

**IMPROVING STUDENTS' SPEAKING ABILITY THROUGH  
STORYTELLING**

**(A Classroom Action Research on the Second Grade of SMP Purnama Sumpiuh  
in Academic Year of 2010/2011)**



**By:**

**INDRA KRIDANINGTYAS**

**X2208521**

**THESIS**

**Submitted to Teacher Training and Education Faculty of  
Sebelas Maret University to Fulfil One of Requirements for Achieving  
the Undergraduate Degree of English Education**

**ENGLISH EDUCATION DEPARTEMENT  
TEACHER TRAINING AND EDUCATION FACULTY  
SEBELAS MARET UNIVERSITY  
SURAKARTA**

**2012**

*commit to user*

## ABSTRACT

Indra Kridaningtyas. X2208521. **IMPROVING STUDENTS' SPEAKING ABILITY THROUGH STORYTELLING (A Classroom Action Research on the Second Grade of SMP Purnama Sumpiuh in Academic Year of 2010/2011)**. Teacher Training and Education Faculty, Sebelas Maret University, Surakarta. 2012.

This research is a classroom action research. The objectives of this study are to know whether storytelling can improve the students' speaking ability or not and to know what the students' responses when storytelling is implemented in teaching speaking. The problem highlighted in the research is the low level students' speaking ability at the second grade of SMP Purnama Sumpiuh in academic year 2010/2011.

This research was carried out in VIII A class. In this study, the writer found that the problems came from the teacher and the students. The research showed that the teacher was less creative in delivering material. It made students bored in the teaching learning process. He did not involve all students to take role during teaching learning process, so most of them were passive. Besides the teacher, the problems also came from the students. They still got difficulties in using grammar, vocabulary, and pronunciation. It was seen in the process of teaching learning. It seemed that the students still lack of participation and self-confidence in speaking class.

The procedure of the research consists of planning, action, observation, and reflection. In this study, the writer was the practitioner who implemented the storytelling technique in teaching learning process. The data are in the form of qualitative and quantitative. The quantitative data are taken from the test conducted before and after the actions are implemented. The qualitative data are taken from the result of observation and interviews done by the observer while the actions are being carried out.

Having collected the data, the writer analyses the data. In this study, the writer finds that storytelling technique can improve students' speaking ability. It can be seen on students' performance during teaching and learning process. Students became more active and all students were involved in teaching learning process. It created a better circumstance. Students were more enthusiastic in joining the lesson, so the class became more alive. Furthermore, there was also improvement in students' achievement. The mean score in pre-test 3.92 increased to 5.35. Thus, the result of the research shows that storytelling technique can improve students' speaking ability in order to become one of appropriate ways in teaching speaking.

Practically, storytelling is one of appropriate techniques to improve students' speaking ability which has a view that students are active learners. It is considered that students learn best when they are personally involved in the teaching experience. Through storytelling technique, the students can express their own feeling, emotion in the story to entertain their other friends. The environment will not be threatening so that the learners are eager to communicate. Teaching speaking through storytelling also provides an opportunity to develop accuracy, fluency and keep the learners highly motivated.

*commit to user*

## PRONOUNCEMENT

This is to certify that I myself write this thesis, entitled “Improving Students’ Speaking Ability Through Storytelling (A Classroom Action Research on the Second Grade Students of SMP PURNAMA SUMPIUH in Academic Year of 2010/2011)” “It is not a plagiarism or made by other. Anything related to others’ work is written in quotation, the source of which is listed on the bibliography.

If then this pronouncement proves incorrect, I am ready to accept any academic punishment, including the withdrawal or cancellation of my academic degree.

Surakarta, July 17<sup>th</sup>, 2012



INDRA KRIDANINGTYAS

NIM: X2208521

### APPROVAL

This thesis has been approved by the consultants to be examined by the board of thesis examiners of the English Department of Teacher Training and Education Faculty, Sebelas Maret University Surakarta.

On :

By :

First Consultant,



Drs. M. Asfori, M. Pd

1960151987021001

Second Consultant,



Drs. Martono, MA

19600301198831004

*commit to user*

### THE APPROVAL OF EXAMINERS LEGITIMATION

This thesis has been examined by the Board of the Examiners of Teacher Training and Education Faculty of Sebelas Maret University and accepted as a partial fulfillment of the requirements for the Undergraduate Degree of Education in English.

Day : Monday

Date : 16<sup>th</sup> July 2012

The Board of Thesis Examiners:

1. Chairman

Endang Setyaningsih, S.Pd., M. Hum  
NIP. 19800513 2003.12 2 002

(  )

2. Secretary

Hevy Sulistyawati, S. S  
NIP. 19781208 2001.12 2 002

(  )

3. Examiner I

Drs. M. Asrori, M. Pd  
NIP. 196015 1987.02 1 001

(  )

4. Examiner II

Drs. Martono, MA  
NIP. 19600301 1988.03 1 004

(  )

The Representative of Dean  
The First Dean Assistant



Prof. Dr. Ier. nat. Sajidan, M. Si  
NIP. 19660415 1991.03 1 002

## MOTTO



*Keberhasilan adalah buah dari kegigihan*

*Kesempatan adalah hadiah bagi dia yang mau berusaha*

*Keep smiling, and the world will smile to you*

*Allah...You are my everything ☺*

*commit to user*

## DEDICATION



This thesis is proudly dedicated to:

Allah SWT

My Beloved Bapak and Ibuk

My Beloved Sister and Brother

My Beloved Friends

The Readers

*commit to user*



## ACKNOWLEDGEMENT

In the name of Allah, the Most Gracious and the Most merciful. All praises and thanks are only dedicated for Allah SWT, who gives His blessing and help so the writer can finish her thesis.

In the process of her study, she received support, contribution, and assistance from many people. Thus, there are honorable people that are important to the writer to whom she can only express her gratitude:

1. The Dean of Teacher Training and Education Faculty for approving this Thesis.
2. The Head of the Art and Language Education Department who has given his permission to write the thesis.
3. The Head of English Department of Teacher Training and Education Faculty for giving the writer permission to write the thesis.
4. Drs. M. Asrori, M. Pd, the writer's first consultant for his patience, guidance, and suggestions.
5. Drs. Martono, MA, the writer's second consultant for his patience, guidance, and suggestions.
6. Drs.Sunaryo as the headmaster of SMP Purnama Sumpiuh for facilitating the writer in collecting the data.
7. Slamet Kusrin as the English teacher of the eighth class who has helped the writer in doing the research.
8. The students of the VIIIA class of SMP Purnama Sumpiuh for the cooperation during the research.
9. Her beloved parents for uncountable love, support, help, prayer, understanding, and everything that they give to the writer.
10. Her beloved sister, brother for being inspiration and supporting behind.
11. Her beloved best friends (*Ponchol, Henol, Lenong, Gokong, Dita, Body, Vinul, Sinta* for the most wonderful moments spent with u all, I'm nothing without you all, girls)

*commit to user*

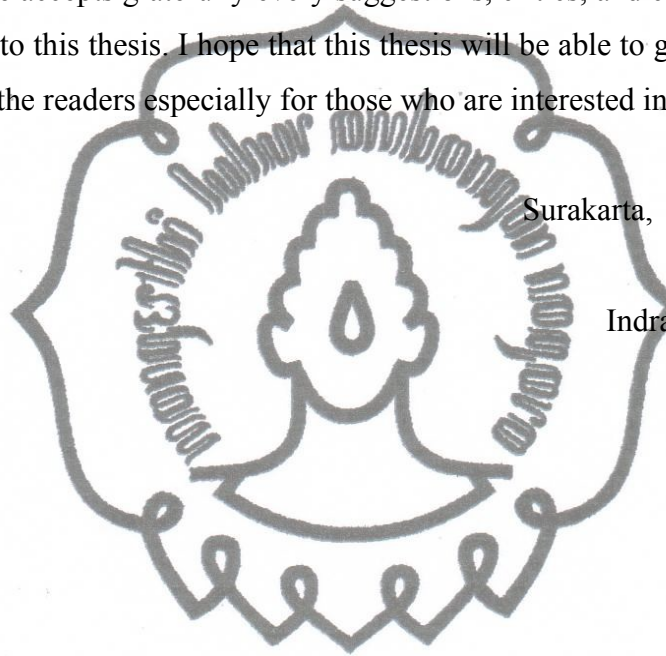


12. Her boarding house friends at Bu Uty's house for the friendship.
13. Her friends in teacher qualification program in academic year 2008/2009 for the beautiful relationship.
14. Her lovely man ( Muh.Luqman Hakim, S.Pd ) who always gives wonderful support and love.

The writer realizes that this thesis still has many mistakes and inaccuracies. Therefore, she accepts gratefully every suggestions, critics, and comments from those who concern to this thesis. I hope that this thesis will be able to give contribution and be useful for the readers especially for those who are interested in the similar study.

Surakarta, June 2012

Indra Kridaningtyas



## TABLE OF CONTENT

TITLE .....	i
ABSTRACT .....	ii
PRONOUNCEMENT.....	iii
APPROVAL .....	iv
APPROVAL OF THE EXAMINERS .....	v
MOTTO .....	vi
DEDICATION .....	vii
ACKNOWLEDGEMENT .....	viii
TABLE OF CONTENT .....	x
LIST OF APPENDICES .....	xii
CHAPTER I. INTRODUCTION	
A. Background of the Study .....	1
B. Problem Formulation .....	3
C. Objective of the Study .....	3
D. Benefits of Study .....	4
CHAPTER II. REVIEW OF RELATED LITERATURE	
A. The Concept of Speaking.....	6
1. Skill in Speaking .....	8
2. Problems and solutions with speaking activity.....	9
3. The Criteria of a Successful Speaking Activity.....	12
B. Concept of Storytelling .....	12
1. Definition of storytelling .....	12
2. The Reason for Using storytelling .....	14
3. Selecting storytelling .....	16
C. Rationale .....	19
D. Hypothesis .....	21

## CHAPTER III. RESEARCH METHODOLOGY

A. Research Subject .....	22
B. Research Method .....	22
C. Steps of Action Research.....	23
D. Techniques of Collecting Data .....	26
E. Techniques of Analyzing Data .....	28

## CHAPTER IV. THE RESULT OF STUDY

A. The Action Processes .....	30
B. Research Findings .....	55

## CHAPTER V. CONCLUSION, IMPLICATION AND SUGGESTION

A. Conclusion .....	57
B. Implication .....	58
C. Suggestion .....	58

BIBLIOGRAPHY .....	60
--------------------	----

APPENDICES .....	62
------------------	----

## LIST OF APPENDICES

Appendix 1 The Pre-Research Observation Result .....	63
Appendix 2 Fieldnotes of Interview .....	66
Appendix 3 Fieldnotes .....	73
Appendix 4 The Researcher's and Students' Diary .....	89
Appendix 5 Lesson Plan .....	92
Appendix 6 Pre-Test and Post-Test Blue Print .....	109
Appendix 7 The Criteria of Speaking Test .....	111
Appendix 8 Students' Test Result .....	112
Appendix 9 The Students' Presence List .....	121
Appendix 10 The Photographs .....	122
Appendix 11 Syllabus .....	124
Appendix 12 Letters of Permission .....	128

## CHAPTER I

### I. INTRODUCTION

#### A. The Background Of The Study

One of basic problems in foreign-language teaching is to prepare learners to be able to use the language. How this preparation is done, and how successful it is, depends very much on how the teachers understand their aims. For instance, to test whether learners can speak, it is necessary to get them to actually say something. To do this, the learners must act on knowledge of grammar and vocabulary. By giving learners' speaking practice' and 'oral exams' the writer recognizes that there is a difference between knowledge about a language and skill using it. This distinction between knowledge and skill is crucial in the teaching of speaking.

