IMPROVING THE PROCESS OF TEACHING AND LEARNING SPEAKING THROUGH MACROMEDIA FLASH ANIMATION MOVIE AT THE EIGHTH GRADE OF SMP NEGERI 3 SLEMAN IN THE ACADEMIC YEAR OF 2011/2012

A Thesis

Presented as partial fulfillment of the requirements to attain

a *Sarjana Pendidikan* degree in English Education

Written by:

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ENGLISH EDUCATION STUDY PROGRAM

FACULTY OF LANGUAGES AND ARTS

YOGYAKARTA STATE UNIVERSITY

2013

APPROVAL

IMPROVING THE PROCESS OF TEACHING AND LEARNING SPEAKING
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University of Yogyakarta on august 2013, and declared to have fulfilled the

Requirements for the Attainment of Sarjana Pendidikan Degree in

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Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisankarya ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 30 September 2013

Penulis

Ultivatun Deka Ocvaliana M

MOTTOS

By learning you will teach; by teaching you will understand

(Latin Proverb)

Good manners will open doors that the best education cannot

(Clarence Thomas)

DEDICATIONS

This thesis is proudly dedicated to:

Papito, Mamito, de Ina, de hesty, de fadil

thanks for every support, love, smile, prayer, sweat, patience, warmth,

happiness, and togetherness sincerely given to me.

my big family,

all of my friends,

those who are waiting for graduation, and

a person I'll spend my future with

ACKNOWLEDGEMENTS

Alhamdulillahirobbil 'Alamin. My praise goes to Allah SWT, the Almighty, the merciful and the Most Beneficent. It is a great moment when I could finish my thesis due to His great kindness of protecting and guiding me. So, firstly, I would like to dedicate my sincerest gratitude to Him. Secondly, *shalawat* and *salam* go to the Prophet, Muhammad SAW, for his way of life is a salvation for me.

My sincerest appreciation and gratitude go to Mr. Samsul Maarif, M.A. my first consultant, who has been patient in guiding me until the end of my thesis. I also would like to express my highest gratitude to Mr. Nurhidayanto P.S.P, M.Pd, my second consultant for his caring, understanding, warmth, and patience in guiding me during the writing process. I am also thankful to all lectures in English Education Department of Yogyakarta State University who have provided me knowledge, guidance, and support from the initial to the final of the study.

I would like to dedicate my gratitude to all members of SMP N 3 Sleman, Yogyakarta, Mr. Drs. Zamroni, MM (the headmaster), Drs. Agustinus Sudarisman (the English teacher), Ms. Novera Ika, S.Pd (the English teacher), all of the teachers and officers of SMP N 3 Sleman, and all of the students in class VIIIA in the academic year of 2011/ 2012 who have participated in this research.

Moreover, I would like to express my gratitude to my beloved mother and father for the endless love, prayers, care, and support. Thanks for being   the

greatest parent ever as well as pouring me the biggest support all the time. I also especially thank to my lovely sisters and brother for loving me in a unique way. Warmth, love, and support are also given during the process of writing this thesis by *mas* Satya, *teh* Mia, Dinda, Yoko, Karman, Wuwuh, Yenny, Poppy, all of my friends at English Education Department especially my classmates in class I-07, SALC, TL IT CC SBMPTN 2013, and those whom I cannot mention one by one, thousands of thanks go to them for being my second family.

Finally, I realize that my thesis is far from perfection. Criticisms, opinions and suggestions to improve the thesis are expected from the readers.

Yogyakarta, September 30th, 2013

The writer

Ultivatun Deka Ocvaliana M.

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ABSTRACT

This research, which is action research, is aimed at improving the process of teaching and learning process of speaking through Macromedia Flash Animation movies at grade VIII of SMP N 3 Sleman, Yogyakarta in the academic year of 2011/2012. The implementation of Macromedia Flash animation movie was planned by integrating Computer Assisted Language Learning (CALL) in the classroom.

This research consisted of two cycles. The procedures of the research were reconnaissance, planning, implementation and observation, and reflection. The researcher worked collaboratively with the English teacher and the students. The subjects of this research were 36 students of class VIIIA of SMP N 3 Sleman, Yogyakarta in the school year of 2011/2012. The data of this study were qualitative which were obtained through observations and interviews with the students and the collaborator. The data were in the forms of field notes, interview transcripts, and pictures. The instruments for collecting the data were observation sheets, questionnaire, interview guideline, digital camera, and a smart phone equipped with a camera and voice recorder. The data were analyzed in five stages: assembling the data, coding the data, comparing the data, building interpretation, and reporting the result. The Macromedia Flash animation movie was implemented to improve the process of teaching and learning speaking. In the first cycle, it was about telling past events. In the second cycle it was about describing things

After the implementation of this strategy, it can be concluded that strategy of using Macromedia Flash animation movies is one of the appropriate strategies to solve the students' problem in speaking because it can stimulate the students to speak English. The active students become more active and confident in expressing their ideas in English orally while those who are usually passive become active and not shy of making mistakes. It can happen because these strategy was interesting for them. It was also fun and exciting. The students are asked to do the task in enjoyable atmosphere because they did it sincerely not because they had to do it. The indicators of the success of the implementation were that: (1) the students were more active in the speaking activities than the previous conditions; (2) the students were more enthusiastic in doing speaking activities; and (3) the students' self-confidence and motivation to speak English increased.

CHAPTER I

INTRODUCTION

This study is aimed at improving speaking teaching and learning process at the eighth grade of SMP N 3 Sleman by using Macromedia Flash Animation movie. This chapter consists of the background of the study, the identification the problems, the limitation of the problems, the formulation of the problems, the objectives of the research, and the significance of the research.

A. Background of the Study

Language learning is to develop understanding and expression skills. The skills are focused on four skills, listening, speaking, reading, and writing. One skill is influenced by others, if the students get the information, they can give an explanation with oral or written language. By speaking, students can communicate and give information to other students around the world.

Instead of the role it plays in communication, speaking can also facilitate language acquisition and development. In situations when the target language is also a language for instruction in the classroom, speaking is an important means for thinking and learning. Due to the significance of interaction between the teacher and the students, the students and students in the classroom, speaking competence can hardly be appreciated. Lack of speaking competence prohibits the opportunities for students to interact with the teachers and peers in the classroom.

Based on the basic competence and also standard competence of SMP, students of SMP should have the competency to comprehend and/or produce oral and/or written texts in the four language skills; reading, writing, speaking, and listening. Especially in speaking skills, SMP students are expected to be able to express the meanings of the simple transactional and interpersonal oral texts, both formally and informally. Those texts are commonly found with various forms in the daily life contexts. They can be in the forms of recount, narrative, procedure, descriptive, report, exposition, explanation, news items, poems, songs, and specific functional texts (advertisements, notices, announcements, etc.).

Students nowadays face serious problems dealing with their foreign language learning. English has become their school subject since in the elementary school but they do not master it after several years of learning. This might be a difficult problem to solve since the teacher has no significant efforts to make the students participate during the teaching learning process. The everyday class is just centred in the teacher and the students are only passive participants.

However, based on the preliminary observations in the eighth grade of SMP Negeri 3 Sleman Class A, D, and F in the 2011/2012 academic year, there were many problems in the speaking teaching and learning process. The process was mostly dialogue-based activities. The students were only asked to memorize some dialogues and then practice them without any exploration. This made the students cannot speak English fluently and accurately. Even, they found it difficult to tell their daily activities in English although they always do them every day. This difficulty was caused by some problems. Those problems arose from

some factors such as the teaching method, the materials, the media, the teachers, and the students.

Due to the focus of English teaching and learning process in this school was more emphasized on teaching reading, listening and writing, the teacher did not give much attention to the method of teaching speaking. In teaching speaking, he applied a conventional method by asking the students to read the text aloud and memorized some expressions in the dialogue then acted it out with partners. It means that the students were not guided to improve their speaking ability because what they had to do is just memorizing some expressions or reading a text.

The other reason why the teacher tended to limit the time for teaching speaking was because he found that it is hard to make an activity which can encourage all students to get involved in the class. In the books he usually used to teach, there were limited tasks for teaching speaking. It means that the activities were just the same or monotonous. It was just like memorizing expressions which sometimes were not appropriate with the students' condition. For example, the students were given a situation in the airport and then they had to make dialogues related to giving information based on that situation. It cannot be guaranteed that all students in the class have gone to the airport. It means that it was very difficult to imagine how airport looks like. Therefore, it was important to find another source which provides many varieties of speaking activities.

The problem dealing with teaching and learning speaking also came from the use of media. In this class, the teacher used a limited amount of media. For

example, he just gave the students a piece of paper which consists of some pictures with some clues. Their job was to arrange some pictures into a good order and then tell the possible story about those pictures. Ideally, the students need media which can stimulate them to gain idea to speak and also give them enjoyment. Media which were equipped with visual presentation like animation movie can be one of the alternatives. That kind of media can help the students to acquire the use of the expressions in the real situation, hear the right pronunciation of some words, and also make enjoyment. That is why, it is important to give the students enjoyment and avoid them from getting bored during the lesson that possibly become noisy.

The other problem came from the students. The students had low motivation in learning speaking. They considered speaking an unimportant thing as it would not be tested in the examinations. They also feelt that speaking was very difficult to be learned. One of the causes was the use of conventional ways that deals with memorizing a lot of expressions. This made the students feel bored because not all students had a good ability in memorizing something.

In addition, the students had limited vocabularies and minimum exposures. The students tended to repeat a word many times when they had to speak. It was because in the conventional way of teaching speaking, students were not allowed to speak in their own way. They had to obey to the expressions used in the dialogue. It means that the students' vocabulary was limited in the dialogue or text they read. Besides, there was minimum exposure to practice speaking English. It was hard to find a friend to have speaking practices. Those problems affected the

students' confidence in speaking English. It is widely believed that, without structure little we can convey but without vocabularies nothing we can conveyed. It means that vocabularies played an important role in the speaking ability.

Regarding to the facts above, a finding in the search for effective ways to improve the Speaking teaching and learning process at SMP Negeri 3 Sleman was needed. The writer believed that one of the effective ways was by using Macromedia Flash Animation movie that provided effective and attractive materials. Some major features of this software were animation movies including the text, how to pronounce the words, and also the meaning of the difficult words. This movie can stimulate the students to gain ideas about what they have seen and heard from the software. By watching the animation movie, they knew the real situation that they wanted to describe, not only imagine it like what they usually do.

Based on the explanation above and due to the problems in speaking teaching and learning process found in the eighth grade students of SMP Negeri 3 Sleman, the researcher was interested in conducting a research in this school.

B. Identification of the Problems

Based on the facts that had been discussed in the background of the problems, there were some problems in the speaking teaching and learning process at the eighth grade of SMP Negeri 3 Sleman that can be identified based on observation and also interview.

The first problems come from the difficulty of speaking itself. Speaking is a complex skill that involves the knowledge of sound, structure, and culture system of language. In relation to this, Brown (2004:142-143) divides sixteen skills of speaking. The skills are divided into two categories, micro skills and macro skills. The micro skills refer to the production of smaller chunks of language such as phonemes, morphemes, words, collocation, and phrasal units.

The micro skills include producing gambits or expressions of language of different length; being able to pronounce the differences among the English phonemes and its sound; producing English stress patterns and its position in an appropriate structure and contours; producing reduced forms of words and phrases; mastering a lot of words in order to accomplish pragmatic purposes; producing fluent speech in acceptable speed; monitoring your own oral production and use various communication startegies—pauses, fillers, self-correction, repeating—to enhance the clarity of the message; using appropriate speech acts (nouns, verbs, etc.), systems (e.g. tense, agreement, pluralization), word order, patterns, rules, and reduced forms; producing speech in natural combination—in appropriate phrases, pause groups, breath groups, and sentences; using negotiation of meaning to express particular meaning; and using relationship devices in spoken discourse.

On the other hand, the macro skills involve the speaker's focus on the larger elements such as fluency, discourse, function, style, cohesion, non-verbal communication, and strategic options. The macro skills include using the functional expressions appropriately according to situations, participants, and

goals; using appropriate words choice based on the situation and the participants in face-to-face conversations; conveying links and connections between events in the past and communicate such relations as an example to make it clearer; using facial features, kinesics, body language, and other nonverbal cues along with verbal language to convey meanings; and developing and using communication strategies, such as negotiation of meaning, and accurately assessing how well your interlocutor understand you.

The next problems came from external factors which influence the process of teaching and learning of speaking such as teacher, students, classroom management, the media used and also the teaching method. First problem related to the teacher. Teacher usually conducted the speaking teaching and learning process by asking the students to read the text aloud and memorize some expressions in the dialogue then act them out with partners. It means that the students were not guided to improve their speaking ability because what they had to do was just memorizing some expressions or reading a text. They cannot speak based on their wants and their way. They just imitated the expressions they found in the dialogue. This made them find it difficult to respond to the expressions if it happened in the different situation. It was because what they usually do was just memorizing them based on a certain situation in the dialogue. Besides, the teacher did not give enough feedback to the students. It was because he just asked the students to practice in pairs without any control. It resulted in the mistakes made by students in pronouncing the words incorrectly that cannot be noticed well by the teacher because the class was very noisy.

The problem related to the students such as low motivation in attending the class became one of the most crucial problems. It can be seen from students' behavior in the class. They very often came outside the class with many reasons such as wash their hands. Due to the preliminary observation, they had low motivation because of the assumption that speaking was a difficult skill to learn, the monotonous teaching method applied by the teacher, and the fact that speaking was not tested in the final examinations.

Most students were passively involved in the classroom activities. Most of them did not pay attention to the teacher when he gave explanations, especially when he explained the lesson in English. When the teaching and learning activities were still going on, many students talked to each other. The students' response to the English lesson was minimal. They rarely asked the teacher questions because they tended to laugh at other students who were called by the teacher and gave wrong answers to the teacher's questions. Some students did not understand the teacher's instruction in English. As a result, only some students were active in the English teaching and learning process.

Besides, students had limited vocabulary mastery. Vocabulary is the important thing in speaking ability. Without vocabularies nothing we can convey. We cannot say anything without vocabulary items. Therefore, those who have limited vocabularies will think when they were going to say something. It will affect their fluency.

The next problem related to classroom management. The teacher had difficulties in handling the students during the lesson. While the teacher was

explaining or giving questions to a student, or asking some students to practice in front of the class, the other students made noises and did not pay attention to their friends who were practicing or answering the questions. Besides, the classroom activities were monotonous. It was just like memorizing some expressions and acted them out. This made the students bored during the lesson.

Then, the problem appeared from the minimum used of media in the English teaching and learning process. Here, media were not commonly used by the teacher. Of course the teaching and learning process were lack of visual aids which can improve students' listening comprehension and give them enjoyment. This caused the students cannot easily understand the message and made them get bored.

Related to the teaching method, there were some problems to consider. In the teaching and learning process, the teacher did not consider speaking as the students' need. From the interview, the main cause was speaking did not belong to the National Final Examination. Consequently, the teacher thought that it was not important to give enough time allocation for teaching speaking because the focus of teaching English was for passing National Examination which focused on reading comprehension, grammar, and listening. Therefore, many students who got a high score in their final examination cannot speak English well.

C. Delimitation of the Problem

Based on the identification of the problems, the problems that were found in the teaching and learning process at the Eighth Grade of SMP Negeri 3 Sleman

were various. To make it more effective, this action research was limited to the problems related to the media used in the Speaking teaching and learning process. This research was also limited in the use of Macromedia Flash Animation Movie to teach speaking at the eighth grade of SMP Negeri 3 Sleman in the academic year of 2011/2012.

D. Formulation of the Problem

Based on the background and the limitation of the problems presented above, the research problem is formulated as, how can Macromedia Flash Animation movies improve the process of teaching and learning speaking of eighth grade at SMP Negeri 3 Sleman in the 2011/2012 Academic Year**?**

E. Objective of the Study

This study was aimed at improving the process of teaching and learning speaking of Eighth Grade at SMP Negeri 3 Sleman in the Academic Year of 2011/2012 through Macromedia Flash Animation movies.

F. Significance of the Study

There were some advantages that can be obtained from this study, especially in the teaching of speaking. The application of Animation of Macromedia Flash may promote students' speaking skill and the four language skills as well.

1. To the teachers

This research will motivate teachers to apply Multimedia in their teaching in order to make the process of teaching and learning speaking more creative and fun.

2. To the students

The result is expected to improve the students' speaking skill that supports the successfulness in language learning.

3. To the researcher

The research is expected to be an experience in doing a research to find problem, plan, implement and evaluate actions to solve the problems related to the process of teaching and learning of English.

4. To other researchers

Hopefully, this study may give contribution to other researchers who were interested to carry out further research in teaching speaking area.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

This study is aimed at improving speaking teaching and learning process at the eighth grade of SMP N 3 Sleman by using Macromedia Flash Animation movies. This chapter consists of the literature review, the relevant research studies, and the copceptual framework

A. Literature Review

1. The Nature of Speaking

a. Definition of Speaking

Speaking is a productive skill. It involves the speaker to use speech to express meanings to other people (Spratt, Pulverness, & Williams: 2005). Some people think that if they want to be able to speak fluently in English, they need to be able to pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech. However, speaking is more than it.

Thornburry (2001) states that speaking requires the ability to co-operate in the management of speaking turns. It also typically takes place in real time with a little time for detailed planning. In this circumstance, spoken language needs a lot of memorized lexical expressions. Then, the study of written grammar may not become the most important since it is not the most efficient preparation for speaking.

Language learners need to recognize that speaking involves three areas of knowledge:

• Mechanics (pronunciation, grammar, and vocabulary): Using the right words in the rightorder with the correct pronunciation.

• Functions (transaction and interaction): Knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required(interaction/relationship building).

• Social and cultural rules and norms (turn-taking, rate of speech, length of pauses betweenspeakers, relative roles of participants): Understanding how to take into account who isspeaking to whom, in what circumstances, about what, and for what reason.

To beginners, speaking activities can appear more demanding and even threatening than plain writing. First, unlike writing, speaking happens in real time, usually the person you are talking to is waiting for you to speak right then. Second, when you speak, you cannot edit and revise what you wish to say, as you can if you are writing (Goh: 2002).

Spoken language and written language differ in many significant ways. Here are some key contrasts (Lier, 1995:88 cited in Nunan, 2003: 48):

Spoken Language	Written Language
Auditory	Visual
Temporary; immediate reception	Permanent; delayed reception
Prosody (rhythm, stress intonation)	Punctuation

Continued

Continued

Spoken Language	Written Language
Immediate feedback	Delayed or no feedback
Planning and editing limited by channel	Unlimited Planning, editing, revision

Based on the explanation above, simply speaking is a productive skill which requires a lot of back-up factors like knowledge, confidence, self esteem and enthusiasm. It is more demanding than writing on a plain of paper. In speaking, when people make mistakes, they cannot revise it easily as in the written text. People cannot just erase the word and then replace it with another word to revise their speech. That is why, speaking skill is considered more demanding than writing skill.

In conclusion, speaking is the ability to express something through spoken media. Speaking deals with putting the ideas into words about someone's perceptions and feeling and concerns to make other people convey the message. They have to speak to express their ideas about something.

b. Micro and Macro skills of Speaking

According to Brown (2001), in speaking that differs non-native speaker with native speaker is on the performance hesitation, such as the use of "fillers" like *uh, um, well, you know, like,* etc. One of the factors is the idioms of language, as stated in the previous factor. The next factor is the rate of delivery. In speaking, the students are expected to speak fluently, but most

of them fail to do that. The other factors are stress, rhythm, and intonation. English has its own stress, rhythm, and intonation which belong to pronunciation aspect and differ from the other languages. The pronunciation is important in English because different stress, rhythm, and intonation convey different meaning. Then, the last factor is the interaction which needs the creativity of conversational negotiation.

Speaking is a complex skill that involves the knowledge of sound, structure, and culture system of language. In relation to this, Brown (2004:142-143) divides sixteen skills of speaking. The skills are divided into two categories, micro skills and macro skills. The micro skills refer to the production of smaller chunks of language such as phonemes, morphemes, words, collocation, and phrasal units. The micro skills include produce gambits or expressions of language of different length; able to pronounce the differences among the English phonemes and its sound produce English stress patterns and its position in an appropriate structure and contours; produce reduced forms of words and phrases; master a lot of words in order to accomplish pragmatic purposes; produce fluent speech in acceptable speed; monitor your own oral production and use various communication startegies—pauses, fillers, self-correction, repeating—to enhance the clarity of the message; use appropriate speech acts (nouns, verbs, etc.), systems (e.g. tense, agreement, pluralization), word order, patterns, rules, and reduced forms; produce speech in natural combination—in appropriate phrases, pause

groups, breath groups, and sentences; use negotiation of meaning to express particular meaning; and use relationship devices in spoken discourse.

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According to the explanation above, speaking is one of macroskills besides writing, reading, and also listening. There are some aspects under speaking skills which is usually called microskills. Those aspects have to be mastered in order to be able to speak in appropriate way. Some of those aspects relate to pronunciation, word-pattern, gesture, etc.

c. Speaking skill in EFL learning

In the English as a foreign language context, learners do not have an instant knowledge for communication outside their classroom. They may be obtainable through language clubs, special media, books, or an occasional

tourist. However, efforts must be done to create a lot of speaking opportunities for learners (Brown, 2001:116).

Communicative language teaching in EFL context is clearly a greater challenge for students and teacher. Students have minimmumomotivation and difficulties in seeing the relevance of learning English. Moreover, students' level of proficiency is sometimes determined by standardized multiple-choice to examination, so that the "proficiency" often turns out to be related more to the ability to accomplish the standardized test than to the ability to use English for communication and meaningful purposes (Brown:2001).

Speaking, especially in a foreign language, is a very demanding activity for all ages of learners. It is because in order to share understanding with other people using a foreign language one needs to pay attention to precise details of the language. It is also important to organize the discourse so that the interlocutor understands what the speaker says (Cameron: 2001).

Speaking skill needs a lot of practice. According to Pinter (2005) speaking practice starts with practicing and drilling set phrases and repeating models. Accordingly, in the EFL teaching process, the teacher should not burden over demanding tasks to the students just for the sake of fluency and accuracy. Fluency and accuracy are the result of hard and long process of very slowly and gain in a very small increase. But the most important thing is that the students learn something in the process.

d. Factors Contributing to Difficulty in Speaking

Most of the EFL students think that speaking in English is difficult because there are some factors in speaking that are regarded as being difficult as Brown (2001) has identified them. The first factor is clustering, because a fluent speech is not word by word, but it is a phrasal. The second factor is redundancy which aims at providing the clearer meaning. The third factor is reduced forms, because some students who do not learn idioms sometimes make a poor quality of speaking. Then, the next factor is performance variables, such as performance hesitations, pauses, backtracking, and correction.

2. Teaching Speaking

a. The Nature of Teaching Speaking

The goal of teaching speaking is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest (Richard: 2002). They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation. To help students develop communicative efficiency in speaking, teachers can use a balanced activities approach that combines language input, structured output, and communicative output. *Language input* comes in the form of teacher talk, listening activities, reading passages, and the language

heard and read outside of class. It gives learners the material they need to begin producing language themselves.

b. The characteristics of Adolescents Learners

Secondary school students (teenagers) are in fact overall the best language learners (Ur, 1996:286 cited in Harmer, 2000: 38). It is because although teenagers seemed to be less motivated and humorous than adults, they need a little attention from teacher or in other words they are more discipline.

Teenager students, in particular, may be disruptive in class. Apart from the need for self- esteem and the peer approval they may provoke from being disruptive, there are other factors too, such as boredom.

However, we should not become too preoccupied with the issue of disruptive behavior, for while we will all remember the unsatisfactory classes, we will also look back with pleasure on those groups and lessons which were successful. Teenagers, if they are well managed by the teacher, have a great capacity to learn, great potential for creativity, and a passionate commitment to things which interest them. There is almost nothing more exciting than a class of involved young people at this age pursuing a learning goal with enthusiasm. It is a challenge for the teacher to provoke the engagement of the students with the material which is relevant and involving. We also need to consider our students' self- esteem, and be conscious of the need of the students' identity (Harmer, 2002:39).

Some experts says that the problems in teaching the teenagers is the result of the teachers' failure to build the bridges between what that want and have to teach and the students' worlds of thought and experience (Harmer, 2002:39). The teacher, actually, should encourage the students to respond to the texts and situations with their own thoughts and experience, rather than just answering questions and doing abstract learning activities. In other words, the teacher should give the students task which they are able to do rather than risk humiliating them

Based on the discussion above, simply teenager students are very unique. They are in the phase between young learners and adults. They can be lead to discuss about currents issues, still with teachers' guidance, and resolve it like what teacher can do with adults and they can also be urged to play games like what teacher can do with young learners.

c. Teaching Speaking in Junior High School

Teaching speaking to junior high school students or teenagers is different from teaching speaking to adults or even children. They have their own characteristics as teenagers.

One of the important points about Junior High School students is that they experience with the changes in their physical, intellectual, social, and emotional development. They move from childhood to adulthood. Soehardi in Emiriyanti (2002:23) says that there are many characteristics of Junior High School students. The first, they are unstable in their feeling and

emotion. Their emotions are very sensitive. The second, there is a change in their way of thinking. They are able to apply rational logic to all categories of problems, abstract as well as concrete. The third, they want to know anything which is done by other youngster and they want to know something new. The last, they try to get attention from the other opposite sex.

The characteristics of Junior High School students influence how they learn English. The English learning ability is the ability to develop their potential of four skills. Liping (2008) says that secondary school students are learning English.This ability is a potential capacity of teachers who will be actively to dig. Students' learning English ability depends largely on the students' interest in learning, learning methods and learning purpose of the following three areas. The first, the teacher should have a potential to change the passive learning to active learning. The second, English language learning students will no longer be troubled by the problem. The last, language learning is to develop understanding and expression skills.

Some experts share similar ideas on how to teach Junior High School students. Amstrong (1992:34) says that teaching in secondary school requires teachers who are sensitive to differences, flexible, and willing to accept the differences. Lily in Ames and Miller (1994:40) states that a middle school teacher must understand and value young adolescents as human beings. Even with their unique needs, they are to be understood, heard, and respected as individuals.

Langer (2000:4) in her guidelines adds that teachers in an effective program use a variety of different teaching approaches based on the students' need. To give students practice, teachers prepare or find simulated activities that ask students to apply concepts and rules within a targeted unit of reading, writing, or oral language. To help the students bring together their skills and knowledge within the context of a purposeful activity, teachers use integrated activities.

