



**USING FLASH ANIMATIONS TO IMPROVE  
STUDENTS' LEARNING BEHAVIOURS  
IN SPEAKING CLASS  
PARTICULARLY IN RETELLING A STORY**

a final project

Submitted in partial fulfilment of the requirements for the degree  
of Sarjana Pendidikan in English

By

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## **MOTTO AND DEDICATION**

Good start will lead you to great end

To

My mother and father

My husband

My child

My young brothers

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## ABSTRACT

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**Key words:** flash animations, speaking, retelling a story, action research.

This final project is about using flash animation to improve students' learning behaviours in speaking class particularly in retelling a story. The objectives of this study are to describe the students' problems in speaking class, to describe how a flash animation can be applied in teaching speaking especially about retelling a story and to describe the extent of students' learning behaviours in speaking class particularly in retelling a story.

The object of this study was the eight graders of class VIII-D SMPN 2 Kendal in the academic year of 2011/2012. In order to achieve the objectives of my study, I designed an action research that was carried out through preliminary observation, cycle 1, and cycle 2. I used observation checklist, questionnaire, and speaking test as my instruments in collecting the data. There were five meetings in this research. One meeting was used for conducting preliminary observation and pre-test, and four meetings were used to conduct cycle 1 and cycle 2.

The results of this study showed that the students' learning behaviours changes better during the teaching learning process. The average score of students' behaviour checklist in cycle 1 was 18.875, then increased to be 21.708 in cycle 2. It meant that the students' learning behaviours changed well. There was also a significant difference of the result of the students' mean score in pre-test, formative test, and post test. The students' mean score in pre-test was 70.80; formative test was 76.40; and post-test was 82.27.

Based on the results of the research, it can be concluded that flash animation is an effective medium to improve students' learning behaviours in speaking class particularly in retelling a story. In this study, I suggest the English teacher to use flash animation as one of the media in teaching speaking through retelling a story.

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# **CHAPTER I**

## **INTRODUCTION**

Chapter one presents an introduction of the study. It includes background of the study, reasons for choosing the topic, statements of the problem, objectives of the study, significances of the study, and an outline of the report.

### **1.1 Background of the Study**

English as an international language in the world has been taught to Indonesian students from the first year of Junior High School to the third year of Senior High School. There are also many Elementary schools provide their students to learn English starting from grade one. However, the result of English teaching in Indonesian schools has not reach its succeed yet. The students' speaking skill is still low. According to Brown (2001: 270) there are some features that make speaking as difficult language skill. They cover clustering, redundancy, reduced forms, performance variables, colloquial language, rate of delivery, stress, rhythm, intonation of English and interaction.

The mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language

proficiency (Richards, 2008:19). Speaking activities in class include retelling story, debate, speech, discussion, and etcetera.

In this project, I will only focus on retelling a story as a part of speaking activities in class. Here, students are required to do most of the talking, consider what they have read, and formulate their thoughts to express a true understanding of what they have read. Story retelling, as a part of speaking activities in class, is an effective teaching tools that enables students to focus on story structure. Story Retelling is a procedure that enables a child to play a large role in reconstructing stories. It underlies both social and academic development. When narrating stories, the speaker uses language for an extended period. This active participation with stories results in increased language development, comprehension and an interest in books and in learning to read (Evans & Strong 1996)(<http://www.bridgew.eduLibrary/CAGSProjects/TPALINGO/web%2opage/srlitrev.htm>).

Story retelling is not as easy as people imagine. The students will meet some difficulties in giving information if they do not have any ability in conveying an idea or a topic. Retelling a story in English is very difficult for them. They might have limited vocabulary items and they might have poor ability in pronunciation.

As the person who manages the classroom activity, a teacher may use suitable media. The teacher can motivate the students to learn with enjoyable and interesting media. According to Gerlach and Elly (1980:245), “to select the appropriate media, the teacher must consider the characteristics of the students,

which directly related to the learning process such as verbal abilities, visual and audio perception skills”. Other factors which a teacher also ought to consider the media selection come from “the instructional system model, that is, the organization of groups, the time available and the space in which the media will be used” (Gerlach and Elly: 254-255). The teacher is insisted on being more creative in teaching story retelling in order to keep them away from feeling bored in learning English. Therefore, I try to use flash animation as an alternative media to teach speaking in retelling story.

Flash animation is one of the many media to teach story retelling. “a Flash animation or a flash cartoon is an animated film which is created using Adobe Flash animation software and often distributed in the “.swf” file format” ([http://en.wikimedia.org/wiki/flash\\_animation.html](http://en.wikimedia.org/wiki/flash_animation.html)). Using a flash animation as a means for teaching story retelling can be very pleasing and interesting for students and they will be more interested and more active in learning because they are given a chance to express their minds, emotions, feelings, and attitudes. They will feel something new and different from what they usually get in class. They will feel that they are just not an object of teaching learning process but they are also a subject of it.

## **1.2 Reasons for Choosing the Topic**

The reasons for choosing the topic “Using Flash Animation to Improve Students’ Learning Behaviors in Speaking Class particularly in Retelling a Story” are as follows:

- (1) The English teacher might not use various media in teaching speaking. As a result, the students get bored with the lesson. Hence, I try to use a Flash Animation for teaching speaking in order to help the students have better fluency in retelling story.
- (2) Multimedia and technological information are used by many schools with international class, immersion class, bilingual class, and the common one is declared as the RSBI or SBI School. Therefore, teacher should be more creative and innovative for supporting new media in learning and teaching process.
- (3) SMPN 2 Kendal is the first school that declared as RSBI in Kendal. The use of multimedia is very suggested in this school. Each classroom is equipped with LCD player. Therefore, teacher should be able to utilize the facilities well.
- (4) The students of SMPN 2 Kendal may get difficulty in speaking English as a foreign language.
- (5) I assume that flash animation is the new media that becomes an alternative strategy in teaching English. This media is very interesting and enjoyable for the learner because it shows images of 2-D or 3-D artwork or model positions in order to create an illusion of movement. By using this media, students will see the colorful objects, see gestures of the model, read the script and listen to the storyteller. Therefore, it can bring a cheerful atmosphere into the class and make them easier to retell the story.

### **1.3 Statements of the Problem**

The problems of the research are;

- (1) What are the students' problems in speaking class particularly in retelling a story?
- (2) How a flash animation is applied to teach speaking in retelling a story?
- (3) To what extent a flash animation can improve students' learning behavior in speaking class particularly in retelling a story?

### **1.4 Objectives of the Study**

The objectives of the research are:

- (1) To describe the students' problems in speaking class particularly in retelling a story.
- (2) To describe how a flash animation can be applied in teaching speaking in retelling a story.
- (3) To describe the extent of students' learning behaviour in speaking class particularly in retelling a story that can be improved through the use of a flash animation

### **1.5 Significance of the Study**

Based on the objectives of the study, I hope that the result of this study will be useful for both students and teachers.

- (1) For students

Students at schools will be more interested and more active in learning because they are given a chance to express their minds, emotions, feelings, and attitudes.

(2) For teachers

Teachers can be more creative in teaching English to their students and they are expected to use alternative media to teach speaking particularly in retelling a story.

## **1.6 Outline of the Study**

This study consists of five chapters. Chapter one presents the introduction which consists of background of the study, reasons for choosing the topic, statements of the problem, objectives of the study, significance of the study, and outline of the final project. Chapter two presents the review of the related literature which consists of review of previous study related in this study and review of theoretical studies which consist of learning English as a foreign language, general concept of speaking, basic types of speaking, teaching speaking, technique for teaching speaking, definition of story retelling, technique for retelling a story, general concept of animation, a flash animation, advantages of using a flash animation as the media in teaching speaking, the flash animation used in the study, action research, and framework of analysis. Chapter three deals with the research methodology which consists of research design, subject of the study, implementation of action research, research instrument, method of data collection, and method of data analysis. Chapter four presents the findings and its interpretations. Finally this final project ends with chapter five that presents the conclusions and suggestions.

## **CHAPTER II**

### **REVIEW OF THE RELATED LITERATURE**

This chapter consists of three parts. They are the review of the previous studies, review of the related theories that support my research and the last part is the framework of analysis of my research.

#### **2.1 Review of the Previous Study**

Developing the students' speaking skill in retelling a story is not a new topic in writing a final project. There have been a number of researches concerning with the use of certain media and technique to teach speaking in retelling a story. Here are some final projects that have been conducted by previous students of English Department of UNNES. I use them as references in conducting this final project.

Royanti (2008) in her study entitled "The Use of English Comics to Improve Students' Ability in Story Retelling (The Case of the Eighth Years Students of SMP N I Bojong, Pekalongan)". She pointed out that the use of English Comics is an effective media in teaching story retelling. She stated that the English Comics taken from 7th edition "The Very Best of Donald Duck Comics" (Bilingual Edition) can stimulate students' motivation and interest in story retelling. The data analysis showed there were significant differences between the experimental group and control group.

A study conducted by Sofiatun (2008) is “Retelling Story as a Technique to Improve Student’s Ability in Speaking English ( A Case of Second-Year Students of SMK 7 Semarang). She suggested that the implementation of retelling a story as a technique to improve students’ speaking ability has proved it to be successful; it was supported by the results of the post-test which was higher than the pre-test. She also stated that retelling story could determine whether the students knew the idea, can make inferences, identify concepts, generalize concepts, and connect to the text.

Ridwan (2009) in his final project entitled “Using a Flash Animation as an Alternative Medium for Teaching Students Write Narrative Texts (An Experiment on the Tenth Year Students of SMA N 10 Semarang in the Academic Year of 2008/2009)” stated that flash animation could be used as an alternative media for teaching writing narrative text.

The previous studies above use various media to improve students’ ability in retelling a story. One of them uses a flash animation to teach students write a narrative story. The three researchers above conduct their researches as an experimental research. Therefore, it motivates me to conduct an action research using a flash animation to improve students’ learning behaviour in speaking class particularly in retelling a story. I concerned on the students’ behaviour changes.

## **2.2 Review of Theoretical Studies**

### ***2.2.1 General Concept of Speaking***

Some experts define the term speaking. Fulcher (2003:23) states “speaking is the verbal language to communicate with others. Its function is to convey message

which lies in the structure and meaning of all languages, whether this is written or spoken". Speaking is the production skills that consist of producing systematic verbal utterances to convey meaning (Balley, 2005:7).

Speaking is a skill that derives attention every bit as much as literary skill in both first and second language (Bygate, 1987: vii)

Speaking is the utterance of intelligible speech that delivers to the public directly and speaking is expressive or telling something (eloquent) to public (Farlex, your dictionary.com and swafgroup.com)

Based on the terms of speaking above, speaking is one of the skills that used to deliver our ideas, opinions, thoughts also showing the author's feeling to the public in a particular language.

### ***2.2.2 Basic Types of Speaking***

According to Brown theory (2004: 141) there are five basic types of speaking, as follows:

#### (1) Imitative

At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence.

#### (2) Intensive

The production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships (such as prosodic elements - intonation, stress, rhythm, juncture).

(3) Responsive

The tasks include interaction and text comprehension but at the limited level of short conversations, standard greetings, small talk, requests, and comments.

(4) Interactive

The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants.

(5) Extensive (monologue)

Extensive oral production tasks include speeches, oral presentations, and storytelling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether.

### ***2.2.3 Teaching Speaking***

The goal of teaching speaking is communicative efficiency (Hughes, 2002:6). Learners should be able to make themselves understood, using their current proficiency to the fullest. 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.

According to Nunan (2003: 32), “teaching speaking” is to teach English Second Language (ESL) learners to produce the English speech sounds and sound patterns, to use word and sentence stress, intonation patterns and the rhythm of the second language, to select appropriate words and sentences according to the

proper social setting, audience, situation and subject matter, to organize their thoughts in a meaningful and logical sequence, to use language as a means of expressing values and judgments, and to use the language quickly and confidently with few unnatural pauses, which is called as fluency.

According to Harmer (2003:269) their ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language ‘on the spot’. He recognizes that there are some elements of speaking for spoken production. They are; (1) Connected speech, effective speakers of English need not only to produce the individual phonemes of English but also to use fluent ‘connected speech’, (2) Expressive devices, native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal, (3) Lexis and grammar, spontaneous speech is marked by the use of a number of common lexical phrases, especially in the performance of certain language functions, and (4) Negotiation language, effective speaking benefits from the negotiator language we use to seek clarification and to show the structure of what we are saying.

#### ***2.2.4 Technique for Teaching Speaking***

There are many ways in teaching speaking. For getting good students’ speaking ability, teachers are allowed to implement some techniques in speaking classroom. They are some techniques to teach speaking according to Chang Feng Hem and Chen Shin Jin as quoted by Sofiatun; (1) Retelling activities, it means that, the students read a story two or three times before asking them to retell it, (2) Using

dialogue, the students are required to fill in the blank space from the dialogue, (3) Role-play, the teacher has devised a “correspondent’s interview”, a kind of role-play dramatization, in which one student acts as a correspondent and another as a designed character, (4) Description, the students describe the person or thing assigned of them. Their description should be sufficiently informative for their classmate to be able to identify the person or thing, and (5) Discussion, to begin with, presents a few simple problem solving topics to the students and then ask them to give opinion about it.

Different from Hein and Jin, Bailey has some approaches that have been used over years to teach languages. First, the Grammar-Translation Method. Students are taught to analyze grammar and to translate from one language to another. The characteristics are: (1) it focuses on reading and writing; (2) the vocabulary is determined by the reading texts; (3) the sentence is the basic unit of teaching and language practice; (4) the primary emphasis is on accuracy; (5) teaching is deductive; (6) the medium of instruction is typically the students’ native language. Second, the direct method focused on vocabulary and sentence and the lesson were conducted entirely in the target language, the language the students are trying to learn. Both the teacher and the students are active in this method. The direct method strongly influenced the development of the audio-lingual method. In audio lingualism, speaking is taught by having students repeat sentences and recite memorized dialogues from the textbook. The last is Communicative Language Teaching. The students learned language by interacting, and then they should interact during English lesson.

### ***2.2.5 Definition of Story Retelling***

One way of getting students to speak up is by giving them something to talk. For example, teacher gives a story to read, then, students have to retell with their own words or we can say it as retelling story. Retelling is a part of speaking skill. It helps students to get the idea or understand the story more.

According to Gibson, Judith, and Charissa (2003:2) story retellings require the reader or listener to integrate and reconstruct the parts of a story. They reveal not only what readers or listeners remember, but also what they understand. Retellings build story comprehension.

In story retellings, readers or listeners tell what they remember about the story orally or through dramatization, drawing, or writing (Morrow, 1989; Owocki, 1999). Retelling does not mean memorizing—it means recounting the story in the child’s own words. Retellings require children to think more conceptually—to look at the bigger picture—rather than answering specific questions about the text. Retelling also helps learners internalize information and concepts, such as vocabulary and story structure (Brown & Cambourne, 1987). The more experience children have with retelling, the more they are able to understand, synthesize, and infer. “Retelling is grounded in an understanding of the crucial role that oral language plays in both the formation and sharing of meaning” (Gambrell, Koskinen, & Kapinus, 1991).

Story Retelling is a procedure that enables a child to play a large role in reconstructing stories. It underlies both social and academic development. When narrating stories, the speaker uses language for an extended period of time. This

active participation with stories results in increased language development, comprehension and an interest in books and in learning to read. In addition, retelling is a powerful technique for checking understanding. Unlike answering specific questions after reading, retelling requires reprocessing large segments of text thinking about the sequence of ideas/events and their importance. Retelling is a versatile tool for both the student and teacher.

Retelling gives children plenty of opportunities to develop their fluency (Wright, 1997:46). Even though, students are going to make a mistake or may not find the word they need. However, students will learn from the mistakes they made then try to avoid them in advance. Retelling is a challenge to do what you can with what you have. When students read a story, they will get main ideas. Then retelling is a connection between the ideas that students get with what they retell. If students are able to talk with their own words, they have understood the story.

Therefore, retelling is one way to help students to talk in speaking class, especially with their limited English vocabularies. It gives them opportunity to construct sentences from the story they read. It also gives them better understanding from the main ideas they get.

### ***2.2.6 Technique for Retelling Story***

Based on Underhill (1993:66-73) there are many kinds of elicitation techniques. One of them is retelling stories. There are two techniques in retelling stories. They are:

### (1) Retelling a Story from Aural Stimulus

The technique is the learners hears a short passage or story, then the teacher asked to retell the passage or to summaries it. The instruction usually emphasis that it is the quality, rather than the quantity, of the retelling that is important; and that as far as possible the teacher should use his own words rather than try to recall exact phrases from the passage. These points should be reinforced by marking system.

### (2) Retelling a Story from Written Stimulus

The technique is the learners read a passage or series of short passages to himself and is asked to retell each one in his own words immediately afterwards. There is no fixed time limit at reading stage, but he is not allowed to refer back to the written text once he has begun to retell the story. Thus, the learner is usually given the text to read at the beginning of this stage of the test. Moreover, the text is taken back by the teacher once the learner says he has finished reading it. In this case, it is possible to delay the recall by carrying out some intervening activity between the reading and the retelling stages in order to accentuate the important of memory and mental organization.

This technique can be used at all levels of students in junior high school, to discourage parrot like repetition of words and phrases and to reduce the important of memory, instruction can be given to keep the retelling briefly by reproducing only the most important points.

The principal difference between this technique and retelling from aural stimulus is obviously that the skills used are hearing or speaking in one case and reading or speaking in the other. Both are authentic, but for any particular learner the text type are likely to be different in term of subject matter, length, degree of formality, conversation or text, and etcetera. This would naturally be reflected in the different passages chosen for each technique.

Another different is that a recorded passage is heard in real time, that is to say, the timing of the delivery is predetermined and the learner has no control over. He has to process it as it comes. Access to reading passage is much more under the learner's control. He can take it at his own speed, re-read phrases or sentences and refer back to check reference. A written passage may therefore be linguistically more complex than a recorded passage because of poor comprehension.

### ***2.2.7 General Concept of Animation***

Sutopo (2002: 2) says animation is making objects to move so that it looked live. The objects of animation can be picture of letters. Animation starts to be recognized since television start to present moving picture that come from camera and also the work from an animator. Animation is very good to be used in presentation, model, documentation, and etcetera.

Another definition of animation defined by [http://www.animwork. dk/TWA/Guide/Guide. html](http://www.animwork.dk/TWA/Guide/Guide.html) Animation comes from the Latin word animate, which means to give life or to give soul.

### ***2.2.8A Flash Animation***

A flash animation is one of the many media to teach story retelling. “ A flash animation or flash cartoon is an animated film which is created using “Adobe Flash” animation software and often distributed in the “.swf” file format” ([http://en.wikimedia.org/wiki/flash\\_animation.html](http://en.wikimedia.org/wiki/flash_animation.html)).

Flash is a program by “Macromedia” for creating interactive, animated online content. Animated simply means “to have movement” -- Flash content does not have to be a cartoon. It is commonly used to mimic software interface elements such as scroll bars, drop-down menus, buttons, and navigational systems. The term “Flash” has also come to mean the actual files created using Macromedia’s program of the same name. Not only it contents animated pictures, but it is also interactive, allowing the user to experience unique results based on input (hand-out of a Workshop for San Diego State University Faculty and Staff, 2000;4).

A flash animation like cartoon but it is simpler. We can make it by ourselves or download it from internet. The amount of flash animation file is small, so it does not need a long time to download it.

### ***2.2.9The Advantages of a Flash Animation as the Media in Teaching Speaking***

As stated in the previous discussion, teacher’s creativity including in using media will affect the students’ result in learning. Flash animation is one of the alternative media that is appropriate to be used in teaching a second language. A flash animation also becomes the part of prepared talk. Based on Harmer (2001:274)

prepared talks represent a defined and useful speaking genre, and if properly organized, can be extremely interesting for both speaker and listener.

A flash animation tends to be more interesting in the performance, easy in the application, more economical in the using of computer's memory, and more interactive. Therefore the teachers can explain the teaching material easily and more interesting. It is more practical because it can be put into the CD so that it can be taken anywhere easily. We do not need to take some complicated teaching aids. Actually, the students are very keen and more enthusiastic because it is more interactive and easy to carry out. With the flash animation, the teaching learning process is more interesting because we can hear some music and listen to some instructions given. We can also insert the instruction voice to the CD so that the teacher can a little bit save their energy (<http://eddy-setiawan.blogspot.com>).

The objective of using a flash animation in teaching speaking is to help students to get and to compose their idea easily. Moreover, by doing this media, teacher can encourage the students' motivation in speaking skill. Harmer (2001: 51) stated that without such motivation we would almost certainly fail to make the necessary effort. Furthermore, animated cartoon icon has a unique appeal to everyone especially for young learner. Therefore, it can arouse the students' interest to produce many sentences orally.

As a teaching media, especially in teaching speaking, a flash animation provides many inspirations to be explored by the students. The advantages of this flash animation are that students can see the cartoons' gesture, expression, mood,

and listen to the storyteller's voice. Therefore, students can easily get the idea of the story and retell the story fluently.

### ***2.2.10 The Flash Animations Used in the Study***

Flash animations used in this study are animated fairy tales showing the plot of the story but not in one sequence. I have to click the next button to continue the story. A storyteller tells the story, so it is different from an animation film. Flash animation provides the innovation; it is simpler than animation film but more complex than still pictures. It is also understandable because the ideas or the themes are very simple but it is packed in interesting images.

There are two titles of flash animation in form of cartoon, they are:

(1) "Goldilocks and Three Bears"

This flash animation is downloaded from <http://www.britishcouncil.org.htm>. There are four major characters in the story; they are Goldilocks, daddy Bear, mummy Bear and baby Bear.

"Goldilocks and Three Bears" narrates the adventure of Goldilocks. Goldilocks was a little girl that had a golden hair. One day she was walking in the forest. She found a house and entered it. The house was empty. She found three bowls on the table. She tried the first porridge, but it was too hot. Then she tried the second porridge, but it was too cold. Finally, she tried the last one, it was just right and she ate all the porridges.

Then she went upstairs and slept on the baby Bear's bed. The Bears family came and saw their porridges were eaten by someone. Then they went

upstairs and saw Goldilocks was sleeping there. Then Goldilocks woke up and saw the Bears. She was frightened, ran to the forest, and never came back again.

(2) “Little Red Riding Hood”

This flash animation is downloaded from <http://www.britishcouncil.org/.htm>. There are three major characters in the story; they are Little Red Riding Hood, Granny, and The Wolf.

“Little Red Riding Hood” narrates about a little girl named Little Red Riding Hood. She lived in a wood in the forest. One day she was visiting her Granny. She brought a nice cake for her Granny. On her way to her Granny’s house, she met a Wolf. The wolf asked where she would go. She said that she would go to her Granny’s house behind the trees. Then the Wolf came into Granny’s houses and ate Granny. When she got to Granny’s house, Granny looked very strange. Little Red Riding Hood wondering whether it was Granny or the wolf she met in the wood. When the wolf wanted to eat her, she shouted for help. Fortunately, the woodcutter heard her shouting. Then he ran into the house and hit the wolf over the head. The wolf opened his mouth and shouted. Suddenly, Granny jumped out. The wolf ran away and never came back again, and what will happen to Little Red Riding Hood? It was an interesting experience.

