

MODIFYING THE USE OF MACROMEDIA TO MAXIMIZE SPEAKING PERFORMANCE AND MOTIVATION

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Abstract: The aims of this research are to investigate significant effect of modified the use of macromedia to maximize students' speaking performance, finding out what aspect of speaking mostly improved after being taught by using macromedia, and discovering the effectiveness macromedia to attract the students' attention during teaching learning process. 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. It was found that teaching learning process by using macromedia was effective to improve students' motivation to learn. Since teaching by using media give positive 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.

Keywords: *Macromedia, Motivation, Speaking Performance.*

Abstrak: Penelitian ini bertujuan untuk mengukur efek penting dari modifikasi penggunaan macromedia flash animasi non-internet untuk memaksimalkan penampilan berbicara siswa, melihat aspek berbicara yang paling meningkat setelah di ajarkan menggunakan macromedia flash animasi non-internet, dan menemukan keefektifan macromedia flash animasi non-internet to menarik perhatian siswa selama proses pembelajaran. Penelitian ini menggunakan pendekatan kuantitatif dan kualitatif. Kelas ipa (X IPA 2) dipilih sebagai subjek dalam penelitian ini. Untuk mengumpulkan data, peneliti membagikan kuisisioner, lembar observasi, wawancara, dan test berbicara. Hasilnya adalah poses pembelajaran menggunakan macromedia flash animasi non-internet sangat efektif untuk meningkatkan motivasi siswa untuk belajar. Mengajar menggunakan media memberikan pengaruh yang positif kepada siswa karna siswa tidak hanya fokus pada materi pembelajaran tetapi juga siswa dapat mengingat apa yang telah mereka lihat. Dalam penelitian ini semakin tinggi motivasi siswa, maka akan semakin tinggi nilai berbicara yang mereka peroleh.

Kata kunci: *Macromedia, Motivasi, Penampilan Berbicara.*

INTRODUCTION

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.

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.

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.

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

METHODS

This research used one-group pretest-posttest design. This design is similiar to the one-shot case study. The difference is pretest is given

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.

In line with the background, the researcher would like to seek answers to research questions presented 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?

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. This research used both quantitative and qualitative data analysis. Both of them were partially used to answer four research questions. Quantitatively is used to answer research question no. 1, 2, and 3. While, qualitatively is used to answer research question no. 4.

Questionnaire is used to divided three kind of motivation: high, middle, and low. Observation sheet is used to control teaching learning activities in the class. Interview is used to find out wether the media that been used was effective or not during teaching learning process in the class. And speaking test is used to find out which aspects of speaking that mostly improve after being taught by using macromedia flash animation non-internet.

In analyzing the data, the writer used quantitative and 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.

Qualitative is used to answer research question number 4, that is,

to find out the significant effect of the use of modified Macromedia Flash Animation Non-internet to attract students' involvement.

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.

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 ($p < 0.05$).

RESULTS AND DISCUSSION
RESULTS

To answer the first research question regarding to find out the effectiveness of modified macromedia flash animation non-internet to improve students speaking performance. To answer this research

question, the researcher did pretest, treatment, and posttest. The following table summarizes the descriptive statistics of pre and posttest of students' speaking score.

Table 4.2.1. Descriptive Statistics of Pre Test and Post Test
Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PostTest	71.3667	30	4.31903	.78854
	PreTest	56.6667	30	13.67942	2.49751

From the table 4.2.1 above, it showed that in the pretest the students' speaking mean score was 56.66 and in the posttest the students' speaking mean score was 71.36. From the table, it showed that there was an improvement of

students' score in pretest to posttest. To find out the significant increase of speaking achievement significant, the researcher used paired samples T-test in SPSS 21. And the result was as follows

Table 4.2.2. Paired T-Test of Pre Test and Post Test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	PreTest - PostTest	14.7000	10.87595	1.98567	18.7615	10.63885	7.403	29	.000

From the table 4.3.2 paired samples test, the students' speaking achievement increased. It can be seen from the pretest, the students' achievement in speaking score was (56.66) and in the posttest was (71.36). It showed that there was an improvement with the gain 14.70 between pretest to posttest. From the table 4.3.2 also showed that the students' achievement was increased significantly (sig. 2-tailed: 0.000). It was based on the hypotheses that the researcher stated that level of significant was 0.05.

