

**IMPROVING THE SPEAKING ABILITY OF THE SECOND  
YEAR STUDENTS OF SMA NEGERI 21 MAKASSAR  
BY WAY RETELLING ANIMATION VIDEO**

**SKRIPSI**

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**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
BOSOWA "45" UNIVERSITY MAKASSAR  
2015**

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**Submitted in Partial Fulfillment of the Requirements  
For the Sarjana Degree (S.Pd.)**

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## PERNYATAAN

Dengan ini saya menyatakan skripsi dengan judul "*Improving the Speaking Ability of the Second Year Students of SMA Negeri 21 Makassar by Way Retelling Animation Video*" beserta seluruh isinya adalah benar-benar karya saya sendiri, bukan karya hasil plagiat. Saya siap menanggung risiko/sanksi apabila ternyata ditemukan adanya perbuatan tercela yang melanggar etika keilmuan dalam karya saya ini, termasuk adanya klaim dari pihak lain terhadap keaslian karya saya ini.

Makassar, 22 September  
2015

Yang membuat pernyataan

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## ABSTRAK

Saldi. 2015. *Improving the Speaking Ability of the Second Year Students of SMA Negeri 21 Makassar by Way Retelling Animation Video*. Skripsi, Program Studi Pendidikan Bahasa Inggris. Dibimbing oleh Drs. Nikolaus Passassung. MA., Ph.D. dan Hj. St. Haliah Batau, S.S., M.Hum

Tujuan penelitian ini adalah untuk mengetahui kemampuan berbicara siswa kelas II SMA Negeri 21 Makassar melalui metode menceritakan kembali cerita video animasi.

Penelitian ini menggunakan jenis penelitian tindakan kelas. Subjek penelitian berjumlah 22 siswa yang berasal dari kelas XI IPS 1 di SMA Negeri 21 Makassar tahun ajaran 2014/2015. Instrument penelitian ini adalah test berbicara. Data dikumpulkan melalui siklus pertama dan siklus kedua.

Data dianalisis secara deskriptif dengan menggunakan rumus statistik. Hasilnya menunjukkan bahwa nilai rata-rata siswa pada siklus I adalah 53,2 dan siklus kedua 79,1. Hal ini menunjukkan bahwa strategi menceritakan kembali cerita video animasi dapat meningkatkan kemampuan berbicara siswa kelas II SMA Negeri 21 Makassar

Kata kunci: kemampuan berbicara, strategi, menceritakan kembali, video animasi

## ABSTRACT

Saldi. 2015. *Improving the Speaking Ability of the Second Year Students of SMA Negeri 21 Makassar by Way Retelling Animation Video*. Skripsi, Department of English Education. Supervised by Drs. Nikolaus Passassung, MA., Ph.D and Hj. St. Haliah Batau, S.S., M.Hum

The aim of this study is to describe the way students' speaking ability of the second year students improve under retelling animation video of SMA Negeri 21 Makassar.

The study employed classroom action reasearch design. Where the subject consisted of 22 students who taken from class XI IPS 1 of the second year students of SMA Negeri 21 Makassar in academic year 2014/2015. The instrument of this research was oral test. The data were collected in cycle I and Cycle II.

The data were analyzed by using descriptive and inferential statistics. The result showed that the mean score in cycle I was 53,2 and in the cycle II was 79,1 It meant that retelling animation video strategy can improve the speaking ability of the second year students of SMA Negeri 21 Makassar

**Keywords:** speaking ability, retelling strategy, animation video,

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Makassar, 22<sup>nd</sup> September 2015

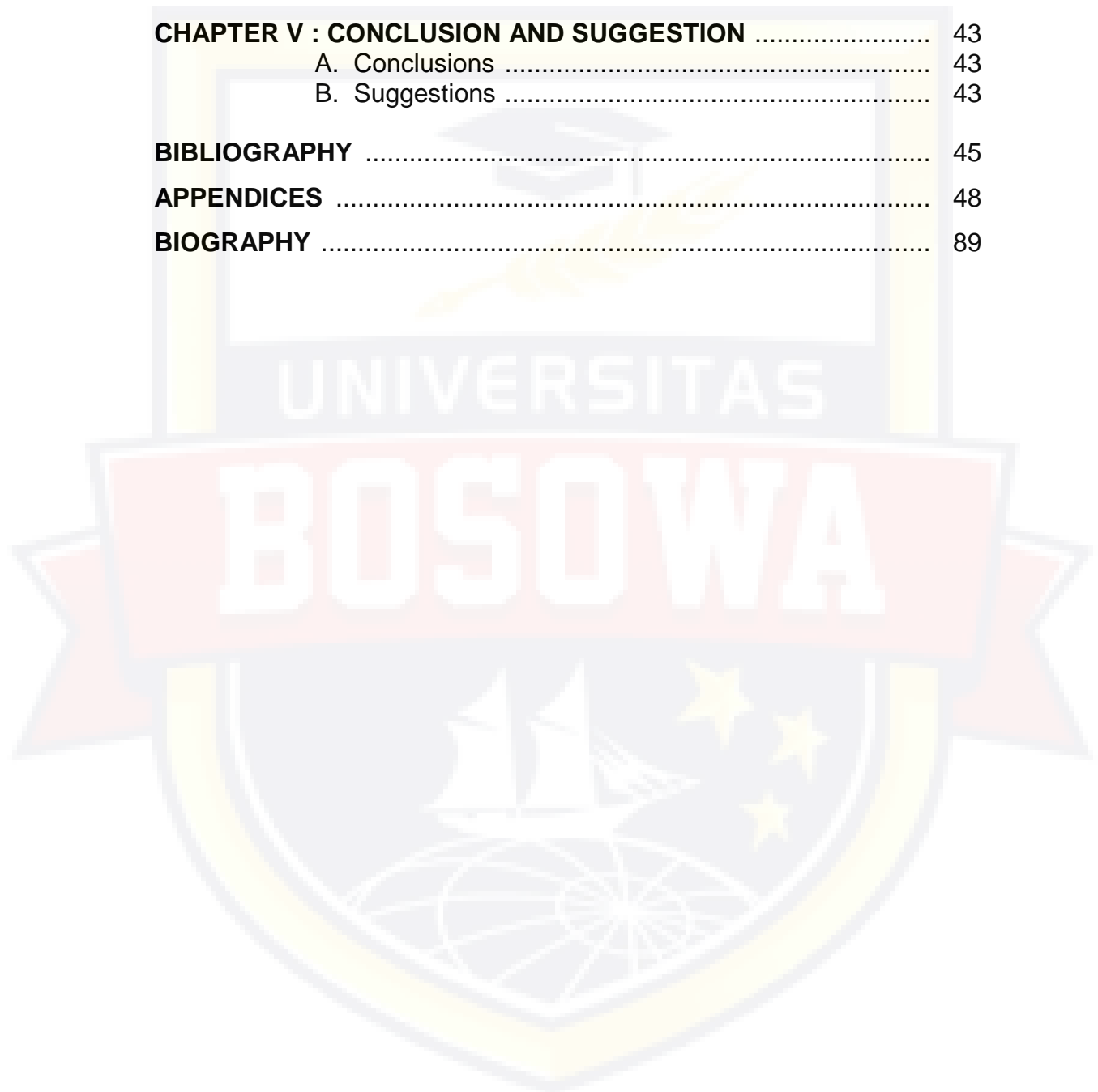
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## CHAPTER I

### INTRODUCTION

This chapter presents background, problem statement, objective of the research, and the significance of the research.

#### **A. Background**

English speaking ability is very important in the wider world of work. The speaking skill is measured in terms of the ability to carry out a conversation in the language. This reality makes teachers and parents think that speaking ability should be mastered by their students and children.

In learning speaking skill, the students often find some problems. The problem frequently found is that their native language causes them difficult to use the foreign language. Other reason is because lack of motivation to practice the second language in daily conversation. Sometime they didn't feel self confidence in the conversation.

Related with the speaking ability of students, beside on the researcher's observation for the second year students of SMA Negeri 21 Makassar by using conversation technique of the past experience material, the result showed that from 22 students only 28% who reached 75 (source: SMA Negeri 21 Makassar) as standard of *minimum score*. It means that their speaking ability is still low. And

after doing interview the problem happens because sometimes student's interest is very low with the material, and the media among others including the technique in teaching English. So because of it, remain these problems which are founded. Teacher will use retelling animation video to improve students speaking ability.

According to Moil and Greenburg cited in Stoicovy (2004 : 4), retelling is easy to implement and a natural way of learning for many children. More over when retelling animation video, new learning builds on prior knowledge to connect with their particular life experiences, perspectives and cultural backgrounds.

Speaking about video means we are speaking of many things. Video as a multimedia form, popular form entertainment, a business and video itself is a form of mass media communication. Video is produced by recording real people and objects (including played out animation and fakes) with cameras and or by animation. The communication messages existed in the story and the mission video which included in the form of drama, action, comedy horrorand cartoon.

Video can give information about the world and out of it. Video has the quality of audiovisual, so that it can convey massages clearly. It is also able to break through the language barrier and the level of education within the society.

Furthermore video can be categorized as audio visual which has an effort of conveying messages through animare or video pictures by using of camera, colour and sounds. Webster's Encyclopeadia Unabridged Dictionary of the English Language, defines Audio-Visual a Aids as "training or educational materials directed at both the senses of hearing and the sense of sight, films, recordings, photographs, etc used in classroom instructions, library collections or the likes".

Audio visual learning in this case means how teacher provide video to be media in teaching and learning process in class to make that motivated and amused . Students as the second subject are supposed how they accept the material that teacher provide in class can be understood easily.

Therefore the use of animation video is one of the efforts that will attempt as one of the way to improve students speaking ability. This is surely can be applied because animation video such an multimedia aid that which is familiar with the students' daily life. This is optimistic for the writer to use this strategy because in Margono (2010 : 9) also explains that a Cartoon film can be used as a media in teaching vocabulary to young learners. These are very useful to raise interest and generate young learners' motivation. By using cartoon movie, the teacher is also helped in serving the lesson to be more easily

**B. Problem Statement**

Based on the background of the research at page 1-3, the writer formulates the problem statements as how can retelling technique improve the students' speaking ability of the second year students of SMA Negeri 21 Makassar ?

**C. Objective of the Research**

The objectives of the research is to describe the way students' speaking ability of the second year students of SMA Negeri 21 Makassar improve under retelling animation video

**D. Significance of the Research**

The result of this research is hoped to improve teacher's professionalism in teaching and learning process that refer to some indicators of success in learning result of students in class.

**E. Scope of the Research**

The scope of the research is the ability of students to retell story students watch from a video. And as the material that will be given is "Triple Trouble". Where, this method can improve students' speaking ability of the second year students of SMA Negeri 21 Makassar.

## CHAPTER II

### PREVIOUS RELATED LITERATURE

This chapter presents the previous related finding, the importance of teaching speaking ability, the importance of using integrated skills in teaching speaking ability, factors influencing students speaking ability, definition of retelling, definition of animation video, types of animation theoretical framework, and hypothesis

#### A. Previous Related Findings

As we know that learning is a mental and physical active process, which means that in teaching learning activity those both things are need to be included into the students when they study. As representative of that proposes statement, here some related studies that also support idea of this research.

Syamsiana (2007:12) who researched on the effects of using picture on the speaking ability found out that the use of pictures as visual aids increased the speaking ability of student significantly because it is realistic and concrete so that students is easier to describe orally what they see.

