

**IMPROVING THE STUDENTS' SPEAKING SKILLS BY  
USING STORYTELLING PIECES AT SMA NEGERI 1  
JOMBANG**

**UNDERGRADUATE THESIS**

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**ENGLISH LANGUAGE EDUCATION PROGRAM  
FACULTY OF CULTURAL STUDIES  
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**2017**

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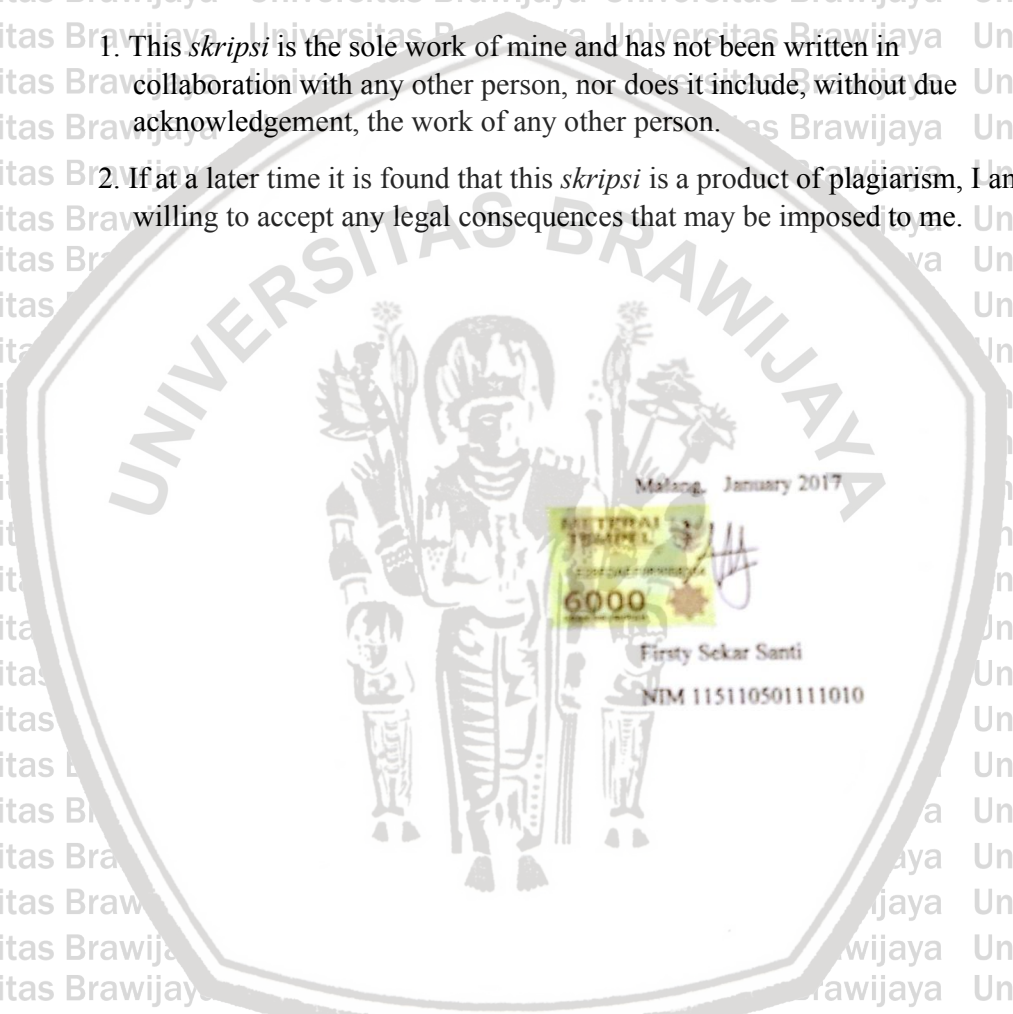
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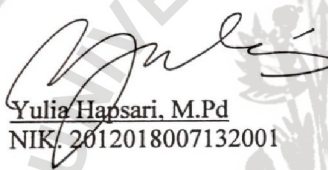


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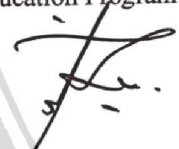
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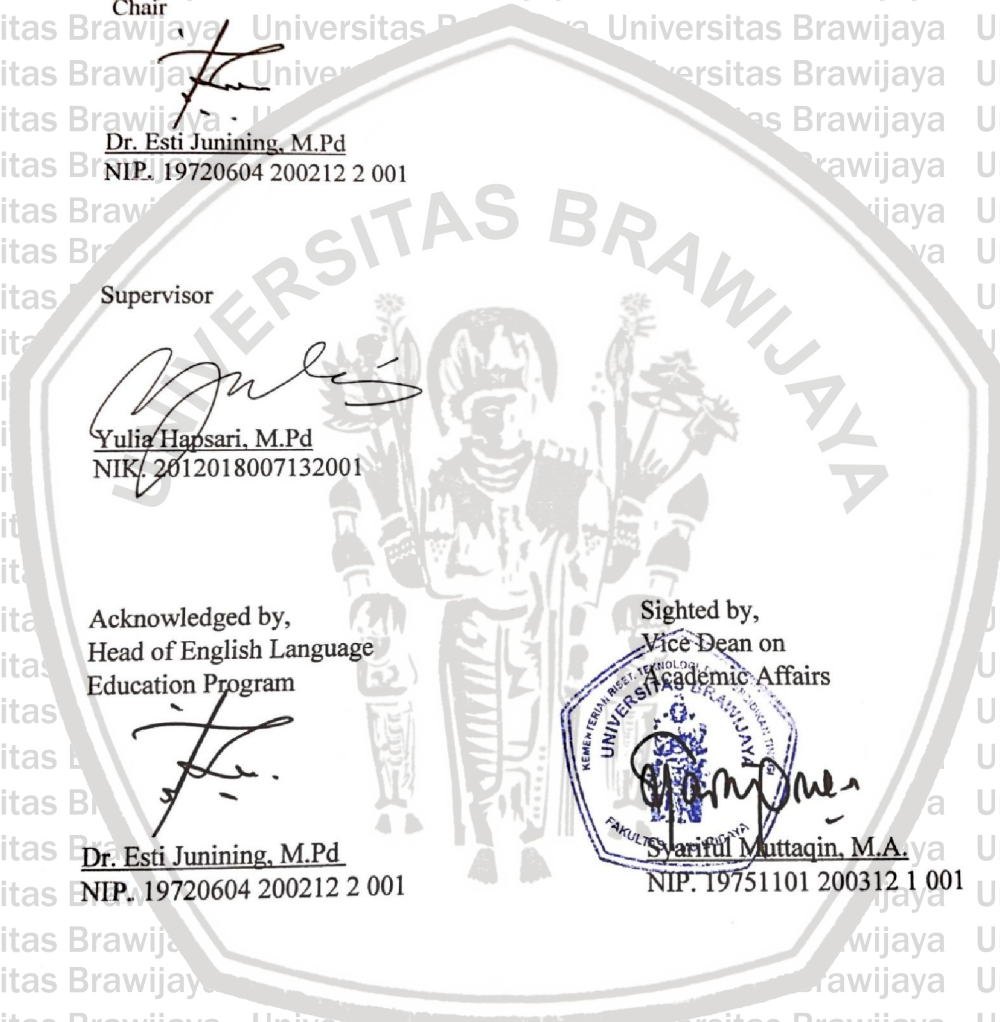
  
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The researcher expect this *skripsi* can help teachers' problem in teaching spoken narrative text. Hopefully, the next researcher will able to develop storytelling pieces as media in teaching speaking. The researcher realizes that there are many shortcomings in this *skripsi* in spite of all her efforts, therefore the researcher needs all of constructive comments, correction, and criticism for her improvement.

Malang, January 2017  
The Researcher

## ABSTRACT

**Santi, Firsty Sekar.** 2017. **Improving The Students' Speaking Skills by Using Storytelling Pieces at SMA Negeri 1 Jombang.** English Education Study Program Faculty of Cultural Studies. Universitas Brawijaya Malang. Supervisor : Yulia Hapsari, M.Pd

Keywords: Speaking Skills, Storytelling Pieces.

Visual media help the students to arise the idea or concept of the character. Besides, visual media like storytelling pieces are able to stimulate students' interest on delivering a narrative text. Based on the researcher's observation, it was found that the students have difficulties to find appropriate vocabulary which affects their fluency on generating idea during speaking in target language. Based on the problem exists, researcher aims to improve the students' speaking skills by using storytelling pieces in speaking narrative text for the eleventh grade students of SMA Negeri 1 Jombang.

This study used Collaborative Classroom Action Research for research design. The data in this study were obtained from the students' narrative speaking tests. The narrative speaking test was about storytelling of certain topic using storytelling pieces as the media to deliver the story that was done by the student XI IPS 5 students of SMA Negeri 1 Jombang in first semester of 2016/2017 academic year. Each student had to tell the story individually during the test and was given five up to six minutes to retell the story in front of the class.

When the student performed the storytelling in front of the class, he would use the storytelling pieces as the media to deliver the story. He held two items of storytelling pieces; the characters of the story on one hand and the item of the story on the other hand as he told the story. The same steps also applied when the students retold the other parts of the story until the story finished. The researcher found the improvement of the students' speaking skills by using storytelling pieces of speaking narrative text for the eleventh grade students of SMA Negeri 1 Jombang. It was proven by the percentage of the XI IPS 5 students in SMA Negeri 1 Jombang who passed KKM (Minimum standard score 75). In the pre-test, it was 53.50% of the students passed the KKM and 71.50% students passed the KKM in the post-test. The students showed positive responses by showing their interest, enthusiasm, and motivation during the implementation of the treatment. It was known from observation sheet, interview guideline, and questionnaire done during the study.

Therefore, the researcher concluded the use of storytelling pieces can improve the students' speaking skills in delivering narrative text spokenly. There were several suggestions for English teachers, students, and next researchers based on the result of the study. English teacher should provide various media in teaching speaking skills. Storytelling pieces were very helpful to improve the speaking skills especially for speaking narrative text. Students were expected that they could learn more about how to make a good narration in speaking narrative text from the English magazine, English story book, or comic that contain pictures. Hopefully, further researchers can use storytelling pieces as media in teaching English applied in other skills such as writing, reading, listening, or even integrated.



## ABSTRAK

**Santi, Firsty Sekar.** 2017. *Improving The Students' Speaking Skills by Using Storytelling Pieces at SMA Negeri 1 Jombang*. Program Studi Pendidikan Bahasa Inggris Fakultas Ilmu Budaya. Universitas Brawijaya Malang. Pembimbing: Yulia Hapsari, M.P

Kata kunci: Keterampilan Berbicara, *Storytelling Pieces*.

