

THE EFFECTIVENESS OF ANIMATION MOVIE THROUGH RETELLING TECHNIQUE TO IMPROVE THE STUDENTS' SPEAKING ABILITY

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ABSTRACT

This research aims: (1) To find out whether or not the use of animation movie through retelling technique is effective to improve the students' speaking ability and (2) to find out the students' motivation toward the use of animation movie in learning speaking. This research employed quasi experimental design. The population of this research was the eleventh grade students of SMA Negeri 18 Makassar in academic year 2017/2018. This research used cluster random sampling. The sample of this research consisted of 80 students that belong to two groups; 40 students in control group and 40 students in experimental group. The research data was collected by using speaking test through interview and questionnaire which were analyzed by descriptive and inferential statistic through SPSS version 21.00 for windows program. The students' result of posttest of experimental group is significantly improved than the students' result of posttest of control group by the mean score $71.22 > 57.81$. The difference of both scores is statistically significant based on the t-test value at significant level 0.05 in which the probability value is lower than the significant level ($0.00 < 0.05$). The mean score of the students' motivation is 85.55 and it is categorized as high motivation. It can be concluded that the use of animation movie through retelling technique is effective to improve the students' speaking ability, and the students have a high motivation in learning speaking by using animation movie.

Keywords: Animation Movie, Retelling Technique and Motivation.

I. INTRODUCTION

Speaking is one of the difficult skills when learning a foreign or second language. Learning to speak is obviously more difficult than learning to understand the spoken language (Chastain in Mariah, 2006). Although everyone knows that the best way to speak a language fluently is to practice speaking as much as possible but not many people can do this. The problem appears when students want to communicate in English but they cannot perform the task successfully due to such possible reasons as tension, shyness or lack of effective communication skill in English. Students rarely speak English in their daily lives. However, students are still lack in English situations in their academic or working lives. Students do need to be able to give oral presentations and discuss with other people in English.

Based on the problems, the teacher must apply appropriate technique to expand the knowledge and motivation of students. Teacher realizes that the best strategies for formatting the students to communicate actively in English are by changing the situation in the classroom. By creating an interesting and motivating environment, the students are expected to be immersed in the activities given by the teachers. Concerning to the techniques in teaching speaking, the English teacher have to be aware of innovative ways and well selected techniques in teaching especially in teaching speaking. In other words, the teacher's responsibility is to create situation that provide opportunities and stimulates students to communicate actively with their English that they may have at disposal, thus giving them confidence in their ability in speaking through creative thinking approach because in teaching oral English, the students should be served with conducive learning activity so they can practice English well. Besides, English teachers are demanded to be more creative in presenting their

materials to gain students attention, particularly in the speaking subject since it is considered as a difficult skill to be mastered.

Referring to SMA Negeri 18 Makassar, by the researcher's observation and interview with teacher, it is found that the student's speaking ability is still poor. It is proved by the percentage of total students who can answer the teacher's questions orally in conversation. The teacher revealed that only 20% of her students can apply English orally in daily conversation. Most of the students cannot respond the teacher's conversation directly, as a matter of fact, the students can only write the answer not in oral way. Another fact is that the score of the students in term of speaking skill is always lower than Minimum Criteria of Mastery Learning (KKM) required. The method used was the conventional way, such as direct method in which students are directly asked to practice by themselves without any media. This way is considered as one of the causes of the students' poor achievement in speaking. The students only practice the conversation once and then the teacher corrected their mistakes. In other words, students have limited chance to practice their speaking. Moreover, the researcher point out that learning to speak is obviously more difficult but it can be achieved by doing much practice in real situation. Meanwhile, the lack of attractive method or material can be included as another factor. In other word, such factor contributes the low of student's motivation in speaking class. It is assumed that the student have not interesting topic in their speaking.

