

CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Previous Research

This study describes some works which are relevant to the thesis in order to make the thesis arrangement easier. First, the thesis entitled by Khurotul Aen (063411055), from Tarbiyah Faculty of Walisongo State Institute for Islamic Studies Semarang by the title “The Effectiveness of Using Scrambled Pictures to Improve the Students’ Ability in Speaking Narrative Text (An Experimental Research at the Tenth Grade Students of SMK Bhakti Kencana Subah Batang in the Academic Year of 2010/2011)”. As the result of the research that the students who were taught narrative text using scrambled pictures are easier in understanding than the students who were taught with just use the texts.¹ In this research is different from the researcher’s research which tells about the effectiveness of flash animation in teaching spoken narrative text. It is new research that are inovation of some researches before with just used the picture.

The next study was done by Munip Riyanto (053411254), the thesis entitled “The Use of Film as a Media to Improve Students’ Narrative Speaking (An Action Research at the Second Grade of MTs Assalafiyah Sitanggal Brebes in the Academic Year of 2009/2010)” from Tarbiyah Faculty of Walisongo State Institute for Islamic Studies Semarang. Based on the result that there was a significance difference in the ability between students in class X C who were taught narrative text without using animated film as media (using text only). The teacher still uses conventional methods; the teacher only delivers verbally. She does not use the media, so, the students are easy to get bored. To improve retelling

¹Khurotul Aen, “The Effectiveness of Using Scrambled Pictures to Improve the Students’ Ability in Speaking Narrative Text (An Experimental Research at the Tenth Grade Students of SMK Bhakti Kencana Subah Batang in the Academic Year of 2010/2011)”, *Thesis* (Semarang: English Education Department Program of Tarbiyah Faculty, Walisongo State Institute for Islamic Studies, 2010) p. 23.

narrative story, teacher can use film as a teaching medium to help them in teaching learning process.

In this research, the researcher analyzed the result from observation and achievement test from each cycle. In the pre-cycle, the average of the students' achievement was 48.36%. In the first cycle there was about 60% or almost majority of the students joined in the class, and the average of the students' achievement was 66.45%. In the second cycle there was about 60% or almost majority of the students joined in the class, the average of the students' achievement was 71.36%. So, the concluding that film as a media in teaching narrative text is very important.²

The differences between this research and the researcher's research will be in specification of the research method, this research used classroom action research and the researcher will do experimental research. And the objective of the study in this research to find out the improvement of students' narrative speaking skill after being taught using films at the second grade of MTs Assalafiyah Sitanggal Brebes in the academic year of 2009/2010 and the researcher will do the research to identify the differences of student's achievement in speaking narrative text between students who are taught using flash animation and students who are taught using non flash animation at the Tenth grade of SMA Islam Sultan Agung 1 Semarang in the academic year of 2012/2013.

The last research was conducted by Husna Haiaty (2214990002). Thesis of Language and Art Faculty of State University of Semarang in the academic year of 2006. The title is "Cartoon Movie as Teaching Media to Teach Speaking to Young Learners". The objective of the study was to find out the effectiveness of using cartoon movies in teaching speaking to young learner. It was proved with the average score at the experimental group which was 11.48 for pre-test and 15.19 for post-test while the average score for the control group was 11.8 for pre-

²Munip Riyanto, "The Use of Film as a Medium to Improve Students Narrative Speaking Skill (A Classroom Action Research at The Second Grade of MTs Assalafiyah Sitanggal Brebes in The Academic Year of 2009/2010)", *Thesis* (Semarang: English Education Department Program of Tarbiyah Faculty, Walisongo State Institute for Islamic Studies, 2010) p. 25.

test and 13.34 for post-test.³ The result of the study showed that there was a significant difference in the achievement of students' speaking skill before and after using cartoon movie. It was proven by the significance difference of the average scores using cartoon movies.

Based on the previous research above, it is found that the use of cartoon movies is effective for developing students' writing skill of narrative text. A cartoon movie is very beneficial for the students in order to facilitate students in learning English especially in writing narrative text. Therefore, a teacher should give an interesting atmosphere in teaching-learning process to make students enjoy in learning English. The result motivated the writer to do the research with the different media, in order to improve students' skill especially speaking on narrative text.