Porcel (2003:5) by using films in the English class our students can improve their listening and speaking skills, they can enlarge their vocabulary knowledge and they can even make their pronunciation



and intonation better. That's why using films in my English classes has been one of the most rewarding experiences I have ever had as a teacher so far.

Febrian (2011:10) conducted a research on developing listening comprehension ability of the second year students of SMA Negeri 1 Bontobahari by using the animation movie. He found that most students' listening achievement is good. So, the use of animation movie was evidently developed the listening comprehension ability

Teaching and learning processes are very crucial at all levels of educational development. If well planned and directed, they are the keys to success and progress of an individual. Therefore, best methods have to be used in order to enhance effective teaching and learning. Consequently, the need to employ the use of teaching aids otherwise referred to as audiovisual resources to enhance effective teaching and learning. Dike (1989 : 27) defined that audio-visual resources do not only increase the motivation of the teachers and learners, they add clarity to the topic taught and make learning more interesting because audio-visual resources can therefore contribute to the clarity of information presented by allowing students to visualize what is learned. Thus the saying:

What I hear, I forget.

What I see, I remember.

What I do, I know.

Video can present visual information that is difficult to convey in other ways. One of the appeals of video is that it provides a sense of 'being there'. Students can walk on the moon or visit a place without ever leaving the classroom. For example a student who sees and hears the disaster victims will likely be more affected than one who reads simple textual information about it. However, video, like television, may condition viewers to be insensitive or to feel helpless in the context of such events. Video viewing without proper instructional context and planning can have all of the potential weaknesses or deleterious effects of television. Not only do videos allow students to 'travel' to different places, they permit travel through time as well. Events of the past or great works of literature can be brought to life when characters, costumes and customs of the times and events (historical or fictitious) are portrayed on the screen. Videos can be used to demonstrate specific manual skills or physical processes, either at normal speed, in slow motion, or speeded up to reveal relationships, principles, or practices.

Videos provide visual access to situations or experiments that would otherwise be too dangerous or expensive for students to experience personally. They can be used to simplify complex ideas, using media-specific techniques such as animation, computer graphics or clay-motion. Video can reveal "hidden worlds" through photomicrography, astronomical photography, night photography and

time-lapse photography. Videos can be used to model positive behavior and to motivate students. They are particularly useful for introducing a topic, or reviewing material already studied when motivation is a key to student involvement in a learning sequence. Videos can provide messages about issues critical to the lives of learners, or to the topic under consideration. Videos can be designed to have strong emotional appeal, thus they can tap into emotional and values involvement with specific issues. With a careful concern about critical analysis of message design, information sources, and the power of video to elicit emotional responses, videos can be effective for examining many different types of controversial issues and promoting class discussions about them. Video may help to promote learning in students with high visual orientation in their learning styles. Video can also provide visually-compelling access to information for many learners with reading difficulties who might miss learning opportunities provided solely by print-based materials. In this respect, videos provide important learning opportunities to students working in a second language.

## **B. The Importance of Teaching Speaking Ability**

Language is a tool for communication. We communicate with others, to express our ideas, and to know others' ideas as well. Communication takes place, where there is speech. Without

speech we cannot communicate with one another. The importance of speaking skills, hence is enormous for the learners of any language.

Without speech, a language is reduced to a mere script. The use of language is an activity which takes place within the confines of our community. Researchers working either in a medical laboratory or in a language laboratory, are supposed to speak correctly and effectively in-order to communicate well with one another. Any gap in communication results in misunderstandings and problems. For a smooth running of any system, the speakers of a language need to be especially and purposefully trained in the skill of speaking. In-order to become a well-rounded communicator one needs to be proficient in each of the four language skills listening, speaking, reading and writing, but the ability to speak skillfully, provides the speaker with several distinct advantages. The capacity to express one's thoughts, opinions and feelings, in the form of words put together in a meaningful way, provides the speaker with these advantages. The joy of sharing one's ideas with others is immense.

Qureshi (1992: 3) speaking skill is important for career success, but certainly not limited to one's professional aspirations because by their good speaking ability they can also enhance one's personal life. An effective speaker can gain the attention of the audience and hold it till the completion of his message.

### C. The Importance of Using Integrated Skills in Teaching speaking Ability

As Harmer (1991: 52) suggests speaking skill cannot be performed without another. It is impossible to speak in a conversation if you do not listen as well, and people seldom write without reading. Below shows how all four skills are related.

Spoken Language	Understanding ,Speaking
Receptive Skills	Understanding ,Reading
Productive Skills	Speaking, Writing
Written Language	Reading ,Writing

(Byrne, 1991,8)

### D. Factors Influencing Students Speaking Ability

Most of the students assume that speaking is most difficult skill to master compared with other language skills. So the water tries to describe some factors, influencing students speaking ability according to Yasin in Sore (2007:5) as follows:

#### 1. Linguistic Factors

##### a. Pronunciation

An Indonesian student often does not understand what he has been said when he first hears English spoken.He usually complains that English speech is too difficult to understand. His

listening in speaking are still poor, this caused is he has not been used to oral speech. The trouble is not caused only by his his poor vocabulary, but also by his inability to recognize the problems. Accordingly, in teaching the pronunciation of English the students should be acquired with sound and should recognize them when they hear them.

In fact, the students are confronted with the problem of recognizing the English sound, especially those that are different from their language, before they can learn to produce them freely and properly.

#### b. Structure

Another element spoken language is structure. The structure should learn it by acquiring a set of habits and not merely by recording by samples of usage. It has been stated that sentence pattern, students should be trained to acquire that habits of producing it automatically. This is best done through oral pattern practice. For instance, students imitate the teacher in producing a certain pattern as " He is a lecturer " in such a way that they can produce it with relative ease. Such a practice involves intonation, stress as well as phonemes. In this case the lecturer must be a good model.

#### c. Vocabulary

The first element which presence itself to the student of

any language is the lexis-the words, whether isolated or in context. The word confronts the student continuously, as they progress from the simplest concept to the most abstract, in learning a given language, including the English language. The vocabulary forms, therefore a center of interest for both the students and the teachers. It is the first language element that should be taken into consideration by every English teacher in method writer of language study. There is no doubt in the statement that learning a language always means firstly learning the words of the language.

Several definitions of the word have been given by different writer; such as Hocket (1958:26) a word is this any segment of sentence bounded by successive point at which pausing is possible. The problem for the students is how to choose the most appropriate English equivalent. They sometimes make it incorrect sentences such as:

“ Ahmad is at the house “ instead of “ Ahmad is at home.”

“ Please talk to him, don't be shamed “ instead of

“ please talk to him don't be shy. “

## 2. Non-linguistic Factors

### a. Motivation

Deci & Ryan (1985 : 55) distinguish the types of motivation based on the different reasons or goals that give rise to an

action. The most basic distinction is between intrinsic motivation, which refers to doing something because it is inherently interesting or enjoyable, and extrinsic motivation, which refers to doing something because it leads to a separable outcome. intrinsic motivation in learning a language appears from the students' own heart.

On the contrary, extrinsic motivation emerges because of extrinsic influence. The students extrinsic motivation has got some determine purpose in learning the language. On the other hand, the students who have intrinsic motivation exactly do not know why they enjoy learning the language.

All activities in the world need motivation like studying English, but sometimes students do not have any motivation to speak although the lecturers have tried to motivate the students to practice their speaking.

b. Self - confidence

Self-confidence is considered to be another significant factor, which profoundly influences the learners' language performance. The students who lack of confidence are usually found to be extremely fearful and timid, reluctant to express their opinions and even unable to utter a complete meaningful sentence in class. Brown (2001: 23) phrased this factor as "I can do it" or self-esteem principle, i.e., a learner



believes in his or her own ability to accomplish the task. "The eventual success that learners attain in a task is at least partially a factor of their belief that they indeed are fully capable of accomplishing the task." Speaking is the oral communication. Speaking with others need braveness. There are many students who have no self-confidence so they cannot communicate with other people. They sometimes feel embarrassed to speak English.

c. Frequency of practice

Language is a habit, this means that all languages need exercise or practice. The difficulties of the students are that they do not know how to express their ideas in English. This indicates that the students are lack of practice in speaking, because they only speak English where they very limited occasions.

d. Location/Place

Place is very important non linguistic factor in supporting the speaking ability. Place can encourage people to increase their English. The writer tries to compare two different places namely Kediri and Makassar. Kediri is English hometown where English becomes a very important language, because most of the people there speak English in their daily activities to communicate each other. This may one of many reasons why

English has become very important. While In Makassar city there are only fewer people or community who speak English.

e. Teacher

Teacher is very important element in the learning and teaching process. The students' success is much determined by teacher. The important role of teacher in any situation and activity has been discussed by experts' education for long time.

**E. Retelling in English Language Teaching (ELT)**

Slater (2004: 389) stated retelling is an important skill often overlooked in regular reading instruction. Students' retelling gives teachers insight into their language levels, comprehension, vocabulary, and background knowledge. Retelling improves critical thinking skills and develops understanding of story structure". This is an important technique for the learner because there is a substantial difference between being able answer the specific questions about information in selection and being able to recall details and fact without the aid of direct questions as prompts.

Retelling is one of the free oral production activities, it gives challenge to the student to build up the story form what they hear or watch. There are three things to look for in watching video the characters, the style of the students in retelling video. This is a useful basic thinking about how they could use a story in class.

The retelling technique has been used as an instructional tool to improve students' reading comprehension. Some researchers examined the effects of retelling strategy on different aspects of language proficiency and found that there were significant differences in the effects of the retelling technique on kindergarten and elementary school students. More recently, retelling has been used in the United States in the field of content reading. Taken together, these earlier studies suggested that engaging students in retelling what they have read improve reading comprehension of texts. In the field of ESL/EFL, retelling is recommended as an instructional tool to increase students' composition ability

#### **F. Teaching of Retelling**

Students build on their knowledge of retelling to recall important details. Students learn to discern what is most important to use in the retelling. Haag (2012:03) Learning to retell a story thoughtfully is critical to learning to write a story and to build comprehension. Sometimes the student practices, referring to the book constantly, until the story is learned and the student feels confident enough to share. Students can use retelling cards, small props, puppets, story guideline posters, and even the book to help them as they learn to retell. As an

assessment of what the student understands about the story, the student retells without rehearsing.

a. Steps of teaching retelling

1. Tell the story. Don't memorize the author's words but develop a personal, storytelling voice.
2. Use an expressive voice.
3. Pick what is most important to tell.
4. Tell details in the right order.
5. Decide whether to include props or voices.
6. Reread a lot to check the facts.
7. It really takes a lot of practice to get retelling right.

b. Learning targets of teaching retelling :

1. Students can determine what is important to tell when retelling a story.
2. Students can retell the events of a story in sequence.
3. Students can tell a story expressively, not using the words from the book exactly, but in my own words and voice.
4. Students can retell a story with correct facts

### G. Definition of Animation Video

Animation video is [motion](#) and shape change [illusion](#) by means of the rapid display of a sequence of static images that recorded into video (<http://en.wikipedia.org/wiki/Animation>). Animation including all

moving images whether on television, cinema, or video clips incorporated into computer applications involves subtle changes in a sequence of stationary images presented in time, the fourth dimension, giving the illusion of connected movement. The term is normally applied, however, to moving images designed either by hand or by computer.

