DEVELOPING AUDIO-VISUAL MEDIA OF FABLES AND FOLKTALES FOR ENGLISH SPEAKING ACTIVITY IN JUNIOR HIGH SCHOOL CLASSROOM

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Abstract: This study aims at developing a simple audio-visual media of folktales and fables as media for speaking activity in Junior High School. The research adopts R&D design. The media is in the form of Flash media. There are two self-made digital stories and two narrated stories from folktales and fables in Asia. Each story is followed up by questions. Three classes were used as the participant in the tryout. For instruments, a checklist was used by the experts and English teachers; another checklist was used by the students. The result showed that the product is well accepted and liked by both students and teachers.

Keywords: audio-visual media, fables, folktales, speaking activity

Abstrak: Penelitian ini bertujuan untuk mengembangkan media audio-visual sederhana yang dapat digunakan sebagai media dalam kegiatan berbicara di Sekolah Menengah Pertama. Penelitian ini mengadaptasi desain R & D yang digagas oleh Borg dan Gall. Terdapat dua cerita digital dan dua cerita bernarasi dari fabel dan dongeng dari Asia. Setiap cerita disertai dengan beberapa pertanyaan. Tiga kelas digunakan sebagai partisipan dalam uji coba. Instrumen yang digunakan adalah *checklist* yang diisi oleh guru, ahli media, dan siswa. Hasil penelitian menunjukkan bahwa produk diterima dengan baik dan disukai baik oleh siswa maupun guru.

Kata kunci: media audio-visual, fabel, dongeng, kegiatan berbicara

The communicative purpose of teaching English is making the students able to speak English fluently (Kayi, 2006). Therefore, it is expected that the result of teaching English is to enable the students to communicate using the target language. According to Folse (2009:3), language learners want to be able to speak fluently rather than mastering three other skills. Another expert also states that most learners feel that being able to communicate orally or speak is an important goal in foreign language learning (Graham, 2007). Ur (1996:120) adds that among four language skills (listening, speaking, reading, writing), speaking is considered important since people who know the language are referred as the "speakers" of that language as if speaking includes all the kinds of knowing. Ur (1996) also states that many foreign language learners are primarily interested in learning to speak. Though speaking has a value toward language learning, based on some previous researches conducted by Mauratu (2005), Prasetianto (2011), and Swari (2015), the speaking skill has for a long time been underestimated especially in form of the portion in classroom teaching. Another problem that arises is that there are inadequate resource and materials used in teaching. Based on practitioner observation in several schools in suburban areas, English lesson exposes the students on the textbook and use the teacher as the main input in learning. The teachers rarely utilize other inputs from audio-visual materials or movies which contain good exposure for the students in speaking activity due to the huge number of students in the classroom and the limited time allotment for English subject. Moreover, most of the teachers in suburb area prefer teaching reading than speaking since reading is useful for the students in facing national examination.

To support the previous statement, a preliminary study has carried out in SMPN 1 Deket, a school that is located in a suburb area in Lamongan. In this school, some information were gained through interview and observation. The interview was carried out to dig up the information from the English teachers who teach eighth grade, also to know the student's opinion toward speaking activity in class. Based on the information that was gained through the preliminary study, there were several things that can be highlighted as the main problems in teaching speaking skill, especially in SMPN 1 Deket. The first problem is the insufficiency of the source in teaching English, especially speaking. Two of three teachers who teach in eight grades clearly stated that the only sources in teaching English are the textbook given by the government and the module (LKS).

The second point is that the types of material that do not arouse students' motivation. Since the teachers only use the textbook and module (LKS) as the main sources of teaching, the teaching and learning process tend to be monotonous. By bringing an interesting media in class, the students will engage more to the teaching and learning the process. Moreover, they will comprehend the subject easily because they are motivated. Tella (2007) proved that there is a connection between motivation and achievement that motivation gives impact on academic achievement. Motivation is the base foundation of an

English language learner. According to Prayitno (1989:4), a student who is motivated to a subject will be very interested in doing all the tasks, shows a high diligence in studying, also has varied activities to study. Houston (1985:12) adds that motivation can block or facilitate the expression of previously learned information, just as it can block or facilitate new learning. Houston's statement implies that motivation holds an important part in learning a language. When the students are not motivated to learn, then there will be no input transferred. Therefore, it is the greatest challenge for the teacher to get the students to use the target language to converse, communicate, interact, ask questions, and answer the question orally.

A strong reason to underdone this study is to develop an audio-visual media is based on the statement stated by Mayer (2009:6) that multimedia presentation, when the materials are presented in form of audio and visual, can maximize the human capacity to process information. Mayer also adds that when the teachers present the material through verbal mode only (audio), they actually ignore the potential contribution of students' capacity in the processing in visual mode. Thus, it is believed that an audio-visual media can accommodate a better teaching and learning the process. An audiovisual media will attract the students' interest as well as arouse students' motivation. According to the psychological field, the junior high students (in the range of age 10—14) have an attention span in the range of approximately 10—12 minutes (Vawter, 2009:2). This attention span is easily distracted by external factor such as the condition of the classroom, the students' characteristic, the way the teacher presents the subject, etc. therefore, the use of audio-visual media is considered effective to be used in class since audio-visual media can attract students attention and help the students to keep focus on the materials that is presented by the teacher. Moreover, the use of audio-visual media is in line with the implementation of edutainment where the students can be educated and entertained at the same time (Sorathia & Servidio, 2012:2).

