MODIFYING THE USE OF MACROMEDIA FLASH ANIMATION NON-INTERNET TO MAXIMIZE STUDENTS' SPEAKING PERFORMANCE AND TO IMPROVE THEIR MOTIVATION

(A Thesis)

By

Rika Silvia

ENGLISH MASTER PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
THE FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
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Research Title : **MODIFYING THE USE OF MACROMEDIA FLASH ANIMATION NON-INTERNET TO MAXIMIZE STUDENTS' SPEAKING PERFORMANCE AND TO IMPROVE THEIR MOTIVATION**

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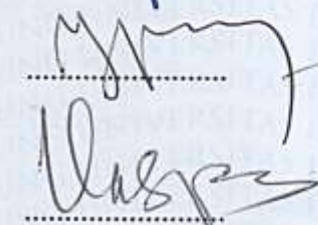**Dr. Flora, M.Pd.**
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ABSTRACT

MODIFYING THE USE OF MACROMEDIA FLASH ANIMATION NON-INTERNET TO MAXIMIZE STUDENTS' SPEAKING PERFORMANCE AND TO IMPROVE THEIR MOTIVATION

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This study aimed at investigating significant effect of modified the use of macromedia flash animation non-internet to maximize students' speaking performance, finding out what aspect of speaking mostly improved after being taught by using macromedia flash animation non-internet, and discovering the effectiveness macromedia flash animation non-internet to attract the students' attention during teaching learning process.

This research was experimental research based on one−group pretest−posttest design. Science class (X IPA 2) was taken as the subject of the research. To collect the data, the researcher administered questionnaire, observation sheet, interview, and speaking test. . Then the data were collected by using by using Statistical Package for Social Science (SPSS) version 17.00 program. From table paired samples T-test, there were significant improvement. It can be seen from the students' speaking performance score between pretest and posttest was 56.66 to 71.36, with the gain 14.70 between pretest to posttest. Teaching learning process by using macromedia flash animation non-internet for classroom practices was effective to improve students' motivation to learn. Since teaching by using media give possitive impact to the students' because the students' not only focus to the material but also the students' can remember the material they have watch. In this case the higher students' motivation was, the higher achievement in speaking the students would get.

Key words: Macromedia Flash Animation Non-internet, Motivation, Speaking Performance

CURRICULUM VITAE

The writer, Rika Silvia, was born on April 15th 1989 in Belalau. She was the first child from the lovely couple Suandi Sahri and Zurni. She started her study at State Elementary School 1 Liwa in 1995 and graduated in 2001. Thereafter, she was enrolled as a student of state junior high School 1 Liwa and graduated in 2004. In the same year, she registered at senior high school 1 Liwa, she studied in Science Studies as her major and graduated in 2007.

She entered Yogyakarta State University and major in English Education Study program as her major in the faculty of languages and arts in 2007 through PMKA. In July – September 2010 she accomplished her teaching practice at YPKK Vocational School Gamping, Sleman, Yogyakarta. After finishing her S1 degree, in 2012, she registered as a post graduate student at English Education Master Degree Program at University of Lampung. In March 2017 she participated as paper presenter at national seminar and workshop of SEMNASTA 3 in University of Lampung.

DEDICATION

This thesis is humbly dedicated to:

My beloved parents: Mother and Father

My big family

My beloved partner in crime: Abib

My comrades, the Third Batch of MPBI UNILA 2015

My lecturers and my almamater, University of Lampung

MOTTOS

If you never try you will never know

(Cold Play)

Which favor of your Lord would you deny?

(*QS*: Ar – Rahman, 55)

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being so helpful during the research process. Appreciation is also addressed to her beloved students of class X IPA 2 for their participation in this research.

The greatest honor and sincere thanks would be dedicated to her beloved families, her father Suandi Sahri and her mother Zurni. It is truly undoubted that loves, cares, spirits, motivation, patience and willingness to wait for her graduation and timeless prayers during days and nights are everything for her. Her grateful love and thanks also extended to her big family, uncle, aunt, cousin, and all her family without any exception.

The writer also would address her thankfulness to her beloved comrades the Third Batch of MPBI Unila 2015. Thank you so much for everything. It will be never forgotten.

Finally, the writer realizes that this thesis proposal still has some weaknesses. Therefore, criticisms and suggestions are invited for its improvement. Hopefully, this thesis proposal can give benefits to the readers and those who want to carry out further research.

Bandar Lampung,   Februari 2018

Writer

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I. INTRODUCTION

The first chapter is concerned in the background of the study, identification of the problems, limitation of the problems, formulation of the problem, the objectives of the study, significances of the study and definition of terms.

1.1 Background of the Study

In teaching − learning process, there are four skills that should be mastered by the students. One of them is speaking. Speaking plays an important role in learning English. The goal of learning English is to speak English well. Bailey and Savage in Murcia (2001) as cited in Sari (2015) stated for most people, the ability to speak a language is synonymous with knowing the language since speech is the most basic means of human communication. They add that speaking in the second or foreign language often has been viewed as the most demanding of the four skills. Pinker (1994) in Hesketh & Laidlaw (2002) stated language is a complex, specialized skill. It develops in the child spontaneously, without conscious efforts or formal instruction.

Meanwhile, in Indonesia, English is categorized as a foreign language, not as a mother tongue. It denotes that learners of the language are foreigners who study it for various

purposes. Davies and Pearse (2002) in Wijaya (2015) assert there are some clear implications for teaching speaking: The first point is trying to create a relax atmosphere in the class, such as pairs and group works. The second one is exposing the learners as much as possible. It is for pronouncing speech naturally and developing speaking skills in general if they do not hear enough natural speech. The third point is accustoming the learners to combine listening and speaking in real time, in natural interaction. They add that the most important opportunity for this is the general use of English in the classroom.

The teachers have a big role in classroom activities. In teaching – learning process a teacher is being demanded to be creative in speaking. According to Cameron (2001:40) speaking is the active use of language to express meanings so that other people could make sense of them. She also says speaking is more difficult than listening. It is due to the fact that speaking is not only about understanding but also about producing. While, Pinter (2006) in Wijaya (2015) says to be able to speak fluently, we have to speak and think at the same time. Therefore, it requires careful and plenty sources of skills. As supported by Harmer (2002) in Wijaya (2015) , elements of speaking are the ability to speak fluently while the students' performance on the purpose and the ability to process information and "language on the spot."

In teaching speaking, a teacher has to understand what is meant by teaching speaking, and how to do it. Teaching speaking is to teach English learners to produce the English

speech sounds and sound patterns; use words and sentence stresses, intonation patterns and the rhythm of the second language; select appropriate words and sentences depending on the proper social setting, audience, situation and subject matter; organize their thoughts in a meaningful and logical sequence; use language as a means of expressing values and judgments; and use the language quickly and confidently with few unnatural pauses which is called fluency.

Nevertheless, there are some problems in teaching and learning process. The first one is the students do not pay their attention to the teacher because they think that English is a difficult subject to learn. It makes the students doing something unrelated to the teaching and learning process, such as drawing something in their books, playing around and disturbing each other. The second problem is the students have low motivation in attending the class that turns into one of the most crucial problems. It shown by students' behavior in the class, for example, they ask permission to the teacher to go outside the class for some reasons, such as going to restroom and washing their hands. Likewise, the students have inadequate vocabulary mastery. Vocabulary is an important thing in speaking ability. Without vocabularies nothing we can convey. We cannot say anything without vocabulary items. Therefore, those who have a small amount of vocabularies will think when they want to say something. It will affect their fluency.

As a result, it is in accordance to what researcher found in pre-observation in State Senior High School of 1 Liwa, West Lampung. For the students, English is a complex subject. The students mostly used more Indonesian or Lampungnese than English. It was also found that the students had difficulties in pronouncing a new word that they found or heard. The teacher only used a conventional method during teaching – learning process. The students were asked to translate a text from the book. It caused the students feel bored and be lazy because of those activity.

In teaching speaking skill, teachers are engaged in two processes. Those are making an instrument and giving the students to practice in its use. Making the instruments requires much practice in the compulsory associations of the new languages: lexical items, morphological patterns, syntactical patterns, and sentence types. When the students want to express something in the new language, they concentrate on what they want to say rather than on the details of how to say it acceptably. The implementation of a teaching technique in the class is influenced by two main factors. The first factor is related to the students' personal factors, such as motivation, attitude, self-confidence, and aptitude. The second factor is related to the learning process such as learning styles, teaching media, learning materials, learning strategies and teachers' roles.