B. Theoretical Framework

1. Media

Media is very important in learning and teaching process to help students understand the lesson efficiently. Media are tools or physical things used by the teacher to facilitate the instructions.⁴ The use of many kinds of media is needed to achieve the purpose of teaching and learning process. According to Hammer that as a language teacher, we use variety of teaching aids to explain language meaning and construction, engage students in topic or as the basis of a whole activity. Hence, teacher should provide various aids to support the material given.

According to Gerlach and Ely that media are any person, material, or event that establishes conditions, which enable learners to acquire knowledge, skill, and attitudes.⁵ Many functions of media to increase the student's motivation in the learning and teaching process. Based on Murcia's statement, media help teacher

³Husna Haiaty, "Cartoon Movie as Teaching Media to Teach Speaking to Young Learners, (The Case of the Year X Students of SMAN 2 Pekalongan in the Academic Year of 2005/2006)", *Thesis* (Semarang: Language and Art Faculty of State University of Semarang, 2005), p. 27.

⁴Brown, J. D, *Understanding Research In Second Language Learning*,(Cambridge: CUP, 1988), p. 23.

⁵V.S, Gerlach and Elly D. P, *Teaching Media A Sistematic Approach*, (New Jersey: Prentice Hall, Inc, 1980), p. 241.

to motivate students by bringing a slice of real life into the classroom and by presenting language in its more complete communicative context. So, they can make easy to raise the students' motivation to speak up especially in teaching a kind of English texts.

Murcia also states the rational for using media in the language classroom, they are:⁶

- 1) Media serve as an important motivator in the language teaching process.
- 2) Media create a contextualized situation which language items are presented and practiced.
- 3) Media materials can lend authenticity to the classroom situation, reinforcing for students the direct relation between the language classroom and the outside world.
- 4) Media provide us with a way of addressing the needs of both visual and auditory learners.
- 5) By bringing media into the classroom, teachers can expose their students to multiple input sources. Thus, while decreasing the risk of the students, becoming dependent on their teachers' dialect or idiolect, they can also enrich their language experiences.
- 6) Media can help students call up existing schemata and therefore maximize their use of prior background knowledge in the language learning process.
- 7) Media provide teacher with a means of presenting material in a time efficient and compact manner, and stimulating students' senses, there by helping them to process information more readily.

Media provide not only a density of information but also richness the cultural input in the classroom. They can help students' process the information and free the teacher from explanation. Basyiruddin Umar states that, "Media is the accessories that can send and transmits learning messages."⁷ In teaching learning process, media is very needed. Media not only can send learning messages but

⁶Marianne Celce-Murcia, *Teaching English as a Second or Foreign Language*, p. 461.

⁷Asnawir and Basyiruddin Usman, *Media Pembelajaran*, (Jakarta: Ciputat Press, 2002), p. 11.

also sometimes entertain students. It can provide contextualization and make solid point classroom activities of some functions of media, as follows engage the students' motivation, and recall earlier learning.

There are some classifications of media according to Gerlach and Elly, they are:⁸

1) Permanent pictures

Still pictures may be photographs or any objects or events.

2) Audio materials

Audio materials could be used individually and played directly to audiences or over radio or central sound system.

3) Motion pictures

Motion picture is used commonly with computers referring to images designed to move sequentially within a time frame (the fourth dimension). It can refer to the sequence of images drawn by an artist or a computer.

4) Television

By using television, students will know about everything directly both of visual and audio.

5) Real materials

Real materials can help students to identify the object of study. The examples of real material are people, models, and simulation.

6) Programmed and computer-assisted instruction

Programs are sequences of information that are designed to elicit predetermined responses. The most common examples of these are programmed textbooks or instructional programs prepared for computers. The presentation of information is made through any one medium or combination or media.

⁸V.S, Gerlach and Elly D. P, *Teaching Media A Sistematic Approach*, 1980), p. 105.