### ***2.2.11 Action Research***

Action research is defined by Wallace (1998: 1) as “the systematic collection and analysis of data relating to the improvement of some area of professional practice.” It is often considered the most accessible form of researcher for

teachers, because its goal is the solution of problems encountered in everyday practice (Wallace, 1998: 2).

According to Harmer(2003: 344), action research is the name given to a series of procedures that teachers can engage in, either because they wish to improve aspects of their teaching, or to evaluate the success of certain activities and procedures.

According to Priyono (1999: 3-6), some characteristics of action research are: (1) Problem oriented, it means that the subject of action research is the daily problems. If a teacher carries out action research, the problems under investigation are the teaching and learning problems, (2) Problem solving oriented, unlike empirical studies, action research is always held with the main aim of solving certain problems, (3) Improvement oriented, action research is always meant to make changes by making use of the element involved in the process of development, (4) Multiple data collection, to fulfill the principal of critical approaches several methods of data collection are used, like: observation, test, interview, and questionnaire, (5) Cyclic, actions are implemented with certain order as planning, observing, action, and replacing which show critical and reflective thinking, and (6) Participatory (collaborative), the researcher cooperates with other people. This way is used to heighten the validity of observation.

Action research is useful for knowing more about learners and their motivation. The teacher uses an action research when he or she finds some problems such as the students have not achieved the target she expected during teaching and learning process.

There are many advantages for the teacher who conducts an action research. They are:

- (1) The ability to monitor and describe both their own and their pupils activities and behaviour;
- (2) An understanding of instructional methods and materials and their applications;
- (3) An awareness of the relationship between classroom behaviours and pupils' growth.
- (4) The ability to modify or change their behaviours on the basis of their understanding in the classroom settings.

In conducting action research, teacher can choose the forms of action research. There are several forms of action research according to Kemmis and Carr (in Hammersley, 1993: 241-244):

- (1) Technical action research, the aim of this kind of action research is more efficient or effective educational practice; the criteria by which progress toward effectiveness may be evaluated pre-exists in the mind of the facilitator.
- (2) Practical action research, the aim is the improvement of individuals' own practices; however, the relationship between participants may still be mediated by the outsider.
- (3) Emancipatory action research, the general aim is practical of professional wisdom, but it is also has the aim of emancipation of participants in the action form the dictates or compulsions of tradition, precedent, habit, coercion or

self-deception. The teacher should choose the appropriate form of action research in order to get success in conducting action research.

Moreover, Harmer said that we might want to know more about our learners and their motivation. We might want to learn more about ourselves as teachers, how effective we are, how we look to our students, how we look to ourselves if we were observing our own teaching. We might want to gauge the interest generated by certain topics, or judge the effectiveness of certain activity types.

Kurt Lewin (2004), then, develops action research into four major parts: planning, acting, observing, and reflecting, which become a continuous cycle and can be illustrated below:

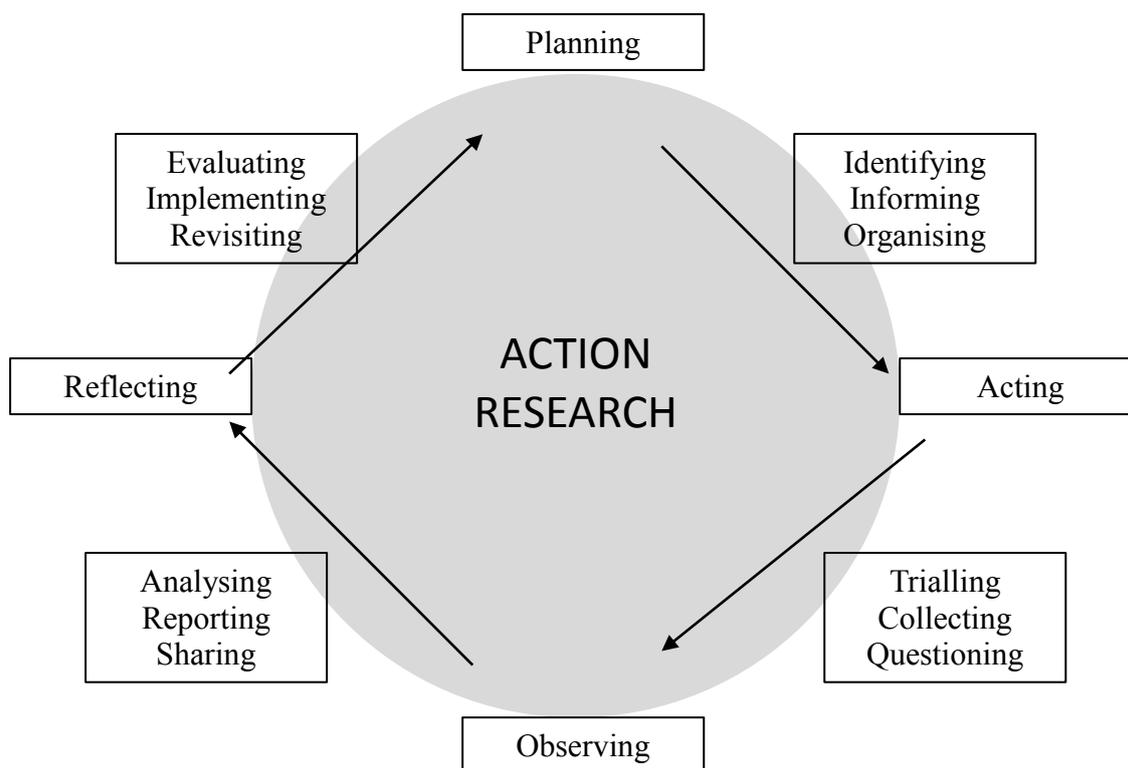


Figure 2.1. Kurt Lewin Model of Action Research.

### (1) Planning

Planning is the first step of the research procedure. This activity covers the plan that will be applied in solving problem. As the characteristic of action research, the purpose of planning is to find out the solution of the problem and to improve students' ability.

### (2) Acting

After planning and preparing the solution that will be applied, the plan can be conducted. What the teacher or researcher does is an effort to reach an improvement or a change.

### (3) Observing

Observing is an activity of observing the data collected in order to know to what extent, the action activities have reached the objectives of the study. In this step, the researcher identifies and analyses the data collected. The data collected in this study were qualitative data in form of descriptive data and quantitative data in form of students' score. These data are collected during the process of teaching learning process.

### (4) Reflecting

Reflecting is the activity of evaluating critically about the progress of change of the subject of the study. In this step, the research observes whether the activity has resulted any progress, what progress happens, and about the positives and negatives.

In short, action research is characterized by those constraints and strength given a research methodology intended to be a workable technique for

working classroom teachers. Elliot (1991:49) concludes that action research improves a teaching learning process by saying “The fundamental aim of action research is to improve practice rather than knowledge”.

### 2.3 Framework of Analysis

Every teaching learning process has its own goal or objective. In achieving their goal, teachers use many activities and strategies based on some considerations, such as, verbal abilities, visual and audio perception skills, experience, intelligence, motivation, personality, social skill, and so on. Some teachers use some kinds of media as their tool.

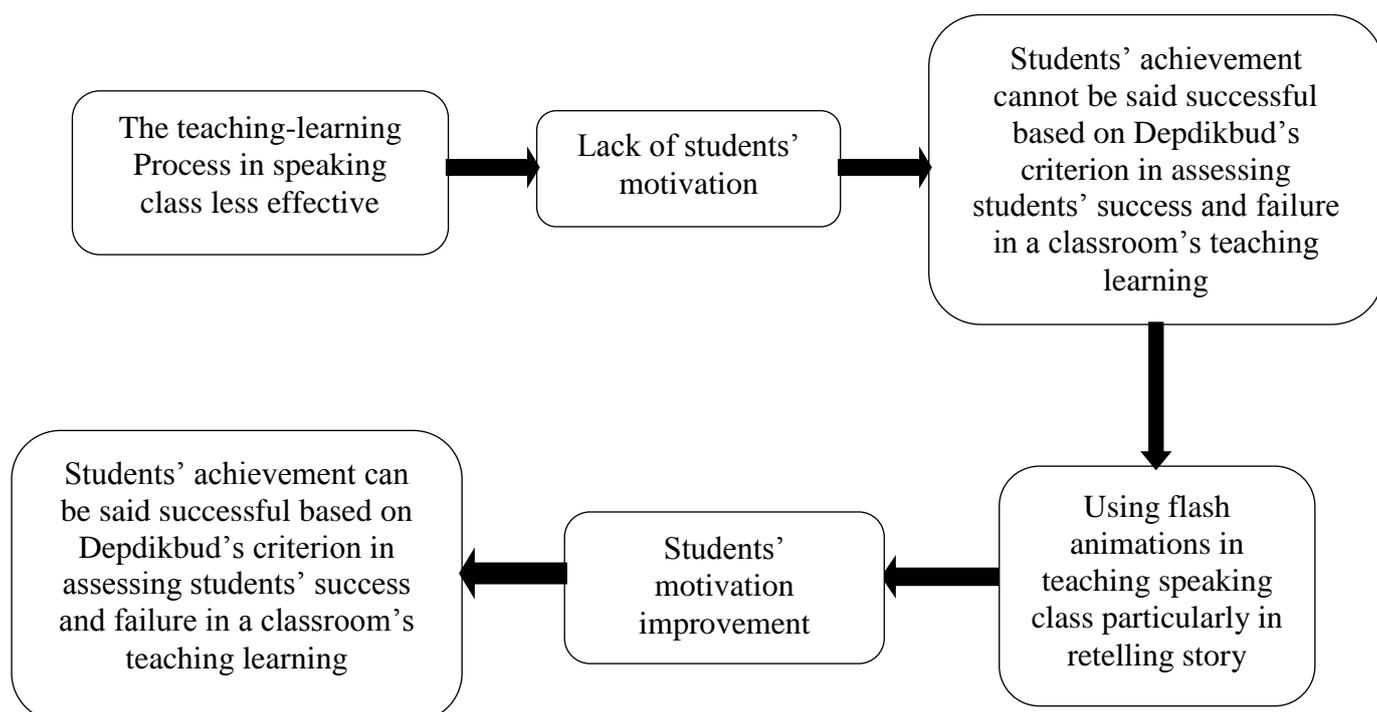


Figure 2.2 Framework of Analysis

In this final project, I use a flash animation of fairy tales as a medium in teaching speaking particularly in retelling a story. My objective of the teaching learning process in this study is improving the instructional practices to improve students' learning behaviour in speaking class particularly in story retelling. By using media, the teaching learning process will go more effectively and efficiently than teaching without media. Moreover, the students also will be interested in following the lesson, teaching using flash animation also will not make them bored, even they will enjoy it.

Retelling story here can be classified as a talk. Richards (2008:27) explains that talk as performance refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches. Spoken texts of this kind often have identifiable generic structures and the language used is more predictable. Because of less contextual support, the speaker must include all necessary information in the text. Talk as performance tends to be in the form of monolog rather than dialog, often follows a recognizable format (e.g., a speech of welcome), and is closer to written language than conversational language.

Richards (2008:28) also adds some of the skills involved in using talk as performance. The skills are:

- (1) Using an appropriate format
- (2) Presenting information in an appropriate sequence
- (3) Maintaining audience engagement
- (4) Using correct pronunciation and grammar

- (5) Creating an effect on the audience
- (6) Using appropriate vocabulary
- (7) Using an appropriate opening and closing

Based on the information about talk as performance above, I will use these references as my consideration in scoring the students' speaking performance while I am conducting the action research.

In scoring the students' speaking performance, I use the scoring system by Harris (1969) and Brown (2004) which measures the pronunciation, vocabulary, grammar, fluency, and comprehension aspect. The rating scale of each aspect is started from 1 up to 5.

This study uses a simple formula to analyze the result of the students' achievement in speaking in the pre-test and post-test. I follow the criterion issued by the Department of National Education in assessing students' success and failure in a classroom's teaching learning. The criterion says that students can be said to be successful if they can achieve 65% of the score. Besides, a class also can be said successful if 85% of the members past the test (Depdikbud, 2004:29).

Whether my method is effective or not, I use the theory of Kemp (1985:34) which states that by using audio-visual as the media, the instruction can be more interesting, learning becomes more interactive, the length of the time required can be reduced, the quality of learning can be improved, and the positive attitude of students toward what they are learning and to the learning process itself can be enhanced. Thus, the tests, questionnaire, and observations checklist that I used would determine whether my teaching method is effective or not.

## **CHAPTER III**

### **METHOD OF INVESTIGATION**

Chapter three discusses the method of investigation to achieve the goal of the research. This part consists of research design, roles of the researcher, object of the study, instruments of the study, procedure of data collection, and procedure of data analysis.

#### **3.1 Research Design**

The research method that I used in this final project was a qualitative research. Afriani(2009) quotes some definitions of qualitative research stated by some linguists. A qualitative approach is a process of research and understanding based on methodologies that investigate a social phenomena and human problems. In this approach, the researcher makes a complex description, examines the words, the detail report from the respondents' view, and does the research in a natural situation (Creswell, 1998:15). Bogdan and Taylor (1992:5) state that qualitative method is a research procedure that produces descriptive data which can be written or spoken from human's behaviour that the researcher investigates.

According to the way a study is conducted, there are two kinds of research, action research and experimental research. (Arikunto, 2006:2-3). Because the purpose of this research was to improve the teaching learning process, so I decided to use action research as my research design. Arikunto

(2006:2) also claims that action research is a kind of research done by someone who conducts the research on what he is really doing without changing its system.

Lewin (2004), then, develops action research into four major parts. They are:

(5) Planning

Planning was the first step of the research procedure. This activity covered the problem identification. As the characteristic of action research, the purpose of planning was to find out the solution of the problem and to improve students' learning behaviours.

(6) Acting

After recognizing the possible cause of the problems faced by the students of SMPN 2 Kendal, there was lack of motivation in following the speaking class particularly in retelling a story, the action was decided in advanced. The action was aimed to solve the problems.

(7) Observing

Observing was an activity of observing the data collected in order to know to what extent, the action activities have reached the objectives of the study. In this step, I identified and analyzed the data collected. The data collected in this study were qualitative data in form of descriptive data and quantitative data in form of students' score. These data were collected during the process of teaching learning process.

(8) Reflecting

Reflecting was the activity of evaluating critically about the progress of change of the subject of the study. In this step, I could observed whether the

activity has resulted any progress, what progress happens, and about the positives and negatives.

In short, action research was characterized by those constraints and strength given a research methodology intended to be a workable technique for working classroom teachers. Elliot (1991:49) concluded that action research improves a teaching learning process by saying “The fundamental aim of action research is to improve practice rather than knowledge”.

### **3.2 Roles of the Researcher**

The roles of the researcher in this study were the data collector and the data analyzer. I collected the data based on oral tests (pre-test, formative-test, and post-test), observation checklist, and questionnaire.

### **3.3 Object of the Study**

In this action research, I was interested in conducting my research at SMPN 2 Kendal located on Jl. Soekarno-Hatta No.187 Kendal. I took the eighth grade students from VIII-D in the academic year of 2011/2012 as my object. I only took one class consist of 30 students in this study.

### **3.4 Instruments of the Study**

According to Priyono (1999:3-5), one of the characteristics of action research is multiple data collection. Action research uses several method of collecting data to fulfill the principle of critical approaches, such as: observation, test, interview and

questionnaire. In this final project, I used three instruments of collecting data namely observation checklist, tests and questionnaire.

#### ***3.4.1 Observation Checklist***

In this action research, the aim of observation checklist is to describe students' behaviours during the teaching learning process. It described students' attention toward teacher's explanation, students' activeness in following the discussion in their groups, and students' responses toward teacher instructions like asking questions, answering questions and making notes, and students' ability in retelling a story.

#### ***3.4.2 Test***

I gave three assessment tests in this action research namely pre-test, formative-test, and post-test. All the tests that I gave were oral tests. The students were tested one by one to perform storytelling in front of the class. While the students were performing their part, I took some notes about their performances and recorded it. The reason why I gave three assessment tests was I wanted to measure the students' progress and the result of every step of the action research. It was used to give the supporting evidence beside the changes of students' behaviors.

Pre-test was given before I gave the treatment. It was aimed to know the students' basic ability of story retelling before I gave the treatment. Formative-test was given at the end of cycle 1. While post-test was given after the students had

been taught in cycle 2. Post-test used to measure the result of each teaching learning process.

### ***3.4.3 Questionnaire***

I gave the questionnaire to the students' in the last activity coincided with the post-test. The aim was to know the students' opinion and responses toward the treatment that I had given, teaching story-retelling using flash animation as the media.

## **3.5 Procedure of Data Collection**

In this study, I collected the data from three sources namely observation checklist tests, and questionnaire. Observation checklist used to describe students' behaviours during teaching learning process. I gave three tests in three times. They were pre-test, formative-test, and post-test. I used oral test in my investigation. The tests were given to measure the students' speaking ability before and after the action research was conducted. Then, Questionnaire was used to know the students' opinion and responses toward the treatment that I had given, teaching story-retelling using flash animation as the media.

This action research was conducted through three steps like preliminary observation, cycle 1 and cycle 2. The detail activities can be elaborated as follows:

### ***3.5.1 Preliminary Observation***

Before the observation, I asked the teacher how he taught students in speaking. He told me that he only used text book as the source, then explained them the material from the book, and asked students to deliver their speaking. Therefore, I taught them like what he did, but I used some pictures to motivate them in the learning process. I recorded my teaching in order to analyze it. Then, the result of preliminary observation was used to determine how the treatment would be given.

### ***3.5.2 Pre-Test***

I conducted the pre-test at the first meeting. I gave pre-test in order to know the students' speaking ability before giving them the treatment. The instrument used for pre-test consists of sequences pictures of Cinderella. The students were asked to do retelling story based on the pictures in front of class. The aim was to check the students speaking ability in retelling story.

### ***3.5.3 Cycle 1***

I conducted Cycle 1 in second and third meeting. In this cycle, the procedures were: planning, acting, observing, and reflecting. In this cycle, the evaluation was taken from the students. It was formative test. I used observation checklist to observe the students' learning behavior during the teaching learning process.

### 3.5.4 Cycle 2

In cycle 2, the students did the same activities as in the cycle 1. However, different story was used and I added some speaking activities. The students were expected to be more motivated in learning speaking English through retelling a story.

The activities during the teaching learning process were presented on the table below.

Table 3.1 The activities in Classroom Action Research

Planning	Making a well-prepared plan (lesson plan, observation checklist, and questionnaire)
Doing Actions	First Activity (preliminary observation)  Explaining the materials (generic structure and grammatical features of narrative text, past tense, and story telling steps) briefly and giving a pre-test.
	Second Activity (Cycle 1)  <ol style="list-style-type: none"> <li>1. Introducing the flash animation entitled “The Red Riding Hood”</li> <li>2. The students watched the flash animation of “Red Riding Hood”. I asked them to watch it carefully and pay attention to the vocabularies, grammar, pronunciation, expression, and stresses of the characters.</li> <li>3. I showed the flash animation once more and asked</li> </ol>

	<p>them to take some notes about what they saw and heard in the flash animation.</p> <ol style="list-style-type: none"><li>4. I divided the class into some groups. Each group consisted of six students.</li><li>5. I asked them to discuss about what they saw and heard on the flash animation and to make a story about “Red Riding Hood” in their own words.</li><li>6. I discussed the story of “Red Riding Hood” with the students. Sometimes I also gave them questions to make sure whether they understood the story of “Red Riding Hood” or not.</li><li>7. I explained about narrative text, gave them the right example of narrative text like the story of “Red Riding Hood”, and explained how to do storytelling.</li><li>8. I played the flash animation repeatedly.</li><li>9. I guided the students to practice story retelling.</li><li>10. I asked them to do storytelling based on flash animation they had watched in their own group. Then I gave some comments about their performance.</li><li>11. I gave formative-test. I asked them to perform storytelling in front of the class one by one. I</li></ol>
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	recorded it and took some notes about their speaking performance.
	<p>Third Activity (Cycle 2)</p> <ol style="list-style-type: none"> <li>1. Reviewing the same topics as in the first treatment.</li> <li>2. Watching the flash animation entitled “Goldilocks”.</li> <li>3. Asking the students doing storytelling in their group.</li> </ol>
	<p>Fourth Activity</p> <p>Giving a post-test to compare the difference of the results of the students between before and after the flash animations given.</p> <p>Fifth Activity (Observation Checklist)</p> <p>Checking the students’ interest or anything based on some aspects while the process was running.</p>
Observation	Analyzing and collecting the result of the actions. Its purpose is to know what extent the result of “action” reaches the objectives.
Reflection	<p>Finding out the significant progress from the first activity to the last activity.</p> <p>Analyzing the result of observation checklist</p>

### ***3.5.5 Post-Test***

Post-test was done in last or the fifth meeting. They performed the storytelling based on the flash animation of “Goldilocks” story. I asked them one by one to present the story orally in front of the class. While they were performing their part, I recorded it and took some notes about their speaking performance.

## **3.6 Procedures of Analyzing the Data**

This classroom action research consisted of four phases. Those are planning, actions, observation, and reflection. The purpose was to give a number of activities to the students and to observe the students’ progress in every activity during the classroom action research. The procedures of analyzing the data were as follows:

### ***3.6.1 Analysis of the Observation Checklist’s Result***

The rubric was adapted from “The Authentic Assessment Toolbox” created by Jon Mueller (2005). The rubric was an analytic rubric. An analytic rubric articulates levels of performance for each criterion so the teacher can assess students performance on each criterion. There is no "right" answer as to how many levels of performance there should be for a criterion in an analytic rubric; that will depend on the nature of the task assigned, the criteria being evaluated, the students involved and your purposes and preferences (Mueller, 2005:4). The rubric was taken in the form of checklist. The checklist consisted of six items relating to the use of Flash Animations in teaching story retelling. Each option

was given score that shows the quality of each indicator. The students' behaviours was analyzed using scoring scale modified from Mueller (2005:4) which started from 1 up to 4. The score was ranged from "1 to 4" which was shown in the table below:

Table 3.2 Students' Behaviors Scoring Explanation

Behaviours	Score explanation			
	4	3	2	1
Students' attention toward teacher's explanation	Very High	High	Medium	Low
Students' activeness in following the discussion in their groups	Very High	High	Medium	Low
Students' activities in asking questions	Always	Often	Sometimes	Rarely
Students' activities in answering questions	Always	Often	Sometimes	Rarely
Students' activities in making notes	Always	Often	Sometimes	Rarely
Students' ability in story retelling	Very Good	Good	Sufficient	Insufficient

### 3.6.2 Test

In this action research, I gave three tests which were pre-test, formative-test, and post-test. I used oral test for each test. The students' speaking ability of retelling story was analyzed using rating scale from Harris (1969) and Brown (2004) which measured the pronunciation, vocabulary, grammar, fluency, and comprehension. The rating scale of each aspect was started from 1 up to 5.