Retelling is a good method in learning speaking. Retelling is one of the free oral production activities, it gives opportunity to the students to build up the story from what they hear or read. Kalmback (in Stoicovy, 2004) states that retelling is a process of memorizing what we listened to and read. Further, Stoicovy states that in relation to language teaching; retelling

technique can be used as a way to promote the student's comprehension and understanding of discourse. This activity produces valuable practice in speaking English. Retelling story is useful in express our own words of statements in many ways. By retelling story, student can define for themselves what a statement in speaking is about and what their real interests and concerns are. By retelling story, they can explore their inner feeling, their wishes and their fears. They also can make up stories about alternative approaches to problem solving or resolution. Thus, retelling story can act similarly to brainstorming, letting students explore different options and predict various outcomes.

Due to media in language learning, it also can be categorized as one of the most essential factors that contribute in successful of English learning. Keller (in Burden & Byrd, 1999) states media used for instructional purposes often have students actively involved in some ways. Furthermore, many students feel less anxious or less threatening about the lesson when television or media are used in instruction. In teaching and learning process, there are two very important aspects, namely teaching and instructional media. These two aspects interconnected one another. Meanwhile, Arsyad (2004) describes that the use of technology media in teaching-learning process provides opportunity for learning materials to become standardized, instruction to be more interested and more interactive with the learning theory. In addition, teacher cannot spend long time to present learning materials, the result of the learning can be increased and the instruction can be given. Moreover, the positive attitude of the students can be increased.

Therefore, one of the best ways to increase the students' attention in teaching speaking is to provide media which are interesting to them. It is the

reason that the students will focus their attention to lesson and will be more successful in learning English, especially in speaking. Lan Hsieh (2010) proved in his research "The effect of movie viewing on learning English as foreign language" found out that films can become an integral part of the curriculum or supplementary teaching materials. Films with their special features such as subtitles and chapter separation would help to develop an effective learning environment.

Animation movie is one of the film genres. Animation itself refers to the process in which each frame of a movie is produced separately, whether generated as a computer graphic, by photographing a drawn image or by repeatedly making small changes to a model and then photographing the result. Based on Ryan's research result (1998) that films may be employed in the classroom in manner which both facilitate language learning and further encourage motivation and his conclusion that the use of films to develop learner motivation and did the experiments within the Japanese tertiary education. So that, the researchers assume that film can be effectively material alternative. Animation movie however culturally is inherent to youth life where the most of them like movie. Therefore, this assumption can be a main point that indicates this material will attract student's motivation through their enthusiast in speaking learning.

II. REVIEW OF LITERATURE

A. Speaking

Widdowson (1985) states that an act of communication through speaking is commonly perform in face interaction and occur as a part of a dialogue or rather form of verbal exchange. In his further discussion,

Widdowson, proposes the term of speaking for the manifestation of language as usage refers to the realization as talking.

Speaking is an interactive process of construction meaning and that involves producing, receiving and processing information (Brown, 1994). It forms and meanings are depending on the context in which occurs, including the participants, their collective experiences, the physical environment and the purposes for speaking.

Richard and Rodgers (2001) stated that there are six components of speaking skill that are normally recognized as crucial aspect that should be mastered those learning English speaking. These six components should be understood well by teachers and students in order to apply and practice of speaking. The six components of speaking are described as in following:

- 1) *Pronunciation*. Teacher should have a good standard of pronunciation in order that the students can imitate their teacher in any teaching and learning process, but teacher cannot expect their student to sound exactly like native speaker and the teachers should introduce the activities will be done in order to give the opportunities to make a lot of repetition.
- 2) *Vocabulary*. Vocabulary in general divided into two types; active and passive vocabulary. Active vocabulary is the words which student will need to understand and use them. In other hand passive vocabulary is the words which teacher wants students to understand, but the students will not use themselves.
- 3) *Grammar*. Grammar has an important role in speaking English. If students poor in grammar, automatically they have difficulties in arrangement the sentences or to express their idea in English language. Generally, grammar is introduced in one of two ways in most textbooks.

Either the new grammar is incorporate in the dialogue and narrative, or presented in example sentences at the beginning of the lesson. After the students have studied this initial presentation, the individual grammar points are isolated and practice.