Media visual membantu siswa untuk memunculkan ide dan konsep suatu benda. Selain itu, media visual seperti *storytelling pieces* mampu menstimulasi ketertarikan siswa dalam membuat sebuah teks naratif. Berdasarkan pengamatan yang dilakukan peneliti, ditemukan bahwa siswa mengalami kesulitan untuk menemukan kosa kata yang tepat yang berpengaruh pada kelancaran mereka dalam menghasilkan ide selama berbicara dalam bahasa Inggris. Berdasarkan ada masalah yang ada, peneliti bertujuan untuk meningkatkan keterampilan berbicara siswa dengan menggunakan *storytelling pieces* dalam berbicara teks naratif untuk siswa kelas XI SMA Negeri 1 Jombang.

Penelitian ini menggunakan Collaborative Classroom Action Research untuk desain penelitian. Data dalam penelitian ini diperoleh dari tes berbicara naratif siswa. Tes naratif berbicara adalah tentang bercerita tentang topik tertentu dengan menggunakan *storytelling pieces* sebagai media untuk menyampaikan cerita yang dilakukan oleh siswa kelas XI IPS 5 SMA Negeri 1 Jombang di semester I tahun akademik 2016/2017. Setiap siswa harus bercerita secara individual selama tes berlangsung dan diberi lima hingga enam menit untuk menceritakan kembali di depan kelas.

Ketika siswa bercerita di depan kelas, siswa menggunakan *storytelling pieces* sebagai media untuk menyampaikan cerita. Siswa memegang dua item dari *storytelling pieces*; karakter dari cerita di satu sisi dan item dari cerita di sisi lain saat bercerita. Langkah yang sama juga diterapkan ketika siswa menceritakan kembali bagian-bagian lain dari cerita sampai cerita selesai. Peneliti menemukan peningkatan keterampilan berbicara siswa dengan menggunakan *storytelling pieces* dalam berbicara teks naratif untuk siswa kelas XI IPS 5 SMA Negeri 1 Jombang. Hal ini terbukti dengan persentase siswa XI IPS 5 di SMA Negeri 1 Jombang yang lulus KKM (skor standar minimum 75). Dalam pre-test, 53,50% dari siswa lulus KKM dan 71,50% siswa lulus KKM dalam post-test. Para siswa menunjukkan respon positif dengan menunjukkan minat, antusiasme, dan motivasi mereka selama pelaksanaan penelitian. Hal itu diketahui dari lembar observasi, pedoman wawancara, dan kuesioner yang dilakukan selama penelitian.

Oleh karena itu, peneliti menyimpulkan penggunaan *storytelling pieces* dapat meningkatkan keterampilan berbicara siswa dalam menyampaikan teks naratif berbicara. Ada beberapa saran untuk guru bahasa Inggris, siswa, dan peneliti selanjutnya berdasarkan hasil penelitian. Guru bahasa Inggris harus menyediakan berbagai media dalam mengajar kelas keterampilan berbicara. *storytelling pieces* sangat membantu untuk meningkatkan keterampilan berbicara terutama untuk teks berbicara naratif. Siswa diharapkan bahwa mereka bisa belajar lebih banyak tentang bagaimana membuat naratif yang baik dalam teks naratif dari majalah Inggris, buku cerita bahasa Inggris, atau komik yang berisi gambar. Mudah-mudahan, peneliti selanjutnya dapat menggunakan *storytelling*



*pieces* sebagai media dalam mengajar bahasa Inggris yang diterapkan dalam keterampilan lain seperti menulis, membaca, mendengarkan, atau bahkan terintegrasi.



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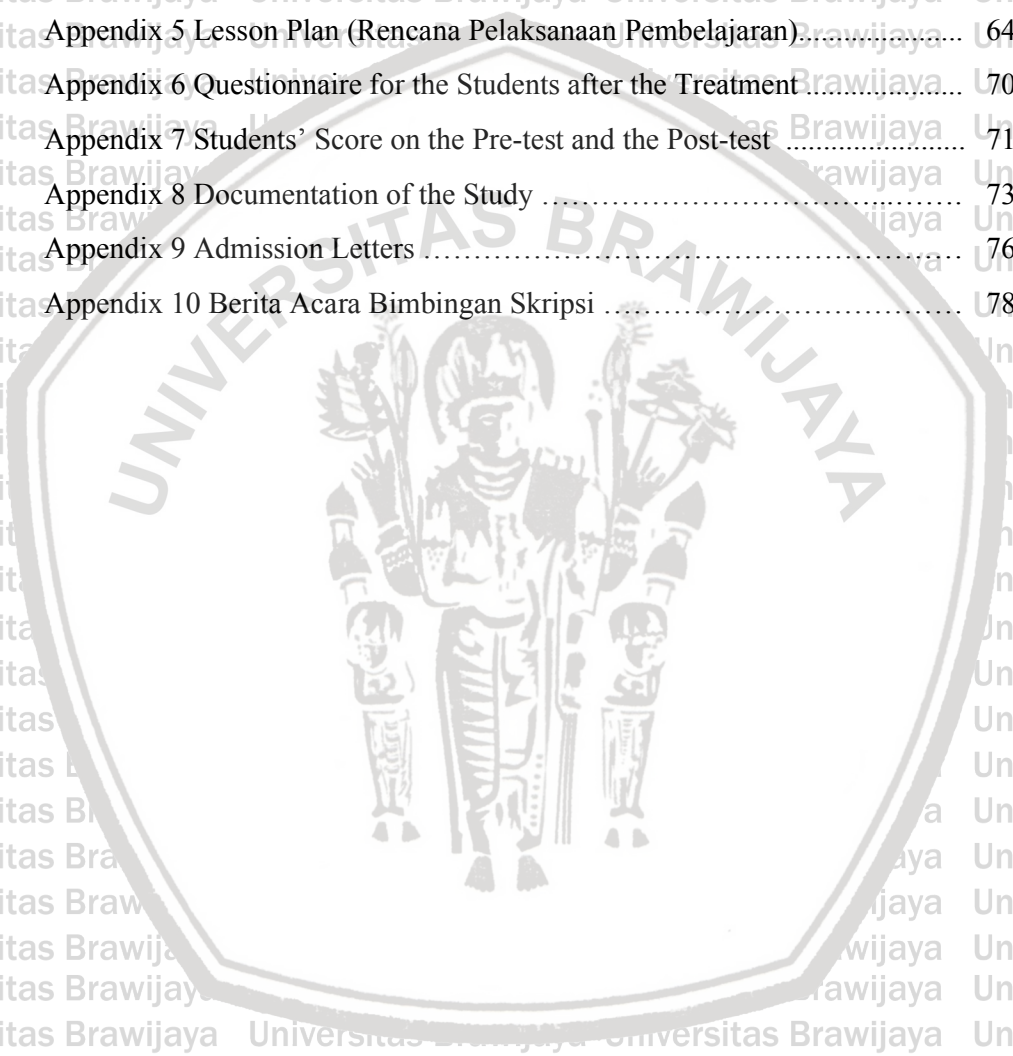
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## CHAPTER I

### INTRODUCTION

This chapter covers background of the study, problems of the study, objectives of the study, limitation of the study, significance of the study, and definition of key terms.

#### 1.1 Background of the Study

As an international language, English is a foreign language mostly used by people around the world. There is no hesitant that English becomes increasingly important to learn. The importance of English also gives impact to education environment. Students may also open their communication to the wider world as they master English. Therefore, English is an important foundation for students. English is a compulsory subject in Indonesian curriculum. Nowadays, there is a new curriculum in Indonesia, called Curriculum of 2013 or K13. In K13, English subject becomes a compulsory subject from the 7<sup>th</sup> grade of Junior High School until the 12<sup>th</sup> grade of Senior High school.

In English teaching learning process, speaking is one of the four basic skills in learning foreign language besides listening, reading and writing. It is considered as a priority for many second or foreign language learners. Through speaking, people can express their minds, ideas and thought freely and spontaneously. To most people, mastering the art of speaking is the most important aspect of learning a second or a foreign language, and success is measured in terms of ability to carry out a conversation in the language (Nunan,



1991). For this reason, speaking skill has been taught since the students attended an elementary school.

When someone speaks, he or she interacts and uses the language to express his or her ideas, feeling and thought. He or she also shares information, suggestions and comments to other through communication. Furthermore, Brown (2001) states that the objective of speaking is for the student to be able to participate and use English in short conversation, collect the information, ask and answer the questions fluently and acceptably in daily context and daily activities.

In language teaching learning process teachers should improve students' ability in speaking. Louma (2004) states that speaking skills are important part of the curriculum in language teaching, and this makes them an important object of assessment as well. The progressing of the students in speaking skill must be scored in objective way.

However, in real situation in English class, speaking activities do not work as it is expected because of many factors that prevent students from speaking English. The problems may be caused by the fact that teachers still apply the teacher-centered style for the students. Kozulin (1998) stated that typical genres of traditional education constitute only a fraction of the interactive forms available to the contemporary teacher. Based on the statement above, it can be concluded that the teacher still uses old education style to teach his students. Teacher still applies the teacher-centered style and explains the material to the students, while the

students only listen to the teacher explanation and have no chance to deliver their idea about the lesson which has been explained by teacher.

Therefore, teachers are expected to have an attractive and innovative in activation and media for teaching speaking. Teachers should create a good atmosphere and a positive classroom environment. In the classroom, the teacher must create the situation that can encourage real communication. The teaching learning process should not only happen between teacher and students but also between students. Many activities can be designed to make major element lively.

One alternative to create a good atmosphere and a positive classroom environment is by choosing narrative and storytelling method. Storytelling is considered a good way to capture the students' imagination in a way that they can understand and relate to. With a narrative, the students do not have to remember a series of dates, facts or principles. They only need to remember the premise of the story. Storytelling and narrative provides the opportunity to insert an element of fun into the learning activity, which will make the experience more engaging for both teacher and students.

Storytelling is one of the techniques commonly applied in language learning especially in speaking activities. According to Cameron (2001), storytelling is an oral activity, and stories have the shape they do because they are designed to be listened to and in many situations, participated in. Thus, researcher decides to use storytelling as the method of the research.



When applying storytelling in the learning activities, the use of supportive media is needed. Media itself is needed because media can capture and sustain the students' interest and attention during the learning activities. Researcher chooses storytelling pieces as the media of research since storytelling pieces are able to attract the students' attention.

According to Asher (2000), storytelling pieces are pictures of characters and items in a story that children manipulate or move around as the story is told. Storytelling Pieces is a modified visual teaching media constructed by combining the picture and a stick. This combination is meant for the students to be able to move around the instrument as they presenting the story and increase their imagination. Storytelling Pieces can be used to stimulate students' imagination, creativity, and their ability on organizing the idea of story.

Researcher chooses SMA Negeri 1 Jombang as the object of the research since the students of SMA Negeri 1 Jombang are considered active students in speaking activity, specially the students of XI IPS 5. Therefore, research will be focused on the students of XI IPS 5. Researcher chooses this class because the researcher has been asked by the teacher to teach the students of XI IPS 5 as substitute teacher. Besides, Researcher also finds that the students love to speak but neither about the lesson nor using the target language during the learning activity. Moreover, they tend to speak not fluently and have some gasp when asked to speak English. They also have difficulties to find the appropriate vocabulary when they are asked to speak in English.