Table 3.3 Rating Scale of Speaking Achievement by Harris and Brown

ASPECTS	SCORE	EXPLANATION
<b>Pronunciation</b>	5	Have a few traces of foreign accent.
	4	Always intelligible, though one is conscious of a definite accent.
	3	Pronunciation problems necessitate concentrated listening and occasionally lead of misunderstanding.
	2	Very hard to understand because of pronunciation problems. Most frequently be asked to repeat.
	1	Pronunciation problems so severe as to make speech virtually unintelligible.
<b>Grammar</b>	5	Makes few (if any) noticeable errors of grammar or word order.
	4	Occasionally makes grammatical and/or word order errors which do not, however, obscure meaning.
	3	Makes frequent errors of grammar and word order which occasionally obscure meaning.
	2	Grammar and word order errors make comprehension difficult. Must often rephrase sentences and/or restrict him to basic patterns.
	1	Errors in grammar and word order so severe as to make speech virtually unintelligible.
<b>Vocabulary</b>	5	Use of vocabulary and idioms is virtually that of a native speaker.
	4	Sometimes uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies

	3	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.
	2	Misuse of words and very limited vocabulary make comprehension quite difficult.
	1	Vocabulary limitations so extreme as to make conversation virtually impossible.
<b>Fluency</b>	5	Speech as fluent and effortless as that of a native speaker.
	4	Speed of speech seems to be slightly affected by language problems.
	3	Speed and fluency rather strongly affected by language problems.
	2	Usually hesitant; often forced into silence by language limitations.
	1	Speech is so halting and fragmentary as to make conversation virtually impossible.
<b>Comprehension</b>	5	Appears to understand everything without difficulties.
	4	Understands nearly everything at normal speed, although occasional repetition may be necessary.
	3	Understands most of what is said at slower-than-normal speed with repetition.
	2	Has great difficulties following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetitions.
	1	Cannot be said to understand even simple conversational English.

This study used a simple formula to analyze the result of the students' achievement in speaking in the pre-test and post-test. I followed the criterion issued by the Department of National Education in assessing students' success and failure in a classroom's teaching learning. The criterion said that students could be said to be successful if they could achieve 65% of the score. Besides, a class also could be said successful if 85% of the members passed the test (Depdikbud, 2004:29). The score of the student was counted by using this formula:

$$M = \frac{\text{Score}}{\text{Max Score}}$$

To find the average of the students' test result I used this formula:

$$\text{Mean} = \frac{\sum x}{n}$$

Which  $\sum x =$  *the sum of any test score*

$n =$  the total number of respondents

### 3.6.2.1 Pre-Test

Below were my procedures in analyzing the data from pre-test:

- (1) I played the recorder which was about students' speaking performance on pre-test. I listened to it carefully and repeatedly. Then I scored it based on Brown's scoring system and put it in the assessment sheet.
- (2) I counted the average of the students' score in pre-test from each aspect.
- (3) I also counted the total score for the whole students.

(4) Then I classified the students' average score using the rating scale from Bloom.

(5) And finally I described the students' general performance and score in pre-test.

#### 3.6.2.2 Formative-Test

I also did the same way in analyzing the data from formative-test; I did the same procedures like the analysis for the data from the pre-test. Then I compared the students' average score in formative-test with their average score in pre-test. Finally I described their general performance in formative-test and compared it with their performance in pre-test.

#### 3.6.2.3 Post-Test

I did the same procedures in analyzing the post-test average score. Then I compared it with the students' score in formative-test and pre-test. I also described the students' general performance in post-test and compared it with their performance in formative-test and pre-test. Finally, I drew some conclusion about all their performance in pre-test, formative-test, and post-test.

### **3.7 Interpreting the Data Analysis Results**

It was important to give data interpretation after the data was carefully analyzed. The interpretation consisted of the checklist data interpretation. It will be interpreted descriptively in order to give an overview of the using "flash

animations” in improving students’ learning behaviors in speaking class particularly in retelling a story.

## **CHAPTER IV**

### **FINDINGS AND INTERPRETATIONS**

This chapter dealt with the overall result of the action research. It discussed the findings during the research and its interpretation. It consists of implementation of “flash animation” to improve students’ speaking skills in retelling story, overall result of the action research, and its strengths and weakness.

#### **4.1 FINDINGS**

##### ***4.1.1 The Students’ Problem in Speaking Class***

Many students share their problems in speaking such as never do communicative, being passive, not able to giving answer, and etcetera. Therefore, teachers should help the students overcome this problem by motivating them to speak. For this reason, teacher should use effective teaching methods that encourage students to take part actively in the class. The teaching learning process has to involve not only teacher and students, but also the students and students.

##### **4.1.1.1 Result of the Preliminary Observation**

Preliminary observation was conducted in the first meeting, on Wednesday, February 29<sup>th</sup>, 2012. On that day, all of the students were present. There were 30 students in class VIII-D. The aim was to get the data before the action. In this

activity, the dynamic of the lesson and students' attitude were observed during the teaching learning process.

Before the observation, I asked the teacher how he taught students in speaking class. He told me that he only used text book as the source, then explained them the material from the book, and asked students to deliver their speaking. Therefore, I taught them like what he did, but I used some pictures to motivate them in the learning process. I recorded my teaching in order to analyze it.

After the observation, these were the result I reached:

- (1) The dynamics of the lesson: the teacher came into the class, explained about narrative text, gave some pictures about Cinderella, gave some questions about Cinderella to give them a brainstorming about the story and asked them to do storytelling in front of the class. The teacher was the one who talked mainly (too much *Teacher Talking Time*), and she did not make the students part of the process since they did not participate actively in the lesson. Because of this, most of the students disconnected and their level of motivation to follow the lesson lowers; therefore, they began doing some other things than listening and working.
- (2) Students' attitude: as the lesson was not presented to the students in an attractive way and their attention was not caught since the beginning of the explanation, students' behaviour tended to be like this: writing notes to pass them to other students, talking with a partner, writing in their pictures, daydreaming, interrupting the teacher's explanation, etcetera. They stopped

listening because they were not given a reason to pay attention, a reason that made them be attentive, since when the teacher menaced them with not having the break on time they all suddenly quiet, but still not listening, only painting their books.

- (3) The type of activities proposed was not very motivated either. The students were not offered an interesting media to keep give their learning attention. The examples and activities provided did not deal with their interest.
- (4) When the students were exposed to the activities, mainly written texts, the only previous task had been to listen to the teacher's explanation. There was a little interaction between teacher and the students; she did not attract their interest on the topic, she did not give the students chance to explore their ability to speak up, for example; by giving them time to work in group to discuss about the material, so the students could deliver their opinion and try to perform their speaking in front of their friend confidently. That was one of the reasons why the moment they had to do the activities, they did not have any interest on them and if they did something, it was just mechanically, but not paying attention on what they were asked to do.

Thus, I thought that it obliged to teach them using interesting media to increase their motivation to retelling story. I used "flash animation" in this study to help the students to get and build their idea easily. Moreover, by doing this media, teacher can encourage the students' motivation in speaking skill. Harmer (2001: 51) stated that without such motivation we will almost certainly fail to

make the necessary effort. Furthermore, animated cartoon icon has a unique appeal to everyone especially for young learner. Therefore, it can arouse the students' interest to produce many sentences orally.

#### ***4.1.2 The Implementation of “Flash Animations” in Speaking Class***

This sub chapter concerned in the implementation of “flash animation” and the study results. The data was analyzed by then. After the “flash animation” was implemented, the data was recorded, investigated, analyzed, and then interpreted. The data obtained from the observation during the teaching-learning process. They were recorded in the observation checklist form.

This research was conducted in five meetings. The first step was preliminary observation. In this step, a pre-test was given in order to know the students' speaking ability before giving them the treatment. It was conducted in the first meeting on February 29<sup>th</sup>, 2012. The next step was cycle I. The first meeting of cycle I was conducted on March 2<sup>th</sup> 2012 and the second meeting was held on March 5<sup>th</sup> 2012. The formative test was held on the second meeting of cycle I. The first meeting of cycle II was conducted on March 7<sup>th</sup> 2012 and the second meeting was conducted on March 9<sup>th</sup> 2012. The post test was held after the second meeting of cycle II.

##### **4.1.2.1. Teaching Retelling a Story Using Flash Animations**

In this research, I used flash animation to make the teaching learning process more attractive. It attracted the students to actively participate during the teaching

learning process. Here the steps in implementing flash animation in the teaching learning process:

(1) Preparing materials about retelling a story.

The pictures below were the flash animations used in this research as a media to teach retelling story. The students had to watch carefully the flash animation first and try to comprehend the material. From the material provided, the students could obtain the information about who, when, where and what happened in the story. Then, the students analyzed the flash animation together. If they had difficulties in understanding the material, they could ask the teacher to help them solved their difficulties. The flash animation also presented materials consist of the definition, the generic structure, the language features and the example of narrative text. In addition, I also taught them the steps to do retelling story.



Figure 4.1 The Flash Animation without Reading Text



Figure 4.2 The Flash Animation with Reading Text

From the pictures above, we could see the read button and the next button. If we clicked the read button, the reading text would appear. It helped students to comprehend the story easier. In addition, there was a story teller in that flash animation; it could help students to produce the right pronunciation from the native speaker. The next button was used to go to the next story.

(2) Reviewing the materials on flash animations.

After asking the students to watch the flash animation, I asked the students who, when, where, and what happened in the story. I also asked them to repeat what the story teller told. The purpose of this step was to give the students basic comprehension about retelling story.

(3) Asking each student to do retelling a story.

This step required each student to perform retelling story given by the teacher.

#### 4.1.2.2 Cycle 1

I conducted the cycle 1 in the second and third meeting. I used the second meeting for giving the material and guiding the students for practicing speaking. It was done on Friday, March 2<sup>th</sup> 2012, started from 08:00 a.m. until 09:20 a.m. The third meeting was used to give the formative-test. I did it on Monday, March 5<sup>th</sup> 2012, started at 10:00 a.m. until 11:20 a.m.

##### 4.1.2.2.1 Meeting 1

In this meeting, I planned to give the material and guide the students for practicing retelling story. I run this meeting by using flash animation to teach retelling story due to the negative result of the preliminary observation and the pre-test. The students were lack of motivation of practicing retelling story. Then, I tried to motivate students to retell a story by giving interesting media to the students in the form of flash animation.

In the beginning of the lesson, I opened the class by greeting the students. Then, I called the students' name to know their attendance. All students was present on first day. Next, I started to open the lesson by showing them a flash animation entitled "The Red Riding Hood" trough LCD player in order to make all of the students could watch it clearly. The flash animation contained a simple and interesting story in order to make them understand it easily. They were very interested and enthusiastic watching it. Furthermore, I asked the students to pay attention to the vocabularies, grammar, pronunciations, and stresses that the story

teller used in the story. The aim was to build basic knowledge of before students learned more.

I played the flash animation once more, and asked the students to take a note about who, when, where and what was happening in the story. After they had finished watching it, I asked them to make some groups; each of which consists of five students. Then I asked them to discuss what information they got from the flash animation in their groups. Next, I discussed the story together by asking some questions about the story. And they answered all of my questions together well. I was very glad, it meant that they could catch the story of the flash animation easily and they really understood it well. Some of them also asked me about some vocabularies which were new for them. I explained them one by one and guided students to pronounce with the right pronunciation.

The next step was displaying a flash presentation about narrative text, its purposes, generic structure, language feature, and the example of the narrative text of “The Red Riding Hood”. I explained all of them until I was sure that all of the students were clear about narrative text. Then I showed them the right format, grammar, information, and vocabularies of the narrative text of “The Red Riding Hood” based on the flash animation. Next I helped them pronounce some difficult words until they could pronounce them. I also guided them for practicing retelling story including the intonation, expression, and body language. For making sure that all of them practicing retelling story, I asked them to practice retelling story one by one in front of their own group. The class became so noisy but hopefully it would improve their speaking skill.

All of the students had got their turn in performing the story-retelling in their own group. Before closing the lesson, I told them that next meeting they would perform their real story-retelling in front of the class. And the class was over.

#### 4.1.2.2.2 Meeting 2

The activity in meeting 2 in this cycle was giving the formative-test. All of the students were present on that day. I reminded them about the story of “The Red Riding Hood” by playing the flash animation twice. I also reminded them that they would perform their story-retelling that day. I gave them 10 minutes to prepare their performance. Before doing the test, I told them that I would score their performance based on the same considerations which I used in pre-test: pronunciation, grammar, vocabulary, fluency, and comprehension. And the formative-test began; they performed their turn one by one well. While they were performing their turn, I recorded and took some notes about their performance. I noticed that their speaking on that day was improved. Finally, I told them that their speaking was much better than before. I thanked and congratulated them, and then ended the meeting.

#### 4.1.2.2.3 Result of Cycle 1

I conducted the cycle one in the second and third meeting. The second meeting was done on Friday, March 2<sup>th</sup> 2012, started from 08:00 a.m. until 09:20 a.m. I started the first cycle to open the lesson by showing them a flash animation

entitled “The Red Riding Hood” through LCD player in order to make all of the students could watch it clearly. The flash animation contained a simple and interesting story in order to make them understand it easily. They were very interested and enthusiastic watching it. Furthermore, I asked the students to pay attention to the vocabularies, grammar, pronunciation, and stresses that the story teller used in the story. The aim was to build basic knowledge before students learned more.

The third meeting was used to give the formative-test. I did it on Monday, March 5<sup>th</sup>2012, started at 10:00 a.m. and completed at 11:20 a.m. Students were asked to retell the story in front of the class one by one. I recorded their performance. The students’ learning behaviors were recorded in observation checklist.

In every meeting, the students were suggested to provide dictionaries or the digital ones in order to help them in composing their notes to retell the story. There were some evaluations in this on the procedure at the end of the activities as follow:

- (1) The time allotment of the first day was not enough because the students needed a lot of time to prepare their retelling story. It caused the treatment in cycle one was not running well.
- (2) Some students were not active when they were discussing their notes in their group. They just keep silent and accepted whatever the discussion result.

- (3) Some students still relied on their notes when performing their retelling story in front of their group. So, they only read the note without doing some improvisation or some expressions. It made their retelling story unnatural.
- (4) The dictionary was really helpful. In fact, almost all of the students opened it to look up the words they wanted to say and to check the right pronunciations.

At the end of the cycle one, I drew some notes about some strategies to maintain in the following cycle. I realized that I had to do some revisions in order that the use of flash animation in teaching retelling story would be more effective and enjoyable.

#### 4.1.2.3 Cycle 2

After establishing the first cycle, I held second cycle in the fourth and fifth meeting. I used this meeting for giving the material and guiding the students for practicing speaking. It was done on Wednesday, March 7<sup>th</sup> 2012, started from 10:35 a.m. until 11:15 a.m. The fifth meeting was used to give the post-test. I did it on Friday, March 9<sup>th</sup> 2012, started at 08:00 a.m. and finished at 09:20 a.m. At the end of the lesson, I gave the students' observation checklist and the questionnaire.

##### 4.1.2.3.1 Meeting 1

In the previous cycle, I had given them the material about narrative text. I thought that they had not been clear enough about that genre because that was the first time they had been taught narrative text. So in this meeting, I focused on giving

the material about how to make narrative text and gave them more speaking practices in order to improve their speaking ability because the result of the formative-test performance was still unsatisfied, their average speaking score was still lower than the minimal passing grade criteria. Hopefully with this treatment, their speaking skill would improve much better.

As usual, I started the lesson by greeting them and checking their attendance, and all of the students were present at that day. Before giving the material, I gave them warming up activity by asking them about the generic structure and language features of the narrative text. Then I told the students that we would watch a different flash animation with what we had watched in the previous meeting. The flash animation played in cycle 2 was the story of "Goldilocks". They seemed very interested and enthusiastic for watching it. I played the flash animation using LCD player to let all of the students watch it clearly. They watched it carefully and took some notes about what they saw on the flash animation. After they had finished watching it, I asked them some questions about who, when, where and what happened in the story. The students answered all of my questions well. Some of the students also asked about some vocabularies which were new for them and they did not know their meanings. I explained them one-by-one and guided them to pronounce correctly.

Next I asked the students to work in groups of five. I played the flash animation once again and then asked them to discuss the story and prepare the draft for retelling story. I gave them 15 minutes for finishing their assignment. Then, each representation of each group retold the story in their own group. I gave

them some comments about their performance, its grammar, contents, structure, and vocabularies. Most of them had performed a good story retelling about “Goldilocks”. It meant that they watched the flash animation carefully.

Afterwards I gave the students the narrative text of the story of “Goldilocks”. I asked them to read it carefully. Then, I asked some students to read the text loudly. Then I gave some comments and corrected their mistakes in pronunciation, intonation, and stress. After that we discussed it together. I asked them whether there was a question. Some of the students asked the meaning of some words. I answered their questions and guided them pronouncing the words together. I also guided them for practicing retelling story of “Goldilocks”. To make sure that all of them practicing speaking, I asked the representation of each group to do retelling story in front of their own group. All of the students got their turn in performing story retelling, and then I gave some comments and corrected their mistakes. After that I gave them example how to do retelling story well. I acted like the character in the story. Finally I told them that next meeting they would perform story retelling in front of the class. And I dismissed the class.

#### 4.1.2.3.2 Meeting 2

In this meeting, I played the flash animation twice to refresh their memory about the story. Then, I asked them to repeat what the story teller told to train their pronunciation. Then, I asked them whether they had any questions about the story or not. After the students had been clear enough about the story, I gave the post-test. All of the students were present on that day. I reminded them about the last

material. I gave them 10 minutes to prepare themselves before performing their story retelling. Then I told them that my considerations were still the same aspects: pronunciation, grammar, vocabulary, fluency, and comprehension.

They performed their turn one-by-one well. While they were performing their turn, I recorded and took some notes about their performance. I noticed that their performance on that day was improved better than in pre-test and formative-test. I was very glad, it meant that my treatment in teaching retelling story using flash animation as the media seemed succeed. After all of the students performed their speaking, I evaluated their performance and told them that their performance was improved much better than before. At the end of the lesson, I gave them the questionnaire about their responses toward this action research. At last I thanked for their help during conducting the action research and said goodbye to them.

#### ***4.1.3 Students' Behavioral Changes during Learning Process***

Since action research was process oriented, it focused on the students' process not on the students' result. Thus, I observed and analyzed the students' behavioral changes in the learning process. I used observation checklist to observe students' behavior. The checklist filling was taken during the learning process. It began from the first treatment until the last treatment. In the checklist, there were 4 range score, namely very high, high, medium, and low. The checklist consisted of six items to be observed as in the following results:

Table 4.1 The General Result of the Observation Checklist

Aspects	Value							
	4		3		2		1	
	Cycle 1	Cycle 2						
Students' attention toward teacher's explanation	6	8	19	22	5	0	0	0
Students' activeness in following the discussion in their groups	3	4	14	19	10	7	3	0
Students' activities in asking questions	0	1	8	16	17	12	5	1
Students' activities in answering questions	0	3	8	13	20	14	2	0
Students' activities in making notes	1	3	19	23	6	4	4	0
Students' ability in story retelling	2	6	18	19	7	5	4	0

The result of the checklist showed that the range value gathered by the students mostly in the range 2 and 3 which means sometimes/medium and often/high. It was assumed that teaching story retelling using flash animations as a media attracted the students' interest and motivations. It meant that the students' learning behaviours changed well.

Most of students paid attention while I was teaching. They also had good responses when I asked them some questions. They also took some notes about the lesson; even sometimes some of them had courage for asking me about certain part which they had not been clear enough. But still some of them, especially the students that sit in the corner sometimes did not pay attention to the lesson. Even sometimes they made some noises and they talked each other about everything, not about the lesson.

When I showed them the flash animation, they liked it so much. It could be seen from their willingness for watching it again and again, by using flash animation in teaching retelling story, the teaching learning process became fun, enjoyable, and did not make them bored. After watching the flash animation, I asked them to make some groups and make a discussion in their group. Most of the students actively follow the discussion; each student gave his or her knowledge about what he or she saw from the flash animation. But some of them seemed not interested and they chose to keep silent.

The last checklist was about the students' performance in retelling story. Most of the students did it well; they improved their speaking achievement in each test. They were gradually getting better in each aspect of the assessment. Even though some of the students' score failed was still lower than the criterion of assessment according to Department of National Education, but they made some improvements in each aspect, and it was good enough.

The checklist in general revealed a result in the range value of "sometimes/medium and often/high" or it was a positive result and followed by the significant result on the post-test. Furthermore, it could be concluded that the use of "Flash Animations" in speaking class particularly in retelling a story improved students' learning behaviors.

After the general score was analyzed, the each items of the checklist was also analyzed to know the students' behavioral changes during learning process. The following is the interpretation of students' behavioral changes during treatments.

The first aspect in the checklist was the students' attention toward teacher's explanation. In this item, the students' attitude in listening teacher's explanation during learning process was observed, whether they paid attention or not. The data showed that in cycle 1, most (25 Of 30) of the students listened to teacher's explanation carefully, and then all of students paid attention in cycle 2.

The second aspect concerned on students' activeness in following the discussion in their group. It was observed to know whether the students could work in group or not. Majority (17 of 30) of the students actively followed the discussion; each student gave his or her knowledge about what he or she saw from the flash animation. But three of them seemed not interested and they chose to keep silent. Moreover, the students more enthusiasts followed the discussion in cycle 2. There was no student kept silent in discussion.

Next aspect was about students' enthusiasm in asking questions. During teaching and learning process, when students got difficulties, some questions will be delivered. Students' activities in asking questions were very low. Students rarely asked some questions to the teacher. There were five students that rarely asked to the teacher in cycle 1 and one student in cycle 2.

The checklist number four concerned on students' activities in answering questions. The students were enthusiast in answering the teacher's questions voluntarily. After the students watched the flash animations, they could easily answer teacher's questions because the stories become easier to understand. Only two students rarely answered the teacher's questions in cycle 1 and no one in cycle 2.

Then, the checklist number five concerned on students' activities in making notes. Students' activities in making notes were high. Majority of the students made notes without asked both in cycle or cycle 2. Their needs to make notes of the story were high in order to make their story retelling better.

The last aspect concerned on the students' ability in story retelling. There were four student got difficulties in delivering their story retelling in cycle 1, but they could improve their performance in story retelling in cycle 2.

#### ***4.1.4 Analysis of Questionnaire***

After giving the treatment in the whole cycle, I conducted the other data source by questionnaire. It was given after the post-test was done. The aim was to know the students' opinion and responses toward the treatment that I had given, teaching story-retelling using flash animation as the media.

Table 4.2. The Questionnaire Grading

Option	Point	Meaning
A	1	Low
B	2	Medium
C	3	High

Scoring procedure of graded questionnaire (Arikunto, 1998:215).

The explanation of the points above is if the student chose a, the score was 1, it meant that it was low. If the student chose b, the score was 2. It meant that it was medium. If the student chose c, the score was 3. It meant that it was high. In

the following table, it would be presented the data result of questionnaire done by the students.

