

TEACHING SPEAKING NARRATIVE THROUGH ANIMATED FABLE VIDEOS TO THE EIGHTH GRADERS OF MTS-ANNAMIRAH, BANGKALAN, MADURA

TEACHING SPEAKING NARRATIVE THROUGH ANIMATED FABLE VIDEOS TO THE EIGHTH GRADERS OF MTS-ANNAMIRAH, BANGKALAN, MADURA

ABDUS SUBUR

English Education Department, Language and Art Faculty, Surabaya State University.
abdus.chaidar@gmail.com

Dra. Hj. Syukriah Abdullah

English Education Department, Language and Art Faculty, Surabaya State University.

Abstract

The importance of speaking English is often set aside and is considered being the most difficult skills among the others. Therefore, it is so crucial for the English teachers to keep trying to find ways or creativities to teach this skill. One of the easy ways is to use video in teaching students to speak English as it can give the real model of the target language. This study is an attempt to answer the three research questions - dealing with the implementation of video in teaching speaking: 1. How is the implementation of teaching speaking narrative through animated fable videos? 2. How are the students' speaking narrative after the implementation of animated fable videos? 3. How are the students' responses in teaching speaking narrative text through fable videos?

Since this study was descriptive qualitative study, the writer would describe and analyze the existing phenomena during the study. In this case, the study was done in three meetings which took twenty seven students of the eighth grader of junior high school as the subject of the study. The place of the study was at Mts Annamirah, Bangkalan, Madura. There were three kinds of instruments used in this study, they were observation checklist, students' speaking tasks, and questionnaire.

From the findings, the writer noticed that the implementation of video mostly had the same activities although it was done in three meetings. The notes were about the analysis of teacher's activity, students' activity, teaching and learning process, material, and media used. At this point, the first viewing was a video entitled "Kaal, The Thirsty Crow", the second viewing was "Dove and The Ant", and the last viewing was "The Foolish Fox".

In addition, the implementation of teaching speaking narrative through animated fable video helped students' mastery on narrative text in retelling the story. This could be seen in the students' speaking progress in each term of speaking components. Meanwhile, the result of students' responses showed that the students were mostly interested in video viewing and agreed that video was helpful in getting the ideas to speak.

Keywords: speaking narrative, animated fable videos

INTRODUCTION

The era of globalization and rapid advancement of technology will definitely give a great impact to the English methodologies. Teachers will easily modify the teaching media using Internet access and computer to enhance the students learning, as it is stated by Warschauer (1998), a determinist position associates the mere presence of computers with successful language learning. In other words, technology has an extraordinary effect on learning, and simply including it will determine a more positive outcome for any activity.

Learning English has also become the most dominant way to support careers and as one of the important subjects to pass the national exams. Students are obliged to master English. To master academic English means to master the language skills such as listening, writing, reading, and speaking, and the language components are Grammar, vocabulary, pronunciation, and spelling. Apart from the language skills, speaking ability however is often set aside and considered as the most difficult skill to learn. (Brown and Yule (1983) state that learning to talk in the foreign language is often considered being one of the most difficult aspects of language learning for the teacher to help the students with.

In order to speak one language like English, one should always practice it whenever and wherever possible. "We learn to speak by speaking" (Swain 1985). The more you practise the more you will improve your own oral skills as well as help your students. On the other hand, (Chaney, 1998, p. 13) also states, "Speaking is 'the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts'".

Teachers, here therefore are challenged to promote various teaching techniques in teaching speaking skill as the variety of teaching techniques that will help learners to get higher motivation to learn to speak. William and Burden (1997:111) stated that motivation is the most powerful influences on learning. One of the teaching techniques that can motivate in teaching speaking is the use of video. Rice (1993) says that video has so much to offer, as it Heimel (1997) also states that students love video because video presentation is interesting, challenging, and stimulating to watch. Students will enable to have authentic experience in controlled environment and contextualizing language naturally by showing real life into the classroom. Sherman (2003:3) also claims that there is a special thrill in being able to understand and enjoy the real thing in video. Moreover, video provides a clear short term achievable aim for students and much easier to carry out their own conversation.

Based on the ideas that videos can be carried out into many kinds of students' need to master English like speaking ability in which mostly students find trouble with, the writer would like to conduct a study dealing with teaching speaking narrative through animated fable videos to the students of MTs Annamirah, Bangkalan, Madura, with an expectation to help the students to get better ability to tell narrative stories as well as to get them have deeper comprehension on narrative text types in which they often just find such stories in written texts. It is as well hoped in order to be a kind of new atmosphere for both the teacher and students in order to make English learning and teaching activities become more exciting and to get the target language.

METHOD

The aim of the study is to find out the method used by the writer in conducting the study and the subject studied. They are research design, subject of the study, research instrument, data collection techniques, and data analysis.

In conducting the research, research design plays an important role in obtaining the data, related to the research questions stated on chapter one: 1) how is the implementation of teaching speaking narrative through animated fable videos? 2) how well are the students' speaking narrative after the implementation of

animated fable videos? 3) how are the students' responses in teaching speaking narrative through animated fable videos? The writer used descriptive qualitative study as the research design in which focuses on understanding and meaning through verbal narratives and observations rather than through numbers (McMillan, 1992:9). The result of the research, therefore is in the form of description and interpretation of some phenomena that exist during the research.

The study conducted at MTs Annamirah, Bangkalan, Madura, VIII-B class with the total number of 27 students, 14 boys and 13 girls, in the 2nd semester, academic year 2013 - 2014. The selected class is based on the teacher's consideration that the English ability of the students is on the average, at the same time it is expected to improve the students' speaking ability.

There were three instruments used by the researcher in his study: observation checklist, test, and questionnaire.

Observation checklist was used to find out the phenomena dealing with the implementation of animated fable video in teaching speaking narrative. The phenomena observed were including the points about the teacher's activity, the students' activity, teaching and learning process, material, and media.

Speaking task was a method to measure the students' abilities on their speaking narrative, after the implementation of animated fable video as well as is expected to help students improve their speaking in telling narrative stories which included the students' grammar, vocabulary, fluency, pronunciation and comprehension.

Questionnaire was used to find out the students' responses to teaching speaking narrative through animated fable videos. The questionnaire is a closed – end questionnaire which is expected the respondent to answer fast and to choose the possible options provided.

To get the data for this study, the researcher used some techniques; the data was collected through non-participant observation, that was the writer only observed the process of teaching and learning in order for the teaching and learning activities went naturally by using observation checklist. On the other hand, the writer not only observed but also recorded the whole teaching and learning activities and phenomena, when the animated fable video was implemented as the media in teaching speaking narrative.

To obtain the related data to teaching speaking narrative through animated fable videos, the speaking task of the students was taken to find out their speaking ability, since the implementation of animated fable videos and was expected to them make up their speaking narrative based on its generic structure and language feature. For the students' speaking, there were three short animated fable video implementations with different topics which was done in three meeting and every meeting they were asked to speak narrative while and after watching the videos.

TEACHING SPEAKING NARRATIVE THROUGH ANIMATED FABLE VIDEOS TO THE EIGHTH GRADERS OF MTS-ANNAMIRAH, BANGKALAN, MADURA

In addition, the students' responses towards the implementation of teaching speaking narrative through animated fable videos were also regarded very important. The writer therefore spread out questionnaires to know how far students' interest and difficulties are. There were seventeen questions in the questionnaire and they were in the form of multiple choices and were given in the last meeting of the implementation of video since it was considered efficient. The indicators in the questionnaires are:

- a. Question 1-2 dealt with students' opinion about speaking.
- b. Question 3-5 dealt with students' opinion about the implementation of speaking narrative through animated videos.
- c. Question 6-8 dealt with students' opinion about the topics of the animated videos.
- d. Question 9-10 dealt with students' opinion about the teacher's role.
- e. Question 11-13 dealt with students' opinion difficulty in speaking narrative
- f. Question 14-17 dealt with students' response on teaching speaking narrative through animated videos.