To answer the second research question regarding the aspects of speaking ability mostly improve on students' speaking performance after being taught through modified of macromedia flash animation non-internet. To answer this research question, the researcher took scores on every task given to the students. From the pretest, treatment, and posttest, the researcher used T-Test in SPSS 21. The researcher found out that the aspect of speaking mostly improved on students' speaking performance after being taught

through macromedia flash animation non-internet was as follows;

4.3.1. Descriptive Statistics of Aspects of Speaking

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PostTestAccuracy	71.7833	30	4.44833	.81215
	PreTestAccuracy	56.8000	30	13.98373	2.55307
Pair 2	PostTestFluency	71.7333	30	4.34649	.79356
	PreTestFluency	56.7667	30	13.85126	2.52888
Pair 3	PostTestComprehensibility	69.7333	30	12.07715	2.20498
	PreTestComprehensibility	56.9500	30	13.68510	2.49855

From paired samples statistics of pretest and posttest table 4.3.1 above, it could be seen that in pair 1 the post test of accuracy was (71.78) and in pretest was (56.80). The gain of accuracy here was (14.98). In pair 2 the posttest fluency was (71.73) and in pretest was (56.76). The gain of fluency was (14.97). In pair 3 the post test of comprehensibility was (69.73) and in pretest was (59.95). The gain of comprehensibility was (12.78). According to gain of posttest

and pretest of accuracy, fluency, and comprehensibility above, the highest gain was in accuracy (14.98).

To answer the third research question regarding to find out the significant effect of students' motivation on their speaking performance. The researcher administered questionnaire which consists of 40 items to find out the students motivation towards English learning. It can be seen in the following table.

Table 4.4.1 The Descriptive Statistics of Students' Motivation

TOTAL

4.4.1.1 Students' Low Motivation

	Frequency	Percent	Valid Percent	Cumulative Percent
1.20	1	3.3	3.3	3.3
1.23	1	3.3	3.3	6.7
1.28	1	3.3	3.3	10.0
1.33	1	3.3	3.3	13.3
1.35	1	3.3	3.3	16.7
1.48	1	3.3	3.3	20.0
1.50	1	3.3	3.3	23.3
Total	7	100.0	100.0	

4.4.1.2 Students' Middle Motivation

	Frequency	Percent	Valid Percent	Cumulative Percent
1.53	2	6.7	6.7	30.0
1.55	4	13.3	13.3	43.3
1.58	1	3.3	3.3	46.7
1.65	1	3.3	3.3	50.0
1.68	2	6.7	6.7	56.7
1.78	1	3.3	3.3	60.0
1.88	1	3.3	3.3	63.3
Total	12	100.0	100.0	

4.4.1.3 Students' High Motivation

	Frequency	Percent	Valid Percent	Cumulative Percent
1.95	1	3.3	3.3	66.7
2.13	1	3.3	3.3	70.0
2.63	1	3.3	3.3	73.3
2.65	2	6.7	6.7	80.0
2.68	1	3.3	3.3	83.3
3.45	4	13.3	13.3	96.7
3.48	1	3.3	3.3	100.0
Total	10	100.0	100.0	

From the table of descriptive statistics of students' level of motivation, it can be seen range of the score was started from 1.20-3.48. There were 21 range of score. Thus, from 21 items of score they were divided into three level of motivation (low, middle, and high). It means that, there were 7 range for each

level of motivation. The interval can be seen as;

- 1.20 – 1.50 : LOW
- 1.53 – 1.88 : MIDDLE
- 1.95 – 3.48 : HIGH

To find out the students' speaking performance, the researcher took pretest and posttest. And the result was:

Table 4.4.2 Descriptive Statistics of Students' Speaking Performance

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 PreTest	56.6667	30	13.67942	2.49751
PostTest	71.3667	30	4.31903	.78854

4.4.3 T-test of Pre Test and Post Test

	Paired Differences				t	df	Sig. (2-tailed)	
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower				Upper
Pair 1 PreTest - PostTest	14.7000	10.87595	1.98567	-18.76115	10.63885	-7.403	29	.000

From the table of paired samples statistics in pair 1 the mean score of pretest was (56.66) and the mean score of posttest was (71.36). From the mean score of pretest and posttest there were significant improvement

(56.66 to 71.36) with the gain of score was (14.70).

After the researcher divided students' level of motivation, the researcher correlated the students' motivation towards students' speaking

achievement on the post test. In calculating the students' motivation towards students speaking

achievement, the researcher used ANOVA and it could be seen as follows:

ANOVA

PostTest

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	165.858	2	82.929	5.969	.007
Within Groups	375.108	27	13.893		
Total	540.967	29			

From the table of ANOVA, there was a positive correlation between level of motivation and speaking achievement (sig.2-tailed:0.007) as the researcher stated in hypotheses testing the level of significance is 0.05 (p<0.05).

The students' level of motivation can be seen from the graph. The graph presented below showed that the higher students' level of motivation was, the higher students' achievement in speaking would be.