Actually, what teacher should teach to the students relates to speaking skill have been explained in the standard of competence and also basic competence ruled by the ministry of education. The speaking contents for eighth grade of Junior High School will be shown as follow:

Table 1. The speaking contents for eighth grade of Junior High School

Standard of Competence	Basic competence
3. Express meaning in a simple conversation for the purpose of interpersonal and transactional, interactive nature and non-interactive, in formal situations and informal to communicate with their surroundings and in the academic context.	3.1. Express the meaning with a simple spoken language accurately, smoothly and acceptably the transactional and interpersonal conversations, be interactive and informal situations non-interactive to communicate with the environment and / or in the academic context that contains: asking, giving and refusing information; ask, give and reject something, confirming and denying information; asking and giving opinions; deliver, accept and reject the invitation / invitation; expressing and asking agreement / disagreement; praise and respond to praise; give-and-

Continued

	answer greeting.
	3.2. Express the meaning with a simple spoken language accurately, smoothly and acceptably the transactional and interpersonal conversations, be interactive and non-interactive in formal situations to communicate with the environment and / or in the academic context that contains: asking, giving and refusing information; ask, give and reject something, confirming and denying information; asking and giving opinions; deliver, accept and reject the invitation / invitation; expressing and asking agreement / disagreement; praise and respond to praise; give-and-answer greeting.
4. Express meaning in a short spoken text and simple interactive and non-interactive, in formal and informal situations, descriptive form, recount and exposition, to communicate with the environment and / or in the context of academic	4.1. Express the meaning with a simple spoken language accurately, fluently and acceptably in the form of descriptive text, recount, and expositions to communicate interactively in informal situations with the environment and / or in the academic context. 4.2 Express the meaning with a simple spoken language accurately, fluently and acceptably in the form of descriptive text, recount, and exposition in non-interactive communicate in formal situations with the environment and / or in the academic context.
9. Express meaning in a simple conversation for the purpose of interpersonal and transactional,	9.1 Express the meaning in interpersonal and transactional conversation in simple spoken

interactive nature and non-interactive, in formal situations and informal to communicate with their surroundings and in the academic context.	language in informal situation that contains: asking, giving and refusing information; ask, give and deny something, confirming and denying information; requested, and refused to give opinions; express and ask agreement / disagreement; respond to statements and give attention to the speaker; initiate, extend, and close the conversation; and initiate, extend, and close the phone conversation. 9.2. Express the meaning in interpersonal and transactional conversation in simple spoken language in formal situation that contains: asking, giving and refusing information; ask, give and deny something, confirming and denying information; requested, and refused to give opinions; express and ask agreement / disagreement; respond to statements and give attention to the speaker; initiate, extend, and close the conversation; and initiate, extend, and close the phone conversation.
10.Express meaning in a short spoken text and simple interactive and non-interactive, in formal and informal situations, descriptive form, recount and exposition, to communicate with the environment and / or in the context of academic	10.1. Express the meaning with a simple spoken language accurately, fluently and acceptably in the form of descriptive text, recount, and expositions to communicate interactively in informal situations with the environment and / or in the academic context. 10.2. Express the meaning with a simple spoken language accurately, fluently and

	acceptably in the form of descriptive text, recount, and exposition in non-interactive communicate in formal situations with the environment and / or in the academic context

d. The Roles of the Teacher and Students in the EFL of Speaking

Teacher is one of the actors in the classroom. He/she plays some important roles in maintaining the classroom activities. Harmer (2001) gives particular relevance of teacher's roles in order to help students in speaking activities. The first role is as an organiser. Organiser is one of the important roles that teacher should perform to organise students to do various activities. This then involves giving the students information, telling them how they are going to the activities.

The second role is as an assessor. One thing that students expect from their teacher is an indication whether they are getting their English right or not. This is where the teacher has to act as an assessor, offering feedback and correction, and grading them in various ways.

The next role is as a prompter. This is where the teacher gives help and supports the students by offering discrete suggestion without disrupting the activity done by the students.

The last role is as a participant. This is where the teacher uses communicative language to talk with students.

Students are also actors in the classroom. They play a different role from the teacher. Nunan (1989:86) states that in oral interaction tasks, students are required to put language to a range of uses, to use language which has been imperfectly mastered, and to negotiate meaning rather than simply repeating and absorbing the language. However, not all of the students are conscious about the importance of learning English.

e. Speaking Assessment

Brown (2001) proposes an oral proficiency test scoring categories. The scoring rubric involves a holistic evaluation such as, grammar, vocabulary, comprehension, fluency, pronunciation, and task. It can serve as a practical guideline for classroom teacher when designing an oral test. By identifying which of five score the student is in for the six major categories, a total rating can be roughly calculated.

On the other hand, Luoma (2004) points out that a rating scale is important in assessing students' speaking ability since it can determine exactly how the criteria will be applied to the performances. The criteria or aspects of the assessment can be the same as Brown's criteria, such as grammar, vocabulary, fluency, and pronunciation. Meanwhile, the rating scale can be used in each criterion so that the assessment criteria become more detail. By combining the analytic scoring and rating scale techniques, the process of assessing the students' speaking ability will be more detail and easier.The scoring categories are as seen inAppendix E.

3.   Computer as Media of Teaching and Learning Speaking

The emergence of computer in educational brings a new teaching style. Computer plays an important role both for teachers and students. For teacher, computer can assist them in presenting the lesson, managing the classroom activities, correcting and administrating the scoring data. Computer can also help the students to gain knowledge and skills.

The use of computer in educational areas, especially in teaching of English continues to increase at an extraordinary speed. According to harmer (2001:145) the use of computer in language teaching are as follows:

a. References

One of the chief use of computers, either through the internet or on CD/DVD-ROMS, is as reference tool. This can be connected to teaching, the English language or general facts about the world. There is much number of popular resources of English. One of the most popular programs is Electronic dictionary (Harmer, 2001:146).

b. Teaching and testing program

Language teaching software packages, often supplied on CD-ROM, offer students the chance to study conversations and texts, to do grammar and vocabulary exercises, and even to listen to texts and record their own voice.

A number of language tests have gone or are in the process of going electronics as well. Students can send their answers straight from the computer screen to the examinations centre (Harmer, 2001:147).

c. E-mail exchange

One of the main uses for computers which are hooked up to the internet is as senders and receivers of e-mail, allowing easy access to people all over the world. It can be used to communicate with the students from different schools, region, or even countries. Getting students from different countries to write to each other has greatly increased both their English development and especially their motivation.

It should be remembered that, however, e-mails are often in the form of written texts, the form is more speaking-like (informal style).there is less of an obligation for grammatical correctness or even correct spelling. So, while e-mailing may promote the students' fluency, and while it may give the students a real chance to communicate (Harmer, 2001:147).

d. Websites

Almost any web site has potential for students of English. One of the real advantages of the internet is that now, for the first time, teachers and students have access to 'authentic' English wherever they happen to be working (Harmer, 2001:148). There are also some websites which provide video and audio where they can listen to music or watching movie. It can help the students to know the right pronunciation of the English words.

e. The word processor

The most successful use of computers is a word processor. Unlike pen and paper, word processors allow students to compose as they think. Though computers are ideal for students working on their own, they also

have enormous potential for students to work together, either operating program or offering suggestion s about what to do next (Harmer, 2001:150).

Learning media are tools for transmitting the learning message. Learning is a communicative process between learners, teachers, and materials. The role of media is as a mean to connect the teacher, learners, and materials. It can be in the form of hardware and software.

a. CALL (Computer Assisted Language Learning)

1) The Definition of CALL

The abbreviation CALL stands for Computer Assisted Language Learning. It is a term used by teachers and students to describe the use of computers as part of a language course. According to Word IQ (2004:1), CALL is a method of language teaching and learning through computer software specially designed to be used in the classroom. Similarly, Chapelle and Jamieson (2008:1-2) state that CALL is the subject of applied linguistics which focuses on the use of computers for a second language teaching and learning. So, CALL is traditionally described as a means of 'presenting, reinforcing and testing' particular language items.

The implementation of CALL is first,the learner is presented with a rule and some examples, and then answers a series of questions which test her/his knowledge of the rule and the computer gives appropriate feedback and awards a mark, which may be stored for later inspection for the teacher. Jones &Fortescue (1987) in Gündüz (2005:197) indicate that the traditional

description of CALL is unfortunate and they present the computer as flexible classroom aid, which can be used by teachers and learners, in and out of class, in a variety of ways and for a variety of purposes. However, work with the computer, as any other teaching aid, needs to be linked with ordinary classroom work and CALL lessons, like the other lessons, need to be planned carefully.

2) The development of CALL

The term CALL has been defined by many researchers. According toGündüz (2005:197), CALL is perceived as an approach to language teaching and learning in which the computer is used as an aid to the presentation, reinforcement, and assessment of materials to be learned, usually including a substantial interactive element.

Warschauer (1996) in Gündüz(2005:198) divides the development of CALL into 3 phases: behavioristic, communicative, and integrative (multimedia and internet).

Behavioristic CALL is mainly used for extensive drills and explicit grammar instruction. Its applications encouraged a degree of control by offering a choice of materials and practice items, by allowing learners to choose instructional practice of testing modes, and by encouraging them to try again when a wrong answer is given.

Communicative CALL is based on the cognitive theories in which learning is a creative process of discovery, expressions and development

(Gündüz, 2005:199). Here students are allowed to follow some problem-solving activities, such as text reconstruction, games, and simulation. It will stimulate students' cognitive involvement with the target language and spoken communication with other students engaged in CALL tasks.

Integrative CALL tries to integrate the teaching of language skills into tasks or projects to provide direction and coherence. It is characterized by the use of multimedia, hypermedia, and interactive technology to promote integration of skills.

Multimedia language learning applications are formed on CD-ROM. Such application encourages exploratory learning and learners to exercise control over the selection of materials.

Based on the explanation above, simply the application of CALL is as a mean for delivering the materials like tutoring (learning materials are delivered step by step), drills, and practices. It can help the students in understanding the materials that have been learnt. Besides that, there are also games and simulation. It can help the students in applying the knowledge and skills.

3) The significance o CALL

Robert Taylor in Newby, et.al 2000 proposes three basis computers that can be divided into three major classifications. They are computer as a teacher, computer as an assistant, and computer as a learner. As a teacher computer, computer presents instructions to the learners. As an assistant,

computer aids teacher or learner in performing routine tasks. A computer becomes a learner if the learners guide it to perform some tasks.

According to Newby there are some benefits of computer, they are:

a. Interactivity

The computer provides many problems and requires students to respond.

b. Immediate feedback

The computer can inform the learner if his answer is right or wrong.

c. Infinitive patience

The computer never gets tired of doing the drills and practice.

d. Variable level of difficulty

The computer can adjust the level of difficulty depending on the setting or programs.

e. Motivation

The computer may be more motivating the students than paper and pencil exercises.

Therefore, based on the explanation above, CALL is very helpful for experiential learning, motivation, improving students' achievement, authentic materials for study, pleasant interaction, individualization, independence from a single of information, and global understanding.

b. CALL in Teaching of Speaking

Oral communication is very important in language learning process. In today's language classrooms, considerable emphasis is given to oral activities in which learners use the language they have learned to communicate with each other. These activities include simulations, role-plays and discussion. Computer simulations provide a stimulus for such a work, as they offer both a focus for oral activity and a continually changing scenario for learners to talk about. Computers have a useful contribution to the development of oral skills if they are used wisely (Hammersmith: 1998). Dialogue studies can be made by the computers with the aid of the movies; students watching these dialogues can see the conversation, setting and cultural atmosphere clearly. They can also see the body movements and the semiotic background of the conversations and earn a powerful experience and thus improve their communicative competence. These all pave the way to their communicative performances through reinforcing their accuracy, intelligibility and fluency. The main advantage of computer simulations is that they are very motivating. They give learners instant feedback on the effects of their decisions, and this feedback itself stimulates arguments and comments, suggestions and counter suggestions.

c. Multimedia

1) Definition of Multimedia

The term "multimedia" has not always been associated with computers (Roblyer&Schwier, 2003: 157), there is no doubt that it is the merging ofincreasingly powerful computer-based authoring tools with Internet connectivitythat is responsible for the growing interest in and use of multimedia instruction,in both distance and face-to-face environments. This trend is encouraged bygrowing evidence that well-designed online delivery, regardless of the mediaused, can improve retention, expand the scope and resources available inlearning situations, and increase the motivation of users (Fischer, 1997; Bruce &Levin, 1997; Mayer, 2001). For these reasons, the term "multimedia" is nowfirmly associated with computer-based delivery, usually over the Internet andaccompanied and supported by interaction provided via some form of ComputerMediatedCommunication (CMC).

Definitions of multimedia vary in particulars but tend to agree in substance. Mayer (2001: 1) defined multimedia learning simply as "presentation ofmaterial using both words and pictures." Roblyer and Schwier (2003) observedthat definition is problematic, because it is increasingly difficult to distinguishmultimedia from other tools with which it seems to be converging. They also notethat multimedia have sometimes been defined simplistically by the storagedevices they employ, e.g., CD-ROM, videodisc, DVD, etc., a practice theyregard as clearly inadequate. Roblyer and Schwier offered this definition ofmultimedia: "A computer system or

computer system product that incorporatestext, sound, pictures/graphics, and/or audio" (p. 329). They added that themultimedia implies the purpose of "communicating information" (p. 157).

In keeping with the above, in this chapter, the term "multimedia" refers to theprovision of various audio and video elements in teaching and training materials.Usually, the delivery of the media is by computer, and increasingly, it involves theInternet in some way, but the storage and delivery devices, as noted above, aresecondary to the forms of the stimuli that reach the user. The definition assumesthat media are used, but it does not address such design issues as choice ofspecific media for differing pedagogic purposes and levels of user control.

Basic to considering how specific media contribute to the effectiveness orineffectiveness of multimedia is a brief discussion of the available research ontechnology in learning. Multimedia technologies invariably consist of media witheffects on learning that have been studied before, making this knowledgepertinent and applicable here (Saettler: 1990).

2) Characteristics of good Media

Media help the teacher in teaching a lesson in order that the teaching learning process will be more interesting. Media can be in the form of printed media, still media, audio media, visual media, and audiovisual media.

There are some criteria in choosing media used in the process of English teaching and learning. Sudjana and Rivai (2005: 4-5) make a list of six criteria for the selection of media. The criteria are shown:

  a) The media match the teaching objectives.

  b) The media support the content of teaching materials.

  c) The media are easy to be obtained.

  d) Teachers are able to use the media.

  e) There is time to use the media, and.

  f) They are relevant with students' cognitive level.

3) Multimedia and learning

The varying characteristics of different presentation media and modes, and theirimplications for learning, have direct implications for the design of multimediastrategies and materials.

Sound can supplement visual information and can beused to attract attention, arouse and hold interest, provide cues and feedback, aidmemory, and provide some types of subject matter (heart or machinery sounds,voice clips).

Music can be used to augment feedback, grab attention or alertusers, and support the mood of a presentation. *Synthetic speech*, while usefulfor handicapped users, is less effective if too mechanical sounding. Szabo (1998) concludes that achievement gains due to audio are "weak or non-existent." He adds that where benefits are seen, they tend to accrue to the more highly

verballearners. Problems with development costs and bandwidth for delivery of audio can also be significant (Wright: 1998; Szabo: 1998).

Graphics and *color* can be used for various purposes, from simple decorationto higher-level interpretation and transformation (helping the observer to formvalid mental images) (Levin, Anglin, &Carney: 1987). Research has shown thatrealism and detail are not critical in graphics and may, in fact, extend learningtime for some users; relevance is more important than detail (Szabo, 1998). Colormay also distract some learners, unless it is highly relevant to instruction. Asignificant proportion of individuals (especially men) have some degree of color blindness, suggesting that color should be placed under the control of the userwhere possible. The best contrasts are achieved with blue, black, or red on whiteor white, yellow, or green on black.

Animation can sometimes shorten learning times by illustrating changes in the operation or state of things; showing dangerous, rapid, or rare events; or explaining abstract concepts. For some, animation increases interest and holds attention better than text or audio, and the resulting learning seems to be retained (Szabo:1998). Overall, however, research indicates that well-designed and imaginative verbal presentations may be capable of producing similar outcomes (Rieber& Boyce:1990), leading to the conclusion that animation may not possess many unique instructional capabilities.

Video (motion or sequences of still graphics) can be used to show action and processes and to illustrate events that users cannot see directly or clearly in realtime. Video, when used skillfully and artistically, can also emotionally moveobservers and can produce impacts affecting attitudes similar to in-person observation of real events.

4) Macromedia Flash

a) Definition of Macromedia Flash

Macromedia Flash 8 is an animation which has been used by animators to create professional animations. It is very flexible and commonly used to create interactive animations, games, company profile, advertisement, movies, and various web page components (team of Research and Development of MADCOMS 2006). Macromedia Flash 8 also can be used in developing an attractive tutorials. There are some advantages of Macromedia Flash 8 (Sutopo:2003):

- The size of the file is small. It is easy to distribute the materials

- It does not need a high technology of computers' specification in its operation. It can make interactive buttons with a movie or another project.

- The animation can be changed from one shape into another.

- It can be published in several types, for example, .swf, .html, .gif, .fla, .flv, .exe.

b) The Necessity of the System

The requirements for operating Macromedia Flash in order that the program works optimally are:

- Processor Intel Pentium 2.00GHz that run in windows XP SP2 or new version of windows.

- 1 GB of RAM (recommended)

- 2,5 GB of Hard Disk space

c) Interface

Below is the interface picture in the first time Macromedia Flash is open.
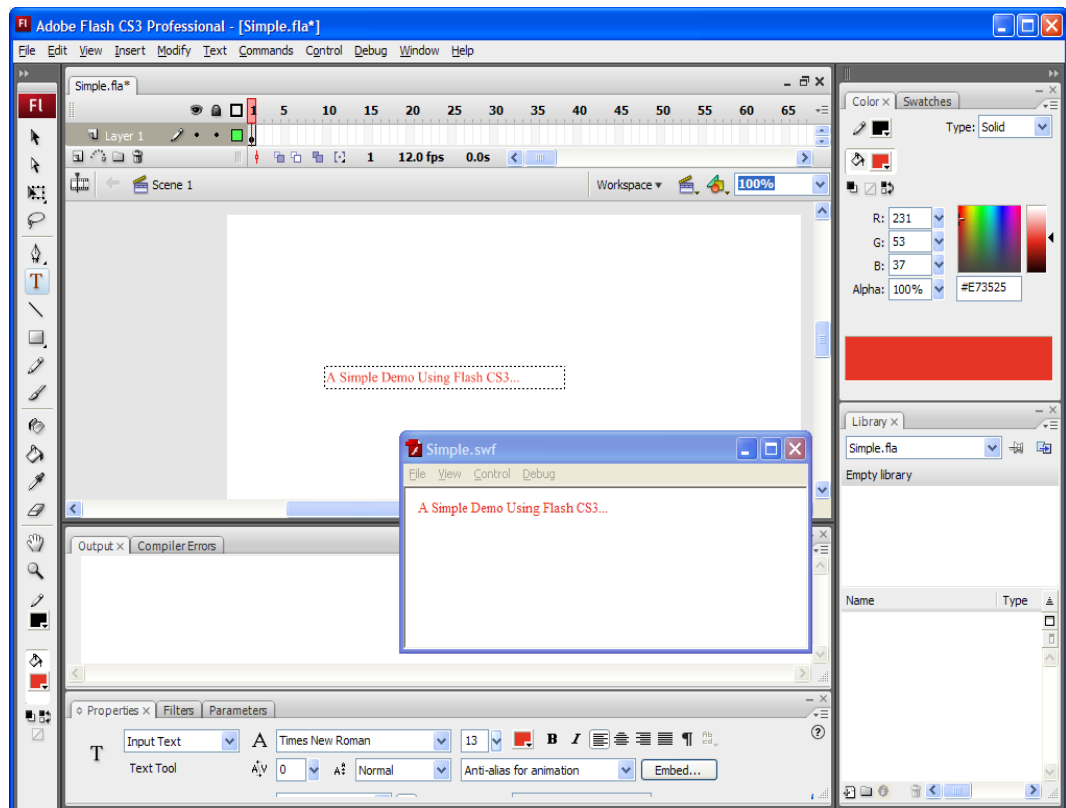
Picture 1. Macromedia Flash Interface

d) The Facilities of Macromedia Flash

There are many components that can be used by the user to create what they want to design.

- Picture

    Pictures are visual symbols that are used to explained data or information, as the beginning elements of presentation. Picture will make better images or visualizations of the instruction materials.

- Text

    A text is kind of Macromedia Flash tools. Text can be combined to make an interactive and dynamic instruction.

- Sound

    Sound is a thing that produces such a sensation, a thing that can be heard (Hornby, 1995: 1135). Macromedia Flash can import sound to following animation or object, in order that the pictures show up be alive.

- Animation

    Animations are movements' simulation from series of picture in layer that makes visual effect in the screen.

5) The Advantages of animation in Language teaching

There are some advantages of using animation in the language teaching and learning process, some of them are as follows:

- Presents both auditory and visual stimulus to the students, allowing easier cognitive tagging and encoding of information. (Multiple intelligences benefit- see Gardner's work on multiple intelligences.)

- Presents material in a way that students are familiar with.

- Presents material in a way that students are being entertained by.

- Has a novelty factor as long as you don't abuse or overuse it.

- Because animation runs on their own, they free up the instructor to do something else during that block of time. (Grade papers, prepare lessons, circulate and keep the class on task, et cetera).

- When used in combination with other modalities, can hold students' attention by causing them to shift from one form of learning to another. (Lecture, then animation, then lecture. Or animation, then group work, then animation.

B. Relevant Research Studies

There were some research studies that researcher used as a reference to develop her research study. This related to the research studies on how to maximize the use of media especially animation movies in the proses of English teaching and learning. Some research studies were listed below:

The first research was Creating E-Learning Material to Teach Essential Vocabulary for Young EFL Learners (CHUJO and NISHIGAKI: 2002). This research dealt with the use of picture dictionaries, loanwords and also e-learning material that contain many words that students usually used in their daily activities. The classroom activities dealt with presentation, practice, and performance that delivered in an attractive media. The result of this research is the students' vocabulary mastery increased as well as the development of enjoyable and fun learning atmosphere. One of the successful indicators of this research is the improvement of students involvement in the teaching and learning process.

The second research was Using 3-D Animation Movies as Media to Improve the Speaking Ability of the Students at YASPA English Training (YET) Course, Trenggalek (Wediyantoro and Lukis: 2010). This research dealt with the use of 3-D animation movies to improve students speaking skills at YASPA English Training (YET), Trenggalek. The result of this study is the students who are usually active become more active and they are who usually passive in speaking become active and confident to express their ideas in English orally.It can happen because the strategy that the researcher applied is interesting for them. The activities are fun and exciting.

The third research was Teaching a Listening and Speaking Course with DVD Films: Can It Be Done? (Katchen: 2003). This research was designed with a view to gauging and enhancing the effectiveness of using DVD films to teach listening and speaking. The result of this study is using videos are more effective in teaching listening and speaking. It is because the students can hear the natural

sounds of the native speakerad thus the do represent authentic language. And again, the use of video intead of written text is more interesting for the students.

All of those researches above were used as references and comparison for the researcher in conducting this research which relates to the use of media in teaching and learning process of speaking in junior high school.

C. Conceptual Framework

In a language learning context, speaking becomes a means for learning the language as it is used for interaction among students with students and also students with the teachers. Through this interaction, learners may get linguistic and non linguistic knowledge which are necessary for communicating in the target language. So, speaking is an important thing in the process of teaching and learning process as oral communication is frequently used than written communication

In fact, the teaching of speaking in junior high school was still far from the word sufficient.It was because teaching speaking was much different from teaching other skills. Teachers need to design effective instructions, provide an appropriate input, and give some kinds of support to improve the process of teaching and learning speaking.

The teacher can support the students in learning speaking by giving them means by which they can be stimulated and attracted. One of the means was Computer-Assisted Language Learning (CALL). In this case, computers did not replace the role of the teacher. It became a tool which connected the teacher,

students, and English. CALL became an effective way to teach speaking since it provided many practices, accommodated individual differences, facilitated group works, and gave the students so much fun. In integrating CALL into speaking instructions, the teacher needed to choose the programs which fulfill some requirements of intelligible sources. Macromedia flash 8 was one of the programs which can meet those requirements.

This study proposed that language learning software, i.e. Macromedia Flash8 software can enhance the process of teaching and learning speaking, which belonged to macroskill that had many difficult microskills to be mastered in order to achieve fluency and accuracy. The software was used by considering the factors contributing to difficulties in speaking such as gaining ideas and also vocabularies. This software helped the teachers by providing some materials especially for speaking which can be adjusted with the students' needs and levels of proficiency. It also allowed the students to improve their pronunciation as they listened to the audio how to pronounce the words appropriately. If they were able to retell the video in their own words, it might indicate that they can speak well. Moreover, it also can attract the students to enjoy the class because realized or not, the teenager students were very interested with the use of technology in the process of teaching and learning. That is why, it was important to do a research study which can improve the teaching and learning process of speaking through the use of media which can integrate what the students' wants, needs, and also lacks of the students with their enjoyment.

As speaking practice was important to build the students' ability to express meaning in the target language orally, collaborative work to increase their speaking practice in action research was then necessary among related research team members those are the teacher and the researcher. Such research became the responsibility of not only the researcher but also all other research members related to the process. By using an action research approach, it was expected that students' speaking practice in learning English will increase.

CHAPTER III

RESEARCHMETHOD

This study is aimed at improving speaking teaching and learning process at the eighth grade of SMP N 3 Sleman by using Macromedia Flash Animation movies. This chapter consists of the type of the research, the setting of the research, the subjects of the research, the research instruments, the data collection techniques, the data analysis techniques, the data validity and reliability, and the steps of the study.

A. Type of Research

The research on efforts in improving the qualities of English teaching and learning process of speaking in the eighth grade of SMP Negeri 3 Sleman, Yogyakarta through Macromedia Flash animation is action research. It tried to find the problems of the speaking teaching and learning process and then found the solution to the problems.

