

**THE IMPLEMENTATION OF "SIMPLIFIED ANIMATED FOLKTALE VIDEO" IN TEACHING SPEAKING NARRATIVE TO THE TENTH GRADE STUDENTS OF MA. PERGURUAN MU'ALLIMAT JOMBANG**

**Mala Maslachah**

English Education Department, Faculty of Language and Art, State University of Surabaya.  
El.eilyn@gmail.com

**Dra. Hj. Syukriah Abdullah**

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

**Abstrak**

Speaking is one of important skill that should be mastered by students who learn English. The aim of teaching speaking is students are able to use the language in real communication situation. Moreover, speaking is known as the most difficult skill because the spelling and the pronunciation are different. Here, the teacher is needed to maintain student's motivation in order to keep students' interest in speaking. Video is media of communication which contains some information. Furthermore, authentic video is any material which is bought, recorded from television. Meanwhile, made for language teaching video is any kind of video that is designed for learning the target language. The examples of authentic video are feature films (fiction), cartoons, documentaries, news, interviews, game shows, and advertisements or commercials. This is a descriptive qualitative research and this research is aiming to describe the implementation of short animated folktale video in teaching speaking narrative. The data are obtained from checklist, field note, questionnaire, and also students' task. The researcher endeavored to record the implementation of short animated video in teaching speaking narrative and describe it. The description is explained based on three objectives of the study. Those are the implementation of short animated folktale video to teach speaking narrative, the students' speaking task result, and also students' responses toward the implementation of short animated folktale video in speaking narrative. After observing, the researcher described three results. The first result was regarding the implementation of short animated folktale video applied. There are three steps how the teacher applied. They were pre-viewing activity, viewing activity, and post-viewing activity. The second result was the students' responses toward the implementation of short animated folktale video. They students gave positive responses and they agreed if the video was used in teaching-learning process. And the last finding was the students' speaking skill by using FSI rubric by Oller. It has five components in speaking. They are pronunciation, grammar, vocabulary, fluency, and comprehension. It was proved that the students speaking ability got better after studying speaking narrative using animated folktale video. In conclusion, the animated folktale video could be used to teach speaking narrative, particularly for tenth grade students. It could be even used to keep students' willingness in speaking because of their interest in the story of the animated folktale video.

**Kata Kunci:** animated folktale video, speaking, narrative, students' response.

**INTRODUCTION**

English is a language which is used around the world because it is international language. Students should master English to get a better advancement in their future. Therefore, the teaching of English in Indonesia has been applied at the beginning level of study. According to Deni (2008), Teaching English as a foreign language is not an easy thing. English becomes a subject which is rather difficult to learn because it is a language with its different culture, grammar, etc.

Moreover English has four skills to be learned. They are listening, speaking, reading, and writing. All of them are very important in learning English, but many people think that speaking is more important because it is

needed to make communication with other people. Speaking is an interactive process of constructing meaning that involve producing and receiving and also processing information (Brown, 1994).

Speaking is the easy way to communicate and share information with others. Thus, the ability to speak fluently is not only knowledge of language features but also the ability to process information and language exactly.

Communication is not only an utterance, a language delivered from one people to another, but also followed by an act. Communicating means one can catch what the speaker says, process the information and do what is said. Nunan states that "mastering speaking is the

most important aspect of learning foreign language". So, this skill is very important.

In reality, many students have difficulties to practice in speaking class. When the teacher asks students to practice, they prefer to keep silent. There are many factors that influence students to keep silent in speaking class. First, the students are afraid of making mistakes. It is caused by lacking of vocabulary. Vocabulary is an important thing to be considered because it's the main component to develop language. Mehta (2009) states vocabulary is the first and foremost important step in language acquisition. According to Huyen and Nga (2003) In order to communicate well in a foreign language, students should acquire an adequate number of words and should know how to use them accurately. This means that mastering vocabulary can help students to master the other skills in English such as listening, writing, speaking, and reading. Students who are lack of vocabulary usually have difficulties in learning those skills. Second, students are bored because the teacher did not use variety of techniques. Teacher should have some interesting techniques to motivate students in learning English. According to Suyatno (2009) creativity in choosing teaching method is a must for teachers. Teachers are forced to be creative. Teachers should have their own techniques and methods to help their students in understanding the lesson. Third, they have nothing to say. It is caused by teachers who sometimes choose uninteresting topics to be discussed. Baker and Westrup (2003:5) states, "students find difficulties to speak on a topic that they know little about". The last, students usually find difficulties in arranging the words well, because they lack of constructing good grammar.