Table 4.3 Tabulating Data of the Questionnaire

No	Code	Score per item								Total
		1	2	3	4	5	6	7	8	
1	A-1	3	2	3	3	1	3	3	2	20
2	A-2	2	3	3	3	3	2	2	2	20
3	A-3	2	2	3	2	3	2	3	2	19
4	A-4	2	2	3	2	3	2	3	2	19
5	A-5	2	2	2	3	3	2	3	2	19
6	A-6	3	3	3	3	3	3	3	3	24
7	A-7	2	2	3	2	3	2	3	2	19
8	A-8	3	2	2	2	2	2	3	2	19
9	A-9	3	2	3	3	3	3	3	3	23
10	A-10	2	2	3	3	1	3	2	2	18
11	A-11	2	2	3	3	3	2	2	3	20
12	A-12	2	2	3	3	2	2	2	2	18
13	A-13	2	2	3	3	2	3	2	2	19
14	A-14	3	2	3	3	2	2	2	2	19
15	A-15	3	2	3	3	3	3	3	2	22
16	A-16	3	2	3	3	2	3	2	2	20
17	A-17	3	2	3	3	3	3	3	2	20
18	A-18	2	3	3	2	3	2	2	1	18
19	A-19	3	2	3	3	3	2	3	3	22
20	A-20	3	2	3	3	2	3	3	3	22
21	A-21	3	2	3	3	2	3	3	2	21
22	A-22	2	2	3	3	3	2	2	3	20
23	A-23	2	2	3	3	1	2	2	2	17
24	A-24	2	2	3	3	3	3	2	3	21
25	A-25	3	3	3	3	3	3	2	2	22
26	A-26	2	2	3	2	3	3	2	3	20
27	A-27	3	2	3	3	3	3	2	2	21
28	A-28	3	2	3	2	1	3	2	2	18
29	A-29	3	3	3	3	3	3	3	3	24
30	A-30	3	3	3	3	2	3	3	3	22
	$\Sigma$	76	66	88	83	74	77	75	69	606
	Mean	2.53	2.2	2.93	2.77	2.47	2.57	2.5	2.3	20.2

In above result of questionnaire, the students' behavior in teaching learning activities was increasing. Because, from their answers, they agreed that

the use of flash animation as media in teaching retelling story was effective to improve their ability in retelling story.

I also observed the students' motivation in involving this study. They were motivated and encouraged after having the retelling story using flash animation as media. They felt so happy during the classroom action research because they said that the researcher had successfully applied the media to improve their learning behaviors in speaking class particularly in retelling a story.

#### ***4.1.5 Test-Result***

##### ***4.1.5.1 Result of Pre-Test***

A pre-test was conducted at the beginning of the research. I gave pre-test in order to know the students' speaking ability before giving them the treatment. The instrument used for pre-test consists of sequences pictures of Cinderella. The students were asked to do retelling story based on the pictures in front of class. The pre-test was conducted after I explained the students the materials about narrative text and how to do retelling story at the same day at preliminary observation and continued after the class finished because the time limitation. There were 30 students who took the test. The aim was to check to what extent the students speaking ability in retelling story.

The average of students' achievement result was (70.80%). The result of pre-test could be seen in figure 4.1. There were 33.34% of students achieved less than 65% of the score. Besides, 66.67% of students achieved greater than or equal to 65% of the score. According to Department of National Education, the criterion

of assessment was said to be successful if the students could achieve 65% of the score. Besides, a class also could be said successful if 85% of the members passed the test (Depdikbud, 2004, 29). Based on that criterion, the students' achievement was said to be not successful. It could be concluded that the students were not successful in doing retelling story.

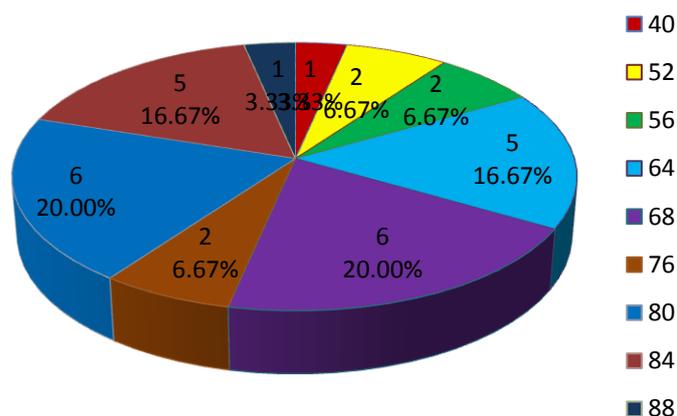


Figure 4.3. Pre-test

#### 4.1.5.2 Result of Formative-Test

I did it on Monday, March 5<sup>th</sup> 2012, started at 10:00 a.m. and lasted at 11:20 a.m. All of the students were present on that day. The average of students' achievement result was (76.40%). The result of formative-test could be seen in figure 4.2. There were 13.33% of students achieved less than 65% of the score. Besides, 86.65% of students achieved greater than or equal to 65% of the score. According to Department of National Education, that class' achievement was said to be successful. Nevertheless, there were four students were said to be not successful. It could be concluded that there was a bit improvement rather than in the pre-test. It increased 5.6 points from pre-test. It meant that my treatment of teaching retelling story using flash animation was successful. The way they performed their

retelling story was quite elaborating than ever. Then, the frequency of mistakes they made was lower than the pre-test.

The average score of the students in each aspect had increased from the pre-test, but the students still had problem in pronouncing some words. They also had difficulties in mastering vocabulary. They had limited vocabularies and lack of fluency and comprehension. Therefore, I would conduct the second cycle by emphasizing on enriching the vocabulary and correcting the poor pronunciation.

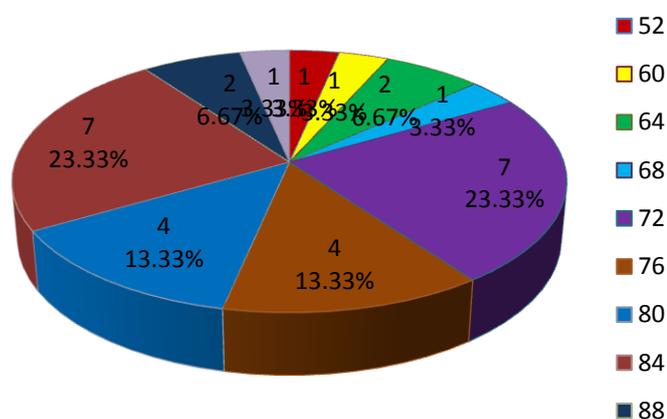


Figure 4.4 Formative-test

#### 4.1.5.3 Result of Post-test

I conducted the post test on Friday, March 9<sup>th</sup> 2012, started at 08:00 a.m. and lasted at 09:20 a.m. All of the students were present on that day. The average of students' achievement result was (82.27%). The result of post-test could be seen in figure 4.3. There were 100% of students achieved greater than or equal to 65% of the score. According to Department of National Education, that class' achievement was said to be successful. It could be concluded that there was a bit improvement rather than in the pre-test. It increased 5.87 points from pre-test. It

indicated that my treatment of teaching retelling story using flash animation was successful. It was effective to improve the students' speaking ability, especially in retelling story. From the result above, I concluded that it was not necessary to conduct the next cycle.

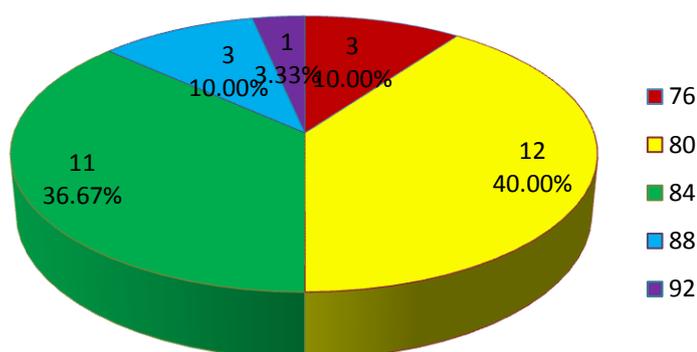


Figure 4.5 Post-test

#### 4.1.6 *Speaking Aspects*

Analysis of the test result of the study dealt with the students' assessment and total score before and after using flash animation. In classifying the score, I used rating scale from Harris (1969) and Brown (2004). The aspects of the scoring were pronunciation, grammar, vocabulary, fluency and comprehension. The rating scale of each aspect was started from 1-5. I took this rating because it was appropriate for scoring the object of the study (speaking competence). The results of the tests were compared in the table below:

Table 4.4 The Summary of the Research Result

Speaking Aspects	Mean of Students' Score			Improvement (Post-test – Pre-test)
	Pre-test	Formative-test	Post-test	
Pronunciation	3.43	3.87	4	0.57
Grammar	3.8	4.2	4.33	0.53
Vocabulary	3.8	4	4.13	0.33
Fluency	3.33	3.43	4	0.67
Comprehension	3.33	3.6	4.1	0.77
Mean	3.538	3.82	4.112	0.574

Table 4.4 showed the result of the study of the thirty students of VIIIID. In the pre-test, it could be seen that the average score was 3.538. Then, in the formative test, it was getting increased become 3.82. Next, for the post-test that was the final test, it was 4.112 and indicated the significant progress. Thus, it could be concluded that this action research was done successfully.

#### 4.1.6.1 Pronunciation

In this aspect, we could see that the students' achievement increased. It could be seen from the average score of the students' pronunciation achievement. The average score for pre-test was 3.43 and 4.00 for post-test. It was a good progress; gradually the students improved their pronunciation. At first, they made a lot of mistakes in pronouncing some words, but gradually they fixed it and finally they had a good pronunciation. By making some mistakes, actually I still understand and could catch what they mean, but sometimes mistakes in pronouncing words could change the meaning. These mistakes might be caused by the students that rarely pronounced those words or they never opened dictionary when they pronounced them. Some words that wrongly pronounced were:

## (a) Pre-test

Word	Students' pronunciation	Standard Pronunciation	Used by students
Fortunately	['fɔ:rtʊnətli]	['fɔ:rtʃnətli]	3
Godmother	[gɑ:d'mɒðər]	[gɑ:d'mʌðər]	2
Person	['pɜ:sn]	['pɜ:rsn]	2
Midnight	[maɪdnait]	[mɪdnait]	4
Put	[pʌt]	[pʊt]	8
Stay	[staɪ]	[steɪ]	4
Much	[mʊʃ]	[mʌʃ]	2

## (b) Post-test

After giving the second treatment, many mistakes could be corrected. The flash animation helped them to pronounce the right pronunciation from the native speaker. Some words still pronounced wrongly but the amounts were less than the first treatment.

Word	Students' pronunciation	Standard Pronunciation	Used by students
Porridge	['pɑ:orɪd]	['pɑ:ɪdʒ]	2
Broken	['brɒkn]	['brʊkn]	3
Knocked	[knɔ:kɪd]	[nɔ:kɪd]	3
Chair	[tʃaɪr]	[tʃer]	2

## 4.1.6.2 Grammar

## (a) Pre-test

The problem about grammar was the students seldom practiced to speak in English correctly. They only spoke what they wanted to speak without thinking the rule of English grammar. Some students did mistakes in arranging sentences in the form of past tense. They still used verb one in the form of sentences in the past tense. There was tendency of students making mistakes in delivering the

auxiliary. They still used auxiliary preceding the main verb. For instance, *There was a beautiful girl is called Cinderella*. We did not need the auxiliary “is” at that sentence.

(b) Post-test

The progress of the grammar increased 0.4 points from the pre-test. The average in pre-test was 3.8 while in post-test was 4.33. After I gave them the material about simple past tense, now they practiced to use the “verb in past form” to compose their story. Their utterances were also well-arranged. Moreover, they could understand the grammar well because they took a note during watching the flash animation. It helped them easier to retell the story.

#### 4.1.6.3 Vocabulary

(a) Pre-test

The vocabulary aspect in pre-test was good enough, the average was 3.80. Most students did not get much problem in vocabulary because the Cinderella story was a famous story. Most of them knew the story. Therefore they could memorize the story well.

(b) Post-test

The progress of the vocabulary increased 0.33 points from the pre-test. While watching the flash animation, the students took a note the vocabularies used in the flash animation. Mostly the students had known certain vocabularies used in the story, the verbs, conjunction, adverbs, and so on.

#### 4.1.6.4 Fluency

##### (a) Pre-test

Sometimes the students forced into silence by language limitation. The lack of vocabularies had influenced their fluency. They seemed so difficult in uttering their meaning. In addition, most of them spoke slowly, they still thought a lot about what they wanted to say.

##### (b) Post-test

The fluency was increased 0.67 points from the pre-test. Initially the students seemed hesitate in speaking, but gradually they could speak normal and fast. The flash animation helped them to practice how to retell the story well.

#### 4.1.6.5 Comprehension

##### (a) Pre-test

The students' achievement in comprehension was 3.33. They could not comprehend the story well. They memorized all words of the story. They did not get the idea. So, they had difficulties when the re-told the story.

##### (b) Post-test

The progress of the comprehension increased 0.77 points from the pre-test. It was a good progress. After the treatments using flash animation, they could comprehend well. They were more interested in flash animation than text story. They not only listened to the story but also saw the characters. Therefore, it made them easier to understand the story.

## **4.2 The Strengths and Weaknesses of Using Flash Animations in Teaching Retelling a Story**

In one hand, the use of “Flash Animation” in teaching retelling a story had strengths. Firstly, using “Flash Animation” could arouse the students’ motivation in learning English. The animated cartoon icon had a unique appeal to everyone especially for young learner. Therefore, it could arouse the students’ interest to produce many sentences orally. Secondly, the students could get and build their idea easily. The reading text in the flash animation could help them to catch what the story teller said. Thirdly, the “Flash Animation” provided a sophisticated English teaching learning media. So, they were not bored with the classroom activities. Fourthly, the students could learn how to pronounce the words, the intonation, and the stress of the sentences from the native speaker. The story teller was the native speaker. Fourthly, the website of the flash animation was free, so the teachers or students could get the materials the need. Finally, the teaching retelling story using “Flash Animation” was very helpful for the improvements of the students’ speaking skill.

On the other hand, using “Flash Animation” in teaching English retelling story had weaknesses. They were: the teacher should provide a complete device and it must be connected to the internet first. But the teacher could alternate it to be offline by downloading the flash animation; the classroom condition must be conducive to conduct the teaching learning process and must be supported by the appropriate sound system. These requirements should be completed, if they were

not fulfilled, the maximal result could not be achieved; the material provided on the website still a few number, and some of them could not be downloaded.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

This chapter presents the conclusions and suggestions of the study.

#### **5.1 Conclusions**

After interpreting the findings in the previous chapter, I come to conclusions as follows:

The preliminary observation showed that the type of activities proposed was not very motivating. The students were not offered an interesting media to keep give their learning attention. The examples and activities provided did not deal with their interest. The students need some activities that motivate them in learning speaking English through retelling a story. Thus, I tried to give them interesting media to attract their interest and motivation. I used “flash animation” in this study to help the students to get and build their speaking idea easily

The implementation of using flash animation as a media to teach retelling a story has proved to be successful. The steps in implementing the flash animations in the teaching learning process were; preparing the materials to teach retelling a story using flash animations, reviewing the materials on the flash animations, and asking students to do story retelling. I introduced the flash animation to the students, and then I asked them to watch the flash animation carefully. Then, I explained about the generic structure, language features of narrative text and steps to do story retelling. I played the flash animation for the

second time and asked the students who, when, where, and what happened in the story. The purpose of this step was to give the students basic comprehension about retelling a story. Furthermore, I gave chance to the students to work in groups to discuss the information from the flash animation. Finally, I asked the students to perform their story retelling in front of class.

The extent of students' learning behaviours using flash animation as a media in speaking class, particularly in retelling a story, was good. It was showed by the students' behaviours changes during teaching learning activities. The result of the checklist showed that the range value gathered by the students mostly in the range 2 and 3 which means sometimes/medium and often/high. It was assumed that teaching story retelling using flash animations as a media attracted the students' interest and motivations. The average score of students' behaviours checklist in cycle 1 was 18.875, then increased to be 21.708 in cycle 2. It meant that the students' learning behaviours changed well. In addition, the analysis of questionnaire showed that there were positive responses from the students toward the use of flash animation in teaching retelling story. They enjoyed and liked it so much because it helped them to understand the story. Furthermore, the progress of students' score in five aspects indicated the students' ability in retelling story was improved. It was indicated by the students' performance in retelling story.

## **5.2 Suggestions**

Based on the result of the action research that I had conducted, I would like to offer some suggestions to be considered by the English teachers, students, and the next researchers.

### **5.2.1 For the English teachers**

- (1) Teachers should be able to find the interesting method for the English teaching to attract students' interest.
- (2) Teachers should use various kinds of media in teaching learning process, like the flash animations that I used in this final project as it had been proved to be effective to improve the students' learning behaviours in speaking class particularly in retelling a story.
- (3) English teacher should speak in English during the teaching learning process, so the students will be accustomed to English. It will help the students master the speaking and listening ability.

### **5.2.2 For the students**

The students should practice their English especially speaking ability in their daily conversation because it will make them get used to speaking in English and it will improve their speaking ability.

### **5.2.3 For the next researchers**

It is expected that they can use this final project as their references to conduct the other research on the same field or to cover the limitation of this study. A similar research with different population is possible, for example the students in the

secondary level, such as SMA. Another research implementing flash animation is recommended to investigate the students' speaking ability in retelling story using different method. This investigation will examine the students' performance to retell story directly after the flash animation was showed to the students.

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# APPENDICES

## LESSON PLAN

### PRE-TEST

The School Name : SMP Negeri 2 Kendal

Subject : English

Class / Semester : VIII-D / 2

Time Allotment : 2 x 40' (1 meeting)

Standard Competence : Speaking

10. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *narrative* untuk berinteraksi dengan lingkungan sekitar.

Basic Competence : 10.2 Mengungkapkan makna dalam monolog sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam bentuk: *narrative*.

Text Type : Narrative text

Theme : Cinderella Story

#### I. OBJECTIVES

At the end of the lesson, the students are able to:

1. Recognize a narrative text
2. Understand the content of the narrative text
3. Make a narrative text based on a picture
4. Retell the story based on the pictures given

## **II. MATERIAL**

1. Narrative text
2. Sequence pictures of Cinderella Story
3. Vocabulary
4. Intonation
5. Pronunciation
6. Simple Past Tense

## **III. METHOD**

1. Question and answer
2. Discussion
3. Speaking practice
4. Communicative activities
5. Students performance

## **IV. LEARNING ACTIVITIES**

### **1. Opening**

- The teacher greets the students.
- The teacher introduces herself.
- The teacher checks the attendance list.

### **2. Lesson**

- The teacher shows sequence pictures of Cinderella through an LCD player.
- The teacher asks the students to guess what pictures it is. Then she asks the students some questions about that picture, when and where is happening and what is happening. .

- The students pronounce the vocabularies of the Cinderella story with the teacher guidance with the right pronunciation.
- The teacher asks the generic structure and language features of Cinderella story, and discuss it together.
- The students pronounce the related vocabularies.
- The teacher explains the students about narrative text.
- The teacher gives a pre-test. She asks the students to retell the story of 'Cinderella story' one by one in front of the class.

### **3. Closing**

- The teacher leads the students to make conclusion from the activities, gives some evaluation and reinforcement about the lesson today.
- The teacher closes the lesson.

## **V. SOURCE OF MEDIA**

1. Recorder
2. Picture
3. LCD Player

## **VI. ASSIGNMENT**

Individual assignment (performing a short monolog of narrative text)

## **VII. EVALUATION**

### **1. Indicator**

Students are able to retelling story based on the picture given by the teacher.

### **2. Evaluation technique**

Speaking test

### 3. Instrument

The School name : SMP Negeri 2 Kendal  
 Class / Semester : VIII-D / 2  
 Subject : English (Narrative Speaking)  
 Time Allotment : 60 minutes

#### Instruction

- 1) Look at the sequence pictures of Cinderella story.
- 2) Retelling story based on the picture in front of the class.
- 3) The duration is about 2-3 minutes.
- 4) Your performance will be scored based on the following criteria:
  - ✓ Pronunciation
  - ✓ Grammar
  - ✓ Vocabulary
  - ✓ Fluency
  - ✓ Comprehension

### 4. Rubric

Below are the criteria in scoring the students' speaking ability:

ASPECTS	SCORE	EXPLANATION
<b>Pronunciation</b>	5	Has a few traces of foreign accent.
	4	Always intelligible, though one is conscious of a definite accent.
	3	Pronunciation problems necessitate concentrated listening and occasionally lead of misunderstanding.
	2	Very hard to understand because of pronunciation problems. Must frequently be asked to repeat.

	1	Pronunciation problems so severe as to make speech virtually unintelligible.
<b>Grammar</b>	5	Makes few (if any) noticeable errors of grammar or word order.
	4	Occasionally makes grammatical and/or word order errors which do not, however, obscure meaning.
	3	Makes frequent errors of grammar and word order which occasionally obscure meaning.
	2	Grammar and word order errors make comprehension difficult. Must often rephrase sentences and/or restrict himself to basic patterns.
	1	Errors in grammar and word order so severe as to make speech virtually unintelligible.
<b>Vocabulary</b>	5	Use of vocabulary and idioms is virtually that of a native speaker.
	4	Sometimes uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies
	3	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.
	2	Misuse of words and very limited vocabulary make comprehension quite difficult.
	1	Vocabulary limitations so extreme as to make conversation virtually impossible.
<b>Fluency</b>	5	Speech as fluent and effortless as that of a native speaker.
	4	Speed of speech seems to be slightly affected by language problems.
	3	Speed and fluency rather strongly affected by

		language problems.
	2	Usually hesitant; often forced into silence by language limitations.
	1	Speech is so halting and fragmentary as to make conversation virtually impossible.
<b>Comprehension</b>	5	Appears to understand everything without difficulties.
	4	Understands nearly everything at normal speed, although occasional repetition may be necessary.
	3	Understands most of what is said at slower-than-normal speed with repetition.
	2	Has great difficulties following what is said. Can comprehend only “social conversation” spoken slowly and with frequent repetitions.
	1	Cannot be said to understand even simple conversational English.

## 5. Scoring

Maximum score for each student : 25 point

Student’s score is obtained by dividing the total score that the student gets with the maximum score and multiply it with 100.

The formula =  $\frac{\text{total score}}{25} \times 100$

Kendal, February 29<sup>th</sup> 2012

Headmaster of SMP N 2 Kendal,

Teacher,

Bejo Sartono, S.Pd, M.Pd

Ratna Kusumawardani

NIP : 19650319 198803 1 012

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## LESSON PLAN

### CYCLE 1

The School Name : SMP Negeri 2 Kendal

Subject : English

Class / Semester : VIII-D / 2

Time Allotment : 4 x 40' (2 meetings)

Standard Competence : Speaking

10. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *narrative* untuk berinteraksi dengan lingkungan sekitar.

Basic Competence : 10.2 Mengungkapkan makna dalam monolog sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam bentuk: *narrative*.

Text Type : Narrative text

Theme : Red Riding Hood Story

#### VIII. OBJECTIVES

At the end of the lesson, the students are able to:

5. Recognize a narrative text
6. Know the characteristics of a narrative text
7. Identify the social function, generic structures, lexicogrammatical features, and communicative purposes of a narrative text.
8. Enrich their vocabularies
9. Make a narrative text based on the flash animation that they have watched

10. Retelling story from the flash animation with the right pronunciation, intonation, expression, and stresses.

## **IX. MATERIAL**

7. Narrative text
8. The social function, generic structures, lexicogrammatical features, and communicative purposes of a narrative text.
9. Flash animation entitled 'The Red Riding Hood'
10. Vocabulary
11. Intonation
12. Pronunciation
13. Grammar

## **X. METHOD**

6. Question and answer
7. Discussion
8. Speaking practice
9. Communicative activities
10. Students performance

## **XI. LEARNING ACTIVITIES**

### **4. Opening**

- The teacher greets the students.
- The teacher checks the attendance list.