Action research has some steps. According to Kemmis and McTaggrat in Burns (1999: 32), action research occurs through a dynamic and complementary process, which consists of four essential moments. They are planning, implementation, observation, evaluation and reflection. Kemmis in Madya (1994:25) says that the steps in the action research process are identifying the problems, planning, doing actions and observation, having reflection and also making revision. The research member worked collaboratively to identify the

problems related to the Speaking teaching and learning process and then formulated the problems, planned the action to overcome the problems, implemented the action, and made evaluation and reflection. The research is regarded to be successful if there is a significant change in the students' involvement in teaching and learning process.

B. Setting of the Research

The research was conducted in SMP Negeri 3 Sleman. It is located at Jl. Magelang Km. 10 / Jl. Pramuka ,Sleman, Yogyakarta. It is quite near from the main road. The school has a headmaster, 56 teachers, and 12 administration staffs. They are very friendly and willing to share during the research process. This school has some facilities to support the teaching and learning process. There are 18 classrooms, a headmaster office, a teacher office, a mosque, a computer's room, a hall and a yard.

The English teaching and learning process in grade eight was taught by two English teachers who have graduated as a *Sarjana Pendidikan* in the English Education Program. Speaking was taught as a part of English Subject as one of macro skills. The English teaching and learning process in grade eight was held twice a week.

The research was conducted in class VIIIA. The condition of the class was good. There were some windows so that the air circulation was good. There were 20 tables and 40 chairs in the class. The teacher desk was in the front of students' tables. The white board was in a good condition. The room was painted

light green with an Indonesian map hanging on back side of the room and the picture of president and vice president of Indonesia in the other side.

There were about 36 students in each class. They had different characteristics, interests, and attitudes toward English learning. Some students were eager to learn English, but some others were not. Some of them were active, and some others were passive. Students with these differences learn together in one classroom.

The classroom is about 6x7m. So, there is not enough space for the students to move. The English teaching method in this school is only based on the textbooks. The facilities arevery limited especially media, such as flash cards, pictures, cassette, movie, etc., for the English teaching and learning process in the classroom.

The research was conducted from November 7th to November 28th, 2011. The English subject was taught twice a week with 80 minutes for each meeting. In class VIIIA, the English class was conducted on Wednesday at 8.20-9.40 a.m. and on Thursday at 11.15 a.m.-12.55 pm. The main textbook used in this class was LKS (students' work sheet), so everyday class was just LKS centered by using translation method. The teacher rarely used media so the activity was monotonous.

C. Subjects of the Research

The participants in this research consists of the researcher as the teacher, two English teachers as the collaborators, and students as the research focus. The students were from Class VIIIA, consisting of 14 boys and 20 girls. It was expected that the use of macromedia flash animation movie could give contribution to their improvement in the process of teaching and learning of speaking.

D. Research Instruments

Some instruments were used to obtain the data in this research. They were the instruments used to do the reconnaissance process, to measure the students' speaking practice improvement, to prepare the students to the project work, and for the implementation of the project work.

In the reconnaissance process, the observation sheet and field notes were used to write down the problems, facts, and description during the teaching and learning process. An open-ended questionnaire was also used to take certain information needed from the students. The interview guideline was used to take detail information from the students and the teacher to support the findings.

The teacher's observation sheets were used to measure the improvements of the students' speaking practice. The assessment used was based on the speaking assessment by Brown (2004). It was used to decide the improvement of the students' speaking practice during the implementation of the project work.

The preparation of the students' project work was based on the course grid, lesson plans, teaching aids, and handouts. These entire instruments were applied in the learning before doing the project work.

In the implementation of the project work, field notes and interview guideline were used to write down the important things during the action implemented in the field and to take detail information from the teacher and the students in the end of each cycle.

E. Data Collection Techniques

The data collection techniques were qualitative in nature. The data were obtained by interviewing the students and teacher, conducting observation during the teaching-learning process and the implementing of the project work in the field. The data were in the form of field notes and interview transcripts. The instruments for collecting the data were observation sheets, field notes, questionnaire sheets, interview guideline, and a smart phone equipped with camera and voice recorder.

F. Data Analysis Techniques

The data collected were analyzed from the questionnaire, field notes and interview during the research. In this research, the data were analyzed in five stages proposed by Burns (2010). The first stage was assembling the data. In this stage, the data were assembled to be reread on order to state important points to show up the board pattern and to classify what fits together. The second stage was

coding the data in which the pattern of the data can be specified. The next stage was comparing the data that had been specified to see the repetition of the data pattern and the connection among the different data sources. The next stage was building interpretation. This stage developed explanation why particular pattern of interaction and attitude had come up in this project. The last stage was reporting the result, in which the result of the project was presented to others.

G. Data Validity and Reliability

The validity of the data was established by fulfilling the democratic, outcome, process, catalytic, and dialogic validity. The democratic and dialogic validity was fulfilled by involving all the research members to give their perception, opinions and suggestions about the implemented actions. The outcome validity was fulfilled by the successfulness of some actions and the unsuccessful ones which will raise the questions for the next improvement. The process validity was done with the continuous observation and evaluation of each action implemented. And the last, the catalytic validity was seen from the changes of the students' behavior toward the ETL process and to the teacher perceptions about his/her teaching (Burns: 1999).

To fulfill the reliability of the data, the researcher took the data from more than one sources, they were the researcher as the teacher, the English teachers as the collaborator, and the students as the research focus. The data from the sources were analyzed along with the experts' theory and other notes that were related to the data such as the notes of the learning process, students'

achievements and errors during the learning process. The supporting documents such as the lesson plan, handouts, the students' scripts, and the observation sheet of the implementation, were kept as the evidence. After that, interviewing some students had been conducted to know how the students enjoy the class and what they feel during the animation movie played. Some comments, perception, and suggestions about the activities were also captured by doing interview and discussions with the English teachers as the collaborator.

H. Steps of the Study

The earlier phase of doing this research was reconnaissance phase in which the researcher begun to clarify the problem and plan the action to solve the problem (McNiff, Lomax, and Whitehead: 2003). In this study, the researcher had observed the research focus to find the problem as the general idea of the research then plan an act to overcome the problem. The main problem of this research deals with the minimum practice of speakingthat causes the students less in the speaking ability. Then the researcher used the role-play technique to improve the students' speaking practice

The research was conducted by following the action research model proposed by Kemmis and Mc Taggart in Burns (2010). The action research model can be seen below.
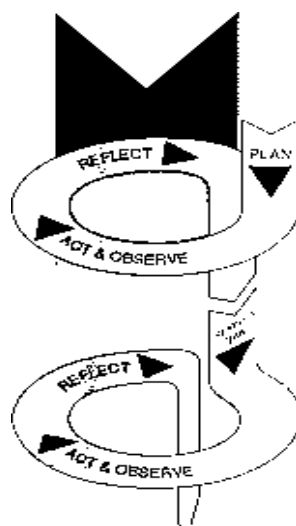
Figure 1: The Action-Research Spiral

(Kemmis&Mc Taggart in Burns: 2000)

There were four main steps according to this model of action research. The first step was planning. In this step, a problem was developed into a plan of action in order to bring improvements in a specific area. The steps of action and observation were done in the same time since they focus on the implementation of action planning as well as observing the action. The last step was reflection. In this step, the effects of the action were evaluated and described in order to make sense of what has happened and to understand the issue that has been explored.The researcher may decide to do further cycles of action research to improve the learning condition.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This study is aimed at improving speaking teaching and learning process at the eighth grade of SMP N 3 Sleman by using Macromedia Flash Animation movies. This chapter consists of the research findings and the discussion.

A. Research Findings

1. Reconnaissance

a. Identification of the problems

To find the field problem of the research, the researcher did the reconnaissance process. There were some steps that had been done before the researcher conducted the research. Firstly, she identified the problems in the field. To identify the field problems, she conducted an observation with the English teacher and the students of class VIII A and also an interview about the process of teaching and learning in the classroom.

To know the real condition of the teaching and learning process, initial observation was also done by the researcher. It was done on November 10th , 2011 at 11.15-12.55 o'clock. In this activity, the researcher observed the teaching and learning process directly.

It can be seen in Vignette 1 below.

....

The English teacher opened the lesson with the prayer, then the English teacher asked the researcher to enter the classroom, and then the researcher introduced herself. After that, the researcher sat on the back of the class to observe the class activities. She also prepared the questionnaires and the field note sheets. Two students were sick, so they should take rest in health room. The class VIIIA consisted of 34 students. The English teacher opened the warming up with asking the students about the material of previous meeting. The English teacher reminded the students about the previous meeting. They had the speaking class and the topic was "my favorite food and drink". The English teacher explained about the favorite food and drink again in Indonesian language and in English. First, the English teacher asked the students about their favorite drink. One of the students answered "*Es teh*". The English teacher translated "*Es teh*" in English. It is ice tea. Then, the English teacher asked the students about their favorite food. One of the students answered "*mie ayam*". The English teacher translated the "*mie ayam*" in English. It is chicken noodle.

At 11.35, the English teacher began to give some vocabularies dealing with "physical appearances". First, the teacher asked the students about their favorite actor or actress. Then, he asked the characteristics of the person. They could start their descriptions from the color and the style of her/ his hair, the shape of their face, nose, the shape and the color of their eyes, their weight and height, and also what does they look like. After that, the teacher gave some dialogues dealing with "describing person". The students were asked to act them out in front of the class with their partner.

....

Appendix A, Field note 3

Vignette 1. The situation of the teaching and learning process in class VIII A

From the observation, it can be seen that the students were only given the dialogue and acted it out. The teacher was the center of the teaching learning process. Therefore, they felt bored and the class became very noisy because they were busy with their own activities which were out of the lesson. They did not have motivation to get involved in the speaking class.

They just participated when the teacher called their name to perform it in front of the class.

The researcher also interviewed the English teacher and some students. The interview was conducted on Thursday, November 14th, 2011. Interview with English teacher and some students were conducted to gain information about the problems of teaching and learning speaking. The result of the preliminary interview could be seen the interview transcript below:

Interview 1
Monday, November 7th, 2011
R: Researcher; T:Teacher

…………………………………………………………………………………..

R : *Bagaimana jalannya KBM bahasa Inggris, khususnya speaking, di kelas VIII pak?* (How was the process of English teaching and learning, especially speaking, Sir?)

S : *Ya, bahasa inggris, apalagi speaking, itu masih jadi momok ya mba. Susah untuk membuat siswa itu aktif. Kebanyakan pada diem, ya yang aktif paling itu itu saja. Yang lainya cuman manthuk manthuk. Kalau disuruh pada gak mau maju, tapi giliran temanya maju, yang lain pada rebut, bahkan sampai keluar kelas dengan alasan yang tidak jelas. Apalagi kelas 8A kan sebelahan sama kantin dan toilet, ya sudah, ada saja alasan mereka untuk keluar kelas.* (Yes, English especially speaking is still the most demanding thing for students. Most of them become passive learners, only a few of them actively participated, others just noded the head. If I asked them to speak in front of the class, no one came up, but when I pointed some volunteers, the other students who were not in charge were noisy and even went outside the classroom with unclear reason. In addition, the class is next to canteen and also toilet, so there are many reasons to come out of the class.)

R : *Dari 4 skill, yang paling susah diajarkan siswa itu apa ya pak?* (Among 4 skills, which one is the most difficult to be taught?)

T : *Kalau berdasarkan pengalaman saya, speaking itu paling susah untuk siswa.* (Based on my experience, speaking is the most difficult for students.)

R : *Kenapa pak?* (Why, sir?)

T : *Karena siswa harus berani ngomong, terus mereka harus merangkai kata dengan benar, sudah gitu vocabnya kurang. Jadi itu*

Continued

Continued

> *susah ngajarinya. Apalagi cuman ada sedikit siswa yang aktif, yang lainya cumin diem kadang malah ramai sendiri*.(The students should be confident enough to speak and they should arrange the words appropriately. Besides, they have less vocabulary; it is very complicated to be taught. In addition, there were only a few students who actively participated, while others just kept silent and even became very noisy)
>
> R : *Lalu, usaha agar siswa bisa memperhatikan apa pak?* (So, what are your efforts to improve the teaching process of speaking, sir?)
>
> T : *Ya biasa aja mbak, di beri dialogue trus praktek di depan kelas.* (Usually, I give the students dialogue and then they practice it in front of the class.)
>
> R : *Kelas apa yang mempunyai masalah besar dalam speaking?* (Which class that has the biggest problem of speaking?)
>
> T : *Kelas VIIIA.* (VIIIA class)
>
> R : Kelas VIIIA, pak? Biasanya itu kelas yang paling bagus. (Class VIIIA, sir? It is usually the best class.)
>
> ……………………………………………………………………………
>
> *Appendix B, Transcript 1*

From the interview, the researcher found that the process of teaching speaking was their main problem. Class VIIIA had the biggest problem of speaking than the others. The students had no confidence to speak up. The English teacher also said that class VIIIA had a big problem on vocabulary mastery. Besides, they were busy with their own activities when the teacher asked them to speak in front of the class. They even very noisy and come out of the class many times with many reasons. He said that it was very difficult to make them stay in the class, enjoy the lesson, and get involved in the process of teaching and learning.

A discussion was held after conducting the observation, questionnaire and interview to analyze the data to find the problems that occurred during the teaching and learning process.

Based on the analyzed data from the field, a number of problems related to the English teaching and learning process in class VIIIA SMP N 3 Sleman are identified as in the following table.

Table 2. The field problems in the English teaching and learning process in class VIIIA SMP N 3 Sleman

No.	Field Problems
1	Most of the students were passive, less motivated, and bored in the class, especially in learning English.
2	The students (especially the male students) were talkative or noisy because the class lies beside the school canteen and toilet. Even, some students went outside of the class many times. Of course it very disturbed the students' concentration during the process of teaching and learning.
3.	The students had less motivation, confident and attention in learning English since the teaching activities were monotonous. The everyday class just focused on a lot of grammar explanation, translating the texts and doing exercises in LKS, without any attention to the speaking practice.
4.	The teacher gave a minimum opportunity to practice speaking. Most of the students tended to be passive in the speaking activities and had low self-confidence in doing conversations in English. Most of them were still afraid of their friends' mockery when they made errors in making conversations in English.
5	The students found difficulties in terms of vocabularies since they did not know how to pronounce some English words.
6	The teacher could not manage the learning atmosphere and tended to dominate the learning process.
7	The media used in the classroom are very limited. Even for describing things. The teacher just asked the students to imagine the things and describing it.

b. Selection of the field problems based on the feasibility level

In this process, the field problems were selected based on the feasibility of the problem to be solved. The problems that had been selected based on the feasibility level are presented on the following table.

Table 3. The field problems in the English teaching and learning process in class VIII A SMP N 3 Sleman based on the feasibility level

No.	Field Problems
1	Most of the students were passive, less motivated and bored in the class, especially in learning English.
2	Some students (especially the male students) were talkative or noisy because the class lies beside the school canteen and also toilet. Even, some students went outside of the class many times. Of course it very disturbed the students' concentration during the process of teaching and learning.
3	The students had less motivation, confident and attention in learning English since the teaching activities were monotonous. The everyday class just focused on a lot of grammar explanation, translating the texts and doing exercises in LKS, without any attention to the speaking practice.
4	The students found difficulties in term of vocabularies since they did not know how to pronounce some English words.
5	The media used in the classroom are very limited. Even for describing things, the teacher did not show something which is real. The teacher just asked the students to imagine the things and describing it.

c. Selection of the field problems based on the urgency level

After the researcher and the collaborator identified the medium problems in the previous process, they discussed the selection of the field problems based on the urgency level. They were divided into urgent and less urgent. The urgent problems were those that should be overcome soon, while

the less urgent problems were those that did not need to be solved soon. The

problems that had been selected based on the urgency are presented on the

following table.

**Table 4. The field problems in the English teaching and learning process
in class VIII A SMP N 3 Sleman based on the urgency level**

No.	Field Problems
1	Most of the students were passive, less motivated, and bored in the class, especially in learning English.
2	The students had less motivation, confident and attention in learning English since the teaching activities were monotonous. The everyday class just focused on a lot of grammar explanation, translating the texts and doing exercises in LKS, without any attention to the speaking practice.
3	The students found difficulties in term of vocabularies since they did not know how to say some English words.
4	The media used in the classroom are very limited. Even for describing things, the teacher did not show something which is real. The teacher just asked the students to imagine the things and describing it.

d. **Selection of the field problems based on the solvability level**

After the researcher and the collaborators identified the field

problems, a discussion was held to weigh the field problems based on the

solvability level. In relation to the solvability level, the problems were put

into three levels, which were easy, medium, and difficult. The level taken to

the next process was the medium-level one because they tend to be feasible

enough to be solved and proper to be researched.

The problems that had been weighed are presented on the following table:

Table 5. The field problems in the English teaching and learning process in class VIII A SMP N 3 Sleman based on the solvability level

No.	Field Problems
1	Most of the students were passive, less motivated and bored in the class, especially in learning English.
2	The students had less motivation, confident and attention in learning English since the teaching activities were monotonous. The everyday class just focused on a lot of grammar explanation, translating the texts and doing exercises in LKS, without any attention to the speaking practice.
3	The media used in the classroom are very limited. Even for describing things, the teacher did not show something which is real. The teacher just asked the students to imagine the things and describing it.

Finally, the problem that the students were bored, less motivated, and tended to be passive and in speaking activities because of the limited used of media in the teaching and learning of speaking was selected as the main problem that would be solved in this study. Since the main target of teaching speaking in junior high school was improving the fluency, in which it can be reached by improving the frequency of practicing speaking, it was important to improve the students' speaking practice. Moreover, the problem selected was feasible to solve in the classroom.

The English teacher's and the students' perception about the problem on teaching speaking could be seen in the quoted interview below. See the Transcript 1, 2, and 3 in the appendices for more explanation.

GBI: Guru Bahasa Inggris (English teacher)	
R: Researcher	
R	*Bagaimana kemampuan speaking mereka saat ini menurut bapak? Apakah sudah bagus atau perlu adanya perbaikan?* (How about their speaking ability now? Is it good enough or need to be improved?)
GBI	*Memprihatinkan kalo saya boleh jujur. Seperti yang saya bilang tadi, speaking seperti dikesampingkan padahal kan penting. Jadi mungkin harusnya ada usaha untuk meningkatkan kemampuan dasar speaking mereka agar saat mereka melanjutkan ke SMA atau SMK kemampuan mereka bisa lebih berkembang.* (Poor, honestly. Like I said before, we pay less attention for speaking though it is important. So there must be some efforts to improve the basic speaking ability in order when they continue their study in senior high, their ability can be more improved.)

(Appendix B, Transcript 1)

R : Researcher	
B: Denis Kusuma (student)	
R	*Kesulitan apa yang kamu hadapi dalam belajar bahasa Inggris?* (What is your biggest difficulty in learning English?)
DK	*Bahasanya susah dipelajari. Nggak pernah latihan ngomong, padahal aku juga pengen diajari cara ngomong bahasa Inggris.* (The language is difficult to learn. I have never learnt to speak; in fact I want to be taught how to speak in English.)

(Appendix B, Transcript 2

R : Researcher	
D: Dian Setyaningsih (student)	
R	*Kesulitan apa yang kamu hadapi dalam belajar bahasa Inggris*? (What is your biggest difficulty in learning English?)
DS	*Ya itu tadi. Nggak pernah diterangin. Padahal murid-murid tu sebenarnya pengen bisa ngomong bahasa Inggris, tapi susah.*

> *Jadi kayak gak puny aide mau ngomong apa.*
>
> (Just like I said. The teacher never explains the topic. In facts, the students want to be able to speak in English, but it is difficult to say that. Just like we have no idea to say.)

(Appendix B, Transcript 3)

According to the findings in the reconnaissance process, one of the main problems in the English teaching and learning of speaking was the minimum opportunity of speaking practice that caused the students had low ability in speaking. The result of the questionnaire shows the main problem in teaching and learning speaking lied in the teacher's attention in teaching speaking, in which speaking seems to be unimportant so the teacher rarely teaches speaking. In facts, 24 students stated that they wanted to practice speaking instead of translating text and exercise like they usually do in English class. It gave negative effect to the students' perception about learning speaking since the students rarely practiced to speak.

e. Pre-requisite analysis

After the researcher and the collaborators identified and selected the problems to be solved, a pre-requisite analysis was conducted to find causes and effects of the relationships among the problems faced in the field. The analysis was conducted by having a discussion with the teacher as the collaborators. From the discussion, there were some possible causes of the field problems that can be seen as in the following table.

Table 6. The field problems in the English teaching and learning process in class VIII A SMP N 3 Sleman based on the feasibility level

No	Field Problems	Possible Causes
1	Most of the students were passive and bored in the class, especially in learning English.	1. The teacher did not give many opportunities for the students to practice. It means that the teacher did not encourage the students to speak in English. This was what made them were not confident to speak in the target language 2. The teacher was just doing translation drilling and tended to avoid speaking activity.
2	The students had less motivation, confident and attention in learning English since the teaching activities were monotonous. The everyday class just focused on a lot of grammar explanation, translating the texts and doing exercises in LKS, without any attention to the speaking practice.	1. The teacher rarely conducted speaking activity. In fact, speaking practice could help the students to build their confident. If they could speak English, they would be confident enough because some students measure the ability of learning English from their ability to speak English. 2. The teacher dominated the teaching and learning process by giving them such a lot worksheets dealing with reading comprehension and also grammar translation.
3	The media used in the classroom is very limited. Even for describing things, the teacher did not show something which is real. The teacher just asked the students to imagine the things and describing it.	1. The teacher knew less about technology in teaching English. Even, they thought that teaching a language did not need technology. 2. The teacher did not aware about the development of the technology in teaching English. It made there is no media that could be used as a mean to improve the students' ability in speaking

Since the possible causes were identified, it was important to analyze the relationship of the problems above in order to find the effects of the relationship of the crucial problems with the other problems. The first problem dealt with the students' motivation in learning English.

Motivation is such an intention that pushes someone to do things in order to achieve a set of goal. It deals with the students' feeling and engagement in the learning process (Harmer: 2001). In line with the students' minimum motivation, it could be influenced by extrinsic and intrinsic factors. The extrinsic factors came from outside the students, for example they were overwhelmed with grammar explanation, the teacher rarely conducted interesting learning activities or used teaching aids to attract the students' attention in learning, the teacher rarely used media to teach, even he just asked the students to imagine something when they were asked to describe things, they rarely got reward for their achievement,.

The intrinsic factors come from inside the student, for example they were not aware about the advantages of learning English, they were still anxious on learning English, and they thought it difficult to learn English since they were overwhelmed with grammar explanation. In fact, the students should not be overwhelmed with grammatical accuracy in order to build their willingness to speak in English. What they had to do first was sustaining their fluency by doing a lot of speaking practice.

Dealing with those problems, the teacher seemed to be careless. It can be seen from the method he used in everyday class. He tended to ignore speaking practice and used the same techniques in every meeting, in which the students had to translate and did some exercises in the students' worksheet; he also rarely used media in delivering materials. Since the students were less-motivated, it will affect their self-confidence in their involvement in the teaching and learning activities. They tended to be afraid and shy to do all the activities, especially speaking activities. They were afraid of their friends' mockery when they made pronunciation mistakes during the speaking activities.

As the result of those problems above, the students tended to be passive since the teacher tended to dominate the class activities and gave a minimum opportunity to practice speaking. In fact, speaking skill needs a lot of practice.

f. Determining the actions to overcome the problems

Having agreed on the solvable field problems above, the researcher and the collaborators tried to look for the action that could overcome the field problems. The other research member entrusted them to determine the actions. But, before the researcher determined the actions to overcome the problems, first of all, she analyzed the description of the students, the students' needs and the learning needs. It was aimed to match between the actual problems existed and the technique being implemented.

1) The Description of the Students

The research was conducted in Class VIIIA consisting of 14 boys and 20 girls. Their age ranged from 13-14 years old. Actually the total number of the students of Class VIIIA was 36 students, but two students were absent when the researcher did the observation and distributed the questionnaire.

2) The Description of the Students' Needs

The description of the students' needs included the goal and input. The goal dealt with what the students expected to have in the teaching and learning process. Based on the questionnaire analysis and interview, they were expected to have some kinds of activities that allowed them to do speaking practice. It can be seen on the questionnaire analysis and quoted interview below.

Question	Answer
Apa saran kamu agar belajar berbicara dalam bahasa Inggris di kelas menyenangkan? (What is your suggestion in order to make learning speaking in English interested?)	*24 siswa menjawab memperbanyak latihan* speaking dan menggunakan media seperti nonton film untuk meningkatkan kosakatanya (24 students answered, improving speaking practice and used media such as movies to improve their vocabulary mastery) *8 siswa menjawab merubah cara mengajar guru agar tidak tegang* (6 students answered, changing the way of teaching so it can be relaxed) *3 siswa menjawab mengurangi kegiatan menterjemahkan bacaan* (3 students answered, reducing translating activity) *2 siswa menjawab guru harus*

Continued

Continued

Question	Answer
	lebih sering berbicara bahasa Inggris (2 students answered, the teacher should be more often speaking in English

(Questionaire Analysis, question number 12)

R : Researcher

D: Dian Setyaningsih (students)

R	*Kegiatan seperti apa yang kamu sukai untuk belajar bahasa Inggris?* (What kind of activity do you like in learning English?)
DS	*Apa, ya? Kalo aku senengnya nonton film yang berbahasa inggris atau dengerin lagu nanti trus disuruh nyeritain lagi Bosen kalo cuma nerjemahin terus.* (I like watching movies and also listening to the music and then retell it in our own perception, so we can be relax as well as learn. I am bored if it is just translating all the time.)

(Appendix B, Transcript 3)

R : Researcher

D: Dennis Kusuma (student)

R	*Kegiatan seperti apa yang kamu sukai untuk belajar bahasa Inggris?* (What kind of activity do you like in learning English?)
DK	*Aku pengen belajar ngomong, Miss. Tujuan belajar bahasa Inggris kan harusnya agar aku,.. maksudnya muridnya bisa ngomong. Tapi ini nggak pernah ada pelajaran ngomong gitu.* (I want to learn speaking, maam. The goal of learning English should make me... I mean the students are able to speak. But so far, there is no speaking activity.)

(Appendix B, Transcript 2)

The input dealt with the materials taught in the process of teaching and learning. In the everyday class, the teacher only took the materials from the textbook and LKS. The students did translation all the time. In facts, they were bored with the monotonuos activities like translating the texts and doing exercises in the LKS.