Related with the previous statement above, the writer knows that it is not an easy thing to teach speaking to the learners. It also happens when the writer teach English speaking. English is an international language; it means that people in every country must know this language well. As an international language, English has a big role in many sectors. People knows that the main function of a language is to connect with others. People can imagine what will happen if they do not have an international language as the means of communication. There will be a misunderstanding, from one to other countries because people do not know exactly what is said by them. Besides connecting others, language also has function to develop science and technology. More information, knowledge, technology is informed in English now. People must understand English well so that they will not be left out of others.

Realizing the importance of English in the globalization era, Indonesian government has to do real action to improve human resources' quality. It can be done through National Education Department. There are some components in English; listening, speaking, reading and writing. Each component is taught to achieve integrated skill.

*commit to user*

This study is focused on any kind of problems occurring in speaking class at the second grade students of SMP Purnama Sumpiuh. Absolutely, English speaking ability is supposed to be mastered by the students. Considering the writer's observation in teaching learning process on the VIII A class in SMP Purnama Sumpiuh, most class becomes silent and passive in speaking class. Just few students who enjoyed the speaking class. It is found that the students found difficulties to express their idea, thought, and feeling freely. The students' difficulties were in controlling the grammar, choosing the appropriate vocabulary and pronouncing the words. The other problem arisen is the uninteresting activities for speaking that make the students unmotivated to speak.

A teacher, who is one of education elements, takes an important role of learning and teaching process. Mostly, teachers still use the traditional one which constructs a passive class; the students are rarely encouraged in the process of teaching learning. Brand in Mulyana (2008:8) says that *"Hampir semua usaha reformasi pendidikan seperti pembaharuan kurikulum dan penerapan metode pembelajaran semuanya tergantung pada guru. Tanpa penguasaan materi dan strategi pembelajaran, serta tanpa dapat mendorong siswanya untuk belajar bersungguh-sungguh, segala upaya peningkatan mutu pendidikan tidak akan mencapai hasil yang maksimal"*.

Besides, Mulyana (2008:57) says that *"Guru merupakan agen pembelajaran (learning agent) yang dituntut mampu menggunakan metode yang bervariasi dalam mengajar dan membentuk kompetensi peserta didik"*. In short, a method is needed in teaching learning to reconstruct new atmosphere for students in order to make them enjoyable and eager to learn English.

The most important factor in speaking process is the students need to be personally involved in order to make learning experience of lasting value. Harmer (1998:88-93) gives some examples of speaking activities, one of them is storytelling. Story offers a whole imaginary world, created by language, which children can enter and enjoy, learning language as they go ( Lynne



Cameron:2001). Stories also offer a major and constant source of language experience for students. Stories are motivating, rich in language experience, and inexpensive. It should be a central part of the work of all primary teachers whether they are teaching the mother tongue or a foreign language (Andrew Wright: 1997). Teaching speaking through story will be easier for both a teacher and students to improve speaking ability. The teacher can give the example of a simple story about daily life or about fairy tale or legend as the means of delivering material. The teacher can ask students to make their own story about everything they want to share. By telling their own story, it can improve their self-confidence and mastery in conducting the grammatical structure, and it can improve their speaking skill in class. Based on the description above, the writer tries to carry out a research entitled “Improving Students’ Speaking Ability Through Storytelling (A Classroom Action Research at the Second Grade Students of SMP Purnama Sumpiuh in Academic Year of 2010/2011)”

## **B. Problem Formulation**

Research questions can be identified as follow:

1. Can storytelling improve students’ speaking ability at the second grade of SMP Purnama Sumpiuh?
2. What are the students’ responses when storytelling is implemented in teaching speaking at the second grade of SMP Purnama Sumpiuh?

## **C. Objectives of the Study**

Generally, this study is proposed to improve the students’ speaking ability of class VIII-A SMP Purnama Sumpiuh.

Particularly, in accordance with the problem formulation above, the objectives of the study are:

1. To know whether storytelling improve students' speaking ability at second grade of SMP Purnama Sumpiuh.
2. To know the students' responses when storytelling is implemented in teaching speaking at second grade of SMP Purnama Sumpiuh.

#### **D. The Benefits of the study**

The result of the study hopefully will be very beneficial for whole elements of study such as English teacher, educational institution and other researchers. Recently, there are plenty of techniques, methods and approaches which are developed by linguists in teaching speaking. As a real step of taking part in mushrooming technique, the researcher tends to apply one of them, namely storytelling. This study is absolutely beneficial for researcher because carrying out this research gives valuable experiences and knowledge for researcher that will become her preparation in the future. Teaching speaking through storytelling encounters students' participation in whole of the teaching learning process. The students usually will be active and amused since the materials are given in enjoyable circumstances. This research is expected to be one of ways to gain the significant development in teaching speaking. Besides that, this study hopefully can give inspiration to the teachers of SMP Purnama Sumpiuh to have had efforts in developing various teaching techniques. It also expected that the teachers will conduct the same research with her colleagues to get some improvements in the teaching learning process since being a self-reflective teacher is important for teacher professionalism development.

This thesis gives a picture for the institution of education in enhancing teaching technique. Hopefully, the institution will support the English teachers to use the various and attractive techniques in teaching learning process in order to improve the quality of their teaching by taking

*commit to user*

part in modifying the English teaching learning curriculum that will be implemented in those institutions based on the basic competence stated in the national curriculum.

The last, for other researchers, storytelling is one of the ways in improving students' speaking ability.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. The Concept of Speaking

Speaking is a process that covers many things in addition to the pronunciation of individual sounds. Lewis and Hill (1993:54) also state that pronunciation, stress and intonation will take a big part in this process. It means that speaking process is influenced by pronunciation of students' sound, and also the stress and intonation. Hadfield (1997:7) states that speaking is a kind of bridge for learners between classroom and the world outside.

Nunan (1998:26) declares that speaking is a process consisting of short, often fragmentary utterances in a range of pronunciation. In order to build up the bridge in speaking activity, the teacher must give the learners practice opportunities for communication in meaningful situation. It means learning to speak in a second language will be facilitated when learners are actively engaged in attempting to communicate. The teacher should give learners practice and oral exams to actualize their speaking proficiency.

Bygate (1997:10) states that speech is not spoken writing. He mentions that when people tend to be critical about people who 'speak like a book', it is partly because books are not generally addressed to individual people, or written in the way that people talk, and so the style of written language may often sound odd when spoken. The vocabulary may be formal or elaborate in a long and complex sentence. It may also seem as though the speaker was not in fact speaking to you, but to a public gathering.

It means that when people speak to others in a very long and complex way without considering whom they talk to, it will cause confusion about the speech. When people use simple way of speaking and address the right one, with the right vocabulary, they speak in a good way. A good teacher uses a good way in teaching speaking English to the learners.

*commit to user*

Speaking is the main goal of many learners. Their personalities play a large role in determining how quickly and how correctly they will accomplish this goal. The students who are unafraid of making mistakes will generally be more talkative, but with many errors that could become hard-to-break habits. Shy students may take a long time to speak confidently, but when they do, their English often contains fewer errors and they will be proud of their English ability. It is a matter of quantity versus quality, and neither approach is wrong. However, if the aim of speaking is communication and that does not require perfect English, then it makes sense to encourage quantity in your classroom. Teacher has to break the silence and get students to communicate whatever in English they can use, correct or incorrect and selectively address errors that block communication.

Speaking lesson often ties in pronunciation and grammar which are necessary for effective oral communication. Either way, your students will need some preparation before speaking task. This includes introducing the topic and providing a model of the speech they are to produce. A model may not apply to discussion-type activities, in which cases students will need clear and specific instructions about the task to be accomplished. Then the students will practice with the actual speaking activity.

These activities may include initiating (repeating), answering verbal cues, interactive conversation, or an oral presentation. Most speaking activities inherently practice listening skill as well, such as when one student is given a simple drawing and sits behind another student.

Speaking activities need to be very carefully structured at first, especially at lower levels, so that the students have few demands on them. It is often difficult for students to come up with ideas at the same time having to cope with the language. They need something to speak about. Free activities, however, still need careful planning if they are not to fall flat. Carefully set up tasks, provide the reason, purpose and guidelines within which students can speak more freely (Gower, Philips, & Walters, 1995: 102).

According to Nunan (1998:26), a language learner also has to recognize that speaking involves three areas of knowledge:

1. Mechanics ( pronunciation, grammar and vocabulary )

Using the right words in the right order with the correct pronunciation

2. Functions (transaction and interaction)

Knowing when clarity of the message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building)

3. Social and cultural rules and norms (turn taking, rate of speech, length of pauses between speakers, relative roles of participants).

Understand how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

Considering the explanations above, it can be concluded that speaking is a process in which the speakers express their idea to the listeners. When the speakers speak, they produce utterances with the specific pronunciation of individual sounds.

## **B. The skill in speaking**

There are some experts who propose the skills in speaking. The first is Byrne (1997:8) who views that oral communication is a two way process between speaker and listener (or listeners) and it involves the productive skill of speaking and receptive skill of understanding. This is in line with Widdowson (1996: 59) who declares that the skill of speaking is the skill which is conventionally referred to as listening. While, productive aspect of speaking referred to as saying. It can be said that speaking has a productive part when one participant in an interaction assumes the active role of speaker. In addition, Sajavaara (1980) in Brumfit



(1992:37) reveals that production and reception are creative process made by participants. Many language learners regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication.

Fluency in speaking is one of competencies targeted by many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small numbers of pauses and filters. According to Byrne (1997:90), speaking fluency is the ability to express oneself intelligibly, reasonably, accurately, and without too much hesitation. These indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message (Sanborn, R and Nation, P, 1990:39).

