

CHAPTER II

SPEAKING ABILITY BY RETELLING ANIMATED VIDEO

A. Speaking Ability

1. The Definition of Speaking

Speaking is the main tool of communication with others. In addition, (Cameron, 2001: 40) expresses meanings so that other people can make sense of them. It means that speaking consists of producing systematic verbal utterances to convey a meaning which makes other people know. According to Linse and Nunan, (2005: 47) In students' language development, speaking is one of the important aspects. It means that the students should master the aspects of speaking such as grammar, vocabulary, pronunciation, and fluency.

Speaking is an ability to communicate for interaction (Richards, 2008). It is an activity used by someone to communicate with other people. It is also an ability that needs special attention and instruction to make people understand in a conversation. Speaking is a communication processing order to interact with other people. It is an important part of skills in English that should be emphasized in the teaching-learning process in the classroom.

Speaking is normally imitative and reproductive providing students with to practice patterns of language and communication (Becker & Roos, 2016). In spoken language, speaking has a crucial role in conveying messages which show different characteristics from the written one. These could be seen from voice potentials, facial languages, signs, pitch, articulation, stress, rhythm, and stopping. Speaking is an important part of learning English as a second language. Without speaking skills, a conversation will not be able to occur correctly (Kayi, 2012).

Based on some of the opinions above, researchers can conclude that speaking is a person's ability to express their opinions, ideas, thoughts, and knowledge in interaction with others orally. In teaching speaking in the field

of education, speaking will enable students to speak English when they are in the school environment and outside of school.

2. Aspects of Speaking

Every skill has a component to fulfill its needs. Speaking also needs many components because speaking is the most natural way to communicate. Without speaking, people must stay in almost total isolation from any kind of society. For most people, the ability to speak a language is similar to understanding a language since speaking is the most basic way of human interaction.

In addition, speaking is one of the language arts that are mostly used by people from all over the world. The art of speaking is very complex, it requires the simultaneous use of several abilities which often develop at different rates. Shakur in Mora (2010:3) mentioned that there are generally five components of speaking skill, they are; comprehension, vocabulary, grammar, pronunciation, and fluency.

a. Comprehension

Comprehension focused on students' understanding of the conversation and it measures how many explanations are required to understand students' responses. In other words, it means that if a person can answer or express an idea well, it shows that she or he has good comprehension.

b. Vocabulary

People cannot communicate effectively or express their ideas both orally and in written form if they do not have enough vocabulary since vocabulary means the suitable articulation which is used to communicate.

c. Grammar

Communication can be great when the speaker uses grammar in that situation. Harmer defies that the grammar of a language is the description of how words can change their forms and can be combined into sentences in that language. From the statement above, it can be

summed up that by having good grammar, the speaker can convey the words or share information correctly.

Grammar is needed for students to arrange a correct sentence in conversation. Heaton (1978) explains that it is important for students to use the correct structure and appropriate grammatical in speaking. The function of grammar is also used to learn the correct way to gain expertise in a language in oral and written form.

d. Pronunciation

Pronunciation is the way of producing certain sounds. In process of communication, students need to be able to pronounce and produce phonemes clearly and correctly to avoid misunderstanding. They must be able to articulate words and create the physical sounds that carry the correct meanings.

e. Fluency

Fluency in speaking is saying a steady flow of language for a short period, without any self or other correction at all (Brown, 2000:109). Riddel (2001) stated that fluency is the ability to speak freely without too much stopping and hesitating. In other words, fluency is speaking fluently, without hesitation, and pausing too long. When students speak fluently, they should be able to get the message from the speaker's resources and the abilities they have to learn, regardless of grammatical or other mistakes.

Aspects of speaking skills above have an important role in speaking. A good speaker has to be able to master all of the aspects to produce a good speech. Therefore, in this research, the researcher would use five aspects in assessing the students speaking skills. There are comprehension, vocabulary, grammar, pronunciation, and fluency.

3. Types of Speaking

A type of speaking means that is reflected in the types of language used. Bygate (1987) in Nunan (1995: 40) suggest that oral interactions can be characterized in terms of routines, which are conventional (and therefore

predictable) ways of presenting information that can either focus on information or interaction, while information routines contain frequently recurring types of information structures, being either be expository or evaluative.

Furthermore, Brown (2003: 140-141) points out some types of speaking:

a. Imitative speaking

Imitative means type of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence.

b. Intensive speaking

Intensive is a second type of speaking frequently employed in assessment context is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships (such as prosodic elements: intonations, stretch, rhythm, and juncture).

c. Responsive speaking

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

d. Interactive speaking

Interactive means the length and complexity of the interaction which sometimes include multiple exchange and/or multiple participants.

e. Extensive speaking

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

Above types of speaking activities, the students specify will do with the input which forms the point of the departure for the learning task. In this case, Thornbury (2005: 90-91) suggests some criteria for speaking tasks to maximize opportunities and increase the chances that learners will experience autonomous language use. First, productivity, a speaking activity

needs to be maximally language productive to provide the best condition for autonomous language use. Secondly, purposefulness, making sure that the speaking has a clear outcome, especially one which requires learners to work together to achieve a common purpose. Thirdly, interactivity, activities should require learners to take into account the effect they are having on their audience. Fourth, challenge, the task stretches the learners. Fifth is safety, the learners need to feel confident. Sixth, authenticity, the speaking task also should have some relation to real-life language use.