According Sundberg (1989:33) defines animation as "producing the illusion of movement in a film/video by photographing, or otherwise recording, a series of single frames, each showing incremental changes in the position of the subject images which when shown in sequence, at high [illusion](#) speed, give the illusion of movement. The individual frames can be produced by a variety of techniques from computer generated images, to hand-drawn cells." It is not real motion, but perceived motion.

Animation is the rapid display of a sequence of images of 2-D or 3-D artwork or model positions to create an of movement. The effect is an [optical illusion](#) of [motion](#) due to the phenomenon of [persistence of vision](#), and can be created and demonstrated in several ways. The most common method of presenting animation is as a motion picture or video program, although there are other methods.

Animation refers to the process in which each frame of a [film](#) or movie is produced individually, whether generated as a computer graphic, or by photographing a drawn image, or by repeatedly making

small changes to a model (see [claymation](#) and [stop motion](#)), and then photographing the result. When the frames are strung together and the resulting film is viewed at a speed of 16 or more frames per second, there is an illusion of continuous movement (due to the [persistence of vision](#)). Generating such a film is very labour intensive and tedious, though the development of [computer animation](#) has greatly sped up the process.

Because animation is very time-consuming and often very expensive to produce, the majority of animation for TV and movies comes from professional animation studios. However, the field of independent animation has existed at least since the 1950s, with animation being produced by independent studios (and sometimes by a single person). Several independent animation producers have gone on to enter the professional animation industry.

#### **H. Translation of Animation Video in Teaching and Learning Context**

To deny the commonly expressed worries that subtitles require a lot of effort and distract the student's attention from both the images on the screen and the audio on the soundtrack, in this way causing the loss of original information, a number of studies prove that viewers manage to divide their attention between the two streams of information successfully. The analysis of different research related with the use of subtitles in foreign language teaching and learning

shows that there are at least three ways to incorporate subtitling into this process. Cruz (2008:29) noticed that subtitled audiovisual material can be very beneficial in goal-oriented language classroom. According to *eTwinning*, which is a community for schools in Europe ([http://www.etwinning.net/en/pub/collaborate/modules/subtitling\\_tools\\_great\\_for\\_et.htm](http://www.etwinning.net/en/pub/collaborate/modules/subtitling_tools_great_for_et.htm)), the benefits of subtitles for language learners are as follows:

1. Students can learn to process texts in the foreign language rapidly and improve rapid reading
2. Students can learn how to pronounce many words
3. Learners can develop word recognition skills.
4. Subtitles can help learners to acquire new vocabulary and idioms.
5. Subtitles can motivate students to study foreign language outside the classroom context

### **I. Types of Animation**

According to [Satwase](#) there are three basic types of animation. They are cel, stop and computer animation. These five types of animation are the primary keynote for animation effect and the writer will take 2 Dimension (2D) among of them

#### **1. Cel Animation**

Cel animation refers to the traditional way of animation in a set of hand drawings. In this process, various pictures are created

which are slightly different but progressive in nature, to depict certain actions. Trace these drawings on a transparent sheet. This transparent sheet is known as cel and is a medium for drawing frames. Now draw outlines for the images and color them on the back of the cel. The cel is an effective technique that helps to save time by combining characters and backgrounds. You can also put the previous drawings over other backgrounds or cels whenever required. Here, you need not draw the same picture again as it has the facility of saving previous animations that can be used when required. Coloring a background may be a more difficult task than a single drawing, as it covers the whole picture. Background requires shading and lighting and will be viewed for a longer duration. Then use your camera to photograph these drawings. Today, cel animations are made more attractive by using the drawings together with music, matching sound effects and association of timing for every single effect. E.g. To display a cartoon show, 10-12 frames are played in rapid succession per second to give a representation of movement in a cel animation.

## 2. Stop Animation

Stop animation or stop motion animation is a technique to make objects move on their own. Here, a few images are drawn with some different positions and photographed separately. Puppetry is one of the most used frame-to-frame animation types.



Some famous movies that are animated via stop motion effects are King Kong, The Dinosaur and the Missing Link, The Curse of the Were Rabbit and The Lost World.

### 3. Computer Animation

Computer Animation is the latest technique that includes 2D and 3D animation. These not only enhance the hand-drawn characters but also make them appear real as compared to the above mentioned animations.

### 4. 2 Dimension (2D) Animation:

It is used through Powerpoint and Flash animations. Though its features are similar to cel animation, 2D animation has become popular due to simple application of scanned drawings into the computer like in a cartoon film

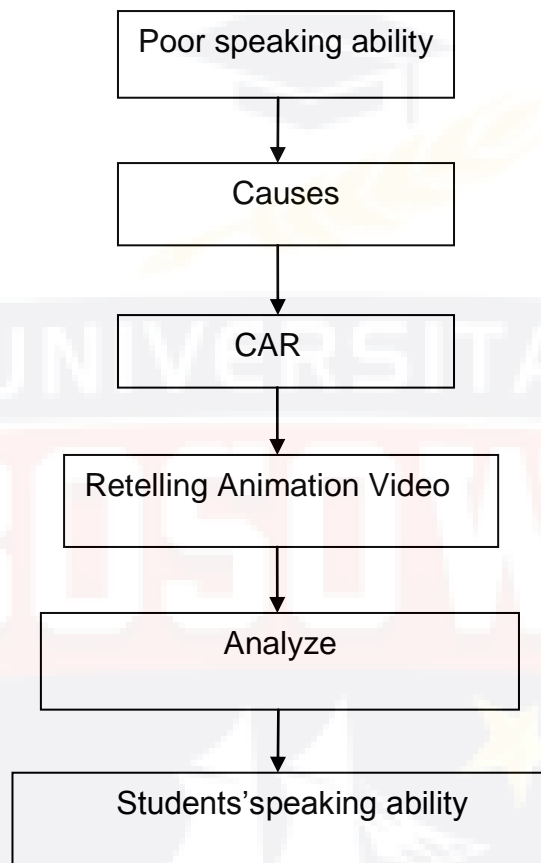
### 5. 3 Dimension (3D) Animation

It is used in filmmaking where we require unusual objects or characters that are not easy to display. Use of 3D animation can create a crowd of people in a disaster like earthquake, flood or war. There are different shapes, support of mathematical codes, display of actions and colors which are mind-blowing as if copied from an actual picture. This is types of animation usually use in modern movies cartoon nowadays that mostly watch not only for the kids but almost all ages really like to enjoy this kind of animation. One of the most popular such "Frozen".

## J. Theoretical Framework

The theoretical framework of this research is stated in diagram

bellow:



## K. Hypothesis

Retelling animation video can improve the students' speaking ability of the second year students of SMA Negeri 21 Makassar

## **CHAPTER III**

### **METHOD OF THE RESEARCH**

This chapter concerned with the research design , subject and collaborators setting of the research, instrument of the research, procedure of data collection technique of data analysis.

#### **A. Research Design**

In this research, the writer applied classroom action research (CAR). Action research is the name given to an increasingly popular movement in educational research.

#### **B. Subject and Collaborators**

The second year students of SMA Negeri 21 Makassar consist of 14 classes and the writer chose class IPS 1, where there are 22 students that consist of 8 males and 14 females. And as the collaborators who conducted this research such:

1. Writer as the person who underwent the research
2. Teacher as the person who observed all events in the class

#### **C. Setting of the Research**

##### **a. Location**

The research is carried out at second SMA Negeri 21 Makassar. The school is located in Kompleks Perum Bumi Tamalandrea Permai/ BTP

b. Time

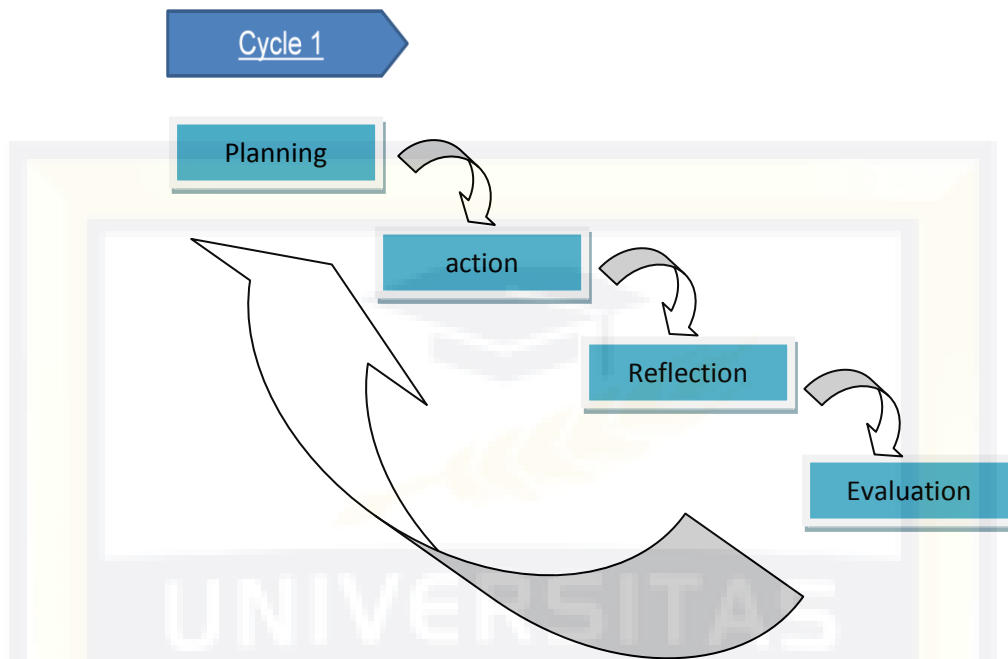
The research is taken in august 2015. Determination of the time related to the school academic calendar because the research class actions require some cycles that need an effective teaching and learning process in the classroom.

**D. Instrument of the Research**

The writer presented a material about story of “Triple Trouble” through animation video where the video is downloaded from [www.youtube.com](http://www.youtube.com) which has duration 4:34 minutes and students retold about the story for 3 minutes for every student. While to evaluate the students’s creavity in retelling the animation video, the writer useed speaking test through animation video. Using this instrument is to judge the students’ creativity to retell the story of animation video, which could to indicate their speaking ability in accuracy and fluency.

**E. Procedure of Data Collection**

In this research, the writer applied classroom action research (CAR) that consist of two cycles. Both cycles carried out depend on evaluation result achievement from the first cycle. Class action research itself implements planning a series of steps such us planning ,action, observation, reflection



Picture 1: Class room action research (CAR)

### Cycle 1

As indicated before, this research implemented a series of steps action, observation, reflection, which described in default as follows:

#### a. Planning

To perform this research, there are plans applied by the writer as follows:

- The writer made lesson plan and instrument
- Preparing the aids for teaching
- The writer prepared observation list
- Determine who acted as collaborator
- Plan how to conduct the evaluation

#### b. Action

In this the cycle, the writer did some actions during the research

such as:

- Prepared the class
- Doing exploration
- Doing elaboration
- Doing confirmation
- Conducting the evaluation
- The details of the actions can be seen in lesson plan

#### c. Observation

In this step, the writer and teacher observed all events or activities during the research such as :

- Discussion with teacher to do research at SMA Negeri 21 Makassar
- Make observations on the application of retelling the animation video for the second year students of SMA Negeri 21 Makassar
- Record the activity that occurs when the application of methods within a class of retelling the animation video

#### d. Reflection

In this step, the writer reflect the implementation in the cycle two such as:

- Analyzing the findings when observing the implementation of the observation

- The writer did reflection about the success or failure in the using of retelling animation video in this cycle.