4.4.1 The Graph of students motivation towards speaking achievement

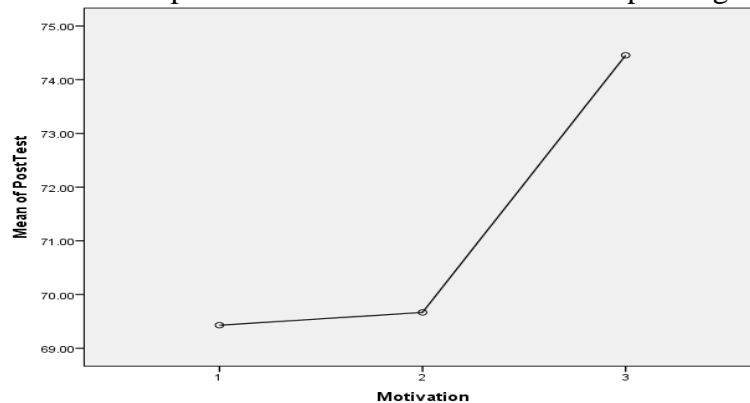


Table 4.4.4. The Descriptive of students' speaking Achievement Based on Their Motivation

PostTest

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
1	7	69.4286	1.13389	.42857	68.3799	70.4772	68.00	71.00
2	12	69.6667	1.07309	.30977	68.9849	70.3485	68.00	71.00
3	11	74.4545	5.95590	1.79577	70.4533	78.4558	68.00	81.00
Total	30	71.3667	4.31903	.78854	69.7539	72.9794	68.00	81.00

From the table descriptive of students speaking achievement based on their level of motivation, it can be found that means score of speaking achievement were in: 1) students' low motivation (69.42), 2)

middle motivation students (69.99), 3) high motivation students' (74.45).

Based on the result above, it could be found that 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. It could be concluded that modified of macromedia flash animation non-internet was effective to improve students' speaking performance. It is also had a significant result and that could can be seen from the hypotheses testing that the level of significance is 0.05 (p<0.05).

To answer the fourth research question regarding the significant effect of the use of modified Macromedia Flash Animation Non-internet to attract students' involvement. In order to answer this research question, the researcher did the observation during the treatment. The researcher took some data by using observation checklist, did the interview with the students, and took some photographs. In the interview, most students answer that they like studying by watching movies and videos. There were three example of the students who gave their reason why they chose to like studying by watching movies videos.

S14 : *movie
because i more
understand
when watching
the movie than
by seen the
book*

S20 : *i just like
learning by
watching the
movies
because i can
more
understand
when i see the
movies with a
then based the
books*

S21 : *movies.
Movies
because more i
yang mana
dulu i like
goldilock story
because i more
understand*

DISCUSSIONS

Yang (2010) stated that that the role of CALL has changed greatly. Technological and pedagogical developments 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 with the means to investigate language use in authentic context. Then the Internet allows for a great number of opportunities to communicate in the target language and multimedia information.

In line with the researcher's result. The researcher used computer assisted language learning which macromedia flash animation non-internet was. It also used structural-behavioral approaches that was grammar and vocabulary tutorials and drills to the students in order to make the students speak accurately. The function of implementation of tutoring and drilling is to guide the students, usually individually, for specific purpose. It was related to audio lingual method. In the audio lingual method, drilling is used to drill the students in the use of grammatical sentence patterns, (Larsen & Freeman (2000:35). And

in this case, tutoring and drilling were used to guide and to train the students to speak in a right pronunciation correctly and spoke in a right grammatical sentences.

Yang (2014) found that 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. And also it consequently demonstrated that both the teacher and students had noticed the importance and necessities of speaking fluency in communicative language teaching and that was a fundamental starting point of doing the research and attempting to promote the speaking fluency in the EFL class. It is in line with the researcher finding. In this research, the researcher found that the students could express their ideas by following the modifying of computer assisted language learning, which is, using macromedia flash animation non-internet. In this research, the researcher also made some teaching by using macromedia flash animation non-internet. By following the steps of teacher the researcher made, it was effective to the students to learn and to express their ideas. It means that the students could be active in using the language to express meaning so the other people could make sense. (Cameron; 2001).

The researcher's findings was in line with Gudu (2015) in his research, he used discussion and story-telling to be used in the classroom activities. However in his research, discussion and storytelling that was used in classroom activities made the students noisy in their groups'

discussion. There were many classroom activities which were currently in use at or near the communicative end of the communication (Harmer; 2007). In this research, the researcher used discussion in a small group to make the students more understand, feel comfortable to practice, to speak, to express their ideas. After that, the researcher used story-telling. According to Serrat (2008), storytelling is the use of stories or narratives as a communication tool to value, share, and capitalize on the knowledge of individuals. In this case the researcher asked the students to re-tell one of the stories that they had watched before.