In order to enable students to express their ideas in speaking, teacher must create varieties methods in teaching. One of the alternatives methods is using animation video.

The researcher formulates the research question as follows: (1) How is the implementation of animated folktale video in teaching speaking narrative text to the tenth grade students of MA. Perguruan Mu'allimat Cukir-Jombang? (2) How is the students' speaking ability after the implementation of animated folktale video to the tenth grade students of MA. Perguruan Mu'allimat Cukir-Jombang? (3) How are the students' responses toward the implementation of animated folktale video in speaking narrative text to the tenth grade students of MA. Perguruan Mu'allimat Cukir-Jombang?

### *Speaking*

Speaking is one of important skill that should be mastered by students who learn English. The aim of teaching speaking is students are able to use the language

in real communication situation. Therefore students need to speak. Nunan (2003) define that teaching speaking is sometimes considered as simple process, commercial language school around the world hire people with no training teach conversation. Teaching speaking a process in teaching learning speaking conducted by a teacher to improve students' ability in comprehending and mastering conversation.

According to Brown (1994) Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

According to Brown (2004: 271) describes six categories of speaking skill area. The first is imitative. This category is only imitating a word, phrase, or sentence. Second is intensive. In this category, the students' speaking practices some phonological and grammatical aspects of language. The third is responsive. Responsive performance includes interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple request and comments. Forth is transactional. It is carried out for the purpose of conveying or exchanging specific information. Fifth is interpersonal. It is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. The forms of interpersonal speaking performance are interview, role play, discussions, conversations and games. The last is Extensive Teacher gives students extended monologues in the form of oral reports, summaries, and storytelling and short speeches. Based on the theory above, it can be concluded that students need to know at least the pronunciation, vocabularies, and language functions that they are going to use.

### *Narrative*

Narrative is a text focusing specific participants. It is a text which contains about story and its plot consists of climax of the story (complication) then followed by the resolution. The purpose of the text is to entertain or amuse readers or listeners about the story. There are many kinds of narrative such as comedy, mystery, romance, horror are some of the commoner types. A poem can also be a narrative if it tells a story rather than just describing something.

The Generic Structure of Narrative Text are :

1. Orientation

Introducing the participants and informing the time and the place.

2. Complication

Describing the rising crises which the participants have to do with the problem

3. Resolution

Showing the way of participant to solve the crises, better or worse

4. Reorientation

the change which happens to the participants and the lessons we can learn from the story (moral value).

Narrative text Grammatical features :

1. Use specific nouns such as the name of person, place, and building, ect.
2. Use adjectives which form noun phrases.
3. Use time connectives and conjunctions such as then, before, that, soon.
4. Use adverbs and adverbial phrases.
5. Use action verbs.
6. Use saying words such as said, told, promised.

*Using Animated Folktale Video to Teach Speaking Narrative*

Preparing a lesson plan is very needed to do for the teachers to keep the teaching-learning process running well as expected, Jensen (2001) states that good teachers have some type of plan when they walk into their classroom. To get successful result in language teaching using video, there are some stages or phases that should be benefited by teacher and students. The following phases are pre-viewing, viewing, and post-viewing:

*Pre-viewing*

Before viewing it is important to prepare students for what they are about to see and to introduce the broad topic. Any parts of the video that you believe will challenge students can be outlined at this time. Pre-viewing exercises such as brainstorming may help students to focus attention and make them easier in understanding the lesson.

*Viewing*

Continuous interruptions during viewing risk breaking concentration and should be avoided. However, students can be given simple tasks to carry out while watching a video which will help them to engage with the video's content. A balance has to be found which doesn't ask too much of students, but does help to keep them active. Predefined pause points may also act to engage students by eliciting opinions during the viewing process. Teacher and also students can discuss the story in this phase.