In summary, the skills in speaking are the parts of productive aspects because speaking can produce the language actively. Speaking also needs fluency and accuracy because they support in producing the language so much.

### **C. Problems and solutions in speaking activity**

According to Ur ( 1996: 121), there are some problems faced by learners in speaking activities. The problems include inhibition, the lack of theme to be spoken, the low participation, and the use of mother tongue. Those problems can be explained as follows:

#### **1. Inhibition**

Unlike reading, writing and listening activities, speaking requires some real time exposures to the audience. Learners are often inhibited about trying to say things in a foreign language in the classroom, such as worried about mistakes, fearful of criticism, or shy of the attention that their speech attracts.

2. The lack of theme to be spoken

Some learners get the difficulties in thinking of anything to say, they have no motivation to express themselves beyond the guilty feeling that they should be speaking.

3. The low participation

Only one participant can talk at a time if he or she is to be heard. In a large group, this means that each one will have only little time to talk. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

4. The use of mother tongue

In number of classes, the learners share the same mother tongue. They may tend to use it because of some reasons. Firstly, it is easier. Secondly, it feels unnatural to speak to one another in a foreign language. The last, they feel less “exposed” if they are speaking their mother tongue. If they are talking in small groups, it can be quite difficult to keep using the target language.

There are some solutions which can be chosen to overcome the problems in speaking activity (Ur, 1996: 121-122). They are:

1. Use group work

This increases the sheer amount of student talk going on a limited period of time and also lowers the inhibitions of students who are unwilling to speak in front of the full class. It is true that group work means the researcher can't supervise all students speech, so that not all utterances will be correct, and students may occasionally slip into their native language; nevertheless, even taking into consideration occasional mistakes and mother tongue use, the amount of time remaining for positive, useful oral practice is still likely to be far more than in the full-class-set-up.

*commit to user*

2. Base the activity on easy language

In general, the level of language needed for a discussion should be lower than used in intensive language learning activities in the same class. It should be easily recalled and produced by the participants, so that they can speak fluently with the minimum of hesitation. It is a good idea to teach or review essential vocabulary before the activity started.

3. Make a careful choice to topic and task to stimulate interest

On the whole, the clearer the purpose of the discussion the more motivated participants will be. A good topic is one which students can relate using ideas from their own experience and knowledge. It should also represent a genuine controversy. Some questions or suggested lines of thought can help to stimulate discussion. A task is essentially goal-oriented. It requires the group, or pair, to achieve an objective that is usually expressed by an observable result such as brief notes or lists, a rearrangement of jumbled items, a drawing, a spoken summary.

4. Give some instructions or training in discussion skills

If the task is based on group discussion then include instructions about participation when introducing it. For example, tell the students to make sure that members of group contribute their opinion and appoint a chairperson to each group who will regulate participation.

5. Keep students speaking to the target language

Teacher might appoint one of the groups as monitor, whose job is to remind participants to use the target language, and perhaps report later to teacher how well the group managed to keep it. Even if there is no actual penalty attached, the very awareness that someone is monitoring such lapses helps participants to be more careful.

#### **D. The criteria of a successful speaking activity**

Ur ( 1996: 120) characterizes a successful speaking activity into four which can be explain as follow:

1. Learners talk a lot

As much as possible of the period of time allotted to the activity is occupied by learner talk. This may seem obvious but often most time is taken up with teacher talk or pauses.

2. Participation is even

Classroom discussion is not dominated by a minority of talkative participants; all get chance to speak and contributions are fairly evenly distributed.

3. Motivation is high

Learners are eager to speak because they are interested in the topic and have something new to say about it or because they want to contribute to achieving task objective

4. Language is of an acceptable level

Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

#### **E. Concept of storytelling**

1. **Definition of storytelling**

The use of literature in Foreign Language Teaching has greatly increased over the few past years. The material and activities that derives from literacy text are great aid to learning in that they appeal to the learner's imagination, increase

*commit to user*

motivation, and above all, techniques available to the teacher, story is one of the most frequently used, especially with beginners.

According to Taylor (2000:6), storytelling is a tale to one or more listener through voice and gesture. In oral telling, we usually repeat things more than redundancy, especially if the students are having difficulty following. Moreover, Ellis (1991:33) states that vocabularies in the story are presented in vivid and clear context and illustration help to convey meaning. Both the context and amusing situation can make the vocabulary easy to remember.

Furthermore, Burn and Broman (1975:140) state that storytelling is an often neglected art but one which can be learnt by persistent and patient effort. Everyone who masters this art will find the rewards worth the effort required.

Juan J. Zaro and Salaberri (1995:3) declare that storytelling has always been seen as an aid in the teaching of foreign languages. Although this has nearly always been with the learners of at least intermediate level and through translation or text analysis, the recent interest in using storytelling techniques with lower level learners is for a number of reasons. There is clearly a great need to create activities in the foreign language classroom which most closely reflect the process of natural acquisition of language and we know that this process basically stems from the need to communicate. The language of stories is full of recognizable characteristics which are deliberately highlighted and easy to imitate (rhyme, onomatopoeia, rhythm, intonation) which may be useful when expressing oneself in the foreign language. The comprehension of the story can also be made easier by the use of visual aids, gestures, and mime and even appealing to the learner's previous knowledge of stories.

From the definition above, it must be clear that storytelling is the art or act of telling story, which is responded by of laughter, sadness, excitement, anticipation and imagination for the learners.



## 2. The Reason for Using Storytelling

The students enjoy listening to stories increases with age. Sometimes, children's desire to tell a story is the best indication of how much they enjoy it. More often they listen to stories, more often also they are motivated to tell stories to others. Teachers also influenced very much to the students motivation to tell stories because more often the teacher tell stories, more motivated also for the students to tell or listen to stories.

Here are some further reasons why teachers use storytelling (Zaro and Salaberri, 1998:2-3):

### a. The development of listening skill

Possibly the most important of this skill is listening for gist which involves listening for the main idea or plot without necessarily understanding everything.

### b. The acquisition of new vocabulary

Most of the new language in stories is perfectly contextualized and it is usually repeated more than once so that the listener has more than one chance to understanding the meaning of the words.

### c. The development of child's literacy competence

It means that the child's ability is to understand and enjoy literature. It must be clear that their knowledge about literature will increase.

### d. The communicative exchange involved in stories

Storytelling is an activity which requires a certain level of interaction between the storyteller and audience and between the individual listeners.



e. Motivation

If the story is interesting enough and it is told in an appealing way, children will normally pay attention through to the end.

f. Stimulation of the imagination

The interactive nature of the story, the recreating of scenes and characters and the ideas in the story means that few other activities can encourage the child's creativity and inventiveness in the way that storytelling can.

Meanwhile Ellis adds the reason why the teachers use storytelling (1991:1-2):

a. Stories are motivating and fun

It can help develop positive attitudes towards the foreign language and language learning. They can create a desire to continue learning.

b. Stories exercise the imagination

Children can become personally involved in a story as they identify with the characters and try to interpret the narrative and illustrations. This imaginative experience helps develop their own creative power.

c. Stories are useful tool in linking fantasy and the imagination with the real world.

They provide a way of enabling children to make sense of their everyday life and forget links between home and school.

d. Listening to stories in class is a shared social experience.

Reading and writing are often individual activities: storytelling provokes a shared responds of laughter, sadness, excitement and anticipation which is not only enjoyable but can help build up the child's confidence and encourage social and emotional development.

- e. Children enjoy listening to stories over and over again.

This frequent repetition allows certain language items to be acquired while others are being overtly reinforced. Many stories also contain natural repetition of key vocabulary and structures. For example, the shopkeepers and the phrase "would you like?" in "The Elephant and the Bad Boy". This helps children to remember every detail, so they can gradually learn to anticipate what is about to happen next in the story. Repetition also encourages participation in the narrative, thereby providing a type of pattern practice in a meaningful context. Following meaning and predicting language are important skills in language learning.

### 3. Selecting Storytelling

Authentic story books can be very motivating for students as they experience a strong sense of achievement of having worked with a "real" book. Furthermore, the quality of illustration is of a high standard, appealing to the students, and it plays an important role in aiding general comprehension. In selecting the story for the students in teaching learning process, Burn and Broman (1975:73) state:

- a. A simple well developed plot is centered in one main sequence of events so that a child can anticipate to some degree of the outcome of events with action predominant. A slight surprise element which makes the children wonder what will happen next to the story.
- b. Using repetition, rhyme and catch phrases that the child memorizes new words quickly and easily.
- c. Using carefully chosen language, not using complicated words and using a large amount of direct conversation.

- d. Using one main character which the child can easily identify. Too many characters can be confusing.

David and Anne (1998:83) state that when children read or listen to a story, in terms of comprehension/response, we can say that there are four main types of mental process involved:

- a. Picturing and imaging. Children create a mental picture of what they are reading or listening to.
- b. Predicting and recalling. Children imagine or predict what is going to happen next, or relate what has happen previously to what is taking place.
- c. Identification and personalizing. Children identify with, or relate to, the characters and situations in the story according to their own personal experiences.
- d. Making value judgments. Children apply their own values to those encountered in the story.

The result of each of these four processes is unique to the individual child. Therefore, if children or students are encouraged to express their ideas in these areas, a creative partnership between the child or student and the story can be developed.

These are some important parts related with the storytelling that we have to know:

1. The use of stories with other learners

Storytelling can also be widely used with other groups of learners such as teenagers and adults. Although it is always very difficult to say which the main topics of areas of interest are for teenagers, it seems clear that they prefer working with temporary stories which relate to their world and the world around them and even prefer inventing their own stories to listening to those designed for children. The elements of fantasy in stories still hold some appeal for teenagers, but they

prefer a more modern treatment of it as in science fiction. The learner's greater knowledge of the language allows for more linguistic complexity both when listening to stories and telling or retelling them. The use of stories with teenagers by no means loses its value but rather takes on a different focus including more complex stories and therefore more sophisticated activities.

The fact that storytelling is closely linked to certain attitudinal factors should not be overlooked. Secondly, the motivation that comes from the use of stories can help to create a positive attitude in the learner towards the foreign language, which is vital in creating a more permanent good attitude towards language learning in general. Secondly, the activities based on stories develop an attitude of co-operation between learners and at the same time help them feel confident in using the foreign language (Zaro & Salaberri, 1995: 4).

## 2. Selecting Stories

A good selection of stories which arouse the interest of learners is an essential ingredient to the success of storytelling as a whole. There is no real foundation in the idea that traditional stories do not interest children. There is a cultural basis which underlies these stories and the social and moral values which they communicate belong to a common tradition which overcomes the natural differences between neighboring countries. It therefore seems logical to include a selection of these stories in English language classroom. The group of stories can be used as general guidelines for the selecting of stories in general:

### 1. Children's Stories

The main aim of stories in this category is to amuse the listener.