In this research, the researcher stated that there were three aspects of speaking that were used by the researcher, that is, accuracy, fluency, and comprehensibility that would be measured by using Heaton (1991) speaking scoring system. Brumfit (1984) in Yang (2014) considered fluency as natural language use like the native speakers. It means that in fluency the students must speak as natural as possible, while the criteria for defining accuracy include grammar, vocabulary, and pronunciation. And For comprehensibility, it was easy for the researcher to understand what the students' or the speakers' intention. From those three aspects, in this research the aspect that mostly increased was accuracy. According to Efrizal (2012) there are a large number of measures that indicate speaking performance such as "*the number of words per minute*" for fluency, and "*the number of errors per word*" for accuracy. Comprehensibility in speaking

means that people can understand what we say and we can understand what they say. The following table

below were the example aspects of students' speaking performance.

No	Aspects of speaking	examples
a.	Accurate, fluent, and comprehensibility	<i>"what are you doing mom". "One day there were a litle girl"....</i>
b.	Acurate, fluent, but not comprehensibility	<i>"she is golden hair". "saw the three bear help she run down"....</i>
c.	Not accurate, but fluent and comprehensibility	<i>saw porridge (porech). Shoes (sos). Prince (praince)....</i>
d.	Not fluent, but accurate and comprehensibility	<i>"i think em the movie interesting funny and impress". "Goldilock sleep on a small bed when goldilock had long suddenly the ebar"....</i>
e.	Not acurate, not fluent, and not comprehensibility	-

Motivation is one factor that affect the students' interest during teaching learning process. Motivation was needed to attract the students' participation. Motivation not only comes from the students' itself but also comes from the other factors. For example the students interested the subject if the teacher gave some interesting materials, the teacher had some techniques to attract the students' attention, the teacher had an interesting tasks, and more. In line with this research, in the previous study by Zubairi and Sarudin (2009), they investigated motivation to learn a foreign language in Malaysia. The result findings on their research stated that Malaysian students learnt foreign language both extrinsic and intrinsic motivation reason. In their research, the understanding of intrinsic motivation is very important in promoting success to students.

Taha and Ming (2014) stated that the demonstrated of the effectiveness support the motivation to learn literature. As presented before that in this research, the researcher found out that there were three types of motivation here, high-middle-low motivation in learning speaking. The

presented result showed that the students who had high motivation, had a high score or achievement in leaning speaking during teaching learning process in the class. That showed that motivation is something needed by the students who not only come from themselves but also come from the other aspects, such us environment, materials given by the teacher, from their friends, etc.

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. Moreover, teachers' negative attitude towards students and non-supportive classroom environments damage students' willingness towards lesson. Shortage of positive reinforcements, approval and appreciation of students by teachers influences motivation to learn negatively. Motivation is not the only measure of student success, of course. A motivated student without the appropriate cognitive

skills will not perform well nor will a skilled student who is not motivated. Students need to acquire factual knowledge and basic skills as well as critical thinking skills which will enable them to evaluate new ideas and concepts.

The students who get high motivation can be seen when 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)). It is important to the students to have a high motivation. When the students have high motivation, they become interested in learning. It is not easy to make the students have high motivation because it is not only from the students themselves but also from the other factors that support the students in learning. The factors are the student himself, the teacher, the content taught by the teacher, the method/process, and the environment. It means that the students must have ability, interest in do something. The teacher must be well trained, must focus on educational process, responsive to the students and be inspirational. In the content, it must be accurate, stimulating and appropriate with the students need. As (For) the teacher, it is important to understand the method or process in the class during teaching learning process, the process must be interesting, encouraging to attract the students' attention and provide the lesson that can be applied to the students in their real lives. The last is environment. It is important to create positive environment during teaching learning process. It makes the students relaxed and comfortable to

learn. 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.

CONCLUSION AND SUGGESTIONS

In relation to the results of the research, It is inferred that teaching by using macromedia flash animation non-internet as the learning media could give possitive effect to the students. It could be seen from the students' activities in the class. As a teacher shoul be creative, should be sensitive with what the students' need. It is important to find out what the students' need to make the students' feel enthusiasitics and comfortable join the classroom activities. In combining with classroom speaking activities, teaching by using macromedia flash animation non-internet could be one alternative, because in teaching speaking the students not only watching short animation videos. The students' could hear the sounds, they could learn how to pronounce the word, tand he students' also could see the picture.

Additionally, the researcher provides suggestions for other researchers who are interested in conducting relevant research. Since English as a foreign language is a difficult subject to learn by the students, the teachers have to be creative to create comfortable atmosphere 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.

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 necessary 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 use 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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