*Post-viewing*

Many different types of activity might follow on from watching a video. Content might be used to give feedback and the students were asked to retell about the story in pairs or students could role-play further scenarios.

**RESEARCH METHODOLOGY**

In doing this study, the researcher used descriptive qualitative research, since it more focuses on the process rather than outcomes of the phenomena. The subjects of the study were the English teacher and the tenth grade students of MA. Perguruan Mu'allimat Jombang. The setting of the study was MA. Perguruan Mu'allimat Jombang. The researcher collected the data through some instruments. The observation checklist is used to in the teaching-learning process of speaking activities by using animation video. This instrument is chosen to answer the research question number one. The indicators in the observation checklist are based on the activities in teaching-learning process and learning materials which are used. The questionnaire is used to get information about response and opinion from students on the use of short animated folktale video. This instrument is chosen to answer the research question number three. The questions in the questionnaire consist of the students' opinion about speaking activity in the teaching learning process, about the procedure of the study, and also about the video. The researcher also observed the students' performance to know their ability in speaking activity after the implementation of video. Student speaking task is a used to know students' speaking. The researcher analyzed the students' speaking skill by using FSI rubric by Oller. The researcher analyzed the task results based on five components in speaking. They are pronunciation, grammar, vocabulary, fluency, and comprehension

**RESULT AND DISCUSSION**

*The result of the observation*

The teacher began the class by greeting and explaining what the narrative is. Before playing the video, she distributed small sheets of the questions for the students to take a note. She told them that they just had to answer the questions. As soon as he had this done, she 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. Soon after this, the teacher asked them in turn how the story was.

*Discussion of the observation*

There are several points to be discussed in teaching speaking narrative using animated folktale video.



### The Teacher's Activity

During the implementation of teaching narrative using short animated folktale videos, the writer observed that the teacher already prepared the material before. It could be seen from the materials in speaking narrative. They were "Princess of Three Jasmines", "The Red Hill", and "The Emperor and The Nightingale". The teacher introduced the topic of the lesson to students at the beginning in every meeting. To make students understand of the material, the teacher wrote the explanation about narrative text especially the use past tense. She used power point as media in explaining past tense. And gave some example related to the video. Then, in teaching narrative text using short animated video, the teacher gave video to make students easier to practice speaking in narrative text. The teacher used the same steps and technique in the second and third meeting. Furthermore, the teacher always introduced new vocabularies and gave feedback to help students' difficulties in their speaking narrative.

### The Students' Activity

Based on the observation, students gave good responses to the teacher explanation and also active in speaking narrative. Students could understand about the lesson and also could answer the questions very well. It could be seen in their activeness in answering the teacher's questions correctly and retelling the story well from the video. It showed that they were active in learning the lesson even though they sometimes faced many difficulties in understanding the lesson.

### The teaching-learning activity

In teaching-learning activity, the teacher used three stages. They were previewing activity, viewing activity, and post-viewing activity. Teacher also used some techniques: active viewing, freeze framing, repetition, prediction and reproducing.

In previewing activity, the teacher prepared the media which is suitable with students' level and curriculum to make them easier in understanding the lesson. The media were animated folktale video which is ten minutes. Teacher believed that the videos were relevant media and could make the teaching-learning activity more interesting. Then, the teacher introduced the topic by asking the students' knowledge related to the topic. The topic itself was selected based on the curriculum 2013. The topic about folktale or legend must be learned in second semester of tenth grader.

In the viewing activity, teacher played the video. Sometimes, in order that students could be more familiar with new vocabularies from video, the teacher paused the video and repeated some words for teaching pronunciation. In addition, the teacher and the students make short discussion in answering the questions related to the video.

In post-viewing, the teacher asked the students' difficulties and gave feedback to help them. After that, they were asked to present their speaking narrative in front of class based on the theme of video which they watched that day.

### Material

The material used to teach speaking narrative in folktale was relevant because folktale narrative text is one of the competences that students should be accomplished in tenth graders. The students should learn speaking narrative in folktale because they are forced to be able to produce the material well in curriculum 2013.

### Media

The media were good. It can be seen and heard clearly by the whole class. The students watched the video and enjoyed it. They were taking notes when they were watching the videos to prepare themselves for presenting the story in front of the class. In conclusion, the teaching and learning using video could motivate and support them in understanding the lesson.