### 2. Traditional European Tales

This category contains adaption of the classic stories.

### 3. Modern Stories

The concept of the new fairy tale refers to stories with modern characters and settings which often include an element of fantasy, which can be close to science fiction. These stories aim to break traditional stereotypes.

### 4. Fairy Stories

Learners can still enjoy these stories even they second heard them in their own language.

### 5. The Learner as storyteller

It's impossible to expect low level learners to invent and tell stories in a language they are only just starting to learn. The stimulus and help provided by the teacher are fundamental during these early stages (Zaro & Salaberry, 1995:59).

#### A. Rationale

Applying a method or a technique is aimed to give the best teaching learning process and enjoyable for students. Teaching speaking can be an interesting subject if a teacher wants to make it funny and comfortable for the learners. Low motivated students and passive participation in teaching speaking are some of real conditions of learning and teaching process in Indonesia. Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of

teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance. So, he or she should draw attention of the learners to the use of the rules by using interactive and participatory technique both individual and group.

Storytelling technique is one way to present the lesson in which the teacher provides the learners with opportunities to be more expressive in delivering the stories and ideas, to get the audiences' attention or to be an entertainer for their friends so that they can be more happy and fun in learning English. The important thing is that the learners can participate actively. The more the learners contribute their views, the more they learn. The teacher is the “midwife” who helps the learners to bear their opinion. Besides that storytelling technique can simulate the learners to tell a story expressively, the learners can share their experience and knowledge for the sake of the class by their own expression with their different characteristic so that the audiences will enjoy the story well.

It can be concluded that students' speaking ability can be improved by using storytelling technique because in storytelling students are provided an opportunity to develop their expression, vocabulary, accuracy and fluency and keep the learners highly motivated.



### **B. Hypothesis**

Based on the explanation above, the researcher can take the hypothesis that students' speaking ability can be improved through storytelling.



## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Subject

The subject of this research is the second grade students of SMP Purnama Sumpiuh. The class is quite full-loaded because generally the standard class consists of 30 students or less. There are 20 tables, 35 chairs, and a blackboard forwards the students. The student's personal ability is heterogeneous, few of them are fast learners and the others are slow learners. On the other hand, the teaching learning process in VIIIA class usually runs well. Moreover, they have good relationship to the other peers or the teachers. This circumstance supports a good atmosphere in teaching learning process.

#### B. Research Method

The method used in this research is classroom action research. There are several definition of action research. Rivers and Wilga (1978:489) define action research as an approach to collecting and interpreting data that involves a clear, repeated cycle of procedures. The researcher begins by planning an action to address a problem, issue, or question in his or her own context. Kemmis and Mc Taggart in Rivers and Milga (1989:2) describe action research as 'a form of self reflective enquiry' undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices, as well as their understanding of these practices and the situations in which these practices are carried out. Hopkin (1993 in Emzir) states that action research is a process designed to maximize all of participants in the process to improve the practice held in educational experience.

From the definition about action research above, it can be summarized that action research is a systematic research done by teachers, researchers, principals,

*commit to user*

school counselors, administrators or other educational professionals to solve problems in order to get better improvement.

In this research, the writer aims to overcome the students' problems in improving their speaking skill. The writer collaborates with the teacher in implementing the action research. The writer teaches speaking in the implementation of the action research. The writer discusses with the teacher about the topic, the homework and observes the teaching learning process. The practical action the writer uses is the technique using storytelling.

This classroom action research was conducted in SMP Purnama Sumpiuh, Jl. Bong Cina Sumpiuh Banyumas. It was conducted through teaching learning process in the classroom of the second grade students 2010/2011 academic year. This research was held from May until June 2011 by implementing storytelling to improve students speaking ability.

In this study, the researcher applies a classroom action research as the method of the study in order to improve students' speaking ability through storytelling. This research was undertaken in collaboration with the English teacher of SMP Purnama Sumpiuh. Applying the classroom action research at the second grade of SMP Purnama Sumpiuh had been estimated based on some facts and the result of pre-research, the writer knows that most of students have problems in speaking including grammar, vocabulary, pronunciation and also low motivation. However, there were some students have high skill in speaking but they performed passively in the class.

### **C. Steps of Action Research**

Kemmis and Mc Taggart (1988) in Burns (1999:32) state that action research occurs through a dynamic and complementary process which consists of four fundamental steps in a spiraling process. They are as follows:

a. Planning

In this step, the researcher develops a plan of critically action to improve what was already happening. The researcher makes lesson plan about certain topic, material, media, time, schedule and instrument for observation.

b. Action

The researcher acts to implement the plan. In this step, the researcher implements the activities written in the lesson plan.

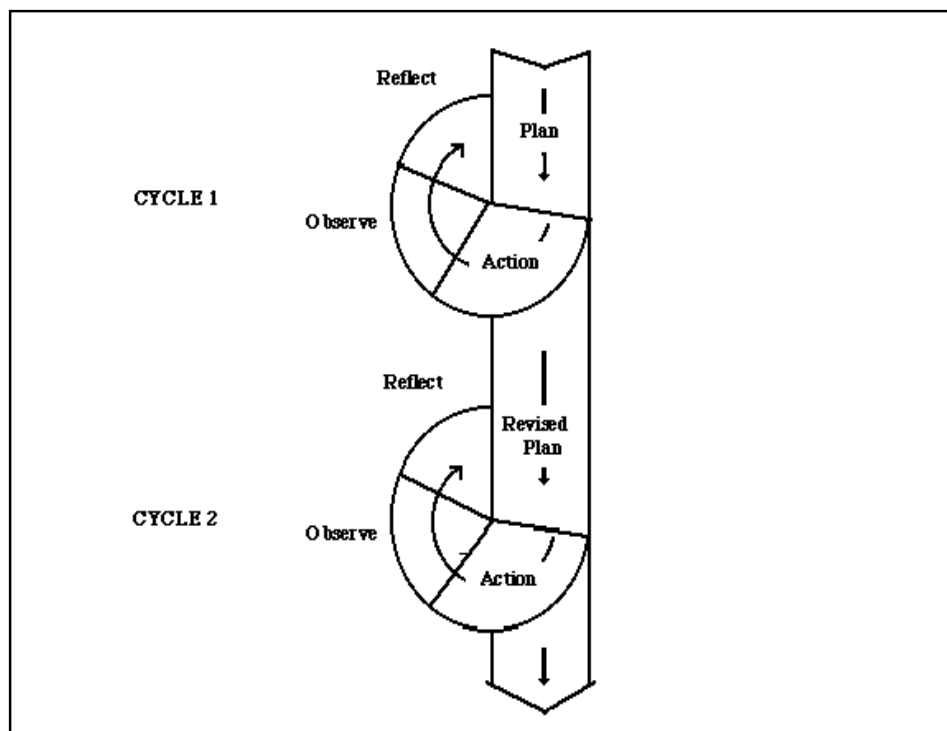
c. Observing

The researcher observes the effects of the critically informed action in the context in which it occurs. The researcher observes how the process of the teaching learning runs. The researcher also monitors and writes the responses of the pupils in the class. In this step, the researcher is helped by teacher. The teacher notes events happening in the teaching learning process.

d. Reflection

Reflection seeks to make sense of processes, problems and issues in strategic action. If the researcher finds some difficulties unsolved during the teaching learning process, the researcher prepares the re-planning steps. The researcher reflects on these effects as the basis for further planning, subsequent critically inform action and so on, through a succession of stages. The researcher tries to formulate the conclusion of the previous steps. The result of observation is analyzed and evaluated.

Based on Kemmis and Mc. Taggart's view of action research (1999:32), the concept of action research can be illustrated as follows:



In this action research, there is a standard to stop the cycle. The cycle is stopped, when 75 percent of the students, who get score one, have reached score two. The grade of accuracy and fluency is taken from criteria of assessment of speaking test (Ur, 1996:135) as follows:

ACCURACY		FLUENCY	
Little or no language produced	1	Little or no communication	1
Poor vocabulary, mistake in basic grammar, may have very strong foreign accent	2	Very hesitant and brief utterances, sometimes difficult to understand	2
Adequate but not rich vocabulary, occasional grammar slips, slight foreign accent	3	Get ideas across, but hesitantly and briefly	3

Good range of vocabulary, occasional grammar slips, slight foreign accent	4	Effective communication in short turns	4
Wide vocabulary appropriately used, virtually no grammar mistakes, native-like or slight foreign accent	5	Easy and effective communication, uses long turns	5

Total score is 10

#### D. Techniques of Collecting Data

The techniques of collecting data used in this research are observational and non-observational techniques. The following are the detail explanation of each techniques of the research:

##### 1. Observational techniques

The researcher as the teacher carries out the observation and the collaboration is taken with the English teacher as observer. Students' behavior and students' activities are observed during speaking class. The observation is focused on the development of students' speaking by using discussion. It recorded on writing form called as field notes, teacher's diary and photographs. They can be explained as follow:

##### a) Notes or field notes

Notes, or field notes as they are often referred to in qualitative research, are descriptions and accounts of events in the research context which are written in a relatively factual and objective style. It includes non-verbal information, physical settings, group structures, interactions between participants.



b) Teacher diaries and journals

Teacher diaries and journals are an alternative to field note, or a supplement, if time permits. They provide continuing accounts of perceptions and thought processes, as well as of critical events or issues which are surfaced in the classroom. Diaries and journals contain more subjective and personal reflections and interpretations than relatively formalized recordings of notes.

c) Photographs

Photographs are a way of greatly enhancing classroom analysis and providing visual stimuli which can be integrated into reporting and presenting the research to others. The use of photograph is also a technique for data collection that combines effectively with range of language classroom tasks and activities where visual aids are an invaluable support in learning.

2. Non-observational techniques

The non-observational techniques used for collecting data are:

a) Speaking test

Speaking test was conducted to know the result of quantitative data from students' speaking skill before and after the action.

b) Interview

Interviews are a popular and widely used means of collecting qualitative data. Action researchers need to consider what kind of interview is most appropriate to the research issues and to the types of learners involved. Interview can give any information needed by the researcher directly.

c) Students' diary

An alternative, but related, form of gaining introspected written data is to use student journals or feedback responses. Journal writing has for many teachers become a popular task within communicative

teaching approach. When it is oriented toward issues the teacher wishes to investigate. It can provide valuable insights into classroom interactions and the students' responses to their learning experience.

### E. Techniques of Analyzing Data

The process of data analysis is conducted by the researcher using qualitative and quantitative methods. Interview, field notes, researcher's diary, photographs and students' diary are belonging to qualitative method. The qualitative data is analyzed by investigating the field notes that are made regularly in each action implementation. The data is simplified by making exposition and conclusion. After evaluating the field notes, the researcher can find whether there is any problem in conducting discussion in speaking class or not and what the teacher should do to conduct better teaching in the next cycle to improve students speaking skill.