The media that is constructed by the practitioner will be a self-made video and a narrated text. The self-made video is considered as a trigger for other teachers to make their own video, or at least media, based on their creativity. Actually, the practitioner can also download a video from youtube. However, taking materials from youtube and put it in a new media will need a copyright. Therefore, the practitioner decided to make the media.

This research is a development of an audio-visual media (a media in form of Adobe Flash Media) of narrative text as input in speaking activities. In this media, the narrative text specifies into fables and folktales. The fables and folktales that are provided in this media are taken from India and Japan only since those two countries have significance difference in term of culture. In addition, due to the limitation of time, this study only carried out two countries in Asia. It is expected that by providing the story from Japan and India as the representation of Asian countries, the students can enrich their knowledge about cultures in Asian country besides their native country. Another consideration is fables and folktales are the most common narrative text that is given to the students. This media is purposely design for the junior high students in SMPN 1 Lamongan for this school needs this media to support the teaching and learning English. Since the narrative text is taught from the seventh grade up to ninth grade, this media can be used as the materials in speaking activity to all grades. Therefore, the media consist of two kinds of narrative texts which are fables and folktales. Its theme is representing stories from Asia and the appearance of the menu is in the form of a map of Asia. There will be four stories both two fables and two folktales. The stories are taken from Japan and India as the representative of East Asia and South Asia. There is a follow-up activity after each story; the activity is in the form of instruction to be done through speaking activity. There is a glossary in each story consisting difficult words in the stories.

METHOD

Since this study is aimed to develop an interactive speaking material combined with multimedia in form of flash media program to be used as input in teaching speaking, the appropriate design to support this research is the Research and Development design that is proposed by Borg and Gall (1996). Research and Development are employed to develop or formulate educational product such as curriculum, syllabus, textbook, instructional media, modules, supplementary materials, assessment instrument and so forth, for use in academic circumstances. According to Gall and Borg (1996:569), educational R&D is an industry-based development model in which the findings of the research were used to design new products and procedures, which then tested, evaluated, and refined until they meet specified criteria of effectiveness and quality. Therefore, it can be concluded that the purpose of R & D is not to formulate or test a theory, but to develop an educational product for use in school.

Adapting Gall and Borg's model, this research divided the R&D cycle into eight major stages. The adaptation was carried out to meet the real condition in the field research, the types of materials, and the sake of practicability. The research and information collecting simplified into need analysis where the researcher try to find out the gap between the current situation of the available media and the need for the both students and teachers so that the media that will be developed can bridge the gap. The planning and developing stages were still the same. While the rest will be adapted and modify to suit with the practitioner's condition. The plot of stages can be seen in Figure 1.
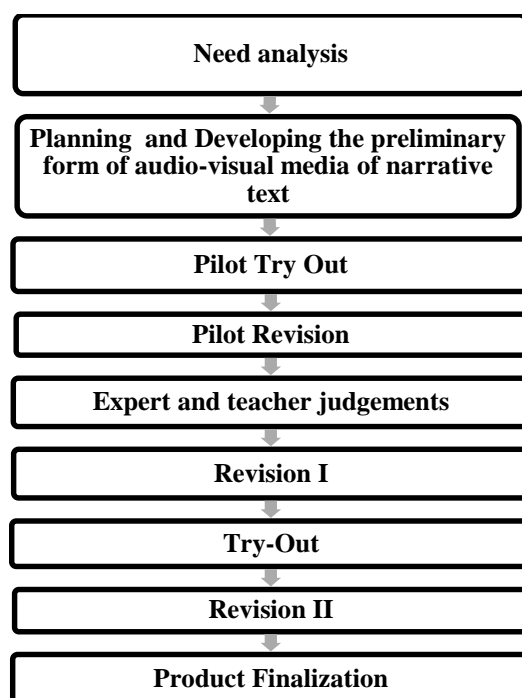
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│  Planning and Developing the         │
│  preliminary form of audio-visual    │
│  media of narrative text             │
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│            Pilot Try Out             │
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Figure 1. Research Design (adapted from Gall & Borg's Model, 1996:792)

Needs Analysis

As the first stage of the research design, the need survey is carried out to get information and check the current condition also the availability of the materials in the market and school. The need Analysis was carried out from the March to Mei 2015. There were two instruments that were used to gain the information of students' and teachers' need. An interview guide was used to dig up the information from the teachers during the interview, while questionnaire was used to know the students' need and their expectation to the media. The interviewees were two English teachers who taught the 7th graders and 8th graders, while the questionnaire was given to two classes of 8th graders who were taught by the different teacher. The 8th grader's classes were chosen because the 8th graders were the most suitable subject since they have already learned narrative text. Moreover, the 9th graders were busy preparing for National Examination.