## F. Technique of Data Analysis

After gained the research, the writer tabulated and then analyzed into percentage technique by three classifications as follows:

1. Classifying the scores of the students' ability based on classification speaking achievement as follows:

Score	Classification
75-100	Successful
0-74	Unsuccessful

Source of SMA Negeri 21 Makassar

2. Students' score

$$\text{Score} = \frac{\text{total correct answer}}{\text{Total item}} \times 100$$

3. Mean score

$$\bar{X} = \frac{\sum X}{N}$$

Where :  $\bar{X}$  = mean score

$\sum X$  = sum of all score

$N$  = total numbers of subject ( Gay, 2006:320)

## CHAPTER IV

### FINDING RESULT AND DISCUSSION

This chapter describes finding and discussion

#### A. Finding

In this chapter, the writer described the cycles. In every cycle, there are planning, action, observation and reflection.

##### 1. Cycle one

###### a. Planning

- 1) At first the writer made lesson plan based on syllabus of the teaching learning.
- 2) The writer discussed with teacher about the main instrument video that appeared in the research in order to make the students' easy understand of the animation video
- 3) To encourage this research, the writer prepared things which related to the research. There were many things that the writer needed consist of: LCD, animation video, camera, recording tools and supporting instruments, PC. In this cycle the best was given toward the students to know how improve speaking ability through retelling animation video in the classroom is
- 4) The writer made sure about students who got involved on the research.
- 5) The writer prepared teaching facilities.



## b. Action

In the first meeting, the writer introduced himself and explained about his purpose to do the research to students then the writer explicated to the students about retelling the animation video in the class. By purpose to improve speaking ability, in cycle 1 the writer just played some example of animation video to students about narrative story as one of instrument of the research. Among of them had admitted that they had watched the video before. Until it can be easy retell the animation video. Furthermore, the writer started played animation video by the title of “ Triple Trouble. “ In this animation video writer gave an subtitle of English language to the students. Students watched the movie for 5 minutes. After watched the writer asked for the students to write down some sentences that they found from the video. At least some students had got two things in the learning such as enrich vocabulary and improve speaking ability. Afterwards the students were asked for retell the story of animation video in front of the class even a part of students made a short synopsis of the video before they were ready appear in front of class. If students need, students can discuss with their friends. This aim was to strengthen and compete the part of the story which probably students didn't understand the whole of the story from the beginning until the ending of the story.

### c. Observation

Based on the observations made by the writer, the data obtained are : in the first cycle, many students still didn't have self confidence to speak, students have some problems in pronouncing some English words. Besides that, majority of students' in fluency was still less. In addition, the students felt that their vocabulary used was still limited until they were not ready to retell the animation video in the first cycle. Students complained and asked for the writer to repeat the video from the beginning because students said that two or three times of playing video did enough for them to understand the story completely. Students found difficulty to find the meaning of the subtitle in video and while watching some of students' trouble with the others, beside that, students' concentration disturbed by among of them when asking the meaning of the story. Students' practices for many times to pronounce some of the difficult words for them. That's why the writer have to manage the time carefully. Actually Students need to be more quite and concentrated in watching so that to the story can enter in their understanding easily. Beside on the writers' observation that in the circle I students still did not reach yet the minimum score. Therefore the writer determines the quality of accuracy and fluency students' speaking into score classification below:

Table 1: The students' score of fluency and accuracy in circle 1

No	Initial of students	Score	
		Fluency	Accuracy
(1)	(2)	(3)	(4)
1	MA	5	5
2	NH	4	4
3	MTA	2	2
4	NON	3	3
5	ZK	4	3
6	Wu	3	3
7	ADA	5	4
8	MDM	2	2
9	MHM	4	4
10	MRM	3	3
11	AKH	2	2
12	NDR	3	3
13	AIH	3	4
14	NAI	3	4
15	DHS	4	4
16	NAIC	3	3
17	RR	2	2
18	WSN	4	4
19	RAP	3	3
20	NIA	3	3
21	WNSC	3	4
22	IS	2	2

Table 1 indicates students' fluency and accuracy who achieve the successful criteria is not enough a half in reaching the minimum score after accumulated in the table below :

Table 2. The Students' total Score In cycle I

<b>No.</b>	<b>Initial of Students</b>	<b>Score</b>	<b>Grade</b>
(1)	(2)	(3)	(4)
1	MA	83	Successful
2	NH	67	Unsuccessful
3	MTA	33	Unsuccessful
4	NON	50	Unsuccessful
5	ZK	58	Unsuccessful
6	Wu	50	Unsuccessful
7	ADA	75	Successful
8	MDM	33	Unsuccessful
9	MHM	67	Unsuccessful
10	MRM	50	Unsuccessful
11	AKH	33	Unsuccessful
12	NDR	50	Unsuccessful
13	AIH	58	Unsuccessful
14	NAI	58	Unsuccessful
15	DHS	67	Unsuccessful
16	NAIC	50	Unsuccessful
17	RR	33	Unsuccessful
18	WSN	67	Unsuccessful
19	RAP	50	Unsuccessful
20	NIA	50	Unsuccessful
21	WNSC	58	Unsuccessful
22	IS	33	Unsuccessful
<b>Total</b>		<b>1171</b>	

Table 2 above indicates that the total score of students' fluency and accuracy is only two students who got successful classification.

Here is the mean score of the cycle I as follows:

Table 3. The Percentage of Cycle I

Classification	Score	Frequency	Percentage
Successful	75-100	2	9
Unsuccessful	0-75	20	90,1
<b>Total</b>		<b>22</b>	<b>100 %</b>

Table 3 above indicates that not a half of the students are successful but the majority of students are unsuccessful to get the minimum score. It means that the writer needs to conduct the circle II to see the improvement students' speaking ability according to minimum score. The mean score of the cycle I as follows:

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{1171}{22}$$

$$\bar{X} = 53,2$$

The result of implementation of cycle I shown that the student's speaking ability was unsuccessful or poor. The standard of success criterion of the students' speaking ability in is 75 (KKM of SMA Negeri 21 Makassar) reveals that mean score of the students is only 53,2. It means that they study has not been successful yet.

### c. Reflection

Based on the data presented in the table 3 above, it can be stated that the implementation of retelling animation video strategy to improve the students' speaking ability was not successfully yet. There were some mistake that happen in this first circle that writer did such us when play the video the writers' projector did work properly. Therefore it was troubled students' concentration in watching the video. Beside that, the writer did not explain the way of retelling the story simply and students asked for the writer to translate commonly the plot of the story from video animation. Mostly they did not have self confidence to retell video animation video. Therefore students needed to be motivated and supported by the teacher.

## 2. Circle two

### a. Planning

1. The writer made lesson plan with considering the result of the cycle one.
2. The writer prepared the test instrument. In this cycle the writer tried to increase some various instructions ,motivation and support . At least the acting in the first cycle and the second cycle were same, but the writer must give various techniques to encourage process of this research.

3. The writer still used teaching facilities.

b. Action

Based on the results of cycle one of the writer moved on to show animation video “ Triple Trouble “ and the writer needed to motivate students to improve their speaking ability in the cycle two and the writer explained the way of retelling the story animation video simply.. Beside that writer did not forget to support and motivate students to retell the animation video until they could retell the story from animation video according to their own understanding.

c. Observation

Based on observations in the cycle two the students showed thier improvement through the retelling story in the second part of the animation video. Especially by using better facilities teaching and English subtitile until they could retell the story from animation video. The data can be visible show that the improvement was really significant because the researcher have reflected from the first circle that why the improvement can happen. Beside that by supporting and motivating students before retelling the animation video made them be braver before perform in front of the class. Therefore, the Improvement quality of accuracy and fluency students’ speaking into score classification below:

Table 4: The students' score of fluency and accuracy in circle II

No	Initial of students	Score	
		Fluency	Accuracy
(1)	(2)	(3)	(4)
1	MA	5	6
2	NH	4	5
3	MTA	4	5
4	NON	4	5
5	ZK	4	5
6	Wu	4	5
7	ADA	6	5
8	MDM	5	4
9	MHM	5	5
10	MRM	5	5
11	AKH	4	5
12	NDR	5	4
13	AIH	4	5
14	NAI	5	6
15	DHS	5	5
16	NAIC	5	4
17	RR	4	5
18	WSN	5	5
19	RAP	4	5
20	NIA	5	4
21	WNSC	5	5
22	IS	3	3

Table 4 indicates students' fluency and accuracy who achieves the successful criteria is more than a half in reaching the minimum score after accumulated in the table below:



Table 5: The students' total Score in Cycle II

<b>No.</b>	<b>Initial of Students</b>	<b>Score</b>	<b>Grade</b>
(1)	(2)	(3)	(4)
1	MA	92	Successful
2	NH	92	Successful
3	MTA	75	Successful
4	NON	75	Successful
5	ZK	75	Successful
6	Wu	75	Successful
7	ADA	92	Successful
8	MDM	75	Successful
9	MHM	83	Successful
10	MRM	83	Successful
11	AKH	75	Successful
12	NDR	75	Successful
13	AIH	83	Successful
14	NAI	92	Successful
15	DHS	83	Successful
16	NAIC	75	Successful
17	RR	75	Successful
18	WSN	83	Successful
19	RAP	75	Successful
20	NIA	75	Successful
21	WNSC	83	Successful
22	IS	50	Unsuccessful
<b>Total</b>		<b>1741</b>	

Table 5 above indicates that the total score of students' fluency and accuracy have been successful because almost none get under minimum score.

Table 6. The Percentage of Cycle II

Classification	Score	Frequency	Percentage
Successful	75-100	21	95,4
Unsuccessful	0-75	1	4,5
<b>Total</b>		<b>22</b>	<b>100 %</b>

Table above 6 indicates that more than a half of the students are successful to get the minimum score. It means that in this circle II the students have been successful to improve their speaking ability through retelling animation video.

The mean score of the cycle II as follows :

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{1741}{22}$$

$$\bar{X} = 79,1$$

The result of the implementation of cycle II show that the students' speaking ability is successful and it achieved the minimum score. The result reveals that the mean score of the students is 79,1. It means that the study had been successful.

#### d. Reflection

The whole of the implementation of cycle II shown that students' speaking ability has improved. Where the result in cycle one is 53,2 improved to be 79,1 in cycle two. It means that the

teaching by retelling animation video can improve the students' speaking ability of SMA Negeri 21 Makassar.

The comparison between the result in cycle I and cycle II can be seen in appendix 6. Based on the observations on the implementation of the research in learning English especially in students' speaking ability through retelling animation have improved. The improvements of the English subject, especially in speaking ability consisted of 2 cycles based on processing the data obtained.

Table 7: The average of students' improvement in Cycle I and Cycle II

NO	Cycle	Average
1	Cycle I	$\bar{X} = \frac{1171}{22} = 53,22$
2	Cycle II	$\bar{X} = \frac{1741}{22} = 79,1$

Based on the table 7 above, the significance of score between cycle I and cycle II are different. The result of cycle I was

53,2 and cycle was higher 79,1. It means that there was significant difference between cycle I and cycle II.

## **B. Discussion**

The discussion part reveals the data analysis interpretation related to the students' speaking ability and retelling animation video strategy. This part deals with the interpretation of the findings.

In the cycle I the students were not successful in speaking ability because there were many mistakes and trouble happened. The students need a long time to understand the plot of story . They were lack of motivation and vocabulary. Therefore in the circle only 2 students were successful to get minimum score.