The quantitative data support the data from qualitative method and vice versa. The data is presented in the form of mean score and the result is used to analyze the teaching and learning process. It is done to compare the students' speaking skill before and after each cycle or the result of pre-test and post-test to know whether there is improvement in speaking skill or not. The mean of pre-test and post-test can be calculated with the formula as follows:

$$\bar{X} = \frac{\sum X}{N} \qquad \bar{Y} = \frac{\sum Y}{N}$$

In which:

$\bar{X}$  = mean of pre-test score

$\bar{Y}$  = mean of post-test score

N = number of pairs

Finally, by analyzing the observation and test result, the conclusion can be made whether or not storytelling can improve students' speaking ability.



## CHAPTER IV

### THE RESULT OF STUDY

The aims of the research are to know whether storytelling can improve the students' speaking ability or not, and to know what the students' responses when storytelling is implemented in teaching speaking. They are presented in this chapter which is divided into two sections. The first is the action processes and the second is result of finding. Each part can be described as follow:

#### A. The Action Processes

The research was conducted collaboratively with the English teacher of SMP Purnama Sumpuh (Teacher SK). The collaboration was needed in constructing and finishing the research. In the processes of action research, teacher SK became an observer and the researcher (IK) was a teacher who conducted the action. Before conducting the research, the teacher and the researcher discussed about action research and fortunately the teacher had known about it. The teacher wanted to take part in the action processes because she tended to know the appropriate way to improve students' speaking ability. The teacher also felt that the research could be a consideration in teaching speaking in the future.

There were two cycles conducted in the action research. Each cycle had three meetings, two meetings were used to apply the implementation of action and one meeting was used to examine the progress. Whole meetings obviously had been estimated based on the time allotment of English; it was about 225 minutes per weeks. The procedure of the research was divided into three stages, namely pre-research, research implementation and result discussion. The procedure of the research is described in table 4.1.

Table 4.1 Procedure of the Research

No	Procedure	Activity	Doer	Specific Activity
1	Pre-research	Observation	IK in teacher SK	Observation to identify the problems and technique

*commit to user*

				used in teacher SK's classroom
		Interview	IK interviews SK and students	identifying the problems, students' background and technique used in speaking activity
		Pre-test	IK	identifying students' speaking ability
2	Research Implementation	Cycle I		
		a. Planning	IK	Planning the action for cycle I
		b. Implementing	IK	Implementing the action in three meetings and one meeting used for post test
		c. Observing	Teacher SK and IK	Observing the actions of Cycle I
		d. Reflecting	Teacher SK and IK	Reflecting the observation results
		Cycle II		
		a. Planning	IK	Planning the action for cycle II based on the weaknesses found in Cycle I
		b. Implementing	IK	Implementing the action in three meetings and one meeting used for post test
		c. Observing	Teacher SK and IK	Observing the actions of Cycle II
		d. Reflecting	Teacher SK and IK	Reflecting the observation results
3	Result Discussion	Discussion	IK	Discussing the result of the research as a conclusion

## 1. Pre-research

The first stage done by the researcher before carrying out the research was pre-research. Pre-research was held to identify some problems occurred during the teaching and learning process in relation with students' speaking ability before applying the technique and to identify the teacher's technique in teaching speaking. Pre-research became a beginning for researcher to prepare the next stage, which is the implementation. The activities in pre-research were interviewing the teacher, interviewing the students, observing the class, observing the teaching learning process, and giving pre-test to the students. The result of interview and observation in the pre-research indicated that there were some problems dealing with the students' speaking ability.

From the observation conducted on Monday, 6<sup>th</sup> May 2011, the researcher found some obstacles during the speaking class such as:

- a) The teacher still used "general technique" in speaking which was usually applied by most teachers, such as repetition drilling based on LKS. It seemed that the teaching technique was monotonous.
- b) The class seemed to be passive in speaking class. Practically, the English teacher had much more time to talk than the students. The students rarely gave response or feedback in teaching process.
- c) The students got difficulties in using grammar, vocabulary and pronunciation.
- d) The students lack of practice to use English even in speaking class.

Besides conducting the observation, the interview was taken for both the English teacher and the students. It would give some information directly about the obstacles faced by the teacher and the students.

The first interviewee was English teacher (teacher SK). The interview was taken in the teacher office on May, 6<sup>th</sup> 2011. The researcher would like to know the difficulties he might find in teaching speaking in order to know what style should be refined in teaching speaking activity. Based on the teacher's interview, the researcher concluded that the speaking class in VIII A class was still teacher-centered; the teacher had major part in the speaking activity. It means



that the central decision maker about what to do in the class was the teacher. Moreover, the teaching media used in speaking class was only handout/LKS/guidance book. Repetition drill was the main activity of speaking activity. Drilling drove the students being a recorder; they can only say what the teacher said. The speaking class was never become active when the subjects did not take part in the process. Besides, there was no certain time allotment for students in speaking so students rarely practiced their English in school as the basic place to enhance their skill. This kind of technique was actually very boring and the students would be driving to be passive and speak less.

The second interviewees were two students, as the representative students of second grade of SMP Purnama Sumpiuh. The first interview was held in library on Friday, 6<sup>th</sup> May 2011 and the interviewees were students IA and IM. The questions obviously were referred to the problem faced by them in speaking class. In brief, the obstacles that could be identified from the interview were lack of vocabulary, pronunciation, grammar, teaching aids. Besides that, the speaking class was rarely practiced and the students were less confident to speak. Another obstacle, which could be found from their answers, was the environment. It did not support them to practice speaking; few of them practiced their English by themselves such as sending short messages service (SMS) in English, listening to the western music, and watching western films. It meant, generally, they had motivation to speak but there was no supporting atmosphere to practice it.

The last stage of pre-research, the researcher held pre-test to know their accuracy and fluency in speaking English. Pre-test was given by the researcher on Saturday, 7<sup>th</sup> May 2011. The researcher held the speaking pre-tests to VIII A class where the total of students was 28 students. They were 16 males and 12 females as the sample of the research. English teacher helped the researcher to get the pre-test score. The students were asked to tell a story which had been prepared by the researcher before. After being tested, the researcher calculated the mean score of speaking test. It showed us that the students' speaking ability was still very low because the mean score gotten was only 3.92 from the range score 1-5. The score was taken from two aspects namely accuracy and fluency. Accuracy is the use of

language which depends on mastery of language system; language system includes grammar, vocabulary, and phonology. On the other hand, fluency includes a reasonably fast speed of speaking and only a small numbers of pauses and filters.

Table 4.2: the result of speaking ability pre-test

Aspects of Speaking ability test	Score	Indicators	Percentages
1. Accuracy test			
▪ 21 students	1.5-2	Poor vocabulary, mistakes in basic grammar, may have very strong foreign accent	75%
▪ 7 students	2.5-3	adequate but not rich vocabulary, occasional grammar slips, slight foreign accent	25%
▪ 0 student	3.5-4	good range of vocabulary, occasional grammar slips, slight foreign accent	0%
2. Fluency test			
▪ 23 students	1.5-2	very hesitant and brief utterances, sometimes difficult to understand	82.14%
▪ 5 students	2.5-3	get ideas across, but hesitantly and briefly	17.85%
▪ 0 student	3.5-4	effective communication in short turns	0%

In brief, the researcher decided to carry out new teaching technique to improve students' speaking ability. The researcher proposed to use different technique that is storytelling.

## 2. Research Implementation

This research was aimed to improve students' speaking ability. This research was based on some facts taken in pre observation, interviews and pre-test. The technique would be carried out collaboratively with the English teacher (teacher SK). The technique used in this research was storytelling. There were two cycles in this research, in which, each cycle consisted of three meetings. Each cycle spent 225 minutes in action. The topic of this research was narrative text. The topic was considered to syllabus of the eighth grade of junior high school. The first cycle was held on February 7<sup>th</sup>, 13<sup>th</sup> and 14<sup>th</sup> 2011 while the second cycle was held on February, 16<sup>rd</sup>, 20<sup>th</sup> and 21<sup>th</sup> 2011. The timetable of the research can be presented in the following table:

Table 4.3: the timetable of the research.

Cycle	Meeting	Date	Time
1 <sup>st</sup> cycle	1 <sup>st</sup> meeting	Saturday, May, 7 <sup>th</sup> 2011	07.00 - 08.30 am
	2 <sup>nd</sup> meeting	Friday, May, 13 <sup>th</sup> 2011	07.00 - 08.30 am
	3 <sup>rd</sup> meeting	Saturday, May, 14 <sup>th</sup> 2011	12.45 – 13.30 pm
2 <sup>nd</sup> cycle	1 <sup>st</sup> meeting	Monday, May, 16 <sup>th</sup> 2011	07.00 - 08.30 am
	2 <sup>nd</sup> meeting	Friday, May, 20 <sup>th</sup> 2011	07.00 - 08.30 am
	3 <sup>rd</sup> meeting	Saturday, May, 21 <sup>th</sup> 2010	12.45 – 13.30 pm

There were several steps, namely making the plan, implementing the action, observing or monitoring the action, and reflecting the action. Those steps could be reported as follows.

Table 4.4 The Implementation of Cycle I

No	Step	Point and Activity	
1	Planning the action	Case	Students' speaking ability was low
		Causing the case	Teacher SK was monotonous in speaking lesson, He only used repetition drilling.
			They were lack of vocabulary, grammar and pronunciation.
			Students were passive in teaching learning process

		Proposed solution	Using Storytelling
		Topic	Telling a story
2	Implementing the action	First meeting	Teacher introduced narrative texts and simple past tense
			Students did the exercises in a couple
		Second meeting	Teacher carried out storytelling and the students tell the story
			The topic was describing profession
		Third meeting	Conducting post test
3	Observing the action		Teacher SK observed the implementation and wrote field note
4	Reflecting the observation result	Positive Result	The improvement of students' speaking ability
			The improvement of students' learning activity from passive to more active
		Weaknesses	Some students were still passive
			Some students were shame to perform
			The classroom became little bit noise

### a. Cycle 1

#### 1) Planning the Action

The researcher had done the pre-observation before implementing the action. In line with those facts, it could be concluded that the students' speaking ability was low and students were passive in teaching learning process. The researcher tried to overcome the problems by giving them a treatment, namely storytelling. The main aim of the action at the second grade students of SMP Purnama Sumpiuh was to improve students' speaking ability.

The plan was carried out by the researcher to verify the previous technique. Actually, the previous technique did not give a significant contribution for students in speaking. Storytelling is an easy and fun way to improve students speaking ability. The researcher believed that storytelling was an appropriate technique to improve students' speaking ability.