Planning and Developing the Preliminary Form of Audio-Visual Media

Once the expected information from need analysis has been collected, the planning stage was started. The planning stage was a follow-up action after finding out about the availability and the needs of the speaking media. That information, then was processed to define the product specification.

The specification of the product was formulated based on the information that was gained during the need analysis and reviewing literature. By reviewing some literature the researcher found out some essential points that were related to the materials development. Some literature related to the characteristic of subject learning, the level of materials that suitable for Junior High students, the use of non-native speaker as the narrator, and the most appropriate software program to compile the audio-visual media.

First, it was started by selecting the fables and folktales that were used in the media. The selection was based on two indicators (1) the aspect of character building that can be found in the story and (2) the story from an Asian country (as the representative: Japan and India). After selecting the materials, the mapping of the topic and the instructional materials then developed into the blueprint of instructional materials and instructional objective. The next step after making the blueprint of instructional materials and instructional objective were developing into the blueprint of the activity in each topic.

Developing the design of the media was based on the materials' mapping. It was continued by developing the hierarchy of the audio-visual media, and then the flowchart. The hierarchy was designed to help the researcher as the guideline in developing the audio-visual media since the hierarchy will show the rough picture of the component inside the audio-visual media for speaking. Based on the research that was done by Puspitasari (2013) the hierarchy was developed into a flowchart.

Flowchart means the specific diagram about the flow of the product's slide. The flowchart covers all the components in the media start from the *start* slide, *title/menu, materials (animation), activities, glossary,* and will be ended by the *exit* slide

Before creating the Digital story, the first was recording the narration. The script of the recording was the story of each fable and folktales. The audio was recorded using a software namely Adobe Audition. There will be two dubbers of male and female involved. All of the dubbers were non-native speakers. The consideration of using all non-native speakers as the dubber was based on the "own-language" that was proposed by the British council. In the own language principle, it was allowed to use the non-native speaker as the teacher or the speaker in the target language as long as it was appropriate and understandable.

The making of the digital stories was carried out after selecting the materials of the fables and folktales and record the narration. The next step was making the storyboard. The storyboard was used as the guideline in making the digital story. The first step was creating the scenes for the digital stories, and then the scenes will be scanned into .jpg form. Next, the scenes and the audio (narration and backsound) were assembled using a program called Adobe Premiere CS3. The final output of the assembling process was in form of video (.avi) of about 3—5 minutes for each story.

All the digital stories, the activities, and the glossaries will be assembled into one final media. The software Adobe Flash Media was used to compile into multi-media based software to link each other materials with the animation and audio, also correlating the materials inside the media. The last step was assembling all the materials and activities into one file using adobe flash CS3, then the materials ready to be burnt in a CD-ROM.

RESULTS
The Result of Need's Analysis

The need Analysis was carried out from the March to Mei 2015. There are two instruments that were used to gain the information of students' and teachers' need. An interview guide was used to dig up the information from the teachers during the interview, while questionnaire was used to know the students' need and their expectation to the media. The interviewees were two English teachers who taught the 7th graders and 8th graders, while the questionnaire was given to two classes of 8th graders who were taught by the different teacher.

The teachers gave information by answering the questions asked by the practitioner. There are five questions that should be answered by the teacher. The first question asked about the way the teacher conducted speaking activity in class. The teacher answered that they usually asked the students to read the dialogues out of the LKS. From the second question, information about the difficulties in teaching speaking was gained. The teachers explained that there were a lot of difficulties in teaching speaking. One example was when the students had no willingness to learn. This would hinder the students to acquire the lesson. Another example was the students were too shy to speak up. Some students were afraid to be mocked by their friends if they make mistake in stating English sentence, therefore those students had a tendency to be shy to speak up in speaking activity. In addition, the teacher also added that those students had limited vocabulary that troubled them whenever they want to say or state something in English. The third question revealed the use of media in teaching speaking. The teachers honestly answered that they never used a variation of media in teaching speaking. All the materials were taken from the LKS and English book provided by the government. According to the teachers, it would be difficult for her to use media such as power point or film in class because most of the teacher had no time in preparing those kinds of media. The fourth question was delivered to know the way the teachers taught especially in teaching narrative text for speaking. The teachers said that most of the time they rarely gave a narrative in speaking activity. In the fifth question, the teachers were asked whether the students were motivated to engage in speaking activity. The teachers answered that when it came to motivation, most of the female students were more motivated than the male ones. The male students usually too shy to speak because they were afraid to make mistake and being mocked by their friends. It made the male students less participated in speaking activity.