In analyzing the data, the writer presented the result of the observation checklist, score of the students' speaking, and the result of questionnaires. The writer analyzed the whole phenomena of the teaching and learning activities which were in progress in a descriptive manner.

The data of speaking result was analyzed based on the fact and the interpretation using FSI (Foreign Rating Procedure) which consists of pronunciation, grammar, vocabulary, fluency, and comprehension as can be seen in appendix 2.1 of the lesson plan, meanwhile, the questionnaires were described in words and sentences.

RESULT AND DISCUSSION

In this chapter, the writer would like to answer the questions of the problem which have been stated in the first chapter. The questions of the problems are: 1. How is the implementation of teaching speaking narrative through animated fable videos? 2. How well are the students' speaking narrative after the implementation of animated fable videos? 3. How are the students' responses in teaching speaking narrative text through fable videos? To answer those questions, the writer would like to describe the teaching learning process as the results of observation, to find out the result of students' speaking narrative after the implementation of video, and to find out the students' responses toward the implementation of video in teaching speaking narrative through animated fable videos.

The Results of the Observation

In this part, the writer describes the results of the observation in the implementation of video in teaching speaking narrative through animated fable videos. There were three meetings which were conducted on April 27, May 4, and 11, 2013.

The Result of the First Meeting

The writer conducted the first observation on Saturday, April 27, 2013. The speaking class was held by the teacher in the classroom of VIII-B. The class began at 9:30 after the break time, until 11:00 am, all the video materials for teaching activities such as the LCD, laptop and active speaker were prepared by the students before then. After the bell rang, the teacher and the writer entered the class, the teacher went right off to his table, meanwhile the writer took the back seat as the teacher asked him not to disturb the teaching and learning activity, at the same time the students took out the English lesson materials.

Soon afterwards, the teacher greeted the students in Islamic greeting and followed by English. He then checked the students' attendance which was filled out from the first period of class. There were 27 students of VIII- B and two students were absent that day because of having ill, after all was done, he stood up from his seat, standing up before the students and asked them if they knew about the stories of Malin Kundang, Cinderella, Toba lake, Timun Mas, and Si Kancil and Buaya and almost all the students called out that they knew the stories. Then, he asked them what kind of text it was in English, Some of them answered correctly that it was narrative text. He asked them when all of them happened, a few of the students answered that it was long ago which they answered in Indonesian language. He praised them for giving the right answers and told them that narrative text was simply to amuse or to entertain the readers or listeners and reminded them that narrative stories used simple past tense . After the warming up he informed them that they would learn narrative text through animated fable videos. He firstly showed them the title and images of the video (see the appendix of 3.1) to let them name.

T : What animal is this?

S's : Eagle, Pigeon

T : No, sorry you're wrong. Who knows?

Since none of them wanted to speak up, he told them it was a Crow and showed the title of the video, Kaalu, The Thirsty Crow. He told them that Kaalu was the name of the crow.

T : What is "Thirsty"?

S's : Haus

T : Right! What does the title mean?

S's : Kaalu, Gagak yang Haus

T : Good! Now we will watch the video.

Before moving on playing the video, he distributed small sheets of the questions for the students to take a note. He told them that they just had to answer the question one up to six. As soon as he had this done, he explained to the students that the video would be

without any sound on and they should guess how the story was. A few minutes the video had been watched, the teacher gave them a few minutes to work on the dictionary, to work in pairs to answer the questions from the video and wrote some key words on the board, *pot, fly, and drop*. Soon after this, the teacher asked them in turn how the story was, till the whole question were completed. The students mostly gave correct answers that it was about a thirsty crow who wanted to drink and had to drop pebbles based on the questions below, but still many of them could not answer the question number six as can be seen on some students' notes (appendix 5.1)

1. What animal was it?
2. Why was he flying?
3. Where was the pot?
4. What was he doing on the pot?
5. How could he drink the water?
6. What can you learn from story?
7. Please retell the story of the video?

After the above questions had been discussed, the teacher told the students that they would watch the video with sound on and he played it which aimed to teach them words and meaning.

T : Ok, let's now watch the video and try to write the words as well as you can. Ready?

S's : Ready...

T : What's the narrator said?

S : Kaalu, The thirsty Crow

T : Good! please listen, It was a hot summer day, Kaalu the crow was very thirsty

S : It was a hot summer day, Kaalu the crow was very thirsty

T : what is hot?

S : panas

T : What is summer day? Who knows?

The students gave no response so that the teacher asked them to look it up in the dictionary and students quickly tried to find it hoping to be the first students answering the teacher's question.

S : Musim Panas

T : Right! So why did he fly here and there?

S's : Thirsty, Look for water

T : where was the water?

S's : Pot

T : Could he drink the water?

S's : No...

T : So, how could he drink the water

S : dropped pebbles sir.

T : Ok, now, let's watch it again from the beginning for the last one

Finally the last activity was reproduction, The teacher told the students that they should try to retell the story and gave them some vocabulary of the video, but he asked them if they have any difficulties or problems. Since there was no question, he replayed the video for the last one. After they had watched it he recommended them to be free with their retelling story of the video and could start it with, "On a hot summer day, once or once upon a time, one day there was a thirsty crow". He also stimulated them that they would be given extra 5 score for those who came up first and the ones who had

presented the story was asked to call other friends to retell the story.

The Result of the Second Meeting

The writer conducted the second observation on Saturday, May 4, 2013. The speaking class still remained in the same class of VIII-B. The class started at the same time at 9:45 to 11:00a.m. As usual, before beginning the lesson, the teacher greeted the students and checked the students' attendance and no student missed the class by then. He then reviewed the previous subject they had studied, asking them the vocabulary related to video they watched on the previous meeting, and almost all of the students could remember the vocabulary. Before moving on the next lesson, he gave some correction to the students' mistakes on mispronounced words and misused verbs.

T : *Your presentation last meeting was good enough, presentasinya kemaren sudah lumayan. But some words and verbs that you should make it better. Cuma ada beberapa yg perlu di perbaiki.*

He showed them the words and the regular and irregular verbs related to the previous video using power point and asked them to repeat after him, to ensure of them to use second verbs in telling narrative or when telling stories. After this was done, then, he told the students that they were going to have the same activity like the previous meeting. The teacher showed the images and the title of the video for warming up. Afterwards, he played video with the sound off, then gave them some cue questions after they had worked with friends on silent viewing and vocabulary for the animated fable video entitled, "The Dove and The Ant". He gave them a few minutes to learn by heart on the important vocabulary.

In the second meeting, the teacher applied the same technique of using the video in the process of teaching and learning activities which was done at the first meeting.

The Result of the Third Meeting

The third observation was still conducted in the same class of VIII-B, on Saturday, May 11, 2013. At the same time as the first and second meeting the speaking class was at 9:45 a.m. to 11:00a.m. The teacher greeted the students and checked the students' attendance. He then talked over the previous subject. Before moving on to the next lesson of the speaking narrative through animated fable video, he reinforced the students' understanding on the irregular and regular verbs to read out after him and discussed their mistakes on their mispronouncing words in the second meeting and praised that they had fewer mistakes than the first meeting. He told them that it would be the last meeting to learn speaking through animated fable videos and he hoped that they should be more active in the class. He continued showing the images of the video, and asked what animal it was and what fruits they were. After having short discussion of the image, he turned on the video entitled, "The Foolish Fox", silently. Even though this was the last meeting of the implementation of animated fable video,

TEACHING SPEAKING NARRATIVE THROUGH ANIMATED FABLE VIDEOS TO THE EIGHTH GRADERS OF MTS-ANNAMIRAH, BANGKALAN, MADURA

the teacher still applied the same technique of using the video. They were silent viewing, active viewing, freeze framing, and reproduction activity.