The students get involved in the learning process if their cognitive, affective, and psycho motoric aspects focus on the learning activities they are doing. Thus, it is necessary to design various teaching techniques in order that the learning objectives can

be achieved. The teaching techniques are designed based on a certain approach to make the learning process run as effectively as possible. According to Brown (2000), cognitive function can be viewed from visual symbols or images to facilitate achievement of the objectives to understand and recall information or messages contained in the images. Affective functions can be viewed from the comfortable level of students when learning (or reading) the text with a picture. Pictures or visual symbols could arise emotions and attitudes of students, such as information concerning social or racial issues. Psycho motorist function is the core, namely attracting and directing attention to the students to concentrate on content related to the meaning of the displayed visual or text accompanying the subject matter. Often at the beginning of the lesson, the students do not pay attention to the teacher because they do not like the subject matter that the teacher teaches.

Still from the pre-observation of teaching – learning English activities, the researcher found that the students had low motivation because the teacher took a center role during teaching – learning and the teacher also did not offer the students opportunity to express their ideas and their thought. In teaching – learning process, it is important to give the students motivation in order to make the students feel enthusiasm to join the classroom activity. Not only students acquired motivation from the teacher but also from the materials and the activities. How do we know when students are motivated? They pay attention, they begin working on tasks immediately, they ask questions and volunteer answers, and they appear to be happy and eager (Palmer (2007) in Williams (2011). The five key ingredients impacting students' motivation are: student, teacher, content,

method/process and environment. For example, the student must have access, ability, interest, and moral value of education. The teacher must be well trained, must be focus and monitor the educational process, be dedicated and responsive to his or her students and be inspirational. The content must be accurate, timely, stimulating, and pertinent to the student's current and future needs. The method or process must be inventive, encouraging, interesting, beneficial and provide tools that can be applied to the student's real life. The environment needs to be accessible, safe, positive, personalized as much as possible and empowering. Motivation is optimized when students are exposed to a large number of these motivating experiences and variables on a regular basis. That is, students ideally should have many sources of motivation in their learning experience in each class.

There are some factors that enhance the students' motivation. The first one is intrinsic and extrinsic motivation. Intrinsic motivation factors can be found in most students' involvement, curiosity, challenge and social interaction. However, extrinsic motivation factors can be found compliance, recognition, competition and work avoidance. The second one is various individual and social factors. Overall academic motivation is affected by various individual and social factors. The third one is efficient use of energy and focus. It means that each individual ultimately will be required to become a master of focusing on and using skills, such as personal energy conservation and regeneration. The fourth one is study time and habits. The quantity of time spent studying has an influence on performance. This influence is moderated by the students' study habits. The ability to concentrate similarly encourages students' performance positively. The

fifth one is public speaking competence. As we know that speaking is one of the fourth skills that must be mastered by the students. It is not easy to make the students feel confident to speak in front of the class. Public speaking is a prevalent phobia of most people, continued practice in public speaking will teach students how to face their greatest fears and get over them, hence, getting over unconscious blocks, rebuilding traits, and enhancing self-concept. These positive results should make students more confident and motivated.

Nowdays, teaching by using media can help the teacher deliver the materials easily. One of media that can be used by the teacher is computer. According to Davies (2010) in Mahdi (2013) Computer Assisted Language Learning (CALL) is an approach to language teaching learning in which computer technology is used as an aid to the presentation, reinforcement, and assessment of material to be learned, usually including a sustainable interactive element. CALL programs are aimed at teaching aspects of the language learning process through the medium of the computer. CALL programs can be and have been developed for many parts of the language learning process. Moras (2001) in Seljan et.al (2002) divided CALL development into three phrases: the first one is Behaviorist. CALL was implemented when the Audio-Lingual Method was widely used. It provided the students with drills and practice. The second one is the Communicative Approach focuses more on using forms than on forms themselves because this programs provide skill practice in a non drill format. The third one is CALL approach is based on multimedia computers and the Internet that combine text, graphics, sound, animation and video.

To make it specific, the researcher tried to use macromedia flash as the use of Computer Assisted Language Learning. Macromedia Flash animation is an animation which has been used by animators to create professional animations. It is very flexible and commonly used to create interactive animations, games, company profile, advertisement, movies, and various web page components. In this research, the writer focused on short movie animation which attracts the students' attention when delivering the materials. In the video, the students not only can see the picture but also can hear the sound.

1.2 Identification of the Problems

Based on the pre-research, the writer identified some problems of teaching learning speaking of Tenth grade students of State Senior High School of 1 Liwa, West Lampung. The first problem was the students felt shy and afraid of speaking English. When the teacher asked the students, they smiled, laughed, and made some noises. The second problem was the students only mastered a small amount of vocabularies. It caused the students hard to speak. The students brought dictionary during English learning on the contrary only some students used it. The next problem was when the students spoke English, they translated it from *Bahasa Indonesia* into English. Another problem was the students were not actively involved in the classroom activities. The students did something unrelated to English lesson, for example, drawing something in a piece of paper and talking to their friends. Still another problem was the students had low attention. The sixth problem was English lesson is a difficult subject for the

students and it made them be low motivated to parcipate during the class. The last problem was the school facilities. There was no LCD or projectors. It made the teacher only focus on the book.

1.3. Limitation of the Problems

Based on the problem identification above, the writer limits the problems into

a. Students' low speaking performance.

b. Students' low motivation.

c. Students' low attention.

1.4 Formulation of Problems

Based on the background, identification, and limitation of the problem above, the research problem can be formulated as follows:

1. Is there any significant effect of the use of modified Macromedia Flash Animation Non-internet to improve students' speaking performance?

2. Which aspects of speaking mostly improve on students' speaking performance after being taught through modified of Macromedia Flash Animation Non-internet?

3. Is there any significant effect of students' motivation on their speaking performance?

4. Is there any significant effect of the use of modified Macromedia Flash Animation Non-internet to attract students' involvement?

1.5 Objectives of the Study

Related to research questions, the objectives of this study are cited as follows:

1. To find out the effectiveness on the use of modified Macromedia Flash Animation Non-internet to impove students' speaking performance.

2. To find out which aspects of speaking mostly improve on students' speaking performance after being taught through modified of Macromedia Flash Animation Non-internet.

3. To find out the significant effect of students' motivation on their speaking performance.

4. To find out the effectiveness on the use of modified Macromedia Flash Animation Non-internet to attract students' involvement.

1.6 Significance of the Study

a. Theoretical

The findings of this research are expected to support the existing theories on speaking, motivation, and CALL which are discussed in Chapter Two.

b. Practical

The writer has an expectation that the thesis can be useful for the writer, English teachers, and for the students:

1. To the writer: the writer expects this thesis will assist her to be a good and creative teacher.

2. To the teachers: this thesis will give a new paradigm to English teachers in teaching English, and they will find some of the problems faced by the students in learning English.

3. To the students: this research will be more motivated in learning English and make them more confident, especially, when they speak English.

1.7 Definition of Terms

a. CALL

CALL refers to any process in which the learner uses a computer to improve foreign language competence. The technology includes not only computers but also smart phones, tablets, and MP3 players. CALL is one of media that can be used by the teacher to deliver the materials to the students.

b. Macromedia Flash

Macromedia Flash is a multimedia and software platform used for creating vector graphics, animation, browser games, rich Internet applications, desktop applications, mobile applications, and mobile games.

c. Speaking

Speaking is one of four skills in teaching learning process. Speaking is expressing an idea of anybody to others to deliver what is in thought. Teaching speaking is not easy because it need patience in order to make the students speak fluently, accurately, and appropriately. In speaking teaching

learning process, the students are totally dependent on the teacher for useful linguistic feedback. It is important that students take advantage of their knowledge of English to inject the kinds of corrective feedback that are appropriate for the moment.

d. Motivation

Motivation is pushing someone interest to do something. There are 2 types of motivation. The first type is intrinsic motivation which comes from inside of a person. The second type is extrinsic motivation which comes from outside of a person. In extrinsic motivation someone will feel motivated when they get support from the others, from something interest them to do something.

II. LITERATURE REVIEW

The second chapter contains review of related literatures and review of previous research.