In this final project the researcher uses audio visual media that are flash animations instructional media because they are appropriate for the teen learners since they sometimes can be used in large-group situations to test the abilities of learning to reproduce or interpret what they have learned or to apply familiar principles of the story. So, the media become interesting and enjoyable media as alternative technique in teaching learning process.

2. Flash Animation as A Medium

Flash technology has become a populer method for adding animation and interactivity to web pages. According to Widada flash is a program which is used to create animation two dimensions or three dimensions artwork and interactive animation and usually used to create sites, advertisements, animation logogram, and several application in internet.⁹ Animation is the rapid display of sequence of images to create an illusion of movement.¹⁰ To create animation, we can use macromedia flash, adobe flash and etc. So, flash animation is an animated film which is created using adobe flash or similar animation software and it is commonly used as game animation, advertisement or various components, to integrate video into web pages, and more recently, to develop rich the internet applications.¹¹

Pictures are one of the visual aids that can be used in teaching learning process more clearly. Harmer explains that pictures are clearly indispensable for the language teachers since they can be used in many way. Commonly teachers use pictures or graphics, whether drawn or taken from books, newspapers, magazines and photographs to facilitate their teaching and learning process.¹²

⁹ Widada HR, *Paling Dicari! Belajar Animasi 2D & 3D*, (Yogyakarta: Media Kom, 2010), p. 9.

¹⁰<http://falakh.wordpress.com/about/animasi-flash/> Accessed on October 19th 2011 at 15.00

¹¹<http://www.flashanimationwebsitedesign.com>. Accessed on October 19th 2011 at 16.00

¹²Jeremy Harmer, *The Practice of English Language Teaching* (New York: Longman, 2001), p. 134.

Nowadays, flash animation become one of the alternative media that can be used in teaching-learning process. Flash animation not only provides for children and young learners, but also this media compatible for teens and adults. Moreover, It is appropriate to become a communication media and an effective learning media for everyone. Allen and vallette state, “The teaching of English should need the techniques to make the English lesson more exciting¹³. Based on the statement above,the teacher’s creativity including in using media will affect the students’ result in learning English.

To make the students motivate and enjoyable to learn, the teacher should use an interesting teaching method, as Jeremy Harmer said that teacher’s method in teaching could be intrinsic motivation which motivate the students to learn.¹⁴ When teachers teach the lesson to students, they should give them new things or they should use the interesting method or strategy in teaching. One of the strategies that can be used by teacher in teaching is by using media to support the teaching and learning process.

Flash animation is one of the interesting media that is appropriate to be used in teaching a second language. The students will be able to study narrative text through a fun and relax ways. In using this media, the teacher can control the class and giving information and help to build the understanding of several story that rather difficult to understand.

From statement above, the writer draws a conclusion that flash animation is a set of multimedia technologies to create the interactive animation objects, or computer-generated images. Flash animation is the new technique that becomes an alternative strategy in teaching English. This media is very interesting and enjoyable for the learner because it shows images of two dimensions or three dimensions artwork or model positions in order to create an illusion of movement.

¹³E.D. Allen and Valette R, *Classroom Techniques Foreign Language and English as A Second Language*, (San Diego: Horcourt Brace Jovanovich, Inc, 1977), p. 33.

¹⁴Jeremy Harmer, *How To Teach Writing*, (England: Longman, 2007), p.20.

By using this media, student will see the colorful object, see gestures of the model, identify the movement of illusions, and also predict the specific and general message (idea) of an animation. Therefore, the media can raise the students' motivation to speak up especially in teaching and learning narrative text.

3. Flash Animation in Teaching Spoken Narrative Text

a. Teaching Speaking

Teaching is an education activity. Teaching is one of the most useful professions in the world. Teaching helps someone how to do something and make them understand the new knowledge. In teaching, there is an interaction process between teacher and students in the case of transferring knowledge. To teach English, an English teacher must have the proficiency in English. The English teacher must master the materials to convey the ideas clearly, they must be creative in presenting the materials when they are in front of the class. The process of teaching should be directed to make students are able to communicate in English instead of memorizing the grammatical forms.