4.1 The Discussion of the Observation

Based on the results of the observation on teaching speaking text through animated fable video, there were several points to be discussed further. The points dealt with the teacher's activity, the students' activity, teaching and learning process, material used, and media used.

1. The Teacher's Activity

During the implementation of teaching speaking narrative through animated fable videos, the writer observed that the teacher had already prepared the material before. This could be seen from those of three kinds of material dealing with speaking narrative. They were "The Thirsty Crow", "The Dove and The Ant", and "The Foolish Fox". The teacher introduced and showed the topic to the students in every meeting. He always introduced the topic at the beginning of the lesson and stimulated the students about the related material before beginning the class. The stimulation was by showing the image of the video in order that the students were curious to know what the story would be. To get the students more familiar with the regular and irregular verbs, he wrote some of them on the board so that they could easily repeat after him and understood well. Then, in teaching speaking narrative through animated fable video, the teacher only gave the example at the first meeting to the students, since it was the same steps to second and the third meeting. The way the teacher explained to the students was in a simple way and simple English, therefore, the students could easily caught and understood his English and explanation. Furthermore, in every part of meeting, the teacher always introduced new vocabularies to the students such as the vocabulary and verbs related to video and also asked and helped overcome the students' difficulties in their speaking narrative.

2. The Students' Activity

The activity of students was one of the parts in the observation about teaching speaking narrative through animated fable video. Here was to see how the students gave responses to the teacher's explanation and the activeness on speaking narrative. They answered not only all of the teacher's questions but understood the explanation as well. It could be seen from short questions given by the teacher and they could give correct answers and were able to present narrative story well from the video. It indicated that they actively followed the lesson. Even though the difficulties were mostly caused by the structure and lacking of vocabulary the teacher always gave feedback to the students, so that they could understand and knew what they had trouble with.

3. Teaching and Learning Activity.

The teaching and learning activity of teaching speaking narrative through animated fable videos

consisted of three stages. They were pre-viewing activity, viewing activity, and post-viewing. In the teaching and learning activity used some techniques: active viewing, freeze framing, repetition, silent viewing and reproduction activity.

First stage was pre-viewing activity, the teacher prepared the media which was suitable with the students' level in order to make the students easily understand the topic. The media used was a short video which only last three to four minutes as well as functioned to avoid students' boredom. This way, the teacher believed that they were relevant media and could make the teaching learning process interesting. After selecting the media, the teacher, then, introduced the activity to the students. The introduction was in the form of asking the students' prior knowledge and related information of the topic. The topic selected itself was often found in their text books such as similar topics of the animated fables, "Kaal, the thirsty crow, the dove and the ant and the foolish fox" as it was mentioned above and was specially aimed the students to learn better in speaking narrative or to retell stories

In the second stage after introducing the topics, the teaching learning process came to viewing activity. In this stage, the teacher paused and played the video for repetition in teaching words. This made the students got fully attention and be more familiar with the words. In addition, whilst viewing, the teacher and the students made a short discussion on the visualization about what the narrator said, what he was doing, and why he was doing that etc.

The last stage was post-viewing in which the teacher asked the students' difficulties and new vocabularies found in the visualization. He then tried to talk it over. After talking over students' difficulties, the students were asked to present their speaking narrative in front of the class based on the theme of visualization they watched on that day and they were allowed to work with the friend for discussion.

4. Material

The material used in teaching speaking narrative through animated video was very relevant since narrative text is one of the competences that the students should accomplish, from junior high school to senior high school. Learning narrative through videos could also meet students' interest and made them be more actively engaged in the teaching and learning activities.

5. Media

The video used in the classroom media was good as it could be seen and heard clearly to the whole class. The students, therefore could easily catch the video scenes and they looked to enjoy it and paid more attention to the video. As long as watching the video, they were taking notes of what was being presented and just very few of them was occasionally out of their attention but soon got back to continue watching it. It could be concluded meant that teaching and learning English through video could give great motivation to them.

4.3 The Result of the Students' Speaking After the Implementation of Video

In this part, the writer would discuss the result of students' speaking after the implementation of animated fable video. The students' speaking task was used to find out if implementation of animated videos could be good media in teaching speaking narrative. In this section, the writer analyzed their speaking skills by using FSI rubric by Oller. The things analyzed were pronunciation, grammar, vocabulary, fluency, and comprehension as in the tables below, and to get the final

score is $\frac{\text{total score}}{\text{components}}$ = result.

Proficiency Description	1	2	3	4	5	6
Pronunciation	0	1	2	2	3	4
Grammar	6	12	18	24	30	36
Vocabulary	4	8	12	16	20	24
Fluency	2	4	6	8	10	12
Comprehension	4	8	12	15	19	23
Total Score						

Conversion Table

ASSESSMENT Criteria/score	Excellent 85-100	Good 70-85	Fair 60-70	Poor 50-59	Very Poor 40-50
pronunciation					
grammar					
vocabulary					
fluency					
comprehension					

4.3.1 The Result of Students' Speaking Narrative Tasks in the First Meeting

The results of students' speaking from the video entitled "Kaalu, The Thirsty Crow". in the first meeting were joined by twenty five students since two students were not in due to the unwell health. The result can be seen in (appendix 4.1).

The Results of the Students' Speaking Narrative for Each Component in the First Meeting

To find out how well the students' speaking narratives there were five components to evaluate, such as pronunciation, grammar, vocabulary, fluency, and

comprehension. Below are the results of the students for each specification of the components.

The Result of the Students' Pronunciation

PRONUNCIATION	NUMBER OF STUDENTS
Excellent	0
Good	7
Fair	12
Poor	6

The table above shows that in teaching speaking narrative through animated fable videos entitled, Kaalu, The Thirsty Crow, the writer noticed that there were 7 students who get good pronunciation, they were student 4, 6, 11, 13, 15, 18, 24, they almost could perfectly pronounce the English words when they were retelling the story. For those students who had acceptable pronunciation were 12 students, they were student 1, 5, 8, 9, 10, 12, 14, 17, 21, 26, 22, 23, in their speaking narratives, they just made very few mistakes in the pronunciation. Meanwhile there were 6 students with poor pronunciation, they were student 2, 3, 16, 19, 25, 27.

1. The Examples of General students' Poor Pronunciation in Speaking Narrative in the First Meeting

One day there was a thirsty crow. He flew here and there looking for water. He found a pot near a tree, but the water was very little to reach with his bill. Then he was looked around and has an idea. He was dropped the pebbles one by one then the water came up. He could drink the water he liked and he flew happily.

"There was" mispronounced to "thE:r WAS
"here" mispronounced to "he:r"

"looking" mispronounced to "lo:king"

"He found" mispronounced to "hI: fo:nd"

"He looked" mispronounced to "hI lu:kId"

"Idea" mispronounced to "I:dE"

"He dropped" mispronounced to "hI droppId"

"came up" mispronounced to "kAm ap"

"could" mispronounced to "ku:l"

2. The Examples of Students' Fair Pronunciation in Speaking Narrative in The First Meeting as Underlined Words Below:

One day there was a thirsty crow. He flew here and there looked for water. He found a pot near a tree, but the water was

TEACHING SPEAKING NARRATIVE THROUGH ANIMATED FABLE VIDEOS TO THE EIGHTH GRADERS OF MTS-ANNAMIRAH, BANGKALAN, MADURA

very little to reach with his bill. Then he looked around and had an idea. He dropped the pebbles one by one then the water came up. He could drink the water he liked and he fly away happily.