2.1. Review of Related Literatures

2.1.1 . The Nature of Speaking

Speaking plays an important role in learning English. The purpose of learning English is to speak English well. Bailey and Savage in Murcia (2001: 163) in Sari (2015) states that for most people, the ability to speak a language is synonymous with knowing the language since speech is the most basic means of human communication. They add that speaking in the second or foreign language has often been viewed as the most demanding of the four skills. According to Cameron (2001: 40-41), speaking is the active use of language to express meanings so that other people could make sense of them. She also say that speaking is more difficult than listening. She adds that it is because of speaking not only in understanding but also in production. Pinter (2006: 55) in Yulianingrum (2011) says that to be able to speak fluently, we have to

speak and think at the same time. Therefore, it requires careful and plenty sources of skills. As supported by Harmer (2001: 269) in Yulianingrum (2011), the elements of speaking are the ability to speak fluently on purpose and the ability to process information and "language on the spot".

Harmer (2001) in Yulianingrum (2011) describes the elements of needs in speaking as follow: First, connected speech: effective speakers of English need to be able not only to produce the individual phonemes of English but also to use fluent 'connected speech'. The second point is expensive devices: native speakers of English change the pitch and stress of particular parts of utterances various volume and speed, and how they are feeling. The third point is lexis and grammar: spontaneous speech is marked by a number of common lexical phrases in the performance of certain language function. The last point is negotiation language: effective speaking benefits from the negotiator language that is used to seek clarification and to show the structure of language. Richards and Renandya (2002: 4) in Yulianingrum (2011) also say that speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interaction. In addition, interaction involves not only verbal communication, but also paralinguistic elements of speech such as pitch, stress, and intonation.

Speaking is a complex aspect in language learning. By speaking, we can convey information and ideas, and maintans social relationship by communicating with others. In an addition a large percentage of the world's language learners study english in order to be able to communicate fluently. Many language learners regard speaking as the most important skill they can acquire and assess their progress in terms of their accomplishments in spoken communication.

Heaton (1991) in *digilib.unila.ac.id* stated that there are some factors related to speaking ability:

a. Standard of voice

   According to Gilman (1968:45) the characteristic of voices is commonly described as pitch, lounness, fluency, duration, and quality.

b. Pronunciation

   Brown (2001:198) separates teaching pronunciation into two, there are:

   1. The beginning levels: learner hopefully can surface that should be beneath which pronunciation detracts from their ability to communicate.

   2. The advenced level: learners focus on elements that go beyond basic patterns voice of quantity, phonetic distinction bertween registers and other refinements that are far more important in the several stream

of clear communication that rolling the english or getting vowel to perfectly imitate a native speaker.

c. Comprehensibility

Carel (1984:332) describes comprehension as a process in which readers use their formal schemata (rhetorical structure language knowledge) and content (background knowledge of context) in order to get meaning of printed symbol.

Scott in Johnson & Morrow (1981:70) in Meilyaningsih (2015) typifies speaking as an activity involving two (or more) people, in which the participants are both hearers and speakers having to react to what they hear and make the contributions a high speed. In other words, each participant must have an intention or set of interactions he wants to achieve in the interaction. Each participant has to be able to interpret what is said to him/her, and replay with the language he has which reflects his own intention. Meanwhile Ngadiso (2016), he concluded some definition of speaking into speaking is an interactive process (between speaker and listener) for constructing meaning that involves producing, receiving, and processing speech sound/information as the main instrument in order to give information and ideas or communicate.

From the definition above, it can be concluded that speaking is an ability to express idea, feeling, and emotions to other person. The language is used to express oneself to be understood by other.

2.1.2. Teaching Speaking

In the teaching of speaking skills, teachers are engaged in two processes. Those are forging an instrument and giving the students practice in its use. Forging the instruments requires much practice in the obligatory associations of the new languages: lexical items, morphological patterns, syntactical patterns, and sentence types. When they want to express something in the new language they can concentrate on what they want to say rather than on the details of how to say it acceptably. Davis & Pearse (2002: 82) in Wijaya (2015) states that there are some clear implications for teaching speaking: The first point is trying to create a relax atmosphere in the class such as pairs and group works. The second one is exposing the learners as much as possible. It is for pronouncing speech naturally and developing speaking skills in general if they do not hear enough natural speech. The third point is accustoming the learners to combine listening and speaking in real time, in natural interaction. She adds that the most important opportunity for this is the general use of English in the classroom.

According to Brown (2001:271), there are six kinds of oral production that students are expected to carry out in the classroom. They are:

a. Imitative

Imitative can be one of types in speaking. It concern on learners practice an intonation. This imitative is focusing on some particular elements language forms not for meaningful interactions.

b. Intensive

An intensive speaking performance is designed to practice some phonological or grammatical aspects of language.

c. Responsive

It means that students give short replies to initiate questions or comments. These replies are usually sufficient and do not extend into dialogue.

d. Transactional (dialogue)

Transactional language are carried out on the purpose of conveying or exchanging the specific information.

e. Interpersonal (dialogue)

Interpersonal dialogue carried out more for the purpose of maintaining social relations than for the transmission of facts and information.

f. Extensive (monologue)

In extensive (monologue) the students' are expected to give extended monologues in the form of oral reports, summaries, or perhaps short speeches.

From those kinds of oral production, it is expected that the teacher can create the speaking class performance more active by following the types of classroom speaking performance above and give the students chance to express their ideas.

2.1.3. Classroom Speaking Activities

According to Harmer (2007: 348) there are many classroom activities which are currently in use at or near the communicative end of the communication. They are explained below.

a) Acting from a script

Teacher can ask their students to act out scenes from plays and/or their course books, sometimes filming the result. Students will often act out dialogues they have themselves. It is important that when students are working on plays or play scripts, students should treat it as 'real' acting. In other words, teacher needs to help them to go through the scripts as if they were theatre directors, drawing attention to appropriate stress, intonation and speed. This means that the lines students speak will have real meaning. By giving students practice in these things before they give their final performances, the teacher ensures that acting out is both learning and a language producing activity.

b) Communication games

There are two categories are worth mentioning here:

1) Information-gap games. Many games depend on an information gap: one student has to talk to a partner in order to solve a puzzle, draw a picture, put things in the right order or find similarities and differences between pictures.

2) Television and radio games: when imported into the classroom, games from radio and TV often provide good fluency activities. For example in 'Fishbowl', two students speak on any topic they like, but at a pre-arranged signal one of them has to reach into a fishbowl and take out one of many pieces of paper on which students have previously written phrases, questions and sentences. Students have to incorporate whatever is on the paper into the conversation straight away.

c) Discussion

A discussion ranges from highly formal, whole-group staged events to informal small-group interactions.

1) Buzz groups

These can be used for a whole range of discussion. For example, teachers might want students to predict the content of a reading text, or teachers may want them to talk about their reactions to it after they have read. Teachers might want them to discuss what

should be concluded in a news broadcast or have a quick conversation about the right kind of music.

2) Instant comment

Another way in which a teacher can train students to respond fluently and immediately is to insert 'instant comment' mini-activities into lessons. This involves showing them photographs or introducing topics at any stage of a lesson and nominating students to say the first thing that comes into their head.

3) Formal debates

In a formal debate, students prepare arguments in favour or against various propositions. When the debate starts, those who are appointed as 'panel speakers' produce well-rehearsed 'writing-like' arguments, whereas others, the audience, pitch in as the debate progresses with their own thoughts on the subject.

4) Unplanned discussion

Students' success will depend on teachers' ability to prompt and encourage and, perhaps, to change teachers' attitude to errors and mistakes from one minute to the next. Pre-planned discussions, on the other hand, depend for students upon the way how a teacher asks students to approach the task in hand.