3) The description of the Learning Needs

Based on the observation, the teacher only focused on teaching translation and grammar without giving a lot of chances for the students to do speaking activities. As the result of this method, their speaking ability was just stuck in the low level since there is only a little chance to practice speaking. They were mostly passive and difficult to involve in every conversation or discussion in speaking lesson. This can occur as they were not confident as well as did not have motivation in every speaking activity. The teacher herself admitted that the students' level of proficiency was low. It can be seen in the quoted interview below.

GBI: Guru Bahasa Inggris (English teacher)	
R: Researcher	
R	*Bagaimana kemampuan speaking mereka saat ini menurut bapak? Apakah sudah bagus atau perlu adanya perbaikan?* (How about their speaking ability now? Is it good enough or need to be improved?)
GBI	*Memprihatinkan kalo saya boleh jujur. Seperti yang saya bilang tadi, speaking seperti dikesampingkan karena tidak masuk dalam ujian nasional padahal kan penting...* (Poor, honestly. Like I said before, we pay less attention for speaking because it did not belong to national examination though it is important...)

(Appendix B, Transcript 1)

Based on the need analysis above, the researcher made an action plan to overcome the main field problems. The actions were in intended to overcome problems, the researcher agreed to do something to improve the situation in order that:

1) the students became actively involved in the speaking teaching and learning process.

2) the teaching materials were selected based on the syllabus.

3) the selected necessary media was Macromedia Flash Animation Movies.

4) The appropriate activities are selected to create a good atmosphere in the process of teaching and learning of speaking.

5) Some vocabulary games are used to increase the students' vocabulary mastery.

2. The Report of the Implementation of Actions in Cycle I and II

This part consists of Cycle I and Cycle II. Cycle I includes Planning, Action and Observation, and Reflection. Cycle II includes Planning (revised planning), Action and Observation, and Reflection.

a. Cycle 1

1) Planning

After the researcher and collaborators formulated the field problems and the actions to solve the problems, they made some plans to be implemented in the first cycle. Based on the problems that had been determined, they hoped that Cycle 1 could change the Speaking teaching learning into the following condition.

1) The students can actively get involved in the process of teaching and learning of speaking.

2) The students cannot be bored.

3) The students can enjoy the class.

4) The students can improve their vocabulary mastery.

5) The students can be motivated to learn English .

6) The students can speak English fluently and accurately.

To achieve the expected situation, the researcher and the teacher planned to implement some actions in Cycle 1. They were:

1) Deciding "telling past event" as the topic,

2) using Macromedia Flash Animation Movies in improving the process of teaching and learning speaking,

3) Applying group work activities by using Macromediaa Flash Animation Movies to improve the students' interaction and involvement,

4) preparing the Macromedia Flash Animation Movie instrument that was necessary.

All actions above were implemented simultaneously. It means that in three meetings, the research members would conduct some actions. They arranged to implement the actions every Monday and Thursday by following the school calendar.

2) Action and Observation 1

For the action, the researcher, collaborators, and the English teacher tried to improve the process of speaking teaching and learning of the students at the eighth grade of SMP Negeri 3 Sleman, Yogyakarta. Based on the planning that had been agreed, the researcher, the collaborators, and the English teacher implemented the actions three times. They were on November 14th , 2011, November 16th , 2011, and November 17th , 2011.

The actions were done every Wednesday at 8.20 – 9.40 and Monday at 11.15-12.55. During the speaking teaching learning process in the classroom, the research member observed the implementation at the actions. It was the researcher as the teacher who did the actions. The learning materials in Cycle 1 were taken from the syllabus of speaking and English textbook "*Let's Talk*".

In the first cycle, the teacher showed Macromedia Flash Animation Movies. The teacher asked the questions to stimulate the students to involve in the teaching process. The complete action was presented as follows.

1) The teacher showed Macromedia Flash Animation to get the students attention and also to familiarize the students with technology.

2) The teacher explained the content and the form of the material which was about "My Holiday".

3) The teacher divided the class into 8 groups. Each group consisted of 4 or 5 students.

4) The students were sitting in each group. The teacher and the researcher distributed the worksheet for each group.

5) The students made questions and also summary about the animation movie which was being showed.

6) After the students finished it, the teacher asked some questions dealing with the animation movie to stimulate the students' idea.

7) Then, the leader of the group retold the story that was played. They might look at the points that were noted in their worksheet to make them easier in remembering the story. After she or he ended it, the other groups may ask some questions.

8) After all groups presented in front of the class, the teacher gave feedback on their performances.

In Cycle 1, the researcher, the collaborators, and the teacher observed the process very accurately and carefully. The researcher wrote the observation in the field note sheet. For documentation, the researcher used a camera for documenting the observation.

The observation had been done accurately and carefully. The researcher used the research instruments which was a field note paper and the camera to make documentation of the speaking teaching learning process. Based on the observation, the speaking activities by using Macromedia Flash Animation had a little weaknesses dealing with the students vocabulary mastery. The students were still lack of vocabularies so they could not retell the story fluently. Besides, only some students who got involved in the class because in the beginning of the class, the researcher said that only one who became the leader who would perform in front of the class.

It could be seen from Interview 2 below:

(R: Researcher; S: Student)

R : *Tadi ada kesulitan tidak dalam merangkai kata?*(Did you have difficulties in arranging the words?)

S : *Iya mba.*(Yes miss.)

R : *Kesulitannya apa?* (What are your difficulties?)

S : *Ga tau bahasa inggrisnya mba.*(We did not know the English of some words.)

R : *Terus bagaimana kalian bias menceritakan kembali?* (How did you retell it?)

S : *Kan tahu isinya mba.* (We knew the content.)

R: *Kenapa tadi pada ramai ya pas ada yang maju*? (Why did you become very noisy when your friend in group was performing in front of the class?)

S: *Kan* yang *maju cuman satu mba*. (There is only one who would perform in front of the class miss)

Appendix B, Transcript 4

They were lack of vocabularies. Some students also concerned with their personal chat because they had no responsibility to perform in front of the class. The situation could be seen in the vignette bellow:

…………………………………………………………………………………..

Kelompok 2 terlihat sangat antusias berdiskusi mengenain film yang telah diperlihatkan tadi. Mereka terlihat saling bertukar informasi tentang kejadian yang ditampilkan dalam film animasi tersebut.Terkadang juga mereka berselisih faham mengenai kejadian yang terdapat dalam film. Salah seorang siswa berkata bahwa tokoh ayah dalam film animasi tersebut ingin pergi pantai dan yang lainya berkata bahwa ayah ingin pergi ke gunung. Tetapi, pada akhirnya mereka mencapai kesepakatan pada semua jalan cerita.

The second group was very enthusiast to discuss the movie which had been played. They looked sharing information about what happened in the animation movie which was shown. Sometimes, they also had their

own perception about what happened in the movie which was not in line with others. One of the students said that daddy wanted to go to the mountain, and the other said that he wanted to go to the beach. Finally, they reached agreement about the whole actions in the movie.

………………………………………………………………………………………..

Appendix A, Field note5

Vignette 2. The situation when the students had been confused in remembering the animation movies.

To maintain the students' motivation to get involved in the teaching and learning process the researcher played some animation movies. Then, it was followed by some activities such as question and answer activities, and also performances.

1). Question and Answer Activities

At the beginning of the lesson, the researcher used this activity to attract the students' attention and to motivate them to be involved in the teaching and learning process. In this activity, the researcher asked the students a question related to the topic and then the students answered the question. This activity was used in the warming up to stimulate the students' motivation to learn and speak English.

The researcher introduced the topic to the students by using question and answer activities. The students seemed enthusiastic when the researcher asked them a question, even if they did not know the English words, sometimes they asked the researcher to repeat and translate the words into *Bahasa Indonesia*. They tried to answer the questions in

English although they had to ask their friends or the researcher about the English words.

When researcher asked them, "What story is this?" and "*How was the movie?*", the students seemed enthusiastic in waiting for the chance to answer the questions. The researcher asked them one by one randomly. At first, they seemed to be panic, and did not answer the questions because they thought they had to answer the questions in English. Then, the researcher translated it into *Bahasa Indonesia* and allowed them to answer the questions in *Bahasa Indonesia* if they did not know the English of some words. When the students used *Bahasa Indonesia* in answering the question, the researcher translated it into English, and then they repeated after the researcher. Although they pronounced the English words incorrectly, they tried to use English in answering the researcher's questions. It can be seen from the field note below:

> *Saat peneliti memberikan pertanyaan dalam Bahasa Inggris, beberapa siswa tampak sangat panik, dan sebagian siswa hanya diam saja. Kemudian peneliti mengartikan pertanyaan tersebut dalam Bahasa Indonesia, beberapa siswa mulai merespon pertanyaan tersebut tapi sebagian besar menjawab dalam Bahasa Indonesia. Kemudian peneliti memberi tahu kata yang dimaksud dalam Bahasa Inggris dan siswa menirukan. Peneliti juga menggabungkan Bahasa Indonesia dan bahasa Inggris saat bertanya. Beberapa siswa berusaha mencari kata yang dimaksud dalam buku.*

> (When the researcher asked a question in English, some students looked panic and some of them just kept silent. Then the researcher translated the question into Bahasa Indonesia, some students tried to respond to the question but most of them answered it in Bahasa Indonesia. Then the researcher told them the answer in English and the students imitated her. The researcher used Bahasa Indonesia and English in asking the students questions. Some students tried to look for the meaning of the word in their book.)
>
> *Appendix A, Field note 5*

In this case, question and answer activity were not always conducted in English. The researcher used English in asking the questions, but sometimes she had to translate them into *Bahasa Indonesia.* The students tried to answer the teacher questions in English, but sometimes they used *Bahasa Indonesia* or mixed them. When the students at first found many difficulties in pronouncing the English words they tried to ask the researcher and their friends. Therefore, the process of teaching and learning was apparently interesting. It seemed to the researcher that they had willingness to speak English.

2) Performances

After stimulated the students by giving them some simple questions related to the movie which was played, the researcher asked the students to retell the story in front of the class. They might write some

points of the movie to remind them the story. They loved the activity very much. It can be seen from the interview below.

R: Researcher	
N: Nimas Hastika	
R	*Nimas, bagaimana pelajaran Bahasa Inggris tadi? Senang tidak?*(Nimas, how was the English lesson? Did you enjoy it?)
Nimas	*Senang banget, Miss …. Asyik.* (Yes, I like it.)
R	*Asyik? Asyiknya bagaimana?* (Which part did you like?)
Nimas	*Filmnya lucu dan mudah dimenegerti mba. (* The film was very funny and easy to understand.)
R	*Kalo untuk performances bagaimana? Ada kesulitan tidak?* (What about the performances? Are there any difficulties?)
Nimas	*Ya ada yang susah, soalnya kan harus retell dalam bahasa Inggris, sedangkan banyak kata- kata yang aku gak tau.* (Yes, of course, because we have to retell it in English but we did not know the English of some words.)

Transcript 6

3) Vocabulary Games

This activity was used to increase students' vocabulary mastery. This game began with a word given by the teacher as the root. After that the students, one by one, mentioned a word which started by the last alphabet of the previous words. For example, the researcher said "cheer", so the first students had to mention a word which began by "r", and he/ she also had to mention the meaning. It was done about 15 minutes every meeting. It was very useful for the students to increase their vocabulary mastery. The students who could not mention a word would be given a punishment to sing an English song or read a poem.

c. Applying group work activities

Group work was applied in some of the activities in this cycle. The groups were arranged based on their seats.

During the group work, the students could express their opinion in finishing the task. They think that it was easier to do the discussion when they worked in groups than when they worked individually. Most of the students were more active in their group discussion, although there were still one, two or three students who were passively involved during the discussion. Moreover, in presenting the result of their discussion, some of them had the same chance to present it in front of the class.

3) **Reflection of Cycle 1**

After implementing the action, the researcher, English teacher and the collaborator did some reflections. The reflection was done on November 18th, 2011. It was done based on the observations of the teaching and learning process, the students' opinions, and the comments from each research member. The results of the reflection were as follows:

1) Question and answer activity in the beginning of the lesson could build the conducive atmosphere in the classroom, and could motivate the students to try to speak in English. Although this activity was not completely done in English, but the students tried to use English when they answered the questions.

2). Animation movies to attract the students' attention involved in the teaching and learning process were effective. However, the students who sat in the back cannot clearly see the film because there were many students in front of them.

3) Games, for example vocabulary games, were very effective to motivate students in the English teaching and learning process. It was very interesting and also could motivate them in learning simple instructions.

4). Using group work was effective to improve the students' involvement during the group discussion. Although, there were two or three students who were not involved in the group discussion, most of students were actively involved.

In this cycle, there were still some weaknesses that must be improved, such as:

a) Some pictures were not clear from the back row, so some students who sat on the back row still made noises when the researcher was explaining parts of the body in front of the class.

b) It was difficult to divide the students into groups of four because the girls and the boys did not want to be in one group.

In conclusion, there were some activities that had been done in Cycle 1. Most of those activities were effective to improve the students' involvement and made them more actively involved in the teaching and learning process, although there were still some deficiencies in those activities. Question and answer activity were effective as the warming up to build up the English atmosphere in the

classroom. Applying interesting activities such as survey games or kind of vocabulary games could improve the students' involvement during the teaching and learning process, but the media that would be used in those activities must be well-prepared to make the teaching and learning process ran smoothly.

In implementing those activities, there were some media used. Using pictures for explaining the part of body was effective to attract students' attention and have the real understanding about the materials. Showing pictures in front of the class was not effective. The pictures were not clear from the back row, so the students sitting in the back row still made noises. The activities in this cycle were done in groups. Most of the students were more active and felt fear to express their opinion and ideas during the group discussion, although there were some students who still kept silent during the discussion.

In this cycle, there were still some weaknesses that must be improved such as:

1) The students were still shame when they had to retell the story in front of the class alone.

2) There were still some code mixing when the teacher asked them some questions.

3) The students who were not in charge to retell the story, became very noisy in the back.

In conclusion, there were improvement and weaknesses in Cycle 1. They would be basic to correct in Cycle 2.

Before the teacher and the researcher did the next step which is Cycle 2,
they discussed the teaching learning process in Cycle 1. Also, they discussed its
weaknesses and the way to solve it. It can be seen from Interview 4 below.

R: Researcher	
G: Gabby (Student)	
R	*Kalo pelajaran Bahasa Inggris menggunakan film animasi seperti tadi, kamu suka tidak?* (Do you like learning English by using animation movies?)
G	*Suka.* (Yes, I do)
R	*Kenapa?* (Why?)
G	*Filmnya bagus dan bisa langsung tau maksudnya.* (The film were interesting and we can know what it means directly.)
R	*Trus kenapa tadi tetap ribut yang di belakang?* (And why do they keep noisy in the back?)
G	*Gambarnya ada yang kurang jelas dari tempatku Miss.* Kadang kata yang diucapkan juga ga begitu jelas. (some pictures and voice were not clear from my seat.)
R	*O, begitu. Makanya besok duduknya dibuat melingkar saja ya ?* (Oh, I see. Therefore, for the next meeting we will arrange the seat into a circle, ok?)
G	*Ok miss.*

Appendix B, Transcript 7

Another quotation is taken from the interview with the teacher:

R: Researcher	
T: Teacher	
R	*Bagaimana penggunaan film animasi di kelas tadi pak? Kemudian untuk proses implementasinya tadi bagaimana pak?* (What do you think about the use of animation movie, sir ? What about the implementation, sir?)
T	*Ya… Sebenarnya sudah bagus. Siswanya jadi langsung punya gambaran riil tentang apa yang dimaksudkan.* (It was fairly good. The students can have a good understanding about what is meant.) *Saya rasa sudah cukup baik ya. Siswa sendiri sudah cukup tertarik dengan film yang diperlihatkan. Saya rasa sudah mampu menarik perhatian siswa untuk mengikuti penjelasan yang diberikan.* (I think it was fairly good. The students were interested with those pictures. It could attract the students' attention during the lesson.)

R	*Beberapa siswa tidak bisa melihat filmnya dengan jelas pak, apakah cycle selabjutnya kita sebaiknya mengatur ulang tempat duduk seperti bentuk U?* (Some students complained that they could not see the film clearly. For the next cycle, should we arrange the seat arrangement into "U" setting, sir?)
T	*Ya, saya rasa itu baik. Selain lebih jelas melihat filmnya, guru juga bias lebih enak mengontrol para siswanya. (I think it's okay, miss. Besides the students can watch the movie clearly, the teacher also can control* every student easily)
R	*Baik kalau begitu, pak. Untuk next cycle tempat duduknya akan saya atur menyerupai huruf U.* (Yes, Sir, I will arrange the seat like "U" in the next cycle.)

Appendix B, Transcript 8

b. Cycle 2

1) Planning

The result and the reflection of Cycle 1 provided the basis for planning Cycle 2. The discussion was conducted on November 21th, 2011. The focus of the problems was still the same as in Cycle 1 that was on improving the qualities of teaching and learning and changing the passive students to be more active. The actions in this cycle also focused on improving the interaction between the students. The topic was still dealing with describing someone. The action plans for Cycle 2 were:

1) Applying interactive and interesting media to make the students get involved in the teaching and learning activities. In this cycle, the researcher would make a kind of small drama which encouraged the students to improve their confidence and also their involvement in the process of speaking teaching and

learning. In this cycle, it was a little bit different with the cycle 1 because the students here had to perform in groups, while the previous one was an individual performance, that is story telling. In this chance, they had to create the ending of the story which was played before. So, they could make it as free as their imagination. After that, they had to perform in front of the class.

2) Using media to attract and keep students' attention during the teaching and learning process and also to provide stories which could be chosen by the students as their topics in their performance, later. In this cycle, the media used was still Animation Movies. Some animation movies are shown to attract the students' attention and also to help the students in preparing the drama performances by the stories which were shown in the animation movies. By providing animation movies, the students could easily get the content of stories than just reading it in a book.

3) Applying whispering and also vocabulary games. In this cycle, the researcher applied whispering games to improve the students' involvement, concentration, and also pronunciation. In this activity, the researcher gave some tongue twisters so that it seemed more difficult to be remembered.

2) Actions and Observation

The actions of this cycle were carried out four times, November 20th , 2011 , November 21th , 2011, November 23th , 2011, and November24[th] , 2011 .

The theme was still the same, it is descriptive. The data collected during Cycle 2 indicated the following points:

a. Using various interactive and interesting activities

1) Using Media

In this cycle, the researcher still used animation movies. The media were used to attract the students' attention and to create enjoyable atmosphere and also gave the students' idea about the topic for the students' performances.

Here, the quotation which described the situation when the students are doing the activity:

> R : *Hai Dian, bagaimana pelajaran Bahasa Inggris tadi? Lebih menyenangkan tidak?* (Alma, how was the English lesson? Do you like it?)
> DNA : *Lebih asik daripada membaca cerita mba.* (It was more interesting than reading the book.)
>
> *Appendix B, Transcript 9*

2) Applying the whispering game

The whispering game was applied to improve the students' involvement and concentration in the classroom activities. This game was a good way to practice listening and speaking skills. It was suitable for the students of junior high schools of all levels.

The teacher divided the class into four groups (each group consisted of seven students), and then prepared many cards with words written on the cards. All groups stood in rows. The first student of each group came in front of the class

to take a card with words like 'Which watch did which witch wear and which witch wore which watch?'. They then returned to his/her group and whispered the words. The last student of the group then read or spelled the words loudly. The winner was the group which could spell the words correctly.

c. Drama

Drama performance was applied in this cycle. This activity was done in groups of ten. Most of the students were actively involved in groups. Since the numbers of the students were 36, there were 3 groups in the class.

When all of the members were active, the performances would run beautifully. If one of the members was passive, the other members could motivate his friends to be actively involved in the performance. When all of the members were passive students, the researcher must give more attention to motivate them before the performances. Giving attention could motivate them to be more active in the teaching and learning process. A quotation taken from the interview with the English teacher is as follows.

R	*: Dalam performance tadi anak-anak terlihat lebih aktif. Bagaimana menurut bapak?* (In the Drama performance, the students seemed to be active. What do you think about that Sir?)
T	*: Iya, mereka lebih aktif, mungkin karena mereka enjoy dengan aktifitasnya jadi siswa merasa antusias melaksanakanya.* (Yes, they do. They might feel comfortable and eager to do it.
	Appendix B, Transcript 10

3) Reflection of Cycle 2

After implementing the actions, the research members did a reflection on November 27, 2011. It was done based on the observations in the teaching and learning process, the students' opinion and the comments from the English teacher. The results of the reflection were as follows:

a) Grouping was effective to make the students actively involved during the performances. All of the members could motivate each other during the preparation. It also could improve the students' self-confidence.

b) The whispering game was effective to motivate the students to interact with each other in the classroom activities. It also could improve the students' self-confidence and concentration.

c) Giving attention and chances for the passive students to present their work in front of the class could motivate them to be more actively involved in the teaching and learning process.

In conclusion, most of the activities implemented in this cycle were effective to improve the students' involvement. The students were more active during the performance and whispering game. Those activities were done in groups. Grouping was more effective to give more opportunities to the students to get involved during the performance. The use of media, Macromedia Flash animation movies, was also effective to keep the students' attention during the teaching and learning process.

The implementation of the activities in Cycle 2 had no weakness. All problems which appeared in the preliminary observation had been solved in this cycle.

As whole actions, there were many improvements of the speaking teaching and learning process especially in classroom management. The conclusion of the whole problems can be seen from Table 9 below.

Table 7. The summary of the whole action research

Before the action	Plan	After Cycle 1	Revised Plan	After Cycle 2
The students had less vocabulary	The teacher played vocabulary games to improve students' vocabulary mastery.	The students had more vocabulary mastery. However, they still had been confused when they had to speak spontaneously.	The teacher used whispering game which consists of sentences, so they could improve their vocabulary mastery and also structure.	The students' vocabulary mastery increased as they know how to pronounce the words correctly from theanimation movie
Some students were talkative or noisy	The teacher always made the students busy with their duty, so there was no chance for them to be noisy, such as asking them to retell the story in front of the class. It made the students busy to prepare what they would say in front of the class.	The students were under the teachers' control. The class was in conducive situation.	The teacher asked the students to perform a drama, so the students were very busy in preparing the performance. There was no time to chit chat outside the topic.	The students were under the control. The class was conducive.

Continued

Before the action	Plan	After Cycle 1	Revised Plan	After Cycle 2
Most of the students were passive in learning English.	The teacher gave some questions to stimulate the students to get involved in the class after playing the animation movie.	The students were more active although there were still some who were passive.	The teacher gave an assignment to play drama, so all students were in charge to do it.	The students were active in playing the drama.
Some of the students went outside the class many times	The teacher provided an interesting media, such as animation movies and also games to avoid the students felt bored.	The students were interested in all activities, and they enjoyed the class.	The teacher played some more animation movies and gave other games and also role-plays.	The students had a good attention in the class and no one came outside.
There were only a few media to help the teacher	The teacher used animation movies as the media and created enjoyable atmosphere	The students enjoy the class. They felt interested in the media.	The teacher just played some more animation movies than in the previous cycle.	The use of media such as Animation movie which was suitable for the learners as the attention getter and also create enjoyable atmosphere make them fun and exciting in the class.
The activities of the teaching and learning process were monotonous	The teacher played vocabulary games and also showing animation movies followed by questions and answer activity.	The students enjoyed the class much and did not feel bored along the lesson.	The teacher used another game, that was whispering game and also drama, to vary the activity from the cycle 1, so the students were not bored.	The activities were fun and exciting. It can be seen from the students involvement.

Continued

Before the action	Plan	After Cycle 1	Revised Plan	After Cycle 2
The students were less confident, even when the teacher asked them to perform in front of the class, they would find many reasons to reject it.	The teacher asked the students to retell the story in front of the class.	The students were more confident because they had seen animation movies before and clearly got the story. But, Some students who were not in charge, were noisy.	The teacher asked the students to play a drama, which can improve their confidence.	The students were confident enough. When the teacher asked them to perform in front of the class, they would directly do it.

B. Discussions

In Indonesia, English has been taught since elementary schools and even in some schools in cities, English has been taught since kindergarten. Nevertheless, most Indonesian students still lack ability to speak, and so do the students at SMP N 3 Sleman, Yogyakarta.

In speaking classes, the teacher of this school usually gives dialogue of a certain topic, and then the students are asked to memorize and then practice the dialogue with their friends and finally present the dialogue in front of the class in turn. By using this technique, the vocabulary mastery of some students increases, but for some of them it does not. Besides, the class is usually dominated only by those who are active or active students, while the others feel depressed either because they are not good in memorizing dialogues or because they feel shy if they have to make mistakes in pronouncing some words in the dialgue in front of the class. For the active and smart students, it seems that this kind of the task is

easy and they can get involved the class well, but the weakness is that they are just able to speak up the sentences in the given dialogue. It is difficult for them to produce their own sentences. For the passive students, they cannot actively get involved in the class because they feel ignored as the class is dominated by the active and smart students.

In fact, the goal of language learning in junior high school is enabling students to gain the functional literacy; that is the ability to communicate both in simple oral and written English to deal with the daily life activities (Kemendiknas: 2006). If the goal is truly to enable the students to communicate in English, then speaking skills should be taught and practiced in the language classroom. Therefore, if students do not learn how to speak or do not get any opportunity to speak in the target language they may lose their motivation and interest in learning. This is why the speaking practice needed to be improved in order to make the students practice the language more often.

Since the main goal of teaching speaking in junior high school is enabling the students to be able to communicate in English, it is important to build their willingness to speak using the target language. In this case, what should be paid more attention is about their fluency rather than accuracy. When the process of learning English is dominated with a lot of grammatical attention, they will find it difficult to speak in the target language since they have to be correct in grammar.

Ideally, the teacher needed to find a strategy which can stimulate students to gain idea to speak and also give them enjoyment. Media which were

equipped with visual presentation like animation movies can be one of the alternatives. That kind of media can help the students to acquire the use of the expressions in the real situation, hear the right pronunciation of some words, and also make enjoyment. That is why, it is important to give the students enjoyment and avoid them from getting bored during the lesson.

There have been a lot of media applied and developed to help the teacher to improve the students' speaking practice, and animation movies can be one of the solutions. The animation movie is chosen for some considerations. First, *It* can sometimes shorten learning times by illustrating changes in the operation or state of things. Second, it can show dangerous, rapid, or rare events or explaining abstract concepts. Third, animation increases interest and holds attention better than text or audio, and the resulting learning seems to be retained (Szabo:1998). Overall, however, research indicates that well-designed and imaginative verbal presentations may be capable of producing similar outcomes. The most important reason perhaps because substituting the input text with animation movie is fun. It can be an alternative activity to overcome the monotonous activities in the classroom.