"Found" mispronounced to "fo:nd"

"Looked" mispronounced to "lu:kId"

"Dropped" mispronounced to "Drop pId"

"came up" mispronounced to "KAm Ap"

3. The Examples of Students' Good Pronunciation in Speaking Narrative in The First Meeting

The underlined words are the errors :

One day there was thirsty crow. He flew here and there to reach water. Then he find water on the pot near a tree but he can not reach the water. He dropped the pebbles one by one on the water. Finally he can drank the water and he flew happily.

"Find" mispronounced to "fI:nd"

"Finally" mispronounced to "fInally"

"Can Drank" mispronounced to kEn drAng

One day there was a thirsty crow he was flew here and there to drink. It was hot day, the crow find a pot near a tree. Then he want to drank the water with his beak but he can not. The crow reach the water. Suddenly, he has an idea. He was drop the the pebbles on the pot, then he can drank the water. Finally the crow flew happily

"drank" mispronounced to "drAng"

"finally" mispronounced to "fInelli"

The Result of the Students' Grammar

GRAMMAR	NUMBER OF STUDENTS
Excellent	0
Good	2
Fair	13
Poor	9

From the table above only two students had a good grammar. They were student 23 and 24, fair grammar were students 4, 6, 8, 9, 11, 12, 14, 15, 17, 21, 22, 26 and the students who had poor grammar were students 1, 2, 3, 5, 10, 13, 16, 19, 25, 27, these were seen from the students' speaking task both in answering the questions and in retelling the story from the video, many of them made mistakes in using the correct verbs:

1. The Examples of the Students' Poor Grammar in Speaking Narrative as Underlined Words below:

The underlined words are the grammar mistakes

One day in the hot season [On a hot summer day] there is [was] a crow thirsty and he [was] looking for water. He flew to and fro [here and there] in search of [looking for] water and found a pot near the

[a] tree being filled with water. He wanted to drink it but can not [could not] because the water is [was] little then he to take [picked up] stones for the entry [to fill] the pot and he could take his [drink it] and fly happy again. [flew happily again]

One day there was a thirsty crow fly [flying] here and there for to look for water. Finally try [found] water near the [a] pot near a tree, pass [then] looked for pebbles, pass [then] drop [dropped] pebbles on [into] the pot, the water then came up reach the pot full, finally beak reach [his beak could reach] in the water and drank the water. Then fly here and there [flew away] happily.

One day there was a thirsty crow he was flew [he flew] here and there and to a drank [for drink] because it was hot day, the crow find [found] a pot near a tree. Then he want to drank [wanted to drink] the water with his beak but he can not [could not] reach the water. Suddenly, he has [had] an idea. He was drop [he dropped] the pebbles on [into] the pot, then he can drank [could drink] the water. Finally the crow flew happily

2. The Examples of the Students' Fair Grammar in Speaking Narrative as Underlined Words below:

One day there was thirsty crow. He flew here and there to reach water. Then he find [found] water on [in] the pot near a tree but he can't [could] reach the water. He dropped the pebbles one by one on [into] the water. Finally he can drank [could drink] the water and he flew happily.

One day there was a thirsty crow. He flew here and there for look for water. Then he found water near a tree he want drink [wanted to drink] but he can't [couldn't] reach the water. Then He dropped the pebbles in [into] the pot. Then water came up and he can drank [could drink] the water and he flew happily.

3. The Examples of the Students' Good Grammar in Speaking Narrative as Underlined Words below:

On a hot day there was a thirsty crow. He flew here and there to drink water. Then he found water in the pot under a tree but he could not reach the water. He dropped the pebbles one by one so that he could drink the water. And then he could drink the water and he flew happily.

Once up on a time there was a crow that was thirsty. He flew here and there looked for water to drink. Then he found water near a tree but he couldn't reach the

water. He dropped the pebbles to the water, and then he could drink the water and flying again happily.

The Result of the Students' Vocabulary

The table below are the result of the students with good vocabulary were students 9, 11, 12, 17, 23, 26, students with fair vocabulary were number 1, 4, 5, 6, 8, 10, 24, 18, 22, 13, 14, 15 and the students with poor vocabulary were number 2, 3, 16, 19, 21, 25, 27.

VOCABULARY	NUMBER OF STUDENTS
Excellent	0
Good	6
Fair	12
Poor	7

1. The Examples of the Students' Poor Vocabulary in Speaking Narrative, the underlined words are the improper vocabulary:

One day in the hot season there is a crow are thirsty and he was looking for water. He flew to and froin search of water and found the pot near the tree being filled with water. He wanted to drink it but can not because water is little then he to take stones for the entry the pot and his and he could take his and fly happy again.

One day there was a thirsty crow fly here and there for look for water. Finally try water near the pot near a tree, pass look for pebbles, pass drop pebbles on the pot, water then came up reach the pot full, finally beak reach in the water and drank the water. Then fly here and there happily.

2. The Examples of the Students' fair Vocabulary in Speaking Narrative, the underlined words are the proper vocabulary:

One day there was a thirsty crow he flew here and there to drink because it was hot day, the crow find a pot near a tree. Then he want to drank the water with his beak but he can not. The crow reach the water. Suddenly, he has an idea. He was drop the pebbles on the pot, then he can drank the water. Finally the crow flew happily

One day there was a thirsty crow. He flew look for water here and he find water in the pot near a tree, but he couldn't reach the water, so he look around and look pebbles and then he dropped the pebbles to the pot in order that the water came up and he could drink after that he flew happily

3. The Examples of the Students' Good Vocabulary in Speaking Narrative, the underlined words are the proper vocabulary:

On a hot day there was a thirsty crow. He flew here and there to drink water. Then he found water in the pot under a tree but he could not reach the water. He dropped the pebbles one by ones that he could drink the water. And then he could drink the water and he flew happily.

Once up on a time there was a crow that is [was] thirsty. He flew here and there looked for water to drink. Then he found water near a tree but he couldn't reach the water. He dropped the pebbles to the water, and then he could drink the water and flying again happily.

The Result of the Students' Fluency

In English speaking mastery, Students' fluency is also fundamental. Here the researcher analyzed the students' speaking narrative by looking at how they expressed the answers orally and spontaneously and how they delivered speech in retelling the story, how clear they produced the sounds of English and if they hesitated in answering the questions or not. The students who had good fluency were students 4, 11, 12, 15, 24, they were considered having good fluency since they could retold the story almost without looking at their script and hesitation, the fair fluency were students 1, 6, 8, 9, 10, 18, 19, 26, 13, 14, 18, 19, 22, 26, 27 since they several times glanced at the scripts and had a few words they repeated the words and the poor fluency were students 2, 3, 5, 16, 21, 23, and 25. They almost could not deliver their retelling stories and found difficulties in pronouncing the words.

FLUENCY	NUMBER OF STUDENTS
Excellent	0
Good	5
Fair	13
Poor	7

The Result of the Students' Comprehension

FLUENCY	NUMBER OF STUDENTS
Excellent	3
Good	10
Fair	12
Poor	

In giving the result to the students in comprehension were taken from how well they could comprehend the video they watched and how they rephrased the words on their own, and also they mostly knew the story and could retold it and comprehended it well as well as they could have completed the questions

TEACHING SPEAKING NARRATIVE THROUGH ANIMATED FABLE VIDEOS TO THE EIGHTH GRADERS OF MTS-ANNAMIRAH, BANGKALAN, MADURA

correctly. There were three students who got excellent comprehension, they were students 11,13, 14, good comprehension were students, 4, 5, 6, 8, 9, 12, 17, 22, 24, 26 and twelve students with fair comprehension were students 1, 2, 3,10, 15, 16, 18, 19, 21, 23, 25, and 27.