## 5. Lesson

### Meeting I

- The teacher plays a flash animation entitled ‘The Red Riding Hood’ through LCD player. The teacher asks the students to watch it carefully
- The teacher asks them to pay attention to the vocabularies, grammar, pronunciation, and stresses that the narrator uses in the story.
- The teacher plays the video once more, and she asks the students to take a note about who, when, where and what is happening in the story.
- The teacher asks the students to make some groups, each group consists of five students. Then she asks them to discuss what information they get from the flash animation in their groups.
- The teacher discusses it together with the students.
- The teacher gives the example of the narrative text of the story they have watched and gives some explanation about narrative text through LCD player.
- The teacher teaches the right pronunciation, intonation, and stresses of the vocabularies on the flash animation they have watched.
- The teacher asks the students to find the social function of the text.
- The teacher gives some input about how to make a narrative text which are generic structure and lexicogrammatical features.
- The teacher leads the students to pronounce the vocabularies in the text the right pronunciation, intonation, and stresses.
- The teacher asks the students for retelling the Red Riding Hood story in front of their group.

### Meeting II

- The teacher reviews the last material by reminding them about the narrative text that they have learned yesterday.
- The teacher asks the students to retell the story based on the flash animation they have watched in front of the class one-by-one.

**6. Closing**

- The teacher leads the students to make conclusion from the activities, gives some evaluation and reinforcement about the lesson today.
- The teacher closes the lesson.

**XII. SOURCE OF MEDIA**

4. Narrative text
5. Recorder
6. Flash animation
7. Laptop
8. LCD player

**XIII. ASSIGNMENT**

Individual assignment (retelling story)

**XIV. EVALUATION****6. Indicator**

Students are able to retell story based on the flash animation given by the teacher.

**7. Evaluation technique**

Speaking test

## 8. Instrument

The School Name : SMP Negeri 2 Kendal  
 Class / Semester : VIII-D / 2  
 Subject : English (Narrative Text)  
 Time Allotment : 2 x 40'

### Instruction

- 1) Watch the flash animation of 'The Red Riding Hood' carefully.
- 2) Take some notes about who, when, where and what is happening in the story of 'The Red Riding Hood'.
- 3) Pay attention to the pronunciation, intonation, and stress that the narrator uses while she is speaking.
- 4) Retell the story of 'The Red Riding Hood' in front of the class.
- 5) The duration is about 2-3 minutes.
- 6) Your performance will be scored based on the following criteria:
  - ✓ Pronunciation
  - ✓ Grammar
  - ✓ Vocabulary
  - ✓ Fluency
  - ✓ Comprehension

## 9. Rubric

Below are the criteria in scoring the students' speaking ability:

ASPECTS	SCORE	EXPLANATION
<b>Pronunciation</b>	5	Has a few traces of foreign accent.
	4	Always intelligible, though one is conscious of a

		definite accent.
	3	Pronunciation problems necessitate concentrated listening and occasionally lead of misunderstanding.
	2	Very hard to understand because of pronunciation problems. Must frequently be asked to repeat.
	1	Pronunciation problems so severe as to make speech virtually unintelligible.
<b>Grammar</b>	5	Makes few (if any) noticeable errors of grammar or word order.
	4	Occasionally makes grammatical and/or word order errors which do not, however, obscure meaning.
	3	Makes frequent errors of grammar and word order which occasionally obscure meaning.
	2	Grammar and word order errors make comprehension difficult. Must often rephrase sentences and/or restrict himself to basic patterns.
	1	Errors in grammar and word order so severe as to make speech virtually unintelligible.
<b>Vocabulary</b>	5	Use of vocabulary and idioms is virtually that of a native speaker.
	4	Sometimes uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies
	3	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.
	2	Misuse of words and very limited vocabulary make comprehension quite difficult.
	1	Vocabulary limitations so extreme as to make

		conversation virtually impossible.
<b>Fluency</b>	5	Speech as fluent and effortless as that of a native speaker.
	4	Speed of speech seems to be slightly affected by language problems.
	3	Speed and fluency rather strongly affected by language problems.
	2	Usually hesitant; often forced into silence by language limitations.
	1	Speech is so halting and fragmentary as to make conversation virtually impossible.
<b>Comprehension</b>	5	Appears to understand everything without difficulties.
	4	Understands nearly everything at normal speed, although occasional repetition may be necessary.
	3	Understands most of what is said at slower-than-normal speed with repetition.
	2	Has great difficulties following what is said. Can comprehend only “social conversation” spoken slowly and with frequent repetitions.
	1	Cannot be said to understand even simple conversational English.

## 10. Scoring

Maximum score for each student : 25 point

Student’s score is obtained by dividing the total score that the student gets with the maximum score and multiply it with 100.

The formula =  $\frac{\text{total score}}{25} \times 100$

Kendal, March 2<sup>nd</sup> and 5<sup>th</sup> 2012

Headmaster of SMP N 2 Kendal,

Teacher,

Bejo Sartono, S.Pd, M.Pd

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## LESSON PLAN

### CYCLE 2

The School Name : SMP Negeri 2 Kendal

Subject : English

Class / Semester : VIII-D / 2

Time Allotment : 4 x 40' (2 meetings)

Standard Competence : Speaking

10. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *narrative* untuk berinteraksi dengan lingkungan sekitar.

Basic Competence : 10.2 Mengungkapkan makna dalam monolog sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam bentuk: *narrative*.

Text Type : Narrative text

Theme : The Goldilocks Story

#### XV. OBJECTIVES

At the end of the lesson, the students are able to:

11. Recognize a narrative text
12. Know the characteristics of a narrative text
13. Identify the social function, generic structures, lexicogrammatical features, and communicative purposes of a narrative text.
14. Enrich their vocabularies
15. Make a narrative text based on the flash animation that they have watched

16. Retelling story with the right pronunciation, intonation, expression, and stresses.

## **XVI. MATERIAL**

14. Narrative text
15. Flash animation entitled 'Goldilocks'
16. Vocabulary
17. Intonation
18. Pronunciation
19. Grammar

## **XVII. METHOD**

11. Question and answer
12. Discussion
13. Speaking practices
14. Communicative activities
15. Students performance

## **XVIII. LEARNING ACTIVITIES**

### **7. Opening**

- The teacher greets the students.
- The teacher checks the attendance list.

### **8. Lesson**

#### **Meeting I**

- The teacher plays a flash animation entitled 'Goldilocks' through LCD player. The teacher asks the students to watch it carefully

- The teacher asks them to pay attention to the vocabularies, grammar, pronunciation, and stresses that the narrator uses in the flash animation.
- The teacher plays the flash animation once more, and she asks the students to take a note about who, when, where and what is happening in the story.
- The teacher asks the students to make some groups, each group consists of five students. Then she asks them to discuss what information they get from the flash animation in their groups.
- The teacher discusses it together with the students.
- The teacher gives the example of the narrative text of the flash animation they have watched.
- The teacher teaches the right pronunciation, intonation, and stresses of the vocabularies on the flash animation they have watched.
- The teacher asks the students to find the social function of the text.
- The teacher gives some inputs about how to make a narrative text which are generic structure and lexicogrammatical features.
- The teacher leads the students to pronounce the vocabularies in the text the right pronunciation, intonation, expression, and stresses. She also asks the students to do speaking practices by pronouncing the narrative text of Goldilocks.
- The teacher asks the students for retelling the story of Goldilocks in front of their group.

### **Meeting II**

- The teacher reviews the last material by reminding them about the narrative text that they have learned yesterday.
- The teacher asks the students to retelling story based on the flash animation they have watched in front of the class one-by-one.

### **9. Closing**

- The teacher leads the students to make conclusion from the activities, gives some evaluation and reinforcement about the lesson today.

- The teacher closes the lesson.

## **XIX. SOURCE OF MEDIA**

9. Narrative text
10. Recorder
11. Flash animation
12. Laptop
13. LCD player

## **XX. ASSIGNMENT**

Individual assignment (retelling story)

## **XXI. EVALUATION**

### **11. Indicator**

Students are able to do story retelling based on the flash animation given by the teacher.

### **12. Evaluation technique**

Speaking test

### 13. Instrument

The School Name : SMP Negeri 2 Kendal  
 Class / Semester : VIII-D / 2  
 Subject : English (Narrative Text)  
 Time Allotment : 2 x 40'

### Instruction

- 7) Watch the flash animation of 'Goldilocks' carefully.
- 8) Take some notes about who, when, where and what is happening in the story.
- 9) Pay attention to the pronunciation, intonation, and stress that the narrator uses while she is speaking.
- 10) Retell the story of Goldilocks in front of the class.
- 11) The duration is about 2-3 minutes.
- 12) Your performance will be scored based on the following criteria:
  - ✓ Pronunciation
  - ✓ Grammar
  - ✓ Vocabulary
  - ✓ Fluency
  - ✓ Comprehension

### 14. Rubric

Below are the criteria in scoring the students' speaking ability:

ASPECTS	SCORE	EXPLANATION
<b>Pronunciation</b>	5	Has a few traces of foreign accent.
	4	Always intelligible, though one is conscious of a

		definite accent.
	3	Pronunciation problems necessitate concentrated listening and occasionally lead of misunderstanding.
	2	Very hard to understand because of pronunciation problems. Must frequently be asked to repeat.
	1	Pronunciation problems so severe as to make speech virtually unintelligible.
<b>Grammar</b>	5	Makes few (if any) noticeable errors of grammar or word order.
	4	Occasionally makes grammatical and/or word order errors which do not, however, obscure meaning.
	3	Makes frequent errors of grammar and word order which occasionally obscure meaning.
	2	Grammar and word order errors make comprehension difficult. Must often rephrase sentences and/or restrict himself to basic patterns.
	1	Errors in grammar and word order so severe as to make speech virtually unintelligible.
<b>Vocabulary</b>	5	Use of vocabulary and idioms is virtually that of a native speaker.
	4	Sometimes uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies
	3	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.
	2	Misuse of words and very limited vocabulary make comprehension quite difficult.
	1	Vocabulary limitations so extreme as to make

		conversation virtually impossible.
<b>Fluency</b>	5	Speech as fluent and effortless as that of a native speaker.
	4	Speed of speech seems to be slightly affected by language problems.
	3	Speed and fluency rather strongly affected by language problems.
	2	Usually hesitant; often forced into silence by language limitations.
	1	Speech is so halting and fragmentary as to make conversation virtually impossible.
<b>Comprehension</b>	5	Appears to understand everything without difficulties.
	4	Understands nearly everything at normal speed, although occasional repetition may be necessary.
	3	Understands most of what is said at slower-than-normal speed with repetition.
	2	Has great difficulties following what is said. Can comprehend only “social conversation” spoken slowly and with frequent repetitions.
	1	Cannot be said to understand even simple conversational English.

### 15. Scoring

Maximum score for each student : 25 point

Student’s score is obtained by dividing the total score that the student gets with the maximum score and multiply it with 100.

The formula =  $\frac{\text{total score}}{25} \times 100$

Kendal, March 7<sup>th</sup> and 9<sup>th</sup> 2012

Headmaster of SMP N 2 Kendal,

Teacher,

Bejo Sartono, S.Pd, M.Pd

NIP : 19650319 198803 1 012

Ratna Kusumawardani

NIM : 2201406565

## The Flash Presentation

### NARRATIVE

What is narrative ?

- Generic structure
- Language features
- Types of narrative
- Example of narrative
- Stories
- Exercise

Written by  
Ratna Kusumawardani  
SEMARANG STATE UNIVERSITY

Animated by  
Ratna Kusumawardani



### What is narrative ?

A narrative is a piece of text which tells a story that entertain the readers or listeners.



Source : Text Types in English 2 by Mark & Kathy Anderson

Home

### Generic Structure of Narrative

- o An ORIENTATION
- o A COMPLICATION
- o A SEQUENCE OF EVENTS
- o A RESOLUTION
- o A CODA/RE-ORIENTATION (an optional step)



Source : Text Types in Eenglish 2 by Mark & Kathy Anderson

Home

## Language Features Of Narrative

- Focus on specific participants.
- Use of time words that connect events to tell when they occur (e.g. after, before, then, etc).
- Use of verbs to show the actions that occur in the story (e.g. stayed, climbed, killed).
- Use of descriptive words to portray the characters and settings (e.g. beautiful, quickly, etc).
- Use of past tense.



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## Simple Past Tense

- Usage : to express an action which happen at the certain time in the past.
- Formulas :  
 (+) S + V2 + O (e.g. I studied English yesterday)  
 (-) S + did not +V1 + O (e.g. I did not study English yesterday)  
 (?) Did + S +V1 + O (e.g. Did I study English yesterday ?)
- Time signals : yesterday, last night, last week, the day before, ago, at that time, in the past, in 1945, when, etc.



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## Example of Narrative

### Cinderella

- **Orientation :**  
Once upon a time, there was a little girl called Cinderella. She was pretty, loving and clever. But she was very poor. She lived with her step mother and step sisters. They hated Cinderella very much.
- **Complication :**  
One day, there was an invitation from the Prince. Cinderella wanted to go to the ball but she had to stay at home to do the cleaning.
- **Sequence of events :**  
Fortunately, the fairy godmother granted Cinderella her wish but she had to be at home at twelve. Cinderella went to the ball and met the handsome prince. It was midnight. Cinderella ran off but left a slipper behind. The prince wanted to find the person whose foot fit the slipper.
- **Sequence of events :**  
Finally, the prince put the slipper on Cinderella's foot, and it was fit. Cinderella and the prince got married and lived happily ever after.
- **There is no coda or re-orientation. The narrative ends at the resolution.**



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## Example of Narrative

Language features

Specific participants

Time words

Verbs

Descriptive words

### Cinderella

Once upon a time, there was a little girl called Cinderella. She was pretty, loving and clever. But she was very poor. She lived with her step mother and stepsisters. They hated Cinderella very much.

One day, there was an invitation from the Prince. Cinderella wanted to go to the ball but she had to stay at home to do the cleaning.

Fortunately, the fairy godmother granted Cinderella her wish but she had to be at home at twelve. Cinderella went to the ball and met the handsome prince. It was midnight. Cinderella ran off but left a slipper behind. The prince wanted to find the person whose foot fit the slipper.

Finally, the prince put the slipper on Cinderella's foot, and it was fit. Cinderella and the prince got married and lived happily ever after.

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## The Flash Animations

### Little Red Riding Hood





“Granny, what big ears you have!”  
 “All the better to hear you with!” said the wolf.



A woodcutter was in the wood. He heard a loud scream, and ran to the house.

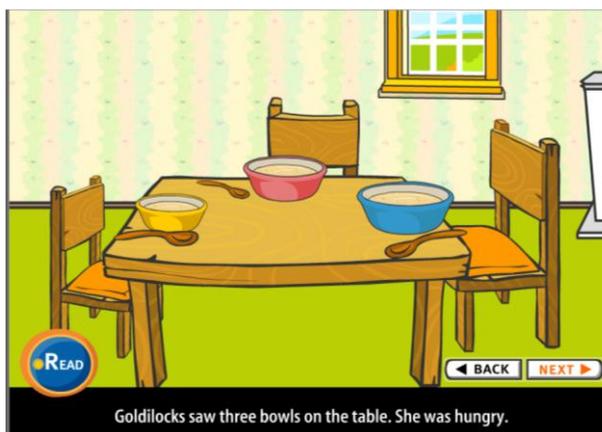


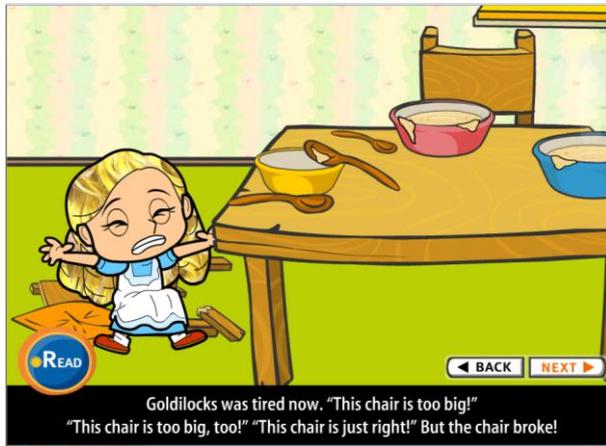
The woodcutter hit the wolf over the head.  
 The wolf opened his mouth wide and shouted – and Granny jumped out.

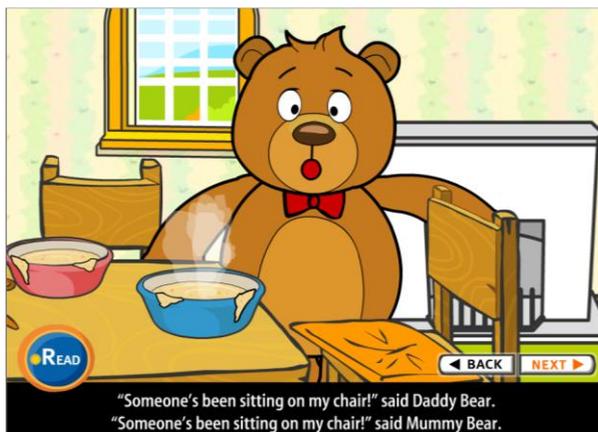


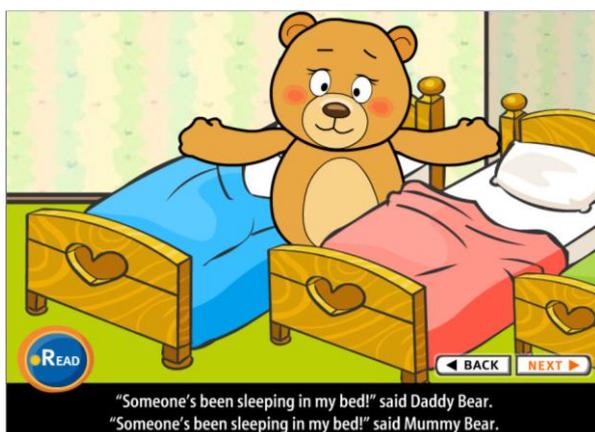
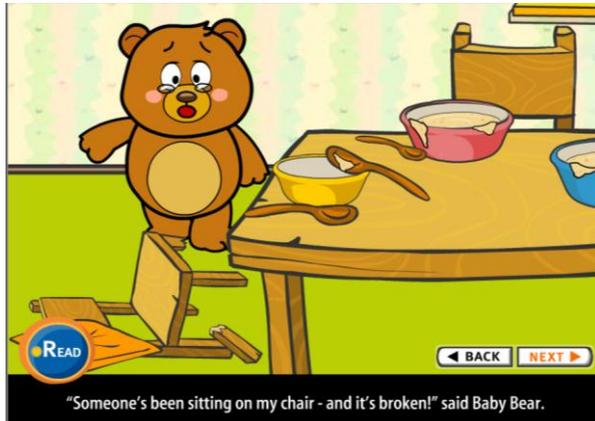
The wolf ran away, and Little Red Riding Hood never saw the wolf again.

## Goldilocks











"Someone's been sleeping in my bed - and she's still there!" said Baby Bear.

## THE TRANSCRIPTS OF FLASH ANIMATION

### The Transcript of 'Little Red Riding Hood Story'

Little Red Riding Hood lived in a wood with her mother. One day Little Red Riding Hood went to see her Granny. She had a nice cake in her basket.

On her way Little Red Riding Hood met a wolf. "Hello!" said the wolf. "Where are you going?"

"I'm going to see my grandmother. She lives in a house behind those trees."

The wolf ran to Granny's house, and ate Granny up. He got into Granny's bed. A little later, Little Red Riding Hood reached the house. She looked at the wolf.

"Granny, what big eyes you have!"

"All the better to see you with!" said the wolf

"Granny, what big ears you have!"

"All the better to hear you with!" said the wolf

"Granny, what a big nose you have!"

"All the better to smell you with!" said the wolf

"Granny, what big teeth you have!"

"All the better to eat you with!" shouted the wolf

A woodcutter was in the wood. He heard a loud scream, and ran to the house.

The woodcutter hit the wolf over the head. The wolf opened his mouth wide and shouted – and Granny jumped out.

The wolf ran away, and Little Red Riding Hood never saw the wolf again.

### The Transcript of ‘Goldilocks’ story’

Once upon a time there was a little girl. Her name was Goldilocks. She had golden hair.

One day Goldilocks was walking in the forest. She saw a house and knocked on the door. She went inside. Nobody was there.

Goldilocks saw three bowls on the table. She was hungry.

“This porridge is too hot!”

“This porridge is too cold!”

“This porridge is just right!”

Goldilocks ate all the porridge.

Goldilocks was tired.

“This chair is too big!

“This chair is too big, too!”

“This chair is just right!”

But the chair broke!

Goldilocks was very tired. She went upstairs.

“This bed is too hard!”

“This bed is too soft!”

“This bed is just right!”

Soon the bears came home.

“Someone’s been eating my porridge!” said Daddy Bear.

“Someone’s been eating my porridge!” said Mummy Bear.

“Someone’s been eating my porridge – and it’s all gone!” said Baby Bear.

“Someone’s been sitting on my chair!” said Daddy Bear.

“Someone’s been sitting on my chair!” said Mummy Bear.

“Someone’s been sitting on my chair – and it’s broken!” said Baby Bear.

“Someone’s been sleeping on my bed!” said Daddy Bear.

“Someone’s been sleeping on my bed!” said Mummy Bear.

“Someone’s been sleeping on my bed – and she’s still there!” said Baby Bear.

Goldilocks woke up and saw the three bears.

“Help!”

She ran downstairs and into the forest. She never came back again.