*commit to user*

To implement the technique, the researcher constructed a lesson plan. The lesson plan would consist of opening, main activity, and closing. The time allotment was about 90 minutes in a meeting. The researcher prepared the material from some resources such as books or internet. The researcher decided to choose storytelling as the topic of material. It has to be fixed with syllabus/ curriculum of the junior high school.

## 2) Implementing the Action

There were three meetings in the first cycle. Describing profession was topic of lesson plan. The total of time allotment was 225 minutes.

### a. The first meeting

#### *Opening*

The day was Saturday, May, 7<sup>th</sup> 2011. The bell rang at 07.00 a.m. and the students quickly entered their class room to have their seat. The researcher became a teacher and English teacher became an observer for the first meeting. English was the first lesson. The students were still fresh and the class was quite clean. The English teacher asked the students to pray in the early lesson. After that, the teacher greeted the students and checked the students' attendance. Unfortunately, there were two absent students because of sick. The English teacher had a seat between the students and the researcher became a teacher of the day.

#### *Main activity*

As a building knowledge of the lesson, the teacher gave questions for some students. The boy who sat in the corner became the first student who got the question. The teacher asked him with very simple question "Do you like reading a story?" and he spontaneously answered the question "Yes". Then the teacher asked the other students with same question. Most of the students' answers were similarly the same with the first boy. The teacher just smiled at them. The teacher attracted the students' attention by telling the new topic for that day. The teacher told them that she would explain them about storytelling. The students looked interested in the topic.



The next step of main activity, the teacher asked the students to listen a short text about Babu and the Lion. The class became little bit crowded when the teacher was reading the text. To keep the class being silent, the teacher told them that there would be some questions must be answered. The noise decreased. Through the process of listening, students did not make noise any longer. After listening to the narrative text, the teacher gave some related questions for some of them randomly. The task was to tell what Babu is. Fortunately, most of them gave right answer. After the questions finished, the teacher asked two students to read the text and the other students identified some difficult words. From this process, the teacher found that the students' pronunciation was still weak and some of them were lack of vocabulary. The teacher wrote some words and pronounced the right pronunciation forward the class.

Referring to the main activity, the teacher explained the generic structure of narrative text such as orientation, complication and resolution in order to explain language features. The language features occurred in narrative text was simple past tense, noun phrase, connectives, adverbial phrase and verbs. The teacher explained about the pattern and functions of simple past tense. After the explanation, one by one the students made some examples on the blackboard. Most of the examples were well-done, so the teacher gave them the other exercises. The teacher handed out a paper filled by some incorrect words in a short paragraph. In pair, the students had to identify the incorrect one and change into the correct one. The process ran well because they were able to finish the entire exercises well.

### ***Closing***

Before the time was over, the teacher announced information to the students that the next meeting, she would like to split the class into several big groups. The class would have to re-tell a story and the topic was about folktale. So, they had to prepare themselves and study the last material.



## **b. The second meeting**

### **Opening**

The second meeting was on Friday, 13<sup>th</sup> May 2011. As a routine activity, the students entered the classroom after the bell rang. The English teacher knocked the door when the students were arranging their chairs. The class was clean enough and English was ready to be started. Then the teacher leading the students to pray, checking the students' attendance and greeting before main activity.

### **Main activity**

The teacher reminded them that the day would be discussion and performing class. The class was divided into 5 groups, in which each group consists of 5 - 6 members or more. The class seemed to be crowded when the teacher announced the members of each group. After the students joined in the group, the teacher told the discussion rules. Each group would get a story and they had to re-tell it in front of class. Before that, the researcher wrote the questions on the blackboard. Some of them discussed the assignment well and the others had a chat with their friends. The teacher gave them a chance for asking some difficulties and the teacher answered the questions. The teacher went around to the groups and gave some questions to the students who looked passive in reading the story. In this stage there was ask and answer session between the teacher and the students who did not understand to the assignment yet.

The discussion spent adequate time and the teacher said "have you finished?". Lots of them said "Not yet, Miss!". The additional time was only 5 minutes given to them to finish the assignment and the class was going to be crowded. The teacher told them that each group had to choose one volunteer to come forward and told a story based on the reading time. There were five representative students in the class. One by one, they told the story in front of the other students. A girl from group four carried out the first performance; she looked confident and quite good in fluency. The second performance done by group two, her body shacked gradually when she was telling the description. The third performance was done by group three, she told the description well but less of expression occurred in the process. Actually, the students enchanted with her performance and the class

became silent. The fourth performance was delivered by group five. There was little communication and she tended to be speechless. The class arose crowded when a boy was coming forward to be the last group. He told the explanation with many pauses and no expression at all.

Before closing the second meeting, the teacher revised some mispronouncing words and the students replied what the teacher pronounced. The teacher told the way to be relaxed and confidence in performance, and chose the best speaker of the day. It was aimed to give motivation in speaking class.

### ***Closing***

There was 5 minutes provided for the teacher closing the lesson. He gave the students homework; each student had to find a story. The story would be shown off in front of class, and they had to tell the picture orally. There were no questions from the students any longer then, he summed the lesson up and said good-bye.

## **c. The Third meeting**

### ***Opening***

In the third meeting of first cycle, the sky looked cloudy and it would get rain. That day was Saturday, 13<sup>th</sup> May 2011. English was the last lesson of the day, the students looked little bit tired. The teacher greeted the class and there were no students missing. Before starting the lesson, the teacher asked several students to pronounce some words written on colored paper, such as *one moment*, *view years*, *lived*, *surprose*, *talked*, *daughters*, *shouted*, *looked at* etc. There were some mispronounced words produced by the students and then the teacher gave corrections. After that, he stated that day would be a students' performance activity. The class arose crowded and they prepared themselves.

### ***Main activity***

After all the students had already prepared their needs, the researcher gave chance to the students who wanted to be the first volunteer. There was a veiling girl came forward the class and the other peers gave loud applause for the first performance. In the second chance, the teacher chose the next performer

*commit to user*

randomly. The class was little bit crowded when one of their friends tell the story forward the class. The English teacher asked the students to keep silent and pay attention to the one who was presenting the explanation. The atmosphere was getting much better and they began to pay attention. After all the students presented their performance, time allotment was over. This oral activity was considered as the first post test in the first cycle.

### ***Closing***

The students looked excited in that day activity because speaking rarely occurred in English lesson before. The teacher asked “do you like today’s activity?” and loudly the students answered “Yes, miss”. Then the teacher chose one of students becoming the best speaker of the day. There was no question from the students at all. The teacher led the closing prayer and said good-bye.

### **3) Observing**

The aim of observing was to know whether the storytelling can improve the students’ speaking ability or not. Observing was done during the implementation of the action while the students were doing their activity. The researcher directly could observe in a real situation and knew what happened in applying the technique actually. It also could be consideration for the further plan.

The researcher observed the activity in class and wrote the result of observation in field notes when the storytelling was conducted. The students looked more motivated and enthusiastic in the process of storytelling, but the class became little bit crowded and noise came up. The storytelling was led by few students and the others seemed to be less of participation. It was caused by the members were too big.

Besides observing the real atmosphere of storytelling, the researcher also conducted the first speaking post test as non-observational technique. The result of the first speaking post test increased. The score in detail can be described as follow: the test accuracy was: from 28 students, 7 students got score 1.5-2; 21 students got score 2.5-3. While the fluency score can be explained as follows: from 28 students, 10 students got score 1.5-2; 15 students got score 2.5-3, and 3

students got score 3.5-4. In line with the score, it can be said that from the accuracy test 25% students got score 1.5-2, 75% students got score 2.5-3. While from fluency 35.71% students got score 1.5-2, 53.57% students got score 2.5-3 and 10.71 students got score 3.5-4. The following table presents the result of first speaking ability post-test:

Table 4.5: the result of first speaking ability post-test

Aspects of Speaking ability test	Score	Indicators	Percentages
1. Accuracy test			
▪ 7 students	1.5-2	Poor vocabulary, mistakes in basic grammar, may have very strong foreign accent	25%
▪ 21 students	2.5-3	adequate but not rich vocabulary, occasional grammar slips, slight foreign accent	75%
▪ 0 students	3.5-4	good range of vocabulary, occasional grammar slips, slight foreign accent	0%
2. Fluency test			
▪ 10 students	1.5-2	very hesitant and brief utterances, sometimes difficult to understand	35.71%
▪ 15 students	2.5-3	get ideas across, but hesitantly and briefly	53.57%
▪ 3 students	3.5-4	effective communication in short turns	10.71%

From the result of first speaking ability post-test, the researcher and English teacher knew that storytelling technique improved the students speaking ability. Unfortunately, there were still some obstacles occurred in the process of storytelling, for instance: few of students perform to the class to tell a story, only two or three students did the storytelling; the class became crowded in the process

of storytelling and it was caused by some students who did not join the storytelling; mispronouncing some words such as “today”, “saved”, “changed”, “chance”, and so on; and less of expressions, they rarely used gambits in giving personal comment and expressions for conversation.

#### 4) Reflecting the action

Considering to the facts above, the researcher could identify some results as follows: 1) the storytelling ran well but the atmosphere became crowded and lots of them made a noise, it was caused because some of them couldn't join the storytelling activity well.; 2) some students still got some problems in pronouncing some words; and 3) some students were still lack of expression when performed.

From this stage, the researcher concluded that the first cycle did not give significant contribution result even though the result of first speaking ability post-test had shown an increasing achievement. So, there must be a further cycle. The following table would describe the second cycle.

Table 4.5 The implementation of Cycle II

No	Step	Point and Activity	
1	Revising the action plan	Case	Some students were still passive in storytelling process
			Talkative students dominated the class
			Students had difficulties to express their idea to tell a story
		Causing the case	The students were less of confidence joining the speaking lesson.
			Teacher couldn't make some students became brave to perform
			Teacher didn't feel satisfied with the score of their performance
	Proposed solution	Using Storytelling technique	



		Topic	Storytelling about a tale
2	Implementing the action	First meeting	Teacher explained about adjective and the way to give personal responses
			Students did the exercises in a couple
		Second meeting	Teacher carried out discussion and the class was divided into small group to read and understand the story
			The topic was storytelling about a country's tale
		Third meeting	Conducting post test
3	Observing the action		Teacher SK observed the implementation and wrote field note
4	Reflecting the observation result	Positive Result	The improvement of students' speaking ability
			Classrooms' condition became more living and students were more enthusiastic in joining the lesson
			The students looked confidence and spoke naturally forward the others
			All students had same portion in speaking
			The students could do the task easily because they can share and do collaboratively

## b. Cycle II

### 1) Revising the Plan

The researcher decided to revise the previous technique in storytelling being better. The next plan was audio visual technique. In audio visual technique, the teacher gave a story in some interesting slides of pictures and texts. The researcher gave some story that they recognized well before. A new story was also given for increasing their curiosity. The story was given in the form of slide shows that they could see in the wall. Interesting pictures with some wonderful colours could make them felt happy and enjoyed the storytelling activity well. An interesting topic had been chosen to make students curious. While they were



watching the show, some questions were given to know whether they understand the story or not. After the show, the researcher reviewed some mistakes such as in pronunciation and gave personal comments which related to the topic. The researcher drilled correct pronunciation to the students and gave examples how to give personal comments.