B. Retelling Animated Video

1. Learning Media

Media is based on the origin of the word from Latin “Medius” which means middle, intermediary, or introduction. While in Arabic media comes from the word “wasaila” which means the delivery of the message from the sender to the recipient of the message. Learning media has an important role so that learning objectives are achieved.

The existence of learning media can increase student motivation in learning (Febrianto & Saputra, 2021). Media is everything in the form of tools or objects to be used as a channel for messages or information to students to achieve certain learning goals (Mustikawati, 2019). The role of learning media in the learning process is very important to be implemented by teachers today because the role of learning media can be used to channel the sender's message to the recipient and learning media can help students to explain something conveyed by the teacher (Febrianto & Saputra, 2021; Tafanao, 2018). The use of media in classroom learning is a necessity that cannot be ignored (Umar, 2014). This can be understood considering that the learning process carried out by students is focused on various activities to add knowledge and insight for life. Learning media is very important to support teaching and learning process activities in the classroom so that it can realize a good teaching and learning process and have a positive impact on learning outcomes (Faradila & Aimah, 2018). A good teaching and

learning process can be supported by using learning media as a support for students' interest in learning. The media is a form of intermediary used by humans to convey or spread ideas, ideas, or opinions so that the ideas, ideas or opinions expressed reach the recipient which is aimed (Azhar Arsyad, 2011: 4).

From the definition of learning media above, it can be interpreted that learning media is an intermediary between the sender of information that functions as a source and recipient of information. In the learning process, the media plays a role in bridging the process of delivering and sending messages and information using media and technology, the process of delivering messages and information between the sender and the recipient will be able to take place effectively.

2. Definition of Retelling

Retelling is an active process that encourages children to reconstruct the text; it also allows for interaction between tutor and child. When necessary, help the child reconstruct the meaning of the text by using open-ended questions and lead-in to facilitate recall. For example, if a child pauses and seems confused, ask, What happened next? If a child needs help detailing the main character, say, Tell me more about this character. Prompting children's thinking helps them understand that, in retellings, the whole text is more important than any of its separate parts. Retelling is post-reading or post-listening recalls in which readers or listeners tell what they remember (Morrow, 1996). Retelling is a procedure that enables a child to play a significant role in reconstructing stories. Retelling Story, then, is post-reading and post-listening to a story in which readers and listeners tell what they remember from what they have read or li listened to. Retellings provide a large amount of data for writers to insight into Students' comprehension process. They also provide an opportunity for the students to present /her ideas.

3. Types of Retelling

There are two types of retelling, they are oral and written retelling. In the oral retelling, students are not limited by their writing abilities. They can use vocabulary that is likely most accessible to them. Written retelling allows the student to reflect more deeply than an oral retelling. Students can revise and expand their responses in written retelling (Burton, 2008 : 18). Retelling may be oral or written, but oral retelling allows the student to focus on the story rather than the writing. Emergent and clear should be expected to retell a story orally, written retelling may be used with more advanced readers. Observing an oral retelling enables the teacher to observe the student's behavior during retelling and to provide any necessary prompting. It is important to teach the students how to retell a story and what will be expected of their retelling.

Based on types of retelling, researcher use oral retelling because with oral retelling student can influence their speaking ability.

4. Animated Video

Animated video is a medium that combines audio media and visual media to attract the attention of students, can present objects in detail, and can help them understand difficult lessons.

According to Heinich, Molenda, & Russell (1982: 193), the animation is a technique in which the filmmaker gives motion to otherwise inanimate objects. The use of video movies can motivate students to follow the class actively because a movie provides interesting pictures and sounds. It can also help the students retain information, and introduces new vocabulary, grammar, messages, and entertainment at the same time. Animations are a form of dynamic representation that display processes that change over time (Ainsworth, 2008, p. 1).

According to Hidayat (2010), the use of animation video in the learning process is to promote the interaction between teacher and students and produces an effective learning process. Then, the learning process would be enjoyable and interesting because there are many potential things

inside the animation video through sound, pictures, dialogue, color, and others. Harrison and Hummell (2010 : 21-25) stated that animated video can enrich the experience and competence of the students in a variety of teaching materials.

In conclusion, video animation is moving pictures like cartoons, films, images, etc. which are photographed and shown in a way that makes them move and appear to be alive. It can also help the students in learning a new language.

