into small groups, the students could share their ideas, they did not feel pressure or confuse because there are friends to share. Sharing ideas was one step to the process to improve students’ ability. In this way, students could work together in making solution or opinion and actually the students were encouraged to construct their ability.

**RESEARCH METHODOLOGY**

The form of this research is Classroom Action Research (CAR). This method is focused on improving students’ speaking ability through the adobe flash animation especially in retelling story.

Action research can be done in any situations, including a classroom. Action research can range from a small-scaled research to a very meticulous one. It can either apply a quantitative or a qualitative approach, or both. The result of the research can be anything (a success or a failure of the action).

Classroom Action Research is a method of finding out what works best in your own
classroom so that you can improve student learning. We know a great deal about good
teaching in general (e.g. McKeachie, 1999; Chickering and Gamson, 1987; Weimer, 1996),
but every teaching situation is unique in terms of content, level, student skills
and learning styles, teacher skills and teaching styles, and many other factors. To
maximize student learning, a teacher must find out what works best in a particular
situation. (Mettetal: 2001)

According to Mettetal (2001) classroom action research is a very effective way of
improving in teaching. CAR provides a means of documenting your teaching effectiveness.
In short, classroom action research was characterized by those constraints and
strength given a research methodology intended to be a workable technique for
working classroom teachers.

The purpose of teacher research is to gain understanding of teaching and
learning within one’s classroom and to use that knowledge to increase teaching
efficacy/student learning. Reflective teachers do this every day, only not as carefully and systematically. With
training and support, you can learn how to systematize your inquiry from informal reflection and teacher story sharing to
formal research (Chamot, Barnhardt, Dirstine :1998;1).

The subject of this research is the 8th
students of Immanuel Junior High School Pontianak in academic year 2016/2017 that
consist of 37 students. The students of this class have different background of English.
Some of the students can be active but not for the other students.

The technique which used in this data collection is measurement and observation technique. Observation techniques are an
important aspects of many action research studies and of case studies whether undertaken
by participants or outsiders (Hannah, 2006).

Here, the researcher observed the natural setting of classroom and design the instrument
of data collecting.

Based on the technique of data collecting, researcher collected the data by using; Observation Checklist is used in what is
sometimes called systematic or structured observation. This type of observation involves
using a coding system or checklist prepared before the lesson begins Burns, (2010:62).
The researcher will try to use the checklist which as a guidance to notice the students’
speaking fluency in retelling the story through the Adobe Flash Animation. Then the
researcher will keep the processes of the activity in form of a note that will record
anything happen in the classroom when retelling story technique using adobe flash
animation is applied. (1) Field notes will be used to notes the students behavior and
everything happen in the classroom that does not involve in the observation checklist. It will
record the meanings that students attach to their behavior, how they interpret situations,
and what their perspectives are on the process of teaching and learning; (2) Speaking Test.
The researcher focused the investigation on the students’ speaking ability which includes
the aspects of fluency, pronunciation, vocabulary, grammar and content of story. These aspects of speaking give impact on the
success of improving speaking ability through Adobe Flash Animation.

In measuring the effectiveness of the implementation of developing the students’
speaking by using retelling story through the adobe flash animation, the researcher will use
fluency and pronunciation as the aspects in measuring students’ speaking.

In order for raw scores become more meaningful numerical data, they should be
converted to numerical data, which had been
possessed the scale of 0 to 100. Therefore, the score of students sum from each components of speaking whether they have good score or not. The qualification was made based on standard minimum score at SMP K Immanuel Pontianak, which is 72 for eight grade students. This measurement of marking quality is interpreted as following table:

<table>
<thead>
<tr>
<th>Test Score</th>
<th>Qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>Excellent</td>
</tr>
<tr>
<td>80-89</td>
<td>Very Good</td>
</tr>
<tr>
<td>72-79</td>
<td>Good</td>
</tr>
<tr>
<td>&lt;72</td>
<td>Poor</td>
</tr>
</tbody>
</table>

For the performance test, students’ score were measured by using average formula.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

To investigate whether the students’ speaking ability has increased, the research has been conducted through the students’ speaking performance by using adobe flash animation. It can improve students’ speaking ability. The research findings are discussed based on the result of the observation checklist table and field note to the students’ performance test and teaching learning process in the classroom. In this research, the research has done in two cycle.

Considering the problems faced by the students which were improving students’ speaking ability especially in fluency and accuracy the researcher constructed lesson plan.

After measured students’ performance in doing retelling story, the researcher and the teacher analyzed the score, the result of the speaking test performance in retelling the story, the observation checklist and the field note which was taken by the researcher. By calculating individual score, both researcher and the teacher got the mean score of students. The result of the first and the second meeting in the first cycle was not good and it did not pass the indicator of success point.

