

**IMPROVING TEENAGE STUDENTS' SPEAKING ABILITY
BY RETELLING ANIMATION MOVIES
IN ENGLISH COURSE INSTITUTIONS**

PAPER

*Submitted As Partial Fulfillment of the Requirements
to Obtain Strata One (S1) Degree*



BY:
Dewi Natasani
77050/2006

Advisor:
Dra. Aryuliva Adnan, M.Pd.

**ENGLISH DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
STATE UNIVERSITY OF PADANG
2011**

ABSTRAK

Natasani, Dewi. 2011. "Improving Teenage Students' Speaking Ability by Retelling Animation Movies in English Course Institutions." Makalah. Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni.

Di sebagian besar daerah di Indonesia, bahasa Inggris merupakan bahasa asing yang diajarkan mulai dari Sekolah Dasar. Bahkan, di kota-kota besar bahasa Inggris diperkenalkan semenjak Taman Kanak-kanak. Meskipun demikian, masih banyak siswa Indonesia yang lemah berbicara dalam bahasa Inggris. Berbicara merupakan salah satu keterampilan yang sangat penting yang harus dikuasai untuk berkomunikasi dalam bahasa Inggris terutama di era global seperti saat sekarang ini. Dalam berbicara siswa harus mempunyai ide, kosakata yang banyak, mempertimbangkan pemilihan dan struktur kata serta cara pengucapan dan intonasi yang benar. Untuk mencapai dan meningkatkan kemampuan siswa dalam berbicara haruslah dengan menggunakan strategi pengajaran yang tepat dan menarik.

Retelling animation movies adalah sebuah strategy yang ditujukan untuk meningkatkan kemampuan berbicara siswa. Dalam kegiatan *Retelling* ini, guru menampilkan sebagian film animasi dalam bahasa Inggris yang telah dipilih sebelumnya dan meminta siswa memahami serta menceritakan kembali alur cerita yang terdapat pada film animasi dalam bahasa Inggris. *Animation movies* dipilih sebagai media dari strategi *retelling* karena sebagian besar film animasi mempunyai pengucapan dan intonasi yang jelas, gambar yang menarik, kosa kata yang sangat dekat dengan kehidupan siswa sehari-hari, dan sesuai dengan usia siswa yang masih remaja sehingga jauh dari pornografi.

Dengan menerapkan strategi ini siswa dapat termotivasi dalam belajar karena strategi dan media yang digunakan sangat menarik dan sesuai dengan usianya. Selain itu, dengan adanya *retelling animation movies*, siswa dapat melatih dan meningkatkan kemampuan bicarannya dalam bahasa Inggris. Strategi ini juga akan melatih siswa dalam memahami alur cerita. Dalam penerapannya, strategi ini dapat diterapkan di tempat-tempat kursus bahasa Inggris pada level *intermediate*.

ACKNOWLEDGEMENTS

Alhamdulillah Allah SWT who has blessed the writer thousands of blessing and mercy so that she can finish this final project which entitled ***Improving Teenage Students' Speaking Ability by Retelling Animation Movies in English Course Institutions***. The writer also wants to send Shalawat and Salam for her inspirational figure, Prophet Muhammad SAW.

The writer would like to express her special thanks to her advisor, Dra. Aryuliva Adnan, M.Pd, who had given her time, valuable advice and guidance during the writing of this paper. Her thanks' also goes to Dr. Kusni M.Pd, the Chair Person of English Department, and Dra. An Fauzia Rozani Syafei, M.A the Secretary of English Department and also to all of the lecturers and staffs in English Department of State University of Padang.

The writer's deepest gratitude goes to her beloved Parents, Drs. Iskandar G.Rani, M.Pd and Juniar S.Pd, who keep praying for her success, facilitate and support her life. Furthermore, the writer wants to thank for her special friend, Hernaldo, A.md, who always support and keep praying for her.

Special thanks are also delivered to her special best friends – Liza Andrawida, Ade Farma, Mairatih, Diana Riza, Andrea Arsepta Arman, Juwita Erwi, and Rahmiarti Rizal. The writer wants to say thanks very much for all of advices and positive support. Also, a deepest gratitude is addressed to every person who had helped the writer in finishing this paper that cannot be mentioned one by one. The writer wants to thanks for the spirit, advices and inspiration that have been given.

Padang, February 2011

The Writer

TABLE OF CONTENTS

ABSTRAK	i
ACKNOWLEDGEMENTS.....	ii
TABLE OF CONTENTS.....	iii
CHAPTER I INTRODUCTION	
A. Background of the Problem.....	1
B. Limitation of the Problem	4
C. Formulation of the Problem	5
D. Purpose of the Paper.....	5
CHAPTER II REVIEW OF RELATED LITERATURE	
A. The Definitions of Speaking	6
B. The Definitions of Retelling.....	7
C. The Definitions of Animation Movie.....	9
D. English Course Institutions	11
CHAPTER III IMPLEMENTATION	
A. Preparation of Teaching Speaking by Retelling Animation Movie	13
B. The Implementation of Teaching Speaking by Retelling an Animation Movie	14
1. Pre- Speaking Activity	15
2. Whilst- Speaking Activity.....	17
3. Post- Speaking Activity	22
C. Discussion	23
D. The Advantages of Implementing the Retelling Animation Movies Strategy in Teaching Speaking Class	25
CHAPTER IV CONCLUSION AND SUGGESTION	
A. Conclusion.....	27
B. Suggestion	28
BIBLIOGRAPHY	