The recent observation of this study was conducted on August 15, 2016.

Based on the observation, the students of XI IPS 5 face the problem on delivering and organizing their idea, especially in speaking activity. Even though the students are active to express their thought and idea, they tend to speak not in the right organization. For example, students tend to express or tell their idea of a certain topic correctly but the sequence of how something happened is rather not in the correct sequence.

Based on the researcher's informal interview and observation, the problems may occur because the students have difficulties to find appropriate vocabulary and it affects their fluency on generating idea during speaking in target language. Thus, students' fluency in speaking English becomes a problem in this study.

Storytelling pieces are chosen as the media in this study because it is considered appropriate for the students of XI IPS 5. By using storytelling pieces, students are able to move around the picture of the characters and other items as the story is being told. By then, it is hoped that the students will able to find the appropriate vocabulary as they tell the story. Hence, the students can focus on what they are going to tell since they hold the picture of characters and other items of the story.

## **1.2 Problem of the Study**

How can storytelling pieces improve the XI IPS 5 students' speaking skill?



### **1.3 Objective of the Study**

To know how storytelling pieces can improve the XI IPS 5 students' speaking skill.

### **1.4 Limitation of the Study**

Since speaking has a lot of things to be observed with various methods, narrow down the area of this research are needed. It is important in order to get focused in a specific area of speaking skill. To limit the material of study, the researcher chooses to work on the students' ability to enhance students' ability on find the appropriate vocabularies related to the topic and accuracy in telling a narrative story spokenly.

### **1.5 Significance of the Study**

Hopefully, this research can be useful to the students, the teachers and the further researcher. For the students, this research will enhance the students' speaking skill in organizing the idea of generic structure in narrative text because they are taught using storytelling with storytelling pieces techniques that is theoretically effective for improving students' speaking skill. In addition, through storytelling technique, the students can learn and deliver the material in interesting way.

For the teacher, he will get knowledge about teaching speaking using storytelling and storytelling pieces, while result of the research can be used as a

useful input and reference about applying teaching speaking inside the class.

Hence, the teacher can improve his performance in teaching during the learning process.

For further researchers, the result of this research can be used as reference and previous study for further research which is focused on students' fluency and organizing the idea due to generic structure of narrative text by using storytelling with storytelling pieces technique.

### **1.6 Definition of Key Terms**

**Speaking Skill:** Speaking skill is the ability to pronounce articulation of sounds or word of expressing, stating and conveying thought, ideas and feeling (Tarigan, 1990). In this study, speaking skill is a skill that is required to be accomplished by the students specially in organizing their idea of generic structure in narrative text.

**Storytelling Pieces:** story telling pieces are pictures of characters and items in a story that children manipulate or move around as the story is told (Asher, 2000).



## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter explains the review of related literature of this research. It provides the literatures and theories to strengthen the research.

#### 2.1 Theory of Speaking

Speaking is a productive skill which is mentioned as one of the most difficult skill if it is compared with the other skills because in this case, the learners should produce utterances as clear as possible in conveying their ideas to the audience, they also should speak clearly, fluently and accurately to make good speech in communication by using English.

Brown (2001) states that speaking is an interactive process of constructing meaning involving producing, receiving, and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences and the physical environment. It is also considered as one of the four language skills that have an important role in language view such as we always need communication to express our idea to do everything especially in learning process.

Therefore, language instructors should provide learners with opportunities for meaningful communicative behaviour about relevant topics by using interaction as the key to teach language for communication because communication derives essentially from interaction.

Furthermore, speaking is simply the physical embodiment of abstract system (Widdowson, 2008). An act of communication through speaking is commonly performed in face to face interaction and occurs as part of dialogue or other form of verbal exchange.

Meanwhile, Thornbury (2005) states speaking as a part of daily life that we take for granted. The average person produces tens of thousand words a day, although some people may produce more than that. Consequently, the speech act should play a control role in the process of speech production which speakers begin with the intention of affecting their listeners in particular way.

Moreover speaking also has some important functions for us such as; Richard (2008) states that there are three functions of speaking. The first is speaking use for interaction with someone. Speaking as interaction refers to what we normally mean by “conversation” and describes interaction that serve a social function. When people meet, they exchanges greetings, engage small talk because they wish to be friendly and to establish a comfortable zone of interaction with other. The second one is speaking as transaction refers to situations where the focus is on what is said. The third is speaking that can usefully be distinguished has been called speaking as performance. This refers to public speaking that transmits information before an audience, such as classroom presentations, public announcement and speeches.

From those statements above, it can be conclude speaking is one of the four language skills which become a priority in teaching English as a foreign language. It is considered as an important aspect in communication to express and



convey the ideas, meaning, information and one's thoughts in spoken language.

Therefore, speaking skill should be thought to the students since they entered elementary school.

## 2.2 Speaking Skills

Speaking is an ability to utter word in order to communicate with other people. Tarigan (1990) says that Speaking is the ability to pronounce articulation of sounds or word of expressing, stating and conveying thought, ideas and feeling.

The objects of speaking are various such as discussion, speech, debate, dialogue and conversation. So it can be considered as the most important of human tool for social control. Moreover, Ladouse (1991) stated that speaking ability is described as the activity as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently.

There are some components which need to be fulfilled during speaking.

According to Vanderkevent (1990) there are three components in speaking. The first component is speaker. Speaker is person who produces the sound during conversation. The sound made by speakers should be meaningful in order to make it understandable. The sound is used as a tool to express speaker's opinion or feelings to the listener. The second component is listener. Listener is person who receives speakers' utterances, in the part of communication listener usually responds to what speaker says. The last components is utterances, the utterances

are words or sentences produced by the speakers to express the speakers' opinion.

Those components should exist in speaking activity.

### 2.3 Competences in Speaking

There are some competences to measure students speaking ability. Hornby (1974) states that competences in speaking includes: pronunciation, grammar, vocabulary, fluency, and self-confidence. While Klitsch (1999) states that competences in speaking covers: comprehension, vocabulary, fluency, and comprehension.

The first competence concerned in this research is pronunciation. Pronunciation is one of important competence in speaking. Hornby (1974) states that pronunciation is the way in which a language is a spoken, way in which a word is pronounced. It means that pronunciations considered were only British and American English, but nowadays that paradigm is slowly changed. There is world Englishness which accept speaker speaks English based on their particular accent.

The second competence is grammar. Grammar is the study of words and the ways word work together. It is invisible force that guides to put words together into sentences Hornby (1974). Grammar focuses on accuracy that focuses on the ability to use language correctly. The importance of language of grammar cannot be neglected. Grammar hold important role in speaking. By using correct grammar also could avoid misunderstanding between speaker and listener. In addition Hornby (1974) states that in order to speak in a clearer and more



effective manner, using correct grammar is needed. A person who has unconscious knowledge of grammar may be sufficient for simple language use, but the ones who wish to communicate in an artful manner and well, will seek greater depth of understanding and proficiency that the study of grammar provides.

The next competence is vocabulary, Hornby (1974) defines vocabulary as range of words known or used by a person in trade, profession, etc. Mastering vocabulary in English is necessary, especially in speaking. Having a lot of vocabulary will assist students to express their idea in the target language. Students will have problems in saying something in their mind when they having limited vocabulary.

The next competence is fluency, fluency focuses move on communicating effectively and allows for mistakes as long as communication is understandable. Hornby (1974) defines fluency as the quality of being able to speak smoothly and easily. It means that someone can speak without any hesitation of making grammar mistakes. The accuracy versus fluency debate is one which all language learners will have had at the same point. Brown (2001) states that focusing on accuracy aims to help students to achieve accurate perception and production of a target item which can be a sound, a word, or a sentence structure in speaking while focusing in fluency aims in to develop the students' spontaneous communication skills in using what they have already learned. Fluency and accuracy are both important goals to pursue in learning process.

The last competence is comprehension, comprehension is the act or capacity of delivering and managing idea; it is an ability that include comprising something with comprehensiveness. Students are expected to comprehend everything without difficulty. It is one of important competences that should be acquired by every student.

Comprehension skills could increase the effectiveness of communication. There are some strategies for maximizing comprehension skills that cover activating and connecting prior knowledge, concept development and provide modelling for student (Kintsch, 1999).

#### **2.4 Teaching Speaking**

For many years, 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. There are some explanations about what is teaching speaking, then, according to Nunan (2003),

“Teaching speaking is to teach English language learners to: produce the English speech sounds and sounds patterns; (1) use words and sentence stress, intonation patterns and the rhythm of the second language; (2) select appropriate words and sentences according to the proper social setting, audience, situation and subject matter; (3) organize their thoughts in a meaningful and logical sequence; (4) use language as a means of expressing values and judgments; and (5) Use



the language quickly and confidently with few unnatural pauses, which is called fluency.”

According to Hughes (2002), “the goal of teaching is communicative efficiency”.

So, in learning speaking, students should be able to make themselves understood and they should try to avoid confusion in the message due to its pronunciation,

grammar, and vocabulary and to observe the social rule that apply in communication situation. According to Murcia (2001),

“When teaching speaking English as a foreign language, teacher needs to particularly competent at organizing activities in class and motivating the students. However, the teacher needs to make the speaking class to be fun and enjoyable. The teacher has to create activities that give students many opportunities of communicating with their friends.”

So, teaching speaking must be an enjoyable and fun activity that makes the student feels secure and be able to express their feeling freely. This way, it is hoped that the students will speak up more during the classroom activity.

## 2.5 Teaching Media

When teaching inside or outside the classroom, all teachers definitely need media to teach. Media is one of the tools or instruments that support the teaching learning process. The students will be encouraged to learn about the material when they are interested in the subject itself. Therefore, a teacher needs media to make the students interest in teaching process. Not only interesting, but it also must be weighted and focus on teaching materials. Some researchers have proposed a lot of teaching media. Latuheru (1988) stated that there are three

kinds of teaching media, they are: audio media, visual media and audio-visual media. Smaldino, et al (2005) mention six media used in learning and instruction. They are going to be explained as follow:

- a. Media is alphanumeric characters that are displayed in various types of formats. It can be in the form of book, poster, chalk board, and computer screen.
- b. Another media used is audio. Audio refers to the learning media that cover everything that we can hear. It can be in the form of a person's voice, music, mechanical sounds, noise and etc.
- c. The third type of media is visual. Visuals are highly used to promote learning. They will include diagrams on a poster, drawing on chalkboard, photographs or pictures, graphics in book, cartoons, and so on.
- d. Another media is motion media. They are media that show motion including video-tape, animations, and so on.
- e. Manipulative are three dimensional media and can be touched and handled by the students.
- f. The last type of media proposed by Smaldino, et al is people. The media includes teachers, students, or subject-matter experts.