- 4) *Fluency*. Fluency is the property of a person or of a system that delivers information quickly and with expertise. So, fluency is communicative language courses be an initial goal in language teaching or fluency is the skill to speak with others in an easy smooth manner. The teachers have to teach the students to be fluent in speaking. So the students can speak spontaneously by using a right language.
- 5) *Accuracy*. Accuracy is achieved to some extent by allowing students to focus on elements of phonology, grammar, and discourse in their spoken output. in other word accuracy is the quality of being accurate, exactness, or correctness in pronunciation, vocabulary and grammar. In teaching English speaking, teacher have to explain to students how to speak accurately (clear, articulate, grammatically and phonologically correct) language and of course fluent language. Accuracy states of being correct or exact and without error.
- 6) *Comprehensibility*. Comprehensibility is the ability to understand the written and interpret the spoken language or comprehensibility is the process of understanding of the utterances sent by the speaker done by the listener. As listener can understand what does their listen and understand the intention of the speakers.

B. Animation Movie

Animation is the technique of photographing successive drawings or positions of puppets or models to create an illusion of movement when the film is shown as a sequence (*Oxford Dictionary*).

There are various definition of animated movie based on Westfahl (283: 2012). Westfahl is one of the participants in creating new reference book for encyclopedia of animated movies. There are two ways to craft a definition of animated movie suggested by Westfahl. First is the criterion of length, an animated film could be defined as any animated narrative over 30 minutes long, with certain aesthetically pleasing exceptions. It might go a bit further and require a narrative over 60 minutes long. Second is the context of original presentation, an animated film could be defined as an animated narrative first presented in theatres as a feature film, or perhaps as an advertised short subject, or as a film first presented as a television special, DVD, or videocassette. .

According to Sandeep (in Irmayani. 2013) states that the form of animation can be classified as follows:

- 1) Full animation refers to the process of producing high quality traditionally animated films, which regularly use detailed drawings and plausible movement. Fully animated films can be done in a variety of styles, from more realistically animated work such as those produced by the Walt Disney studio (*Beauty and the Beast*, *Aladdin*, *Lion King*) to the more 'cartoony' styles of those produced by the Warner Bross animation studio. Many of the Disney animated features are examples of full animation, as non-Disney work such as *The Secret of NIMH* (US, 1982), *The Iron Giant* (US, 1999), and *Nocturna* (Spain, 2007).
- 2) Limited animation involves the use of less detailed and/or more stylized drawings and methods of movement. Pioneered by the artists at the American Studio United Productions of America, limited animation can be used as a method of stylized artistic expression, as in *Gerald McBoing Boing* (US, 1951), *Yellow Submarine* (UK, 1968), and much of the anime

produced in Japan. Its primary use, however, has been in producing cost-effective animated content for media such as television (the work of Hanna-Barbera, Filmation, and other TV animation studios) and later the internet (web cartoons). Some examples are *Spongebob Squarepants* (US, 1999-present), *The Fairly Odd Parents* (US, 2001-present) and *Invader Zim* (US, 2001-2002, 2006).

- 3) Rotoscoping is a technique, patented by Max Fleischer in 1917, where animator traces live-action movement, frame by frame. The source film can be directly copied from actors' outlines into animated drawings, as in *The Lord of the Ring* (US, 1978), used as a basis and inspiration for character animation, as in most Disney films, or used in a stylized and expressive manner, as in *Waking Life* (US, 2001) and *A Scanner Darkly* (US, 2006). Some other examples are: *Fire and Ice* (US, 1983) and *Heavy Metal* (1981).
- 4) Live-action animation is a technique, when combining hand-drawn characters into live action shots. One of the earlier uses of it was Koko the Clown when Koko was drawn over live action footage. Other examples are *Who Framed Roger Rabbit?* (US, 1988), *Space Jam* (US, 1996) and *Osmosis Jones* (US, 2002).

C. Retelling Technique

Retelling is to retell or to express again the main idea of written language according to the reader's comprehension by using their own word. Hornby (1995) defines retelling as tell a story in a different way or different language. Retelling a story is one of activity in English teaching and learning process. Here, the students asked to retell a story according to what are they can remember and comprehend.

Stoicovy (2004) also point out that based on several studies, retelling has positive influence in language learning as it promotes students' ability in rearranging information from the text that they have read.