### STUDENTS' ATTENDANCE LIST

School Name : SMP 2 Kendal

Class : VIII-D

Subject : English

No	Name	Pre-Test	Cycle 1		Cycle 2	
		2/29/12	3/2/12	3/5/12	3/9/12	3/12/12
1	Aditya Parlindungan Sitorus	.	.	.	.	.
2	Aditya Wisnumurti	.	.	.	.	.
3	Ahmad Harits Dhiya'ulhaq	.	.	.	.	.
4	Anggit Andriani D.	.	.	.	.	.
5	Arina Adila	.	.	.	.	.
6	Aulia Dian Hapsari	.	.	.	.	.
7	Bahtiar Ilham Triyunanto	.	.	.	.	.
8	Christian Evan Mahendra	.	.	s	s	.
9	Cyntia Riznasari	.	.	.	.	.
10	Dimas Oktaviyanto	.	.	.	.	.
11	Eka Dyah Rachmawati	.	.	.	.	.
12	Elang Fajar Indra Wijaya	.	.	.	.	.
13	Febri Sulistyowati	.	.	.	.	.
14	Hari Agung Satya W.	.	.	.	.	.
15	Meilani Esti Mulya Putri	.	.	.	.	.
16	Mellyana Eka Yuniar	.	.	.	.	.
17	Moh Abi Nubli Luthfan D.	.	.	.	.	.
18	Muhammad Alvin Abdul H.	.	.	.	.	.
19	Muhammad Rizqi Atho'illah	.	.	.	.	.
20	Nabila Nuraini Fatikhasari	.	.	.	.	.
21	Nova Transilia	.	.	.	.	.
22	Rima Maulida	.	.	.	.	.
23	Ruben Haswinsa	.	.	.	.	.
24	Sanianajiba Nugroho Putri	.	.	.	.	.
25	Shofiana Nadia Fairuz	.	.	.	.	.
26	Stevanus Adidya Gita Putra	.	i	.	.	.
27	Syafina Nurussalma	.	.	.	.	.
28	Tadjuddin Yuliarta M.	.	.	.	.	.
29	Winda Rahmawati	.	.	.	.	.
30	Zayyana 'Adna Khisan	.	.	.	.	.
<b>Sum</b>		<b>30</b>	<b>29</b>	<b>29</b>	<b>29</b>	<b>30</b>

**INSTRUMENT OF THE PRE-TEST**

The School name : SMP Negeri 2 Kendal  
Class / Semester : VIII-D / 2  
Subject : English (Narrative Speaking)  
Time Allotment : 60 minutes

**Instruction**

- 5) Look at the sequence pictures of Cinderella story.
- 6) Retelling story based on the picture in front of the class.
- 7) The duration is about 2-3 minutes.
- 8) Your performance will be scored based on the following criteria:
  - ✓ Pronunciation
  - ✓ Grammar
  - ✓ Vocabulary
  - ✓ Fluency
  - ✓ Comprehension

**GOOD LUCK!!!**

**INSTRUMENT OF THE FORMATIVE-TEST**

The School Name : SMP Negeri 2 Kendal  
Class / Semester : VIII-D / 2  
Subject : English (Narrative Text)  
Time Allotment : 2 x 40'

**Instruction**

- 13) Watch the flash animation of 'The Red Riding Hood' carefully.
- 14) Take some notes about who, when, where and what is happening in the story of 'The Red Riding Hood'.
- 15) Pay attention to the pronunciation, intonation, and stress that the narrator uses while she is speaking.
- 16) Retell the story of 'The Red Riding Hood' in front of the class.
- 17) The duration is about 2-3 minutes.
- 18) Your performance will be scored based on the following criteria:
  - ✓ Pronunciation
  - ✓ Grammar
  - ✓ Vocabulary
  - ✓ Fluency
  - ✓ Comprehension

**GOOD LUCK!!!**

**INSTRUMENT OF THE POST-TEST**

The School Name : SMP Negeri 2 Kendal  
Class / Semester : VIII-D / 2  
Subject : English (Narrative Text)  
Time Allotment : 2 x 40'

**Instruction**

- 19) Watch the flash animation of 'Goldilocks' carefully.
- 20) Take some notes about who, when, where and what is happening in the story.
- 21) Pay attention to the pronunciation, intonation, and stress that the narrator uses while she is speaking.
- 22) Retell the story of Goldilocks in front of the class.
- 23) The duration is about 2-3 minutes.
- 24) Your performance will be scored based on the following criteria:
  - ✓ Pronunciation
  - ✓ Grammar
  - ✓ Vocabulary
  - ✓ Fluency
  - ✓ Comprehension

**GOOD LUCK!!!**

**THE LIST OF THE STUDENTS**

**SMP N 2 KENDAL  
TAHUN 2011/2012**

**VIII-D**

NOMOR		NAMA PESERTA DIDIK	JK
URUT	INDUK		
1	10622	Aditya Parlindungan Sitorus	L
2	10734	Aditya Wisnumurti	L
3	10652	Ahmad Harits Dhiya'ulhaq	L
4	10768	Anggit Andriani D.	P
5	10654	Arina Adila	P
6	10709	Aulia Dian Hapsari	P
7	10771	Bahtiar Ilham Triyunanto	L
8	10793	Christian Evan Mahendra	L
9	10773	Cyntia Riznasari	P
10	10741	Dimas Oktaviyanto	L
11	10797	Eka Dyah Rachmawati	P
12	10629	Elang Fajar Indra Wijaya	L
13	10715	Febri Sulistyowati	P
14	10717	Hari Agung Satya W.	L
15	10689	Meilani Esti Mulya Putri	P
16	10808	Mellyana Eka Yuniar	P
17	10691	Moh Abi Nubli Luthfan D.	L
18	10665	Muhammad Alvin Abdul H.	L
19	10779	Muhammad Rizqi Atho'illah	L
20	10693	Nabila Nuraini Fatikhasari	P
21	10668	Nova Transilia	P
22	10753	Rima Maulida	P
23	10756	Ruben Haswinsa	L
24	10645	Sanianajiba Nugroho Putri	P
25	10698	Shofiana Nadia Fairuz	P
26	10700	Stevanus Adidya Gita Putra	L
27	10788	Syafina Nurussalma	P
28	10646	Tadjuddin Yuliarta M.	L
29	10815	Winda Rahmawati	P
30	10761	Zayyana 'Adna Khisan	P

**WALI KELAS : Hendri Murdiarto, S.Pd  
NIP. 19631217 199403 1 003**

### THE RESULT OF STUDENTS' SPEAKING SCORE IN PRE-TEST

Teacher's name : Ratna Kusumawardani  
 School name : SMPN 2 Kendal  
 Class : VIII-D  
 Subject : English (Narrative speaking)

No	Name	Aspects					Score
		P	G	V	F	C	
1	Aditya Parlindungan Sitorus	3	3	4	2	2	56
2	Aditya Wisnumurti	3	3	4	3	3	64
3	Ahmad Harits Dhiya'ulhaq	3	3	3	3	2	56
4	Anggit Andriani D.	4	5	4	4	4	84
5	Arina Adila	3	4	4	3	3	68
6	Aulia Dian Hapsari	3	3	4	3	3	64
7	Bahtiar Ilham Triyunanto	4	5	4	4	4	84
8	Christian Evan Mahendra	3	3	3	2	2	52
9	Cyntia Riznasari	3	3	3	2	2	52
10	Dimas Oktaviyanto	2	2	2	2	2	40
11	Eka Dyah Rachmawati	4	5	4	4	4	84
12	Elang Fajar Indra Wijaya	4	4	4	4	4	80
13	Febri Sulistyowati	3	4	4	3	3	68
14	Hari Agung Satya W.	4	4	4	4	4	80
15	Meilani Esti Mulya Putri	4	4	4	4	3	76
16	Mellyana Eka Yuniar	3	4	4	3	3	68
17	Moh Abi Nubli Luthfan D.	3	4	3	4	3	68
18	Muhammad Alvin Abdul H.	4	4	4	4	4	80
19	Muhammad Rizqi Atho'ilah	3	3	4	3	3	64
20	Nabila Nuraini Fatikhasari	4	5	4	4	4	84
21	Nova Transilia	4	4	4	4	4	80
22	Rima Maulida	3	3	4	3	3	64
23	Ruben Haswinsa	4	5	4	4	5	88
24	Sanianajiba Nugroho Putri	4	4	4	4	4	80
25	Shofiana Nadia Fairuz	4	4	4	3	4	76
26	Stevanus Adidya Gita Putra	3	4	4	3	3	68
27	Syafina Nurussalma	3	4	4	3	3	68
28	Tadjuddin Yuliarta M.	3	3	4	3	3	64
29	Winda Rahmawati	4	4	4	4	4	80
30	Zayyana 'Adna Khisan	4	4	4	4	5	84
<b>Total Score</b>			103	114	114	100	100
<b>Average</b>			3.43	3.8	3.8	3.33	3.33

**Explanation:**

P = Pronunciation

V = Vocabulary

G = Grammar

F = Fluency

C = Comprehension

Kendal, February 29<sup>th</sup> 2012

**THE RESULT OF STUDENTS' SPEAKING SCORE  
IN FORMATIVE-TEST**

Teacher's name : Ratna Kusumawardani  
 School name : SMP N 2 Kendal  
 Class : VIII-D  
 Subject : English (Narrative speaking)

No	Name	Aspects					Score
		P	G	V	F	C	
1	Aditya Parlindungan Sitorus	3	3	4	3	3	64
2	Aditya Wisnumurti	4	4	4	3	3	72
3	Ahmad Harits Dhiya'ulhaq	4	4	4	3	3	72
4	Anggit Andriani D.	4	5	4	4	4	84
5	Arina Adila	4	4	4	3	3	72
6	Aulia Dian Hapsari	4	4	4	3	3	72
7	Bahtiar Ilham Triyunanto	4	5	5	4	4	88
8	Christian Evan Mahendra	4	4	3	2	3	64
9	Cyntia Riznasari	3	4	3	2	3	60
10	Dimas Oktaviyanto	3	3	2	2	3	52
11	Eka Dyah Rachmawati	4	5	4	4	4	84
12	Elang Fajar Indra Wijaya	4	5	4	4	4	84
13	Febri Sulistyowati	4	4	4	3	4	76
14	Hari Agung Satya W.	4	4	5	4	4	84
15	Meilani Esti Mulya Putri	4	4	5	4	4	84
16	Mellyana Eka Yuniar	4	4	4	3	3	72
17	Moh Abi Nubli Luthfan D.	4	4	3	4	3	72
18	Muhammad Alvin Abdul H.	4	5	5	4	5	92
19	Muhammad Rizqi Atho'illah	4	4	4	4	3	76
20	Nabila Nuraini Fatikhasari	4	5	5	4	4	88
21	Nova Transilia	4	4	4	4	4	80
22	Rima Maulida	4	4	4	3	3	72
23	Ruben Haswinsa	4	5	4	4	4	84
24	Sanianajiba Nugroho Putri	4	4	4	4	4	80
25	Shofiana Nadia Fairuz	4	4	4	4	4	80
26	Stevanus Adidya Gita Putra	3	4	4	3	3	68
27	Syafina Nurussalma	4	4	4	3	4	76
28	Tadjuddin Yuliarta M.	4	4	4	3	4	76
29	Winda Rahmawati	4	4	4	4	4	80
30	Zayyana 'Adna Khisan	4	5	4	4	4	84
<b>Total Score</b>			116	126	120	103	108
<b>Average</b>			3.86	4.2	4	3.43	3.6

**Explanation:**

P = Pronunciation

V = Vocabulary

G = Grammar

F = Fluency

C = Comprehension

Kendal, March 5<sup>th</sup> 2012

### THE RESULT OF STUDENTS' SPEAKING SCORE IN POST-TEST

Teacher's name : Ratna Kusumawardani  
 School name : SMP N 2 Kendal  
 Class : VIII-D  
 Subject : English (Narrative speaking)

No	Name	Aspects					Score
		P	G	V	F	C	
1	Aditya Parlindungan Sitorus	4	4	4	4	4	80
2	Aditya Wisnumurti	4	4	4	4	4	80
3	Ahmad Harits Dhiya'ulhaq	4	4	4	4	4	80
4	Anggit Andriani D.	4	4	5	4	5	88
5	Arina Adila	4	4	5	4	5	88
6	Aulia Dian Hapsari	4	4	4	4	4	80
7	Bahtiar Ilham Triyunanto	4	4	5	4	4	84
8	Christian Evan Mahendra	4	4	4	4	4	80
9	Cyntia Riznasari	4	4	4	4	4	80
10	Dimas Oktaviyanto	4	4	4	3	4	76
11	Eka Dyah Rachmawati	4	4	5	4	4	84
12	Elang Fajar Indra Wijaya	4	5	4	4	4	84
13	Febri Sulistyowati	4	4	4	4	4	80
14	Hari Agung Satya W.	4	5	4	4	4	84
15	Meilani Esti Mulya Putri	4	4	4	4	4	80
16	Mellyana Eka Yuniar	4	4	4	4	4	80
17	Moh Abi Nubli Luthfan D.	4	4	4	4	4	80
18	Muhammad Alvin Abdul H.	4	5	5	4	5	92
19	Muhammad Rizqi Atho'ilah	4	5	4	4	5	88
20	Nabila Nuraini Fatikhasari	4	5	4	4	4	84
21	Nova Transilia	4	5	4	4	4	84
22	Rima Maulida	4	4	4	4	4	80
23	Ruben Haswinsa	4	5	4	4	4	84
24	Sanianajiba Nugroho Putri	4	4	4	4	4	80
25	Shofiana Nadia Fairuz	4	4	4	4	5	84
26	Stevanus Adidya Gita Putra	4	4	4	3	4	76
27	Syafina Nurussalma	4	5	4	4	4	84
28	Tadjuddin Yuliarta M.	4	4	3	4	4	76
29	Winda Rahmawati	4	5	4	4	4	84
30	Zayyana 'Adna Khisan	4	5	4	4	4	84
<b>Total Score</b>			120	130	124	118	125
<b>Average</b>			4	4.33	4.13	3.93	4.166
				333	333	333	67

**Explanation:**

P = Pronunciation

V = Vocabulary

G = Grammar

F = Fluency

C = Comprehension

Kendal, March 9<sup>th</sup> 2012

**THE RESULT OF STUDENTS' SPEAKING SCORE DURING THE  
ACTION RESEARCH**

No	Name	The Result of the Tests		
		Pre-Test	Formative-Test	Post-Test
1	Aditya Parlindungan Sitorus	60	64	80
2	Aditya Wisnumurti	60	72	80
3	Ahmad Harits Dhiya'ulhaq	60	72	80
4	Anggit Andriani D.	60	84	88
5	Arina Adila	64	72	88
6	Aulia Dian Hapsari	60	72	80
7	Bahtiar Ilham Triyunanto	68	88	84
8	Christian Evan Mahendra	60	64	80
9	Cyntia Riznasari	64	60	80
10	Dimas Oktaviyanto	60	52	80
11	Eka Dyah Rachmawati	72	84	84
12	Elang Fajar Indra Wijaya	68	84	84
13	Febri Sulistyowati	60	76	80
14	Hari Agung Satya W.	68	84	84
15	Meilani Esti Mulya Putri	68	84	80
16	Mellyana Eka Yuniar	68	72	80
17	Moh Abi Nubli Luthfan D.	60	72	80
18	Muhammad Alvin Abdul H.	72	92	92
19	Muhammad Rizqi Atho'illah	60	76	84
20	Nabila Nuraini Fatikhasari	72	88	84
21	Nova Transilia	68	80	84
22	Rima Maulida	64	72	80
23	Ruben Haswinsa	68	84	84
24	Sanianajiba Nugroho Putri	68	80	80
25	Shofiana Nadia Fairuz	68	80	84
26	Stevanus Adidya Gita Putra	60	68	76
27	Syafina Nurussalma	68	76	84
28	Tajuddin Yuliarta M.	60	76	76
29	Winda Rahmawati	72	80	80
30	Zayyana 'Adna Khisan	68	84	84
<b>Total Score</b>		1948	2292	2464
<b>Average</b>		64.93	76.4	82.13

**THE STUDENTS' SPEAKING SCORE IMPROVEMENT OF EACH ASPECT**

<b>No</b>	<b>Aspects</b>	<b>The Average Score</b>		
		<b>Pre-test</b>	<b>Formative-Test</b>	<b>Post-test</b>
1	Pronunciation	3.43	3.87	4
2	Grammar	3.8	4.2	4.33
3	Vocabulary	3.8	4	4.13
4	Fluency	3.33	3.43	4
5	Comprehension	3.33	3.6	4.1

## STUDENTS' SPEAKING TRANSCRIPT IN PRE-TEST

### 1) Aditya Parlindungan Sitorus

May I introduce myself? My name is Aditya Parlindungan Sitorus. Once upon a time, there was a little girl called Cinderella. She was pretty, loving and clever. But she was very poor. She lives... she left with step mothers stepsisters. Stepmother step sisters. Mmmm.... aduh!

Fortunately, fairy godmother... fairy godmother helped Cinderella, but she had... but she had... but she had....to be at home at twelve. It was midnight. Cinderella run off. But..but..but... but..left her slipper behind. The prince wanted...the prince wanted...the prince wanted... person whose foot fit. The Prince put put on slipper on the Cinderella foot and it was fit. Finally Cinderella and prince got married and live happily ever after.

### 2) Aditya Wisnumurti

Assalamualaikum warahmatullahi wabarokatuh. Once upon a time, there was a little girl called Cinderella. Cinderella lived with her step mother and stepsisters. They hated Cinderella very much.

Fairy godmother helped Cinderella but she had to be at home at twelve. Cinderella went to the ball and danced with the prince handsome. It was midnight. Cinderella ran off but left slipper behind. The prince wanted to find the person whose foot fit the slipper.

The prince put on Cinderella's foot...Prince put the slipper on Cinderella foot and it was fit.

Finally Cinderella and the Prince got married and lived happily ever after.

### 3) Ahmad Harits Dhiya'ulhaq

Once upon a time, there was a little girl called Cinderella. She was pretty, loving and clever. But she was very poor. Cinderella lived with her step mother and stepsister. They hate Cinderella very much.

Fairy godmother helped Cinderella to the ball but Cinderella at home at twelve. Cinderella went to the ball and danced with handsome prince. It was midnight. Cinderella ran off but left a slipper behind. The prince wanted to find the person whose foot fit the slipper.

Finally, the prince put.... Finally the Prince and Cinderella got married and lived happily ever after.

## 4) Anggit Andriani D.

Once upon a time, there was a little girl called Cinderella. But she was very poor. She was pretty, loving and clever. She left with her step mother and stepsisters.

Finally fairy godmother helped Cinderella to go to the ball. Cinderella went to the ball and danced with the handsome prince. Cinderella ran off but she left a slipper behind. The prince put the slipper on Cinderella's foot, and it was fit. Cinderella and the Prince got married and lived happily ever after.

## 5) Arina Adila

Friends, I would like to tell Cinderella story. Once upon a time, there was a very beautiful girl. She was pretty, loving and clever. But she was very poor. Her mother was dead and father had married widow with two daughter. The stepmother and stepsisters didn't like him very much. That's why everybody call her Cinderella.

One day..one day an invitation, there was an invitation from Prince. She want to go to the ball but she had to stay at home. She was very sad.

Fortunately, the fairy godmother helped Cinderella but she must left at home at midnight. In the ball Cinderella and danced with handsome prince. It was midnight. Cinderella ran off but she lost one of her slipper. But, on the moment she did of socking to pick up...The prince getting in love with Cinderella. E... whose the foot...whose foot the slipper fit. When Cinderella try it, the slipper, the slipper whose foot fit.

Finally, Cinderella and the Prince got married and lived happily ever after. Thank you.

## 6) Aulia Dian Hapsari

Hi friends, my name is Aulia Dian Hapsari. I want to retell story about Cinderella. Once upon a time, there was there was a little girl called Cinderella. She was pretty, loving and clever. But she was very poor. She left with step mother and stepsisters. They hate Cinderella very much.

Fairy godmother helped Cinderella to the ball but at home at twelve. Cinderella went to the ball danced with handsome prince. It was midnight. Cinderella ran off but left slipper behind.

The prince put slipper on Cinderella's foot, it was fit. Prince and Cinderella got married and left happily ever after.

## 7) Bahtiar Ilham Triyunanto

Once upon a time there was a little girl called Cinderella. She was pretty, loving and clever. But she was very poor. She lived with her stepmother and stepsister. They hated Cinderella very much. One day there was an invitation from the Prince. Cinderella wanted to go to the ball. But she had to stay at home and do the cleaning. Fortunately the fairy godmother help she, but she had to be at home at twelve. She went to the ball and dance with the handsome Prince. It was midnight. Cinderella run off and she left her glass slipper. The prince wanted to find the slipper, the Cinderella's slipper. Finally the prince put the slipper on and it was fit. Cinderella and the Prince got married and live happily ever after.

## 8) Christian Evan Mahendra

My name is Evan. Once upon a time.. once upon a time... alah... once upon a time there was a little girl called Cinderella. She lives her stepmother and stepsisters. She hate Cinderella very much. The Fairy god to help Cinderella to dance ball. Cinderella and the Prince dance. ....(silent).... Cinderella dance with Prince. On Cinderella foot and it was fit. Finally Cinderella and Prince got married and lived happily ever after.

## 9) Cyntia Riznasari

Once upon a time there was a little girl call Cinderella. She is clever, loving and pretty but she is very poor. She lives with her stepmother and stepsisters. They hate very much. One day..one day...there was...there was an invitation from the Prince. She can't go to the ball because she...because she...had to at home to do cleaning. Fortunately, the fairy Godmother help to Cinderella to go to the ball but she had to at home at twelve. Cinderella go to the ball and then meet with the handsome prince. It was midnight. Cinderella run off but leave the slipper behind. Finally the Prince put the slipper on the foot...on Cinderella foot and it was fit. Cinderella and the Prince got married and live..and live...happily ever after.

## 10) Dimas Oktaviyanto

Ok friend, my name is Dimas Oktaviyanto. Cinderella clean the floor. She live with her stepmother and stepsisters. They hated Cinderella very much. The fairy Godmother help Cinderella. The Prince dance with Cinderella. Cinderella leave slipper the left behind. The slipper put on Cinderella it was fit. Cinderella and the Prince got married and lived ever after.

## 11) Eka Dyah Rachmawati

Morning ladies and gentlemen. I want to tell you the Cinderella story. Now listen carefully. Cinderella. Once upon a time there was a girl named Cinderella. Cinderella was beauty, clever and loving. She lived with her stepmother and stepsisters. They hate Cinderella very much. Everyday Cinderella feel very sad. One day Cinderella got the invitation from the Prince to the ball. But Cinderella can't go to the ball because she had to stay at home to do cleaning. Fortunately Fairy Godmother helped her go to the ball and Cinderella can dance with handsome Prince. Cinderella forget it was midnight. Cinderella run off and left the slipper behind. Luckily the Prince can save the other slipper to Cinderella. Finally they got married and lived ever after. It is all for me. Thank you.

## 12) Elang Fajar Indra Wijaya

Hi, my name Elang. I want to tell you about Cinderella story. Once upon a time there was a little girl called Cinderella. She was very pretty and clever but she was very pour. Cinderella lives with her stepmother and stepsisters. They hate Cinderella very much. One day it was invitation from the Prince. Cinderella want to go to the ball but she can't. Fortunately fairy Godmother help Cinderella go to the ball. But she had to be at home at twelve. Cinderella went to the ball and dance with the handsome Prince. It midnight. Cinderella run off and left the shoes behind. The Prince want find whose foot fit with the shoes. Finally Cinderella tried the shoes and it was fit. They got married and lived happily ever after.

## 13) Febri Sulistyowati

Once upon a time..there was...aduh lali kabeh...there was...there was...sek..sek..sek.. once upon a time there was a little girl called Cinderella. She was pretty, loving and clever. But she was very pour. She lives with stepmother and stepsisters. They hated Cinderella very much. Fairy Godmother help Cinderella go to the ball. Cinderella went to the ball and dance with the handsome prince. Cinderella ran off but left a slipper behind. Princess put the slipper on Cinderella foot and it was fit. Cinderella get married and live happily ever after.

## 14) Hari Agung Satya W.

Once upon a time there was a little girl called Cinderella. She was pretty but she was very poor. She lived with her stepmother and three stepsisters. One day the Prince sent an invitation to the Cinderella to invite the family to come to the party. But she had to clean the home. Fortunately the fairy godmother help Cinderella to

go to the ball. But it was only until twelve. Cinderella went to the ball. Cinderella was dancing with the Prince. It was midnight. Cinderella run off but she left the slipper behind. The Prince search the pair of slipper and he get find it. Finally Cinderella and the Prince get married and live happily ever after.