Basically teaching and learning process is communication process. Teaching and learning activity in the classroom is one of world communication consist of teacher and students to change the thinking to improve ideas and definition. Speaking is the important aspects in learning language, because speaking is the important tool for communication. Allah has taught human an ability to communicate or art of speech that are verses in Al Qur'an which shows it,



He has created man (and) taught him the art of speech and exposition. (Q.S. ar-Rahman/55: 3-4).¹⁵

From the verses above, we know that Allah has given to human beings art of speech is used by which they can communicate each other and fulfill their need to survive. Human beings can master art to speech, in this case

¹⁵A Yusuf Ali, *The Holy Quran*, (USA: Amana Corp, 1983), p. 1472.

mastering language by way of learning speaking. It means that we can talk with the others about anything to take and give information or knowledge by one others

Speaking is a productive skill consisting of verbal utterance production which derives attention both in first and second language, the purpose is to share idea or meaning. According to Hornby, speaking is making use of language in ordinary voice; uttering words; knowing and being able to use a language; expressing oneself in word; making a speech.¹⁶ Speaking is very important for human being's life. It is an interactive process of constructing meaning that involves producing and receiving and processing information.

Based on Richards states that speaking establishes and maintains social relations, and the transactional functions, which focus on the exchange of information.¹⁷ Speaking is viewed as a primary skill since people are starting the ideas in their native language through spoken language. After people are being able to speak in their native language, they begin to develop the reading and writing skill.¹⁸ Therefore, it helps people to express and share the idea what go through their mind.

According to Brown theory there are five basic types of speaking, as follows:¹⁹

1) Imitative

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

2) Intensive

The production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or

¹⁶A S Hornby, *Oxford Advanced Learners' Dictionary of Current English*, (N: Oxford University Press, 2002), p. 211.

¹⁷Kathleen M Balley, *Practical English Language Teaching: Speaking*, p. 2.

¹⁸Kathleen M Balley, *Practical English Language Teaching: Speaking*, p. 103.

¹⁹H. Douglas Brown, *Language Assessment Pinciple and Classroom Practices*,(San Francisco: Addison Wesley Longman), Inc, 2001, 2nd Ed, p. 140.

phonological relationships (such as prosodic elements, intonation, stress, rhythm, juncture).

3) Responsive

The interaction and the test comprehension but at somewhat limited level of very short conversations, standard greetings, and small talk simple requests and comments, and the like.

4) Interactive

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

5) Extensive (Monologue)

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

In a language classroom, students should be active participants. To conduct successful communication activity, the attention should be focused on the four aspects of classroom interaction that enhance communication, that area social climate, variety in learning activities, opportunity for the students participation, feed back and correction.

Harmer mentions some activities that can be done in the speaking classroom.²⁰ First, is acting for script, the students are asked to act out scenes from plays and or their course books, sometimes filming result. Students will often act dialogues they have written themselves. This frequently involves them in coming out in front of the class. Second is discussion, one of the reasons that discussion fail is students are reluctant to give an opinion in front of class. Third is preparing talk: a popular kind of activity is the prepared talk where a student or students make a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversation;

²⁰Jeremy Harmer, *The Practice of English Language Teaching*, p. 271.

because they are prepared, they are more 'writing-like' than this. However, if possible students should speak from note than script. And last is questionnaires, they are useful because by being pre-planned, they ensure that both questionnaire and respondent have something to say each other

Many language learners regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read, write or comprehended oral language. They regard speaking as the most important skill they can acquire and they assess their progress in terms of their accomplishments in spoken communication.

Speaking is very important for human being's life. It is an interactive process of constructing meaning that involves producing and receiving and processing information. Based on Richards states that speaking establishes and maintains social relations, and the transactional functions, which focus on the exchange of information.²¹ Therefore, it helps people to express and share the idea what go through their mind.

In our general community, speaking becomes the medium part excellence of social solidarity, of social ranking, of professional advancement and of business relationship. Therefore, we can see the personality trait and the ability of each people by predicting their capacity and the content of their speaking. Actually speaking becomes the simple way to intercommunicate and interaction to others.