### The Result of The Students' Speaking Ability After The Implementation Of The Animated Video

the researcher analyzed the students' speaking skill by using FSI rubric by Oller. The researcher analyzed the task results based on five components in speaking. They are pronunciation, grammar, vocabulary, fluency, and comprehension, to get the total score is

$$\frac{\text{total 5 components score}}{5 \text{ component}} = \text{total score}, \text{ and to get final score is } \frac{\text{total scores}}{\text{total meetings}} = \text{final score}$$

### FSI Speaking Assessment

Proficiency Description	1	2	3	4	5	6
Accent						
Grammar						
Vocabulary						
Fluency						
Comprehension						
Total Score						
Final Score						

Adapted from <http://kakariz.wordpress.com/2009/09/14/rubric-of-speaking-assessment/>

### Conversion Score of Final Score

Category	Final Score	FSI Level
Poor	26 – 32	1
	33 – 42	1 +
Average	43 – 52	2
	53 – 62	2 +
Good	63 – 72	3
	73 – 82	3 +
Excellent	83 – 92	4
	93 – 100	4 +

Adapted from <http://kakariz.wordpress.com/2009/09/14/rubric-of-speaking-assessment/>

### Discussion of the Observation

#### Pronunciation

In the first meeting, the students mostly had a lot of problem in practicing their speaking narrative. It was because they were lacking of practicing that made them shy and nervous to speak up in front of the class. It was also because they were not familiar with the words, so that they feel difficulties in pronounce the vocabulary. After learning narrative using video, they got many new words and became more familiar in pronouncing English words. In the second and the third meeting, their ability in speaking narrative got better.

#### Grammar

Grammar is also important in speaking. Without grammar we cannot understand well what people mean. Grammar is one of the most difficult things to be mastered. It could be seen from the students' performance in the first, second, and also third meeting. The students still often made mistakes in grammar.

#### Vocabulary

From the first until the third meeting, the writer can find that students really tried to be better in vocabulary. It can be seen from how the students tried to find the correct and proper vocabulary.

#### Fluency

At the first meeting, almost all students glanced at their script for several times. But in the next meeting, they became braver to speak in front of class. And they could retell the story well and fluently.

#### Comprehension

At the first meeting, there were some students did not understand well about the story of the video. But

at the second and third meeting, the students could comprehend well about the story of the video. So, they could retell the story without any confusion.

### Penulisan Daftar Pustaka

Daftar Pustaka merupakan daftar karya tulis yang dibaca penulis dalam mempersiapkan artikelnya dan kemudian digunakan sebagai acuan. Dalam artikel ilmiah, Daftar Pustaka harus ada sebagai pelengkap acuan dan petunjuk sumber acuan. Penulisan DaftarPustaka mengikuti aturan dalam Buku Pedoman ini.

### Ucapan Terima Kasih

Jika perlu berterima kasih kepada pihak tertentu, misalnya sponsor penelitian, nyatakan dengan jelas dan singkat, hindari pernyataan terima kasih yang berbunga-bunga.

### Discussion of the Questionnaire

Based on the data of the questionnaire, the writer found that the majority of the students liked English and the implementation of short animated folktale video. They agreed that the video was interesting media and could help them to understand the material easier. They also agreed that the video could help them to be more active in speaking narrative. Some students said that they did not really like it. because they had problem in vocabularies, so that they feel difficult to practice speaking narrative.

However, speaking is the hardest skill to be master in English. So, the teacher is the biggest role to help students in reaching the goal. The teacher had to support and motivated them. The teacher should help the students to improve their vocabularies in order to help them facing their difficulties in mastering the material.

In conclusion, based on the result of observation, questionnaire, and students' speaking task, the writer concluded that teaching speaking narrative using short animated folktale videos was one of the effective ways to help students in improving their speaking narrative.