Students' information related to the needs of the new media was gained using questionnaire. From the questionnaire, the practitioner could gather information about the needs of new media to facilitate the speaking activity. The questionnaire was given to two different classes. The classes were chosen based on the rank of students' achievement. Class 8B and 8E were chosen as the representative. Students' information was gained using questionnaire. The first information that can be gained was most of the students like English subject; however, speaking is the least skill for their preference. In contrary, most of the students still thought that speaking skill is considered important for their future. The students' response to the questionnaire showed that they felt difficult to learn English especially because of their limited vocabulary. For the teaching and learning process, half of the respondents said that English subject was quite fun though the teacher only asked the students to read the dialogue and discuss it in a pair. In line with the teachers' statement in the interview, the students confirmed that the main teaching source that was used by the teacher was LKS (module) and most of them agree that LKS was inadequate to support they need for English subject. When question related to the media that the students' need was raised, the students, almost 95% of them, agreed that using video or multimedia will help them to study better. They also added that using theme fables or fairytales would be interesting.

The Results Audio-Visual Media Development

The result of Audio-Visual media development was based on the planning that had been elaborated in the previous chapter. The media was developed based on the finding in the need analysis stage.

The Materials

The material that used in the media was fables and folktales in Asia. There are 2 countries that were taken as representative: Japan and India. Those countries were chosen since those two countries had a distinctive culture that could enrich students' knowledge related to different culture in Asia. One fable and one folktale were chosen from each country: Japan and India.

The Fables and folktales from Japan were "The Two Frogs" and "The Crane's Gratitude"; while fable and folktale from India were "The Brahmin and The Three Thug" and "The Crow and The Water Pitcher". The texts were adapted from the internet with some adjustment to suit the students' level. The texts then converted in form of audio by recorded it. Two dubbers were chosen to dub the text into narration that would be placed in the media later.

The dubbing process was done using Adobe Audition to record the voices of the dubbers. The recording then mixed with the back sound and the sound effect to make it a good and attractive narration. The mixing process also used Adobe Audition program. The output of the narration is in form of .mp3 file. This narration then inserted and mixed down with the pictures using Adobe Premiere program.

The activity in the media was constructed based on the texts that were provided in it. The activity was in form of question to lead a group discussion. The early questions were derived from the WH-Question to identify the information in the texts. The last question is an analytical question to relate the information from the text with the contextual situation.

The Design

Based on the finding of the need analysis stage, both the teacher and the students agreed that they need a media that can be both attractive and encouraging for speaking activity. Thus, media developed based on the finding of the need analysis. The result of media development was in form of simple animation in flash media format.

Before making a simple animation, the first step that was performed was drafting the characters and designing the background based on the stories. After drafting the characters, next step was plotting the scenes of each story. These scenes were used as the guideline in making the animation. The simple animation was made by combining the character, the background, and mixed it with the narration. The mixing process of the simple animation used a program named Adobe Premiere.

After each animated story finished, the next thing to do was assembling the simple animation with the activity and glossary into a flash media form. Flash media was used because this form of media was easy to be operated. There were four stories in the flash media; two stories were in form of simple animated ("the Crane Gratitude" and "the Brahmin and the Three Thugs") and the others will be in form of text and narration. Each country consisted of one table and one folktale, activity, and glossary.

Pilot Try Out

The first tryout was carried out on 1st January 2015. First tried out was carried out to test the pilot product of the media development. The media that was tried out was one simple animated fable titled "the Crow and the Water Pitcher". This simple animation was presented in a class of 12 students. These students were the representative of several classes that was taken randomly. The form of the animation was so simple, just like a digital storytelling where the sequence of pictures was accompanied by a narration and the activity was in form of simple question related to the generic structure of the story.

Based on the finding in the first try out, the media was well-accepted by the representative of the students. However, there were some comment and suggestion from the students related to the media. all of the students were happy with the media since they rarely got that kind of media in class. All of the participants enjoyed the tryout and were very enthusiastic. All of them stated that the media and the material were attractive and understandable. The students also add that the activity, in form of group discussion, was fun and engaging for them since the discussion was derived from the question related to the media presented. The vocabulary was quite understandable, only 16, 67% of the students who felt that the vocabulary was hard to understand. The participants also considered subtitle as a good point, since by having the subtitle, they can understand the story better. Moreover, if they did not understand the words, they could recognize the word by looking at the subtitle. However, 8, 33% of the students felt that the subtitle was hard to be read since the color of the subtitle was yellow. Another suggestion arose because of the poor sounding. 16, 67% of the students pointed out that the narration was unclear so that it was quite hard for them to catch the full story. According to the students, the media could help them in speaking activity since by using this media they became more motivated and speaking activity became more enjoyable. At this point, having media in class could trigger students' motivation to engage in the activity so that the students could learn better.