The research was conducted from November 7th to November 28th, 2011. The English subject was taught twice a week with 80 minutes for each meeting. In class VIIIA, the English class was conducted on Wednesday at 8.20-9.40 a.m. and on Thursday at 11.15 a.m.-12.55 pm.

The implementation of animation movies in the teaching and learning of speaking was planned by following steps. The first step was finding the animation movies which were suitable with the materials taught.

The second step was the implementation of the animation movie in the process of speaking teaching and learning. Simply, this step was only changing the usual input text that is written text such as dialogue or monologue, with animation movies which conveys video and audio.

Simply, the activity was begun by watching the animation movies which is appropriate with the material that should be taught in junior high school students who were very imaginative and the followed by answering some questions from the researcher. Then, they were asked to describe the pictures or figures from the animation movies they watched. The next activity was watching the animation movies again and then followed by retelling the story based on the animation movies they watched before. The students were asked to retell what happened in the movie. And the last activity was playing other movies and stops it in the middle of the play. It was completion tasks. Their duty was to create the ending of the story in the animation movies based on their own version and then tell it orally in front of the class. They were freely asked to be imaginative in creating what will happen next in the story. Those activities involved group work and whole class discussion, in which the students were given chances as much as possible to express their ideas based on the animation movies they watched.

In the first cycle, the speaking practice which was done by changing the input text into animation movie, succeeded in improving the process of speaking

teaching and learning although it was still insufficiently improved. The action implemented also gave a positive effect to the students' self-confidence, created fun atmosphere, and also increased students' involvement. But there were some problems of the project in the beginning, such as the students got misconception since the researcher explained the instruction too fast. It could be understood because they did such an activity for the first time so they need a lot of explanation, guidance, and direction. In another hand, the students also got some advantages. By using animation movies, students knew how to pronounce the words correctly not like when they just read the text.

In the second cycle, some plans have been revised to more improve the speaking teaching and learning process. The researcher also gave more guidance to the students before they did the tasks. As the result, the speaking teaching and learning process can be more improved. Furthermore, there were some improvements that had been obtained in the second cycle. They were the improvement in the students' fluency, pronunciation, vocabulary, creativity, and enthusiasm. Moreover, they were motivated to improve their English skills, especially their speaking ability. Besides that, the students are under the control. The class was conducive. Besides all the failures that could be overcome, there were some failures that cannot be solved in the second cycle. They were the students' grammatical accuracy and the time allocation.

The result of this research shows that the speaking teaching and learning process improved. It can be seen from the students' participation, the decreased number of passive students in the class, the class was very conducive, and also the

increase of students' ability especially in their fluency. It was found that using the

language more often can improve their fluency. It can be seen on the quoted

interview below.

GBI: Guru Bahasa Inggris (the English teacher)	
R : Researcher	
	Perkembangan yang sangat signifikan itu menurut pengamatan saya terkait dengan rasa percaya diri dan fluency tentu saja. Perkembangan fluency mereka semakin meningkat. Pada awal program ini pronunciation mereka banyak yang salah, bahkan sudah diulang-ulang masih salah. Sekarang bicaranya sudah lebih lancar, tidak malu lagi dan lebih percaya diri dibandingkan dengan awal-awal dulu. Dengan banyak latihan saya yakin mereka akan semakin baik lagi. (Based on my observation, the most significant improvements deal with the self-confidence and fluency of course. Their fluency is so improved. At the beginning of the program, they did a lot of pronunciation mistakes, even the same mistakes. Now they are much fluent, no longer feel shy, and more confident. With a lot of practice, I am sure they will be better.)
GBI	

(Transcript 9)

R: Researcher	
Yusuf Faizal (student)	
	Karena kegiatanya menyenangkan, tidak hanya menghafal dialogue terus praktek di depan, saya jadi gak malu lagi miss buat ngomong. Soalnya udah denger langsung dari filmnya gimana cara ngomongnya. (Because the activity was fun and enjoyable, not only memorizing the dialogue and then practice it in front of the class, I became more confident to speak up. It is because I have heard how to pronounce the words correctly from the animation movie.
YF	

(Appendix B, Transcript 9)

R: Researcher	
DNA : Dianita Nurul A (student)	
	Dulu saya takut kalo disuruh ngomong karena nggak terbiasa, tapi setelah beberapa kali praktek dialog di depan kelas saya lebih percaya diri. (I used to be afraid of speaking because I rarely do that, but after several times practicing dialogues in front of the class I feel more confident.)
DNA	

(Appendix B, Transcript 8)

It was also found that the students were motivated to improve their English skills, especially their speaking ability. They got motivation when they could enjoy the teaching and learning process. The condition could be a positive influence for the students' speaking ability to improve their fluency as well as accuracy. The students also understood the materials better when it was practiced in the real situation.

The students stated it in the following interview.

R: Researcher	
YF : Yusuf faizal	
R	*Kesan apa yang kamu dapat?* (What kind of impression do you get?)
	Pokoknya asyik. Menambah pengetahuan tentang bahasa Inggris terutama cara bacanya yang susah. Selanjutnya saya ingin serius belajar bahasa Inggris, jadi nggak hanya pas di sekolah aja. (It is fantastic. Improving my knowledge about English, especially how to pronounce it. In the future, I want to be serious in learning English, not just in the classroom.)
YF	

(Appendix B, Transcript 9)

R: Researcher	
DNA: Dianita N.A. (student)	
R	*Kesan apa yang kamu dapat?* (What kind of impression do you get?
DNA	*Saya merasa lega dan senang karena bisa belajar berbicara dalam bahasa Inggris. Saya juga jadi lebih bersemangat belajarnya. Kalo bisa mau seterusnya serius belajar bahasa Inggris. Saya pengen bisa ngomong bahasa Inggris. Kalo belajar praktek secara langsung dengan situasi yang nyata kan tambah semangat belajarnya dan cepet ngerti materi yang diajarkan.* (I feel relieved and happy because I can learn speaking in English. I also become more enthusiasm in learning English. I want to continue and serious in learning English. I want to be able to speak English. If we practice speaking directly with the real situation, we feel more enthusiastic and easy to understand the materials.)

(Appendix B Transcript 10)

Based on the results of this research, the students' fluency could be improved if speaking practice was done intensively. On the other hand, it needs a longer time to improve grammatical accuracy. The English teacher said that the students' grammatical accuracy cannot be improved instantly and it needed more time.

> *...*
> *Urusan grammar itu memang butuh waktu dan perhatian ekstra. Tapi kalo tujuan speaking untuk anak SMP kan yang utama fluency mereka, yaitu mengenai keberanian untuk berbicara entah salah entah benar.*
> (… The matters of grammar needed extra time and attention. But the goal of learning speaking for junior high school students is their fluency. It is about their willingness to speak whether right or wrong.)
>
> (Appendix B, *Transcript 10*)

The summary of the success in Cycles I and II is presented on the following table.

Table 8. The summary of the success in Cycles I and II

Cycle I	Cycle II
1. The students' speaking ability was improved along with the improvement of the speaking practice, although it was not significant. 2. The students had more vocabulary mastery. However, they still had been confused when they had to speak spontaneously 3. The students more active although there were still some who were passive.The students enjoyed the activities. 4. The students were under the teachers' control. The class was in conducive situation. 5. The students more active although there were still some who were passive. 6. The students enjoy the class. They felt interested in the media.	1. The animation movies integrated with some communicative activities has improved the students' speaking ability, especially their fluency, by providing them a lot of speaking activity. It was found that using the animation movie which contains authentic language can improve their pronunciation. 2. The students could master vocabulary in their English lesson and know how to pronounce it. 3. The students' self-confidence and motivation have improved. The improvement could be seen from the students' performance, in which they were no longer hesitating or shy in performing in front of the class. 4. The students were under the control. The class was conducive. 5. The students were motivated to improve their English skills, especially their speaking ability. 6. The students had a good attention to the lesson and no one came outside the class with many reasons.

The main point of the implementation of animation movie was that it can stimulate the students to gain idea, not just only memorizing dialogue but they were able to create their own story, and they realized that they got many improvements in their leaning process especially in their fluency. The students

thought that this learning activity was fun and gave then a lot of knowledge, so that they can learn English with a fun activity. Furthermore, this strategy can be used as an alternative way to minimize boredom of the students in the classroom.

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

This study is aimed at improving speaking teaching and learning process at the eighth grade of SMP N 3 Sleman by using Macromedia Flash Animation movies. This chapter consists of the conclussions, the implications, and also the suggestions.

A. Conclusions

The two cycles in this action research were conducted from November 7th , 2011 to November 28th , 2011. After implementing two cycles, the researcher found that Animation movies combined with several activities were effective to improve the speaking teaching and learning process in grade VIII of SMP N 3 Sleman.

The use of animation movie had been proven effective to help the students understood and comprehended the lesson. The students had a short attention span, so that there had been something, for example pictures, that could maintain their attention. In addition, the animation movie could maintain and focus their attention to the teacher's explanation and gave them the real description of the materials, so that the students could pay enough attention to their teacher.

In the beginning of the lesson, it could build the conducive atmosphere in the classroom. It was also effective as a warming up to lead the students' mind to the topic that would be given. This activity also could stimulate the students to

answer the questions in English. Therefore, the students were able to answer the teacher's questions in English.

In the end of the lesson, asking the students to have a simple drama performance enabled the students build their confidence. They could discuss the exercise with their friends and shares what they will do and act in the performance. They could also express their opinion freely.

There were some indicators which prove that Animation movies can improve the teaching and learning of speaking are as follow:

1. The students' attention and also concentration is better than using a text to show narrative or even recount text. The students can catch the content of the story better than when they just read from the book

2. The students' involvement was improved. It can be seen from the teacher's comment after the implementation. The teacher was surprised because the male students who always ignored when they were asked to perform in front of the class became easily asked to had a performance in front of the class. They seemed very enthusiastic.

3. The students were always noisy in the back were relatively quite during the lesson. They are all active in responding the teacher's questions.

B. Implications

The conclusions have described the activities that are effective. They could be considered as some ways to improve the students' involvement through

Animation movies combined with some activities. The implications of the actions are described below.

1. Using animation movie could attract the students to be actively involved in the tasks. The use of media could attract students' attention and help the students comprehending the materials given. It implied that we need to prepare the media well, so that the media could be used maximally.

2. Using animation movies combined by interactive activities can improve the students' involvement in teaching and learning process. The students were very energetic and they need some activities that could make them move. It implied that the teacher needed to be creative in creating and doing the interactive games, so that the students did not get bored easily. Games should be interactive and interesting for the students. The appropriate teaching games would make the students more active and helped them to be able to communicate in class activities.

3. Applying various activities that encouraged students to speak in English could train them to be familiar with English. The use of English in giving instructions, in giving explanations, in giving examples of the activities, and in asking the students were supported by gestures and repetitions in *Bahasa Indonesia*. Forced the students to answer the questions fully in English was not effective to make the students speak. It implied that teachers had to be flexible in using English and the mother tongue during the teaching and learning process in the classroom.

4. Group performance could make the students cooperate with each other and interact more effectively. They also could share ideas and help each other. It implies that:

a. The teacher could apply the group work and pair work to improve the students' involvement.

b. The teacher should continue applying group work activities to make the students learn from each other.

c. Dividing the students into groups and pairs could be an alternative activity to motivate their participation.

C. Suggestions

Based on the abovementioned conclusions and implications, some suggestions will be directed toward the English teacher, the headmaster, and the other researchers.

1. To the English teacher

The English teacher needs to make variation so that the teaching and learning process becomes more enjoyable and interactive. It is essential for the teacher to improve the quality of English teaching and learning process. Besides that, she/he should be more creative in producing and using interesting media such as animation movie which can stimulate students to gain idea.

2. To the headmaster

It is better for the headmaster to provide the required facilities to support the teaching and learning process. Teaching English needs teaching media and equipment such as providing projector or special room for conducting interactive teaching. This finding gives evidence and an input to the teacher about the important role of technique to motivate students in improving their learning. In connection with it, the role of teachers as the motivator can not be ignored. They are expected to be ready to assist students in learning English successfully.

3. To the other researchers

Other researchers who are interested in the same field are recommended to continue and improve this action research in order to find out other efforts to improve the speaking teaching and learning process at grade VIII, SMP N 3 Sleman, Yogyakarta. They can also carry out the action in the other grades in SMP N 3 Sleman, Yogyakarta, in other junior high schools or in other institutions that conduct the English teaching and learning.

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APPENDICES

FIELD NOTE

Field notes 1

Hari, tanggal : Senin, 7 November 2011
Waktu   : 08.30 WIB
Lokasi   : Ruang Tunggu Tamu SMP N 3 Sleman
Hal   : Permohonan ijin penelitian
Keterangan   : KS   : Kepala SMP N 3 Sleman
**   GBI : Guru Bahasa Inggris**
**   P   : Peneliti**

- P datang ke sekolah pukul 08.00 WIB. P menyampaikan maksud kedatangannya pada guru piket yang sedang bertugas. Karena hari ini KS sedang menghadiri pertemuan di dinas pendidikan kabupaten, maka P diminta kembali datang pada hari Selasa saat KS berada di sekolah. Guru piket menulis pertemuan P dengan KS pada hari Selasa, 9 November 2011 pukul 10.00 WIB. P kemudian segera meninggalkan sekolah.

Field notes 2

Hari, tanggal : Selasa, 9 November 2011
Waktu   : 09.30 WIB
Lokasi   : Ruang Kepala SMP N 3 Sleman
Hal   : Permohonan ijin pelitian
Keterangan   : KS   : Kepala SMP N 3 Sleman
**   GBI : Guru Bahasa Inggris**
**   P   : Peneliti**

- P tiba di sekolah pada pukul 9.30 WIB. Sebelum menemui KS, P menemui guru piket yang sedang bertugas. Sesuai dengan janji yang sudah dijadwalkan guru piket pada pertemuan yang lalu, guru piket mempersilahkan P menemui KS di ruangannya. Salah seorang guru piket mengantar P menuju ruang KS.
- Saat menghadap KS, P mengutarakan maksud kedatangannya. KS menanyakan surat ijin dari universitas lalu P menjelaskan bahwa saat ini hanya permohonan informal sehingga jika KS memberikan ijin penelitian, P akan membawa ijin resmi dari universitas dengan tembusan ke Pemkab Sleman, pada pertemuan selanjutnya. KS belum memberikan jawaban dan meminta P menemui salah satu GBI terlebih dahulu untuk meminta ijin mengadakan penelitian. Karena P akan mengadakan penelitian di kelas VIII, KS meminta P menemui salah satu GBI yang mengajar di kelas VIII yaitu Bapak Drs. Agustinus Sudarisman di ruang guru. KS lalu meminta guru piket untuk memanggil GBI yang bersangkutan ke ruang KS.
- KS menjelaskan sedikit tentang P pada GBI lalu meninggalkan P dan GBI untuk berbincang-bincang. P mengutarakan maksud kedatangannya dan

mengenai penelitian yang akan P adakan di kelas VIII. GBI menyambut baik maksud P dan memberi ijin kepada P. P menyampaikan proposal penelitian akan segera diserahkan setelah P berkonsultasi dengan dosen pembimbing penelitian. Selain itu P juga meminta waktu untuk melaksanakan observasi terlebih dahulu sebelum membuat proposal penelitian. Karena GBI terburu-buru akan masuk kelas, P diminta datang kembali minggu depan dengan surat ijin observasi dari universitas sekaligus mengadakan observasi. Rencananya observasi akan dilakukan pada hari Kamis, 10 November 2011. P mengucapkan terima kasih dan pamit pada GBI

Field notes 3

Hari, tanggal : Kamis, 10 November 2011
Waktu   : 11.15-12.55 WIB
Lokasi   : Ruang Kelas VIIIA
Hal   : Observasi kegiatan belajar-mengajar Bahasa Inggris
Keterangan : GBI : Guru Bahasa Inggris
**   P   : Peneliti**

- Kelas bahasa Inggris dimulai pukul 11.15 WIB. GBI dan P memasuki kelas VIII A setelah bel pergantian pelajaran berbunyi. Suasana kelas gaduh saat GBI. GBI meletakan tas dan barang bawaannya di meja guru. Kemudian GBI berdiri di depan kelas dan siswa memberi hormat lalu salam, *"Good morning, Sir."* GBI menjawab, *"Good morning. How are you?"* Siswa menjawab serempak, *"I am fine, and you?"* GBI menjawab, *"I am fine. Thank you."*
- GBI membuka pelajaran dengan berdoa, kemudian GBI meminta P untuk masuk ke dalam kelas, kemudian meminta P untuk memperkenalkan diri secara singkat. Setelah itu P duduk di belakang kelas untuk mengamati kegiatan di dalem kelas. P juga menyiapkan questionnaire dan juga lembar observasi. Dus siswa sedang sakit, sehingga mereka harus beristirahat di UKS. Kelas VIII A terdiri dari 34 siswa. GBI membuka pelajaran dengan menanyakan siswa tentang materi pada pertemuan yang lalu. GBI mengingatkan kembali tentang materi pertemuan sebelumnya tersebut. Materi minggu lalu adalah speaking dengan topic "makanan dan minuman kesukaan saya". GBI menjelaskan tentang makanan dan minuman kesukaan dalam bahasa Indonesia dan juga bahasa inggris. Pertama-tama GBI menanyakan kepada para siswa tentang minuman kesukaan mereka. Salah satu siswa menjawab "es teh". GBI kemudian menerjemahkan es teh dalam bahasa inggris. Es teh dalam bahasa inggris adalah *"ice tea"*. Kemudian GBI menanyakan kembali tentang makanan kesukaan mereka. Salah satu siswa menjawab "mie ayam". GBI pun kembali menerjemahkan "mie ayam" ke dalam bahasa inggris. Mie ayam dalam bahasa inggris adalah *"chicken noodle"*

- Pada pukul 11.35 GBI mulai memberikan beberapa kata-kata yang berkaitan dengan cirri- cirri fisik seseorang. Pertama-tama, GBI menanyakan kepada siswa tentang artis favorit mereka. Kemudian, GBI menanyakan cirri-ciri mereka. Mereka bisa mulai mendeskripsikan dari warna dan model rambut mereka, bentuk wajah, hidung, bentuk dan warna mata, berat dan tinggi mereka, dan bagaimana mereka terlihat. Setelah itu, GBI memberikan dialogue tentang mendeskripsikan seseorang. Para siswa diminta untuk memperagakanya didepan kela bersama rekan mereka.
- Setelah beberapa siswa maju, kemudian merekas diminta mengerjakan 20 soal pilihan ganda yang ada di dalam LKS yang tidak ada hubungannya dengan materi yang dibahas. Siswa diminta menerjemahkan terlebih dahulu bacaan yang ada di dalam soal, berikut soal dan jawabannya. Suasana kelas tenang karena semua siswa sibuk menerjemahkan soal dan mengerjakan soal. GBI berkeliling kelas memeriksa pekerjaan siswa. Sebagian besar siswa membawa kamus masing-masing, siswa yang tidak membawa kamus meminjam teman sebangkunya yang membawa kamus.
- Setelah sekitar 40 menit mengerjakan soal, bel istirahat berbunyi, GBI menghentikan sementara kegiatan mengajar selama 20 menit. Setelah jam istirahat berakhir, GBI membahas soal yang telah dikerjakan. Pertama-tama GBI meminta beberapa orang siswa membacakan hasil terjemahannya. GBI menunjuk langsung siswa yang akan membacakan terjemahannya. GBI menyimak hasil terjemahan siswa yang dibacakan dan memberi masukan jika hasil terjemahan salah. Setelah bacaan diterjemahkan, guru memina siswa menjawab satu per satu soal secara urut dari barisan paling depan. Saat jawaban siswa salah, siswa selanjutnya yang akan memberikan jawabannya dan begitu seterusnya hingga soal habis. Setelah siswa selesai menjawab semua soal, guru mengambil nilai mereka berdasarkan soal yang dijawab dengan benar.
- Sebelum pelajaran berakhir pukul 12.55, GBI memberitau siswa agar siswa mengerjakan soal-soal di LKS halaman 15 sebagai pekerjaan rumah dan akan dibahas pada pertemuan selanjutnya. Saat bel pulang sekolah berbunyi, GBI mengucapkan salam dan berdoa bersama siswa sebelum meninggalkan kelas. Pukul 13.00 GBI dan P meninggalkan kelas

Field notes 4

Hari, tanggal : Senin, 14 November 2011
Waktu   : 10.00 WIB
Lokasi   : Ruang Kepala SMP N 3 Sleman
Hal   : Penyerahan proposal dan surat ijin penelitian
Keterangan : GBI : Guru Bahasa Inggris
**   P   : Peneliti**
**   KS   : Kepala Sekolah SMP N 3 Sleman**

    P tiba di sekolah pukul 10.00 WIB. Sebelum menemui KS, terlebih dahulu P menemui GBI di ruang guru. Kemudian GBI dan P menemui KS di ruang kepala sekolah. Di ruang KS, P mengutarakan maksud kedatangannya dan menyerahkan surat ijin penelitian beserta proposal. Setelah mempelajari proposal dan bertanya pada P tentang tujuan penelitian dan waktu yang dibutuhkan dalam penelitian ini, KS memberikan ijin penelitian dan mempersilahkan P memulai penelitian minggu depan di kelas yang sudah disepakati bersama GBI. P mengucapkan terima kasih dan mohon pamit untuk kemudian meninggalkan ruang kepala sekolah

Field notes 5

Cycle I
Pertemuan 1
Hari, Tanggal : Rabu, 16 November 2011
Waktu   : Jam ke 3-4 (8.20-9.40 WIB)
Lokasi   : Ruang kelas VIIIA
 Hal   : Implementasi penggunanaan film animasi dalam pengajarn
 **   bahasa inggris dengan topic "Telling Past Events) –**
 **   Pertemuan pertama**
Keterangan : GBI : Guru Bahasa Inggris
**   P   : Peneliti**

- Pukul 8.25 WIB GBI dan P memasuki ruang kelas VIIIB. Suasana kelas yang agak gaduh mendadak menjadi tenang. GBI memperkenalkan P dan menjelaskan secara singkat mengenai program P yang akan dilaksanakan di kelas tersebut. Kemudian GBI menyerahkan tanggung jawab kelas kepada P dan GBI duduk di kursi paling belakang.
- P memperkenalkan diri dan menanyakan kabar dalam bahasa Inggris. Sedikit sekali siswa yang menjawab, *"I'm fine, and you?".* Siswa mungkin memahami salam dalam bahasa Inggris dan bagaimana menjawabnya, tapi masih ragu-ragu untuk menjawabnya. Saat P bertanya *"Who is absent today?"* tidak ada yang menjawab. Kemungkinan siswa tidak mengerti. Akhirnya P merubahnya ke dalam bahasa Indonesia dan siswa mengerti arti dari

pertanyaan tersebut lalu menjawab " *Arinda, dan Bagus, miss.*"

- Kegiatan dilanjutkan dengan membahas tema hari ini yaitu *"Telling Past Events"*. Pertama tama, P menanyakan beberapa pertanyan simple seperti *"Where did you go last week?", "What did you do there", "Was it interesting", etc.* Sebagian besar siswa hanya diam, sehinggan P harus menunjuk salah satu siswa agar mau menjawab. Lalu P memutar film animasi dengan judul "My Holiday".

- Kegiatan selanjutnya adalah membahas sebuah film tersebut. P memberikan pertanyaan pertanyaan simple mengenai film tersebut seperti *"Who went to the beach?", "Where did father go on his vacation?", "What did grandmother give to their family*?".

- Saat peneliti memberikan pertanyaan dalam Bahasa Inggris, beberapa siswa tampak sangat panik, dan sebagian siswa hanya diam saja. Kemudian peneliti mengartikan pertanyaan tersebut dalam Bahasa Indonesia, beberapa siswa mulai merespon pertanyaan tersebut tapi sebagian besar menjawab dalam Bahasa Indonesia. Kemudian peneliti memberi tahu kata yang dimaksud dalam Bahasa Inggris dan siswa menirukan. Peneliti juga menggabungkan Bahasa Indonesia dan bahasa Inggris saat bertanya. Beberapa siswa berusaha mencari kata yang dimaksud dalam buku.

- Sebagian besar mengatakan jika mereka lupa sehingga meminta P untuk memutar kembali film animasi tersebut sambil siswa mengamati dan mencatat poin poin penting pada film animasi tersebut. Setelah itu, P kembali memberikan beberapa pertanyaan mengenai tokoh yang ada di dalam film animasi, juga kegiatan- kegiatan yang dilakukan mereka pada saat liburan. Suasana sempat hening. Beberapa siswa menundukkan kepala, beberapa lagi ragu-ragu. P kembali memberikan pertanyaan pertanyaan sederhana menganai film animasi tersebut dan tidak lupa pula menerjemahkan pertanyaan tersebut dalam bahasa indonesia. Tetap saja beberapa siswa masih diam. P bertanya kenapa tidak serentak menjawabnya?, dan beberapa siswa menjawab "Takut salah, Miss.", ada juga yang menjawab grogi, malu. Lalu P mengulang kembali memberikan pertanyaan pancingan dengan menggunakan bahasa inggris tetapi dengan intonasi lebih pelan. Dan hasilnya, siswa dengan serentak menjawab pertanyaan- pertanyaan tersebut dengan benar. meskipun beberapa kata masih salah dalam pengucapan saat siswa menjawab pertanyaan. Hal ini wajar mengingat *speaking* tidak diajarkan secara intensif.

- Kegiatan dilanjutkan dengan membagi siswa menjadi beberapa kelompok terdiri dari 4 orang untuk membuat ringkasan singkat mengenai film animasi yang telah ditampilkan. Setelah itu salah satu dari mereka akan menceritakan kembali dengan bahasa mereka sendiri. Siswa diberikan wakru 15 menit untuk mempersiapkan. Disela-sela diskusi jika ada kata kata yang sulit atau tidak dimengerti, siswa diminta P untuk menuliskan di papan tulis lalu dibahas bersama untuk mencari arti kata dan pengucapannya. Semua siswa terlihat antusias, beberapa diantara mereka menuliskan beberapa kata yang tidak dimengerti dan kemudian P memimpin diskusi untuk mengetahui arti kata tersebut dan bagaimana cara malafalkanya.