- Below are the examples of the students' comprehension, even if they made grammatical mistakes on other components of retelling the story but they mostly could comprehend it well.

One day there was a thirsty crow fly[flying] here and there for[to] look for water. Finally try[found]water near the[a] pot near a tree, pass[then]looked for pebbles, pass[then]drop [dropped] pebbles on[into]the pot, the water then came up reach the pot full, finally beak reach[his beak could reach]in the water and drank the water. Then fly here and there[flew away]happily.

On a hot day there was a thirsty crow. He flew here and there to drinkwater. Then he found water in the pot under a tree but he could not reach the water. He dropped the pebbles one by one so that he could drink the water. And then he could drink the water and he flew happily.

4.3 The Result of the Students' Speaking Narrative in the Second Meeting

There were twenty seven students who joined in the second meeting, since the whole students attended the class. The results of teaching speaking narrative through animated fable video, entitled "The Ant and The Dove". can be seen in (appendix 4.2).

The Results of The Students' Speaking Narrative For Each Component In the Second Meeting

The Result of the Students' pronunciation

PRONUNCIATION	NUMBER OF STUDENTS
Excellent	5
Good	9
Fair	13
Poor	

The table above shows that in teaching speaking narrative through animated fable videos entitled, "The Dove and The Ant", the writer noticed that there were five students who got very good pronunciations. They were students 6, 11, 13, 18, 24, nine students with good pronunciations, students 1, 4, 7, 9, 10, 14, 15, 17, 26 and thirteen students considered having fair

pronunciation because of less mistakes was made.. They were students 2, 3, 5, 6, 8, 16, 19, 20, 21, 22, 23, 25, and 27. As in the previous result in first meeting, the scores were taken from how they answered short question, retelling story from the video, and repetition.

- The example of students' poor pronunciation in the second meeting.

One day there was the ant. Suddenly, the ant slip and fell in and the dove saw the ant drowning. The dove pluck a leaf and fallen to streams. The ant catch the leaf and float to the river bank. Days passed dove crackling food for giving to ant. Suddenly came the hunter he aiming this arrow to the dove. Then the ant saw the hunter.

The ant (di_ Ent)
mispronounced to (de_Ent)
Saw (sO:)
mispronounced to (sAw)
Fallen (Fo:Ln)
mispronounced to (FA:Ln)
Float (flo:uT)
mispronounced to (Flo:t)
River (ri:ver)
mispronounced to (rai:ve)

- The example of students' fair pronunciation in the second meeting

One day there was an ant collecting food and he slip and fell to the river bank. And there was a dove on the tree see an ant fell and dove should do something to save and help him. The dove pluck the leaf and fell that leaf and ant caught and climb onto that leaf express thank you to dove. One day dove sat on the tree. There was a hunter aiming his arrow to dove and ant saw that dove will be arrowed and bit that hunter so, the dove flew safe, and then they met to thank you each other.

Caught (Ko:t)
mispronounced to (Kau:t)
Climb (Klaim)
mispronounced to (Kl:im)
Saw (So:)
mispronounced to (sou)
Other (A: qe)
mispronounced to (O: qe)

- The examples of students' good pronunciation in the second meeting.

Once there were two animals, they were dove and ant. One day the ant wanted to drink in the river bank. Suddenly the ant slipped and fell and drowning. He struggled because not able to swim. Then the dove saw and helped the ant. The dove plucked a leaf and

throw the leaf to the ant. suddenly there was a hunter. He wanted to aim arrow the dove. the ant saw and ran to help the dove, bit the hunter so the dove safe and flew.

Animal (Æ ni: mel)
mispronounced to (Λ:nim Λl)
The ant (dʒi_Æ nt)
mispronounced to (dʒe_Æ nt)
Ran (R æn)
mispronounced to (rΛn)

- 4.. The example of students' excellent pronunciation in the second meeting.

One time there was an ant wanted to cross a river but he slipped and down the river. He was calling help, help,help. The dove on tree saw the ant asked help then he throw the leaf, and then the ant climbed on the leaf and saved until river bank. When the dove eating there was a hunter wanted to shoot with arrow. The ant saw the hunter wanted to shoot the dove, he ran quickly for safe and then bite the hunter. The dove heard it so, he flew away. Then the dove said thank you to the dove

Asked(Ask:t)
mispronounced to (Ask:Id)
Climbed(Klai:m)
mispronounced to (Kl:im)

4.4.1.2 The Result of the Students' Grammar

GRAMMAR	NUMBER OF STUDENTS
Excellent	0
Good	2
Fair	18
Poor	6

From the table above, they were only 2 students who achieved good grammar, students 6 and 24, fair grammar were students 1, 2, 4, 5, 8, 9, 11, 12, 14, 15, 17, 18, 19, 20, 21, 22, 23, 25, 26 and the students who had poor grammar were students 3, 7, 10, 13, 16 and 27, these were seen from the students' speaking task both in answering the questions and in retelling the story from the video, many of them made mistakes in using the correct articles, *the, a and an*,".

1. The Example of the students' poor grammar in speaking narrative in second meeting, the underlined words are the grammatical errors

One day there was(were) two animals, they were (a)dove and (an)ant. One day the ant (was)collecting food at (a)river bank. Suddenly the ant

(was)drowning and struggle (d)but he cannot(could not) swim. Then the dove helped the ant. Days passed.(when) The dove (was)cracking the food and suddenly there was a hunter. He want (ed)to aim(an) arrow to dove. And the ant help(ed) the dove.

2. The examples of fair grammar in speaking narrative in second meeting, the underlined words are the grammatical errors

One day there was the (an)ant. Suddenly the ant slip(ped) and fell to the river and the dove saw the ant (was)drowning. The dove pluck(ed) a leaf and fallen (fell)to streams. The ant catch (caught)the leaf and float (ed)to the river bank. Days passed dove crackling food for giving to ant. Suddenly came the hunter he(was) aiming the arrow to the dove. Then the ant saw the hunter bited (bit)him n the dove was saved.

One day there was (were)two animals, they were (a)dove and (an)ant. One day the ant (was)collecting food at (a) river bank. Suddenly the ant (was)drowning and struggle(d) but he could not swim. Then the dove helped the ant. Days passed. The dove (was)cracking the food and suddenly there was a hunter. He wanted to aim (the) arrow the dove. And the ant helped the dove bit the hunter then the dove saved and flew away

3. The example of good grammar in speaking narrative in second meeting, the underlined words are the grammatical errors

One time there was an ant wanted to cross a river but he slipped and (fell) down the river. He was calling help, help,help. The dove on (a)tree saw the ant asked (for)help then he throw the leaf, and then the ant climbed on the leaf and saved until (the) river bank. When the dove(was) eating, there was a hunter wanted to shoot with (an)arrow. The ant saw the hunter wanted to shoot the dove, he ran quickly for safe (to save)and then bite (bit) he hunter. The dove heard it so, he flew away. Then the dove said thank you thanked to the dove

The Result of the Students' Vocabulary

The table below are the result of the students with very good vocabulary (only student number 24),

TEACHING SPEAKING NARRATIVE THROUGH ANIMATED FABLE VIDEOS TO THE EIGHTH GRADERS OF MTS-ANNAMIRAH, BANGKALAN, MADURA

there were 10 students with good vocabulary, students 8, 9, 26, 12, 14, 17, 18, 20, 23, 11, 9, 11, 12, 17, 23, 26, students with fair vocabulary were 1, 2, 3, 4, 5, 6, 7, 10, 13, 15, 16, 19, 21, 22, 25, and 27. In analyzing the students' vocabulary were seen from how clear and suitable words they could express in retelling the story.