Teaching and learning process of English in Senior High School is based on the school based curriculum. English subject has some purposes:²²

- 1) Improving the communication capability in the form of spoken and written to gain informational literacy level.
- 2) Have the awareness about the essence and important English to improve nation competition in the global society.

²¹Kathleen M Balley, *Practical English Language Teaching: Speaking*, p. 2.

²²Depdiknas, *Kurikulum 2006 Standar Kompetensi Mata Pelajaran Bahasa Inggris*, (Jakarta: Depdiknas, 2006), p. 308.

3) Developing the understanding in relation between language and culture to gain the information of culture.²³

It means that students are able to communicate oral and written language which is implemented in the daily life context. From the quotation above, the purpose of teaching English in Senior High School is the ability of communication.

A teacher of English subject has to make speaking class that gives more chance for students to communicate. Teacher can link the lesson with students' daily problems and give materials relate on how to solve the problems. It is also good if students can learn moral values from the lesson that will be used in their daily life. The important thing for the teacher is to give the students more opportunity to practice their speaking skill by providing more activity that put them into the real practice of communication.

b. Narrative Text

According to Anderson Mark text is some words are put together to communicate a meaning.²⁴ When we speak or write to communicate a message, we are constructing a text. When we read, listen to or view a piece of text, we are interpreting its meaning. It means that text can be both in spoken and written form. Based on Gerot and Wignell there are thirteen text types such as: spoof, recounts, reports, analytical exposition, news item, anecdote, narrative, procedure, description, hortatory exposition, explanation, discussion, and reviews.²⁵

According to Kirszner and Mandel, a narrative tells a story by presenting a sequence of events.²⁶ While Anderson and Anderson say that a narrative is a piece of text which tells a story and, in doing so, entertain or

²³Depdiknas, *Kurikulum 2006 Standar Kompetensi Mata Pelajaran Bahasa Inggris*, p. 308.

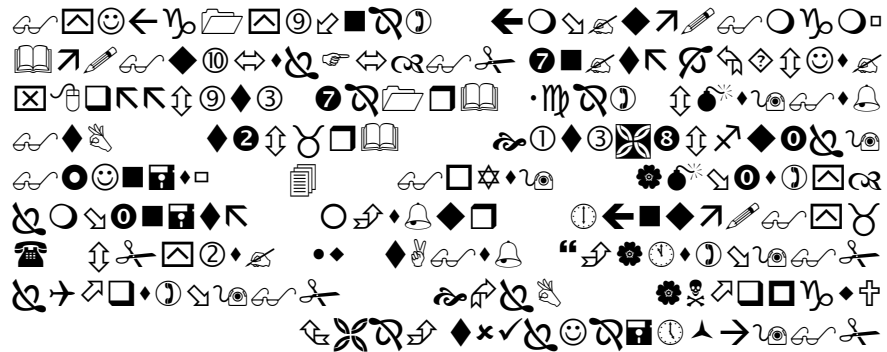
²⁴Mark Anderson, and Kathy Anderson, *Text Type in English 2*, (South Yarra: Macmillan Education Australia Pty Ltd, 1997), p. 33.

²⁵Linda Gerot and Wignell Peter, *Making Sense of Functional Grammar*, (Sydney: Gerd Stabler, 1994), p. 208.

²⁶Laurine G Kirzsner and Stephen R Mandel, *Pattern for College Writing*, (New York: St. Martin's Express, 1980), p. 33.

informs the reader or listener. The social function is to tell stories or past events and entertain the readers or listeners. From the definition above, we can know that narrating is one of the most common forms of human conversations. There are many things that we can narrate. For example: when we our mother tell us about Kancil or Malin Kundang.

This is one of the examples of narrative text in the holy Quran. Allah stated in al-Qashas verse 25:



Afterwards one of the (damsels) came (back) to him, walking bashfully, she said: “My father invites thee for having watered (our flocks) for us.”. So when he came to him and narrated the story, he said: : Fear thou not: (well) hast thou escaped from unjust people.”(Q.S. al-Qashas/28:25).²⁷

The verse above told about prophet Moses that got an advice to escape Egypt. There was some authorities who discussed Moses’s death so he had to escape the country. The verse is about the resolution of the story or solving problem. Prophet Moses met two women and helped them then he got recommendation from their father. It is a conclusion about the story.