- Kelompok 2 terlihat sangat antusias berdiskusi mengenain film yang telah

diperlihatkan tadi. Mereka terlihat saling bertukar informasi tentang kejadian yang ditampilkan dalam film animasi tersebut.Terkadang juga mereka berselisih faham mengenai kejadian yang terdapat dalam film. Salah seorang siswa berkata bahwa tokoh ayah dalam film animasi tersebut ingin pergi pantai dan yang lainya berkata bahwa ayah ingin pergi ke gunung. Tetapi, pada akhirnya mereka mencapai kesepakatan pada semua jalan cerita.

- Setelah 15 menit berlalu, P menawarkan apakah ada yang mau maju ke depan. Dan mengejutkan, siswa laki-laki yang bisanya tidak pernah mau maju semuanya angkat tangan. GBI pun tersenyum keheran heranan. Lalu satu per satu siswa maju kedepan kelas untuk menceritakan ulang film animasi yang telah mereka lihat dengan menggunakan bahasa mereka sendiri.
- Pukul 9.40 bel berbunyi tanda jam pelajaran bahasa Inggris berakhir. P mengucapkan salam dan mengingatkan siswa agar membawa foto liburan mereka untuk pelajaran selanjutnya.

Field notes 6

Cycle I
Pertemuan 2
Hari, Tanggal : Kamis, 17 November 2011
Waktu   : Jam ke 7-8 (11.15-12.55 WIB)
Lokasi   : Ruang kelas VIIIA
Hal   : Implementasi penggunanaan film animasi dalam pengajarn
**   bahasa inggris dengan topic "Telling Past Events)**
Keterangan   : GBI : Guru Bahasa Inggris
**   P   : Peneliti**

- P dan GBI masuk kelas pada pukul 11.20. Pelajaran bahasa Inggris di kelas ini diadakan seminggu dua kali, yaitu pada hari Rabu pada jam pelajaran ke 3-4 dan hari Kamis pada jam pelajaran ke 7-8. Jam ke 7-8 berlangsung pada pukul 11.15-12.55. GBI langsung menuju bangku paling belakang sedangkan P menuju meja guru di depan kelas untuk meletakkan tas lalu berdiri di depan kelas untuk menyapa siswa. *"How are you today, class?"* tanya P. Beberapa siswa menjawab dengan antusias, beberapa menjawab dengan tidak bersemangat. Saat P menanyakan *"Who is absent today?"* beberapa siswa menjawab, "Nihil, Miss.". Siswa mulai memahami kata-kata yang P ucapkan dalam bahasa Inggris meskipun cara menjawabnya masih dalam bahasa Indonesia.
- Kegiatan pertama adalah review pertemuan sebelumnya. P menanyakan beberapa materi yang sudah diajarkan pada pertemuan yang lalu. Siswa mengulang kembali beberapa kalimat past tense seperi yang telah diajarkan.
- Kegiatan selanjutnya adalah memutarkan film animasi dengan tema yang masih sama, yaitu "telling past event". Sebelumnya, P membagi siswa

menjadi beberapa kelompok yang terdiri dari 4 orang, lalu P menyuruh salah seorang anak untuk membagikan worksheet kepada masing masing kelonpok terkait poin poin yang harus diperhatikan ketika melihat film animasi tersebut. Film animasi tersebut berdurasi hanya sekitar 5 menit, namun tidak diputar sampai selesai. P hanya memutarnya sampai tengah saja Setelah itu, tugas masing masing kelompok adalah untuk membuat cerita lanjutan dari film animasi yang telah mereka lihat bersama- sama. Setiap kelompok bebas membuat lanjutan cerita film tersebut sesuai dengan imaginasi mereka. 20 menit adalah waktu yang P berikan kepada masing- masing kelompok sebelum mereka menceritakan kembali film animasi yang telah mereka lihat dengan *ending* sesuai dengan imaginasi mereka masing masing. Hal ini dilakukan agar kegiatan yang mereka lakukan tidak hanya memorizing tetapi juga *creating and imagining something*.

- Tibalah saatnya siswa melaporkan ending cerita yang telah mereka buat. Siswa mulai gaduh saat P menawarkan kesempatan untuk praktek di depan kelas dengan kemauan mereka sendiri. Beberapa anak langsung mengacungkan tangannya untuk menjadi penampil pertama, kedua, ketiga dan keempat. Hal ini sangat mengejutkan GBI, lagi- lagi siwa yang biasanya pasif sekarang menjadi sangat antusias mengikuti pelajaran. Bahkan, tidak seorangpun yang biasanya ijin keluar masuk kelas dengan berbagai alasan melakukan hal yang sama. Salah satunya dikarenakan P menggunakan laboratorium multimedia yang jauh dari kantin, kamar mandi, tetapi dekat dengan ruang guru. Sehingga siswa lebih mudah di awasi. Untuk lebih memotivasi siswa, P memberikan pujian lisan seperti *"Good", "Excelent"* setelah semua siswa mendapatkan giliran di depan kelas.

- Berdasarkan pengamatan dalam kegiatan, siswa terlihat sangat antusias karena mereka dapat berkreasi sesuai dengan apa yang mereka inginkan. Mereka senang karena kegiatanya tidak hanya menghafalkan dialogue, praktek didepan kelas, ataupun mengerjakan LKS. Mereka merasa, kelas bahasa inggris semakin menyenangkan. Hal ini terlihat dari antusiasme mereka saat diminta maju kedepan, tanpa harus ditunjuk, mereka sudah menawarkan diri.

- Kegiatan selanjutnya adalah memberikan sedikit feedback mengenai *performances* mereka. Masih banyak terjadi kesalahan pada pronunciation, tapi secara perbendaraam kata mereka sudah semakin meningkat.

- Sebelum kelas berakhir P menyimpulkan pelajaran yang didapat dalam kegiatan ini. Sambil menunggu bel berbunyi, P melakukan vocabulary games untuk menambah perbendaraan kata para siswa. Kelas berakhir pukul 12.55. P mengucapkan salam perpisahan dan berdoa bersama sebelum jam pelajaran terakhir ditutup.

Field notes 7

Cycle II
Pertemuan 3
Hari, Tanggal : Rabu, 23November 2011
Waktu   : jam ke 3-4 (11.15-12.55 WIB)
Lokasi   : ruang kelas VIIIA
 Hal   : Implementasi Implementasi penggunanaan film animasi dalam
                pengajarn bahasa inggris dengan topic "describing someone"
                – Pertemuan pertama
Keterangan   : GBI : Guru Bahasa Inggris
                P   : Peneliti

- GBI dan P memasuki kelas pada pukul 08.20. Suasana gaduh di dalam kelas langsung sedikit tenang. GBI duduk di bangku kosong di barisan paling belakang sedangkan P meletakan buku dan map di meja guru lalu memberi salam pada siswa. *"Good morning, class. How are you today?"* Siswa menjawab dengan serempak *"Good morning. I am fine, and you?"* P menjawab, *"I'm fine, too. Who is absent today?"* Siswa menjawab dengan serempak, "Nihil, Miss." Hal ini menunjukkan mereka mengerti dan tidak ragu lagi dalam menjawab salam dan pertanyaan yang sebelumnya mereka belum paham. Kemudian P bertanya, *"What day is today?"*, Siswa serempak menjawab *"Wednesday"* dengan benar. Sebagai *lead-in* untuk topik hari ini yaitu *describing someone*, P menanyakan siapakah artis idola mereka saat ini. *"What is your favorite actress or actor*?". Morgan miss, Bisma, Agness Monica, Criatiano Ronaldo, Miss. Kelas menjadi sangat gaduh dengan jawaban para siswa. Tapi ini awal yang baik, harena itu berarti mereka tau apa maksud pertanyaan P tanpa harus menerjemahkannya ke dalam bahasa Indonesia. *"What does he/she look like", "is he handsome?", "is she beautiful?".* Handsome, miss. Unyu-unyu. "What is "unyu-unyu" in English". Cute, miss. Kelas semakin komunikatif dengan pertanyaan pertanyaan sederhana yang menggiring mereka pada topic hari ini, yaitu *"describing someone"*.
- P kembali memutar film animasi, sebagai pengganti text pada "MOT" stage. Film animasi tersebut menampilkan beberapa karakter dengan cirri yang berbeda- beda. Durasi film tersebut sekitar 4 menit.
- Setelah film diputar, P memberikan beberapa pertanyaan sederhana seperti *"Who is the main character in that movi?", "What does she/he look like", "What about her/his hair?, is it curly or straight?, and his/her nose? Flat or pointed?", etc.* Siswa sudah mulai faham dengan pertanyaan P tanpa harus menerjemahkannya kedalam bahasa Inggris.
- Kemudian P menjelaskan sedikit mengenai bagaimana cara mendeskripsikan seseorang dan kata apa saja yang biasa digunakan. Mulai dari *physichal appearances* seperti bentuk wajah, rambut, hidung, mata, dan sebagainya sampai dengan *personality* seperti baik, ganteng, cantik, pintar dan sebagainya. Setelah itu P memberikan beberapa contoh kalimat seperti *"My*

father is 45 years old", "He has dark skin", "He is tall enough", etc. Tidak lupa P menjelaskan penggunaan simple present tense untuk mendeskripsikan seseorang.

- Setelah dirasa cukup penjelasan, P memutar kembali film animasi yang sudah di putar diawal tadi. Tidak lupa sebelumnya membagi siswa ke dalam beberapa kelompok. Tugas mereka selanjutnya adalah memilih salah satu tokoh dalam film animasi yang mereka sukai lalu deskripsikan apa yang mereka lihat sedetail mungkin. Tugas mereka memberikan uraian mengenai tokoh tersebut tanpa menyebutkan nama, karena pada performancenya nanti, kelompok lain lah yang akan menebak tokoh yang dideskripsikan tersebut. Para siswa diberikan waktu 20 menit sebelum melakukan performance di depan kelas.

- Setelah 20 menit, satu persatu kelompok maju kedepan untuk mendeskripsikan tokoh pilihan mereka dalam film animasi tersebut. Setelah mendeskripsikan, tugas kelompok yang lain adalah memperhatikan dan menebak siapakah tokoh yang cirri-cirinya diurakan oleh teman mereka. Suasana kelas semakin menyenangkan. Mereka belajar dengan senang dan terlihat sangat antusias mengikuti pelajaran. Tidak terlihat satupun siswa yang tidak mengikuti pelajaran dengan baik. Pukul 11.55 bel istirahat berbunyi, kegiatan dihentikan sementara selama 15 menit.

- Setelah istirahat, kegiatan kembali dilanjutkan dengan kelompok yang belum maju ke depan. Pada pukul 12.30 semua kelompok sudah melakukan performance dengan baik dann semua tokoh dapat ditebak oleh kelompok lainya.

- Setelah selesai, P melakukan evaluasi dan sedikit feedback mengenai performance mereka. Pada dasarnya semua sudah baik, hanya pada pronunciation perlu ditingkatkan lagi.

- Bel berbunyi pukul 12.55, tandanya kelas bahasa Inggris hari ini berakhir. P mengingatkan siswa agar jangan sampai lupa membawa foto idola mereka pada pertemuan selanjutnya. P mengucapkan salam dan kelas hari ini berakhir.

Field notes 8

Cycle II
Pertemuan 4
Hari, Tanggal : Kamis, 24 November 2011
Waktu   : Jam ke 7-8 (11.15-12.55 WIB)
Lokasi   : Ruang kelas VIIIA
Hal   : Implementasi Implementasi penggunanaan film animasi dalam
**   pengajarn bahasa inggris dengan topic "describing someone"**
**   – Pertemuan kedua**
Keterangan   : GBI : Guru Bahasa Inggris
**   P   : Peneliti**

- P dan GBI tiba di kelas pada pukul 11.25 WIB. Kelas yang tadinya gaduh berangsur tenang. P langsung menuju meja guru sedangkan GBI menuju bangku kosong di barisan paling belakang. P kemudian menyapa siswa dan mereka menjawab dengan serempak sama seperti saat P menanyakan absen. Hari ini semua siswa hadir. Sebelum masuk ke kegiatan inti, P menayakan beberapa pertanyaan seputar kegiatan yang telah mereka pelajari selama 3 kali pertemuan. Hari ini adalah pertemuan terakhir dan P ingin menanyakan pendapat mereka mengenai kegiatan bermain peran dalam pelajaran bahasa Inggris. *"What do you think about animation film in learning English*?" tanya P. "Menyenangkan, Miss. Membuat saya jadi berani," jawab salah satu siswa. Saya jadi gak malu malu lagi kalau disuruh maju.
- Setelah beberapa saat bertanya pada siswa, P melanjutkan materi pertemuan yang lalu. *"Yesterday we talked about what?"* tanya P untuk mengingatkan siswa materi pada pertemuan yang lalu. Sebagian besar siswa menjawab, *"desribing someone*, Miss. *"What did I ask you to bring today?"*. Fotoartis idola, Miss. *"Do you have it, now?",* Yess, Miss.
- Setelah itu P meminta siswa untuk mendeskripsikan artis idola mereka di depan kelas. Kali ini performance akan dilakukan secara individu, bukan berkelompok, sehingga seriap siswa harus mempersiapkan dengan baik deskripsi mereka tentang artis idola mereka. Siswa diberikan waktu sekitar 20 menit untuk membuat outline deskripsi mereka. Mereka diperbolehkan membuka kamus ataupun menanyakan kata kata yang mereka anggap sukar kepada P.Setelah 20 menit, masing masing siswa dminta untuk bergantian maju didepan kelas. Peraturanya hamper sama dengan minggu lalu, salah satu mendeskripsikan artis idola mereka tanpa menyebutkan nama dan yang lainya mencoba menebak siapa artis tersebut.Setelah semua siswa maju ke depan, saatnya P memberikan feedback dan sedikit evaluasi mengenai kegiatan hari ini.
- Kekurangan-kekurangan dalam penampilan mereka sebelumnya sedah berkurang. Misalnya mengenai volume suara. Pada penampilan sebelumnya mereka masih ragu-ragu dalam mengucapkan suatu kata sehingga mereka takut untuk bersuara keras, kali ini mereka bersuara lebih keras sehingga bisa

didengar seisi kelas. Pada penampilan sebelumnya, siswa terpaku pada naskah mereka sehingga acara berlangsung tidak komunikatif, tetapi pada penampilan kali ini mereka tidak sepenuhnya terpaku pada outline. Ada usaha untuk mengimprovisasi outline dan menjadikan penampilan mereka terkesan tidak monoton. Mereka lebih percaya diri mengingat pada penampilan sebelumnya mereka masih grogi. Mereka banyak belajar dari penampilan sebelumnya. Secara keseluruhan, kemampuan mereka dalam berbicara bahasa Inggris mulai meningat sedikit demi sedikit dilihat dari cara mereka mendeskripsikan artis idola mereka dan pengucapan yang semakin baik dibandingkan dengan penampilan sebelumnya. Mereka mulai bisa menggunakan intonasi dengan baik.

- Karena hari ini adalah hari terakhir pertemuan sebelum penelitian berakhir, P menyampaikan rasa terima kasih pada siswa atas kerja sama yang baik yang terjalin selama penelitian berlangsung. Sebelum kelas berakhir P menanyakan pada siswa kemajuan apa saja yang mereka dapat selama belajar berbicara dengan menggunakan media film animasi. Sebagian besar siswa mengaku kalau mereka jadi lebih percaya diri karenamereka bisa mendengarkan bagaimana cara melafalkan kata-kata dengan tepat, tidak seperti jika hanya membaca text di depan kelas. Meski belum mencapai level yang maksimal, mereka puas dan senang dengan kemampuan berbicara mereka yang mulai meningkat dengan latihan dan aktivitas yang membuat mereka berbicara dalam bahasa Inggris. Mereka berharap kedepannya akan ada banyak kesempatan bagi mereka untuk berbicara dalam bahasa Inggris, tidak hanya menterjemahkan teks setiap pertemuan seperti pada pertemuan-pertemuan sebelumnya.

- Bel pulang sekolah berbunyi pukul 12.55, P mengucapkan terima kasih dan meminta maaf pada siswa jika selama ini ada kesalahan. Kelas hari ini berakhir dan penelitian telah selesai dilaksanakan. P dan GBI segera meninggalkan kelas.

Field notes 9

Hari, Tanggal : Senin, 28 November 2011
Waktu   : Jam 08.00 WIB
Lokasi   : Ruang Kepala SMP N 3 Sleman
Hal   : Perpisahan
Keterangan   : KS   : Kepala SMP N 3 Sleman
              GBI : Guru Bahasa Inggris
              P   : Peneliti

P tiba di sekolah pukul 08.00 WIB. Tujuan P hari ini adalah untuk berpamitan pada KS dan GBI karena penelitian telah selesai pada hari Kamis, 24 November 2011 yang lalu. Sebelum menemui KS diruanganya, P menemui

GBI terlebih dahulu untuk kemudian bersama-sama menemui KS. Saat menghadap KS, P menyampaikan rasa terima kasih karena sudah diijinkan melakukan penelitian di sekolah ini dan bahwasanya penelitian sudah berakhir dan P ingin berpamitan dengan KS dan GBI. Tak lupa P meminta maaf apabila selama melaksanakan kegiatan penelitian P melakukan kesalahan. KS pun menanggapi dengan positif. Beliau juga mengucapkan terima kasih atas kerjasama yang baik antara P dan pihak sekolah. P meninggalkan sekolah pukul 09.40 WIB.

INTERVIEW TRANSCRIPTS

Transcript 1

Interview with Teacher of Grade 8
Researcher   : **Ultivatun Deka Ocvaliana M. (R)**
English Teacher   : **Drs. Agustinus Sudarisman (T)**
Day/Date   : **Thursday / 14th November 2011**
Time   : **09.00 a.m**
Location   : **Teacher's Room**
Topic   : **The process of speaking teaching and learning at SMP N 3 Sleman**

GBI: Guru Bahasa Inggris	
R: Researcher	
R	Selamat pagi, pak. Terima kasih atas waktunya untuk saya bisa berbincang-bincang sedikit mengenai kegiatan belajar mengajar di kelas bahasa Inggris di SMP N 3 Sleman.
GBI	Iya, silahkan.
R	Menurut pendapat bapak, siswa-siswa kelas VIII di SMP N 3 SLEMAN itu senang dengan mata pelajaran bahasa Inggris apa tidak?
GBI	Berdasarkan pengalaman selama mengajar, memang banyak siswa yang menganggap belajar bahasa Inggris itu susah karena memang bahasa Inggris bukan bahasa asli kita, jadi memang agak sulit mengajari mereka, apalagi speaking. Selain siswanya sendiri masih malu malu takut salah, pengaruh bahasa jawanya juga masih sangat kental, jadi mereka sering malu kalau ditertawakan ketika berbicara dengan bahasa inggris tapi logatnya sleman.
R	Masih terbawa medoknya yaa pak berarti, hehe. Selain itu kesulitan terbesar yang dihadapi siswa dalam belajar bahasa Inggris itu apa ya pak?
GBI	Kesulitannya ya, itu tadi, karena bahasa Inggris memang bukan bahasa asli mereka. Tetapi karena bahasa Inggris termasuk mata pelajaran yang diujikan di UAN, mereka harus mempelajarinya. Harusnya tujuan utama siswa belajar bahasa Inggris kan bukan hanya untuk lulus, tapi mereka diusahakan juga bisa menggunakan bahasa tersebut. Nah, kesulitannya disitu, kalo hanya mengejar lulus mereka akan menjadi pasif sedangkan kalo hanya mengejar untuk tujuan komunikasi saja mereka akan keteteran saat ujian. Jadi memang harus seimbang antara productive dan receptive skills-nya. Tetapi sekarang memang banyak yang hanya mengajarkan skills yang diujikan di UAN, yaitu reading dan listening sedangkan skills yang lain dikesampingkan. Ya mau gimana lagi, soal UAN kan kebanyakan reading, kalau kita banyak mengajarkan yang diluar itu, nanti kalau siswa nilainya jelek sama aja. Karena untuk sekarang ini tolok ukur

	keberhasilan mereka ya cuman seberapa tinggi nilai UAN nya.
R	Iya ya pak, karna sekarang focusnya lebih ke bagaimana siswa itu lulus UAN dengan nilai yang baik. Lalu, menurut bapak, diantara 4 skills yaitu listening, reading, speaking dan writing, manakah yang paling penting untuk siswa SMP?
GBI	Ya penting semua to, Mbak. Tujuan utama kita belajar suatu bahasa kan untuk bisa berkomunikasi dengan bahasa tersebut baik secara lisan maupun tulisan, jadi listening, reading, speaking dan writing itu juga penting, hanya saja memang tidak tidak semua diujikan di UAN. Terutama speaking, kalo belum bisa ngomong kan biasanya belum bisa dikatakan menguasai. Tetapi saya memang jarang, bukan tidak pernah, mengajarkan speaking melalui dialog-dialog dalam bahasa Inggris kemudian saya suruh praktek di depan kelas. Ya cuman sebatas mempraktekkan dialog yang ada di buku dengan teman sebangku.
R	Bagaimana kemampuan speaking mereka saat ini menurut bapak? Apakah sudah bagus atau perlu adanya perbaikan?
GBI	Memprihatinkan kalo saya boleh jujur. Seperti yang saya bilang tadi, speaking seperti dikesampingkan padahal kan penting. Jadi mungkin harusnya ada usaha untuk meningkatkan kemampuan dasar speaking mereka agar saat mereka melanjutkan ke SMA atau SMK kemampuan mereka bisa lebih berkembang.
	Bagaimana jalannya KBM bahasa Inggris, khususnya speaking, di kelas VIII pak? :
GBI	Ya, bahasa inggris, apalagi speaking, itu masih jadi momok ya mba. Susah untuk membuat siswa itu aktif. Kebanyakan pada diem, ya yang aktif paling itu itu saja. Yang lainya cuman manthuk manthuk. Kalau disuruh pada gak mau maju, tapi giliran temanya maju, yang lain pada rebut, bahkan sampai keluar kelas dengan alasan yang tidak jelas. Apalagi kelas 8A kan sebelahan sama kantin dan toilet, ya sudah, ada saja alasan mereka untuk keluar kelas.
R	Dari 4 skill, yang paling susah diajarkan siswa itu apa ya pak?
GBI	Kalau berdasarkan pengalaman saya, speaking itu paling susah untuk siswa.
R	Kenapa pak?
GBI	Karena siswa harus berani ngomong, terus mereka harus merangkai kata dengan benar, sudah gitu vocabnya kurang. Jadi itu susah ngajarinya. Apalagi cuman ada sedikit siswa yang aktif, yang lainya cumin diem kadang malah ramai sendiri.
R	Lalu, usaha agar siswa bisa memperhatikan apa pak?
GBI	Ya biasa aja mbak, di beri dialogue trus praktek di depan kelas.
R	Kelas apa yang mempunyai masalah besar dalam speaking?
GBI	Kelas VIII A
R	Uuum,,saya rasa pertanyaan saya sudah cukup dan informasi lainnya

	mungkin saya bisa menggalinya pada saat observasi di kelas. Atas waktu bapak saya ucapkan terima kasih.
GBI	Iya, sama-sama, Mbak. Mari ke kelas, kebetulan saya setelah ini ngajar di VIII A.

Transcript 2

Interview with student of Grade 8
Researcher   **: Ultivatun Deka Ocvaliana M. (R)**
English Teacher   **: Denis Kusuma (S)**
Day/Date   **: Thursday / 14th November 2011**
Time   **: 11.00 a.m**
Location   **: Class VIIIA**
Topic   **: The process of speaking teaching and learning at SMP N 3 Sleman**

R : Researcher	
D: Dennis Kusuma (Siswa)	
R	Selamat siang. What is your name?
D	Dennis Kusuma.
R	Dennis, suka nggak sama pelajaran bahasa Inggris?
D	(menggeleng) Nggak suka, Miss.
R	Kenapa kok nggak suka?
D	Ngebosenin, Miss. Susah juga bahasanya, apalagi cara ngomongnya.
R	Kegiatan di kelas bahasa Inggris biasanya seperti apa?
D	Paling cuma nerjemahin LKS, habis itu ulangan. Kadang ngerjain LKS, hampir tiap hari malah.
R	Biasanya pake bantuan media gambar atau apa gitu nggak?
D	Enggak pernah. Tiap hari pokoknya nggak lupa ngerjain LKS.
R	Kegiatan seperti apa yang kamu sukai untuk belajar bahasa Inggris?
D	Aku pengen belajar ngomong, Miss. Tujuan belajar bahasa Inggris kan harusnya agar aku,.. maksudnya muridnya bisa ngomong. Tapi ini nggak pernah ada pelajaran ngomong gitu. Kan pengen miss kek orang orang yang bias cas cis cussngomong bahasa inggris. Kayaknya keren gitu miss.
R	Kesulitan apa yang kamu hadapi dalam belajar bahasa Inggris?
D	Bahasanya susah dipelajari. Nggak pernah latihan ngomong, padahal aku juga pengen diajari cara ngomong bahasa Inggris.
R	Trus usaha kamu untuk mengatasi hal itu bagaimana?
D	Nggak tau, Miss. Mau les bahasa Inggris juga biayanya mahal. Jadi mungkin latuhan sendiri di rumah, tapi nggak tau mesti latihan apa.
R	Oke. Kayaknya pertanyaannya sampai di sini saja. Makasih ya atas

	waktunya.
D	Sama-sama

Transcript 3

Interview with student of Grade 8
Researcher : **Ultivatun Deka Ocvaliana M. (R)**
English Teacher : **Dian Setyaningsih (student)**
Day/Date : **Thursday / 17th November 2011**
Time : **11.00 a.m**
Location : **Class VIIIA**
Topic : **The process of speaking teaching and learning at SMP N 3 Sleman**

R : Researcher	
D: Dian Setyaningsih (siswa)	
R	Siang, Dek. Minta waktu istirahatnya sebentar ya.
DS	Iya.
R	What's your name?
DS	My name is Dian.
R	Dian, menurut kamu, suka nggak dengan pelajaran bahasa Inggris?
DS	Eemm… Suka.
R	Kenapa suka pelajaran bahasa Inggris?
DS	Bahasa Inggris kan bahasa asing. Kalo bahasa Indonesia sama bahasa Jawa saya sudah bisa. Jadi kayaknya keren gitu kalo bisa bahasa Inggris.
R	Kegiatan di kelas bahasa Inggris biasanya seperti apa?
DS	Nerjemahin. Tiap hari ngerjain LKS sama menterjemahkan. Nggak pernah ada kegiatan yang seru dan main-main jadi malah bosen.
R	Biasanya pake media nggak? Misal nerangin tentang bab apa dengan bantuan alat missal gambar atau apa gitu?
DS	Nggak pernah. Setiap hari pokoknya bawa kamus buat nerjemahin bacaan.
R	Kegiatan seperti apa yang kamu sukai untuk belajar bahasa Inggris?
DS	Apa, ya? Kalo aku senengnya nonton film yang berbahasa inggris atau dengerin lagu nanti trus disuruh nyeritain lagi Bosen kalo cuma nerjemahin terus.
R	Kesulitan apa yang kamu hadapi dalam belajar bahasa Inggris?
DS	Ya itu tadi. Nggak pernah diterangin. Padahal murid-murid tu sebenarnya pengen bisa ngomong bahasa Inggris, tapi susah. Jadi kayak gak puny aide mau ngomong apa.
R	Terus apa upaya kamu untuk mengatasi hal itu?
DS	Apa ya? Paling belajar membaca kata-kata bahasa Inggris dirumah, tapi kan nggak tau benar apa salah. Aku pengennya ada gurunya trus

	belajar bersama kayak pas di kelas. Tapi malah nggak pernah diajari.
R	Ok, Dian. Pertanyaan saya sampai di sini aja. Terus berlajar, ya.
DS	Iya, Miss.