Different situation in the cycle II, the writer solved the problem in circle 1 by explaining the plot commonly and motivated students to be brave perform themselves in front of the classroom

The writer needed to conduct two circles in this class action research because the implementation of retelling animation video strategy had not improved students' speaking ability in the circle 1 that's why the writer improved in the circle II so that students speaking ability can improve by using this strategy.

Retelling animation video can improve student speakings' ability because video present visual information that is difficult to convey in other ways. One of the appeals of video is that it provides a sense of 'being there'. Students can walk on the moon or visit a place

without ever leaving the classroom beside that using film in the English class our students can improve their listening and speaking skills.

They can enlarge their vocabulary knowledge and they can make their pronunciation and intonation better

The data of this research has shown that there was a significant difference of students' speaking ability between cycle I and cycle II. The discussion consist of the research observation and result of speaking ability, the writer has shown that implementation of retelling animation video strategy is able to improve students' speaking ability and motivate the students to learn more enjoy, effective and interesting It means that retelling animation video can improve the students' speaking ability at SMA Negeri 21 Makassar

## CHAPTER V

### CONCLUSION AND SUGESSTION

This chapter consist of two sections, the first section deals with the conclusion of the findings in the research, and other deals with the sugesstions.

#### **A. Conclusion**

Based on the findings and discussions in the previous chapters, the writer concluded that retelling animation video can improve the students' speaking ability of the second year students of SMA Negeri 21 Makassar. It is indicated by the result of students' score in circle I is 53,2 (less than minimum score of SMA Negeri 21 Makassar) but in circle II score of students' speaking is more than 75 of minimum score with the achievement 79,1

#### **B. Sugestion**

Based on the findings and the discussions the writer gave some sugesstions as follows:

1. The teachers need to repair retelling animation video strategy in teaching by explaining the plot of the story commonly so that student can be easier to understand and improve their vocabulary in retelling any story

2. Teacher need to motivate and support students so that they are braver to retell in front of the classroom.
3. Retelling animation video as an alternative media of learning process is a good way to be applied to improve students' speaking ability students' in the classroom.
4. The teacher should give an opportunities for students' to express their ideas in which students are able to practice their speaking and teachers observe and provide support for students who still have lack of vocabulary.



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# Appendices

## Appendix 1. Lesson Plan 1

### LESSON PLAN I

<b>SCHOOL</b>	<b>: SMA Negeri 21 Makassar</b>
<b>SUBJECT</b>	<b>: ENGLISH</b>
<b>CLASS/SEMESTER</b>	<b>: XI (ELEVEN) / 2</b>
<b>MEETING</b>	<b>: 01</b>
<b>ASPECT / SKILL</b>	<b>: SPEAKING</b>
<b>TIME ALLOCATION</b>	<b>: 2 x 45 minutes</b>

#### STANDAR COMPETENCY: SPEAKING

10. Mengungkapkan makna dalam teks fungsional pendek dan monolog sederhana berbentuk *narrative, descriptive* dan *news item* dalam konteks kehidupan sehari-hari

#### BASIC COMPETENCE :

10.2 Mengungkap-kan makna dalam teks monolog sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *narrative, descriptive, dan news item*.

#### INDICATORS :

- Identify the story comprehensively
- Identify what the speaker say in the video
- Identify the events in the video
- Identify the use of simple past tense

Kinds of the text: Transactional / Interpersonal

## I. THE OBJECTIVE OF THE LESSON :

- a. students are able to retell the story from video
- b. Students are able practice their listening comprehension
- c. Student are able to tell the story fluently and accurately
- d. Students are able to know what kind of tenses that use in the video

## II. THE MAIN MATERIAL / LESSON :

**Narratives Purpose:** to amuse or entertain the readers with actual or imaginary experiences in differences ways. Narratives always deal with some problems which lead to the climax and then turn into a solution to the problem.

**Text organization** : a) orientation (*who were involved in the story, when and where*)  
 b) Complication (*a problem arises followed by other problems*)  
 c) Resolution (*solution to the problem*)

**Language features** : - The use of noun phrases (*a beautiful princess, a huge temple*)  
 - The use of connectives (*first, before that, then, finally*)  
 - The use of adverbial phrases of time and place (*in the garden, two days ago*)  
 - The use of the simple past tense (*He walked away from the village*)  
 - The use of action verbs (*walk, sleep, wake up*)  
 - The use of thinking verbs, feeling verbs, verbs of senses (*she felt hungry, she thought she was clever, she smelt something burning*)

### III. LESSON METHOD

Retelling by using video

### IV. LESSON STEPS

#### A. Exploration

Character integration: Politeness, Religious, Spontaneously.

1. Greetings, prepare teaching learning process (student's attendance list, pray to Allah SWT etc.)
2. Introducing your self
3. Check the attendance list.
4. Tell students what is your research

#### B. Elaboration

Character Integration: Self confidence, thinking logically, creatively, innovatively, Collaboration, politeness, hard working.

1. The researcher explains about type of text
2. The researcher gives explanation of the material and learning activity today
3. The researcher determines the topic which will be taught
4. The researcher tells a little bit about the story before play the video
5. The researcher asks students to write down some of the vocabulary on the video if they need.
6. The researcher will play video of little pianist
7. The researcher ask students to watch the video
8. After watching the video the researcher ask students to discuss first about video
9. While discussion the researcher asks students to write down some of the infamous or similar word which often appear on the video and determines what is the most important to tell
10. The researcher ask students to retell the story in front of class

### C. Confirmation

Character Integration: Responsibility, honesty, self confidence, creativity, innovation.

1. The researcher gives feedback
2. Giving a chance to the students for asking about the material is not clear yet.
3. The researcher makes conclusion of the lesson

### V. Tools/References :

#### 1. Tools/Visual Aid :

- Lesson Material
- Video
- LCD

#### 2. REFERENCES:

- Internet

### VI. ASSESSMENT

Character integration: Honesty, self confidence, concentration.

Assessment will do during the learning process by giving tasks and exercises

- a. The instrument : oral test (retelling)
- b. The example of instrument

Do activity which had been instruction by the researcher and then retell beside on what students have watched

Here is the example of narrative text

### The Little Pianist

There was once a little boy named Azul .he love to play piano and dreamed of becoming a pianist someday every Sunday. Azul went to his piano class, and practiced every night a home just before going bed. Azul became good at it because he was so sincere; he would forget to brush his teeth but would never forget to practice playing the piano,

One day, Vicki, his piano teacher told him, "Azul, you will perform tomorrow in front of large audience you are getting to be quite the pianist, your finger move like a squirrel on the piano keys but there is something missing." Azul said "what is it? Azul just had to know, he really...really wanted to be not just a good pianist but a great pianist. Vicki smiled, she whispered into Azul's ears. A piano teacher's secret. Play with your heart, not your finger as always. Vicki pulled out her box of stickers. Azul held out his hand and stuck on it. A gorgeous sticker of butterfly "there." think of this butterfly when you want to play with your heart" she said. That day when all the children played in the park, Azul just stared at his butterfly, he wondered" I can play with my fingers because i can move that them i can touch the piano keys, how can I play with my heart? I can't even see my heart".

For the first time in a long time, Azul went to bed without playing the piano, night before his performance; he did not practice because he



doesn't know how to play with his heart! When Azul woke up, he looked for the butterfly sticker. "oh no, the sticker was gone too! Now Azul was nervous, really nervous, he tried playing the piano, but his fingers would just both move! however, that did not stop, the clock from ticking, soon it was performance time the piano was in the middle of a round stage surrounded by rows of people .Azul walked onto the stage, sat on the piano bench and closed his eyes for second remembering Vikiz's words, he thought of the butterfly in the quiet of the auditorium, Azul heard the flutter of wings. A butterfly sat on his shoulder and started to hum a tune his finger began to move by them, his heart began to play the butterfly's song.

*Adapted from:* [http://englishahkam.blogspot.com/2012/09/contoh-soal-  
teks-tentang-narrative-text-latihan-.html#.UJ4ahJ0I64](http://englishahkam.blogspot.com/2012/09/contoh-soal-teks-tentang-narrative-text-latihan-.html#.UJ4ahJ0I64)

Makassar, 05<sup>th</sup> Agustus 2015

The English Teacher

The Resesearcher

Asfian S.Pd

saldi

NIP :

NIM. 45 11 101 048

## Appendix 2. Lesson Plan 2

### LESSON PLAN II

<b>SCHOOL</b>	<b>: SMA Negeri 21 Makassar</b>
<b>SUBJECT</b>	<b>: ENGLISH</b>
<b>CLASS/SEMESTER</b>	<b>: XI (ELEVEN) / 2</b>
<b>MEETING</b>	<b>: 04</b>
<b>ASPECT / SKILL</b>	<b>: SPEAKING</b>
<b>TIME ALLOCATION</b>	<b>: 2 x 45 minutes</b>

#### STANDAR COMPETENCY: SPEAKING

10. Mengungkapkan makna dalam teks fungsional pendek dan monolog sederhana berbentuk *narrative, descriptive* dan *news item* dalam konteks kehidupan sehari-hari

#### BASIC COMPETENCE :

10.2 Mengungkap-kan makna dalam teks monolog sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *narrative, descriptive, dan news item*.

#### INDICATORS :

- Identify the story comprehensively
- Identify what the speaker say in the video
- Identify the events in the video
- Identify the use of simple past tense

Kinds of the text: Transactional / Interpersonal

## V. THE OBJECTIVE OF THE LESSON :

- a. students are able to retell the story from video
- b. Students are able practice their listening comprehension
- c. Student are able to tell the story fluently and accurately
- d. Students are able to know what kind of tenses that use in the video

## VI. THE MAIN MATERIAL / LESSON:

**Narratives Purpose:** to amuse or entertain the readers with actual or imaginary experiences in differences ways. Narratives always deal with some problems which lead to the climax and then turn into a solution to the problem.

**Text organization** :

- a) orientation (*who were involved in the story, when and where*)
- b) Complication (*a problem arises followed by other problems*)
- c) Resolution (*solution to the problem*)

**Language features** :

- The use of noun phrases (*a beautiful princess, a huge temple*)
- The use of connectives (*first, before that, then, finally*)
- The use of adverbial phrases of time and place (*in the garden, two days ago*)
- The use of the simple past tense (*He walked away from the village*)
- The use of action verbs (*walk, sleep, wake up*)
- The use of thinking verbs, feeling verbs, verbs of senses (*she felt hungry, she thought she was clever, she smelt something burning*)

## VI. LESSON METHOD

Retelling by using video

## VII. LESSON STEPS

### D. Exploration

Character integration: Politeness, Religious, Spontaneously.

1. Greetings, prepare teaching learning process (student's attendance list, pray to Allah SWT etc.)
2. Giving motivation to the students that English is a tools of communication
3. Questions and answer about the theme will be study
4. Interaction of students and the researcher and the source of learning. Involve the students in active learning process.

### E. Elaboration

Character Integration: Self confidence, thinking logically, creatively, innovatively, Collaboration, politeness, hard working.

1. The researcher explains about type of text
2. The researcher gives explanation of the material and learning activity today
3. The researcher determines the topic which will be taught
4. The researcher tells a little bit about the story before play the video
5. The researcher asks students to write down some of the vocabulary on the video if they need. The researcher will play video of Triple Trouble
6. The researcher ask students to watch the video
7. After watching the video the researcher ask students to discuss first about video
8. While discussion the researcher asks students to write down some of the infamous or similar word which often appear on the video and determines what is the most important to tell

9. The researcher ask students to retell the story in front of class

#### F. Confirmation

1. Character Integration: Responsibility, honesty, self confidence, creativity, innovation.
2. The researcher gives feedback
3. Giving a chance to the students for asking about the material is not clear yet.
4. The researcher makes conclusion of the lesson

#### V. Tools/References :

##### 1. Tools/Visual Aid :

- Lesson Material
- Video
- LCD

##### 2. REFERENCES:

- Internet

#### VI. ASSESSMENT

Character integration: Honesty, self confidence, concentration.