The mean score of students’ performance in retelling story by using flash animation as media for this cycle was 55.79, whereas based on the standard minimum score of English subject in this school was 72, this result was categorized unsatisfying. There was only 4 students who had passed the standard minimum score and 32 students were categorized poor. However, the researcher expected that all the students pass the standard minimum score. To see clearly, the result of rubric for assessing speaking as their performance test can be seen in appendix V.

The result from mean score showed that the researcher and teacher should prepare a good plan. The students’ mean score in the first cycle was 55.79. It means both researcher and teacher had to prepare a better plan for the next cycle in order to decrease the obstacles which students have in first cycle.

Based on the observation checklist and field note that was collected and filled by the researcher, the result during teaching and learning process showed that students always asked for the next part of the story. Meanwhile, the teacher expected that they could work together in their group and help each other to complete the stories. Some students were very enthusiast in discussion, but the rest only waited the result from their friends’ discussion. The difficulties that faced by the students toward the text were the story was too long and they have problem in finding the meaning of new vocabularies in the story.

Based on the discussion between the researcher and the teacher, it could be concluded that the result of first cycle from mean score was not satisfying. It was bad.
Besides, the observation checklist result and field notes from the researcher showed that the teaching learning process have not run well. It was based on the expectation of teaching learning which have not reach a good result. It could be seen also from analysis on students’ mean score. The students have low score in several points those are fluency and accuracy which are be the elements of scoring. Moreover, the students were hard understanding the story. These factors led the researcher assumed that the second cycle should be conducted by considering some problems below:

In order to make the second cycle was better than before, the researcher and the teacher needed to revise some steps to overcome the weaknesses that happened in the previous cycle.

In this cycle, all the activities followed the rules as written in the lesson plan. The result showed in second cycle fulfilled the standard minimum score. The mean score of students’ ability in this cycle was 79.86 and the standard minimum score was 72. Therefore, the researcher and teacher assumed that the research can be stopped in this cycle because students’ score showed significant improvement in their speaking ability by retelling story technique to see it clearly, the result of rubric for assessing speaking as their performance test can be seen in appendix VII. There are 4 students categorized in excellent and 10 students categorized in very good then the rest 22 students were good.

In the reflection stage of second cycle, the researcher and the teacher concluded that second cycle of the research was successful. All of the expectations of teaching and learning process and the reflecting action from first cycle and second cycle were improved. The researcher and the teacher considered those result as the reason why they need to stop the cycle.

Therefore. From the data, it could be seen that the students’ speaking ability in retelling story improved form cycle to cycle. The chart to describe the improvement can be described as follows:

![Chart 1. Students’ Speaking Ability Mean Score in Cycle 1&2](image)

Based on the findings above can be conclude that the improvement of speaking ability which are separated in some points as follows; (a) The Improvement of Fluency in Retelling Story With Flash Animation

Based on the result of observing and reflecting stage through the instrument of observation checklist, field note and speaking performance from cycle one to cycle two, it is found that the mean score of fluency in cycle one is only 52.31 and the second cycle is 76.85. It was improved cause of some factors. Based on the observation checklist and field note in cycle one showed that the students were not pay attention to the story. The students feel bored with the story which is showed by flash animation. Besides that, the story was too long too. Because of that they could not retell fluently because they did know the content of the story itself. In addition, most of them did not mastery the vocabulary that make them got stuck. Based on those cases, in cycle 2, the researcher change the shorter story and make sure that all of the students pay attention of the animation. The students got more interesting with the flash animation, cause of the animated was colorful. Additionally, the teacher divided the group based on their capability in hope they can help each other.
By flash animation the students could retell the story fluently cause of some aspects, such as the appearance, the music, the animated character. It helped them to directly get the content of the stories. It helped them to easily understand the story and remember the story itself. It was truly approved that the fluency increase from first cycle to the second cycle. (b) The Improvement of Accuracy in Retelling Story with Flash Animation

Based on the result of observing and reflecting stage through the instrument of observation checklist, field note and speaking performance from cycle one to cycle two, it is found that the mean score of accuracy is 59.26 and the second cycle is 82.87. One of the requirement in accuracy is the students can pronounce the vocabulary correctly. Because of that, in the lesson, they were taught to pronounce the vocabularies related to the story some times. It showed by flash animation. The students listened how to pronounce the vocabulary through the flash animation. It was interesting for them. They listened than pronounce it and checked by the teacher. It can help students in accuracy. In fact, in the first cycle the students did not really follow the instruction. Most of them did not pronounce them and they were not focus too.