Gerot and Wignell explain that a narrative text is the text that has purpose to amuse, entertain and to deal with actual or vicarious experience in different ways.²⁸ Narrative deals with problematic events which lead to a crisis or turning point of some kinds and finding a resolution. The writer writes the events or incidents in the crhonological event time of story. He also

²⁷A Yusuf Ali, *The Holy Quran*, (USA: Amana Corp, 1983), 1008.

²⁸Gerot, L and P Wignell, *Making Sense Functional Grammar*. (Sidney: Gerb Stabler, 1995), p. 48.

states that narrative is used to amuse or tell people by arousing the past. From the opinion above, the writer can conclude that narrative text function is to amuse, entertain the reader or listener by arousing the past events.

A narrative can be spoken or written text. A bedtime story is a form of spoken narrative. The parents usually tell a story to the children before they sleep. Some of the familiar of narrative are novels, short stories, folktales, myth, and legends and so on. All of narrative form above is written text. Narration is a telling story. Then, to be interesting, a good story must have interesting content. It should talk about an event our audiences would find engaging. We might think of our narrative as a movie in which the audience see people in action and hear their speak. Therefore, the writer should be detailed and clear, with events arranged in which they happened or in some other effective way.

In English syllabus and support document, there are many different forms of narratives text that include:²⁹

- 1) Traditional tales, such as fairy tales, folk tales, myth, legends, and aboriginal children stories.
- 2) Moral stories and cautionary tales such as fables and parables.
- 3) Realistic stories example: No Worries, the film directed by David Elfick; Change the Lock, a novel by Simon French; Crusher is Coming, a picture book by Bon Graham.
- 4) Historical narratives, example: the historical novel by Rosemary Sutcliffe.
- 5) Fantasy, example: Tolkien's The Hobbit; CS. Lewis Narnia series.
- 6) Science fiction, example: Grinny by Nicholas Fisk; Space Demons by Gillian Rubenstein; The City of Gold and Lead by John Cristhopher.

There can be combination of narratives within each of different forms. An adventure narrative could include humor and romance. Similarly, crime novel could also include romance and mystery. Sometimes, the term genre is used for the form of narrative.

²⁹K-6 *English Syllabus and Support Document*, (New South Wales: Board of Study)

One way in understanding narrative text is by identifying the generic structure of that text. The structure of a text is called generic structure. Anderson tells us how to make a good narrative text with the generic structure:

1) Orientation

In this paragraph, the narrator tells the audience who is in the story, when it is happening, where it is happening, what is going on.

2) Complication

This is the part of the story where the narrator tells about something that will begin a chain of events. These events will affect one or more characters. The complication is the trigger.

3) Sequence of Events

This is where the narrator tells how the characters react to the complication. It includes their feelings and what they do. The events can be told in order (the order in which they happen) or with flashbacks. The audience is given the narrator's point of view.

4) Resolution

In this part of the narrative where the complication is sorted out or the problem is solved.

5) Coda or reorientation (optional)

The narrator includes a coda if there is to be a moral message to be learned from the story.³⁰

There are some language features that become special characteristic of the narrative text:

1) Using nouns and pronouns to identify people, animal or things involved.

For example: king, princess, he, she, it, etc. Specific participant is special characteristics object. Example: Cinderella, Aladdin.

³⁰Anderson M, *Text types in English. 2.* (Australia: Macmillan Education Australia Pty Ltd, 1997), p. 12.