Transcript 4

Cycle 1

Interview with student of Grade 8
Researcher   **: Ultivatun Deka Ocvaliana M. (R)**
English Teacher   **: Devia Anggraini Talikasih (S)**
Day/Date   **: Thursday / 17th November 2011**
Time   **: 11.00 a.m**
Location   **: Class VIIIA**
Topic   **: Review of cycle 1 (The Implementation of Macromedia Flash Animation Movie)**

R: Researcher	
DAT: Devia Anggraeni Talikasih (Siswa)	
R	Selamat siang, Dek. Maaf minta waktunya sebentar ya. What's your name?
DAT	Via, Miss.
R	Via, menurut kamu, kegiatan di kelas bahasa Inggris selama ini bersama saya bagaimana?
DAT	Wah nyenengin miss. Asik kayak gak lagi pelajaran. Udah kelasnya diruang multimedia, nonton film animasi lucu. Jadi gak kerasa tiba-tiba udah bell selesai. Padahal biasanya bosen banget miss kalau pelajaran bahasa inggris. Pasti deh suruh ngerjain LKS.
R	Wah yang benar? jangan jangan cuman karna miss deka yang tanya, jadi gak enak?
DAT	Bener miss, sebelum-sebelumnya kan jarang banget, Miss. Malah kayaknya gak pernah deh miss pelajaran bahasa nggris nonton film kayak tadi.
R	Kamu suka dengan media pembelajaran seperti itu?
DAT	Suka, aku jadi lebih semangat belajar ngomong, Miss. Udah gitu kan ada cara ngomongnya juga miss, jadi bias tau bagaimana pronunciationya.
R	Kegiatan retelling story seperti tadi membantu kamu belajar berbicara dalam bahasa Inggris nggak?
DAT	Iyalah, bisa meningkatkan pengetahuan tentang bahasa Inggris, menambah rasa percaya diri juga miss.
R	Kalo mengenai penjelasan dari saya dan handouts…atau fotokopian yang saya berikan membantu kamu dalam kegiatan ini?

DAT	Iya miss, rasanya enjoy banget di kelas tadi.
R	Iya, itu cukup jelas apa kurang jelas?
DAT	Sudah jelas miss cuman Miss deka kadang ngomongnya terlalu cepat kalo pake bahasa inggris, hehe..jadi suka gak dong. Saya masih belum begitu bisa mengikuti.
R	Menurut kamu, kesulitan terbesar kamu dalam belajar berbicara Bahasa Inggris apa?
DAT	Apa, ya? Kurang latihan mungkin, Miss, soalnya jarang banget praktek dialog di depan kelas jadi kalo disuruh ngomong bahasa Inggris malu dan takut salah.
R	Terus, apa usaha kamu untuk mengatasi kesulitan itu?
DAT	(Diam sejenak) paling cuma belajar sendiri di rumah, kalo ada dialog di LKS aku praktekin di rumah, tapi kan nggak tau salah apa benar cara bacanya.
R	Tadi ada kesulitan tidak dalam merangkai kata?
DAT	Iya mba
R	Kesulitannya apa?
DAT	Ga tau bahasa inggrisnya mba
R	Terus bagaimana kalian bias menceritakan kembali
DAT	Kan tahu isinya mba
R	Kenapa tadi pada ramai ya pas ada yang maju
DAT	Kan yang maju cuman satu mba
R	Ok. Makasih ya atas waktunya.

Transcript 5

Cycle 1

Interview with student of Grade 8
Researcher : **Ultivatun Deka Ocvaliana M. (R)**
English Teacher : **Winda Puspita Sari (S)**
Day/Date : **Thursday / 17th November 2011**
Time : **11.00 a.m**
Location : **Class VIIIA**
Topic : **Review of cycle 1 (The Implementation of Macromedia Flash Animation Movie)**

R: Researcher	
WPS: Winda Puspita Sari (Siswa)	
R	Selamat siang, Dek. Maaf ya, minta waktunya sebentar. What's your name?
WPS	Siang, Miss Deka. My name Winda.

R	Menurut kamu kegiatan di kelas bahasa Inggris sama miss deka gimana? Menyenangkan kah atau membosankan?
WPS	Aku sih seneng-seneng aja, Miss. Kelasnya jadi asik, gak membosankan kayak kalau lagi ngerjain teks di LKS. hehe
R	Kamu suka dengan kegiatan retelling story seperti tadi gak?
WPS	Iya, Miss. Sebelum-sebelumnya nggak pernah. Biasanya cuma nerjemahin dan ngisi LKS padahal kan saya juga pengen belajar ngomong juga.
R	Terus kegiatan seperti yang bikin ending cerita dari film yang diputar terus praktek di depan kelas gitu membantu nggak dalam kamu belajar berbicara?
WPS	Sangat membantu, kan bisa jadi latihan biar nggak grogi kalo ngomong bahasa Inggris. Tadi saya masih nervous jadi belum maksimal.
R	Kalo penjelasan saya dan dan film animasi yang diputarkan membantu kamu nggak dalam kegiatan ini? Jelas apa tidak?
WPS	Asik banget miss. Kita jadi tau bagaimana pengucapanya, trus juga jadi tau generic structure text juga. Kalo penjelasan yang Miss berikan terlalu cepat, kadang masih pada bingung. Pokoknya jangan terlalu cepat.
R	Kesulitan kamu dalam belajar berbicara apa aja?
LN	(Diam sambil berpikir sejenak) Banyak, Miss. Yang paling utama itu karena kurang latihan mungkin, soalnya jarang diajarkan. Trus susah ngilangin rasa malu sama grogi.
R	Trus untuk mengatasi kesulitan itu?
WPS	(Diam lagi) Nggak tau, Miss. Yang penting banyak latihan aja, tapi memang kalo di kelas jarang. Kalo ada praktek-praktek ngomong gitu kan bisa menambah rasa percaya diri.
R	Ok, terima kasih ya atas waktunya.
LN	Sama-sama, Miss deka.

Transcript 6

Cycle 1

Interview with student of Grade 8
Researcher   **: Ultivatun Deka Ocvaliana M. (R)**
English Teacher   **: Nimas Hastika (S)**
Day/Date   **: Thursday / 17th November 2011**
Time   **: 11.00 a.m**
Location   **: Class VIIIA**
Topic   **: Review of cycle 1 (The Implementation of Macromedia Flash Animation Movie)**

R: Researcher	
N: Nimas Hastika	
R	Nimas, bagaimana pelajaran Bahasa Inggris tadi? Senang tidak?
Nimas	Senang banget, Miss …. Asyik.
R	Asyik? Asyiknya bagaimana?
Nimas	Filmnya lucu dan mudah dimenegerti mba.
R	Kalo untuk performances bagaimana? Ada kesulitan tidak?
Nimas	Ya ada yang susah, soalnya kan harus retell dalam bahasa Inggris, sedangkan banyak kata- kata yang aku gak tau.
R	Trus, kok tadi bias lancer gitu retellnya?
Nimas	Iya miss, soalnya kan ada adeganyaa, jadi kira-kira aja itu kata maksudnya apa. Hehe
R	Kegiatan seperti apa yang kamu sukai untuk belajar bahasa Inggris?
Nimas	kegiatan kayak ini miss. Menyenangkan tetapi tetap belajar. Jadi gak bosen, daripada biasanya cuman ngerjain LKS terus.
R	Kalo penjelasan saya dan dan film animasi yang diputarkan membantu kamu nggak dalam kegiatan ini? Jelas apa tidak?
Nimas	Sangat membantu miss filmnya. Penjelasan miss deka juga sekarang sudah mulai agak pelan. Tadinya awal awal kalau ngomong bahasa inggris terlalu cepat, sampai gak tau miss deka ngomong apa. hehe
R	Oke, Terima kasih y animas.

Transcript 7

Cycle 1

Interview with student of Grade 8
Researcher   : **Ultivatun Deka Ocvaliana M. (R)**
English Teacher   : **Gabby (S)**
Day/Date   : **Thursday / 17th November 2011**
Time   : **11.00 a.m**
Location   : **Class VIIIA**
Topic   : **Review of cycle 1 (The Implementation of Macromedia Flash Animation Movie)**

R: Researcher	
G: Gabby (Student)	
R	*Kalo pelajaran Bahasa Inggris menggunakan film animasi seperti tadi, kamu suka tidak?*
G	*Suka.*
R	*Kenapa?*
G	*Filmnya bagus dan bisa langsung tau maksudnya.*
R	*Trus kenapa tadi tetap rBapakt yang di belakang?*
G	*Gambarnya ada yang kurang jelas dari tempatku Miss.*
R	*O, begitu. Makanya besok duduknya dBapakat melingkar saja ya ?* (Oh, I see.
G	*Ok miss.*

Transcript 8

Cycle 1

Interview with student of Grade 8
Researcher   : **Ultivatun Deka Ocvaliana M. (R)**
English Teacher   : **Drs. Agustinus Sudarisman (T)**
Day/Date   : **Thursday / 17th November 2011**
Time   : **11.00 a.m**
Location   : **In front of the Multimedia Class**
Topic   : **Review of cycle 1 (The Implementation of Macromedia Flash Animation Movie)**

GBI: Guru Bahasa Inggris	
R: Researcher	
R	Selamat pagi, pak. Hari ini saya ingin minta waktunya untuk menanyakan beberapa pertanyaan terkait dengan kegiatan di Cycle I, apakah ada peningkatan dalam proses pembelajaran bahasa Inggris

	khususnya speaking atau tidak, dan apa yang Rerlu dibenahi untuk kemudian ditingkatkan di Cycle II.
GBI	Iya, silahkan.
R	Berdasarkan pengamatan bapak, bagaimana penilaian bapak terhadap proses pembelajaran bahasa ingris di Cycle I ini?
GBI	Berdasarkan pengamatan saya selama Cycle I ini, proses pembelajaranya terlihat menyenangkan. Siswa terlihat antusias sekali mengikuti jalanya pembelajaran. Biasanya siswa laki-laki suka keluar masuk kelas saat jam pelajaran, tadi tidak terlihat lagi. Yang biasanya siswa laki-laki juga tidak pernah mau kalau ditunjuk tadi malah yang angkat tangan pertama pas disuruh retell film animasinya anak laki-laki. Kaget juga saya, kok bisa seperti itu. Cuman tetap harus ditingkatkan mbak, apalagi untuk viewernnya itu kurang begitu kelihatan dari baris paling belakang yang pojok. Oia mba, untuk kemampuan kebahasaanya mungkin juga perlu dtingkatkan. Bagaimana agar siswa bias membuat narasi sendiri misalnya. Kalau tadi kan cuman sebatas menceritakan ulang apa yang mereka lihat, dan beberapa kalimat mereka mengambil dari dialog pada film yang ditampilkan. Tapi secara umum sudah bagus, karena ada media yang bisa mempermudah mereka dalam belajar bahasa inggris. Biasanya kan untuk mengenalkan genre teks kita hanya menggunakan teks tertulis, nah ini dengan menggunakan film animasi. Jelas lebih mudah dipahami dan menyenangkan.
R	Bagaimana penggunaan film animasi di kelas tadi pak? Kemudian untuk proses implementasinya tadi bagaimana pak
GBI	Ya… Sebenarnya sudah bagus. Siswanya jadi langsung punya gambaran riil tentang apa yang dimaksudkan. Saya rasa sudah cukup baik ya. Siswa sendiri sudah cukup tertarik dengan film yang diperlihatkan. Saya rasa sudah mampu menarik perhatian siswa untuk mengikuti penjelasan yang diberikan.
R	Menurut bapak, anak-anak menikmati kegiatan ini atau tidak? Atau mereka malas mengikuti kegiatan ini?
GBI	Wah, dari awal saja mereka terlihat antusias dengan adanya guru baru. Apalagi kegiatan seperti ini baru pertama buat mereka jadi mereka terlihat antusias dan berusaha menampilkan yang terbaik.
R	Kekurangan apa yang ada di Cycle I ini?
GBI	Yang perlu ditingkatkan lagi mungkin pronunciation dan grammar yang masih banyak sekali kesalahan. Mereka masih sering salah ucapan dan kalo ngomong nggak sesuai tensesnya. Selain itu, anda terlalu cepat kalo menerangkan sesuatu, misalnya tentang generic structure of the textnya, jadi banyak siswa yang ketinggalan penjelasan. Harusnya mereka dituntun perlahan sampai semua tahu apa yang harus mereka lakukan.
R	Apa saran bapak untuk cycle berikutnya?

GBI	Mungkin kita bisa berpindah ke ruang multimedia saja agar posisi duduk bisa membentu U-style sehingga seua siswa dapat terpantau dengan baik. Perbanyak lagi prakteknya, agar bisa meningkatkan kemampuan kebahasaan siswa siswa. Untuk proses pembelajaranya saya rasa sudah cukup, atmosfernya sudah asik. Selain itu, jangan terlalu cepat saat memberikan instruksi ataupun menjelaskan sesuatu kepada siswa.
R	Baik, pak. Terima kasih atas saran bapak. Saya rasa pertanyaan saya cukup sekian. Terima kasih sekali lagi untuk waktu luang bapak.
GBI	Iya, sama-sama, Mbak. Saya juga senang ada yang membantu memikirkan siswa-siswa untuk bisa belajar bahasa Inggris.
R	Iya, pak. Semoga yang saya lakukan bisa sedikit membantu.

Transcript 9

Cycle 2

Interview with student of Grade 8
Researcher : **Ultivatun Deka Ocvaliana M. (R)**
English Teacher : **Dianita Nurul A. (S)**
Day/Date : **Thursday / 17th November 2011**
Time : **11.00 a.m**
Location : **Class VIIIA**
Topic : **Review of cycle 1 (The Implementation of Macromedia Flash Animation Movie)**

R: Researcher	
DNA : Dianita Nurul A (Siswa)	
R	Selamat siang. Maaf pulangnya agak tertunda ya, saya mau minta waktunya sebentar.
DNA	Iya, Miss. Santai aja.
R	Ok. What is your name?
DNA	My name is Dianita, but just call me tata
R	Hai Dian, bagaimana pelajaran Bahasa Inggris tadi? Lebih menyenangkan tidak?
DNA	Lebih asik daripada membaca cerita mba
R	Oke tata, apa pendapat kamu mengenai kegiatan pembelajaran bahasa inggris khususnya speaking yang miss deka ampu beberapa hari kemarin? Selama 8 kali pertemuan ini kan kita sudah belajar berbicara bahasa Inggris dengan menggunakan media sebagai modeling of the textnya. Nah menurut kamu kegiatan ini gimana?
DNA	Asyik dan seru banget. Nggak seperti belajar yang biasanya tapi ini

	bisa sambil main-main dan jadi artis lagi.
R	Apa kamu menyukai kegiatan – kegiatan seperti yang telah kalian lakukan di kelas bahasa Inggris yang miss deka ampu?
DNA	Sangat suka, Miss. Nggak ngerasa kalo sedang belajar, kayaknya cuma main-main aja tapi ternyata aku mendapat banyak Relajaran dan rasa grogi perlahan hilang kalo sering latihan.
R	Kegiatan bermain peran membantu kamu dalam belajar berbicara bahasa Inggris nggak?
DNA	Membantu sekali, Miss. Aku jadi lebih lancar bahasa Inggrisnya karena banyak mendapat kata-kata baru dan cara baca yang benar dan nggak grogi lagi.
R	Kalo penjelasan yang saya berikan selama ini mudah dimengerti nggak?
DNA	Iya, Miss. Pejelasannya jelas banget kok. Lagian di fotokopian yang biasanya diberi itu udah ada perintahnya. Walaupun saya udah mudeng, tapi kalo Miss nerangin itu aku juga ikut dengerin.
R	Kemajuan apa yang kamu rasakan setelah selama 8 kali pertemuan ini belajar berbicara bahasa Inggris dengan menggunakan media film animasi?
DNA	Karena sebelum ngomong kita nonton film dulu, jadi aku ada gambaran miss mau ngomong apa. Byasanya kan engga, missal suruh ngarang ya ngarang aja, gak ada contohnya. Dulu saya takut kalo disuruh ngomong karena nggak terbiasa, tapi setelah beberapa kali praktek dialog di depan kelas saya lebih percaya diri.
R	Kesan apa yang kamu dapat?
DNA	Pokoknya asyik. Menambah pengetahuan tentang bahasa Inggris terutama cara bacanya yang susah. Selanjutnya saya ingin serius belajar bahasa Inngris, jadi nggak hanya pas di sekolah aja.
R	OK. Makasih atas waktunya ya.
NAS	Sama-sama, Miss Deka.

Transcript 10

Cycle II

Interview with student of Grade 8
Researcher   : **Ultivatun Deka Ocvaliana M. (R)**
English Teacher   : **Yusuf Faizal (S)**
Day/Date   : **Thursday / 25th November 2011**
Time   : **11.00 a.m**
Location   : **Class VIIIA**
Topic   : **Review of cycle 1 (The Implementation of Macromedia Flash Animation Movie)**

R: Researcher	
YF: Yusuf Faizal (Siswa)	
R	Selamat siang, Dek. Maaf kalo pulang sekolahnya tertunda sebentar ya.
YF	Iya, nggak apa-apa, Miss.
R	What's your name?
YF	Yusuf, miss.
R	Ok, yusuf, apa pendapat kamu mengenai pembelajaran bahasa inggris yang miss deka ampu beberapa hari ini? Selama 8 kali pertemuan ini kan kita sudah belajar berbicara bahasa Inggris dengan menggunakan media sebagai modeling of the textnya. Nah menurut kamu kegiatan ini gimana?
YF	Asik miss, jadi gak membosankan. Kan kalau pelajaran bahasa inggris suka pada alasan ke kamar kecil, padahal jajan atau nongkrong di kantin. Hehe. Soalnya bosen miss, pasti suruh ngerjain LKS, reading, nyatet kata-kata sulit lalu diartikan. Gak pernah diapalin jugak, jadi ya sekarang dicatat, besok kalau baca kata yang sama paling sudah lupa.
R	Apa kamu menyukai kegiatan – kegiatan telah kalian lakukan di kelas bahasa Inggris yang miss deka ampu?
YF	Iya, kan bisa sambil main-main dan bisa belajar ngomong juga. Karena kegiatanya menyenangkan, tidak hanya menghafal dialogue terus praktek di depan, saya jadi gak malu lagi miss buat ngomong. Soalnya udah denger langsung dari filmnya gimana cara ngomongnya.
R	Kegiatan bermain peran membantu kamu dalam belajar berbicara bahasa Inggris nggak?
YF	Iyalah, sedikit demi sedikit dapat membantu saya dalam belajar berbicara dalam bahasa Inggris.
R	Penjelasan saya selama ini bagaimana? Jelas atau masih kurang bisa membuat kalian mengerti?
YF	Dulu pas awal-awal terlalu cepat. Saya kadang sampai harus nanya temen. Tapi lama-lama penjelasannya bagus, membuat aku mudeng.

	Temen-temen juga bilang Miss kalo menjelaskan bisa membuat saya mengerti.
R	Kemajuan apa yang kamu rasakan setelah selama 8 kali pertemuan ini belajar berbicara bahasa Inggris dengan memaksimalkan penggunaan media film animasi?
YF	Dulu saya takut kalo disuruh ngomong karena nggak terbiasa, tapi setelah beberapa kali praktek di depan kelas saya lebih percaya diri.
R	Kesan apa yang kamu dapat?
SNA	Saya merasa lega dan senang karena bisa belajar berbicara dalam bahasa Inggris. Saya juga jadi lebih bersemangat belajarnya. Kalo bisa mau seterusnya serius belajar bahasa Inggris. Saya pengen bisa ngomong bahasa Inggris. Kalo belajar praktek secara langsung dengan situasi yang nyata kan tambah semangat belajarnya dan cepet ngerti materi yang diajarkan
R	Ok, terima kasih ya atas waktunya.

Transcript 11

Cycle II

Interview with student of Grade 8
Researcher : **Ultivatun Deka Ocvaliana M. (R)**
English Teacher : **Drs. Agustinus Sudarisman (T)**
Day/Date : **Thursday / 25th November 2011**
Time : **11.00 a.m**
Location : **Class VIIIA**
Topic : **Review of cycle II (The Implementation of Macromedia Flash Animation Movie)**

GBI: Guru Bahasa Inggris	
R : Researcher	
R	Selamat pagi, bapak. Hari ini saya minta waktunya untuk menanyakan beberapa Rertanyaan terkait dengan kegiatan di Cycle II, apakah ada peningkatan terhadap kemampuan siswa dalam berbicara bahasa Inggris atau tidak,
GBI	Iya, silahkan.
R	Yang pertama terkait dengan perkembangan siswa pada Cycle II ini, menurut pangamatan Bapak, perkembangan apa saja yang mereka dapatkan?
GBI	Perkembangan yang sangat signifikan itu menurut pengamatan saya terkait dengan rasa percaya diri dan fluency tentu saja. Perkembangan fluency mereka semakin meningkat. Pada awal program ini pronunciation mereka banyak yang salah, bahkan sudah diulang-ulang masih salah. Sekarang bicaranya sudah lebih lancar, tidak malu

	lagi dan lebih percaya diri dibandingkan dengan awal-awal dulu. Dengan banyak latihan saya yakin mereka akan semakin baik lagi. Dari classroom managementnya juga sudah baik sekali. Tidak satupun siswa laki-laki yang ijin ke belakang selama pelajaran. Itu berarti mereka enjoy sekali dengan kelas bahasa inggris. Mereka sangat menikmati pelajaran seolah-olah sedang bermain. Partisipasinya dan antusias siswa pada saat mengikuti pelajaran juga sangat kelihatan. Byasanya siswa laki-laki itu tidak mau kalau disuruh maju, lha ini malah pada berebut.
R	Mengenai kekurangan di Cycle II ini, hal apa yang kurang berhasil menurut Bapak?
GBI	Kalo ada yang berhasil pasti ada yang kurang berhasil ya mbak. Kurang berhasil mungkin tidak, tapi memang ada beberapa hal yang tidak meningkat. Yang pertama mengenai penataan kalimat atau grammar. Urusan grammar itu memang butuh waktu dan perhatian ekstra. Tapi kalo tujuan speaking untuk anak SMP kan yang utama fluency mereka, yaitu mengenai keberanian untuk berbicara entah salah entah benar. Kemudian mengenai alokasi waktu. Karena memang untuk memutar film saja mebutuhkan waktu yang lama, belum lgi persiapan siswa meretell storynya. Kalo kegiatan anda ini kan terbatas pada jam pelajaran dan terbatas pada ijin waktu yang diberikan oleh sekolah.
R	Kalo siswa-siswa sendiri enjoy tidak dengan kegiatan semacam ini?
GBI	Wah mereka antusias sekali. Dari mulai awal kegiatan ini mereka sudah tertarik dan yang saya lihat mereka berusaha menampilkan yang terbaik menurut kemampuan mereka.
R	Apa saran bapak untuk kegiatan ini?
GBI	Apa, ya.. Mungkin memang harus dilakukan dengan waktu lebih. Kalo kekurangannya bisa dimaklumi yang penting kan membawa banyak manfaat untuk anak-anak. Juga bisa sebagai referensi kegiatan alternatif supaya siswa tidak bosan.
R	Baik, saya rasa cukup sekian pertanyaan saya. Terima kasih atas waktu dan bimbingan bapak selama ini. Saya mohon maaf jika banyak melakukan kesalahan.
GBI	Iya, mbak. Saya yang terima kasih malahan, sudah dibantu ngajari anak-anak. Maaf ya kalo mereka merepotkan.

QUESTIONAIRE

Dear students,

Saya adalah mahasiswi Universitas Negeri Yogyakarta jurusan Pendidikan Bahasa Inggris semester 9. Nama saya Ultivatun Deka Ocvaliana Muhrodin. Saat ini saya sedang mengadakan penelitian dengan judul **"IMPROVING THE PROCESS OF TEACHING AND LEARNING SPEAKING THROUGH MACROMEDIA FLASH ANIMATION MOVIE AT THE EIGHTH GRADE OF SMP NEGERI 3 SLEMAN IN THE ACADEMIC YEAR OF 2011/2012 "**.

Sehubungan dengan hal tersebut, saya memohon bantuan dari adik-adik untuk mengisi angket ini. Adapun tujuan angket ini adalah untuk mengetahui permasalahan adik-adik dalam hal belajar berbicara bahasa Inggris. Jawaban adik-adik dalam angket ini tidak akan mempengaruhi nilai bahasa Inggris kalian.

Atas perhatian adik-adik saya ucapkan terima kasih.

Penulis,

Ultivatun Deka Ocvaliana M.

Nama :……………………….........

Nomer:………………………….

Kelas :………………………….

ANGKET

I. Isilah pernyataan-pernyataan di bawah ini dengan jujur sesuai dengan keadaanmu. Berilah tanda (v) pada kolom yang telah tersedia. Jawaban tidak akan mempengaruhi apapun.