Pilot Revision

In the first try out, some students commented that it would be better if the characters in the story were moving. Therefore, as the result, the practitioner re-drew the picture of each story and made the character move. In making the motion of the character, Adobe Audition was used to give movement in each scene. Of course, to add the movement in the media took quite long time since there were several scenes in one story. For the narration, some improvement were made by re-dubbed the narration and mixed it again with the audio and back sound. The volume of the audio and back sound was checked to make sure that the back sound would not disturb the main narration. While for the subtitle, the subtitle in each story was made bigger and clearer. In the pilot media, the subtitle was using Giddyup Std font. The font was so cute but it was hard for the students to read the subtitle since it was dense and small. As the improvement, the font was changed into Freestyle Script font and set bigger. The color also changed into white to make it easier to read.

Product Validation

Material Validation

First validation was about the materials in the media. The lecturer who filled the checklist validation gave a good impression toward the media. Overall, the expert of material stated that the media was very well-done. It was attractive and interesting. However, there were some weak points that should be revised to make the betterment of the media such as some minor grammatical mistakes. The validator also pointed out that the fairytales in the media were more into folktales. Thus, the suggested action that was given by the expert of materials was rechecking all items and revising the weak points of the media.

Media Validation

The expert of media gave a good impression toward the media. He said that the media is well-provided and neat. However, the design of the cover should be changed by giving the logo of the State University of Malang and writing the target audience that will use the media. The expert of the media briefly stated that the visual design of the media is good. He also added that the content is contextual and tuned in which can arouse the student's motivation and enlarge the student's knowledge. However, the expert also stated some missing points of the media such as the credit title, reference, and the source of the story should be stated in the media. Overall, the expert of the media gave several suggestions that can give betterment for the media. First, improve the manual guide so that the user can operate the media easily. Second, there are potential chance to develop this media by adding cultural topic other than Japan and India.

Practitioner validation

One of the teachers of 8th graders was chosen to fill the validation checklist. The teacher thought that the material was already good. The attractiveness and the activity of the media were also acceptable. However, for the comprehension of the materials and the vocabulary, the expert gave 3 point which means that the materials and the vocabulary were quite difficult to understand. In term of media presentation the expert satisfied with user control, the display, the presentation, and the font. The teacher also thinks that certain criteria in this aspect such as the subtitle, the narration, and the backsound were quite good. For the last aspect, the teacher satisfied with all of the criteria which are, the utility of the media, and the usefulness of the media in making fun learning process also motivating the students in learning English. In the end, the teacher of 7th graders stated that this media is interesting since the picture is fun and well-presented. However, in some points, the color was a bit less vivid.

Revision I

Based on the validation of the expert of materials and media, also a teacher as a practitioner, there were several things that should be revised in order to improve the media. Based on the revision from an expert of materials, there were several minor grammatical mistakes such as: wondering instead of wandering, search instead of search, come instead of came.

The expert of Materials also pointed out that the stories in the media were folktales, not fairytales. Therefore, the practitioner also changed all the term used in the media. The teacher of SMP Islam Kepanjen suggested relocating the mapping of the media. In the previous one, the fables came first, then the folktales. The teacher suggested that it would be better to put the video, in the end, therefore the practitioner relocated the mapping of the stories in the media. Another change was the changing of the subtitle font. Previously, the subtitle was changed into Freestyle Script font because the font was too small and difficult to read. However, according to the English teacher of SMP N 1 Deket Lamongan, the subtitle still needed to be revised since the font of the subtitle made it looked dense. Thus, the practitioner decided to change the subtitle into a more readable font.

Product Tryout

The second tryout was carried out on 25th—26th November 2015, in this, try out the practitioner used 3 classes as the subject of the trial. They were 7B, 8A, and 9B classes. On the 25th November 2015, the tryout was carried out in 8A class. While for 7B and 9B classes, the tryout was performed on 26th November 2015.

The try-out was held based on the lesson plan that has been made before. Every class began with the warming up questions related to narrative. While confirming students' questions, the teaching gave a slight explanation about narrative, especially fables and folktales. The teacher showed the media to the class using LCD.

After giving a short and brief explanation related to the instructions in using the media and what the students had to do, the teacher divided the class into four groups. Each group was given a laptop and asked to get different materials from the media. There are 4 different stories in the media, so each group got a different story. The students' tried out the media by playing the materials of folktales and fables by themselves, after that they were asked to answer the questions in the activity session by doing discussion. After doing the discussion, each group was asked to present the result of their group discussion. Since each group got the different story to be presented, there was information gap that would trigger the students' in another group to raise questions. After all the groups had been presented, the teacher summarized the lesson by asking the students' understanding.

During the try out the students were motivated and curious to explore the media. They were cooperative and enjoyed the activity so much. They were active and did the discussion well although, in the lower level, the seventh grader, most of the students had not been accustomed to group work. Though some of the words in the media were quite difficult and new for them, they were eager to find out the meaning by looking at the glossary or searching on the dictionary.