- 2) Using adjective is useful to shape noun phrase. Example: beautiful white skinned girl, etc.
- 3) Using time connective and conjunctions to sequence the events. Example: then, when, suddenly.
- 4) Using adverbs and adverbial phrases to indicate place and time. Example: here, there, at home.
- 5) Using action verb in past form. Example: lived, drank.
- 6) Using saying verb which sign to pronounce something. Example: said, told promised, etc.³¹

c. The Role of Flash Animation in Teaching Spoken Narrative Text

Teaching English as a foreign language sometimes makes the teachers realize that are transferring knowledge to the students are not easy. A good teacher will not surrender, if the students are bored with the lesson. One of the ways to teach spoken narrative is by using flash animation. The use of flash animation in teaching speaking especially narrative text is actually meant to help students to understand the material. By using flash animation during the teaching and learning process, it is hoped that teacher will be able to motivate the students to learn and pay attention to the material presented. One of advantages of flash animation is colorful film which can add reality of object, which is practiced. So, it can show reality of pictures in form of nature expression. It can arouse students understanding in plot of story.

Flash animation can be used to teach both material and giving examples. There are two kinds of flash animation used in this study. The first is flash animation in the form flash presentation. Flash presentation is presentation that is made by using flash program. It presents the material in the form of letters, just like using Microsoft Power Point. The second is flash animation in the form cartoon. It is used to give the examples of narrative texts. The researcher only used flash animation that form is cartoon in

³¹Alexander Mongojaa, *English Revolution*, (Jepara: Mawas Press, 2006) p. 5.

teaching spoken narrative text such as the legend of Prambanan Temple, Mount Tangkuban Perahu, The Golden Shell and etc.

Moreover, by doing this media, teacher can encourage the students' motivation in speaking skill, without such motivation teachers will almost certainly fail to make necessary effort.³² Furthermore, animated cartoon icon has unique appeal to everyone. Learning English using flash animation will give a big contribution in speaking skill because the basic composition of flash animation is entertainment. It will become a new genre of educational learning process named edutainment.³³ Therefore, it can arouse the students' interest to produce many sentences orally.

The role of flash animation in the class room is as a medium which can affect the success of teaching and learning process. In this research, the writer uses flash animation that consists of cartoon figure. So, the teaching and learning process becomes interesting and fun because the students enjoy and love the cartoon figure that presented on the media given. In another term, it can help students to build their idea in spoken narrative text. Because the students can see the gesture, expression, mood and also the back sounds. Therefore students can get an idea of the story talking about. Without any media, when the teacher asks students to speak, they will get difficulty in speaking. By using flash animation as a technical tool, it can help engage students to improve students' ability in speaking, especially in teaching and learning spoken narrative text.

4. The Advantages and Disadvantages of Flash Animation in Teaching Spoken Narrative Text

As stated in the previous discussion, that teacher's creativities including in using media will affect the students' result in learning process. Flash Animation is one of the alternative media that is appropriate to be used in teaching a second

³²Jeremy Harmer, *The Practice of English Language Teaching*, p. 1.

³³Priyanto Hidayatullah, *Animasi Pendidikan Menggunakan Flash*, (Bandung: Informatika, 2011), p. 4.

language. Flash animation also becomes the part of prepared talk. Based on Harmer that prepared talks represent a defined and useful speaking genre, and if it is properly organized, it can be extremely interesting for both speaker and listener.³⁴

There are still few teachers that use the multimedia technology as a medium especially flash animation in the learning and teaching process they prefer a conventional way than a multimedia technology. Actually, it commonly happens because they have to know the student's capacity of general ability in mastering the subject. Many of them think that as professional teacher should be selective in choosing teaching aids for helping their students. A teacher has to think whether media that used is really effective to use or not, or on the other hand it would make a student's disaster because most of the students feel media that used very complicated and make them bored.

Cartoon figure is very common of different ages' people especially for young and teen learners. So, the writer chose flash animation that consists of cartoon component as a medium in teaching and learning process. By using this media, the learning and teaching process becomes interesting and fun because the students enjoy and love the cartoon figure that presented on the media given. Actually, the main reason of using flash animation as media is basically, flash animation is categorized to the medium level of aid because it is simpler than films or movies but more complex than still or permanent picture. In teaching learning process, the use of media has many advantages. In this study the use of flash animation as a medium in teaching have several advantages.

They are the advantages of Flash animation in teaching and learning spoken narrative text:

1) Flash animation as a medium.