5) Reaching a consensus

One of the best ways of encouraging discussion is to provide activities which force students to reach a decision or a consensus, often as a result of choosing between specific alternatives.

d) Prepared talks

One popular kind of activities is the prepared talk, where students make a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversation. For students to benefit from doing oral presentations, a teacher needs to invest some time in the procedures and processes students are involved in. When a student makes a presentation, it is important that the teacher gives other students tasks to carry out as they listen. Maybe students will be the kind of feedback tasks teachers have just described. Whether there is a feedback or not from the teacher, the students or a combination of both, it is important that students who have made an oral presentation get a chance to analyze what they have done.

e) Questionnaires

Questionnaires are useful because, by being pre-planned, students ensure that both questioner and respondent have something to say each other. Students can design questionnaires on any topic that is appropriate. As students do so, the teacher can act as a resource, helping them in the

design process. The result obtained from questionnaires can then form the basis for written work, discussions or prepared talks.

f) Simulation and role play

Simulation and role play can be used to encourage general oral fluency or to train students for specific situation, especially where they are studying English for specific purposes (ESP). When students are doing simulations and role plays, students need to know exactly what the situation is, and they need to be given enough information about the background for them to function properly. With more elaborate simulations, such as business meetings, mock enquiries or TV programs, for example, we will want to spend some time creating the environment or the procedures for the simulation.

g) Story Telling

According to Serrat (2008), storytelling is the vivid description of ideas, beliefs, personal experiences, and life- lessons through stories or narratives that evoke powerful emotions and insights.. Storytelling has advantages over the communication techniques commonly used in organizations; it can be electronic mail, reports, or formal speeches. First, it enables articulation of emotional aspects as well as factual content, allowing expression of tacit knowledge (that is always difficult to convey). Second, by providing the broader context in which knowledge

arises, it increases the potential for meaningful knowledge-sharing. Third, by grounding facts in a narrative structure, it adds the likelihood that learning will take place and be passed on. Purposeful storytelling can deliver results that conventional, abstract modes of communications such as those mentioned earlier.

There are so many kinds of speaking activities that stated by Harmer. In order to make the speaking class run well, the teacher are expected to create many kinds of activities in order to make the students involved in the class. So, the class can be more active not only dominan by the teacher. From those all speaking activities, it is impossible to apply all. By seeing the difficulties of speaking, a teacher have to choose one of those activities, to make the students confident and do not feel shy when they speak in front of the class.

2.1.4. Dealing with Difficulties in Teaching Speaking

According to Harmer (2007: 277), there are some ways as a solution in which teachers can help students deal with difficulties in speaking activities. They are;

a. Improvising

Speakers sometimes try any word or phrase that they can come up with in the hope that it is about right. Such improvisations sometimes work, but they can also obscure meaning.

b. Discarding

When speakers simply cannot find words for what they want to say, they may abandon the thought that they cannot put into words.

c. Foreignising

When operating in a foreign language, speakers (and writers) sometimes choose a word in a language they know well (such as their first language) in the hope that it will be equivalent to the meaning they wish to express in the foreign language.

d. Paraphrasing

Speakers sometimes paraphrase; such lexical substitution or circumlocution gets many speakers out of trouble, though it can make communication longer and more convoluted. For example, speakers talking about *something for cleaning the teeth,* if speakers do not know the word *toothbrush*, or saying that they *have bad feelings about* somebody when all they want to say is that they are *cross with* that person.

Clearly some of these difficult strategies are more appropriate than others. A teacher should encourage paraphrasing and improvising as more useful techniques than discarding thoughts or foreignising words blindly. Furthermore, Harmer (2007:278) also states there are a number of steps of teachers can take to help students achieve success:

a. Supply key language

Before teacher ask students to take part in a spoken or written activity, teacher may check their knowledge of key vocabularies and help students with phrases or questions that will be useful for the task. However, when speaker is concerned, teacher should remember that language which students have only just met for the first time is often not available for instant use in spontaneous conversation; more exposure and practice is usually necessary before people can use new language fluently.

b. Plan activities

Because of the time-lag between our students meeting new language and their ability to use it fluently, teachers need to plan production activities that will provoke the use of language which students have already had to absorb at an earlier stage.

2.1.5. Scoring System of Speaking

According to Heaton (1991:88) testing the ability to speak is the most important aspect of language testing. In speaking it is possible to produce practically all the correct sounds but it is still unable to communicate their ideas appropriately and effectively. In scoring of speaking test there are ranges from an impression mark scheme, which are showing the accuracy of pronounciation, grammar, vocabulary, appropriacy, fluency, and ease of speech. By following this scoring system proposed by Heaton, it is using a 6-point scale. They are:

Rating	Ability to communicate orally
6	Excellent: on a par with educated native speaker. Completely at ease in his use of english on all topics discussed.
5	Very good: although he cannot be mistaken for a native speaker, expresses quite clearly. Experiences little difficulty in understanding english, and there is no strain at all in communicating.
4	Satisfactory verbal communication causing little difficulty for native speakers. There is limited number of errors of grammar, lexis and pronunciation but still ease in communicating on everyday subjects.
3	Although verbal communication is usually fairly satisfactory, the native speaker may occasionally experience some difficulty in communicating. Repetition, re-phrasing, and re-patterning are sometimes necessary.
2	Much difficulty experienced by native speaker unaccustomed to 'foreign' english. Severly limited in understanding but communication on everyday topics is possible.
1	Extreme difficulty in communication on any subject. Failure to understand adequately and to make himself understood.

Rating	Accuracy	Fluency	Comprehensibility
6	Pronunciation is only very slightly influenced by the mother-tongue. Two or three minor grammatical and lexical errors	Speaks without too great an effort with a fairly wide range of expression. Only one or two unnatural pauses.	Easy for the listener to understand the speaker's intention and general meaning.
5	Pronunciation is only very slightly influenced by the mother-tongue. A few minor grammatical and lexical errors but most utterances are correct.	Has to make an effort at times to search for words.	The speaker's intention and general meaning are fairly clear.
4	Pronunciation is still moderately influenced by mother-tongue but no serious phonological errors.	There are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range of expression.	The speaker says is easy to follow. His intention is always clear but several interruptions are necessary to help to convey the message or to seek clarification.
3	Pronunciation is influenced by the mother-tongue but only a few serious phonological errors.	Make an effort for much of the time. Often has to search for the desired meaning.	The listener can understand a lot of what is said, but must constantly seek clarification.
2	Pronunciation seriously influenced by the mother-tongue with errors causing a breakdown in communication.	Long pauses while search for the desire meaning. Frequently fragmentary and halting delivery.	Only small bits (usually short sentences and phrases) can be understood-
1	Serious pronunciation errors as well as many 'basic' grammatical and lexical errors.	Full of long and unnatural pauses. Very halting and fragmentary delivery.	Hardly anything of what is said can be underatood. Even when the listener makes a great effort or interrupts, the speaker is unable to clarify anything.

J. B. Heaton (1991: 100)

2.1.6. Principles for Designing Speaking Technique

According to Brown (2001: 275), in teaching speaking there are some principles in designing speaking techniques. They are:

1. Using techniques that cover the spectrum of learner needs, from language based focus on accuracy to message-based focus on interaction, meaning, and fluency. Teacher can easily slip into a pattern of providing content-based, interactive activities that do not capitalize on grammatical pointers or pronunciations tips.

2. Providing intrinsically motivating techniques.

   Appeal to students' ultimate goals and interests, to their need for knowledge, for status, for achieving competence and autonomy.

3. Encouraging the use of authentic language in meaningful contexts.

   Teacher goes around the room calling on students one by one to pick the right answer. It takes energy and creativity to devise authentic context and meaningful interaction.

4. Providing appropriate feedback and correction.

   Students are totally dependening on the teacher for useful linguistic feedback. It is important that students take advantage of their knowledge of English to inject the kinds of corrective feedback that are appropriate for the moment.

5. Capitalizing the natural link between speaking and listening.

Many interactive techniques that involve speaking will also of course include listening. Skills in producing language are often initiated through comprehension.

6. Giving students opportunities to initiate oral communication.

A good deal of typical classroom interaction is characterized by teacher initiation of language. The teacher asks questions and gives directions, and then the students will have been conditioned. Part of oral communication competence is the ability to initiate conversations, to nominate topics, to ask questions, to control conversations, and to change subject.

7. Encouraging the development of speaking strategies.

The concept is one that few beginning language students are aware of. Students simply have not thought about developing their own personal strategies for accomplishing oral communicative purposes.

From the explanation above about principles for designing speaking teachnique, the teacher should pay attention for those technique in order to create a comfort situation. A comfort situation make the students feel enjoy during the english teaching learning. It is also expected that the students can express their ideas by following those speaking technique. In teaching learning process the teacher will be helped by media to deliver the materials. Media can be a component of active learning strategies and can be such a clip film.

2.1.7. Teaching Media

According to Spratt et al, (2005: 119) teaching aids are the resources and equipment available to teachers and students in the classroom. Media have an important role in the teaching learning process. Media are the device for transferring some information from teacher to students; the use of media in the English instructional process is helpful to create an effective and efficient process.