Each kind of teaching media has a function itself. For example, teachers are going to teach listening skill, therefore he or she provides an audio media. The media also have to be related with the materials which are going to provide and with the objective of the learning process.



Strauss, et al (1999) identify nine key factors that should influence teaching media selection: institutional resource constraints, course content appropriateness, learner characteristics, skill levels, course learning objectives, the learning relationships, learning location, time, and media richness level.

Therefore, the teachers should qualify the teaching media well. The media also have connection or to be related with the material which will be taught by the teacher.

## 2.6 Visual Media

Choosing the media is one thing that is important in teaching activity. One medium that can and often be applied in the classroom is a visual media. It is very important in the teaching process. Visual media is easily understandable and unifying of remembering. Therefore, visual media is a tool used in the teaching learning process. It means that visual media is something that could be seen.

Visual media is used in visual learning style. In visual learning style, the content must be enriched by visual components. Franzoni, et al (2009):

“The requested task must include actions to visualize, the information gathering must use visual representations, images must be used in order to make it easier for the students to remember the contents, and the teacher can request diagrams that summarize the homework.”

Therefore visual media should focus on teaching materials that will be held by the teacher to the student. Pupils will be easier to absorb and remember the lessons of the visual media that is given by the teacher.

Ganguly (2007) stated:

“Visuals are used effectively to strengthen communication. Visuals help people remember what they hear. The trick is in relating what you hear to a picture. For a majority of people it is easier to remember pictures than to remember just words. People like to put into pictures what they are hearing. You can say that visuals play the following key roles in our life.”

The teacher in the teaching learning process of writing can use many kinds of visual media. There are simple and cheap visual media which is sophisticated and can be applied anywhere the teacher wants. Based on Ganguly (2007) kinds of visual media are:

a. Whiteboard

The whiteboard has been rightly termed as the most useful visual media. It is standard equipment in every classroom. Teachers need to begin with a clean slate.

The Whiteboard should be completely erased before beginning any new lesson or new point in the lesson. Teachers should write an attention pointer when new material is being taught. Teachers in the primary level make very effective use of coloured board marker. Excellent use of the whiteboard can increase memorization of text.

b. Picture

Pictures include photos, paintings or drawings, realia, and sketches (line drawings). The main objective appearance of various types of picture is to visualize the concept to be conveyed to students. According to Mudjiono (2009) using this media will make the students feel to accept to perceive picture and at the same time train natural existence energy and their memory, and naturally student have attention to the teacher.



### c. Flashcard

The forms of flashcard are various. The teachers can collect their own sets of flashcards from magazines, calendars, and so on. The teacher can use the card to demonstrate exactly what the teacher wishes. Picture flashcard is card with printed picture on it. It is very useful for the representation of a single concept, such as an object or in action.

### d. Puppets

Puppets are very popular among children. They have been popular for hundreds of years because they have so much fun. Teachers can move them around and make them talk, dance, and walk, just like actors in a play. Some simple puppets are very easy to make. These can be paper bag puppets, glove puppets, stick puppets, hand puppets, or finger puppets. With puppet it will catch children's attention easily.

### e. Models

There are many advantages in real things in instructions. Students become more familiar with objects which are part of their environment and those relate to their problems and activities. In many different ways in which real things can be used for instructional purposes, each student will study to manipulate the object practice with them, and use them to discover their characteristic, operational actions, or behaviours.

In this present study used pictures as media, since the main objective appearance of various types of picture is to visualize the concept to be conveyed to students.

## 2.7 Storytelling Pieces

Storytelling Pieces is a modified visual teaching media constructed by combining the picture and a stick. This combination is meant for the students to be able to move around the instrument as they presenting the story and increase their imagination. According to Asher (2000), storytelling pieces are pictures of characters and items in a story that children manipulate or move around as the story is told.

Storytelling Pieces can be used to stimulate students' imagination, creativity, and their ability on organizing the idea of story. As stated by Asher (2000), storytelling pieces are pictures of characters and items in a story that children manipulate or move around as the story is told.

The consideration of using storytelling pieces are because students are usually interested in something visual and manipulate-able rather than words. By giving them a certain media that can be manipulated, they can learn new thing which can encourage them to pay more attention to the material given. According to Ganguly (2007).

“Visuals are used effectively to strengthen communication. Visuals help people remember what they hear. The trick is in relating what you hear to a picture. For a majority of people it is easier to remember pictures than to remember just words. People like to put into pictures what they are hearing. You can say that visuals play the following key roles in our life.”

Based on the statement above, it is hoped that by using storytelling pieces as visual media in this research, the students will be able to remember the



vocabularies given easily as they can both pay attention to the picture and the pronunciation as it is being retold.

## 2.8 Narrative Speaking

Narrative speaking can be defined as an activity to tell about past events or experiences whether true or fictitious to entertain or amuse listeners. In conclusion, a narrative speaking is an activity involving oral performance to tell about past events whether it is true or not in order to entertain or amuse the listeners.

Narrative is one of genres taught at the second grade students of junior high school. Celce-Murcia (2001) stated that narrative is structured around the chronological development of events and is centered on a person or hero. Consequently, a narrative is usually personalized or individualized and tells about the events related to the person or persons involved. It means that a narrative contains story by presenting the sequence of events and actors which are characterized as heroes or cowards.

Based on curriculum 2006, the characteristic of narrative is conflicts and resolution factors that happen in the story. Narrative is aimed to entertain listeners and readers with real condition, imagination or experiences. The number of complications and resolutions may be one or more. Narratives sequence people or characters in time and place but differ from recounts in that through the sequencing. In the narrative, the stories set up one or more problems, which must eventually find a way to be resolved.

A Narrative consists of four generic structures. They are orientation, complication, resolution, and re-orientation. Orientation tells the audience about the characters in the story, where the story takes place, and when the action happens. Complication is where the problem appears until reaches the climax. The story is pushed along by a series of events, during which we usually expect some sorts of complications or problems to arise. The complication usually involves the main character(s) that often mirrors the complications in real life. While in Resolution the complication is sorted out or the problem is solved. The complication may be resolved for better or worse, happily or unhappily. The Re-Orientation is the last part of narrative. It tells briefly what the writer has narrated.

There are also typical linguistic features common to narrative, those features are: 1) They are sequenced in time and are often signalled by the conjunctions or connectives that are used, like once upon a time, one day, then, before, soon, and others. 2) They usually use "action" verbs that describe what people do. It is usually past form, like stayed, climbed, carried out, and others. 3) They often contain dialogue and saying verbs that how people spoke, said, replied, and others. 4) They use adjectives that make a noun phrase like long black hair, two red apples, and others. 5) They use adverbs and adverbial phrases that refer to setting of action like here, in the mountain, happily ever after, and others. 6) They use nouns like stepsister, housework, and others.

There are many types of narrative, like fairy stories, mysteries, fiction, romances, horror stories, adventure stories fables, myths and legends, historical



narratives, ballads, and slice of life. By identifying linguistic features of narrative, we can be easy in arranging our lesson objective to the students in order to be well-understood by them.

## 2.9 Previous Study

The previous study was done by Efrizal (2012) entitled Improving Students' Speaking through Communicative Language Teaching Method at Mts Ja-alhaq, Sentot Ali Basa Islamic Boarding School of Bengkulu, Indonesia the reason why researcher choose this thesis because Communicative Language Teaching method could motivate the students to be active and had a great participation in speaking activity during teaching and learning process in classroom. The main purpose of this study was to get known the improvement of teaching English speaking by using Communicative Language Teaching method.

The method of this research was the classroom action research (CAR). From this thesis, it can be concluded that communicative language teaching method can be applied in teaching English speaking because by applying the method teaching speaking can be more effective, and it is able to improve students' speaking achievement. The data in this research were used the percentages analysis. The respondents of this research were VII A students of Mts Ja-alhaq, Sentot Ali Basa Islamic Boarding School of Bengkulu which consist of 25 students. Based on result of data analysis there were improvements on students' speaking achievement after the researcher conducted the treatment in four cycles. The final result showed that the using of Communicative Language Teaching method

can improve students' speaking achievement at the first year students of Mts Ja-alhaq, Sentot Ali Basa Islamic Boarding School of Bengkulu academic year 20011/2012.

Another study has been done by Latif (2013) entitled Using Storytelling to Increase Speaking Performance of PAI Students of Muhammadiyah University of Metro. The study was intended to increase speaking performance of PAI students of Muhammadiyah University of Metro by using story telling. The current researcher adapts and uses the previous research's instruments such as; observation sheet, field notes, and speaking test and apply it for the current research. The method of the research is collaborative classroom action research which involved a collaborator in whole process of the research. The correlation of the previous and the current research are both research use same method, which is collaborative action research and involve a collaborator who help the researcher's recent research. The instruments of the research were observation sheet, field notes, and speaking test. The criteria of success of the research were 100% from thirty students were active in the classroom and got score equal to or more than 70. The result showed that twenty two students got score 70 in Cycle 1 and thirty in Cycle 2.

The similarity between both of the previous study with this research is in the research method. This present research will use CAR (Classroom Action Research) as the method. The reasons why the researcher uses this method because this method can get the accuracy result from the reality contexts. It means by using the CAR method it will be able to find out how the research in the



reality. While the difference this present research with the previous study is the tools used (Storytelling piece). The use of this tool in the present research is to know how the Storytelling pieces can improve the XI IPS 5 Students speaking skill.



## CHAPTER III

### RESEARCH METHODS

This chapter presents the discussion on research design, research procedure, setting and subject of the research, data collection, data analysis and criteria of success.

#### 3.1 Research Design

In this study, researcher used Collaborative Classroom Action Research (CCAR) because the researcher was actively collaborate with the classroom teacher to conduct this action research. According to Kemmis (in Hopkins, 1985) action research is a form of self-reflective enquiry undertaken by participants in social (including educational) situations in order to improve the rationality and justice of their own social or educational practices, their understanding of these participants, and the situations in which the practices are carried out. Researcher chose CCAR to be applied in this study because this study was talking about how the students improve their speaking skill that was seen from the improvement of their fluency and the improvement of organizing their idea of generic structure in narrative text.

According to Kemmis and McTaggart (in Burns, 2010), action research typically involves four broad phases in a cycle of research. The first cycle may become a continuing or iterative, spiral of cycles which recur until the action researcher has achieved a satisfactory outcome and feels it is time to stop. A



representation of an action research protocol by Kemmis is provided in the following figure:

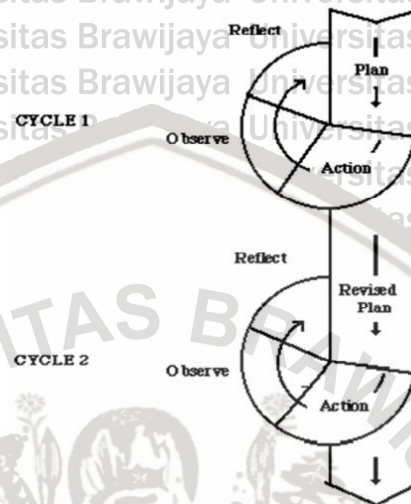


Figure 3.1 : Action Research protocol by Kemmis

The above figure clearly displays the interactive nature of action research along with the major steps of planning, action, observation, and reflection. In this study, the researcher used the same steps in order to get the data objectively.