In first cycle, the students did not discuss well too in their group. Some of the students tend to keep silent. Based on the teacher’s short interview with them, they were not comfort and did not suitable in those group. It made the teacher changed the group in cycle two based on their capability. It was successful because they were more active in discussing. The silent students also helped by their friends. Besides, when the teacher asked to repeat to pronounce the vocabularies, some of them still keep silent. Here, the teacher pay more attention to them. The teacher pushed all of the students to speak up. The teacher checked and make sure that all of the students have follow and pronounce correctly; (c) Besides the fluency and accuracy aspects, the researcher also looked for some cases. They are the confidence and enthusiasm. In the pre-research, the researcher found that they were shy and not confidence to speak in front of the class. Some of them also speak with lower voice. They also did not interest in speaking. In the first cycle the researcher still found those problem. The teacher gave some motivation to let the students to speak more confident and did not be afraid of making mistakes.

In cycle two, the teacher asked the students to retell the story using microphone which pushed the students to speak loudly. In addition, using microphone made them more confident. It seems by the students did not tell with lower voice and they still go on if they had make mistakes. They did not get stuck anymore. They also did not shy in retold the story. It can see from their performance which are powerful. On the other hand, by using the flash animation media the students were more active and enthusiast to watch it. They can imagine the story when they retold the story. In conclusion, retelling story technique with flash animation was successfully improve their speaking ability also their confidence.

Discussion

From the research finding above, the researcher found some important things that students’ speaking ability by retelling story using flash animation. The students had good improvement in speaking ability by retelling story using flash animation.

In the research, students showed a progression in speaking from cycle to cycle. The technique took 4 meetings (two cycles). It means that it took 2 weeks because each meeting or cycle was done in a week. The result of data was categorized into very good.
The students’ speaking ability by using flash animation had improved. In the first cycle the mean score of students’ ability was 55.79; and in the second cycle, it was 79.86. The figures indicates that students’ speaking ability by using flash animation was getting better in every cycles.

The improvement that was taken place in the classroom was considered as the result of the assessment. The assessment that mentioned was using flash animation in improving students’ speaking ability. There were no students who keep silent during the lesson. They took participation in retelling story. When they found difficulties in pronunciation and the meaning of the word they asked to the teacher directly. The teacher saw that the use of animation film could give some positive impact to the teaching and learning process, they were; Flash animation could attract the students to get involved in speaking. Watching flash animation could make the students feel more relax and more understand the story. Flash animation not only could activate students in speaking, but also could give them opportunity to practice their speaking.

Therefore, in performing their speaking. They retold the story by using flash animation with some evaluation. The teacher evaluated based on their fluency and accuracy. By conducting the fourth meetings in two cycles, the teacher found that animation film was applicable to improve students to speak up in retelling story, as long as the retelling story were supported by; (1) The choice of the story that is suitable with the interest and the age of the students; (2) The teacher asked to the students based on the capability in a group.

The description above showed that encouraging students to speak using flash animation could increase students’ speaking ability in retelling story. Students could use words orally and could be comprehend the material easily.

In conclusion, the research findings of the classroom action research was very satisfied. But the researcher still expects that there were more research in this area.

**CONCLUSION AND SUGGESTION**

**Conclusion**

Based on the findings of this research, it can be concluded that; (1) From the result of the research, there was improvement from the first cycle to the last cycle. In the first cycle the mean score was 55.79 and only 4 students pass the standard minimum score. This result was unsatisfying. It was necessary to conduct the second cycle. In the second cycle, the mean score was 79.86; (2) Students’ speaking ability in retelling story using flash animation in 8F students of Immanuel Junior High School Pontianak in the academic year 2016/2017 improved through the use of flash animation; (3) The use of retelling story technique using flash animation can help the students to be more actively participated in speaking to express what they think in their mind and see what they catch of the flash animation; (4) Flash animation can provide maximum opportunity to create active students in speaking class.

**Suggestion**

After concluding the research finding of this writing, the researcher wishes to give some suggestions in improving teaching learning activity especially in teaching students’ speaking ability by using flash animation, as follows: (1) To make sure the teaching learning process runs well, the teacher should choose the material well and explain it clearly; (2) The teacher should be selective in choosing the story which is appropriate with students’ academic level, interest, and needs; (3) The teacher should guide the students before retelling story by using flash animation in form of narrative text;
(4) The teacher should allocate the proportion how much time will give the direction equally; (5) The teacher should prepare some vocabularies that related with the topic or material in order to help students to speak and share their information easily.

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