Seeing the definition of retelling conveying above, the researcher can conclude that retelling is technique refers to oral production activities to organize and explain the story from what they have read, hear and see with their own word.

The International Online Training Program on Intractable listed the benefits of retelling, as follow:

- 1) Retelling story can also be useful in mediation processes. When a mediator begins by asking the parties to explain the situation for their perspective, they are actually asking them to 'tell their story'. Depending on how the mediator facilitates the retelling story, the process might be very similar to the dialogue process or much more abbreviated. Either way, retelling story is used as a way of opening people up, both to talk, to listen and to open the way for improved communication and understanding.
- 2) Retelling is useful in conflict management and resolution processes. By retelling story, parties can define for themselves what a conflict about, what their real interests and concerns are. They also can explore their feeling, wishes and fears by delving into conflict situations more deeply. They also can make up story about alternative approaches to problem solving or resolution. Thus retelling story can act similarly to brainstorming, letting people explore different options and predict various outcomes.
- 3) Retelling story is useful in dialogue processes, as it allows people to know each other and to understand why people on the other side in a conflict

situation feel the way that do. By listening to the opponent's story, it makes people's beliefs and their abstract ideas have more reality or validity than they otherwise might have.

D. Motivation

According to Hammer (1992: 157) stated that motivation is some kind of internal drive that encourages somebody to pursue a course of action. If people perceive a goal and if that goals are sufficiently attractive, there will be strongly motivated to do whatever is necessary to reach that goal.

Cunningsworth (1987) divides the motivation into two factors, namely psychological factors and social and cultural factors.

- 1) *Psychological Factors*. Exactly what motivates student of English is difficult to determine and in any case it varies from one situation to another and from one person to another. Much motivation is external in that it does not stem from the quality of the teaching or the teaching materials at all but from social, economic and other factors.
- 2) *Social and Cultural Factors*. We should look for material that has variety and pace; it is of genuine interest to the learners and contains learning activities that will appeal to them. Activities which encourage personal involvement tend to increase motivation. The cultural standpoint of the course material is also important and should match as far as possible the objective of the learner.

Hammer (1991: 8) states there are some way to teach the student. Firstly, the student may be well come to the classroom with a high degree of extrinsic motivation. Secondly, the student will often succeed very quickly. Goals within the class (learning a certain piece of language or finishing a unit) are easy to perceive and relatively easy to achieve. But it is still difficult to start learning a foreign language and unrealistic challenge coupled with a

negative teacher attitude can have disastrous effects on students' motivation.

III. METHOD

In this research, the researcher applies quasi experimental design. The researcher divided the research object into two groups; they are the experimental group who has treatment with animation movie by using retelling technique and the control group without treatment. Both groups are given pre-test and post-test. The pre-test was given to find out the prior knowledge of the students, while post-test was given to find out the effectiveness of the use of animation movie through retelling technique to improve the student speaking ability.

In this research, the population was the eleventh year students of SMA Negeri 18 Makassar in academic year 2017/2018. The numbers of population are 160 students with four classes consist of 40 students each class. To measure the students' speaking skill and motivation, the researcher applies two kinds of instruments; speaking test and questionnaire.

The researcher calculated the mean score and standard deviation of the students' motivation and their speaking performance dealing with accuracy, fluency, and comprehensibility by using SPSS program version 22.00. The researcher also calculated the t-test value (at the significant level 0, 05) and he consulted t-table value to see the difference between pretest and posttest in a group.

IV. FINDINGS AND DISCUSSION

A. Student' Speaking Ability

By comparing the mean score, standard deviation and percentage of pretest for experimental group and control group it was found a little difference. The data indicated that the result of the experimental group was lower than the control group. But the difference could not be interpreted that the control group was better than that of the experimental group. They were still in the same classification, poor classification. It was also proved by the t-test value. The p-Value (probability value) was 0.87 higher than 0.05 of level significance. It means that there was no a significant difference between the experimental group and control group.