VOCABULARY	NUMBER OF STUDENTS
Excellent	1
Good	10
Fair	16
Poor	

1. The example of students' poor vocabulary in speaking narrative in second meeting.

Once there were two animals, they were dove and ant. One day ant want drink bank river but the ant slip drowning. He struggle because can't swim. Then the dove saw and helped the ant. The dove took a leaf and down the leaf to ant. Then there a hunter want to aim arrow the dove. the ant saw and run to help the dove, bite hunter

2. The example of students' fair vocabulary in speaking narrative in second meeting

One day there was the ant. Suddenly the ant slip and fell in and the dove saw the ant drowning. The dove pluck a leaf and fallen to streams. The ant catch the leaf and float to the river bank. Days passed dove crackling food for giving to ant. Suddenly came the hunter he aiming this arrow to the dove. Then the ant saw the hunter.

3. The example of students' good vocabulary in speaking narrative in second meeting

One time there was an ant wanted to cross a river but he slipped and (fell) down the river. He was calling help, help, help. The dove on (a) tree saw the ant asked (for) help then he throw the leaf, and then the ant climbed on the leaf and saved until (The) river bank. When the dove (was) eating, there was a hunter wanted to shoot with (an) arrow. The ant saw the hunter wanted to shoot the dove, he ran quickly for safe (to save) and then bite (bit) he hunter. The dove heard it so, he flew away. Then the dove said thank you thanked to the dove.

The Result of the Students' Fluency

In English speaking mastery, Students' fluency is also fundamental, here the researcher analyzed the students' speaking narrative by looking at how they expressed the answers orally and spontaneously and how

they delivered speech in retelling the story, how clear they produced the sounds of English and if they hesitated in answering the questions or not. The students who had excellent fluency was student 26, good fluency were students 4, 6, 11, 12, 13, 15, 22, 27, fair fluency were students 1, 2, 3, 5, 7, 8, 9, 10, 14, 16, 17, 18, 19, 20, 23, 26 and the poor fluency were students 21 and 25.

FLUENCY	NUMBER OF STUDENTS
Excellent	1
Good	8
Fair	16
Poor	2

1. The example of students' poor fluency in speaking narrative in second meeting, they mostly stop the underlined words below, and too often glanced at the script

One day there was an ant. Suddenly, the ant slip and fell in and the dove saw the ant drowning. The dove pluck a leaf and fallen to streams. The ant catch the leaf and float to the river bank. At the time the dove crackling food for giving to ant. Suddenly came the hunter he aiming this arrow to the dove. Then the ant saw the hunter.

The Result of the Students' Comprehension

FLUENCY	NUMBER OF STUDENTS
Excellent	7
Good	11
Fair	9
Poor	

There were seven students who got excellent comprehension, students 11, 12, 13, 14, 17, 24, 26, students 11, 13, 14, good comprehension were students, 1, 2, 4, 5, 6, 7, 9, 10, 15, 22, 27 and nine students with fair comprehension were students 3, 8, 16, 18, 19, 20, 21, 23, and 25. This was analyzed through how they could comprehend the story and to retell it and they mostly could do comprehend it well.

The Result of Students' Speaking Narrative in the Third Meeting

There were twenty seven students who took part in the last meeting of teaching speaking narrative through animated video entitled "The Foolish Fox", in which the result can be seen in (appendix 4.2).

Results of The Students' Speaking Narrative for Each Component in the third Meeting

The Result of the Students' Pronunciation

PRONUNCIATION	NUMBER OF STUDENTS
Excellent	18
Good	7
Fair	2
Poor	

The table above explained that in the last meeting of teaching speaking narrative through animated fable videos entitled, "The Foolish Fox", there were 18 students could achieve very good score in pronunciation, they were students 4, 6, 9, 11, 12, 13, 15, 16, 17, 18, 19, 21, 22, 23, 24, 26, 27 and 8 students with good pronunciation, 3, 5, 7, 8, 10, 14, 25 and there were two students with fair score in the pronunciation, students number 2 and 20

1. The example of students' poor pronunciation in speaking narrative in third meeting

One day there was a foolish fox. He wanted eat grape but he could not enter the fence because he too big. Then he had an idea to starve for three days and he could enter the fence and he ate yummy grapes as much as he could. After he ate many grapes he wanted to get out of there but could not because he became fat again. Then he must starve for three days again to get out of the fence and he could go home with hungry.

Wanted (wontId) mispronounced to (won)
 Eat (I:t) mispronounced to (Æ:t)
 Days mispronounced to (dÆ:i) without "s"
 Many mispronounced to (mA:ni)
 Became mispronounced to (bIcAme)

2. The example of students' good pronunciation in speaking narrative in third meeting

Once there was a fox who wander around in the fence. He saw grape fruits and he wanted eat that but he couldn't enter the fence because he too fat. Then he had some idea for starves for three days. After he thin, he could enter the fence and eat as much as he could. After he satisfied he wanted to get out but he couldn't because he got fat again. And then he starved again until he got thin again. After he was thin again, he get out with sad.

Wander (wan de) mispronounced to (w Ende:)

Satisfied(saetisfaid) mispronounced to (satisfi:d)

The Result of the Students' Grammar

GRAMMAR	NUMBER OF STUDENTS
Excellent	2
Good	8
Fair	16
Poor	

From the above table only two students had very good grammar. They were student 24 and 26, good score in grammar were students 1, 9, 13, 16, 17, 19, 21, 22, 27 and the students who had fair scores were students 2, 3, 4, 5, 6, 7, 8, 10, 11, 12, 15, 16, 18, 20, 23, 24, 25, and 26.

1. The example of students' poor grammar in speaking narrative in third meeting as underlined.

Once there was a fox who wander (was wandering) around in (out of a) fence. He wanted to enter the fence but he couldn't enter the fence because he was fat and he have (had) idea to starve three days. Finally he (could) enter the fence and eat (ate) the grape(s). After he eat (ate) much he came (became) fat again and he want (wanted) to get out but he couldn't and he must (had to) starve (for) three days. Finally he can to (could) get out with stomach hungry (hungry stomach) again.

2. The example of students' good grammar in speaking narrative in third meeting as underlined.

One day there was a fox who wander (was wandering) around in the fence. He saw grape fruits and he want(ed)

TEACHING SPEAKING NARRATIVE THROUGH ANIMATED FABLE VIDEOS TO THE EIGHTH GRADERS OF MTS-ANNAMIRAH, BANGKALAN, MADURA

to eat that but he couldn't enter the fence because he was too fat. Then he had some (an)idea for (to)starve for three days. After he(got) thin, he could enter the fence and eat(the) grapes as much as he could. After he was satisfied he wanted to get out but he couldn't because he got fat again. And then he starve(d) again until he got thin again. After he was thin again, he get out with sad.