The result of the try out in the 7B class was quite good. The impression of the students toward the media was good. All of the students liked the media. They enjoyed the speaking activity and engaged more when media was used. Based on the finding in the questionnaire 92, 3% of the students understand the stories presented in the media. There were several reasons stated by the students how they could grasp the stories. Some of them stated that the group work helped them to understand the stories better. Other students stated that they grasped the stories by looking at the picture, the narration, and the subtitle. The others pointed out that the glossary and subtitle helped them to get the meaning of the stories. Other findings were 24 out of 26 students agreed that the stories were interesting; most of them stated that since the stories were new to them and the way it presented was good, those made it interesting and exciting. 88, 4% of the students also coincided that the activity that the group discussion and 92, 3% of the students also thought that the vocabulary in the media was easy to understand. Group work was something new for the seventh grader students, therefore when they were asked to do group discussion they were an enthusiast. The vocabulary was considered understandable since the students could access the glossary to find any difficult word. 96, 1% of the students also added that the subtitle helped them in understanding the stories. For the students, the media was easy to be operated. Every group in the class had no difficulty in operating the media in the laptop. 24 out of 26 students pointed out that it was easy to operate the media for the teacher had explained the instruction before. However, 34, 6% of the students said that the narration was unclear because of the speaker of the laptop was not loud enough. 65, 4 % of the students agrees that by using this media, speaking activity became easier to comprehend, while 76, 9% of them also stated that this media made speaking activity became fun. To wrap it all, 100% of the students in 7B coincided that the media made them more interested in studying.

Table 1. The Comments of 7th graders from Questionnaire in Try Out

Impression	Suggestion
"Kita senang ikut pelajaran ini"	"Sebaiknya video ini diperbanyak dan negaranya lebih banyak"
"Belajar materi narrative ini sangat menyenangkan"	"Seharusnya tidak hanya Negara india dan jepang saja, tetapi negara semuanya"
"Cerita itu sedikit sulit untuk dipahami, tetapi ceritanya sangat bermanfaat bagi teman-teman"	"Seharusnya cerita pada video ini ditambah lagi asal negaranya, misalkan Indonesia, Cina atau yang lainnya"
"Materi jadi mudah dipahami dan dimengerti"	"Seharusnya videonya ditambah lagi, bukan hanya dari Negara India dan Jepang "
"Belajar dengan media ini sangat menyenangkan"	
"Ceritanya sulit dipahami jika tidak menggunakan narasi dan gambar"	
"Kita jadi lebih mengenal cerita dari Negara lain. Ceritanya menyenangkan dan dapat menghibur kita, aku mau lagi."	
"Medianya mudah dipahami dan dimengerti"	
"Media ini sudah baik dan sangat menyenangkan"	

The findings of the try out in 8A class also showed good result. 100% or all of the students like the media. They were an enthusiast and very into the speaking activity. based on the questionnaire, 85, 2% of the students stated that they understand the stories in the media because according to them the story was quite easy to understand. 92, 6% of the students agreed that the stories presented in the media were interesting. Most of them even suggested the practitioner to add more stories from other countries. All of the students were engaged in the activity. They were actively discussed with their group-mate to answer the questions. They stated that group discussion was fun and it enriched their knowledge as well. Although most of the students understand the stories, there were 29, 6% of the students who thought that the vocabulary was quite difficult. However, the rest of the students easily grasped the difficult words by looking at the glossary. They even stated that the glossary helped them a lot. For the accessibility of the media, 100% of the students claimed that the media was easy to be operated. They said that the media really suit with the technology era. While for the existence of the subtitle in the media, 96, 3% of the students felt that the subtitle helped them in understanding the stories. 74, 1% of the students stated that the narration is clear, the rest felt that the sound was not clear enough even though they had play it in maximum volume. Since each group use different laptop, the output of the narration is different in each laptop. Related to students' opinion toward the using of this media in speaking activity 92, 6% of them agreed that using this media made speaking activity easier to comprehend. The same percentage also showed when the students were asked about how speaking activity is conducted; the students pointed out that speaking activity became more fun and they became more confident to speak up during the lesson. As the point, all of the students coincided that the media made them more interested to study, they could overcome they shyness, they cooperated with their group, and were able to present their result of discussion in front of the class.

Table 2. The Comments of 8th graders from Questionnaire in Try Out

Impression	Suggestion
"sangat bagus karena mudah dipahami"	"saya ingin cerita didalamnya ditambah menjadi lebih banyak, gambarnya juga ditambah"
"Sudah bagus, akan lebih baik lagi diperlucu lagi"	"Saya ingin cerita tersebut ditulis dalam bahasa Indonesia, juga ceritanya ditambah lagi biar lebih menarik"
"Media ini sangat menarik dan tidak membosankan"	"Menurut saya media ini sudah cukup baik, sarannya berikan cerita yang lebih banyak"
"Media ini sangat mudah untuk dipahami"	"Sebaiknya cerita diperbanyak di setiap Negara, dan juga dibuatkan aplikasi online yang berbentuk soal-soal berjawab"
"Media ini sudah bagus"	"Sebaiknya subtitlenya berupa bahasa inggris dan Indonesia"
"Cerita yang ditampilkan media ini sudah sangat baik"	"Menurut saya seharusnya ceritanya lebih banyak seperti cerita dari China atau korea"
"saya suka media ini"	"Saran saya agar gambar yang diberikan lebih banyak dan menarik"
	"Saran saya adalah supaya cerita lebih dipanjangkan"