The classification of the students' score on speaking before they were given the treatment range from very poor to fair classification and the mean score of the pretest is 56.22 for control group and 56.01 for experimental group while the students' score after the treatment given range from fair to good classification and the mean score of the posttest is 57.81 for control group and 71.22 for experimental group. It indicates that the students' learning outcomes on speaking by using animation movie through retelling technique relatively high. This findings are proved by the result of the test which indicates that most of them got good score classification.

The implication of teaching using animation movie through retelling technique was the improvement of students' speaking ability where it was indicated by the significant difference the percentage of students' speaking skill in experimental and control group as shown in the following description and table. Specifically, the implementation of animation movie through retelling technique implies the students' level speaking ability (see

in table 4.3 to table 4.10) namely accuracy, fluency, and comprehensibility level.

a. Accuracy

Pronunciation is one of the significant parts in speaking, because the effective communication must be supported by accurate pronunciation of words. In this research result, it is found out that there is an improvement in accuracy level. It is proved that there is a movement of the high score before and after the treatment from fair to good classification. The mean score of accuracy level in pretest is 56.05 and posttest is 71.22 where the interval is 15.17. As a result after giving treatment of retelling technique, the students of experimental group have good accuracy. Furthermore, for the first meeting most of the students get difficulties in expressing their idea and they make some mistakes in pronounce a word. For example before treatment the students pronounce "technology" with "*teknologi*" and "example" with "*eksempel*". During the treatment, the students are treated to repeat such word many times until they are pronouncing such word correctly. After giving them a treatment, they are not shame to practice how to pronounce and talk.

b. Fluency

Fluency level is due to speaking without great and effort with fairly wide range expression. This research result of fluency level indicates that the significant improvement of students' speaking level is in fluency level. It is proved that there is a movement of the high score before and after the treatment from fair to good classification. The mean score of fluency level in pretest is 55.70 and posttest is 71.12 where the interval is 15.42. For the first meeting most of the students get difficulties in expressing their idea. When the students try to retell the story, they can only give a simple story

and they have long pauses and sometimes they give up in continuing the story, because they are worried and nervous to make mistake, but after giving the treatment of retelling technique they have a good progress in fluency level. As the example, when the pretest students answer the question: *"positive side eee... it can help me e e... if e e it can help me"* but after giving them treatment, they can speak with good explanation.

In other words, the students could improve their ability in fluency level of speaking because in applying retelling technique, the students were interested and fun.

c. Comprehensibility

The idea level of comprehensibility will achieve when speaker communicate his/her ideas, the listener understand the speaker attention and general meaning. In this research result, it is found out that the students get increase from fair to good classification and the mean score in pretest is 56.30 and posttest is 71.32 where the interval is 15.02 point. Student formally face difficult in finding the proper word when they want to communicate their ideas, as well as the student make mistake in pronouncing certain word and grammatical error in constructing sentences. But during the treatment, the researcher finds out that the students try to follow in pronouncing a certain word that stated by a figure in movie. They got new words where it could enrich their vocabulary and retelling technique could train their communication skill as well.

The significant improvement of students' speaking level is in fluency level where it is proved by the interval result of posttest which is 15.42 point. Therefore, the mean scores of each skill in pretest were varying around poor score, while in posttest the mean scores are classified around fair score.

Generally, the students like the retelling technique because they love the stories. It is also an appropriate method for the students. In order to make a retelling more interesting, good media are needed. Using animation movie through retelling technique can be very pleasing and interesting for the students. Students will be more interested and more active in learning. They feel something new from what they usually get in their class and they have more a chance to express their mind, emotions and feelings.

At least, the implementation of animation movie through retelling technique in speaking learning gives some advantages namely:

- 1) In learning retelling technique according to Stoicovy (2004) that based on several studies has positive influence in language learning as it promotes students, ability in rearranging information from the text that they have read. In addition, Brown & Cambourne (1987) mention that during the retelling process students apply and develop their language knowledge through the internalization of the texts' features. In this research, the researcher also found the students were helped about the ideas or concepts they want to communicate (retelling and dialogue during treatment). The students were not been faced the problem about what they want to communicate. By retelling story, students can define for them what a statement in speaking is about, and what their real interests and concerns are. By retelling story, they can explore their inner feeling, their wishes, and fears. According to Fraenkel (2003) retelling story can encourage students to explore their unique expressiveness and can heighten a student's ability to communicate thoughts and feelings in an articulate, lucid manner besides, teamwork and social skills. Each student within the group has an equal opportunity to share. Students become actively involved in thinking about the

concept presented in the lesson and students are more willing to participate since they don't feel the peer pressure involved in responding in front of the whole group.