3. The example of students' very good grammar in speaking narrative in third meeting as underlined.

One day there was a foolish fox. He wanted eat (to eat) grape(s) but he could not enter the fence because he (was) too big. Then he had an idea to starve for three days and he could enter the fence and he ate yummy grapes as much as he could. After he ate many grapes he wanted to get out of there but could not because he became fat again. Then he must (had to)starve for three days again to get out of the fence and he could go home with hungry (hungrily)

The Result of the Students' Vocabulary

The writer analyzed the students' vocabulary that they were very good, good, fair and poor whether the students could make more expansion and how they rephrased into other similar words when expressing their stories and how their retelling story was understandable or not when they presented. The table below are the result, the students with very good scores in the vocabulary were students 8, 11, 12, 13, 15, 16, 17, 18, 19, 21, 22, 24, 26 and students with good vocabulary were students 4, 6, 9, 14, 20, 23, 27 and the students with fair vocabulary were number 1, 2, 3, 5, 7, 10, and 25.

VOCABULARY	NUMBER OF STUDENTS
Excellent	13
Good	7
Fair	7
Poor	

1. The example of students' very good vocabulary in speaking narrative in third meeting as underlined.

Once a fox to starve. He wanted ategrape fruit but he wasn't go beyond fence because he too big, then he had an idea starve during three days then he can go beyond the fence and ate grapes yummy as much as he can, after ate much the grapes, he wanted to get out of there but he wasn't because he be fat again then he must to starve during three days to get out from the fence, then he can go home

2. The example of students' very good vocabulary in speaking narrative in third meeting as underlined.

One day there was a fox who wander around in the fence. He saw grape fruits and he want to eat that but he couldn't enter the fence because he was too fat. Then he had some idea for starves for three days. After he thin, he could enter the fence and eat as much as he could. After he was satisfied he wanted to get out but he couldn't because he got fat again. And then he starved again until he got thin again. After he became thin again, he get out with sad

3. The example of students' very good vocabulary in speaking narrative in third meeting as underlined

Once upon a time there was a hungry fox, he wanted to eat grapes but he couldn't go through that fence because he was very big, then he had an idea to starve several three days. Then he could go through the fence and ate the delicious grapes as much as he could. After the fox ate many grapes, he wanted to get out of there but he couldn't. Because he was became fat again, then he must to starve several three days again to get out of fence again, then he could went go home with growling stomach

The Result of the Students' Fluency

In English speaking mastery, Students' fluency is also fundamental, here the researcher analyzed the students' speaking narrative by looking at how they expressed the answers orally and spontaneously and how they delivered speech in retelling the story, how clear

they produced the sounds of English and if they hesitated in answering the questions or not. The students who had very good fluency were students 8, 9, 11, 12, 13, 15, 16, 17, 18, 19, 21, 22, 24, 26, 27, good fluency were students 1, 4, 6, 23, and the poor fluency in speaking narrative were students 2, 3, 5, 7, 10, 14, 20 and 25

FLUENCY	NUMBER OF STUDENTS
Excellent	15
Good	4
Fair	8
Poor	

4.5.1.1 The Result of the Students' Comprehension

FLUENCY	NUMBER OF STUDENTS
Excellent	19
Good	8
Fair	
Poor	

In giving scores to the students were taken by how well they could comprehend the video they watched and how they rephrased words on their own, and also it could be found out that they knew the story and could retold it well as well as they could have completed the questions correctly. There were nineteen students who got elaborate comprehension, they were students 4, 6, 8, 9, 11, 12, 13, 14, 15, 16, 17, 18, 19, 21, 22, 23, 24, 26, 27 and with good comprehension were students, 1, 2, 3, 5, 7, 10, 20, and 25.

Below are the examples of how the students could comprehend the story of animated fable videos well:

One day there was a foolish fox. He wanted eat grape but he could not enter the fence because he too big. Then he had an idea to starve for three days and he could enter the fence and he ate yummy grapes as much as he could. After he ate many grapes he wanted to get out of there but could not because he became fat again. Then he must starve for three days again to get out of the fence and he could go home with hungry.

One day there was a fox who wander around in the fence. He saw grape fruits and he want to eat that but he couldn't enter the fence because he was too fat. Then he had some idea for starves for

three days. After he thin, he could enter the fence and eat as much as he could. After he was satisfied he wanted to get out but he couldn't because he got fat again. And then he starved again until he got thin again. After he became thin again, he get out with sad.

One day a fox to starve. He wanted ate grape fruit but he wasn't go beyond fence because he was too big, then he had an idea starve during three days then he can go beyond the fence and ate grapes yummy as much as he can, after ate much the grapes, he wanted to get get out of there but he wasn't because he be fat again then he must to starve during three days to get out from the fence, then he can go home with growling stomach.

Discussion

In analyzing the result of the students' speaking narrative performance, there were five components to be described, they are *pronunciation, grammar, vocabulary, fluency and comprehension*

Pronunciation

For the first meeting the students had mostly a lot of problems in pronouncing the words of English. It was because the first time for them to speak narrative through video and they were lacking of practice of the English that made them feel shy and nervous to speak up in front of class as well as many words in which they were not familiar with, but through repetition done by the teacher, they became much more familiar and knew better how the words were pronounced from the video and the teacher kept on highlighting and told them how the words should be pronounced. In the second meeting and third meeting they made better improvements, as seen the previous examples in each meeting.

Grammar

To speak English well needs good mastery on grammar in order to enable other listeners to understand what one means. Seen from the students' performance from the first to third meeting, the students often made mistakes in grammar, but some were acceptable and understandable in spoken English, the problems that the students majority had were on how to use the such as the examples below:

The students' mistakes in the first meeting

- ✓ He flew here and there for to look for>> should be to look for
- ✓ He can reached>> could reach
- ✓ He flew be happily>> he flew happily

The students' mistakes in the second meeting

- ✓ One day there was the ant and the dove>> should be one day there were an ant and a dove
- ✓ One day was a dove>> should be one day there was a dove

TEACHING SPEAKING NARRATIVE THROUGH ANIMATED FABLE VIDEOS TO THE EIGHTH GRADERS OF MTS-ANNAMIRAH, BANGKALAN, MADURA

- ✓ The ant slip and fall >> should be the ant slipped and fell
The students' mistakes in the third meeting
- ✓ Wanted ate >> should be wanted to eat
- ✓ Cant went >> should be couldn't go
- ✓ Could went >> should be could go

Vocabulary

The writer noticed that the students had a good try to find the right vocabulary even if some vocabulary were not well applied in the correct forms, but still understandable for other listeners. The students mostly had the same vocabulary in presenting the narratives story since they had same media in retelling the story as well as the teacher often involved them in a group work so that others could keep up with one another and they were still in the eighth graders that most of them were lack of vocabulary.

Fluency

At the first meeting the students mostly hesitated to speak, but after the second and the third meeting, they were braver to speak and they could carry out the story of the video well enough because the teacher kept on reminding them to take notes and crosschecked with the difficult words and to practice with the partner before presenting the story.

The Result of the Questionnaire

To find out how far the students' interest in joining the class, the writer spread out questionnaires with seventeen questions and they were in the form of multiple choice. The writer used Bahasa Indonesia so that the students could understand the questions well.

The indicators in the questionnaire are:

- g. Question 1-2 dealt with students' opinion about learning English and English speaking skill.
- h. Question 3-5 dealt with students' opinion about the implementation of speaking narrative through animated videos.
- i. Question 6-8 dealt with students' opinion about the topics of the animated videos.
- j. Question 9-10 dealt with students' opinion about the teacher's role.
- k. Question 11-13 dealt with students' opinion difficulty in speaking narrative
- l. Question 14-17 dealt with students' response on teaching speaking narrative through animated videos.

After the students were given the questionnaire, the students were asked to choose the provided options based on their own opinions during joining the class and all the students were in the class when the questionnaire was spread out. The table of the students' responses result of the questionnaire can be seen on (appendix 4.4)

The students' response to the questionnaire no.1: 4 students liked English very much, 10 students liked English, 8 students did not really like English and 5 students did not like English.