Assessment will do during the learning process by giving tasks and exercises

- b. The instrument : oral test (retelling)
- c. The example of instrument

Do activity which had been instruction by the researcher and then retell beside on what students have watched. Here the synopsis as the material that students will retell.

### Triple Trouble

Once there was a person by name Latif. he had a habit of stealing from the neighbors .he used to steal small things like chicken, fishes, vegetables, small articles, clothes etc. All his neighbors were annoyed with Latif's attitude. But Latif could not stop it.He got used to this way of life ,one day, a neighbor by name Hassan wanted to teach him a lesson ( to himself) let me keep the onion outside Latif will certainly steal it. Latif came out of his house .He saw fresh white onions in Hassan's house he jumped over the wall and stole the onions. Hassan was hiding behind the wall, watching Latif." thief. thief, all of you please come out. Neighbors started rushing out from their house."Look Latif has stolen the white onion. I will inform the King. "said Hassan. "Yes he had stolen my chicken also" said the neighbor. "He has taken my expensive clothes, said the other but Hassan was not bothered about anything.

He was standing in a sarcastic manner as if he has achieved something .He has taken to the king." what happen? Said the king "your highness, this man has stolen my onion" said Hassan "for this small matter, you need not have come to me." said the king "your highness he has been doing this for a long time, in spite of our repeated requests and threats he did not listen" said Hassan "he steals our chickens and donkeys too" said the public. "Sir, you should teach him a good lesson, such that he doesn't repeat this" said Hassan. "Latif! What is all this? You agreed to all

this "said the king. "You highness .I have not done any great robbery, for the people to accuse me like this ."answered Latif to the king. "Latif, for stealing you have to be punished. I will give you three options "said the king. The public were eagerly looking at the king. "Either you eat all the onions now or get 50 thrashes or pay 5000 as fine." said the king my lord. "Thanks for your consideration, I can eat all these onion right away" answer Latif. The crowd was looking puzzled at the king punishment. The king smiled as he knew. what will happen.

Latif started eating the onions. Half away through he was not able to eat them, his eyes were in tears. "My lord I will take the 5000 thrashes. I cannot eat onions" said Latif. "He is too greedy. I know that he cannot eat these onions" said the public. Soldiers, tie him and give him 50 lashes" said the king. The soldiers tied Latif and started to beat him. "Oh my god, I am unable to bear this, please stop. my lord! I am unable to bear this ,please stop the thrashes, I will pay the fine" said Latif ."The king has taught a very good lesson" said the public. "Latif has got all the three punishments. He will never rob in the future" said Hassan. "My lords please forgive me I will not steal hereafter" said Latif Hassan and crowd thanked the king of his wise decision.

*Adapted from:* [http://englishahkam.blogspot.com/2012/09/contoh-soal-  
teks-tentang-narrative-text-latihan-.html#.UJ4ahJ0I64](http://englishahkam.blogspot.com/2012/09/contoh-soal-teks-tentang-narrative-text-latihan-.html#.UJ4ahJ0I64)

Makassar, August 10<sup>th</sup>, 2015

The English Teacher

the Resesearcher

Asfian S.Pd

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### Appendix 3. Synopsis

#### Triple Trouble

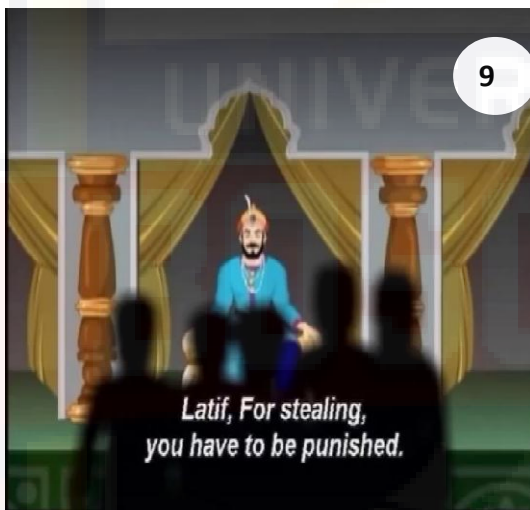
Once there was a person by name Latif. he had a habit of stealing from the neighbors .he used to steal small things like chicken, fishes, vegetables, small articles, clothes etc. All his neighbors were annoyed with Latif's attitude. But Latif could not stop it.He got used to this way of life ,one day, a neighbor by name Hassan wanted to teach him a lesson ( to himself) let me keep the onion outside Latif will certainly steal it. Latif came out of his house .He saw fresh white onions in Hassan's house he jumped over the wall and stole the onions. Hassan was hiding behind the wall, watching Latif." thief. thief, all of you please come out. Neighbors started rushing out from their house."Look Latif has stolen the white onion. I will inform the King. "said Hassan. "yes he had stolen my chicken also" said the neighbor. "He has taken my expensive clothes,said the other. but Hassan was not bothered about anything.

He was standing in a sarcastic manner as if he has achieved something .He has taken to the king." what happen? Said the king "your highness, this man has stolen my onion" said Hassan "for this small matter, you need not have come to me." said the king "your highness he has been doing this for a long time, in spite of our repeated requests and threats he did not listen" said Hassan "he steals our chickens and donkeys too" said the public. "Sir, you should teach him a good lesson, such that he

doesn't repeat this" said Hassan. "Latif! What is all this? You agreed to all this "said the king. "Your highness .I have not done any great robbery, for the people to accuse me like this ."answered Latif to the king. "Latif, for stealing you have to be punished. I will give you three options "said the king. The public were eagerly looking at the king. "Either you eat all the onions now or get 50 thrashes or pay 5000 as fine." said the king my lord. "Thanks for your consideration, I can eat all these onion right away" answer Latif. The crowd was looking puzzled at the king punishment. The king smiled as he knew. what will happen.

Latif started eating the onions. Half way through he was not able to eat them, his eyes were in tears. "My lord I will take the 5000 thrashes. I cannot eat onions" said Latif. "He is too greedy,I know that he cannot eat these onions" said the public. Soldiers, tie him and give him 50 lashes" said the king. The soldiers tied Latif and started to beat him. "Oh my god, I am unable to bear this, please stop. my lord! I am unable to bear this ,please stop the thrashes, I will pay the fine" said Latif ."The king has taught a very good lesson" said the public. "Latif has got all the three punishments. He will never rob in the future" said Hassan. "My lords please forgive me I will not steal hereafter" said Latif Hassan and crowd thanked the king of his wise decision.

**Appendix 4. Sequence Events of the story in Video Animation**



## Appendix 5. Transcription of students' spoken data

### Circle I

#### 1. Moulidya Anwar

Eee mai neim is Maulidya Anwar, ai wont tu ritell stori about troubel,,tripel troubel ,,,,eeee wan dei, der wos wer, der wos, e neim, e neim persen Latif. de hebit olweis stolen fishes, vejeteibel end eksetra.eee...de neighbors seid "Latif is never tu stop tu du det" wan naig Hussain soow en,,wan onioen end hi wos jump et de woll bat der wer pipel soow it end tu infom de king. Eee... de king..de king wos engry. Eee...de king tu hev tu cus for,,for,,Latif. de first cuss is eee tu iit de oll onien, de tu cus is tu...tu sou'...tu hit de soldier fifty leishes bat Latif is cus de first opsien. de first opsien is tu it oll onien end de Latif wos anebel. After dat, Latif cuss de tu, de seken opsein, de opsien is tu fifty leshes end Latif is anebel eee...end Latif is seid plis forgiv mi " king ai don' wont tu ript dat" eee wos tught bat de haighness is hed tu desision wais.

#### 2. Nurul Haeriyah

Wen hi won tu taek de oniens eee....Hassan,Hassan, wot is, scrim..scrim and seid" thif..thif...der eee der wos eee...der wos eeee..ess...stil.. der is wan ho stil en den de neighbor kam end sau Latif inn,,Latif inn...wen hi wont tu teik it end dei go tu king also eee.. teik de... teik Latif tu inform of king. King giv him eee...giv.

King giv him ...giv him punishmen eee..der punismen. eee wan it ol oniens tu eee..eee..get eee... fifty treshes end der eee...pei de faif hand...eee faif thousen wan hi cus the opsien wan bat hi ken't du it end hi cuss de tu eee.. de tu opsien bat he ken't hi ken't tu end den hi got der.. panish,,, panishmen end won't stol animor.

### 3. Miftahul Amin

Hai gais mai neim is Miftahul Amin. Tripel trobel wans der wos Latif wey of laif, Latif stoulen laik chicken, fish, end vejetebel, hi stoulen long taim. wans naik Hassan trep Latif, thank yuu

### 4. Nurhidayat Oktafian Noor

de stori tripel troubel. wans...wans der Latif wei of laif. Latif stoulen laik cikens, fish end vejetebel. Hi stoulen long taim wans naik Hassan trep Latif tu stolen eee...oniens. Hassan, neikbor eee haikness king eee..jadj in tresher in pei ir...ir...ir..ir...is faiv tausend. Latif don't cen haigness. de king engry to troubel Latif.

### 5. Zulkifli

Tripel troubel, wans der wos Latif wei of laif. Latif stoulen laik a chicken, fises end vejetebel. Hi stoulen long e taim. Wans naik Hassan trep eee... Latif tu stoulen eee.. wait onien. Latif hi jump over de woll tu stole onien, Hassan infom e haikness king opsien judje in fiftin treshers end pey faif hundred.Eee...Latif don't ken haigness, de king engry tu troubel Latif, Latif sceri, king e judj fiftin



leshes, Latif seid” plis aim sorry, ai don’t stiil egein, plis king, plis stop” OK

#### 6. Wahyu

Mai neim is Wahyu. end histor tripel end trouble. wans, wans der Latif wei of laif , Latif stoulen laik chicken, fishes, end vejetebel, his stolen long taim. wans naig Hassan trep Latif tu stoulen onien, Latif hi jump of de woll tu stoulen onien, Hassan, neighbors....neighbor, ee.. haighness king giv in li..in..in lima puluh traeshers end faif thousand Latif don’t cen haighness, de king engry tu trouble Latif.

#### 7. Afifah Dwi Anggita

Mai nem is Afifah Dwi Anggita, tripel troubel. wans yupon e taim, der was e men. His neme is Latif. His hebit was stiling de things from his neighbors. His neighbors so ennoyid about his attitud, bat Latif didn’t keir about dat.