#### 1. Plan

Before the classroom action research could be effectively started, the researcher had to prepare all which support learning process. The instrument includes preparing pre-test, formulating the purpose of learning process, preparing material, making lesson plan, designing the steps in class action, preparing sheets for classroom observation and setting the criteria of success. It was important to set the exact criteria of success since it was used to know whether the implementation of storytelling pieces was success or not.

## 2. Action

In this step, the researcher implemented action research and does some actions such as giving pre-test, implementing the storytelling pieces in class, asking the students if there are any difficulties orally, and giving pos-test in the end of the action step.

## 3. Observe

Observation step was conducted to know the students' response towards the material given, the way of thinking of the students, and everything they did during the learning process. This step can be done by filling out the observation sheet which is done by researcher partner as the observer. Here, the researcher also gave pre-test and post-test for the students to know whether the criteria of success is achieved or not.

## 4. Reflect

The final step was reflection. Based on the result of the observation, the researcher made an evaluation to the students during the learning process in the classroom. It was important to find the problem of the students in the cycle and later on, the problem can be solved.

### 3.2 Research Procedure

#### 3.2.1 Preliminary study

In this study, researcher did the preliminary study in order to know the problem that is faced by the students and to set the criteria of success. The preliminary study was done from August 15<sup>th</sup> until September 3<sup>rd</sup> 2016. In order to



get the information about students' condition, researcher distributed the questionnaire to the students to know what kind of students' interest in learning English, students' ability in speaking skill, difficulties they faced in learning speaking, and the students' opinion about the teacher's teaching techniques (appendix 1). As the addition, researcher interviewed the teacher about English implementation during learning activity, students' ability in speaking skill, problems and difficulties faced by students, media and kind of activity that is used in the classroom, and teaching speaking process during the class (appendix 2).

Beside questionnaire distribution for the students and interview towards the teacher, researcher also conducted a pretest in order to know the students' basic speaking ability before researcher applies the treatment. The result of pretest would be used as the early data on the students' speaking skill. The speaking test that was used in this pre-test is the same test that later on will be applied in the end of cycle as post-test. The pre-test was in the form of speaking test about retelling a narrative text titled Thumbelina. Here, the students were asked to analyze a video titled Thumbelina. After that, the students were asked to retell the story based on narrative's generic structure.

Before starting the pre-test, students were divided into seven groups, each group consists of four students. Each student was asked to prepare a recorder in their cell phone since their products of retelling the story will be recorded. Each students from the group will be taking turn to retell the story, while the rest of the group members make sure that the performer (the student who is retelling the story) is not making frauds and keep the story recorded. Students were not

allowed to hold any notes or written material since they have to retell the story honestly. Later on, the researcher used the recorded speaking test after the class finish based on the scoring rubric that has been made. The result of pretest shows that the students need to improve their speaking skill because the average score of students' pretest was 68 and 53.5% students passed the KKM (appendix 7a).

Based on the preliminary study, it can be concluded that the problems occur because the students have difficulties to find appropriate vocabulary that effects on their fluency of generating idea during speaking in target language.

Thus, students' fluency in speaking English became a problem in this study.

Researcher chose narrative and storytelling method since it was hoped by applying storytelling and narrative, a good and positive atmosphere would be created in classroom environment.

With a narrative, the students did not have to remember a series of dates, facts or principles. They only needed to remember the premise of the story. In addition, storytelling itself was a good way to capture the students' imagination in a way that they can understand and relate. Hence, Storytelling and narrative were considered the proper method to be applied since they provide the opportunity to insert fun element into the learning activity.

### **3.2.2 Planning**

Before the CCAR could be effectively started, the researcher had to prepare all materials, instruments, and design the procedure of conducting the action. In this study, the researcher used Storytelling Pieces to improve students' speaking skill. The researcher determined the subject of the study and prepared



some exercises of speaking skill based on syllabus. Here, the researcher designed the lesson plan to help the researcher during the classroom action research.

There would be four meetings in one cycle in this study. Time allocation for each meeting is 2x45 minutes. The researcher used the first meeting as “ice breaking” activity. The activities in first meeting would be introduction of narrative text and its elements. The elements cover generic structure and language features. It aimed to build students’ knowledge about narrative text. It would enable students to have background knowledge about narrative text.

The second meeting would be about the continuation from the previous meeting. The researcher started the activity by reviewing the students’ understanding upon narrative text based on its explanation from previous meeting.

This activity aimed to refresh students’ knowledge about narrative text. Here, researcher continued the activity by showing narrative video entitled Three Little Pigs. Before asking the students to retell the story of three little pigs, the researcher showed to the students how to use the media (storytelling pieces) and demonstrate it in front of the class.

The implementation of storytelling pieces was started by preparing the story of three little pigs. After that, the students could made a note about important point that related to the story, it was hoped the text would helped the students to remember the story when they are asked to retell the story later on.

However, when performing in front of the class, the student had to put down the notes they made before. The next step was performing the story in front of the

class using storytelling pieces. The storytelling pieces were pictures of characters and items that are related to the Three Little Pigs.

When coming forwards, the student held two items of storytelling pieces, the characters of the story on one hand and the item of the story on the other hand.

For example, the student held the first pig character on the right hand, and the house of hay item on the left hand when he was retelling first pig build a house of hay part. The same steps also applied when the student retold other parts of the story; the student held the second pig character and the woodhouse when he was retelling second pig build the woodhouse. The student also needed to hold the brick house and third pig character when he was retelling about third pig build his house. In addition, the student would hold the wolf character, the broken woodhouse, and the broken house of hay when the students retold the wolf blew of the first and second pig houses part.

After the researcher explained the implementation of storytelling pieces to the students, the next activity would be about retelling the story of three little pigs using storytelling pieces that would be done by the students of XI IPS 5. Later on, this activity would be scored based on the scoring rubrics (appendix 4) and used as the post-test. The measurement upon students' speaking skill using storytelling pieces was used to know how far the students understand narrative text and its elements.

In this activity, the students of XI IPS 5 retold the story of three little pigs individually in front of the class. Each student was given five up to six minutes to retell the story in front of the class. Since the activity consumed so much time, the



researcher divided the students' performance, on this meeting there were only ten up to fourteen students who retell the story in front of the class.

The third meeting would be about the continuation from the second meeting. Here, the retelling activity by the students continued and it was hoped that all of the XI IPS 5 students could finish the activity in this meeting. After retelling story activity is done, the researcher sum up the students knowledge upon narrative text by asking the students to mention the generic structure of three little pigs.

On the fourth meeting, the researcher reviewed students' understanding upon narrative text once again. If the activity from the previous meeting was not clear yet, then it was possible to continue it on the fourth meeting. Later on, the researcher evaluated the result of students' tests in the second, third and fourth meeting in order to know whether the students' score had improved from the first meeting.

### 3.2.3 Acting

In this step, the researcher carried out the entire detail action in speaking class. The teaching activities were conducted based on the lesson plans that had been made before. The storytelling pieces were used to teach the class using Communicative Language Teaching (CLT) approach. CLT aims to make communicative competence as the goal of the language teaching and develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication (Richards et. al, 1999). Here, students learned the language to emphasize their ability in language skill,

especially in speaking. Thus, the researcher chose this CLT approach to be applied in this study.

Pre-activity

This activity started from greeting and called the roll briefly. This activity was conducted in every meeting. Here, the researcher tried to make active and focus on the students' general interest and intention towards the material given.

By this activity, the researcher intended to active the students' prior knowledge related to the topic. During pre-activity, the researcher asked some questions related to the topic.

Whilst activity

This activity was started by giving the simple and interesting topic to the students. On the first meeting, the students were introduced to the narrative text and its elements. The elements here cover generics structure and the language features of the text. The aim of the first meeting was to build students' background knowledge of narrative text.

On the second meeting, the students were introduced to the storytelling pieces. However, before the students were able to use the storytelling pieces, the researcher demonstrated it to the students. After the demonstration, the students were asked to retell the story of three little pigs using storytelling pieces in front of the class.

The third and fourth meeting was measurement of students' speaking skill by using the storytelling pieces. Here, the researcher measured the students speaking skill based on the scoring rubrics that has been made before.



#### Post-activity

In post activity, the researcher reviewed the material that had been discussed before together with the students. The researcher also explained brief explanation and the conclusion about what they had learned.

#### 3.2.4 Observing

During the action of the collaborative action research, the researcher observed the students that were seen from the improvement of their fluency and organizing idea. The observation was in the form of filling up the observation sheet of the students' activity during the lesson by observing the teaching and learning activity. Thus, the researcher would be able to analyze students' improvement and progress. Hence, the observation sheet (appendix 3) was needed to complete this study.

#### 3.2.5 Reflecting

After carrying out the teaching and learning activities based on the treatment and lesson plans, the researcher evaluated the result to see whether there is the improvement from the action program. By conducting the reflection, the researcher found whether it was necessary to conduct another cycle.

In this study, the reflection was done after the fourth meeting is completed. The scoring process was conducted in the fourth meeting. Thus, researcher could decide whether the score was already matched the criteria of success. If the score was matched, then the study was succeed, but if the score did not matched the criteria of success, then the researcher needed to conduct the cycle 2 based on the reflection from the previous cycle.

### 3.3 Setting and Subject of The Study

This study was conducted in SMA Negeri 1 Jombang, which is located on Jl. Bupati RAA Soerodiningrat no. 8 Jombatan Jombang, East Java. The research subject of this study was the students of XI MIS 5 in SMA Negeri 1 Jombang in academic year 2016/2017.

SMA Negeri 1 Jombang is one of the favorite schools in Jombang regency. There are 25 classes in that school that covers 9 classes of first graders, 9 classes of second graders, and 7 of third graders. Each class consists of 25 up to 30 students. English, as a main subject is conducted twice a week.

This study was conducted on XI IPS 5 class. This class was chosen because the students of XI IPS 5 had a high activity in speaking since they tend to speak in English actively. Most of the students speak bravely during the learning activity. However, the students were still difficult to deliver and organizing their idea orderly.

The students in this class were chosen as the research subject with Mr. Didik Irfanuiddin as collaborator. The collaborator is needed because the main teacher of this class is Mr. Didik Irfanuiddin . The researcher was a substitute teacher when the main teacher could not attend the class for teaching. It could be concluded that XI IPS 5 had a team teacher (the researcher and Mr. Didik Irfanuiddin H. S.Pd). The researcher had been substituting teacher since July 2016.