Keterangan :

SS : sangat setuju	**TS** : tidak setuju
S : setuju	**STS** : sangat tidak setuju

NO	PERNYATAAN	SS	S	TS	STS
1.	Bahasa Inggris adalah mata pelajaran favorit saya.				
2.	Saya merasa takut untuk berbicara dalam bahasa Inggris ketika pelajaran sedang berlangsung.				
3.	Saya merasa malu untuk berbicara dalam bahasa Inggris ketika pelajaran sedang berlangsung.				
4.	Saya berminat untuk belajar berbicara dalam bahasa Inggris.				
5.	Saya merasa malas belajar berbicara dalam bahasa Inggris.				
6.	Saya dapat mengajukan pertanyaan dalam bahasa Inggris pada guru saat pelajaran				

	bahasa Inggris berlangsung.				
7.	Saya dapat menjawab pertanyaan sederhana dalam bahasa Inggris secara lisan saat pelajaran berlangsung.				
8.	Saya dapat melakukan percakapan / dialog pendek dan sederhana dengan lancar.				
9.	Saya bisa memahami perintah dalam bahasa Inggris yang diberikan oleh guru secara lisan saat pelajaran bahasa Inggris berlangsung.				
10.	Saya dapat melaksanakan perintah dalam bahasa Inggris yang diberikan oleh guru secara lisan saat pelajaran bahasa Inggris berlangsung.				

II. Jawablah pertanyaan di bawah ini dengan sejujur-jujurnya sesuai dengan keadaanmu. Jawaban tidak akan mempengaruhi apapun.

1. Kesulitan-kesulitan apa yang kamu rasakan dalam belajar berbicara bahasa Inggris di kelas?

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2. Apa saran kamu agar belajar berbicara dalam bahasa Inggris di kelas menyenangkan?

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QUESTIONAIRE ANALYSIS

Hari, Tanggal : Selasa , 8 November 2011
Kelas   : VIIIA SMP N 3 Sleman
Jumlah siswa : 36 siswa
1. *Bahasa Inggris adalah mata pelajaran favorit saya.* 1 siswa menjawab sangat setuju 15 siswa menjawab setuju 20 siswa menjawab tidak setuju 1 siswa menjawab sangat tidak setuju
2. *Saya merasa takut untuk berbicara dalam bahasa Inggris ketika pelajaran sedang berlangsung.* 1 siswa menjawab sangat setuju 21 siswa menjawab setuju 15 siswa menjawab tidak setuju
3. *Saya merasa malu untuk berbicara dalam bahasa Inggris ketika pelajaran sedang berlangsung.* 3 siswa menjawab sangat setuju 21 siswa menjawab tidak setuju 14 siswa menjawab tidak setuju
4. *Saya berminat untuk belajar berbicara dalam bahasa Inggris.* 11 siswa menjawab sangat setuju 22 siswa menjawab setuju 4 siswa menjawab tidak setuju
5. *Saya merasa malas belajar berbicara dalam bahasa Inggris.* 12 siswa menjawab setuju 23 siswa menjawab tidak setuju 1 siswa menjawab sangat tidak setuju
6. *Saya dapat mengajukan pertanyaan dalam bahasa Inggris pada guru saat pelajaran bahasa Inggris berlangsung.* 3 siswa menjawab setuju

34 siswa menjawab tidak setuju
7. *Saya dapat menjawab pertanyaan sederhana dalam bahasa Inggris secara lisan saat pelajaran berlangsung.* 1 siswa menjawab sangat setuju 25 siswa menjawab setuju 11 siswa menjawab tidak setuju
8. *Saya dapat melakukan percakapan / dialog pendek dan sederhana dengan lancar.* 1 7 siswa menjawab setuju 20 siswa menjawab tidak setuju
9. *Saya bisa memahami perintah dalam bahasa Inggris yang diberikan oleh guru secara lisan saat pelajaran bahasa Inggris berlangsung.* 3 siswa menjawab sangat setuju 17 siswa menjawab setuju 13 siswa menjawab tidak setuju 4 siswa menjawab sangat tidak setuju
10. *Saya dapat melaksanakan perintah dalam bahasa Inggris yang diberikan oleh guru secara lisan saat pelajaran bahasa Inggris berlangsung.* 16 siswa menjawab sangat setuju 22 siswa menjawab tidak setuju
11. *Kesulitan-kesulitan apa yang kamu rasakan dalam belajar berbicara bahasa Inggris di kelas?* 9 siswa menjawab karena cara mengucapkan kata-kata dalam bahasa Inggris susah 20 siswa menjawab karena cara mengajar guru yang monoton 4 siswa menjawab karena sulit menerjemahkan bahasa Inggris 4 siswa menjawab karena tidak pernah diajari speaking
12. *Apa saran kamu agar belajar berbicara dalam bahasa Inggris di kelas menyenangkan?* 24 siswa menjawab memperbanyak latihan speaking

8 siswa menjawab merubah cara mengajar guru agar tidak tegang

3 siswa menjawab mengurangi kegiatan menterjemahkan bacaan

2 siswa menjawab guru harus lebih sering berbicara bahasa Inggris

INTERVIEW GUIDELINES

Here are some questions that the researcher wants to ask to the students and the teacher before and during the implementation of Macromedia Flash animation movie to improve students' speaking teaching and learning process.

A. In the reconnaissance process
1. Guru bahasa Inggris
   a. Menurut pendapat bapak, apakah siswa-siswa di SMP N 3 Sleman ini menyukai mata pelajaran bahasa Inggris?
   b. Apa kesulitan terbesar siswa dalam belajar bahasa Inggris?
   c. Apakah speaking dan writing penting untuk siswa SMP?
   d. Bagaimana kemampuan berbicara siswa kelas VIII di SMP N 3 Sleman?
   e. Apa usaha bapak untuk meingkatkan kemampuan berbicara siswa?

2. Siswa
   a. Apakah kamu senang belajar bahasa Inggris?
   b. Bagaimana kegiatan di kelas bahasa Inggris?
   c. Kegiatan yang seperti apa yang kamu sukai untuk belajar bahasa Inggris?
   d. Apa kesulitan terbesar kamu dalam belajar berbicara bahasa Inggris?
   e. Apa usaha kamu untuk menghadapi kesulitan tersebut?

B. During the implementation of the actions

Cycle I

1. Guru bahasa Inggris
   a. Bagaimana penilaian bapak terhadap kemampuan siswa di Cycle I ini?
   b. Apa sajakah kekurangan yang ada di Cycle I ini?
   c. Kemajuan apa yang dicapai siswa dalam cycle ini?
   d. Apa saran bapak untuk cycle berikutnya?
   e. Apakah siswa menyukai strategy pembelajaran menggunakan film animasi?

2. Siswa
   a. Apa pendapat kamu mengenai kegiatan di kelas bahasa Inggris selama ini?
   b. Apakah kamu menyukai kegiatan belajar dengan menggunakan film animasi?
   c. Apakah penggunaan film animasi membantu kamu dalam belajar berbicara dalam bahasa Inggris?
   d. Apa kesulitan terbesar kamu dalam belajar berbicara bahasa Inggris?
   e. Apa usaha kamu untuk menghadapi kesulitan tersebut?

Cycle II

1. Guru bahasa Inggris
   a. Bagaimana penilaian bapak terhadap kemampuan siswa di Cycle II ini?
   b. Apa sajakah kekurangan yang ada di Cycle II ini?
   c. Kemajuan apa yang dicapai siswa dalam cycle ini?
   d. Apa saran bapak untuk cycle kegiatan semacam ini?
   e. Apakah siswa menyukai kegiatan pembelajaran seperti ini?

2. Siswa
   a. Apa pendapat kamu mengenai kegiatan di kelas bahasa Inggris selama ini?
   b. Apakah kamu menyukai kegiatan pembelajaran menggunakan film animasi?
   c. Apakah penggunaan film animasi membantu kamu dalam belajar berbicara dalam bahasa Inggris?
   d. Apa pendapat kamu mengenai kegiatan di kelas bahasa Inggris selama ini?
   e. Kemajuan apa yang kamu rasakan selama pelaksanaan kegiatan belajar bahasa Inggris dengan menggunakan film animasi?
   f. Kesan apa yang kamu dapat dari pembelajaran seperti ini?

COURSE GRID

AND

LESSON PLAN

The Course Grid

❖ **This course grid was written based on the Standard of Competency and Basic Competency (SK/KD) that has already been in the curriculum. The course grid consists of components to write lesson plans.**

❖ **The various topics were selected through the discussion with the English teacher to improve the speaking teaching and learning at grade eighth in SMP N 3 Sleman, Yogyakarta.**

MEETING I

Standard of Competence	Basic competence	Topic	Indicator	Example of expressions	Input text	Task/ activities	Vocabulary	Media	Duration
4. Express meaning in a short spoken text and simple interactive and non-interactive, in formal and informal situations, descriptive form, recount and exposition, to communicate with the environment and / or in the context of academic	4.1 Expressing meaning of the short simple spoken functional and monologue in the form of descriptive and recount text accurately, fluently, and appropriately to interact with surroundings.	**Telling past event**	• Asking and responding to the question about the characters in the animation movies • identifying the characters in the animation movie	a. *Where did father go on his last holiday?* b. *Was it interesting?* c. *What did he do there? Can you tell us what his activities there?*	Transactional dialogue	• Watching the video related to recount text • Finding the meaning of the difficult vocabulary of the video and pronouncing the words • Answering the questions related to the animation movie • Identifying the expressions use in the dialogue	• went • beach • snow • cold • snowball • skiing	• Worksheet • Animation movie • Lcd proyector	2 x 40 minutes

MEETING II

			Telling past event	• Retelling the story based on the animation movie • Identifying sequencing sentences. • Making sequencing sentences. • Telling their own past events such as their last holiday.	• *First of all*, I *(packed my suitcase)* • *Secondly*, I .... *(made sure I had all my clothes)* • *Previously (before that) ..... I changed some money.* • *Then… I (called a taxi for the airport)* • *Later (on)… (when we were stuck in traffic, I realized…)* • *But before al that… (I had double checked my reservation)*	transaction al	• Playing vocabulary games • Making sequencing sentences • Arranging jumbled sentences into a good paragraph then retell it in front of the class • Telling a story about their holiday	• holiday • cinema • packing • airport • barbeque party • bus station	• Workshee t • Animatio n movie • Lcd • proyector	2 x 40 minutes

MEETING III									
Standard of Competence	**Basic competence**	**Topic**	**Indicator**	**Example of expressions**	**Input text**	**Task/ activities**	**Vocabulary**	**Media**	**Duration**
10.Express meaning in a short spoken text and simple interactive and non-interactive, in formal and informal situations, descriptive form, recount and exposition, to communicate with the environment and / or in the context of academic	10.1. Express the meaning with a simple spoken language accurately, fluently and acceptably in the form of descriptive text, recount, and expositions to communicate interactively in informal situations with the environment and / or in the academic context.	**My Favorite artist**	• mentioning adjectives to describe someone • recognizing the adjective phrases and clause to describe someone • Using adjectives to describe someone in the form of phrases and sentences	• *He is handsome* • *She is cute* • *She is kind* • *She has a pointed nose*	Descriptive Monologue text	• Recognizing the adjectives order to describe someone • Giving other example of adjectives • describe someone based on the pictures in the worksheet • describe characters in the animation movie	**Adjectives to describe things** e.g. physical appearances, personality • Beautiful • Smart • Charming • Kind • Honest • Clever • Handsome • Bad • Good	• Worksheet • Animation movie • Lcd • proyector	2 x 40 minutes

		MEETING IV						
		My Favorite artist	• identifying the organization and grammatical pattern in the monologue descriptive text, • Describing their favorite actress/ actor based on their pictures	• *He is handsome* • *She is cute* • *She is kind* • *She has a pointed nose*	descriptive	• making list of adjective to describe someone • Playing *"Yes or No" Questions*	**Adjectives to describe things** e.g. physical appearances, personality • Beautiful • Smart • Charming • Kind • Honest • Clever • Handsome • Bad • Good	• Worksheet • Animation movie • Lcd proyector	2 x 40 minutes

LESSON PLAN

1

Name of the school : SMP NEGERI 3 SLEMAN

Subject : English

Grade/semester : 8/ 1

Text type :Short Functional text

Skill : Speaking

Time Allocation : 2 x 40 minutes

A. Standard of Competence

4. Expressing the meaning of the short functional texts and the simple monologue texts in the form of recount in the context of daily live.

B. Basic Competence

4.2 Expressing the meaning and the rhetorical steps accurately, fluently and acceptably by using the kind of oral language in the context of daily live in the form of *recount.*

C. Indicators to achieve the competence :

Students are able to:

1. identify detail information in the recount text.
2. identify the language features of recount text.
3. Use the simple past tense and the simple past continuous tense.
4. use oral language in short functional text especially recount.

D. Learning Objectives

Students are able to tell their past experiences.

E. Learning Materials:

Recount Text

a. <u>Recount</u> is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from <u>narrative.</u>

b. The generic structures of a recount.

➢ Orientation: provides the setting and introduces participants.

➢ Series of Events: tell what happened, in what sequence.

➢ Re-orientation : optional – closure of events

c. The lexicogrammatical features of recount

➢ Focus on specific participants

➢ Use material processes.

➢ Use Adverb of time

➢ Use Past Tense and Past continues Tense

➢ Focus on temporal sequence

d. Grammar use

The Simple Past Tense

Verbal	**Nominal**
S + Verb 2 (Past Form) + O	S + Tobe 2 + O

The Simple Past Continuous Tense

Verbal
S + Tobe 2+ Verb ing (Present Participle) + O

Sequencing sentences

These words show the chronological sequence of events.

First of all, I (packed my suitcase)
Secondly, I …. (made sure I had all my clothes)
Previously (before that) ….. I changed some money.
Then… I (called a taxi for the airport)
Later (on)… (when we were stuck in traffic, I realized…)
But before al that… (I had double checked my reservation)
Finally… (I arrived at the wrong check-in desk at the wrong airport for a flight that didn't go until the next day)

F. Approach and method

Communicative Approach

G. Teaching and Learning Activities

1. Pre teaching

   ➢ Preparation

   Checking media: paper sheet, marker, LCD, etc

   ➢ Opening

   Greeting

   Praying

   Checking student's attendance

2. While teaching : (Genre Based)

BKOF	Students are given some simple questions from the teacher. Those questions are for leading the students into the materials. Example : a. Where did you go on your last holiday? b. Was it interesting? c. What did you do there? d. Can you tell us what your activities there along your holiday?

MOT	a. Students are shown an animation movie entitled "Snow in my Holiday". b. Students are given some questions to stimulate them to state their opinion about that animation. It begins with the simple questions like: ✓ Who are the participants in that animation? ✓ Where did they go? ✓ What did they do there? Can you mention their activities during the snow? c. The teacher review some materials about recount text, such as how to begin retelling their past experience (orientation), how to arrange the activities (series of events), and how to make re-orientation in the end of the story. It is just a short review because the teacher actually has explained it last week in detail. It is given to improve student's understanding before they do the next performance.
JCOT	a. The teacher divides the students into several groups. b. The teacher plays the animation once more. After that, she gave jumbled-puzzle which consist of pictures relates to the animation movies. c. They are asked to make a sentence based on each picture. Then, they are asked to arrange those pictures in a good order and then retell the story in their own words. d. The teacher gives feedback from the student's performance. e. The next activity is telling Tom's experience based on the animation. The teacher provides some jumbled-sentences to make it easier. Then they are asked to

	arrange those sentences into a good story which had been played. f. Then, the activity is continued with playing vocabulary games.
ICOT	a. Students are asked to tell their experience in celebrating their Christmas or Idul Fitri last year. b. After the performance, the teacher gives feedback on each performance to improve their ability in speaking.

3. Closing

> ➤ The teacher ends the lesson by asking the students about what they have learnt today.

> ➤ The teacher gives some questions as a reflection of today's discussion.

> ➤ The teacher leads a prayer.

H. Learning Sources

Richards, Jack C. 1997. *New Interchange*. Cambridge University Press.

www.learning-to-english.com

www.bbc.co.uk

www.esllabsrandals.com

I. Evaluation

Oral test→ Students are asked tell their past experiences in the form of recount   text.

<u>Score</u>

Pronunciation	**20**
Delivery	**20**
Content	**20**
Grammar	**20**
Diction	**20**

Sleman, November 2011

Supervisor   Researcher

Drs. Agustinus Sudarisman   **Ultivatun Deka O.M.**
CSN. 19630528 198903 1 008   **SN.07202244133**

LESSON PLAN

3

Name of the school : SMP NEGERI 3 SLEMAN

Subject : English

Grade/semester : 8/ 1

Text type :Short Functional text

Skill : Speaking

Time Allocation : 4 x 40 minutes

1. **Standard of Competence** :

   10. Express meaning in a short spoken text and simple interactive and non-interactive, in formal and informal situations, descriptive form, recount and exposition, to communicate with the environment and / or in the context of academic

2. **Basic of Competence** :

   10.1. Express the meaning with a simple spoken language accurately, fluently and acceptably in the form of descriptive text, recount, and expositions to communicate interactively in informal situations with the environment and / or in the academic context.

3. **Objectives**:

   Students are able to describe things and someone.

4. **Indicators**

   Students are able to:

   - Mention parts of descriptive text

   - Mention the function of descriptive text

   - Mention some detail information from the pictures

   - Make a short descriptive text

5. **Materials** :

<div align="center">Orang Utan</div>

Orang Utan has long reddish-brown hair. It has four long fingers and an opposable thumb. Its' feet have four long toes and an opposable big toe. The standing height of Orang utan averages from 4 to 5 ft (1.2 to 1.5 m) and weigh is about 73 to 180 pounds (33 to 82 kg). It has a large bulky body, a thick neck, very long strong arms, short bowed legs, and no tail.

<div align="center">**LANGUAGE FOCUS**</div>

- **Descriptive text** is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.
- **The Generic Structure of Descriptive Text:**
  Identification; identifying the phenomenon to be described.
  Description; describing the phenomenon in parts, qualities, or/and characteristics.
- **Grammar used in Descriptive Text**
  Simple present tense.

Teaching Method   : Three-phase techniques (Presentation, Practice, Production)

6. **Activity**:

 a. Pre teaching

- Preparation

  - Checking media

    - Paper sheet

    - Marker

    - LCD

  - Checking the students' readiness

    - Greeting

    "Good morning class"

    "How's life?"

    - Opening prayer

    "Before we start our class today, it is better for us say a prayer".
    Shall we! Amen.

    - Checking the attendance list

    "Is the whole class here?"

BKOF	Students are given some simple questions from the teacher. Those questions are for leading the students into the materials. Example : a. Well class, have u ever gone to the zoo? What can you see there? What is your favorite animal? b. Ok Ambar, What is your favorite animal? Can you describe to us what it looks like? Ok, great! So, you can describe your favorite animal clearly. c. Ok class, could you guess what will we discuss today? d. Yes, excellent students. Now, we are going to discuss how to describe things.

MOT	a. The teacher shows a Macromedia flash animation about animal maker.
	Ok class, if the computer says the head is lion's head, which one is correct? Yess, good! What does lion's head look like?
	b. Students are given some questions to stimulate them to state their opinion about that animation. It begins with the simple questions like:
	   1. How does the animals look like?
	   2. Where can we find them easily?
	   3. What is their favorite food?
	   4. What do they usually do as a habit?
	   5. Could you mention some parts of their body?
	2) The teacher reviews some materials about descriptive text, such as how to begin describing tings. It is given to improve student's understanding before they do the next performance.

JCOT	a. The teacher divides the students into several groups. b. The teacher plays an animation movie and then stoped it in the middle. They were asked to continue the story based on their own imagination. c. After all the groups performed in front the class, the teacher asked one of the students to come forward and choose a card. d. Each group is asked to chose one card. e. The teacher asked the student who choose the card to memorize the sentences. f. Then, they whisper it to their friends. g. The last students in each row have to speak it loudly.
ICOT	a. The teacher divides the students into several groups. b. Each group is asked to make describe their favorite artist or they can also describe their favorite pet if they have without telling the name or the race of their pet. c. The teacher then asks them to tell it in front of the class, and let the other groups guess who they are. d. After the performance, the teacher gives feedback for each performance to improve their ability in speaking.

- The teacher ends the lesson by making conclusion

"What are expressions that we learnt today? Anyone please mention it."

- Closing prayer

"It's better for us to end this class by make a prayer. Pray do. Amen"

"Ok see you on Tuesday"

7. Resources
   - Student worksheet, Kreatif.
   - Richards, Jack C. 1997. *New Interchange*. Cambridge University press.

8. Assessment
   a. Technique: spoken tests
      " Students are able to describe their favorite artist or pets if they have"
   b. Instruments
      Build the student's confidence in speaking in front of the class
   c. Key Answer   : based on the student's competence

Sleman,   November 2011

Supervisor   Researcher

Drs. Agustinus Sudarisman   **Ultivatun Deka O.M.**
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			SCORING CATEGORIES (BRWON: 2004)			
Cate gories	**Grammar**	**Vocabulary**	**Comprehension**	**Fluency**	**Pronunciation**	**Task**
1	Errors in grammar are frequent, but speaker can be understood by native speaker used to dealing with foreigner attempting to speak his language.	Speaking vocabulary inadequate to express anything but the most elementary needs.	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech repetition, or paraphrase.	No specific fluency description. Refer to other four language areas or implied level of fluency.	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.	Can ask and answer questions on topics very familiar to him. Able to satisfy routine travel needs and minimum courtesy requirements. (Should be able to order a simple meal, ask for shelter or lodging, ask and give simple directions, make purchases, and tell time).
2	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.	Can get the gist of most conversations of non-technical subjects (i.e., topics that reach no specialized knowledge).	Can handle with confidence but not with facility most social situations, including introductions and casual conversations	Accent is intelligible though often quite faulty.	Able to satisfy routine social demands and work requirements; needs help in handling any complication or difficulties.

				about current events, as well as work, family, and autobiographical information.		
3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversation on practical, social and professional topics.	Able to speak language with sufficient vocabulary to participate effectively in the most formal and informal conversation in practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.	Comprehension is quite complete at a normal rate of speech.	Can discuss particular interest of competence with reasonable ease. Rarely has to grope for words.	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.	Can participate effectively in most formal and informal conversations on practical, social, and professional topics.
4	Able to use the language accurately	Can understand and participate in any	Can understand any conversation within	Able to use the language fluently on	Errors in pronunciation are	Would rarely be taken for a native speaker but

	on all levels normally to pertinent to professional needs. Errors in grammar are quite rare.	conversation within the range of his experience with a high degree of precision of vocabulary.	the range of his experience.	all levels normally pertinent to professional needs. Can participate in any conversation within the range of his experience with a high degree of fluency.	quite rare.	can respond appropriately even in unfamiliar situations. Can handle informal interpreting from and into language.
5	Equivalent to that of educated native speaker.	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.	Equivalent to that of an educated native speaker.	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.	Equivalent to and fully accepted by educated native speakers.	Speaking proficiency equivalent to that of an educated native speakers.

Action Checklist

Meeting/ Cycle :____/____

Put a thick ☑ on each item in the column to represents teaching and learning process in the action.

No.	The Teaching and Learning Process	Observation Score				
		0	1	2	3	4
A.	Pre Teaching					
	The teacher greets the students.					
	The students respond to the greeting.					
	The teacher asks the students condition.					
	The students tell their condition to the teacher.					
	The Teacher calls the role or asks the absence students.					
	The teacher outlines the material.					
	The teacher explains the goal of teaching and learning.					
B.	Whilst - teaching					
	The students are ready to learn the materials.					
	The teacher asks students to read the dialogue.					
	The students read the dialogue.					
	The students identify the expressions used in the dialogue.					
	The teacher gives chances to the students asking questions.					
	The students ask questions.					
	The students ask to their classmates.					
	The students check the students' understanding.					
	The teacher gives sufficient time to students to arrange their seats to move in their groups.					
	The students cooperate well in groups.					
	The students speak English.					
	The students use dictionary to help them.					
	The students over themselves to be volunteers.					
C.	Post – teaching					
	The Teacher summarizes and makes reflection of the lesson.					
	Students reflect their learning.					
	The teacher previews on the upcoming materials.					
	Note					

Description

0	: not applicable	3	: above average
1	: unsatisfactory	4	: excellent
2	: average		
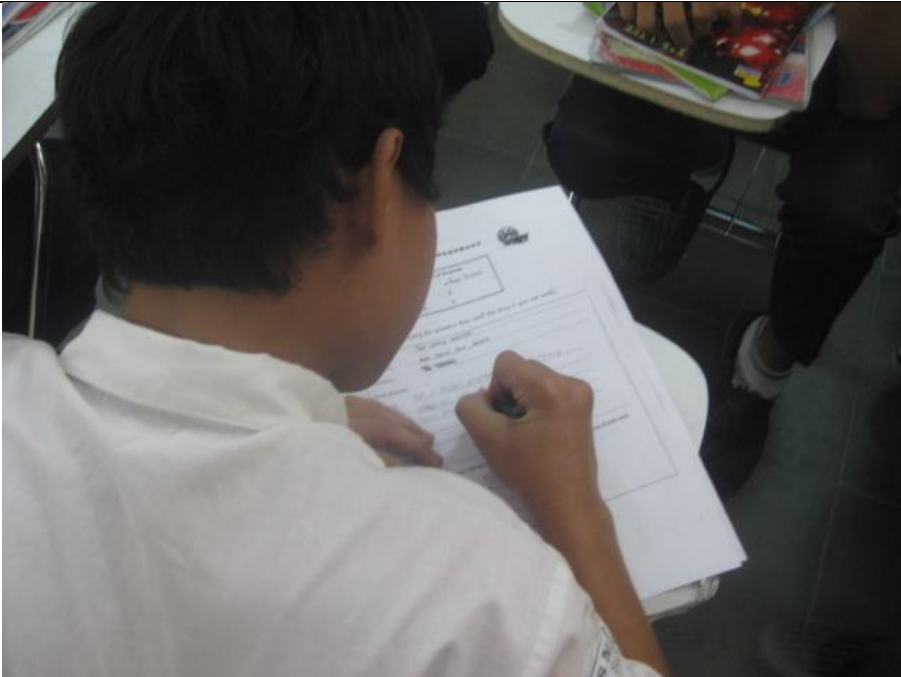
Yogyakarta, _____2011
Collaborator

(_____)

No.	Photographs	Descriptions
1.		The animation movie was being played for changing written text into spoken text in MOT stage

		The English teacher was also eager to watch the animation movie.
2		The students are completing worksheet for preparing their performance in creating the ending of the animation movie under the researcher and collaborator's control.

3.		The students were stimulated to answer a simple questions related to the animation movie.

| 4. | | The students are performing "survey games" |