The result from the tryout in 9B class was unpredictable and really amazing. The finding showed that all the students in the class agreed and confirmed that this media was well-accepted and useful. For all aspect in the questionnaire was gained 100% vote from the students. The students like the media, they even think that this media was innovative and should be implemented in class every time they got English lesson. For the understanding, all of the ninth graders were able to understand the stories. They stated that the glossary and subtitle helped them in grasping the meaning of the story. All of the students agreed that the stories were interesting; they were mesmerized by the story and they enjoyed it very much. The group discussion also went very well and all the students participated actively. All the students agreed that the group activity was fun. They also add that by having group discussion they can easily understand the story since they can discuss it with their group-mate. The vocabulary also easy to understand for the ninth graders, they were able to access the glossary and dictionary to check the meaning of any difficult word. According to the students, the media was easy to be operated because the instruction was clear. For the narration, the students pointed out that the narration was clear. All the students were happy with the media; they stated that by using the media speaking activity became easier to comprehend. They also added that speaking activity became more fun and it made them more engaged to the lesson since it is something new for them.

Table 3. The Comments of 9th graders from Questionnaire in Try Out

Impression	Suggestion
"Media ini sangat menarik"	"Saran supaya setiap kegiatan speaking/bahasa Inggris kita diberi narasi/materi seperti ini"
"Semoga menjadi media yang lebih baik lagi untuk kegiatan pembelajaran"	"Tidak ada saran karena semua sudah komplit!"
"dengan media ini, kita bisa mengetahui dan memahami materi"	"Saya ingin mengetahui dan melihat cerita-cerita selanjutnya."
"" Menurut saya kegiatan ini sudah sangat menyenangkan sekali"	"Agar mengembangkan media ini sampai nanti, agar lebih mudah dipahami"
"Saya sangat senang dan saya ingin mengetahui cerita-cerita selanjutnya"	"Agar dapat menggambarkan ilustrasi yang lebih menarik lagi"
"Media ini sangatlah baik, mudah dimengerti, menyenangkan, mengasyikkan, dapat membuat belajar menjadi senang"	"sebaiknya media ini diperlukan laptop yang lebih baik lagi supaya kita mudah untuk menerima materi"
"Saya sangat senang dengan cara belajar seperti ini, tetapi saya ingin tahu banyak cerita yang lain dari cerita yang ini"	"Ceritanya harus lebih lama dan menggunakan bahasa yang mudah dimengerti"
"Saya ingin cerita-cerita yang lain yang sangat mudah dipahami dalam bentuk video"	"Sebaiknya metode ini diterapkan di setiap pelajaran bahasa Inggris setiap harinya"
"Media ini sangat menyenangkan dan mempermudah kita dalam belajar"	"Sebaiknya cerita diperbanyak kalua bisa semua cerita dari berbagai Negara juga ada, jadi banyak sumber."
Media ini sangat menyenangkan karena membuat saya bisa berkomunikasi dengan teman-teman dalam bahasa Inggris"	

Revision II

Overall, there were no essential changes in the second revision since the suggestions from the students mostly asked the practitioner to add the stories and add Indonesian subtitle. Those requests, adding another story and Indonesian subtitle, were hard to approve since the practitioner had limited time allotment and financial; this Research and Development was for the thesis. Moreover, from the findings of the try out the media was well-accepted and proved to be useful. The addition of other stories from another country can be added by the further researcher who wants to undertake the same research.

Final Product

Having passed through the development process, the final product was finally completed. Since the beginning of the process, this audio-visual media had changed and developed in order to suit the needs of the users. The changes and development of this media indeed based on the pilot tryout, experts and teachers' validation, the big group try out and finally the final product was produced.

The final product of this research was a media in form of Flash Media Program that consisted of audio (narration) and visual (simple animated video) materials, group work activity, and glossary. The product was packed in a CD accompanied with the manual book for the teacher. The dimension of the package was 14cm x 19,5cm CD box included CD-R and Manual Instruction. The cover of the product can be seen in figure 2 and figure 3.

Figure 2. The Cover of the CD-ROM Package

Figure 3. The Cover of Manual Guide

The audio-visual media consisted of four stories; two fables and two folktales. Each fable and folktales represented Japan and India. For India, the Fable will be in the form of Video while the Folktales will be in the form of scroll texts and narration. On the other hand, the fable for Japan will be in form of video and the folktale will be in form of scroll text and narration. The duration for the videos was 03:47 minutes for folktales from Japan and 02:33 minutes for Fable from India. While the length of the narration for fable from Japan was 03:13 minutes and for the folktale from India was 03:15 minute.

For the activity, there will be instruction before getting the question for group discussion. The instruction was clearly stated how the discussion will be held. This media was invented to help the teacher to conduct better teaching and learning the process, especially during speaking activity. To make the teacher easier in using this media, the practitioner had prepared the

manual book and lesson plan as the guideline for the teacher. The manual book consisted of the description of the media and all the buttons in it while the lesson plan can be used as the benchmark in conducting the teaching a learning process. The teacher can modify the lesson plan to suit the media with the students.