The problems faced in the first cycle became a consideration for refining the next plan in the second cycle. The problems consisted of: 1) the students were lack of self confidence to tell the story with their own words; 2) there were less of expressions when they gave description or explanation; and 3) mispronouncing of some words.

Before enabling the second cycle, the researcher had prepared all the things needed collaboratively with English teacher. They were the lesson plan, a topic related to the theme, and a technique to make the storytelling more alive and the students took part in the process of storytelling actively.

## 2) Implementing the Action

Storytelling about a country's tale was the topic in second cycle and audio visual was conducted as a new technique. In the second cycle, the teacher tried to create the class going to be lively active. Some tales from different countries were chosen as the new technique to improve their speaking ability. They were a tale or a story that the students already known before, such as : Thumbelina and Snow white.

### a. The first meeting

#### *Opening*

English was the first lesson on Monday, 16<sup>th</sup> May 2011. The teacher entered the class after the bell rang calling the students to join the lesson. Greeting and checking students' attendance were two ordinary activities of opening. After that, the teacher asked whether there was homework. Reviewing the last meeting had been done by the teacher before she continued the main activity. She told some

mispronouncing words, grammatical usage, and less of expressions in the previous presentation.

### ***Main activity***

The lesson was started by telling the topic of the day, namely a tale. The researcher showed an interesting tale with a good picture in it. The tale was namely “Thumbelina”. The researcher played the slide shows slowly while reading the story with a good pronunciation and nice expression. The students saw the shows enthusiastically. Colourful pictures and strange expression from the teacher were given to make them feel curious about the story. The next step activity was answering some words during the shows. The show was given on LCD and notebook. Some students were active to answer the questions related to the tale. The researcher corrected their pronunciation. After that, the researcher started explaining the generic structure of the story in the detail. The researcher then gave some questions related to the generic structure of the tale. The students looked enthusiastic to do the exercises.

After that, the teacher distributed a text for the students. The text was “The Legend of Lake Toba”. They had to read and understand more about the story. They were divided into some couples. After they read the story, they had to do the exercises collaboratively with her/his friends. The class was more manageable than the previous meeting. The English teacher helped the researcher by controlling them one by one. After all students did their exercises, the researcher asked them to present their jobs. In addition, the teacher gave them short material about how to give expression when they were telling a story. The researcher taught them this material because most of them were still lack of self confidence in speaking and they did not understand how to give right and brave expression with good body language also.

### ***Closing***

In this stage, the teacher asked the students whether they still found any difficulties or not. So far, there was no question from the students. She told that the next meeting would be guessing game. The class would be split into several small groups. The lesson was summed up and the teacher said good bye.

*commit to user*

**b. The second meeting*****Opening***

The second meeting was on Friday, 20<sup>th</sup> May 2011. The teacher and the observer had been ready to enter the class. They walked toward to the class when the electric bell rang. The teacher knocked the door and entered the class. The teacher asked the leader of the class to lead the opening prayer. After that, the observer walked backward to have a seat.

***Main activity***

The teacher told them that there was a performance class today. The class had been split into 10 small groups before today's meeting and they joined in their own group. The class were likely manageable and they did not make any noise in classroom. The teacher gave the rule of discussion class. Each group had to choose one story. The story chosen should be performed to the class and the others would answer the question about it.

After the groups understood the rule of the game, they started to discuss the topic. All of them participated in the activity actively. The teacher went around the groups. The time given was over; the teacher began to invite the group randomly. Group 2 took the first chance. The students clapped their hands when group two was coming to present their task. The leader of group two started to tell the story to her friends. The students kept listening to the story curiously. At the certain time, they seemed to have a chat with other members in one group. The storytelling was totally presented by the lucky number one and questions and answer session was started then. Most of them raise their hand and try to ask some questions. This session looked lively because they tried to be faster asking the questions. The situation kept going until the last group. In addition, the students' motivation in storytelling increased.

***Closing***

The teacher revised little mistakes in grammar or pronunciation in main activity. She asked them whether there was a question. The teacher summed up the activity because there was no question from students. She closed the second meeting by saying good-bye. In this stage there was injury time given.

*commit to user*

### c. The Third Meeting

#### *Opening*

The third meeting in cycle 2 was on Saturday, 21<sup>th</sup> May 2011. The teacher and the observer had prepared themselves well. They walked toward to the class when the electric bell rang. The teacher knocked the door and entered the class. Speaking test had been planned in this activity.

#### *Main Activity*

The sky was cloudy. Fortunately, the students were still ready to get the last lesson of the day and all of students were present. The teacher asked the students to choose one of story that they were interested in. Each student began to prepare the oral test. Some of them looked into dictionary or asked their friends. Whole students had been ready to face the storytelling test.

Based on the students' presence list, the teacher and teacher SK invited them one by one. The first performance was done by Agil. He told a story. He seemed to be relax and confident in his performance. In previous meeting, he usually looked nervous in telling a story. The performance was better than the last activity. He looked very confidence and did less of mistakes in speaking.

Most students looked confident in turn of storytelling. In queue, they came forward presenting their performance well. The accuracy and fluency of students' performance absolutely increased.

#### *Closing*

The time allotment in the third meeting of second cycle was over. The teacher gave them motivation in studying English, especially in speaking. Then, she leaded the students to close the activity with closing prayer and she said good bye.

### 3) Observing the action

Similar with the previous cycle, the researcher conducted the observation during the implementation of the action. The technique was different from the first cycle which used storytelling of a tale. In the second cycle the researcher used audio visual technique to show the tale or story. It made students more

*commit to user*

motivated because they were not only had a text, but the teacher showed the interesting pictures with good colours and also good sounds. It could make them felt happier and didn't feel bored.

The speaking activity was getting better than before. Most of them were not hesitant in speaking, high motivated, and confidence. Grammar, pronunciation, vocabulary improved as well as the second speaking post test. The improvement score in details can be described as follow: the test accuracy was: from 28 students, 10 students got score 2-2.5; 18 students got score 3-3.5. While the fluency score can be explained as follows: from 28 students, 20 students got score 2-2.5; 8 students got score 3-3.5. In line with the score, it can be said that from the accuracy test 35.7 percent students got score 2-2.5, 64.28 percent students got score 3-3.5, while from fluency 71.42 percent students got score 2-2.5, 28.57 percent students got score 3 -3.5. The following table presents the result of first speaking ability post-test:

Table 4.4: the result of second speaking ability post-test

Aspects of Speaking ability test	Score	Indicators	Percentages
1. Accuracy test			
▪ 10 student	2-2.5	Poor vocabulary, mistakes in basic grammar, may have very strong foreign accent	35.7%
▪ 18 students	3-3.5	adequate but not rich vocabulary, occasional grammar slips, slight foreign accent	64.28%
▪ 0 student	4-4.5	good range of vocabulary, occasional grammar slips, slight foreign accent	0%
2. Fluency test			
▪ 20 students	2-2.5	get ideas across, but hesitantly and briefly	71.42%
▪ 8 students	3-3.5	effective communication in short turns	28.57%



#### 4) Reflecting the action

In this stage, the researcher faced the result of applying second cycle. There were some facts gained after the action such as: 1) students spoke confidently and naturally forward the class, because lack of pronunciation, grammar and vocabulary were being well overcome, 2) the classroom was more manageable and alive, and 3) the students looked enthusiastic and cooperative in speaking class.

In brief, storytelling was successfully done. Sometimes, children's desire to tell a story was the best indication of how much they enjoyed it. However, understanding cause and effect was by no means that the only reason that storytelling was useful in linguistic terms.

In addition, there was also significant improvement in second post test. The score of second post test increased from 3.92 in pre test to 5.35. The students' speaking ability had obviously increased. The researcher decided to stop the cycle and did not revise the plan.

### 3. Result Discussion

As a reflection and the last stage of the action research, the researcher and the English teacher conducted the result discussion. The result of discussion gave real evidence of applying the technique whether storytelling can improve the students' speaking ability or not. Considering the facts above, it could be seen that the storytelling was an appropriate technique to improve students' speaking ability. It can be seen from:

#### a. Observation result

In this process, teacher identified some factors causing the low achievement of students' speaking ability. The factors came from teacher and students. It seemed that teacher's technique was monotonous. In speaking lesson, teacher SK only did repetition drilling without variation of technique. The speaking class was still



teacher-centered; the teacher had major part in the speaking activity. Practically, the English teacher had much more time to talk than the students. It meant that the central decision maker about what to do in the class was the teacher. Students became passive during teaching learning process.

Students got bored in teaching learning process dealing with technique used by teacher. Furthermore, the students were still lack of grammar, vocabulary and pronunciation. It implied the students became hesitant to express their idea or information to the other peers. Teacher SK and the writer concluded that by using storytelling in teaching speaking was an appropriate technique to improve students' speaking ability and students' learning activity.

In cycle 1, the writer used a simple story, in which, the teacher asked student to discuss with their friends and then they could share and tell to others in front of class about the story. In this cycle, the writer found some problems such as the lack of confidence from the students, the lack of mastering grammar and misspronouncing some words. In Cycle 2, teacher SK and the writer revised the plan. The teacher gave different media and text, in which, the teacher showed the narrative text or story or tale in audio visual technique. All students became interested and always ready in following the lesson. The class condition was more alive. Students were not bored and they obvious enjoyed the teaching learning process. All students participated in storytelling and there were no students who were busy with their own business day dreaming or talked to each other anymore.

#### **b. Teacher's diary/ field note**

The teaching learning process was led by the writer and teacher SK made notes toward her teaching. In the first meeting of cycle 1, teacher SK found that students got difficulties in grammar, vocabulary and pronunciation. It influenced to students' self-confidence in speaking lesson. Actually, the students were able to do exercises well, but practically they had difficulties in oral activity. In the second meeting, the writer chose the other story. It ran quite well, but noise arose in the process of storytelling. Moreover, only few students took part in this process. In the third meeting, the writer decided to conduct first post-test. From

the result score, the writer made reflection and revised the plan. She thought that all students should be more active in storytelling and noise had to be decreased. She also should create the text or story more interesting. In the second cycle, the activity was audio visual narrative text. In this activity, all participants would enjoy in watching the story, sharing the ideas, and guessing the topic given. The topic was telling an interesting tale. The process of storytelling seemed to be more alive than previous activity. It encouraged students' participation obviously and made them motivated in speaking lesson.