15) Meilani Esti Mulya Putri

Once upon a time, there was a little girl called Cinderella. There was a pretty, loving and clever. She left with e... her mother and stepsisters. She can't go to the ball because she had to do cleaning. The fairy Godmother help Cinderella to the ball. Cinderella go to the ball and dance with the handsome Prince. Cinderella run off but left the slipper behind. The Prince put the slipper on Cinderella's foot. And it was fit. Finally Cinderella and the Prince got married and lived happily ever after.

16) Mellyana Eka Yuniar

I want to tell about Cinderella story. Once upon a time there was a little girl called Cinderella. She was loving, pretty and clever. She lives with her mother and stepsisters. She..she...she had stay at home do cleaning. The fairy Godmother help Cinderella go to party. Cinderella went to the ball and dance with the handsome prince. Cinderella off but left the slipper on behind. The Prince put the slipper on Cinderella floor and it was fit. Finally Cinderella and the Prince married and live happily ever after.

17) Moh Abi Nubli Luthfan D.

Once upon a time there was a little girl call Cinderella. She lives with stepmother and stepsisters. But she hat Cinderella very much. Fortunately fairy Godmother help Cinderella to go to the ball. Cinderella went to the ball and dance with the Prince. It was midnight. Cinderella run off but the left slipper behind. Finally the Prince put on the Cinderella foot. And it was fit. Cinderella and Prince got married and live happily ever after.

18) Muhammad Alvin Abdul H.

Friend, may I introduce myself. My name is Muhammad Alvin Abdul Hakim. I want to retell about Cinderella story. Once upon a time there was a little girl called Cinderella. She was pretty, loving and clever. She was very poor. She lived with her stepmother and stepsister. And they hate Cinderella very much. One day there was an invitation from the Prince. And Cinderella want to go to the ball but

she was at home at doing the cleaning. Fortunately the fairy godmother help Cinderella but Cinderella had to be at home at twelve. Cinderella went to the ball and she dance with her handsome Prince. It was midnight. Cinderella run off and she left her slipper behind. Prince want to find the person whose foot fit the slipper. Cinderella try the slipper and it was fix. Finally Cinderella and the Prince was got married and they was happily ever after.

#### 19) Muhammad Rizqi Atho'ilah

May I introduce myself? My name is Muhammad Rizqi Atho'ilah. Once upon a time, she was a little girl is called is called Cinderella. She was pretty, loving and clever. But..but was very pour. She lived with stepmother and stepsisters. They hate Cinderella very much. Fortunately, fairy Godmother helped Cinderella to go to the ball. Had she..had she..had she at home at twelve. Cinderella to the bal and dance with handsome Prince. It is midnight. Cinderella run off is slipper behind. Cinderella went..went to slipper glass is foot and was at fit. Cinderella is get married with Prince and happily ever after.

#### 20) Nabila Nuraini Fatikhasari

Assalamualaikum warahmatullahi wabarokatuh. Good morning mrs.Ratna. good morning friends. How are you today? I'm fine too. Thank you. Today I will introduce myself. My name is Nabila Nuraini Fatikhasari. Here, I want to retell story about Cinderella. Once upon a time, there was a little girl called Cinderella. She lives with her stepmother and stepsisters. But they hate Cinderella very much. One day, there was invitation from the Prince, but she had to stay at home to do the cleaning. Fortunately, fairy Godmother help Cinderella. But she to be at home at twelve. Cinderella want to the ball and Cinderella dance with the Prince. It was midnight. Cinderella run off, but left a slipper behind. The Prince want to find the person whose foot fit the slipper. The prince put slipper on the Cinderella foot. And it was fit. Finally, Cinderella and the Prince got married and lived happily ever after. Happy ending. Assalamualaikum warahmatullahi wabarokatuh.

#### 21) Nova Transilia

I want to retell Cinderella story. Once upon a time, there was a little girl to do the cleaning floor. She name is Cinderella. She left with her stepmother and stepsisters. Cinderella would go to the ball, but do cleaning. Fairy Godmother help Cinderella go to the ball. She must dance with the handsome Prince. It was midnight. Cinderella run off but left slippery behind. The Prince put the slipper on Cinderella foot and it was fit. Finally Cinderella and the Prince got married and lived happily ever after

## 22) Rima Maulida

Once upon a time there was a beautiful girl named Cinderella. She was a pretty, loving and clever. But she was very poor. She left with her stepmother and stepsister. They hate Cinderella very much. Fairy godmother help Cinderella to go the ball. She had to be at home at twelve. Cinderella went to the ball and dance with the handsome Prince. It was midnight. Cinderella run off but left a slipper behind. The Prince put the slipper on Cinderella foot and it was fit. Cinderella and the Prince got married and live happily ever after.

## 23) Ruben Haswinsa

Assalamualaikum warohmatullahi wabarokatuh. I want to introduce myself. My name is Ruben Haswinsa. Once upon a time there was a little girl called Cinderella. She live with her stepmother and stepsisters. They hated Cinderella very much. One day there was an invitation from the Prince. Cinderella want to go but she had to stay at home to do cleaning. Fortunately, the fairy godmother help Cinderella to go to the ball. But she had to be at home at twelve. Cinderella went to the ball and danced with the handsome Prince. It was midnight. Cinderella run off but she left her slipper behind. The Prince tried to find whose foot fit the slipper. The Prince put the slipper on Cinderella's foot. And it was fit. Finally Cinderella and the Prince got married and live happily ever after.

## 24) Sanianajiba Nugroho Putri

I want to retell about Cinderella story. Once upon a time there was a little girl named Cinderella. She was loving, pretty and clever. She lived with her stepmother and stepsister. They hate Cinderella very much. One day there was an invitation from the Prince. Cinderella want to go to the ball but Cinderella had stay at home to do cleaning. Fortunately the fairy godmother helped Cinderella to go to the ball. But she had to be at home at twelve. Cinderella went to the ball and dance with handsome Prince. It was midnight. Cinderella run off but leave her slipper behind. The Prince want to find whose foot fit the slipper. The Prince put the slipper on the Cinderella foot. And it was fit. Finally Cinderella and the Prince got married and live happily ever after.

## 25) Shofiana Nadia Fairuz

Good morning friends. I would like to tell you about Cinderella story. Once upon a time there was a little girl called Cinderella. She was a pretty, loving and clever. But she was very poor. Cinderella live with her stepmother and stepsister. They

had Cinderella very much. One day there was an invitation from the prince. Cinderella want to go to the ball but Cinderella had to stay at home to do the cleaning. Fortunately the fairy godmother help Cinderella to go to the ball. But she had to be at home at twelve. Cinderella went to the ball and dance with the handsome Prince. It was midnight. Cinderella run off but left a slipper behind. The prince find whose foot fit the slipper. Finally the Prince put the slipper on the Cinderella foot. And it was fit. Cinderella got married with the prince and happily ever after. Thank you.

26) Stevanus Adidya Gita Putra

Once upon a time there was a little girl called Cinderella. She live with stepmother and stepsister. But they hate Cinderella very much. Fortunately the fairy godmother help Cinderella to go to the ball. But she had at home at twelve. Cinderella went to the ball and dance with the Prince. Cinderella run off but left a slipper behind. Finally the Prince put on Cinderella foot. Cinderella got married and live happily ever after.

27) Syafina Nurussalma

Once upon a time there was a little girl called Cinderella. She was pretty, loving and clever. But she was very poor. She lived with her stepmother and stepsister. They hate Cinderella very much. One day there was an invitation from the Prince. But she had to stay at home to do the cleaning. Fortunately fairy godmother help Cinderella to the ball. But she had to be at home at twelve. Cinderella went to the ball and dance with the handsome Prince. It was midnight. Cinderella run off and left the slipper behind. The Prince find the person whose foot fit slipper. Finally the Prince put the slipper on Cinderella's foot. It was fat eh it was fit. Cinderella and the Prince got married and lived happily ever after.

28) Tadjuddin Yuliarta M.

Once upon a time there was a little girl called Cinderella. She was pretty, loving and clever. But she was very poor. She lived with her stepmother and stepsister. They hate very much. Cinderella went to the ball and the prince... and dance with the handsome Prince. It is midnight. Cinderella run off and left a slipper behind. Finally the Prince put the slipper on Cinderella's foot. It was midnight. Cinderella and the Prince got married and live happily ever after. Thank you.

## 29) Winda Rahmawati

Hello friend. Good morning. I want to tell you about the Cinderella story. Once upon a time there was a little girl called Cinderella. She was pretty, loving and clever. But she was very poor. She lived with her stepmother and stepsister. They hate Cinderella very much. One day there was an invitation from the Prince. Cinderella wants to go to the ball but she had to stay at home to do the cleaning. Fortunately fairy godmother help Cinderella to go to the ball. But Cinderella to be at home at twelve. Cinderella want to went to the ball and dance with handsome prince. It was midnight. Cinderella run off but left slipper behind. The Prince went to the person whose foot fit the slipper. Finally the Prince put on the slipper on Cinderella. And it was fit. And Cinderella got married with the handsome Prince. And live happily ever after. See you.

## 30) Zayyana 'Adna Khisan

I want retell about Cinderella stories. Once upon a time there was a little girl called Cinderella. She was pretty, loving and clever. But she was very poor. She live with her stepmother and stepsister. They hate Cinderella very much. She lived with her stepmother and stepsister. They hate Cinderella very much. One day there was an invitation from the Prince. Cinderella wants to go to the ball but she had to stay at home to do the cleaning. Fortunately fairy godmother help Cinderella to go to the ball. But she had to be at home at twelve. Cinderella went to the ball and dance with handsome prince. It was midnight. Cinderella run off but left a slipper behind. The Prince put on the slipper on Cinderella. And it was fit. Finally Cinderella and the prince got married and live happily ever after.

## **STUDENTS' SPEAKING TRANSCRIPT IN POST-TEST**

### 1) Aditya Parlindungan Sitorus

Once upon a time there was a little girl. Her name was Goldilocks. She had golden hair. One day Goldilocks was walking in the forest. She saw a house and knocked on the door. She went inside. Nobody was there. Goldilocks saw three bowls on the table. She was hungry.

“This porridge is too hot!”

“This porridge is too cold!”

“This porridge is just right!”

Goldilocks ate all the porridge. Goldilocks was tired.

“This chair is too big!

“This chair is too big, too!”

“This chair is just right!”

But the chair broke!

Goldilocks was very tired. She went upstairs.

“This bed is too hard!”

“This bed is too soft!”

“This bed is just right!”

Soon the bears came home.

“Someone’s been eating my porridge!” said Daddy Bear.

“Someone’s been eating my porridge!” said Mummy Bear.

“Someone’s been eating my porridge – and it’s all gone!” said Baby Bear.

“Someone’s been sitting on my chair!” said Daddy Bear.

“Someone’s been sitting on my chair!” said Mummy Bear.

“Someone’s been sitting on my chair – and it’s broken!” said Baby Bear.

“Someone’s been sleeping on my bed!” said Daddy Bear.

“Someone’s been sleeping on my bed!” said Mummy Bear.

“Someone’s been sleeping on my bed – and she’s still there!” said Baby Bear.

Goldilocks woke up and saw the three bears.

“Help!”

She ran downstairs and into the forest. She never came back again.

## 2) Aditya Wisnumurti

Once upon a time there was a little girl. Her name was Goldilocks. She had golden hair. One day Goldilocks was walking in the forest. She saw a house and knocked on the door. She went inside. Nobody was there. Goldilocks saw three bowls on the table. She was hungry.

“This porridge is too hot!”

“This porridge is too cold!”

“This porridge is just right!”

Goldilocks ate all the porridge. Goldilocks was tired.

“This chair is too big!

“This chair is too big, too!”

“This chair is just right!”

But the chair broke!

Goldilocks was very tired. She went upstairs.

“This bed is too hard!”

“This bed is too soft!”

“This bed is just right!”

Soon the bears came home.

“Someone’s been eating my porridge!” said Daddy Bear.

“Someone’s been eating my porridge!” said Mummy Bear.

“Someone’s been eating my porridge – and it’s all gone!” said Baby Bear.

“Someone’s been sitting on my chair!” said Daddy Bear.

“Someone’s been sitting on my chair!” said Mummy Bear.

“Someone’s been sitting on my chair – and it’s broken!” said Baby Bear.

“Someone’s been sleeping on my bed!” said Daddy Bear.

“Someone’s been sleeping on my bed!” said Mummy Bear.

“Someone’s been sleeping on my bed – and she’s still there!” said Baby Bear.

Goldilocks woke up and saw the three bears.

“Help!”

She ran downstairs and into the forest. She never came back again.

## 3) Ahmad Harits Dhiya’ulhaq

Once upon a time there was a little girl. Her name was Goldilocks. She had golden hair. One day Goldilocks was walking in the forest. She saw a house and knocked on the door. She went inside. Nobody was there. Goldilocks saw three bowls on the table. She was hungry.

“This porridge is too hot!”

“This porridge is too cold!”

“This porridge is just right!”

Goldilocks ate all the porridge. Goldilocks was tired.  
 “This chair is too big!  
 “This chair is too big, too!”  
 “This chair is just right!”  
 But the chair broke!  
 Goldilocks was very tired. She was upstairs.  
 “This bed is too hard!”  
 “This bed is too soft!”  
 “This bed is just right!”  
 Soon the bears came home.  
 “Someone’s been eating my porridge!” said Daddy Bear.  
 “Someone’s been eating my porridge!” said Mummy Bear.  
 “Someone’s been eating my porridge – and it’s all gone!” said Baby Bear.  
 “Someone’s been sitting on my chair!” said Daddy Bear.  
 “Someone’s been sitting on my chair!” said Mummy Bear.  
 “Someone’s been sitting on my chair – and it’s broken!” said Baby Bear.  
 “Someone’s been sleeping on my bed!” said Daddy Bear.  
 “Someone’s been sleeping on my bed!” said Mummy Bear.  
 “Someone’s been sleeping on my bed – and she’s still there!” said Baby Bear.  
 Goldilocks woke up and saw the three bears.  
 “Help!”  
 She ran downstairs and into the forest. She never came back again.

#### 4) Anggit Andriani D.

Once upon a time there was a little girl. Her name was Goldilocks. She had golden hair. One day Goldilocks was walking in the forest. She saw a house and knocked on the door. There were three bowls on the table. Goldilocks eat all the porridge. Goldilocks sleep in the small bed. The bear came home. Goldilocks ran into the forest. She never came back again.

#### 5) Arina Adila

I want to retell about Goldilocks story. Once upon a time there was a little girl. She was Goldilocks. She had golden hair. One day she was walking in the forest. She saw a house and knocked on the door. She went inside. Nobody was there. At the table in the kitchen, there were three bowls on the table. She was hungry. And then she small at it one by one. She find the porridge as just right. And the she was tired. She walk into the living room. And she saw a three chairs. She sat in the first chair, but she chair is too big. And then, he sat in the second chair. But

the chair is too big too. And then she sat in the third chair. The chair is just right. And she was tired. She was upstairs to the bedroom. She lay down in the daddy bear's bed. But that was too hard. Then, she lay down in the mummy bear's bed. But the bed too soft. And she lay down in the baby bear's bed which was neither too hot nor too soft. She was just right. Soon, bear came home. The bears saw the Goldilocks. Goldilocks woke up and saw the three bears. She ran the forest. She never came back again. Thank you for the attention.

#### 6) Aulia Dian Hapsari

Once upon a time there was a little girl. Her name Goldilocks. She has golden hair. One day Goldilocks was walking in the forest. She saw a house and knocked on the door. She went inside. Nobody was there. Goldilocks see saw three bowls on the table. She was hungry.

"This porridge is too hot!"

"This porridge is too cold!"

"This porridge is just right!"

Goldilocks was tired.

"This my chair is too big!"

"This my chair is too big, too!"

"This my chair is just right!"

But the chair broke!

Goldilocks was very tired. She went upstairs.

"This bed is too hard!"

"This bed is too soft!"

"This bed is just right!"

Soon the bears came home.

"Someone's been eating on my porridge!" said Daddy Bear.

"Someone's been eating my porridge!" said Mummy Bear.

"Someone's been eating on my porridge – and it's all gone!" said Baby Bear.

"Someone's been sitting on my chair!" said Daddy Bear.

"Someone's been sitting on my chair!" said Mummy Bear.

"Someone's been sitting on my chair – and it's broken!" said Baby Bear.

"Someone's been sleeping on my bed!" said Daddy Bear.

"Someone's been sleeping on my bed!" said Mummy Bear.

"Someone's been sleeping on my bed "said Baby Bear and she is still here.

Goldilocks woke up and saw the three bears.

"Help!"

She ran downstairs and into the forest. She never came back again. See you.

## 7) Bahtiar Ilham Triyunanto

Hello, my name is bachtiar. I will tell you about Goldilocks story. Once upon a time there was a little girl. Her name is Goldilocks. She had golden hair. One day she was walking in the forest. She saw a house and knocked on the door. Assalamualaikum. She went inside. Nobody was there. There were three bowls of porridges on the table. Goldilock ate the third bowl of porridge. She was tired. She wanted to sit on the chair. She sit on the third chair. Broke. She was very tired. She went to the upstairs. She slept on the small bed. Soon the bears came the house.

“Someone’s been eating my porridge – and it’s all gone!” said Baby Bear.

“Someone’s been sitting on my chair – and it’s broken!” said Baby Bear.

“Someone’s been sleeping on my bed – and she’s still there!” said Baby Bear.

She woke up and she saw the three bears in front of.

“Help!”

She ran downstairs and into the forest and she never came back again.

## 8) Christian Evan Mahendra

Once upon a time there was a little girl. Her name was Goldilocks. She had golden hair. One day Goldilocks was walking in the forest. She saw a house and knocked on the door. She went inside. Nobody was there. Goldilocks saw three bowls on the table. She was hungry.

“This porridge is too hot!”

“This porridge is too cold!”

“This porridge is just right!”

Goldilocks ate all the porridge. Goldilocks was tired.

“This chair is too big!

“This chair is too big, too!”

“This chair is just right!”

But the chair broke!

Goldilocks was very tired. She went upstairs.

“This bed is too hard!”

“This bed is too soft!”

“This bed is too right!”

Soon the bears came home.

“Someone’s been eating my porridge!” said Daddy Bear.

“Someone’s been eating my porridge!” said Mummy Bear.

“Someone’s been eating my porridge – and it’s all gone!” said Baby Bear.

“Someone’s been sitting on my chair!” said Daddy Bear.

“Someone’s been sitting on my chair!” said Mummy Bear.

“Someone’s been sitting on my chair – and it’s broken!” said Baby Bear.  
 “Someone’s been sleeping on my bed!” said Daddy Bear.  
 “Someone’s been sleeping on my bed!” said Mummy Bear.  
 “Someone’s been sleeping on my bed – and she’s still there!” said Baby Bear.  
 Goldilocks woke up and saw the three bears.  
 “Help!”  
 She ran downstairs and into the forest. She never came back again.

#### 9) Cyntia Riznasari

Once upon a time there was a little girl. Her name was Goldilocks. She was golden hair. One day Goldilocks was walking in the forest. She look a house and knocked on the door. She go to the house. There were three bowls on the table. She was hungry. She eat the porridge but she was tired. She went upstairs. She was sleep. Soon the bears came and they look at the house in a mess. They look a golden hair sleep. She was go to forest and never came back fro the forest. Thank you.

#### 10) Dimas Oktaviyanto

Once upon a time there was a little girl. Her name was Goldilocks. She had golden hair. One day Goldilocks was walking in the forest. She saw a house and knocked on the door. She went inside. Nobody was there. Goldilocks saw three bowls on the table. She was hungry.  
 “This porridge is too hot!”  
 “This porridge is too cold!”  
 “This porridge is just right!”  
 Goldilocks ate all the porridge. Goldilocks was tired.  
 “This chair is too big!  
 “This chair is too big, too!”  
 “This chair is just right!”  
 But the chair broke!  
 Goldilocks was very tired. She went upstairs.  
 “This bed is too hard!”  
 “This bed is too soft!”  
 “This bed is just right!”  
 Soon the bears came home.  
 “Someone’s been eating porridge!” said Daddy Bear.  
 “Someone’s been eating my porridge!” said Mummy Bear.  
 “Someone’s been eating porridge – and it’s all gone!” said Baby Bear.  
 “Someone’s been eating on my chair!” said Daddy Bear.

“Someone’s been eating on my chair!” said Mummy Bear.  
 “Someone’s been sitting on my chair – and it’s broken!” said Baby Bear.  
 “Someone’s been sleeping on my bed!” said Daddy Bear.  
 “Someone’s been sleeping on my bed!” said Mummy Bear.  
 “Someone’s been sleeping on my bed – and she’s still there!” said Baby Bear.  
 She ran downstairs and into the forest. She never came back again. Thank you.

#### 11) Eka Dyah Rachmawati

Hy guys. I want to tell about the story of Goldilocks. Once upon a time there was a little girl named Goldilocks. She had golden hair. One day Goldilocks was walking in the forest. She saw a house and knocked on the door. She was inside. Nobody was there. She saw three bowls of porridges and she try all the porridges. And she ate all the just right porridge. She is tired. She is sit on the chair but the chair is broke. She.. goldilocks now is very very tired. And now she go upstairs and she tried bed one by one and she try the bed and it just right and she slept on the bed. Soon, the bears come home and the bears is angry because the house is in a mess. Babby bear saw goldilocks sleep on his bed. Goldilocks woke up and she run downstairs and ran into the forest and she never came back again. It’s all the story. Thank you.

#### 12) Elang Fajar Indra Wijaya

Once upon a time there was a little girl. Her name was Goldilocks. She had golden hair. One da when Goldilocks was walking in the fores and saw a house and knocked on the door. She went inside. Nobody was there. suddenly saw three bowls of porridges on the table. She try one by one the porridges and ate all the last porridge. Then, she was tired. She wan to sat on the chair. But the chair was broke. Now. She was very tired. She went upstairs and slept on the small bed. A few minutes later, the thre bears came home and she shocked. She ran downstairs and never came back again. Thank you for attention. See you.

#### 13) Febri Sulistyowati

Once upon a time there was a little girl. Her name is Goldilocks. She had golden hair. One day Goldilocks was walking in the forest. She saw a house and knocked on the door. She went inside. Nobody was there. Goldilocks saw three bowls on the table. She was hungry.  
 “This porridge is too hot!”  
 “This porridge is too cold!”  
 “This porridge is just right!”

Goldilocks ate all the porridge. Goldilocks was tired.  
 “This chair is too big!  
 “This chair is too big, too!”  
 “This chair is just right!”  
 But the chair broke!  
 Goldilocks was very tired. She went upstairs.  
 “This bed is too hard!”  
 “This bed is too soft!”  
 “This bed is just right!”  
 Soon the bears came home.  
 “Someone’s been eating my porridge!” said Daddy Bear.  
 “Someone’s been eating my porridge!” said Mummy Bear.  
 “Someone’s been eating my porridge – and it’s all gone!” said Baby Bear.  
 “Someone’s been sitting on my chair!” said Daddy Bear.  
 “Someone’s been sitting on my chair!” said Mummy Bear.  
 “Someone’s been sitting on my chair – and it’s broken!” said Baby Bear.  
 “Someone’s been sleeping on my bed!” said Daddy Bear.  
 “Someone’s been sleeping on my bed!” said Mummy Bear.  
 “Someone’s been sleeping on my bed – and she’s still there!” said Baby Bear.  
 Goldilocks woke up and saw the three bears.  
 “Help!”  
 She ran downstairs and into the forest. She never came back again.