Eee...wan dey, der was samwan Latif’s neigbor. His nem is Hassan. Hassan seid tu Latif” plis stop stiling” end Latif jast ignor it. Eee...wan naik Latif sow wait oniens et Hassan’s haus end hi jump et Hassan’s woll end stil Hassan onien. Samwan sow Latif end skriming” thif...thif...hi stil Hassan’s wait onien” end oll de pipel kam end ader seid “ hi stole mai chicken also end mai expansiv clodes”

After dat, de pipel keim tu de king end..end wont jastis” mai lord hi olweys stiling, hi mast panishment” pipel seid. de king seid” I

will giv panishment ar yu eppruv it?" . Eee... "Yes, ai will essep it bicos yu ar mai lord " Latif seid." ai wont tu giv yu der opsien, de first opsien is it wait onien, de sekend opsien is fifty leishes end de third opsien is pey faif handred de king seid. Latif cus de first opsien, bat when hi iit de wait oniens hi bicem trai end Latif anebel, end den Latif cus the sekend opsiens end after hi traid de secend opsien, but hi felt peiful end hi filt sori. " ai swer ai wuld not stiling egein" ken yu stop hit mi" de pipel seid " det's your panishment" . Latif was rilly rigret end saffering, end de last pipel is satisfaid bikos de king is wais.

#### 8. Muhammad Dzulfadhilil Muchlis

Mai nem is Muhammad Dzulfadhilil Muchlis, Tripel trabel wan der was Latif was of laif, Latif stoulen laik chicken, fish, end vejetable. Hi stolen long taim, wans naik, Hassan trep Latif, thank yu.

#### 9. Muhammad Husni Mubarak

Mai neim is Muhammad Husni Mubarak. Tripel troubel der was e peson neim Latif, fishes, vejetable. Oll his neigbor was ennayid, ennaiyed. wan dey dei neigbor neim his tu tich with Latif end seid Latif....wan naigt Hassan sow wait onien end jump end jump woll bat der wer pipel sow it end tu infom wit de king. Der wer tu opsien end first it oll opsien is tu it wait onien bat Latif wo,,,' was anebel end cus de tu opsien Latif seid" plis forgiv mi, ai promis, ai



don't wont tu ripit. aim anebel, de, de desisien was toght bat haighnes is....is hed desision wais

#### 10. Muhammad Rival Maulana

Mai nem is Muhammad Rival Maulana eee tripel troubel. wan dei, wans, wans der was Latif wey of laif end ihh...Latif stoulen chicken, fishes, vejetable end klothes, hi stol long taim, wans nait Hassan trep Hassan tu stoulen onien, jamp over de woll hi stoulen eee..onien, Hassan e haikness kings opsien fiftin treshers end pey faif handrid doller.

#### 11. Nadia Desriyanti Ramadhani

Mai nem is Nadia Desriyanti Ramadhani. der was tif ho neim is Latif. Wan dey de neikbor trep him tu stil de onien end den de neikbor teik Latif tu de king. Giv tree opsien of panishmen. Hi chus option wan, bat hi kent du it also, de opsien tu end hi teik tri panishments end hi seid hi won't tu stil anymor.

#### 12. Aqidatul Izzah Hasrullah .

Mai neim is Aqidatul Izzah Hasrullah. Eee.. dis stori eee... tripel troubel. Der was e tif ho neim is Latif. Wan naig his neikbor Hassan, hi put oll oniens eee.. in fron of dis of his hause, Latif wont tu eee...stil it bat Hassan sow it. Hi teik Latif in front of king. King giv him trii panishment bat hi ken't do tu tu of de panishment

#### 13. Nur Amamlia Indahyani

Mai neim is Nur Amamlia Indahyani. ai wont tu ritell dat de stori. Tripel troubel wans der was a pipel neim Latif. Latif stiling guds neighbor such as chicken, fish, vejetebel, smoll artikel, klotes. Eee... Latif kam out his haus, hi jamp over de woll end stil onien, Hassan trep tu riport tu de king det Latif stiling neigbor. Latif was given de trii panishments of de iting onien bat Latif is not ebel tu it. So hi...hi is ewordid a pinalty trugh timber leishes. Finish.

#### 14. Dwi Hendriyani Saputri

Mai neim is Dwi Hendriyani Saputri ai wont to ritell story about tripel troubel. wan dey der was e men neim Latif. Hi was e hebit of stiling neigbor such as vejetebel end ader. Et de taim der was e sitizen naem Hassan wont tu tif Latif rilly e tif or nat. Den Hassan storing onien et hom wan of de his neigbor end hi let Latif tuk di onien, den der wer tu men was taght de king think det Latif stil. Diberilah aduuuh....diberilah..pe' diberilah hukuman tu Latif tu edmit will.

#### 15. Nur Annisa Indah Cahyani

Mai naim is Nur Annisa Indah Cahyani. De story is tripel trobel. Der was el...en..his hu neimd id Latief, wan naight his neikbhor Hassan put oll onion in front of his haus, Latif wont tu stil it was Hassan kaft it . Taik Latif in front of the king, king giv him tri panishments, bat hi ken't du tu of de panishment.

## Circle II

### 1. Maulidya Anwar

Mai nem is Maulidya Anwar , Ai end ai wont tu ritell story ebaut tripel troubel. wans yupon e taim der is e peson naem Latif, de hebit is stolen fuds. Oll his neigbor was annoyid. Latiif olweys stolen laik vejetebel, fishes, chicken, eksetra. De neighbor naem Hassan ever tu tich with Latif end seid” Latif serteinly steal it” wan naigt Hassan sow wan onien et Hassan haus end jamp et woll bat der was der was pipel sow it. De pipel seid “tif...tif...! Hi stil wait onien!” ader pipel seid tuu seid “ mai chicken olso! Yes! Mai hev tuu expensiv klodes!” .

Afterwords de pipel tu inform with de king. Eraiv et in front of king, meny pipel esk for jastis “Mai king! King! Hi is olweys did e long taim tu stil it, hi mast hi hev panishment!” king seid “I wont tu give you e panishment ar yu panishment” Latif seid “ yes of kors bikaus yu ar mai lord!” king, king sei, king seid, ai hev trii opson for yu! first opsyen is it oll wait onien, sekend is fifty laeshes end third pey faif tausend. Latif cus de first op sien. Situesyen was straeind, Latif tu eat onien with cemping bat hi krai end seid with lord “ ai ken’t tu it, inturebel ! Cen ai cus with de sekend option ?” .“ Oh mai lord I’m rigret! Cen yu stop hit mi, ai promis ai don’t wont tu du stil egein!” pipel seid “ det’s panishment for yu, its jastis! “ Latif was rilly

regret end suffering. De last oll pipel is plisent bikos lard is hev wais desision.

## 2. Nurul Haeriyah

Hello.. mai neim is Nurul Haeriyah,ai will ritell eee...story ebaut tripel troubel. Wan dei, der was men, Hassan, Latif's neighbor. Hi wont tu giv him e gud lessen, so Latif wont tu stil enimor. Wan naik, Hassan put meni onien in his garden hous, end den hi haid bisaid di wol tu weit if Latif will stil his onien or nat. Fortunaetly, Hassan gessd was tru, when Latif walk elon, Latiif sow dos was meny oniens in Hassan hous. So hi jump over de woll end den tuk di oniens. Hassan ho lukd, hu lukd det olso scrim tu culd oll his neighbors went aut end lukd wot Latif did et de taim. Ol his neighbors' brought Latif tu de king end olso esk de king for his wais desision.

So king geiv Latif tri opsyen of panishment, first opsyen Latif mast it oll de onien et de taim. Secend opsyen,Latif mast got fifty from king's soldier. Tird opsyen Latif must pey faif, faif tausend ebaut, ebaut wat hi stol.

Populaes so tenkful tu de king for his wais desisyen on end olso gaev Latif gud lessen end maed Latif won't enymor, stil egein

## 3. Miftahul Amin

Mai neim is Miftahul. Triple trouble. Der was e men, his naem was Latif, his hebit was stiling de thing from his neikbor. This neikbor soo ennayid ebaut his bat Latif didn't ceir ebut dat.

Wan dey, der was samwan, Latif's neikbor hi wont tu geiv Latif e gud lessen so Latif tu stil enymor. End wan naik det Latif's neighbors, Hassan put meni oniens in his garden end den hi haid bisaide de woll tu weitd if latif will...will... stil his onien nat.

For.....fortunaetly hes...Hassan was der den Latif wolkd elon, hi sow der meny onien in tuk de onien. Thenks

#### 4. Nurhidayat Oktafian Noor

Mai nem is Nurhidayat Oktafian Noor. Ai tell...ai tell de stori tripel troubel. Wans yupon e taim der was e men, his neim was Latiif. His habit was stiling de thing from his neigbor. Dis neigbor so annoyid ebout his ettitud but Latif did't cer ebout thet. Wan dey der was somwan. Latif's neigbor hi wont tu giv Latif e gud lessen, so Latif tu stil enimor.

End wan naight dat Latif's neigbor, Hassan put meny oniens in his garden end den hi haid bisaide de woll tu weit if Latif will stil his onien or nat. Fortunaetely, Hassan ges was tru meny oniens in tuk de onien.

#### 5. Zulkifli

De tripel troubel wans der was Latif wey of laif. Latif stolen

laik chicken, vejetebel, end fishes. Latif stey in smol haus. Hi stolen long taim. Hassan won't wontid Latif.

Wans night Hassan nid trep Latif tu traesh de oniens in flur. Latif very hungry. Hi luk e wait onien in e champ. Latif jump over de woll tu stolen di oniens. Hassan seid" hey..hey...! caem on,luk hi stolen . Hassan infom e highness king. King seid" wat happend?" Hassan seid" oh haighness dis stolen mai oniens" pablic seid" It's tru " king opsyen judj in fiftin traeshes end pey faif handrid doller end it dis oniens. Latif iting di oniens. Latif don't ken haighness. De king engry tu traubel Latif. Latif scery. De king panish fiftin laeshis. Latif sei "Oh mai gad, plis stop, ai will not stol egein, plis king stop."

#### 6. Wahyu.

De stori is histori tripel end...tripel end troubel.. Wans yupon e taim der was e men, his naem was Latif. His hebit was stiling de thing from his neighbor, so ennoyid ebaut his Latif didn't cair ebout dat. Wan dei der was samwan, Latif's neighbor. Hi wont tu giv Latif e gud lessen so der Latif tu stil eny...enymor end wan naight dat Latif's neighbor. Hassan meny onien his garden end den hi...he... haid bis...bisaid de woll, de weitid det Latif will stil his onien or nat. Forn.....fortunaetely Hassan, Hassan was tru when Latif wolk elon hi sow der was meny onien in Hassan hous. Sou hi jump de woll end den tuk de onien.

## 7. Afifah Dwi Anggita

Mai nem is Afifah Dwi Anggita, tripel troubel. Wan yupon e taim, der was e men. His nem is Latif. His hebit was stiling de tings from his neighbors. His neighbors so ennoyid ebaut his attitud, bat Latif didn't keir ebaut dat. Wan dei, der was samwan Latif's neighbor. His neim is Hassan. Hassan seid tu Latief" plis stop stiling" end Latif jast ignord it. Wan naigt Latif sow wait onions et Hassan's hause end hi jump et Hassan's woll end stil Hassan onien. Samwan saw Latif end scriming" thif...thif...he stil Hassan's wait onien" end oll de pipel cam end ader seid " hi stol mai chicken also end mai expensiv klodes"

After det, de pipel keim tu de king end..end wantid jastis" mai lord he olweis stiling, hi mast panishmen" pipel seid. De king seid" ai will giv panishment ar yu eppruv it?" . "Yes, ai will essept it bikaus yu ar mai lord " Latief seid." ai wont tu giv yu trii opsyen, de first opsyen is it wait onien, de sekend opsyen is fifty laeshes end de third opsyen is pey faif handrid' de king seid. Latif cus de first opsyen, bat wen hi it de wait oniens hi biceim krai end Latif anebel, end den Latif chus dhe sekend opsyen end after hi traid de sekend opsyen, bat hi filt painful end hi filt sorry. " ai swer ai wuld nat stiling egein" cen yu stop hit mi" de pipel seid " det's yur panishment" .