According to Arsyad (2009:6-7) in Yulianingrum (2011), teaching media has some basic criteria, those are:

a. Teaching media has physical meaning that called by hardware. The hardware is an object that can be seen, heard, and touched by five senses.

b. Teaching media has non-physical meaning then we called it software that is the massage which wants to deliver for pupil in hardware.

c. The emphasizing of teaching media is in the visual and audio.

d. Teaching media is a tool to help teaching-learning process both inside and outside class.

e. Teaching media used to communicate and interact between teacher and students in teaching-learning process.

f. Teaching media can be used massively (for example: radio, television) big group and small group (for example: film, slide, video, OHP), or individual (e.g.: module, computer, video recorder).

g. Attitude, act, organization, strategy, and management that related with application of certain knowledge.

In teaching learning process, teaching media have two opposite effects to the students. The first is the positive effect. The students can use the appropriate media in their learning process. It might be benefit for the students speaking English, for example the students can speak by remembering what they watch. The second is the negative effect. It may happen when the students use the teaching aids inappropriately, for example the students doing some activities which are not related to the topic. Therefore, the teacher should be selective in choosing the teaching aids for their students.

There are a lot of media in teaching learning process. One of them is computers. Adams et al, (2007: 15) in Yulianingrum (2011) suggests that computers should not be seen simply as a means for organizing individual learning activities, but rather as cultural tools for focusing and stimulating joint intellectual activity. Computers motivate students and hold their attention. In relation to the English curriculum, computers can be used not only to help to develop speaking and listening but also to encourage students to jointly make sense of texts and learn to use new registers and genres.

One of the computer used is to show or create animation. Animation can sometimes shorten learning times by illustrating changes in the operation

or state of things; showing dangerous, rapid, or rare events; or explaining abstract concepts. For some, animation increases interest and holds attention better than text or audio, and the resulting learning seems to be retained. Overall, however, research indicates that well-designed and imaginative verbal presentations may be capable of producing similar outcomes, leading to the conclusion that animation may not possess many unique instructional capabilities. Video (motion or sequences of still graphics) can be used to show action and processes and to illustrate events that users cannot see directly or clearly in realtime. Video, when used skillfully and artistically, can also emotionally move observers and can produce impacts affecting attitudes similar to in person observation of real events.

2.1.8. Macromedia Flash

As cited in Muhrodin (2013) Macromedia Flash 8 is an animation which has been used by animators to create professional animations. It is very flexible and commonly used to create interactive animations, games, company profile, advertisement, movies, and various web page components (team of Research and Development of MADCOMS 2006). Macromedia Flash 8 also can be used in developing an attractive tutorials. There are some advantages of Macromedia Flash 8 (Sutopo(2003) in Muhrodin (2013)):

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

➢   It does not need a high technology of computers' specification in its operation.

➢   It can make interactive buttons with a movie or another project.

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

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

In this macromedia flash animation the writer use the short movie animation related to the story of narrative. It can show the students not only an animation picture but also provided them with text and voice. So, the studets not only focus on the story but also the pronounciation of each words in it. With small size of the file, it is easy to play by the researcher and do not take time.

It is expected that the use of macromedia flash can attract the students attention during the teaching learning. It will help the teacher to deliver the material and the students not only learn but also can watch what have been played. The students will learn how to pronounce the words correctly. The advantages of teaching by using macromedia flash are present the materials in a way that the students familiar with, present materials in a way the students entertained by, when it used, it can hold the students attention by causing to

shift from one form of learning to another for example animation, group work, then animation. Since macromedia flash is an application that usualy used by the phisics or engineering to create graphics or vectors, in teaching a language by using this media, it will have a novelty factor as long as the teacher do not over use it.

In this macromedia flash there are many components that can be used by the user to create what they want to design.

- ➤ Picture

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

- ➤ Text

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

- ➤ Sound

    Sound is a thing that produces such a sensation, a thing that can be heard (Hornby (1995:1135) in Muhrodin (2013)). Macromedia Flash can import sound to follow animation or object, in order that the pictures shown up be alive.

➥   Animation

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

2.1.9. Computer Assited Language Learning (CALL)

The abbreviation CALL stands for Computer Assisted Language Learning. It is a term used by teachers and students to describe the use of computers as part of a language course. Chapelle and Jamieson (2009) state that Most teacher are interested in introducing technology to their students to assist them with opportunities to learn English. Some of them may be easily intimidated by technology and/or need practical hands on techniques for using CALL (Computer Assisted Language Learning) with their students. According to them teachers play decisive role in providing opportunities for learning and balancing online, in class, and out of class activities. The main aim of CALL is to find ways for using computers for the purpose of teaching ang learning the language. More specifically, CALL is represented by the use of computer technologies that promote educational learning, including word processing, presentation packages, guided drill and practice, tutor, simulation, problem solving, games, multimedia CD-ROM, and internet applications such e-mail, chat, and the World Wide Web (WWW) for language learning purposes. Jones & Fortescue (1987) in Gündüz (2005:197) indicate that the traditional description of CALL is unfortunate and they present the computer

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

2.1.10. Steps of CALL in Teaching Speaking

Oral communication is very important in language learning process. In today's language classrooms, considerable emphasis is given to oral activities in which learners use the language they have learned to communicate with each other. These activities include simulations, role-plays and story telling. Computer simulations provide a stimulus for such a work, as they offer both a focus for oral activity and a continually changing scenario for learners to talk about. Computers have a useful contribution to the development of oral skills if they are used wisely (Hammersmith (1998) in Gunduz (2005). Dialogue studies can be made by the computers with the aid of the movies; students watching these dialogues can see the conversation, setting and cultural atmosphere clearly. They can also see the body movements and the semiotic background of the conversations and earn a powerful experience and thus improve their communicative competence. These all pave the way to their communicative performances through reinforcing their accuracy, intelligibility and fluency.

The main advantage of computer simulations is that they are very motivating. They give learners instant feedback on the effects of their decisions, and this feedback itself stimulates arguments and comments, suggestions and counter suggestions.

So, in teaching speaking CALL can stimulate the students to be able to speak because the students not oly can hear how to pronounce the words but the students also can imitate the movement of the body. From the explanation of the development of CALL that CALL can help the students understanding the materials that have been learnt. The application of CALL is a means of delivering the materials like tutoring, drilling, and practicing. From the application of CALL here are the general guidelines were designed for the purpose of the study to teach speaking through macromedia flash animation as follows:

a.   **Pre Activity**

In pre activity it covers brain storming. In this activity the teacher plays macromedia flash in the form of short animation movie and then the teacher ask the students some questions related to the macromedia flash animation movie given. For example:

➢ What do you get from the macromedia flash animation short movie?

> ➢ Did you learn something from the macromedia flash animation movie?

> ➢ Could you tell me what kind of story it is?

> ➢ Could you give me an example of narrative text?

> ➢ What kind of tense that is used by narrative text?

The function of brain storming here is to build the students' memories about the materials that will be taught. The teacher will ask about the students' knowledge before coming deeper to the materials.

b. **While Activity**

In while activity it covers tutoring and drilling step. In this step the students are watching macromedia flash in the form of short animation movie it is related to a narrative story. The following steps are:

> ➢ The teacher will play the macromedia flash animation to atrract the students attention and the students just pay their attention to the macromedia flash animation. In the macromedia flash animation the students will show picture, text, and sound.

> ➢ The teacher will ask the students opinion about the animation, the vocabulary, and the pronounciation. Then the

teacher also asks some questions related to the short animation movie.

➢ The teacher drills the students to pronounce the difficult vocabularies after they have listened to audio from the video.

➢ The teacher plays the macromedia flash animation again and asks the students to pay their attention to the story of the animation.

➢ After watching the macromedia flash short animation movie the teacher ask the students about the content of the story.

➢ The students give their comments.

➢ The teacher guides the students to speak correctly.

➢ The teacher devides the students into group of work. Each group consists of four students.

➢ The teacher does the activity steps by using another macromedia flash short animation movie.

➢ The teacher asks the students to discuss the movie in their groups.

➢ The teacher asks the students to give their ideas to their friends what the movie is about to the member of their groups.

➢ The teacher asks the students correct the way of their friends mistake in pronouncing a word.