After investigation of the teacher's diaries, it was found that speaking class was conducted well through storytelling technique. There was improvement of class situation through storytelling, from bored to interesting and from passive to active situation. It resulted in the students' improvement in speaking ability. It can be said that in this research, storytelling technique can improve students speaking ability of VIIIA SMP Purnama Sumpiuh.

### c. Students' diary

The researcher also investigated the students' diary. The students' diary aims to know the students' opinion and perception to the teaching activity happening in the class. Students' diary was conducted to find the significant result of this research from the students' side as the subject of teaching and learning process through storytelling. In this research, the students wrote one diary which was made in the end of cycle 2.

From the students' diary, the researcher found that the students enjoyed the teaching learning process through storytelling. On their writing, the students obviously were high motivated and interested in speaking class. In short, conducting this technique could improve students' interest. It could make the students followed the tasks in the speaking activities easily and as the result, the students' speaking ability improved.

Here were some of the students' diary after having a class with the researcher. They were invited to write suggestion for the researcher on a piece of paper.

*“Menurut saya pembelajaran seperti ini sangat asik dan menyenangkan kita bukan hanya belajar tapi kita bermain dan mendengarkan cerita. Kita*  
*commit to user*

*santai tapi sambil berfikir. Semenjak Miss Tyas ngajar di sini saya jadi semangat belajar bahasa Inggris walaupun saya tidak bisa.”*

*“I am very happy.”*

*“Menurut saya dengan belajar speaking dengan cara seperti ini sangat efektif karena setiap siswa jadi bisa bertanya dan tidak ada yang ganggur.”*

*“Menurut saya menyenangkan dan asik.”*

*“Menurut saya belajar seperti ini bagus, mengasikan dan membuat siswa aktif dan tidak membosankan.”*

*“Suka, karena melatih kepercayaan diri di depan orang banyak.”*

*“Thanks a lot, because of you I feel confidence to learn speaking in English.”*

*“Mapel bhs.Inggris dalam 2 minggu ini sungguh menyenangkan. Karena dalam KBM itu kita santai tapi serious. Apalagi dalam pelajaran tersebut terdapat hiburan ataupun games.”*

*“You are the best teacher.”*

*“Saya menyukai pelajaran speaking ini, saat pertama saya sebenarnya takut tapi akhirnya saya senang dengan pelajaran ini. Karena menyenangkan dan membuat saya menjadi PD dan agak lancar berbicara.”*

*“Pembelajarannya menyenangkan walaupun cara pembelajaran pertama agak kayak gitu, tapi hari kedua dan selanjutnya menyenangkan dan mengasikan.”*

*“Saya menyukai pembelajaran speaking yang telah dilaksanakan. Walaupun pertama saya takut tetapi saya akhirnya berani untuk speaking.”*

*“Menurut saya cara mengajar Miss Tyas sangat menyenangkan dan asik, walaupun saya tidak begitu suka bahasa Inggris . yah saya coba2 berbahasa Inggris cap cis cus ga jelas! Tapi saya seneng...”*

*“Menurut saya belajar bahasa Inggris itu menyenangkan terutama diajar oleh Miss Tyas.”*

*“Pelajarannya menyenangkan, sante nyambung dan gampang dimengerti. Yang penting gurune jg nyenengin, gampang berinteraksi, sopan dan pembelajaran yang diberikan dg cara yang menyenangkan.”*

*“Saya rasa pembelajaran yang diberikan sangat baik dan saya suka pembelajaran speaking seperti ini.”*

#### **d. Test result**

From the mean score of speaking test, there was significant improvement of speaking mean score. It could be shown as following table:

Table 4.6: mean score of speaking test

Pre-test mean score	Post-test 1 mean score	Post-test 2 mean score
<b>3.92</b>	<b>4.91</b>	<b>5.35</b>

Based on the table, the speaking test mean score gradually increased, the researcher and English teacher decided to stop the plan. Comparing the mean score of each test is adequate evidence to know the success of the action research. There was good improvement in speaking test, from 3.92 in speaking pre-test up to 5.35 in the last speaking test. Finally, it can be concluded that storytelling improves students' speaking ability. The researcher took some representatives students who had well in progress:

##### **1. Student IA**

She was an active and confident student. She was a fast learner student, she replied the question correctly. She had sufficient vocabulary, good grammar and good pronunciation. She always tried hard to speak well. Unfortunately, she had less of expression and didn't understand the way to give personal response. After being treated, she showed a good improvement. She also knew how to give personal response or expressions appropriately and spoke naturally. In accuracy test she got 2.5 (pre-test), 3 (1<sup>st</sup> post test) and 3.5 (2<sup>nd</sup> post test). While in fluency she got score 2.5 (pre-test), 3 (1<sup>st</sup> post test) and 3.5 (2<sup>nd</sup> post test).

## 2. Student AS

He was passive students and he looked nervous in speaking English to the other peers. He had lack of vocabulary, grammar and pronunciation. So, he usually made mistakes and could not speak well. In speaking class, he looked ashamed and he would give responses if he had been asked by the teacher. After the treatment, he had good self confidence in speaking. He had larger vocabulary, grammar mastery and good pronunciation. He rarely made mistakes in speaking. He had good progression in speaking which could be seen on the test score. In accuracy test she got 2 (pre-test), 2.5 (1<sup>st</sup> post test) and 3 (2<sup>nd</sup> post test). While in fluency she got score 2 (pre-test), 3 (1<sup>st</sup> post test) and 3.5 (2<sup>nd</sup> post test).

## B. Research Findings

The researcher analyzed the result of observational and non observational techniques after applying the action research. It was consisted of pre-research observation report, field notes, research diary, students and the English teacher interview report, the result score of speaking pre-test and post-test, students' diaries and photographs. In this stage, the researcher got some findings which answered the problems formulation in chapter I. The following table presents the research findings:

Table 4.5: The Research findings.

No	Point		Before Action Research	After Action Research
1.	Factors causing low speaking ability	Teacher factor	Teacher is monotonous in teaching speaking	They can use storytelling technique
		Students factor	Students are passive during teaching learning process	Students become more active during teaching learning process. Students are more enthusiastic in joining the lesson
2.	The improvement of students' speaking ability	The achievement of students' speaking ability test score	The achievement of speaking ability was low	The achievement of speaking ability increases
			The mean score in pre-test was 3.19	The mean score in post-test is 5.35
			students had little	students have larger



		Students' ability in speaking	vocabulary, could not use appropriate grammar, and pronounced the words incorrectly	vocabulary, can use appropriate grammar, and pronounce the words correctly
			Students had difficulties to express in telling a story	Students are able to express in telling story appropriately
			The students were less of confidence joining the speaking lesson.	The students look confidence and speak naturally forward the others
3.	The improvement of students' learning activity		Students got bored in speaking class because of monotonous activity	Storytelling attracts the students' interest to tell a story to the class. The learners are eager to speak because they are interested in topic.
			The students got any difficulties because they usually did the task individually.	The students can do the task easily because they can share and do collaboratively
4.	The classroom condition		Students were passive in class	Classrooms' condition becomes more living. The classroom was more manageable and alive

Based on the table above, it can be shown that the action hypothesis is accepted. Speaking through storytelling can improve the students' speaking ability. The action hypothesis has been proven by analyzing the data collected. Their mean score had been improved that in pre-test is 3.92 and 5.35 in post-test.



## CHAPTER V

### CONCLUSION, IMPLICATION AND SUGGESTION

#### A. Conclusion

There are several findings that are found during the research. In accordance with the result of pre-research observation, the problems in delivering ideas in speaking activities came from the teacher and the students themselves. It could be seen that the activities during speaking class before implementing the action was dominated by teacher. Therefore, students are also passive during teaching learning process. They also had little vocabulary, could not use appropriate grammar, and pronounced the words incorrectly. However, the problems above can be solved after applying storytelling technique as the technique of teaching speaking. Students become more active during teaching learning process. Moreover, they are more enthusiastic in joining the lesson. It can be seen from the result of their test. The mean score of pre-test and post-test of the first cycle to the next cycle showed the improvement.

Based on the result of the research above, it can be concluded that:

1. Teaching students by storytelling technique can improve the students' speaking ability. Storytelling is one of appropriate technique to improve students' speaking skill which has a view that students are active learner. It is considered that students learn best when they are personally involved in the teaching experience. Through storytelling technique, the students can express their ideas, feeling and emotion to tell stories the other friends. The environment will not be threatening so that the learners are eager to communicate. Teaching speaking through storytelling also provides an opportunity to develop accuracy, fluency and keep the learners highly motivated.
2. What are the students' responses when storytelling is implemented in teaching speaking at the second grade of SMP Purnama Sumpiuh? The student responses are attractive to the speaking class when storytelling is

implemented. They are very happy and enjoy to practice the speaking by using storytelling. It can be shown from the students' diaries, final score and their motivations improved.

In addition, the benefits we can take by applying storytelling technique are : the learner's greater knowledge of the language allows for more linguistic complexity both when speaking to stories and telling or retelling them.

### **B. Implication**

Applying an appropriate technique in the teaching and learning process is very important to improve students' speaking ability. The result of the research showed that storytelling technique can improve students' speaking ability, especially for the eighth grade students of SMP Purnama Sumpiuh. Storytelling technique is one way to present the lesson in which the teacher provides the learners with opportunities to be more expressive in delivering the stories and ideas, to get the audiences' attention or to be an entertainer for their friends so that they can be more happy and fun in learning English. The important thing is that the learners can participate actively. The more the learners contribute their views, the more they learn. The teacher is the "midwife" who helps the learners to bear their opinion. Besides that storytelling technique can simulate the learners to tell a story expressively, the learners can share their experience and knowledge for the sake of the class by their own expression with their different characteristic so that the audiences will enjoy the story well.

### **C. Suggestion**

Having concluded the result of the research, the writer would like to propose some suggestions for the English teacher, the institutions of education, and to the other researchers. The suggestions are described as follows:

1. For the English teacher
  - a) The teacher should provide interesting story texts, interesting topic, be patient in monitoring students' activity during speaking class and support the interaction between students in the class.

b) The teacher can be more often to ask students to perform in front of the class to tell stories to their friends, so that their self confidence will increase.

2. For the institutional of education.

The institution of education should encourage the English teachers to use the various and attractive techniques and nice stories in teaching learning process in order to improve the quality of their teaching by taking part in modifying the English teaching learning curriculum that will be implemented in those institutions based on the basic competence stated in the national curriculum.

3. For the other researcher

It is expected that the findings of this study will be used as the research resource of future research on the similar problem. There are many other techniques of teaching that can be taken as the objects of the research.