Latif was rilly rigret end saffering, end de last pipel is satisfaid bikaus de king is wais.

8. Muhammad Dzulfadhil M

Mai neim is Muh.Dzulfadhil M. tripel troubel wan der is e persen neim Latif, his laik tu stiel chicken. He olweys stolen e klodes end chiken wans yupon e taim Hassan wont tu faind aut de lat...aut de thif, hi set trep in e haus end olso tuk de onien Latif. End Latif he is stil end der wer pipel sow it. End king panish Latif bikaus stil chicken end klodes, end Latif thraeshes fifty taims.

9. Muhammad Husni Mubarak A.

Mai neim is Muhammad Husni Mubarak A. tripel trowbel. wans der e persen neim Latiif, hi laik tu de chicken, vejeteibel, end klothing bat he stol. Wan dey Hassan wont tu faind aut de thief, hi set traep in haus end Latif olso tuuk de onien Latif was teken bai Hassan tu king. Hassan esk de king tu panish Latif.

Latif was panish tu hit fifty taims end latif was skriming end esking for forgivness end wuld not ripit his eksyen beck.

10. Muhammad Rival Maulana

Mai nem is Muhammad Rival Maulana ai em ritell in tripel troubel. Wans yupon e taim der was e men, his....nem was Latif, his...hebit was stiling de thing from his neighbors. Dis neighbor so ennoyid ebaut his attitud, bat ai...Latif ker ebaut det.



One day, there was someone, latfi's neighbor wont tu gev latif e gud lessen, so Latif won't tu stil enimor. End wan dei, det Latif's neigbor, Hassan put meny oniens in garden end den hi haid bisaid de woll tu weit if Latif will stil his onien not.

Wen Latif wolk elon, hi sow der was meny oniens. So Latif jamp de woll end de teik onien. Hassan si Latif teik de onien, Hassan...Hassan kol oll neigbor tu went out end luk whot Latif did et de taim.

Et de beginning, king was didn't ker ebaut Latif foul bat popules wont tu de king forgiv Latif with e gud lesen so hi won't tu stil enimor. Latif hes cusen first opsyen, bat hi ken't du .Hi cusen fiftin traeshes end pey faiv handrid, bat Latif ken not du dat. Latif was troubel, Latif was skery end judj wit fiftin lashes, Latief seid "plis ai em scery, ai wil not stolen egein, plis king plis stop".

#### 11. Nadia Desriyanti Ramadhani

Mai nem is Nadia Desriyanti Ramadhani. Tripel troubel.wans yupon e taim der was e men neim Latif. Hi was stiling de thing from his neigbor. De neigbor so ennyed ebaut his attitud. Bat Latif didn't ceir ebaut dat. Wan dey der was samwan, Latif's neigbor .Hi wantid tu giv Latif e gud lesson, so Latif won't stil anymore

End wan naik det Latif's neigbor neimd Hassan put meny oniens in his garden end den hi haid bisaid de woll tu weit if Latif will stil his onien or nat.

Fortunaetely Hassan gess wos tru. When Latif walk elon, hi sow der wos meny onien in Hassan hous. So hi jamp de woll end den tuk de oniens. Hassan ho luk det also skrem tu coll oll his neigbor. dey went aut end luk whot Latif did et de taim. So king gev Latif tri opsyens of panishments eee.. tu Latif, first opsyen, Latif mast itt oll onien et de taim, sekend opsyen, Latif mast get tu trasher eee...from king's soldir end third opsyen Latif mast pey eee faif tausend ebout wot hi stol.

Latif hes chus de secend opsyen bat laik de first opsyen hi ken't du it tuu end de last hi hes chusen de third opsyen. Popules so thenkful tu de king hu gev Latif gud lessen end meid him tu nat stil egein.

## 12. Aqidatul Izza Hasrullah

Mai nem is Aqidatul Izza Hasrullah eee tripel troubel. Wan dei, e young men nem eee... nem Latief. Hi is e young men ho likes tu stil his nighbors'. Wan dei der wos e men nem Hassan. Hassan is Latifs' neghbor. E taim the neighbors komplain tu Hassan det guds wich der ar in front of his hous wos olweis missing. Hassan wos meking plens tu set e traep tu caetch de thief. . Wan nait Hassan pripeir de trep bai putting gerlik in front of his hous. Hassan wos weiding end haiding. E few moment leiter wos suksessful in treping de thief. Der is e young men ho wuld kuaietly eprauch gerlic

wich der in front of de peck Hassan hous, de young men is hendsam.

Latif was ivenually irrestid bai resident end teiken tu de king. Residents also kompleint tu de king ebaut de thif of guds dat ar in front of deir hous. King fainelly geiv priferens tu Latif is did or iting gerlik dat mach. Latif also chus to it gerlic det mach bat in de end Latif was not eble tu it oll de gerlic. So, de king set...set de dith pinalty

#### 13. Nur amalia indahyani

Mai nem is Nur Amalia Indahyani. wans yupon e taim der was e men, his hebit was stiling de things from his neighbor. His neighbor so ennoyid his ettitud bat Latif didn't cer ebaut det .Wan dei, der was samwan, Latif's neighbor. Hi ken tu giv Latif e gud lessen, sou Latif won't tu stil enymor. End naigt det Latif's neighbor. Hassan put meni oniens in his garden. End den hi haid bisaid de...de woll tu wantid if Latif will stil his onien or nat. Fainelly, populaes so thaenk full tu de king ho giv Latif gud lessen.

#### 14. Dwi Hendriyani Saputri

Mai neim is Dwi Hendriyani Saputri. Tripel troubel wans yupon e taim...der was e samwan Latif's, Neiber. Hi wonts tu geiv Latif e gud lessen. So Latif won't tu stil enimor. End wan naig, dat

Latif's neiber, Hassan put meni onien...oniens in his gaden. End den hi haid bisaid de woll tu weit if Latif will stil his onien or nat.

Et de beginning, king was didn't ceir ebaut Latif's foul. Bat, populeis wont tu de king forgive Latif gud lessen so hi won't tu stil animor. King geiv Latif tri opsyen of panishment tu Latif, first op...opsyen, Latif mast it oll oniens et de taim, sekend opsyen, Latif mast get tu traeshes, traeshes from de king's soldirs end third opsyens, Latif mast pey faiv, faiv, faiv tausend ebaut whot he stole. Fainelly populeis so thaenkful tu de king hu gaev Latif gud lessen end maed tu not stil egein.

#### 15. Nur Annisa Indah

Mai neim is Nur Annisa Indah. Tripel troubel. Wan dei e young men neim...neim Latif. Hi is e young maen ho laiks tu stil neiber thing. End dei...wan dei der wer e men neim Hassan. Hassan is Latif;s neiber. E taim ader neiber complein tu Hassan dat e men dat ar in front of his hous. Hassan was weidin and haiding. E few moments leiter was sakkessful fishing trep de tif. der is e young men ho kuaetly epprauch gerlic dat ar in font of de Hassan hause.

Latif was iventually errestid bai residents end teiken tu de king. Residents olso compleind tu de king ebaut de thif dat ar in font of their house. King fainelly geiv preferens tu Latif is did or iting gerlic dat mac

**Appendix 6. The result of cycle I and II**

NO	STUDENTS' INITIAL	SCORE		GRADE	
		Circle I	Circle II	Circle I	Circle II
(1)	(2)	(3)	(4)	(5)	(6)
1	MA	83	92	Successful	Successful
2	NH	67	92	Unsuccessful	Successful
3	MTA	33	75	Unsuccessful	Successful
4	NON	50	75	Unsuccessful	Successful
5	ZK	58	75	Unsuccessful	Successful
6	Wu	50	75	Unsuccessful	Successful
7	ADA	75	92	Successful	Successful
8	MDM	33	75	Unsuccessful	Successful
9	MHM	67	83	Unsuccessful	Successful
10	MRM	50	83	Unsuccessful	Successful
11	AKH	33	75	Unsuccessful	Successful
12	NDR	50	75	Unsuccessful	Successful
13	AIH	58	83	Unsuccessful	Successful
14	NAI	58	92	Unsuccessful	Successful
15	DHS	67	83	Unsuccessful	Successful
16	NAIC	50	75	Unsuccessful	Successful
17	RR	33	75	Unsuccessful	Successful
18	WSN	67	83	Unsuccessful	Successful
19	RAP	50	75	Unsuccessful	Successful
20	NIA	50	75	Unsuccessful	Successful
21	WNSC	58	83	Unsuccessful	Successful
22	IS	33	50	Unsuccessful	Unsuccessful
<b>TOTAL</b>		1171	1742		

## Appendix 7. Assessment Criteria

### a. Accuracy

Classification	Score	Criteria
(1)	(2)	(3)
Excellent	6	Pronunciation is only very slightly influenced by the mother tongue, two or three minor grammatical and lexical errors.
Very good	5	Pronunciation is slightly influenced by the mother tongue. Two or three minor grammatical errors
good	4	Pronunciation is still moderately influenced by mother tongue, but no serious phonological error, a few grammatical but only causing confusion lexical errors.
avarage	3	Pronunciation is influenced by mother tongue, only a few serious phonological errors. Serious pronunciation errors as well as many “ basic “ grammatical and lexical errors.
Very poor	2	No evidence of having mastered any of language skill and areas practiced in the course.

## b. Fluency

Classification	Score	Criteria
(1)	(2)	(3)
Excellent	6	Speak without too great an effort with a fairly wide range of expression. Search for words occasionally by only or two unnatural pauses.
Very poor	5	Has to make and effort for much of time often has to search to words. Nevertheless, smooth delivery on the whole and a few unnatural pauses.
Good	4	The speaker has to make and effort and search for words, there are not so many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but success in conveying the general meaning fair range of expression.
average	3	Has to make an effort for much of time often has to search for the desire meaning frequently fragmentary and halting delivery almost gives up making the effort at times range of expression
poor	2	Long pauses while he searches for the

To be continued

## Continuation

Very poor	1	desired meaning frequently fragmentary and halting delivery almost gives up making the effort at time limited range of expression. Full long unnatural pauses; very halting delivery almost gives up making the effort and very limited range of expression.
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(Heaton, 1989:112)



## Appendix 8. Pictures of the research



Picture 1. The reseacher is explaining the material



Picture 2. The Students are watching the animation video



**Picture 3. Students are watching the animation video**



**Picture 4. The researcher is recording student's voice when retelling**





**Picture 5. The researcher is recording student's voice when retelling**



**Picture 6. Students and researcher after research**

## Biography



**Saldi**, was born on January 16<sup>th</sup>, 1993 in Mabodo village, Muna Regency. The writer is the first child from the marriage of his parents La Bay and Wa Eda. He has one brother and three sisters. In 2000 he registered as a student in elementary school at SDN 3 Kontunaga in Muna regency and graduated in 2005. In the same year the writer registered as a student in SMP 4 Kosambi, in Muna regency and graduated in 2008. And then he continued to senior high school, at SMA 2 Kontuaga and graduated in 2011. After that he moved to Makassar to continue his study to English Education Department Faculty of Teacher Training and Education Bosowa 45 University Makassar. The witer also joined in internal organization as the chairman of HIMAPBING (*Himpunan Mahasiswa Pendidikan Bahasa Inggris*) of 2013-2014 period and finished his study in 2015