The implementation of turoring and drilling continues until the students can speak fluently with correct pronounciation and intonation. The function of tutoring is to guide the students, usually individually, for specific purpose. Related to audio lingual method, drilling is used to drill the students in the use of grammatical sentence patterns. In this case, tutoring and drilling will be used to guide and to train the students to be able to pronounce the word correctly and to be able to speak in the right grammatical sentences. Finally, the teacher closes the lesson by reviewing the materials they have learnt.

c.   **Post Activity**

In post activity it covers practicing and presenting steps. In this step the students will practe to retell the short animation movie by using their own words. Here are the steps in teaching:

➢ The teacher asks the students remember the short animation movie.

➢ The teacher will guide the students retell or to express their ideas related to the story of macromedia flash short animation movie that they have watched before.

➢ After that the teacher will ask the students to perform in front of the class.

The implementation of practicing and presenting will be done after the students can speak fluently and feel confident to speak in front of the class. The function of practicing is the students practice continuously and sufficiently to be able to speak fluently and accurately. After practicing, they have to present what they have understood related to the materials. In this case, the students are able to retell the short story they have learnt before. In presenting, the stduents must be confident to speak clearly in front of the class, in front of their friends. Then the teacher and the collaborator will test the students to find out their speaking performance score.

2.1.11. MOTIVATION

Related to computer assisted language learning, motivation is something important in teaching learning process. Teaching by using media such as computer can entertain the students. Harmer (2007: 98) states that motivation is essential to success: that people have to want to do something to succeed at it. Without such motivation we will almost certainly fail to make the necessary effort. Motivation is one of the psychological factors that give effect to language learning. It is easy in second language learning to claim that a learner will be successful with the proper motivation. Such claims are of course not erroneous, for countless studies and experiments in human learning have shown that motivation is a key to learning.

According to Brown (2000: 160) there are three different perspective definitions of motivation.

a. From a behavioristic perspective, motivation is seen in very matter of fact terms. It is quite simply the anticipation of reward. Driven to acquire positive reinforcement, and driven by previous experiences of reward for behavior.

b. In cognitive terms, motivation places much more emphasis on the individuals decisions, "the choices people make as to what experiences of goals they will approach or avoid, and the degree of effort they will exert in that respect'' (Keller 1983 in Brown 2000: 160).

c. A constructivist view of motivation places even further emphasis on social context as well as individual personal choices (Williams & Burden, 1997 in Brown 2000: 161). Each person is motivated differently, and will therefore act on his or her environment in ways that are unique. However, these unique acts are always carried out within a cultural and social milieu and cannot be completely separated from that context.

Motivation is something that can, like self-esteem, be global, situational, or task-oriented. Learning a foreign language requires some of all three levels motivations. For example, a learner may possess high 'global' motivation but low 'task' motivation to perform well on, the written mode of the language. Motivation is also typically examined in terms of the intrinsic and extrinsic

motives of the learner. Here are the explanations of both extrinsic and intrinsic motivation.

2.1.12. Extrinsic Motivation

Brown (2001: 76) stated that extrinsically motivated behaviors are carried out in anticipation of a reward from outside and beyond the self. Typically extrinsic rewards are money, prizes, grades, and even certain types of positive feedback. Behaviors initiated solely to avoid punishment are also extrinsically motivated, even though numerous intrinsic benefits can ultimately accrue to those who, instead, punishment avoidance that can build their sense of competence and self determination.

Bruner (1962 in Brown, 2001: 76), praising the autonomy of self reward, claims that one of the most effective ways to help both children and adults to think and learn is freeing students from the control of rewards and punishments. One of the principal as it was, by the lure of an immediate prize or praise, teacher can become dependent on those tangible rewards, even to the point that their withdrawal can extinguish the desire to learn.

One type of extrinsic reward can indeed have an effect on intrinsic motivation: the positive feedback that learners perceive as a boost to their

feelings of competence and self-determination. For example, sincerely delivered positive feedback in a classroom, seen by students as a validation of their own personal autonomy, critical thinking ability, and self-fulfillment, can increase or maintain intrinsic motivation.

2.1.13. Intrinsic Motivation

Brown (2001: 76) claims that intrinsic motivation is clearly superior to extrinsic. According to Malow's in Brown (2001: 76) hierarchy of needs, people are ultimately motivated to achieve"self-actualization'' once the basic physical, safety, and community needs are met.

Intrinsic motivation in second language classrooms in particular, consider the activities that capitalize on the intrinsic be appealing to learners' self determination and autonomy:

  a. Teaching writing as a thinking process in which learners develop their own ideas freely and openly.
  b. Showing learners' strategies of reading that enable them to bring their own information to the written word.
  c. Language experience approaches in which students create their own reading material for others in the class to read.
  d. Oral fluency exercises in which learners talk what about what interests them and not about a teacher-assigned topic.

e. Listening to an academic lecture in one's own field of study for specific information that will fill a gap for the learner.

f. Communicative language teaching, in which language is taught to enable learners to accomplish certain specific functions.

g. Grammatical explanations, if learners see their potential for increasing their autonomy in a second language.

From the explanation above, motivation is a process that controls and maintains certain behaviors. Timmins (1999) cited in Dislen (2013) found out the reasons of lack of motivation in students by using psychology in the classroom. Thus, it is a great importance for teachers to take affective factors into account. When students have low self-confidence and self-esteem, high anxiety and inhibition, their level of motivation is destroyed. The students' who had high motivation can be seen from the students enthusiastic during classroom activities. The students who has middle motiv

2.2. Review of Previous Research

Youwen Yang (2010), in this reesearch, the writer investigated Computer-assisted Foreign Language Teaching: Theory and Practice. He illustrate, there are three major theoretical approaches to CALL. The first one is structural-behavioral Approaches to CALL, it consist of grammar and vocabulary tutorials, drill and practice programs, and language testing instruments, strictly followed the computer as tutor model. The next is Cognitive Approaches to CALL, the learners construct the new knowledge through

exploration of what Seymour Papert has described as "microworlds", which provide opportunities for problem-solving and hypothesis-testing, allowing learners to utilize their existing knowledge to develop new understandings. The last one is Socio-cognitive Approaches to CALL, learners' can interact with computers to interaction with other humans via the computer. The basis for this new approach to CALL lies in both theoretical and technological developments. Theoretically, there has been the broader emphasis on meaningful interaction in authentic discourse communities. Technologically, there has been the development of computer networking, which allows the computer to be used as a vehicle for interactive human communication.

In his study, he stated that the role of CALL has changed greatly. Technological and pedagogical developments now allow us to better integrate computer technology into the language learning process. Multimedia programs incorporating speech-recognition software can immerse students into rich environments for language practice. Varied Software and large language corpora provide students' the means to investigate language use in authentic context. And the Internet allows for a great number of opportunities to communicate in the target language and multimedia information.

Olibie, Eyiuche Ifeoma (PhD) (2010) invstigated Using Computer-Assisted Language Learning To Improve Students' English Language Achievement in Universal Basic Education. His study was determine if Computer-assisted

language learning (CALL) would improve students' achievement in English grammar more than Conventional English Language Instruction (CELI). The study was a quasi-experimental study involving four intact classes of junior secondary III students. The data collected through pre-test and post-test. The findings of his research is revealed that CALL had an overall positive effect on students' achievement in English language more than CELI (Conventional English Language Instruction).

There are some implications made by the writer. The first one is this study has far reaching implications for English language teaching learning in UBE in Nigerian Secondary Schools. And the next implication is that the adoption of CALL can go a long way in reducing the problems of poor grammatical performance of students in the UBE programme since CALL can be used to conceptualize grammar or make it interesting through games or other activities.

Ainol Madziah Zubairi and Isarji Hj Sarudin (2009) investigated Motivation To Learn A Foreign Language In Malaysia. In their research, they use Triangulation of methods consisting of survey questionnaire, document analysis and focus group discussion were employed for data collection. There were 500 Malaysian students who studied foreign languages and 18 staff who taught foreign languages at UKM and UiTM participated in the study. The findings of their research stated that Malaysian students learn a foreign language both for extrinsic and intrinsic reasons. In view of the understanding that intrinsic motivation is very important in promoting success, it is essential that students,

whose initial reason for taking up a foreign language course is extrinsic in nature, be constantly encouraged with the hope that they would come to love the learning process. The evidence in the study also suggests that compulsory foreign language requirement may have enhanced intrinsic motivation.