### 3.4 Data Collection

The data in this study was obtained from the students' narrative speaking test. There were 28 students of XI IPS 5 in SMA Negeri 1 Jombang. Therefore, researcher focused on how the students improve their speaking skill in organizing their idea of generic structure in narrative text. The data in this research were analyzed using quantitative and qualitative manner. According to Ary, et al (2010). Quantitative research uses objective measurement to gather numeric data that are used to answer questions. Qualitative research, in contrast, focuses on understanding social phenomena from the perspective of the human participants in natural settings.

#### 3.4.1 Data source

Along with the process of collecting data, the researcher visited SMA Negeri 1 Jombang. This activity intended to observe and to set the preliminary data and the subject of the study.

Data about the students' speaking test was gained from score according to the scoring rubrics which was already provided. The test was about students' retelling the story of *Thumbelina* in the pre-test and *Three Little Pigs* for the post-test. The researcher used the storytelling pieces as the media applied for the students of XI IPS 5 in SMA Negeri 1 Jombang in delivering spoken narrative story.

### **3.4.2 Data Collection Instruments**

#### **1. Questionnaire**

In this study, researcher also distributed questionnaire for the students.

According to Ary, et al. (2010) questionnaire is an instrument in which respondents provide written responses to questions or mark items to indicate their responses. The questionnaire was distributed both before and after the treatment.

The questionnaire before the treatment aimed to know students' speaking skill and their interest in learning speaking (appendix 1). In addition, the after treatment questionnaire was about students' responds upon the implementation of storytelling pieces for speaking skill activity (appendix 6).

#### **2. Interview Guideline**

Interview is an oral question of a subject oral questioning of a subject (Ary, et al. 2010). In this research, the interview was conducted in preliminary study. Here, the researcher asked the teacher about English implementation during learning activity, students' ability in speaking skill, problems and difficulties faced by students, media and activity that is used in the classroom, and teaching speaking process during the class (appendix 2).

#### **3. Observation Sheet**

Observation sheet was one of the instruments used by the researcher to collect the data of students' activation during teaching and learning activity upon the use of English vocabulary, their fluency to speak English and how well the students delivering their idea in English. The observation sheet contains set of criteria related to the students' speaking activity.



The observation was done by the researcher. The observation was done by answering the observation sheet (Appendix 3). The purpose of this instrument was to know how well the students speaking ability especially in vocabulary and fluency aspect during the learning activity.

#### 4. Test

Test is a method of measuring a person's ability, knowledge, or performance in a given domain (Brown, 2003). The pre-test and post-test were used in this study. Both pre-test and post-test were in the form of speaking test and are used to measure the progress achievement of students' competence and to achieve the objective of this study that is the students' fluency and how well they organizing their idea as they speak.

The pre-test was about retelling the story of Thumbelina without any instrument. The purpose of giving pre-test here was to know how far the students understand upon narrative text and how well they delivering the story of Thumbelina. For the post-test, students were asked to retell the story of *Three Little Pigs* in front of the class using storytelling pieces. The post-test aimed to know students' improvement on delivering the story and understanding upon narrative text. To score both the pre-test and post-test, researcher used the scoring rubrics that are already provided (appendix4). The rater of the speaking tests was the researcher of this study.

### 3.5 Data Analysis

The data of this study were analyzed by using CCAR manner. The data analysis would be about students' speaking score, which was gathered from the test. The test was held in the form of speaking test. Here, each student would be asked to retell a story in certain topic. Thus, the test was focused on students' ability about using certain vocabulary that was related to narrative and how fluent the student delivers the story. In addition, researcher also used observation sheet, interview guideline, and questionnaire to enhance the result of the study. Thus, the data of this study will be analyzed quantitatively and qualitatively.

#### 3.5.1 Quantitative Data

The quantitative data were analyzed by using descriptive statistic. Descriptive statistic was to calculate the mean score of the students' speaking results. Based on Ary, et al (2010) Statistical procedures are basically methods of handling quantitative information, the advantages enable researchers to organize, summarize, and describe observations.

In this study, researcher only analyzed and scored the students' ability based on fluency and vocabulary aspect. The vocabulary-scoring component would measure the students' vocabulary and how well they organizing the idea of the story. While the fluency aspects, would be about how well the students deliver the story according to punctuations and intonation (phrasing); how fast and clear they deliver the story (pace); how often the student has repetition; and how many gap or filler they make while delivering the story (appendix 4).



- **Calculating students' score**

The mean score shows the level of improvement achieved by the students after following learning process through the implementation of the treatment. The formula for calculating students, score could be seen below:

$$(\text{Max. score a} + \text{max. score b}) + 40 = 100$$

- **Calculating mean score of the test**

The researcher calculated the mean of the test to measure the improvement of students' score after calculating the individual students' score. The researcher used formula which is adapted from Sudijono (2012);

$$M_x = \frac{\sum x}{N}$$

Where:

Mx: Mean

$\sum x$ : total score

N: number of students

To know the class percentage which passes the minimum mastery criteria, the researcher used the formula adapted from Sudijono (2012);

$$P = \frac{F}{N} \times 100\%$$

Where:

P : the class percentage

F: total percentage score

N : number of students

The tests would still be reliable even though some students are absent during the research (pre-test and post-test) since the researcher expected at least 70%, the subjects of the study are already able to deliver the spoken narrative fluently. The test would be continued if the absence student was not more than ten students, which is the amount of participant is more than half of the total students in the classroom, 28 students. Based on statistics convention, when the amount of participants is more than half of total sample in the classroom, the data is still reliable (Bachman, 2004).

### 3.5.2 Qualitative Data

The qualitative data obtained by verbal analysis. The researcher used the questionnaires, observation sheet, and interview guideline as the instruments. Those instruments had function to know students' speaking skill and their interest in learning speaking; especially in vocabulary and fluency aspect during the learning activity and also students' responds upon the implementation of storytelling pieces as teaching media in teaching speaking narrative activity. After that, the researcher concluded the the questionnaires, observation sheet, and interview guideline in the form of word.

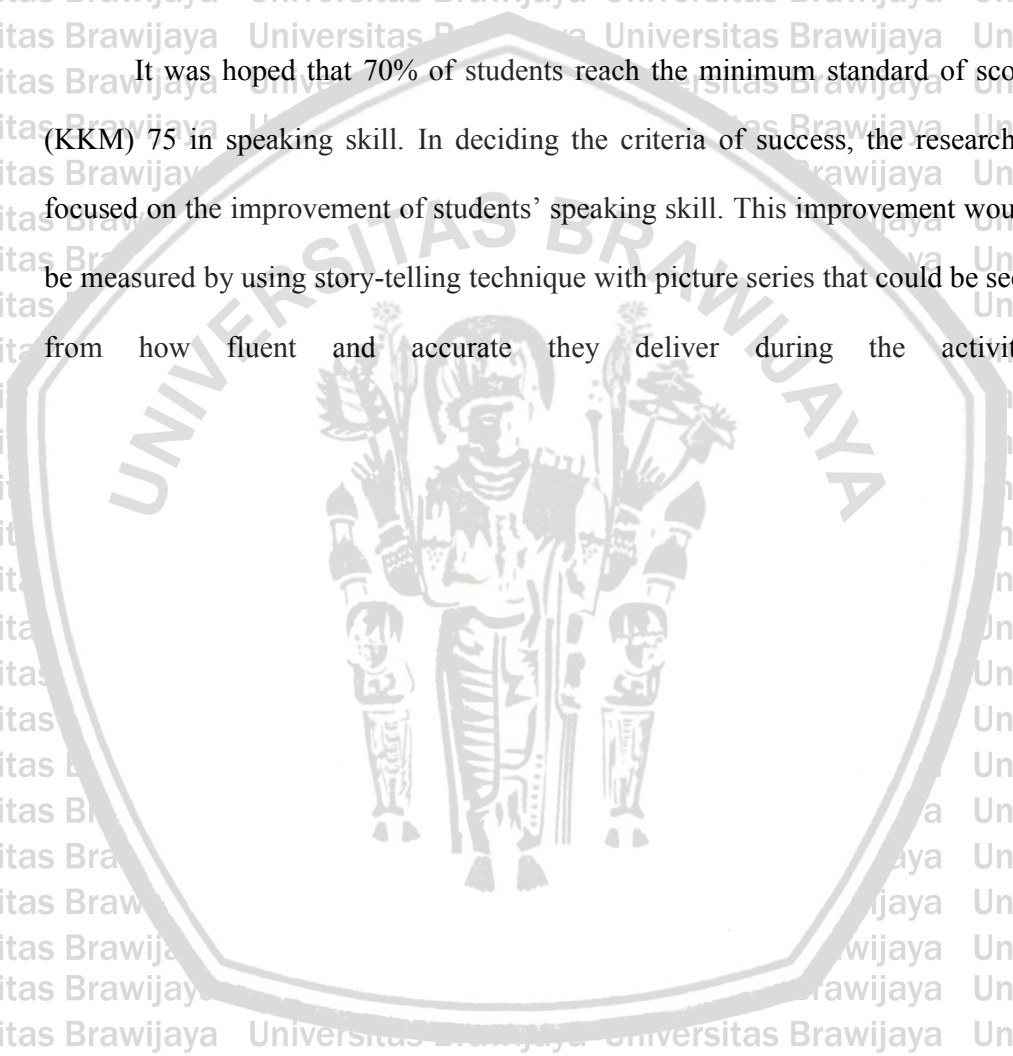
### 3.6 Criteria of Success

Criteria of success is set as a measure to say whether the implementation of storytelling pieces in teaching speaking is successful to improve students' speaking skill or not. This study would be considered successful when the



students were able to retell the spoken narrative fluently which shown by mean score of students' post-test that improved from their pre-test. Because of the limited time in conducting this study, researcher expected at least 70% the subjects of the study are already able to deliver the spoken narrative fluently.

It was hoped that 70% of students reach the minimum standard of score (KKM) 75 in speaking skill. In deciding the criteria of success, the researcher focused on the improvement of students' speaking skill. This improvement would be measured by using story-telling technique with picture series that could be seen from how fluent and accurate they deliver during the activity.



## CHAPTER IV

### RESEARCH FINDING

This chapter presents the finding from quantitative data, qualitative data, and the reflection of the study.

#### 4.1 Research Finding

This research was conducted only in one cycle because it already met the criteria of success. This cycle consisted of four stages, namely planning, implementation, observation, and reflection. This cycle finished in four meetings.

The first meeting was conducted on Saturday, November 5<sup>th</sup> 2016. On this meeting, the researcher explained the narrative text by showing a narrative video entitled Thumbelina. Later on, the students asked to mention the generic structure and language feature of the narrative text in general and from the video had shown before. This activity aimed to build a basic knowledge about spoken narrative for the students.

On the second meeting which is held on Monday, November 7<sup>th</sup> 2016, the researcher began the meeting by recalling the students' understanding of narrative text. Then, the researcher showed a narrative video entitled Three Little Pigs for the students and asked them to pay attention to the video. Later on, the students were asked to retell the story of Three Little pigs in front of the class individually.