5. Procedure for Retelling Animated Video

In teaching English, teachers need to have a good teaching plan as well as to get good results. Therefore, the teacher prepares lesson plans to find out what will be done in class. It is very important to think about the technical procedures that will be taught in class to achieve a higher quality speaking ability. According to Hanifah Khalidiyah (2015 : 59-79) the procedures for applying animated video media in teaching English are :

- a. The first thing to do by the teacher before showing the video to students is to preview the video and make some notes about the content of the video. A teacher may invite some students to preview the video and see their point of view about it.
- b. After preparing the animated video, the next thing to do is to arrange the classroom to be as comfortable as possible. The technical equipment such as a speaker and a laptop/computer should be located appropriately so that students can get a good view while watching the animated video.
- c. When students watch the animated video, the teacher should help them to understand why they must watch the video and tell them what they can get by watching it. A teacher can also ask the students to discuss the content of the video and then relate to what they know and do not know.
- d. After showing the animated video, the teacher asked the students to retell the content of the video, to find out their opinion about the video. They can also discuss the video with their classmates. Follow-up is necessary

to detect any misunderstandings they may have. A teacher can give a repetition show if needed to clear up confusion.

6. Advantages and Disadvantages of Animated Video

The application of multimedia as a learning medium still has advantages and disadvantages. Video is a learning medium. Video is a presentation of images and sound captured by a camera, which is then arranged into a sequence of frames to be read in seconds (Sofyan, 2008:4).

a. Advantages of Video

In addition, According to Yudhi Munadi (2008: 56) the advantages of video media there are many similarities with film media, including:

- 1) Overcoming the limitations of space and time.
- 2) The video can be repeated if necessary for added clarity.
- 3) The message conveyed is fast and easy to remember.
- 4) Develop the imagination of students.
- 5) Develop students' thoughts and opinions.
- 6) Clarify abstract things and provide an overview more realistic.
- 7) Very strong influence on a person's emotions.
- 8) Very good at explaining a process and skill, able shows appropriate stimuli with goals and responses expected of students.
- 9) All students can learn from videos, both smart ones, and less intelligent ones.
- 10) Growing interest and motivation to learn.
- 11) With videos of student performances, you can immediately view them again to be evaluated.

From these advantages, using video can help motivate students' interest in speaking ability. This technique makes it easier for students to understand the video and be interested in learning.

b. Disadvantages of Video

Although Animation Video has advantages, this medium also has some disadvantages. According to Yudhi Munadi (2008: 127), the disadvantages of video are:

- 1) Overemphasize the importance of material over process material development.
- 2) There are still very few videos on the market that fit the purpose of learning at school.
- 3) Video production takes a lot of time and money long.

From the disadvantages, it can be a reminder for the researcher. The researcher minimized the disadvantages of this technique by:

- a. Teachers must be more prepared and skilled in using video.
- b. Be ready to have your projector if you use video in your learning if the school doesn't have or lacks a projector.

C. Previous Study

Several researchers have conducted research using Powerpoint for reading skills. They are :

The first is the relevance of journal research from Emily A. Diehm, Carla Wood, Jane Puhlman and Maya Callendar which has conducted research with the title “ Young Children’s Narative Retell in Response to Static and Animated Stories”. In response to the main purpose of this investigation,our findings suggest that typically developing youngchildren may be expected to produce longer narrativeretells (NTW), use more diverse vocabulary (NDW)and use more complex syntax (MLUm) when retelling a short video compared with retelling the same story pre-sented in a picture book format. Additionally, examinersprovided children with fewer continuation prompts inthe video condition despite being unaware that theirprompts would be analysed, suggesting that childrenmore readily retold the video than the book. We didnot find a significant difference in children's narrativemicrostructure as measured by the NAP or TTR be-tween conditions. Likewise, we did not find a significantdifference between the macrostructure components included in participants' retells in response to the video or book. With respect to how our findings relate to the results of others, there are several notable similarities and differences. Longer retells and more diverse vocabulary within video retelling

are consistent with the work of Schlosser et al.(2014) who reported the advantage of animations over static pictures on children's naming and verb labeling. The current results are also consistent with previous studies that observed a benefit of animations, including the findings that children learned and retained more animation in the video; a benefit that exists beyond visual support provided by static pictures. Lastly, although the differences mentioned above offer explanations based on the participant or statistical characteristics, differences in methodology and story format may also have resulted in different results.

The second is the relevance of journal research from Darwisyah Irwan D which has conducted research with the title “ The Effect of Retelling Story Towards Students’ Speaking Ability”. Overall, the result of the research showed that there were some improvements. The findings of the results show positive improvements in students' speaking ability by implementing retelling stories in class. By doing more practice in retelling stories, the students' speaking ability has improved. They could retell a story briefly and their message was conveyed; they also can do some improvement in retelling a story if they forgot the story. The students got the ideas for retelling stories from youtube and other sources of stories such as movies, novels, fable, etc. The retelling story forced them to practice speaking so that they could have better in their speaking ability, including content, context, grammar, fluency, pronunciation, and vocabulary but not all of the students improved in the same skills. Retellings stories also provide an opportunity for the students to present his/her ideas.