CHAPTER I

INTRODUCTION

A. Background of the Problem

It is already known that English is an international language which is spoken in almost all over the world. It means that English is used to communicate among people in different countries. Therefore, it is essential that one who wants to expand his knowledge should know English and should be able to communicate in it. In Indonesia, English become a main subject that should be studied by the students at schools. Beside that, many students also choose English course for improving their English language because English is really important in the global world.

In English there are four language skills, they are listening, speaking, reading and writing. Speaking is an important skill because one of the keys in English communication is speaking ability. The students should master speaking in English especially in daily conversation because conversation is foundation to communicate with foreigners. By mastering speaking skill, they can carry out conversation with others, give ideas and change the information with people in the world.

Speaking English is difficult enough to be practiced by students because English is a foreign language for Indonesian students. Based on the writer's experience in the field of Senior high school, the writer found some problems that

are faced by the students in learning speaking as foreign language. First, the writer found that many students are unable to express their ideas in English. It also happens in college students of English department, after having more than 4 years of study English, they are still afraid to express their opinions and ideas through speaking.

Second, based on the writer's experience in the classroom, the students should master several important elements of English speaking: pronunciation, grammar, vocabulary, intonation and fluency but most of them are lack of these. In fact, there are many students lack of these. As a result, they are afraid of making mistakes while expressing their ideas by speaking. Therefore, they do not have self confidence to speak. It will be a big problem if the teachers can not solve it. As Sumin (1997), states that speaking is especially difficult for foreign language learners. He also reinforces that it gives oral production in social interaction and involves paralinguistic elements of speech such as pitch, stress, and intonation.

Third, based on the writer's experience and brief interviews that have been done with several students, the writers found that some English teachers are not creative in finding a good strategy to improve the students' speaking ability. Most of them only teach based on the book they use. Even the writer found that many teachers just focus on the activity in the book without using a good strategy. It happens in each semester. So it does not improve students' speaking ability.

The last problems that the writer found based on her experience when she was in practice teaching in Senior high school, there are some English teachers can not create a good atmosphere in improving students' motivation and interest in learning speaking. It is caused by the weakness of the media used by the teachers. The writer also found that most of the teachers in the schools do not use an interesting media, whereas one function of the media itself is to motivate students in learning and create a good atmosphere in the class. So, by using an interesting media, the students will not feel bored in learning English as a foreign language especially in learning speaking. In that case, teachers are supposed to be creative in developing their teaching learning process to create a good situation, improve the students' speaking skill, give attention to the elements of speaking, and make the English lesson more exciting.

The usage of an exciting and appropriate strategy and media is the most important thing to improve the students' speaking ability. By using a good strategy and media the learning process will success. Besides, without any interest from the students in learning, the goal of learning process cannot be achieved, especially in English class as a foreign language. For those reasons, the writer tries to solve those problems by using retelling animation movies in teaching speaking in order to improve their speaking ability.

Retelling is a common human activity which can be enjoyable, especially if the material is interesting. This strategy could be implemented in the intermediate level. In this paper, the writer chooses animation movies as a media in retelling strategy. She chooses animation movies because it is more interesting

and more suitable than other movies such as cartoon, horror, and action for teenage students in intermediate level in English courses.

Retelling animation movies, as a part of speaking activities in a class, is an effective teaching tool that enables students to improve their speaking ability because it trains the students' speaking ability by retelling the event or information that they have seen or read by using their own words. Animation movie provides the students to develop oral skill since they do not live in an English speaking environment. They can also learn how to be a good speaker by talking and pronouncing the words like native speaker. This media is also appropriate to exposure the language related to the students' problems in speaking.

Teachers can use this strategy in the school and some English course institutions. Applying it in the schools will spend much time because the students have to retell the animation movies one by one in front of the class. Meanwhile, the number of the students in the school is too large rather than courses. It is around 32-40 students in each classroom. So it is rather difficult to ask the students to retell the animation movie in school. That is why it becomes a consideration to use this strategy in English course institutions.

B. Limitation of the Problem

The problem of this paper is focused on improving teenage students' speaking ability by retelling animation movies that is applied in English Course

Institutions because they have enough times in implementing many learning strategies in studying English, and have twenty students in each class.

C. Formulation of the Problem

The problem in this paper is formulated as follows: “How can an English teacher use retelling animation movies to improve the students’ speaking ability in English course institutions?”

D. Purpose of the Paper

The purpose of this paper is to discuss about the teaching speaking in English Course Institutions by retelling animation movies in order to improve the teenage students’ speaking ability. It is hoped that this strategy can be a solution for the teachers to help the students in speaking.