DISCUSSION
The Media

Based on the findings during the tryout, there was an interesting thing that cannot be left behind. The media was tried out to seventh, eighth, and ninth graders. During the implementation of the media, the practitioner found out that there was different reaction given by each grader toward the media.

During the implementation of the media in the seventh grader (represented by 7B class) the practitioner realized that the material was too difficult for them. For the seventh grader who just graduated from elementary school having whole stories and doing group discussion are a big deal. What can be concluded is that the media was design to be flexible; means this media was the input for the students to do the activity, not as the model.

According to Krashen (1982:62) input is when the acquirer's condition move from stage *I* to *i+1*; which can be interpreted as the media become the input for the students to learn English means that what presented in the media will be processed by the students and what the students acquire may vary according to their understanding. By having this media as the input, it is up to the teacher how the activity will be conducted. The teacher can adjust the media with the needs of the students. Since the seventh grader was a newbie in using media in class and having a group discussion, the teacher could accommodate by re-creating the lesson plan. The teacher is allowed only take a story to be brought in the class, and ask the students to discuss it together. By doing that way the media will suit to seventh grader needs.

For the eighth grader and ninth grader, the media seems to be easier to handle. The eighth grader successfully implements the media and use the group discussion as well. The same case also goes with the ninth grader. Since they were already accustomed to pair work or group work, having group discussion was not a big deal. This implied that the using of this media will best suit the upper graders.

Students' Enthusiasm

Considered as a time-consuming activity, speaking activity was stranded and left behind by most of the teacher especially in outskirts area. Take for example; almost all the teacher in SMP N 1 Deket agreed that simplify speaking activity into simply reading dialogues out of LKS was the fastest way to shorten the time consumption. In fact, that kind of activity was not considered as speaking. Speaking activity is when the students produce the English speech sound and sound pattern, select appropriate words and sentence according to the proper subject matter, and use language as a means of expressing values and judgments (Nunan, 2003). When the teacher only asks the students to read aloud a dialogue in a pair or even memorize the dialogue, it still cannot be considered as speaking.

The misconception on how speaking activity is termed and conducted by the teacher, for sure, gives impact to the students' attitude toward speaking activity itself. The repetition of the same activity, memorizing the dialogue and read aloud the dialogue, made the students avoid speaking or even hate English subject. Harmer (1998:5) stated that the greatest enemy of successful teaching is students' boredom. Students' boredom may be caused by the predictability of classroom activity since the teacher always brings the same thing to the class. This kind of thing, of course, will hinder the students' acquisition because they already put the filter. Giving variety in each meeting will be the best solution to get the students engaged in the activity.

Variety in teaching English is easy to find. Since language is the tool to communicate, it is not difficult to find simple materials that can be brought to class; take for example, song, film poster, short movie, cartoon, YouTube video, picture of celebrity, sequence picture, etc. this fundamental basis is the main idea in conducting this research. The practitioner believes that even a simple media can me a tool to motivate the students.

The result of the finding during the try out proves that students' enthusiasm for a subject can be triggered by using the simple thing. By bringing a new thing to the class such as the audio-visual media proves to be effective in triggering students' enthusiasm. Once the student's enthusiast to know the lesson, they will be automatically motivated and thus the filter will off.

CONCLUSIONS AND SUGGESTIONS
Conclusions

In developing the audio-visual media of fables and folktales to be used as input in speaking activity, it may be concluded that the design of this research was successfully proven in guiding the practitioners to develop interesting and useful media. During the tryout, the media was well-accepted by all the participants and the media arouse students' enthusiasm and motivation in speaking activity. These media are suitable to be used for upper graders such as eighth or ninth graders. However, teachers can use this media in teaching seventh graders by making several changes to adjust to the students' need. Therefore,

the teacher can be creative to vary the teaching and learning process in class by using the media. Simple things can even be an interesting and useful media for students.

Suggestions

It will be better for the English teacher to bring media into class, especially the ones that can motivate the students and arouse their enthusiasm. By having media in class, the students will be more engaged to the lesson and they can absorb the materials better. The teachers are not required to stick to the lesson plan, but using a lesson plan that has been provided as the guideline in teaching will enrich the user's teaching and learning the process. For further information related to how to use the media, the details are provided in the manual book.

For other researchers, in developing this kind of media, it is optional whether the further researchers will make the multimedia by themselves or just compile several materials into one compact media. If the further researchers want to create the multimedia by themselves, it is recommended to check the compatibility of the raw material to be transformed into multimedia. Since the act of converting raw materials into multimedia will take quite long time. Another aspect to note is to make sure that the media that you developed is based o the needs of the users. While if the further researchers want to just compile the existed materials, please make sure that they got the legal license to use the materials since the copyright matter is quite complicated.

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