The students were hesitated to come forward and retell the story at the beginning; hence the researcher allowed the students to make notes about the story and gave



them more time to memorize the notes that had made before. After that, the researcher called a student to come forward and asked him to retell the story.

The third meeting was conducted on Saturday, November 12<sup>th</sup> 2016. The researcher started the class by giving brief explanations about narrative text and also about the story of Three Little Pigs. On this meeting, the students were not hesitant anymore to come forward and retold the story confidently. Some of the students even volunteered themselves to come forward.

The fourth meeting was held on Monday, November 14<sup>th</sup> 2016. The researcher did not need to recall the students' understanding about narrative anymore since they already remember the subject well. There were five students who retold the story of Three Little Pigs in front of the class on this meeting.

Since the activity ended soon than expected, the researcher distributed the after-treatment questionnaire to the students.

During the implementation of the treatment, the researcher found that storytelling pieces made the students learn English in a new way. This way, the students learnt new material in interesting way. In addition, most of students were very excited with the use of storytelling pieces to improve their speaking skill in narrative text. Storytelling pieces considered effective to measured students' speaking skills since the students were scored individually during the test.

However, storytelling pieces also had disadvantages on it implementation. The storytelling pieces consumed many times during it implementation and became the problem for the classroom's teacher due to English classroom time allocation.

The implementation of collaborative classroom action research was done only on preliminary study since the researcher needed the classroom's teacher help to conduct the pre-test. Here, the classroom's teacher helped the researcher to supervise the students during the storytelling process. The supervision was needed to prevent the students from cheating during the pre-test. Moreover, each student was asked to record their speaking product as they delivering the story of Thumbelina. Later on, the researcher and the teacher scored the recorded speaking test after the class finish based on the scoring rubric that has been made before.

#### 4.1.1 Finding from Quantitative Data

The researcher got the quantitative data from the speaking test that was conducted during the cycle. The researcher conducted the speaking test in the second and third meeting. As the main goal of this study is to improve the XI IPS 5 students' speaking skill by using storytelling pieces as the media, the students were required to retell the story of Three Little Pigs and Thumbelina briefly. The data on the students' achievement score were obtained from the students' score from pre-test and post-test. From the speaking test result, the mean score of the XI IPS 5 class in the pre-test is 68. It means that the students' achievement score of speaking test before the researcher implement the treatment is 53.5%. Furthermore, after getting the students' score in the post-test, the researcher analyzed the data in order to compare the result between the pre-test and the post-test. Firstly, the researcher wants to know the mean score of the post-test. From the calculation, the results showed that the mean score of the post-test is 71.5%. It proves that there are some improvements from the pre-test mean score. The



picture of the students' mean score from pre-test to post-test can be seen in figure 4.1 below:

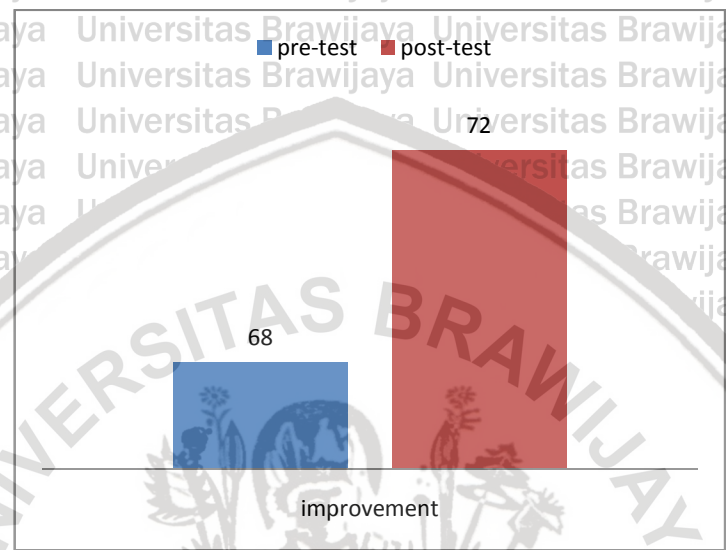


Figure 4.1: Students' mean score from pre-test to post-test

The result in the pre-test was 68 and it became 72 in the post-test (appendix 7b). The improvement from the pre-test to the post-test was 4 points. It was the result of the students' average score from preliminary cycle to treatment cycle. From the chart above we can see that there was significant improvement of the students' understanding upon narrative text and speaking skill. After getting the students' score, the researcher calculated the score to get the mean score of pre-test and the percentage of the students who passed the KKM.

From the result that the researcher got, the percentages of the students who passed the KKM was 71.50%. The number of the students who passed the KKM from pre-test to post-test can be seen in figure 4.2 below:

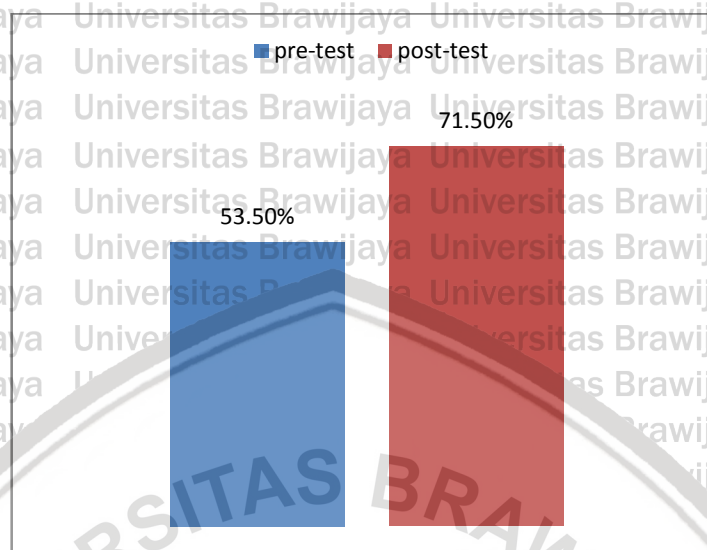


Figure 4.2: Percentage of students who passed the KKM from pre-test and post-test

The class percentage which passed the KKM in the pre-test is 53.3%. It means that 15 students passed the KKM and 13 students got the score under KKM. In addition, the percentage of the students who passed the KKM in the post-test is 71.5%. It means that there were 20 students out of 28 students who passed the KKM and 28.5% students or 8 students still had score under KKM.

The mean score of the students in the post-test was 72.

As the result, storytelling pieces can improve the students' achievement on speaking skill. It was indicated by the number of the students who passed the KKM score that are more than 70%, meaning that it has already met the criteria of success and the mean score from the pre-test to the post-test had increased.

#### 4.1.2 Finding from Qualitative Data

The source of the qualitative data of this study was gained from questionnaire from both in preliminary study and treatment cycle, the observation



sheet for the students which is applied in preliminary study, and the interview guideline for the teacher in preliminary study.

The researcher had made questionnaires for the students of XI IPS 5.

There were 28 students in this class. The students got questionnaire before and after the research. The questionnaire before the treatment aimed to know the problems faced and in speaking narrative text using storytelling pieces. The result of the first questionnaire were 10 from 28 students (35.8%) preferred to learn English, specially speaking skill through pictures or movies. In addition, 14 out of 28 students (50%) thought that speaking skill is the most difficult skill among the others skill in learning English. In addition, 10 from 28 students (35.8%) stated that fluency became the most difficult obstacles when try to speak in English.

Result of the after treatment questionnaire were 14 from 28 Students (50%) thought that storytelling pieces as media in speaking narrative was helpful to improve their speaking skill and 7 from 28 Students (25%) stated that storytelling pieces was a fun media to be applied during the learning activity. In addition, 13 students out of 28 (46.6%) said that storytelling pieces can motivate them to learn English.

Besides the questionnaire, the researcher also observed the students' attitude and responses towards the English lesson were observed during the learning process in the preliminary study of the study. The researcher used an observation sheet to observe the students of XI IPS 5 class. During the learning process, the researcher observed the students' response toward the English lesson,

how often and fluent they communicate using English in the classroom, the number of vocabulary the students used to communicate, and how well they deliver their idea in English based on the observation sheet. From the observation sheet, it is shown that the students can understand the material given in English although they find it difficult to understand what the teacher said in English. The students were able to communicate with simple statement although it was not in the complete sentences. Moreover, the students were not able to speak fluently due to their limited vocabulary.

In order to strengthen the data of this study, the researcher also conducted an interview session with the English teacher. From the interview that had been done, it can be stated that most of the students were active and enthusiastic in learning process. The students were interested to learn English when the teacher provided other media and activities to be applied during the English lesson, although they have a rather low motivation in learning English. In addition, the students were interested in speaking activity and less attractive to writing activity because they found it boring when they are asked to write something. However, their interest in speaking activity is limited due to their ability to speak fluently.

This obstacle makes the students did not use English and preferred to use Bahasa Indonesia to deliver their idea. The teacher stated that he never uses storytelling pieces in the classroom. Hence, the use of storytelling pieces was hoped to be able to increase the students' interest in learning English in the future.



#### 4.2 Reflection of the Study

After conducting the teaching and learning process, the researcher evaluated the implementation of the action and analyzed the instruments used to obtain the data needed. When some problems related to the implementation of the action are found, the students' response during learning process, or the unsatisfactory result of the tests, revision of planning of the next cycle has to be done to achieve the objectives.

The result of this study showed that there were improvement in students' speaking skill, especially in fluency aspects (Phrasing, Pace, Gap/filler, and Repetition). In addition, the students' vocabulary was also enriched and their ability to organize the idea was enhanced. It can be seen through the classroom percentage of students who passed the KKM from pre-test to post-test. Thus, the researcher did not conduct the cycle two. The reason was more than 70% of the students from XI IPS 5 already passed the KKM. It also can be said that the subject of the study already meet the criteria of success from this study.

## CHAPTER V

### DISCUSSION

This chapter covers the discussion of the findings of the implementation of storytelling pieces. The aspects discussed about the students' scores and discussion from the observation and the reflection.

#### 5.1 The Improvement of Students' Achievement on Speaking Skill

In the first meeting, the researcher gave storytelling pieces with retelling the story style. In implementing the planning step, the researcher used different material from the pre-test. This was done to convince the researcher that the use of the storytelling pieces can really improve the XI IPS 5 students' achievement in speaking skill.

In assessing the students' achievement score on speaking skill, the researcher gave a speaking test. Based on the speaking result, there were 20 students out of 28 (71.5%) students who passed the KKM, while 8 students out of 28 (28.5%) still had score under the KKM. The mean score of the students in the post-test was 72. According to this, a study titled Improving the XI IPS 5 Students' Speaking Skill by Using Storytelling was successful.

The result of this study is in line with the theories from Ganguly (2007) and Asher (2000). Based on the Ganguly (2007), pictures can give accurate representation of idea; help to define facts and information easily and precisely. In addition, the researcher also took a theory from Asher (2000) who states that storytelling pieces are pictures of characters and items in a story that children manipulate or move around as the story is told. Based on the both theories and the



result data, the researcher concluded that using story telling pieces as media for teaching English can improve the speaking skill of the students.