- 2) In material and media aspect, the use animation movie can be alternative media in speaking learning. According to Lan Hsieh (2010) film with their special features such as subtitle and chapter separation would help to develop an effective learning environment. During the treatment, students not only paid attention to the story of the movie, but also they identified the new words and also tried to spell it so that it helps them in on speaking skill components or it was contribute positively in students' accuracy and fluency. Meanwhile, animation movie however culturally is inherent to youth life or word where the most of them like such movie genre. Therefore, this assumption can be a credit point that indicates this material is able to attract students' motivation through their enthusiasm in learning speaking.

B. Students' Motivation

The questionnaire was only distributed to the group that used animation movie through retelling technique that is experimental groups. The analysis reveals that the use of animation movie through retelling technique influenced the students' motivation in learning speaking. This means that a good applicable activity or technique and method are now available. In other words, the students' motivation is an indication of the degree of success that a foreign language learner is likely to have in a real given foreign language setting. As stated by Harmer (1991:4-5) that the factors affecting intrinsic motivation are physical conditions, method, teacher, and success. Therefore using animation movie through retelling technique can be categorized as intrinsic aspect (media and technique), so

that it helped teacher to find out the alternative media and learning technique who affect the increase student motivation. As it was proven by Irmayani's research, where her research result (2012) that films may be employed in the classroom in a manner which both facilitates language learning and further encourages motivation.

This research also finds out that students' motivation toward using animation movie through retelling technique was high as well. This is indicated by the questionnaire data which shows that most of the students 31 (77.5%) out of 40 students are classified into high motivation classification, 9 (22.5%) out of them are classified into very high motivation classification, and none of them are belonged to moderate, low motivation, and very low motivation. Thus, the means score achieve 85.55 is classified into high motivation classification. It implies that the students in experimental group are motivated to learn speaking by using animation movie through retelling technique.

C. Conclusion and Suggestion

This chapter presents the conclusion and suggestion based on the findings and discussion of the data analysis.

A. Conclusion

Based on the findings discussed in the previous chapter, some conclusion could be drawn as follows:

1. The use of animation movie through retelling technique significantly improves the speaking skill of the eleventh grade students of SMA Negeri 18 Makassar. It is proved by the analysis of test that shows the mean score of posttest is greater than pretest ($X_{\text{posttest}} = 71.22 > X_{\text{pretest}} = 56.01$). It can be also seen through the result of Independent t-test value ($0.00 <$

0.05). This output indicates that there is a significant difference between pretest and posttest of experimental group.

2. The use of animation movie through retelling technique in teaching speaking in the classroom motivates the eleventh grade students of SMA Negeri 18 Makassar. The means score achieved is 85.55 classified as high motivation.

B. Suggestion

Based on the conclusion, the researcher suggests several things as follows:

1. It is advisable the English teacher to use animation movie through retelling technique as one of alternative strategy or media in teaching speaking in order to improve students' speaking skill. The English teacher can use animation movie by designing interesting speaking and followed by creating situation and condition where the students can work freely through this activity.
2. The teachers of Senior High School, who apply animation movie through retelling technique should allocate more time in teaching speaking because the findings of this research also showed that the student's motivation is higher than conventional way.
3. It is also recommended that the next researcher to conduct a similar topic and level to focus their attention in measuring the quality of the students' speaking and finding some problem faced by senior high school students in learning speaking.

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Appendix 1. Research Instrument for Pre-test and Post-test.

SPEAKING TEST

Questions:

1. What do you think about technology?
2. What is the advantage of technology in human life?
3. What is the disadvantage of technology?
4. What kind of technology do you usually use in your school?
5. Do you agree that using technology can support you in learning process? Why?