The students' response to questionnaire no.2: 14 students like to speak English very much, 10 students like to speak English, 8 students did not really like English and 5 students did not like English.

The students' response to questionnaire no.3: there were 16 students agree with learning speaking narrative through animated fable videos to speak English very much, 10 students agreed with it, 8 students do not really agree and no student disagreed.

The students' response to questionnaire no.4: 17 students found it very easy with learning speaking narrative through animated fable videos to speak English very much, 8 students found it easier, 2 students found it hard.

The students' response to questionnaire no.5: 19 students really agreed with learning speaking narrative through animated fable videos to speak English very much, 7 students agree, and just 1 students less agreed..

The students' response to questionnaire no.6: 17 students liked the given topics 8 students very much, 8 of them liked them, and 1 student did not really like it.

The students' response to question no.7: 10 students said the given topics were very relevant, 7 of them said it was relevant and 1 of them said it was not very relevant.

The students' response to questionnaire no.8: 15 students said that the topics through animated fable videos did motivated them, 10 students said it was motivating, 1 students said less motivating and another 1 students said it was not motivating.

The students' answer for question no.9, if they had ever had learning English skills through animated fable video and all of students that they had not.

The students' response to questionnaire no.10: 8 students answered that the teacher really motivated them to learn actively with learning speaking narrative through animated fable, 10 students answered he motivated them, 1 students answered he did not, and another 1 students answered less motivating.

The students' response to questionnaire no.11, if teaching speaking narrative through animated video technique is helpful to master English, 15 students answered it was very helpful, 7 students said it was helpful, 1 students said not helpful, and another 1 said it was not.

The students' response to questionnaire no.12, what trouble they had in English, 15 students said in grammar, 5 in pronunciation, 5 in vocabulary, and 2 spelling .

The students' response to questionnaire no.13, if the technique of speaking narrative through animated fable videos helped one of the students' trouble, 12 students said it was very helpful, 13 said helpful, 1 said it was no helpful and another 1 said less helpful.

The students' response to questionnaire no.14, if they liked the technique of teaching speaking narrative through animated fable videos, 12 students said they did like it, 12 said they liked it, 2 students said they did not like it and 1 said not really like it.

The students' response to questionnaire no.15, if the technique of speaking narrative through animated fable videos helped them to speak English, 14 students answered it was very helpful, 11 said it was helpful, and 2 said less helpful.

The students' response to questionnaire no.16, if the technique of speaking narrative through animated fable videos gave them any improvements in their speaking or to retell something in English, 9 students said it gave them very good improvement, 15 said it gave them improvement, and 2 of them said less improvement.

The students' response to questionnaire no.17, if they agreed if the technique of speaking narrative through animated fable videos to be used in the English class, 15 of students said they did agree, 10 of them said they agreed, and 1 of them said not really agree.

Discussion of the Questionnaire

From the data of the questionnaire, the writer found out that the students majority liked English and the implementation of the video as a media in English teaching learning activities. They agreed that it was an interesting media and understandable. Even so, some others said that they did not really like it. It happened because it was new for them and because of their lack of vocabularies so that they needed to work with the dictionary, asked their other friends or the teacher to find the right meaning of the difficult words.

Thinking that speaking is the hardest thing to do, the students however said that learning through animated fable video had helped them find ideas to speak in narrative as well as help them remember the English vocabulary better. The teacher had also given them good motivation and support to be willing to ask freely anytime they had difficulties in speaking narrative.

In summary, based on the results of observation, students' speaking progress, and questionnaires, the writer concluded that teaching speaking narrative through animated videos was an effective way to help students improve their speaking narrative.

CONCLUSION AND SUGGESTION

The last chapter of this study are the conclusion and suggestion. These both are very important either for the readers or the next researchers in order to find out easily and the brief results of this study.

Conclusion

The first conclusion is about the result of teaching speaking narrative through animated fable videos. The second one is the speaking task which concludes the result of students' speaking narrative after the implementation of video. The last one is about the result of students' responses towards teaching speaking through animated fable videos.

5.1.1 The implementation of teaching speaking narrative through animated fable video

In the implementation of teaching speaking narrative through animated fable video, there are three stages of video viewing. Those are pre-viewing activity, viewing activity, and post-viewing activity. In pre

viewing activity, the teacher stimulates and motivates the students in order to name the topics. In viewing activity, the teacher plays the video several times then discusses the topic and the whole story of the video with the students. In post viewing activity, the teacher asks the students' difficulties during and helps them find the solution.

REFERENCES

REFERENCES

- Warschauer, M., & Healey, D. (1998). Computers and language learning: An overview. *Language Teaching*, 31, 57-71.
- Sherman, J. (2003). *Using Authentic Video in the Language Classroom*. Cambridge: Cambridge University Press.
- Arthur, P. (1999). "Why use video?" *A teacher's perspective*. The Internet TESL Journal. March 8, 2013, from <http://www.tojet.net/articles/549.doc.html>.
- Brown, and G. Yule. (1983). *Teaching the spoken language*. New York: Cambridge University Press.
- Chaney (1998) p. 13 "Teaching Speaking: Activities to Promote Speaking in a SecondLanguage" March 2, 2013, from <http://iteslj.org/Techniques/KayiTeachingSpeaking.html>
- Young (1985).vol 7 no 2 "young children's cognitive engagement during classroom book reading: differences according to book, text genre, and story," March 7 2003 <http://ecrp.uiuc.edu/v7n2/moschovaki.html>
- Stephen Denning, *The Springboard: How Storytelling Ignites Action in Knowledge-Era Organizations*. Boston, London, Butterworth Heinemann, October 2000.
- Christine Canning-Wilson (2000), *Practical Aspects of Using Video in the Foreign Language Classroom*, march 9, 2013 from <http://iteslj.org/Articles/Canning-Video.html>
- Elliott, Sheffield South CLC (Feb. 2011). *Use of Video and Animation in the MFL Classroom*
- Peter & Karen Viney (2004) *Techniques for teaching with video*
- Swain, (1985) ESL "We learn to speak by speaking," BBC learning English

TEACHING SPEAKING NARRATIVE THROUGH ANIMATED FABLE VIDEOS TO THE EIGHTH GRADERS OF MTS-ANNAMIRAH, BANGKALAN, MADURA

Miguelbengoal March 19th, (2011) *Teaching speaking: fluency or accuracy?*

<http://www.youtube.com/watch?v=WPktMBW2k98>, March 2, 2013, *Kaalu, The thirsty crow*

<http://www.youtube.com/watch?v=gFXgePGHrso>, March 8, 2013, *The ant and the dove*

<http://www.youtube.com/watch?v=EjvmoNnsat8>, March 8, 2013, *The foolish fox*

<http://aguswuryanto.wordpress.com/2011/09/13/rubrik-penilaian-pembelajaran-bahasa-inggris/>

Altman, R. (1988). *The video connection: Integrating video into language teaching*. Boston, MA: Houghton Mifflin.

Karen D. Wood & Josefina Tinajero (2002), "Using Pictures to Teach Content to Second Language Learners" <http://www.amle.org/Publications/MiddleSchoolJournal/May2002>

Long, Q. (2003). A study of teaching English listening and speaking through films. *Media in Foreign Language Instruction*, 3, 1-10.

<http://oxforddictionaries.com/definition/english/animation>

<http://www.englishdirection.com/2011/03/kinds-of-narrative.html>

Rosen, (2005) <http://recounttext.blogspot.com/2011/04/narrative-text.html>

<http://en.wikipedia.org/wiki/Animation>

Fable <http://www.taleswithmorals.com/>