Azizeh Chalak and Zohreh Kassaian (2010) investigated Motivation And Attitudes Of Iranian Undergraduate EFL Students Towards Learning English. Their research focused on focused on the motivation orientations of the students and their attitudes towards the target language and its community. A group of 108 students majoring in English translation at Islamic Azad University, Khorasgan Branch in Isfahan, Iran was surveyed using the AMTB (Attitude, Motivation Test Battery). The population in this study was university students majoring in English translation during the academic year of 2008. From the accessible population, a convenient sample of 108 Iranian university students (20 males and 88 females) majoring in English translation at IAUKB during the academic year of 2008 responded to the items of the AMTB.

The findings of their research was revealed that the students of English translation at IAUKB were both intrinsically and extrinsically motivated. They were also both instrumentally and integratively oriented. Furthermore, as far as the key motivating factors for learners are concerned, the respondents' reaction to the questionnaire items may provide the basis for identifying the

following four factors as some of the main reasons for learners under the study. First of all, the desire to learn English is a crucial factor in this regard. One of the principle goals of English Department at IAUKB is to have graduate students who are proficient in English translation. The responses provided by the students in the questionnaire indicated that they had a high desire to learn English. Moreover, the responses showed that the students did not always try their best and in many cases, they blamed themselves for their failure in learning English. Therefore, as another motivating factor, more efforts by students could guarantee their success in learning English. Another factor which was reported to be as the main motivating factor for the students involved in the study was the need or importance of English. Their responses in the questionnaire items reported that they believed that English is very important and they need to learn it for both instrumental and integrative reasons.

Adzuhaidah M. Taha and Thang Siew Ming (2014) investigated Exploring Motivational Design and Motivation Types Facilitated By an Online Support System for Learning Literature. Their research was a study designed to explore the influence of an Online Support System for learning Literature (LitOSS) on a group of twenty-five Form 4 Malaysian students who generally perceived English Literature as difficult and uninteresting. Their research was case study which is adopted a mixed-methods approach. The sample population for the quantitative data elicitation was 25 Form 4 students from an elite secondary school and five from the same population were selected

for a focus group interview. Their research findings shows that It has demonstrated the effectiveness of a support system in enhancing motivation to learn literature.

Yingjie I. J. Yang (2014), in his study entittled The Implementation of Speaking Fluency in Communicative Language Teaching: An Observation of Adopting the 4/3/2 Activity in High Schools in China. In his study, he is associated with the EFL learners' speaking fluency and the context of communicative language teaching. The participants in this research included 302 EFL students and 35 EFL teachers from several different senior high schools in the mainland of China. The survey sample consisted of 152 male and 150 female students from sixteen to eighteen years old who were randomly selected by their teachers. Their grammar background is good, but the speaking proficiency is various: very few students can speak fluently with the practiced content in class; most of them speak with pauses and hesitations who are struggling but self-motivated; nearly one quarter of the students articulate slowly and are unable to make long sentences, because they spend time on recall words by memory and attempting to translate grammars from L1 to L2; and a few of them only can produce single words and short expressions.

The findings of the implementation of speaking fluency through communicative language teaching in the EFL class. First of all, the importance and necessity of speaking fluency to develop speaking competence were reviewed theoretically by

literature, but also examined by the questionnaire practically in the survey. The findings in question 2 and 3 consequently demonstrated that both the teachers and students had noticed the importance and necessities of speaking fluency in communicative language teaching. This is a fundamental starting point of doing this research and attempting to promote the speaking fluency in the EFL class.

Benter Oseno Gudu (2015), investigated Teaching Speaking Skills in English Language using Classroom Activities in Secondary School Level in Eldoret Municipality, Kenya. His study was carried out in Eldoret Municipality which has three districts, namely Eldoret East, Wareng, and Uasin Gishu West, Uasin Gishu County, Kenya. The municipality was selected for this study because it experiences problem of low communicative competence of Form four graduates like other parts of Kenya.

The findings of his research established that teachers used many recommended integrated classroom activities including dramatization, discussion, debating, dialogues, role play, impromptu speeches, tongue twisters, oral drills and poem recitation, but to various degrees. And on One major observation was that classroom activities were carried by teachers in varying degrees. Discussion was more popular than oral drills in all school categories. In general, teachers in the National school were able to integrate several classroom activities within a lesson for instance dialogues, discussions, impromptu speeches and role play as opposed to provincial and district schools. Provincial

school teachers used question and answer sessions, whole class discussion and group discussions. In the District school category, whole class discussion and story-telling were the mostly used classroom activities and students were noisy in their discussion groups.

Dedi Efrizal   (2012) investigated Improving Students' Speaking through Communicative Language Teaching Method at Mts Ja-alhaq, Sentot Ali Basa Islamic Boarding School of Bengkulu, Indonesia. In his research he use classroom action research. The findings of his research after did four cycles, he found that in each cycles, most of students were interested in learning English speaking through communicative language teaching method. The have good self-confidence to express their ideas in speaking activity inside classroom and most of the students could minimize their fears and shy to speak. The frequency and percentage of students speaking ability were increase well in each cycle. And in his research, he also states that communicative language teaching method could motivate the students to be active and had a great participation in speaking during teaching learning process in the classroom and minimize students problem in speaking English such as low motivation to speak don't have enough vocabullaries to express their ideas, feeling shy when they spoke in front of their friends.

From those previous research findings, there are four findings have good effect on using CALL and there are two findings there is no significant effect on using CALL and English as a second language using computer are very wide. From those previous research also, the writer found that there is no researchers use CALL especially in teaching and learning as substitute the books to deliver the materials. Based on that, the writer try to use CALL in implementing materials to the students during English teaching learning process. To make it specific, the writer will use macromedia flash animation movie to deliver the materials. It is expected that the use of modified CALL will give good effect to the students in order to achieve the goal of what will be taught.

2.3. Theoretical Assumption

Based on some theories that are already explained above, it can be assumed that the modified use of Macromedia Flash Animation can be effectively used to maximize the students' motivation and speaking during the teaching learning process in senior high school. Macromedia flash animation in this case in the form of short movie animation will be used as a tool to deliver the material that will be taught to the students. By using the modification of the use of macromedia flash animation non-internet, the students can practice more and also be stimulated to speak or to express their ideas. It also can attract the students attention and motivation. They are actively involved in the teaching learning process.

III. RESEARCH METHOD

In this chapter, the researcher discusses briefly the research design, setting of the study, population and sample, data collecting techniques, research instrument, the validity and reliability of the test, data analysis and hypothesis testing.

3.1 Research Design

In this study, the researcher used quantitative and qualitative design to answer all the research questions. The qualitative method was used to see the efectiveness of modified use of macromedia flash animation non-internet to attract the students' attention. The qualitative data was obtained and analyzed from the observation sheet and interview transcripts.

While quantitative data was used to investigate the intrinsic or extrinsic motivation that influenced during the process of teaching learning by using the modified use of macromedia flash animation non-internet and to find out the students' speaking performance after they had been taught by modified of macromedia flash animation non-internet. In this case the writer used one-group pretest-post test design. This design

is similiar to the one-shot case study. The difference is pretest is given before the treatment begins. According to Hatch and Farhady (1982: 20), this design is an improvement over the-one-shot case study because you have measured the gains that the subjects have made rather than just looking at how well everyone did it at the end. There are two tests:

T1 X T2

Where

T1 : The Pretest

X : The treatment

T2 : The Posttest

3.2 Setting of the Study

The research was carried out in SMAN 1 Liwa. This school was located at West Lampung Regency. In this school the students were lack of speaking performance and for them English was a difficult subject since it was not their mother tongue. It was expected that modified use of macromedia flash animation non-internet will motivate the students to learn English and can influence students' way of learning to speak and make them confident to perform in front of the class. In this school, each grade consisted of ten classes.

3.3 Population and Sample

The participants in this research consisted of the researcher as the teacher, the English teacher as the collaborator, and the students as the sample. They were tenth grade students at SMAN 1 Liwa, West Lampung in 2016/2017 academic year. The researcher took one class as the sample of the research.

3.4 Data Collecting Techniques

In conducting this research, the researcher needed some ways or techniques to collect the data for doing the objectives. They were presented as follows:

3.4.1 Speaking Test

In this test, the researcher asked the students to retell a story based on short movie animation they have watched. The purpose of this test was to find out the students' speaking performance.

3.4.2 Observation

Observation was administered systematically to find out what was happening in the classroom. In this observation the researcher checked the teacher and what the students did in the class. It was related to educational way through the techniques the researcher plans.