#### 14) Hari Agung Satya W.

Once upon a time there was a little girl. Her name was Goldilocks. She had golden hair. One day Goldilocks was walking in the forest. She saw the house and she knocked on the door. She went inside. Nobody was there. Goldilocks saw three bowls on the table. “This porridge is too hot!”  
 “This porridge is too cold!”  
 “This porridge is just right!”  
 Goldilocks ate all the porridge. Goldilocks was very tired.  
 “This chair is too big!  
 “This chair is too big, too!”  
 “This chair is just right!”  
 But the chair is broke!  
 Goldilocks was very tired. She went upstairs. She saw three bed.  
 “This bed is too hard!”  
 “This bed is too soft!”  
 “This bed is just right!”  
 Goldilock slept on the bed. The bears has came.

“Someone’s been eating my porridge!” said Daddy Bear, Mummy Bear, and Baby Bear.

“Someone’s been sitting on my chair!” said Daddy Bear, Mummy Bear, and Baby Bear.

“Someone’s been sleeping on my bed – and she’s still there!” said Baby Bear.

Goldilocks woke up and saw the three bears. Mshe was very frightened.

“Help!”

Goldilocks ran downstairs and never came back again.

#### 15) Meilani Esti Mulya Putri

Once upon a time there was a little girl. Her name was Goldilocks. She had golden hair. One day Goldilocks was walking in the forest. And she saw a house and knocked on the door. She went inside. Nobody was there. Goldilocks saw three bowls on the table. She was hungry.

And Goldilocks ate all the porridge. And Goldilocks was tired. And she has.. she has sit down on the chair but this chair is broke.

Goldilocks was very tired. She went upstairs.

Soon the bears came home. They all ..... when Goldilock sleeping on her bed, she said,

“Someone’s been sleeping on my bed – and she’s still there!” said Baby Bear.

Goldilocks woke up and saw the three bears.

“Help!”

She was shock. She ran downstairs and into the forest. She never came back again.

#### 16) Mellyana Eka Yuniar

Once upon a time there was a little girl. Her name was Goldilocks. She had golden hair. One day Goldilocks was walking in the forest. She saw a house and knocked on the door. She went inside. Nobody was there. Goldilocks saw three bowls on the table. She was hungry.

Goldilocks ate all the porridge. Goldilocks was tired. And she sit down on the chair. But this chair broke. Goldilocks was very tired. She went upstairs.

Soon the bears came home. This.. this all bears when Goldilock was sleeping on her bed.

Someone’s been sleeping on her bed. Goldilocks woke up and saw the three bears.

“Help!”

She ran into the forest and she came back again. Thank you.

## 17) Moh Abi Nubli Luthfan D.

Once upon a time there was a little girl. Her name was Goldilocks. She had golden hair. One day Goldilocks was walking in the forest. She saw a house and knocked on the door. She went inside. Nobody was there. Goldilocks saw three bowls on the table. She was hungry.

“This porridge is too hot!”

“This porridge is too cold!”

“This porridge is just right!”

Goldilocks ate all the porridge. Goldilocks was tired.

“This chair is too big!

“This chair is too big, too!”

“This chair is just right!”

But the chair is broke!

Goldilocks was very tired. She went upstairs.

“The bed is too hard!”

“The bed is too soft!”

“The bed is just right!”

Soon the bears came home.

“Someone’s been eating my porridge!” said Daddy Bear.

“Someone’s been eating my porridge!” said Mummy Bear.

“Someone’s been eating my porridge – and it’s all gone!” said Baby Bear.

“Someone’s been sitting on my chair!” said Daddy Bear.

“Someone’s been sitting on my chair!” said Mummy Bear.

“Someone’s been sitting on my chair – and it’s broke!” said Baby Bear.

“Someone’s been sleeping on my bed!” said Daddy Bear.

“Someone’s been sleeping on my bed!” said Mummy Bear.

“Someone’s been sleeping on my bed – and she’s still there!” said Baby Bear.

Goldilocks woke up and saw the three bears.

“Help!”

She ran downstairs and into the forest. She never came back again.

## 18) Muhammad Alvin Abdul H.

Once upon a time there was a little girl called Goldilocks. One day Goldilocks was walking in the forest. She saw a house and knocking on the door. Knock..knock..knock..knock.. She went inside and nobody was there. Goldilocks saw three bowls on the table and she tri all the porridges. First porridge is too hot. second porridge is too cold. And the third porridge is just right. And Goldilocks ate all the third porridge.

She was tired. She try all the chair. First chair is too big. Second chair is too big, too, and third chair is just right. And the chair is broke.

She was very tired. She went upstairs. And try all the bed. First bed is too hard. Second bed is too soft. And the third bed is just right. And she slept on the third bed.

Soon the bears came home. The bears shocked because someone entered the house.

“Someone’s been eating my porridge!” said Daddy Bear and Mummy Bear.

“Someone’s been eating my porridge – and it’s all gone!” said Baby Bear.

The bears schocked again because the person sitting on the chair.

“Someone’s been sitting on my chair!” said Daddy Bear Mummy Bear.

“Someone’s been sitting on my chair – and it’s broke!” said Baby Bear.

And then, the bear shocked again. She look there are a person slept on the baby bear. Then the Goldilock shock and woke up and shouted loudly.

“Help!”

And Goldilock ran into the forest and never back again.

#### 19) Muhammad Rizqi Atho’ilah

Once upon a time there was a little girl. Her name was Goldilocks. She had a golden hair. One day Goldilocks was walking in the forest. She saw a house and knocked on the door. She went inside. Nobody was there. Goldilocks saw three bowls on the table. She was hungry.

“This porridge is a too hot!”

“This porridge is too cold!”

“This porridge is just right!”

Goldilocks ate all the porridge. Goldilocks was tired.

“This chair is too big!

“This chair is too big!”

“This chair is just right!”

But the chair broke!

Goldilocks was very tired. She went upstairs.

“This bed is too hard!”

“This bed is too soft!”

“This bed is just right!”

Soon the bears came home.

“Someone’s been eating my porridge!” said Daddy Bear.

“Someone’s been eating my porridge!” said Mummy Bear.

“Someone’s been eating my porridge – and it’s all gone!” said Baby Bear.

“Someone’s been eating,,, sitting on my chair!” said Daddy Bear.

“Someone’s been sitting on my chair!” said Mummy Bear.

“Someone’s been sitting on my chair – and it’s broken!” said Baby Bear.

“Someone’s been sleeping on my bed!” and said Daddy Bear.  
 “Someone’s been sleeping on my bed!” said Mummy Bear.  
 “Someone’s been sleeping on my bed – and she’s still there!” said Baby Bear.  
 Goldilocks woke up and saw the three bears.  
 “Help!”  
 She ran downstairs and into the forest. She never came back again.

## 20) Nabila Nuraini Fatikhasari

Once upon a time there a three bears. Papa bear, Mommy bear and baby bear. One day, the three bears down to breakfast.  
 “This porridge is too hot!” said Papa bear  
 “This porridge is too hot!” said mama bear  
 “This porridge is hot!” said baby bear.  
 Then they go to the forest whenb they came back, the porridges will be just right. Her name was Goldilocks. She saw a house and knocked on the door. She went inside. No body was there. She saw three bowl of porridges on the table.  
 “This porridge is too hot!”  
 “This porridge is too cold!”  
 “This porridge is just right!”  
 And she ate ... she ate all out. She ate the babby bear porridge. Goldilock went into the living room. She saw three chairs.  
 “This chair is too big!  
 “This chair is too big, too!”  
 “This chair is just right!”  
 But the chair is broke!  
 She went in bedroom. She saw three beds.  
 “This bed is too hard!”  
 “This bed is too soft!”  
 “This bed is just right!”  
 And she feel asleep.  
 The three bears came home. They went into kitchen.  
 “Someone’s been eating my porridge!” said Papa Bear.  
 “Someone’s been eating my porridge!” said Mama Bear.  
 “Someone’s been eating my porridge – and it’s all gone!” said Baby Bear.  
 Then, they went in livingroom.  
 “Someone’s been sitting on my chair!” said Papa Bear.  
 “Someone’s been sitting on my chair!” said Mama Bear.  
 “Someone’s been sitting on my chair – and now it’s broke!” said Baby Bear.  
 The three bears went into the bedroom.  
 “Someone’s been sleeping on my bed!” said papa Bear.  
 “Someone’s been sleeping on my bed!” said mama Bear.

“Someone’s been sleeping on my bed – and here she is!” said Baby Bear.  
 Goldilocks woke up and she saw the three bears. Goldilocks jumped up from the bed.  
 She got out from the house and she never came back again.

#### 21) Nova Transilia

Once upon a time there was a little girl. Her name was Goldilocks. She had golden hair. One day Goldilocks was walking in the forest. She saw a house and knocked on the door. She went inside. Nobody was there. Goldilocks saw three bowls on the table. She was hungry. And Goldilocks ate all the porridge. Then, she was tired. She has shit on the chair and ... but the chair is broke. She was very tired. She went upstairs. Soon the bears came home. When Goldilocks sleeping on the bed, baby bear to speak “Someone’s been sleeping on my bed – and she’s still there!” said Baby Bear.  
 Goldilocks woke up and saw the three bears.  
 “Help!”  
 She ran downstairs and into the forest.

#### 22) Rima Maulida

One day Goldilocks was walking in the forest. Goldilocks saw three bowls on the table.  
 Goldilocks ate all the porridge. Goldilocks was tired. Goldilocks sleep in the small bed.  
 The bears came home. Goldilocks into the forest.

#### 23) Ruben Haswinsa

Once upon a time there was a little girl. Her name was Goldilocks. She had golden hair. One day Goldilocks was walking in the forest. She saw a house and knocked on the door. She went inside. But, nobody was there. Goldilocks saw three bowls of porridge on the table. She was hungry. Then, Goldilocks ate all the porridge. Goldilocks was tired. But the chair broke! She was very tired. She went upstairs. And slept in the small bed. The bears came.  
 The Goldilocks woke up and very frightened. When she saw three bears.  
 goldilocks ran downstairs and run into the forest and she never came back.

## 24) Sanianajiba Nugroho Putri

Once upon a time there was a little girl. Her name was Goldilocks. She had golden hair. One day Goldilocks was walking in the forest. She saw a house and knocked on the door. She went inside. Nobody was there. Goldilocks saw three bowls on the table. She was hungry.

“This porridge is too hot!”

“This porridge is too cold!”

“This porridge is just right!”

Goldilocks ate all the porridge. Goldilocks was tired.

“This chair is too big!

“This chair is too big, too!”

“This chair is just right!”

But the chair is broke!

Goldilocks was very tired. She went upstairs.

“This bed is too hard!”

“This bed is too soft!”

“This bed is just right!”

Soon the bears came home.

“Someone’s been eating my porridge!” said Daddy Bear.

“Someone’s been eating my porridge!” said Mummy Bear.

“Someone’s been eating my porridge – and it’s all gone!” said Baby Bear.

“Someone’s been sitting on my chair!” said Daddy Bear.

“Someone’s been sitting on my chair!” said Mummy Bear.

“Someone’s been sitting on my chair – and it’s broken!” said Baby Bear.

“Someone’s on my bed!” said Daddy Bear.

“Someone’s been sleeping on my bed!” said Mummy Bear.

“Someone’s been sleeping on my bed – and she’s still there!” said Baby Bear.

Goldilocks woke up and saw the three bears.

“Help!”

She ran downstairs and into the forest. She never came back again.

## 25) Shofiana Nadia Fairuz

Once upon a time there was a little girl. Her name was Goldilocks. She had golden hair. One day Goldilocks was walking in the forest. She saw a house and knocked on the door. She went inside. Nobody was there. Goldilocks saw three bowls on the table. She was hungry.

“This porridge is too hot!”

“This porridge is too cold!”

“This porridge is just right!”

Goldilocks ate all the porridge. Goldilocks was tired.  
 “This chair is too big!  
 “This chair is too big, too!”  
 “This chair is just right!”  
 But the chair is broke!  
 Goldilocks was very tired. She went upstairs.  
 “This bed is too hard!”  
 “This bed is too soft!”  
 “This bed is just right!”  
 Soon the bears came home.  
 “Someone’s been sitting on ....  
 “Someone’s been eating my porridge!” said Daddy Bear.  
 “Someone’s been eating my porridge!” said Mummy Bear.  
 “Someone’s been eating my porridge – and it’s all gone!” said Baby Bear.  
 “Someone’s been sitting on my chair!” said Daddy Bear.  
 “Someone’s been sitting on my chair!” said Mummy Bear.  
 “Someone’s been sitting on my chair – and it’s broken!” said Baby Bear.  
 “Someone’s been sleeping on my bed!” said Daddy Bear.  
 “Someone’s been sleeping on my bed!” said Mummy Bear.  
 “Someone’s been sleeping on my bed – and she’s still there!” said Baby Bear.  
 Goldilocks woke up and saw the three bears.  
 “Help!”  
 She ran downstairs and into the forest. She never came back again. Thank you.

## 26) Stevanus Adidya Gita Putra

Once upon a time there was a little girl. Her name was Goldilocks. She had golden hair. One day Goldilocks was walking in the forest. She saw a house and knocked on the door. She went inside. Nobody was there. Goldilocks saw three bowls on the table. She was hungry.  
 “This porridge is too hot!”  
 “This porridge is too cold!”  
 “This porridge is just right!”  
 Goldilocks ate all the porridge. Goldilocks was tired.  
 “This chair is too big!  
 “This chair is too big, too!”  
 “This chair is just right!”  
 But the chair broke!  
 Goldilocks was very tired. She went upstairs.  
 “This bed is too hard!”  
 “This bed is too soft!”  
 “This bed is just right!”

Soon the bears came home.

“Someone’s been eating my porridge!” said Daddy Bear.

“Someone’s been eating my porridge!” said Mummy Bear.

“Someone’s been eating my porridge – and it’s all gone!” said Baby Bear.

“Someone’s been sitting on my chair!” said Daddy Bear.

“Someone’s been sitting on my chair!” said Mummy Bear.

“Someone’s been sitting on my chair – and it’s broken!” said Baby Bear.

“Someone’s been sleeping on my bed!” said Daddy Bear.

“Someone’s been sleeping on my bed!” said Mummy Bear.

“Someone’s been sleeping on my bed – and she’s still there!” said Baby Bear.

Goldilocks woke up and saw the three bears.

“Help!”

She ran downstairs and into the forest. She never came back again.

## 27) Syafina Nurussalma

Once upon a time there was a little girl. Her name was Goldilocks. She had a golden hair. One day....One day Goldilocks was walking in the forest. And she saw....She saw a house and knocked on the door. She went inside. Nobody was there. Goldilocks saw three bowls on the table. She was hungry.

“This porridge is too hot!”

“This porridge is too cold!”

“This porridge is just right!”

Goldilocks ate all the porridge. Goldilocks was tired.

“This chair is too big!

“This chair is too big, too!”

“This chair is just right!”

But the chair was broke... broke!

Goldilocks was very tired. She went upstairs.

“This bed is too hard!”

“This bed is too soft!”

“This bed is just right!”

Soon the bears came home.

“Someone’s been eating my porridge!” said Daddy Bear.

“Someone’s been eating my porridge!” said Mummy Bear.

“Someone’s been eating my porridge – and it’s all gone!” said Baby Bear.

“Someone’s been sitting on my chair!” said Daddy Bear.

“Someone’s been sitting on my chair!” said Mummy Bear.

“Someone’s been sitting on my chair – and it’s broken!” said Baby Bear.

“Someone’s been sleeping on my bed!” said Daddy Bear.

“Someone’s been sleeping on my bed!” said Mummy Bear.

“Someone’s been sleeping on my bed – and she’s still there!” said Baby Bear.

Goldilocks woke up and saw the three... the three bears.

“Help!”

She ran downstairs and into the forest. She never came back again.

#### 28) Tadjuddin Yuliarta M.

Once upon a time there was a little girl. Her name was Goldilocks. She had golden hair. One day Goldilocks was walking in the forest. She saw a house and knocked on the door. She went inside. Nobody was there. Goldilocks saw three bowls on the table. She was hungry.

“This porridge is too hot!”

“This porridge is too cold!”

“This porridge is just right!”

Goldilocks ate all the porridge. Goldilocks was tired.

“This chair is big!

“This chair is big, too!”

“This chair is just right!”

But the chair broke!

Goldilocks was very tired. She went upstairs.

“This bed is too hard!”

“This bed is too soft!”

“This bed is just right!”

Soon the bears came home.

“Someone’s been eating my porridge!” said Daddy Bear.

“Someone’s been eating my porridge!” said Mummy Bear.

“Someone’s been eating my porridge – and it’s all gone!” said Baby Bear.

“Someone’s been sitting on my chair!” said Daddy Bear.

“Someone’s been sitting on my chair!” said Mummy Bear.

“Someone’s been sitting on my chair – and broke!” said Baby Bear.

“Someone’s been sleeping on my chair on my bed!” said Daddy Bear.

“Someone’s been sleeping on my bed!” said Mummy Bear.

“Someone’s been sleeping on my bed – and she’s still there!” said Baby Bear.

Goldilocks woke up and saw three bears.

She ran downstairs and into the forest.

#### 29) Winda Rahmawati

I want to retell story about Goldilocks story. Once upon a time there was a little girl. Her name was Goldilocks. She had a golden hair. One day Goldilocks was

walking in the forest. She saw a house and knocked on the door. She went inside. Nobody was there. Goldilocks saw three bowls on the table.

“This porridge is hot!”

“This porridge is too cold!”

“This porridge is just right!”

Goldilocks ate all the porridge. Goldilocks was tired.

“This chair is too big!

“This chair is too big, too!”

“This chair is just right!”

But the chair is broke!

Goldilocks was very tired. She went upside.

“This bed is too hard!”

“This bed is too soft!”

“This bed is just right!”

Soon the bears came home.

“Someone’s been eating my porridge!” said Daddy Bear.

“Someone’s been eating my porridge!” said Mummy Bear.

“Someone’s been eating my porridge – and it’s all gone!” said Baby Bear.

“Someone’s been eating on my chair!” said Daddy Bear.

“Someone’s been sitting on my chair!” said Mummy Bear.

“Someone’s been sitting on my chair – and it’s broken!” said Baby Bear.

“Someone’s been sleeping my bed!” said Daddy Bear.

“Someone’s been sleeping my bed!” said Mummy Bear.

“Someone’s been sleeping on my bed – and she’s still there!” said Baby Bear.

Goldilocks woke up and saw the three bears.

“Help!”

She ran downstairs and into the forest. She never came back again.

### 30) Zayyana ‘Adna Khisan

Once upon a time there was a little girl. Her name was Goldilocks. She had golden hair. One day Goldilocks was walking in the forest. She saw a house and knocked on the door. She went inside. Goldilocks saw three bowls on the table. She was hungry.

“This porridge is too hot!”

“This porridge is too cold!”

“This porridge is just right!” Goldilocks was tired.

“This chair is too big!

“This chair is too big, too!”

“This chair is just right!”

But the chair is broke!

Goldilocks was very tired. She went upstairs.

“This bed is too hard!”

“This bed is too soft!”

“This bed is just right!”

Soon the bears came home.

“Someone’s been eating my porridge!” said Daddy Bear.

“Someone’s been eating my porridge!” said Mummy Bear.

“Someone’s been eating my porridge – and it’s all gone!” said Baby Bear.

“Someone’s been sitting on my chair!” said Daddy Bear.

“Someone’s been sitting on my chair!” said Mummy Bear.

“Someone’s been sitting on my chair – and it’s broken!” said Baby Bear.

“Someone’s been sleeping on my bed!” said Daddy Bear.

“Someone’s been sleeping on my bed!” said Mummy Bear.

“Someone’s been sleeping on my bed – and she’s still there!” said Baby Bear.

Goldilocks woke up and saw the three bears.

“Help!”

She ran downstairs and into the forest. She never came back again.

## QUESTIONNAIRE

Name :

Student's Number :

Jawablah pertanyaan di bawah ini dengan benar. Berilah tanda (X) pada pilihan yang tersedia!

1. Apakah kalian menyukai sistem pembelajaran dengan menggunakan media flash animation?  
a) Tidak suka                      b) Suka                      c) Sangat suka
2. Apakah belajar dengan media flash animation dapat meningkatkan semangat kalian dalam belajar bahasa inggris?  
a) Tidak meningkat              b) Meningkatkan              c) Sangat meningkat
3. Apakah cerita-cerita dalam bentuk flash animation yang diberikan dapat meningkatkan penguasaan kata-kata baru dalam bahasa inggris?  
a) Tidak meningkat              b) Meningkatkan              c) Sangat meningkat
4. Apakah kalian sudah bisa mengerti penggunaan simple past tense dalam retelling story setelah adanya penelitian ini?  
a) Tidak bisa                      b) Bisa                      c) Sangat bisa
5. Apakah kemampuan kalian dalam menampilkan retelling story meningkat setelah diadakannya penelitian ini?  
a) Tidak meningkat              b) Meningkatkan              c) Sangat meningkat
6. Apakah kemampuan berbicara bahasa inggris kalian meningkat setelah diadakannya penelitian ini?  
a) Tidak meningkat              b) Meningkatkan              c) Sangat meningkat
7. Apakah kesalahan tata bahasa dalam retelling story kalian sudah bisa teratasi dengan adanya penelitian ini?  
a) Tidak teratasi                      b) Tearatasi                      c) Sangat teratasi
8. Menurut kalian, efektifkah cara peneliti menerapkan media flash animation dalam pembelajaran ini?  
a) Tidak efektif                      b) Efektif                      c) Sangat efektif



<b>Behaviours</b>	<b>Score explanation</b>			
	4	3	2	1
Students' attention toward teacher's explanation	Very High	High	Medium	Low
Students' activeness in following the discussion in their groups	Very High	High	Medium	Low
Students' activities in asking questions	Always	Often	Sometimes	Rarely
Students' activities in answering questions	Always	Often	Sometimes	Rarely
Students' activities in making notes	Always	Often	Sometimes	Rarely
Students' ability in story retelling	Very Good	Good	Sufficient	Insufficient



<b>Behaviours</b>	<b>Score explanation</b>			
	4	3	2	1
Students' attention toward teacher's explanation	Very High	High	Medium	Low
Students' activeness in following the discussion in their groups	Very High	High	Medium	Low
Students' activities in asking questions	Always	Often	Sometimes	Rarely
Students' activities in answering questions	Always	Often	Sometimes	Rarely
Students' activities in making notes	Always	Often	Sometimes	Rarely
Students' ability in story retelling	Very Good	Good	Sufficient	Insufficient

## Documentations

Students' attention toward teacher's explanation



Teaching speaking using a flash animation



Students was discussing about the story in the flash animation



Students' performance in retelling a story