### CLOSING

#### Conclusion

In the implementation of teaching speaking narrative using short animated folktale video, there were three stages of video viewing. They were pre-viewing, viewing, and post-viewing activity. In previewing activity, the teacher prepared the media which is suitable with students' level and curriculum to make them easier in understanding the lesson. The teacher also stimulated and gave motivation to students in order to find the topic. In viewing activity, the teacher played the video for several times and discussed the story and also answered the questions with the students. In post-activity, the

teacher asked the students' difficulties and gave feedback to help them. And then, the students were asked to present their speaking narrative in front of the class.

After analyzing the students' speaking narrative using short animated folktale videos in three meetings, the researcher found that students mostly have similarity in retelling the story because they watched the same video together. But, dealing with the students' speaking in retelling the story from the video, the students shows good progress and got more new words.

Based on the students' responses after the implementation of sort animated folktale video to teach speaking narrative text, almost all students agreed in the use of it. Besides, the students said that the use of video in teaching speaking was very useful in speaking narrative.

#### *Suggestion*

At the end of this study, the researcher would like to give some suggestions which are hoped to be useful to enhance the quality of teaching and learning process, particularly in speaking.

The teacher should be more creative in creating attractive and interesting class for teaching speaking narrative text. The teacher had to understand well about the students' need. The teacher should have many ideas to be implemented. Video is one of the media cannot only help students in speaking, but also motivate them to learn English because learning English using video as the media was interesting and fun.

There must be further research in the same study. It is expected for the researcher to do research in different skills, grade, and different kind of text, for instance. The next researcher should be more creative to do research related to those media.

#### **DAFTAR PUSTAKA**

Bouman, L.(1990) *Veni, Video, Vici: Video in Language Teaching*.Journal of English Teaching Forum, vol.18-2 p.8.

Dikilitas, Kenan, et.al. 2009. *Procedia Social and Behavioral Sciences* 1,168-172: *Using Popular Movies in Teaching Oral Skill*, (Online), (<http://www.sciencedirect.com>, diakses 31 Januari 2009)

Hemei, J. (1997) *Teaching with Video in an English Class*, *Journal of English Teaching Forum*, vol.35-2, pp 45- 47

Ismail. 2006. *The Use of Video as an Audio-Visual Material In Foreign Language Teaching Classroom* TOJET Oct. ISSN 1303-6521, vol 5, Issue 4

Mayer, Richard E and Roxana Moreno. 2002. *Animation as Aid to Multimedia Learning*. *Educational Psychology Review*, Vol 14, No 1, March 2002.

Pandiya. 2013. *Rubrics on Scoring English Tests for Four Language Skills*. *Ragam Jurnal Pengembangan Humaniora*, Vol 13, No 1, Apri 2013.

Pinandhita, Fitra. 2010. *"Improving Students' Speaking Skill by Retelling Technique Using Video"*. Unpublished Thesis. Madiun: Departement of Languages English

Power, Pat. 2009. *"Animated Expressions: Expressive Style in 3D Computer Graphic Narrative Animation"*. *Animation: an interdisciplinary journal* (online), Vol 3, No 2 : 107-129 (<http://anm.sagepub.com/cgi/content/abstract/4/2/107>, retrieved, December 4 2009)

Pratiwi, Erita B. 2012. *"Improving The Speaking Skill of The Tenth Grade Students At SMA Berbudi Yogyakarta By Using Videos In The Academic Year Of 2011/2012"*. Unpublished Thesis. Yogyakarta: English Education Department. Faculty of Languages And Arts

Ricards, Jack C. 2008. *Teaching Listening and Speaking From Theory to Practice*. New York: Cambridge University Press.

Ruusunen, Virve. 2011. *"Using Movies In EFL Teaching"*. Unpublished Thesis. University of Jyvaskyla: Departement of Languages English.

Sherman, Jane. 2003. *Using Authentic Video in The Language Classroom*. New York: Cambridge University Press.

Wallace, Trudy, Winifred E. Stariha, and Herbert J. Walberg. 2004. *Teaching Speaking, Listening, and Writing*. Switzerland: International Academy of Education (IAE).

Wilson ,Christine Canning and Julie Wallace. 2000. *Practical Aspects of Using Video in the Foreign Language Classroom*. *The Internet TESL Journal* (Online), Vol. VI, No. 11, (<http://iteslj.org/Articles/Canning-Video.2001.html>. Retrieved April 15, 2006)