Flash animation is different from animated film that very common used as media. Films or movies are very complex and takes long duration. On the other hand, flash animation provides an innovation. It is simpler than films or movies

³⁴Jeremy Harmer, *The Practice of English Language Teaching*, p. 274.

but more interesting than still picture because it is a movement object. It is also understandable because the idea or the theme is so simple but packed in the unique graphic.³⁵

2) Flash animation avoids students' boredom in learning English.

Many teachers prefer use a conventional way in teaching and learning process like text book, handout, and black or whiteboard. Introducing flash animation as a new way in learning activity will avoid the students' boredom because it is different from usual media that used by their teacher.

3) Flash animation can arouse the students' motivation in learning English.

Flash animation help teacher to motivate students by bringing a slice of story into the classroom. Moreover, it is one of the technical media that carries a large degree of interesting aspect in that they can play all of the students' idea and imagination into the classroom without any pressure in learning English.

4) Flash animation as the alternative genre education: edutainment.

In teaching spoken narrative, flash animation has a purpose to help students to get and tell their idea to tell the story easily. Furthermore, learning English using flash animation gives contribution in speaking skill because the basic composition of flash animation is entertainment. It becomes alternative genre of educational learning process named edutainment.³⁶

5) Flash animation helps students in learning English independently.

By using this media, students can get the idea of the story and pretend themselves as the main actor. Besides, students not only can imitate the dialogue and pronunciation based on the media given but also they can produce their own sentence. In addition they can share to their friends about how to produce the correct pronunciation by doing a small group discussion activity and drilling activity as the exercise for treating their ability in telling story orally.

³⁵<http://www.animwork.dk/TWA/Guide.html>. Accessed on July, 1st 2012 at 11:59

³⁶Priyanto Hidayatullah, *Animasi Pendidikan Menggunakan Flash*, p. 4.

6) Flash animation shows about gesture, expressions, and moods to make students easier in catching the idea.

The gestures, expressions and moods that are shown in the flash given are a good way to convey the idea or the theme of the story talking about. Hence, they will guide the students understand every single events happen on the story.

7) Flash animation provides clear series of events.

Actually, the main point of teaching the genre of text is the content of text. By using flash animation, students can understand the series of event chronologically so, they can produce their own sentences orally. They also can explore their sentences after identifying many objects that they have seen on the flash animation given.

8) The media of flash animations are available to get.

We can get and download many kinds of flash animation in many providing sites for examples: babaflash.com; rekamatra.com; nyamokanimation.com; hellofest.multiply.com; iloveegg.com; and ainaki.com; Furthermore, we can make it by using Macromedia Flash, Flash 8, or Flash MX.

This media shows a flash with a general idea or themes, therefore students can get an idea of the story talking about and they can guess the whole of the story and pretend themselves as the main actor, hence they can retell to their teacher and friends about the story have been happend. According to Harmer that the power of creation can provoke genuinely creative and communicative uses of the language, with students finding themselves “doing new things in English”.³⁷

The disadvantages of flash animation are still few schools which are providing multimedia technology's equipments. Because of this condition, if the school does not provide the equipments, the teacher should prepare everything that he needs by himself. He also has to prepare carefully to use the equipments and have the ability to use them properly.

³⁷Jeremi Harmer, *The Practice of English Language Teaching*, p. 282.

In teaching and learning process, teacher has a function as the guide and the facilitator. So, he has to master the material and manage the classroom management especially in dealing and focusing the speaking skill components such as pronunciation, grammar, vocabulary, fluency, and content. If teacher does not have any proper ability in mastering the material and classroom management it will make the process of teaching and learning stuck in the middle of process.

C. Hypothesis

Based on the result of those literature review and previous research, the writer concluded that there will be significant difference (H_a) of the student's achievement in speaking narrative text who taught by using flash animation as a medium in teaching learning process. The students who taught by flash animation will get the better score than the students who taught without flash animation. It means that the use of flash animation improve students speaking of narrative text, so flash animation is effective for teaching spoken narrative text at the tenth grade of SMA Islam Sultan Agung I Semarang in the academic year of 2012/2013.