3.4.3 Interview

Interview was adminestered in order to find out the ability of the students in speaking performance before and after the treatments in the class. In this test, the students was interviewed by the researcher.

3.4.4 Questionnaire

The questionnaire helped the researcher to find out the students' motivation, intrinsic or extrinsic motivation that were affected during the process of teaching and learning process by using the modified use of macromedia flash animation non-internet. The researcher provided the students with some questions to answer in the form of questionnaire.

3.5 Research Instrument

In this research, the data were collected by quantitative and qualitative approaches. Quantitative data were collected by administering composition test and qualitative data were collected by interviewing the students. The instruments of the research were illustrated as follows:

3.5.1 Speaking Test

To answer research question number 2, the writer used speaking test as the instrument for collecting data. The writer composed the test based on the topic that had already

been taught. In constructing the test in this study, the consideration was made based on the suitable level between the learners and the material that has had been given.

3.5.2 Observation Sheet

Based on research question number 4, to see the effectiveness of modified use of macromedia flash animation non-internet to attract the students' speaking performance, the researcher used observation sheet to find out the activities happened in the class. The observer of this research was an English teacher as the collborator.

3.5.3 Interview Guide

Interview guide was used to see the effectiveness of modified use of macromedia flash animation non-internet, that is, macromedia flash animation to attract students' attention and to find out the students' motivation. The students and the teacher were interviewed by the researcher by following the interview guidelines related to the materials given.

3.5.4 Questionnaire Items

To answer research question number 3, to see the students' motivation during English learning by using modified using of macromedia flash animation non-internet the researcher gave questionnaire. The items of questionnaire was adopted from Yufrizal, et.al (2015). The questionnaire items consisted of 40 items which consists of 4 options.

3.6 The Validity and Reliability of the Test

a. Validity

Validity refers to the extent to which the test measures what is intended to be measured. A test can be said valid if the test measures the object to be measured and suitable for the criteria (Hatch and Farhady, 1982: 251). In this study, the researcher used content validity and construct validity.

1. Content validity is the extent to which a test measure a representative sample of the subject matter content. In this case, the researcher concerned on how well the test measure the subject matter and learning outcomes covered during the instruction period. It follows the standard competence and basic competence of senior high schools.

2. Construct validity is needed to measure some indicators in one aspect (Setiyadi, 2006). It investigates the research instrument's appropriateness to the research object. Since this research needs the data of speaking score, the instrument must truly examine the students' ability in speaking or in retelling. It means that the test construction is already in line with the objective of the learning (Hatch and Farhady, 1982: 251). Related to this research, the test should involve the three aspects of speaking, such as accuracy, fluency, comprehensibility. Those three aspects will be measured by using Heaton (1991: 100) speaking scoring systems.

b. Reliability

In achieving the reliability of the pretest and posttest of speaking, inter-rater was used in this study. The first rater was the English teacher in SMAN 1 Liwa and the second rater was the researcher. All of them discussed and put in mind of the speaking criteria in order to obtain the reliable result of the test. Interrater was used to make the data more reliable. This reliabilty is determined based on the same perception of the interrater (Setiyadi, 2006: 19).

3.7 Data Analysis

In analyzing the data, the writer used qualitative approach to find out the effectiveness of modified use of macromedia flash animation non-internet. Qualitative research is a research where the researcher must not compose some concepts or theories about the research, but the researcher involving to the field by preparing the interpretation or hypotheses from the field (Setiyadi, 2006: 220). In analyzing the data, the researcher used qualitative. It means that the researcher reported the data in the form of words by seeing what happened in the class.

Meanwhile, quantitative approach was used to answer research questions number 1, 2, and 3. To answer research question number 1 and 3, that is, to find out the effectiveness of the use of modified macromedia flash animation non-internet to improve the students' speaking performance and to find out the significant effect of students' motivation on their speaking performance, the researcher used Repeated measures T-

Test. Repeated measures T-test is used to compare 2 data or mean which comes from the same sample (Setiyadi, 2006: 170).

To answer research question number 2, that is, to find out which aspects of speaking are improved better after being taught through modified of macromedia flash animation non-internet. The reasercher will measured the aspects of speaking ability by using One way repeated measures Anova. According to Setiyadi (2006:177), One way repeated measure Anova is used to compare three aspects data (or more) and the data come from the same sample.

3.8 Hypotheses Testing

The hypotheses are analyzed by using Repeated measures T-Test and One way Anova with SPSS version 27.0. The level of significance is 0.05 ($p < 0.05$). The researcher states the hypotheses as follows:

Ho1: There is no significant effect of the use of modification of macromedia flash animation non-internet to improve students' speaking performance.

Ha1: There is significant effect of the use of modification of macromedia flash animation non-internet to improve students' speaking performance.

Ho2: There is no significant effect of the use of modification of macromedia flash animation non-internet on students' speaking performance in terms of accuracy, fluency, and comprehensibility.

Ha2: There is significant effect of the use of modification of macromedia flash animation non-internet on students' speaking performance in terms of accuracy, fluency, and comprehensibility.

Ho3: There is no significant effect of students' motivation on their speaking performance.

Ha3: There is significant effect of students' motivation on their speaking performance.

V. CONCLUSIONS AND SUGGESTIONS

As describe in the following section, this chapter deals with conclusions and suggestions.

5.1. Conclusions

In line with the analysis of the data gained during the research, the findings and the results of the present study in the previous section, the researcher concluded that:

a. **The effectiveness of modified macromedia flash animation non-internet to improve students' speaking performance.**

In this research the researcher carried out pretest, tratment, and post test. In the treatment there were three different tasks given by the researcher. The first task was giving comment and opinion about the macromedia flash animation non-internet video that they have already watched. The second task was reviewing the story. And the third task was discussing and presenting the review of the story in front of the class. The researcher took scores on every task given to the students. After taking the students' speaking score, the researcher calculated the result by using SPSS 21. The result was modified macromedia flash animation non-internet significantly improved with the gain 14.70 between pretest to posttest.

b. **The aspects of speaking ability mostly improve on students' speaking performance after being taught through modified of macromedia flash animation non-internet.**

To find out what aspects of speaking mostly improve on students' speaking performance after being taught through modified of macromedia flash animation non-internet, the researcher took scores on every task given to the students. On the first task, the researcher asked the students to watch the macromedia flash animation non-internet video and then the researcher asked the students to give their comment and opinion to their member of groups about the video. The second task taken by the researcher was giving the students task to review the story they have already watched with their group members. And the third task taken by the researcher was giving the students task to discuss the video and one of the members group presented in front of the class. In the three tasks given, the researcher focused on students' score while they were giving their opinion and comment. while they were speaking, the researcher took their speaking score in the form of accuracy, fluency, comprehensibility. The researcher also did pretest and posttest to find out students' speaking score. Then, the researcher calculated all the datas and the aspects of speaking mostly improved on students' speaking performance was accuracy with the highest gain (14.98).

c.   The significant effect of students' motivation on their speaking performance.

Motivation is something needed by the students' during teaching learning process. In this research, the researcher administered questionnaire and find out that the students' had three level of motivation: low, middle, and high. From the students' level of motivation. The researcher correlated students' motivation with their speaking score and the result was the students' motivation had significant effect to the students' speaking achievement. The higher students' motivation during English learning was, the higher speaking achievement they got.

5.2. Suggestions

In line with the conclusions above, the researcher would like to suggest:

Suggestion for the teachers:

Since English as a foreign language is a difficult subject to learn by the students, the teachers have to be creative to create comfortable atmoshphere during teaching – learning process and they also have to find another technique to teach. It is also important for them to give many opportunities for the students to speak English because speaking is one of the language skills that should be mastered. The teacher should also provide some activities in English teaching – learning which the learners' needs. Besides, the teachers should read books and update about how to teach English in order to be able to create interesting and meaningful tasks.

Suggestion for further research:

This research focuses on students' speaking performance and to improve students' motivation. There will be many problems in the field have not been solved yet. In this research, there are so many problems found such as students low speaking performance, low motivation, and low attention. For the other researchers, it is neccessary to look for other efforts so that the students will achieve high motivation, high attention during teaching – learning activities. It is also necessary to emphasize this study with other methods of research and in large samples in order to make the students high speaking performance. And for further research, it will be more useful to conduct a research by using computer assisted language learning, which focuses on the used of macromedia flash animation non-internet not only for speaking but also for other skills, such as listening, reading and writing.

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