Appendix 2. Questionnaire

QUESTIONNAIRE

(ANGKET)

Petunjuk Mengerjakan

1. Tulislah nomor responden Anda pada bagian yang disediakan.
2. Tugas Anda adalah memilih salah satu jawaban pada setiap pernyataan yang sesuai dengan keadaan diri Anda yang sebenarnya dengan memberikan tanda check (√) pada kotak yang telah disediakan.
3. Setelah selesai menjawab semua pertanyaan, maka lembar jawaban serta angketnya dikumpulkan kembali pada petugas yang bersangkutan.
4. Penjelasan: SS (sangat setuju); S (setuju); R (ragu); TS (tidak setuju); dan STS (sangat tidak setuju).
5. No. Responden :

NO	PERNYATAAN	SS	S	R	TS	STS
1	Belajar bahasa Inggris melalui media film animasi dengan teknik retelling berguna bagi peningkatan kemampuann speaking saya.					
2	Saya tidak menyukai belajar speaking dalam bahasa Inggris melalui media film animasi dengan teknik retelling.					
3	Menurut saya pengajaran speaking melalui media film animasi adalah salah satu media dan metode yang baik.					
4	Saya tidak bersemangat belajar bahasa Inggris jika guru menggunakan media film animasi dengan teknik retelling.					
5	Saya terlibat aktif dalam pembelajaran speaking dengan menggunakan media film animasi serta teknik retelling.					
6	Belajar speaking melalui media film animasi tidak memotivasi saya dan membuat saya bosan.					

7	Saya memperoleh kesempatan meningkatkan kemampuan speaking saya dan memahami struktur ide atau gagasan yang ingin saya ucapkan dengan menggunakan media film animasi serta teknik retelling.					
8	Belajar speaking melalui media film animasi dan teknik retelling tidak berguna bagi peningkatan kemampuan saya dalam berbicara.					
9	Dengan menggunakan media film animasi dan teknik retelling, kemampuan speaking saya seperti kelancaran, ketepatan dan komprehensibilitas dalam menyampaikan ide, gagasan atau pendapat semakin meningkat.					
10	Media film animasi dan teknik retelling tidak meningkatkan kemampuan speaking saya baik dari kelancaran, ketepatan maupun komprehensibilitas.					
11	Keingintahuan saya untuk bisa meningkatkan kemampuan berbicara bahasa inggris sudah sejak dulu					

	sebelum belajar di sekolah ini					
12	Saya tidak terdorong melakukan kegiatan untuk meningkatkan kemampuan berbicara saya apabila guru pertama-tama tidak memberi kesempatan untuk melihat secara teliti serta memberi kesempatan bagi siswa untuk berpendapat.					
13	Kegiatan inti dari penggunaan film animasi melalui teknik retelling adalah memberi kesempatan bagi saya untuk meningkatkan kemampuan berbicara.					
14	Saya yakin kemampuan speaking saya tidak akan lebih meningkat setelah belajar speaking dengan media film animasi dan teknik retelling.					
15	Peran guru dalam memfasilitasi speaking class yang menggunakan media film animasi serta teknik retelling sangat mendorong keaktifan saya dalam kegiatan ini.					

16	Saya meyakini kemampuan berbicara adalah suatu kemampuan yang tidak harus saya ketahui.					
17	Pemberian penjelasan tentang teori, proses dan konsep tentang belajar speaking sebelum kegiatan dilaksanakan menumbuhkan minat/motivasi siswa untuk menerapkannya.					
18	Keterlibatan guru dalam proses pendampingan siswa dalam pembelajaran speaking dengan menggunakan film animasi serta teknik retelling tidak memberi motivasi kepada saya untuk lebih giat dalam meningkatkan kemampuan berbicara saya.					
19	Saya lebih terdorong belajar meningkatkan kemampuan berbicara bahasa Inggris saya dengan kegiatan menonton film animasi serta teknik retelling di dalam kelas jika dibanding kegiatan pembelajaran speaking dengan cara konvensional.					
20	Saya berkesimpulan bahwa					



pengajaran speaking dengan menggunakan media film animasi serta teknik retelling tidak dapat memotivasi saya dalam meningkatkan kemampuan berbicara.					
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