## 5.2 The Students' Attitude towards Storytelling Pieces

The use of storytelling pieces can give good impact to the students in the classroom. Based on the observation, almost all students paid attention and gave comment to the teachers' explanation about the lesson. In addition, most of students were very excited with the use of storytelling pieces to improve their speaking skill in narrative text. The questionnaire also proved that the use of storytelling pieces as the media was very helpful for the students. However, there were problems faced by the teachers' side. The teacher thought that the use of storytelling pieces as media needs more cost and consumes a lot of time, that's why the teacher rarely used storytelling pieces as the media.

The researcher decided to use the theories from Ganguly (2007) and Asher (2000). Ganguly (2007) stated that pictures can give accurate representation of idea, help to define facts and information easily and precisely. In addition, according to Asher (2000), storytelling pieces are pictures of characters and items in a story that children manipulate or move around as the story is told.

Based on the finding, the theories from both experts were proved by this study. The researcher found that 71.5% students of XI IPS 5 Class achieved the minimum mastery criteria (KKM) in speaking skill by using storytelling pieces in speaking narrative text for eleven grade students of SMA Negeri 1 Jombang.

Therefore, the writer concluded the use of storytelling pieces in speaking narrative

text can improve the speaking skill of the eleven grade students of SMA Negeri 1 Jombang.





## CHAPTER VI

### CONCLUSION AND SUGGESTION

This chapter covers the conclusion drawn from the finding and discussion.

This also represents the suggestion for the English teachers in SMAN 1 Jombang, the further researcher related to the topic of the study, and the students

#### 6.1 Conclusion

The objective of the study was to know the improvement of writing achievement by using storytelling pieces for XI IPS 5 of SMA Negeri 1 Jombang. In order to gain the objective of the study, the researcher conducted an experiment in Classroom Action Research design. The researcher found the improvement of speaking skill between the result of the pre-test and the post-test.

In the finding, the researcher explained the percentage of XI IPS 5 students of SMA Negeri 1 Jombang who passed minimum mastery criteria (KKM) in the pre-test was 53.5% and the post-test was 71.5%. From the data above, the researcher was able to answer the statement of problem; there was significant improvement of speaking skill of the XI IPS 5 students of SMA Negeri 1 Jombang after using Storytelling pieces in speaking narrative text. The percentage of the students' score who passed the minimum mastery criteria in speaking skill by using storytelling pieces in speaking narrative text for XI IPS 5 students of SMA Negeri 1 Jombang was 71.5%. The improvement was also revealed from the aspects of speaking test. Thus the researcher concluded that the use of storytelling pieces can improve students' speaking narrative text.

Good attitude shown from the result of the observation sheet. Almost all students paid attention and gave comment to the teachers' explanation about the lesson. The researcher solved problem faced in the preliminary study. However, the teacher thought that the use of pictures as media needed more cost and time. The solution for the teachers was to use video or film which contain appropriate vocabulary, picture and music. Those media would allow the students to pay full attention to the video and later on, they can get the idea of the story and the important part of the story.

The researcher also compared the result with the theories from Ganguly and Asher. Ganguly (2007) stated that pictures can give accurate representation of idea, help to define facts and information easily and precisely. In addition, according to Asher (1977), storytelling pieces are pictures of characters and items in a story that children manipulate or move around as the story is told. Based on both theories and the result data, the researcher concluded that using storytelling as media for teaching English can improve the speaking skill of the students.

## 6.2 Suggestion

The researcher would like to offer some suggestions to be considered by the English teacher, the students, and the further researchers based on the conclusion above.

There were several suggestions for English teachers based on the result study. First, English teacher should provide more various media in order to increase the students' interest to learn English. Thus the students' willingness to learn English will be increased and achieve better score in the test. Second, the



teacher should hold more speaking activity such as role-play, storytelling, or puppet show as the media to deliver the material. This kind of activities will make the learning activity more fun and attract the students to be more active in the classroom. In addition, group activity also can save the time allocation. However, detailed aspects and the accuracy of the scoring process should become the teacher's concern in assessing the students' speaking skills, since scoring the students' speaking skills in group activity could be quite difficult.

There was a suggestion offered for students based on this study. In this case, students were expected that they could learn more about how to make a good narration in narrative text from the English story on magazine, English story book, or even comic that contain pictures. In that way, the students would have more experience and enriched their vocabulary.

For the further researcher, the current researcher hope that they can use storytelling as media in teaching English applied in other skills such as listening, reading, writing, or even integrated. The further researcher may use qualitative descriptive manner to find how the media or storytelling pieces used in the classroom.

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**Appendix 1: Questionnaire for Students in Preliminary Study**

**Berilah tanda (X) pada jawaban yang anda anggap paling sesuai dengan keadaan anda!**

1. Apakah anda suka belajar Bahasa Inggris?
  - a. Ya
  - b. Tidak
  
2. Model pembelajaran Bahasa Inggris seperti apa yang anda sukai?
  - a. Belajar melalui games
  - b. Belajar berkelompok
  - c. Belajar melalui lagu
  - d. Belajar melalui media lain .....
  
3. Urutkan dengan memberi nomor dari 1 (untuk kegiatan yang paling mudah) sampai dengan 4 (untuk kegiatan yang paling susah)!
 

<input type="checkbox"/> Mendengarkan	<input type="checkbox"/> Membaca
<input type="checkbox"/> Berbicara	<input type="checkbox"/> Menulis
  
4. Dalam kegiatan berbicara, keterampilan apakah yang membuat anda mengalami kesulitan? Urutkan mulai dari nomor 1 (mudah) sampai dengan 4 (susah)!
  - Kelancaran berbicara dalam bahasa Inggris
  - Ketepatan tata bahasa (grammar)
  - Ketepatan pengucapan
  - Pemilihan kosakata (vocabulary)
  
5. Apakah anda paham saat guru menjelaskan atau bertanya dengan menggunakan Bahasa Inggris?
  - a. Sangat paham
  - b. Kurang paham
  - c. Cukup paham
  - d. Tidak paham
  
6. Jika jawaban anda pada nomor 5 adalah b, c atau d, apakah yang menyebabkan anda mengalami kesulitan untuk memahami penjelasan atau pertanyaan dengan menggunakan Bahasa Inggris?
  - a. Tidak mengetahui artinya
  - b. Guru berbicara terlalu cepat
  - c. Jarang digunakannya Bhs. Inggris
  - d. Alasan lainnya: .....



**Appendix 2: Interview Guideline for Teacher in Preliminary Study**

No.	Main Point	The Objective of Interview	Interview Question
1.	The implementation of English language learning in the classroom	Identifying the students' motivation in learning English	Do the students love English? Are the students motivated to learn English?
		Identifying media that is used in learning English	What media is used to support teaching and learning process in the classroom?
		Identifying activities that get students' interest in learning English	What kind of activities do you think that get students' interest in learning English?
2.	The difficulties that are faced by the students in English learning	Identifying the most difficult skill to be learnt by the students	From the four language skills, which one is considered as the most difficult skill?
		Identifying the reasons of the difficulty	What make the students find difficulties?
3.	The students' speaking skill	Identifying the students' speaking skill in English	How good is the students' speaking skill?
		Identifying the students difficulties in acquiring speaking skill	What kinds of difficulties are faced by the students?
		Identifying factors that make students find difficulties in learning to speak English	What are factors that make the students find those difficulties?
4.	The process of teaching speaking in the classroom	Identifying the existence of storytelling pieces in teaching and learning process.	Have you ever implemented storytelling pieces in teaching speaking?
		Identifying the process of teaching speaking in the classroom	How is the process of teaching and learning English in classroom?
5.	The use of English in teaching and learning	Identifying the frequency of using English in teaching and learning process.	How often do you use English in teaching and learning process?

	process	Identifying students' respond toward the use of English in teaching and learning process.	Are the students able to understand and respond question in English?
		Identifying the frequency of teaching English.	How many times is English taught in a week?
6.	Teaching speaking in the classroom	Identifying minimal standard score of English lesson	How about the minimum standard score of English?
		Identifying the speaking percentage in English learning	How about speaking percentage in English learning? Why?





**Appendix 3: Observation Sheet for Students****LEMBAR OBSERVASI SISWA**

Kelas / Semester : \_\_\_\_\_

Hari / Tanggal : \_\_\_\_\_

Materi yang dipelajari : \_\_\_\_\_

No.	Kriteria	Skor	Keterangan
1	Siswa mampu memahami pelajaran yang diberikan dalam bahasa inggris	5 4 3 2 1	
2	Siswa menggunakan bahasa inggris dalam berkomunikasi dengan guru dan teman sebaya	5 4 3 2 1	
3	Siswa secara lancar berbicara dalam bahasa inggris ketika berada di dalam kelas	5 4 3 2 1	
4	Siswa mampu menggunakan kosa kata dalam bahasa inggris ketika berbicara di dalam kelas	5 4 3 2 1	
5	Siswa mampu menyampaikan pendapat secara runtut dan jelas dalam bahasa inggris	5 4 3 2 1	

Deskriptor:

Skor 1 : tidak dilakukan oleh siswa

Skor 2 : dilakukan oleh siswa tetapi masih kurang baik

Skor 3 : dilakukan oleh siswa dengan cukup baik

Skor 4 : dilakukan oleh siswa dengan baik

Skor 5 : dilakukan oleh siswa dengan sangat baik

#### Appendix 4: Scoring Rubrics

##### a. Scoring rubric for vocabulary and organizing idea

Categories	The Criteria of Scoring	Score
Vocabulary	Student uses various kind of vocabulary and choose proper choice of words	10
	Student uses various kind of vocabulary and choose quite proper choice of words	8
	Student uses quite kind vocabulary and choose some proper choice of words	6
	Student uses little kind of vocabulary and choose little proper choice of words	4
	Student does not use various kind of vocabulary and does not choose proper choice of words	2
Generating and Organizing Idea	The student has some attractive idea to make the story attractive, has great elaboration of each sequence during delivering the story, and retells the story clearly	10
	The student has some clear idea to make the story interesting, has good elaboration of each sequence during delivering the story, and retells the story in understandable way	8
	The student has some clear idea related the story, presents the essential sequence of the story, and retells the story in quite understandable way	6
	The student has unclear idea related to the story, does not present the essential sequence during delivering the story, and does not retell the story in understandable way.	4
	The student has some attractive idea to make the story attractive, has great elaboration of each sequence during delivering the story, and retells the story clearly	2

Maximum score:  $10 \times 2 = 20$

(Adapted from Language Assessment Principle and Classroom Practice by Douglas Brown)



**b. Scoring rubric for fluency aspects**

Categories	The Criteria of Scoring	Score
Phrasing	Speaks with good phrasing; adhering to punctuation, stress and intonation.	10
	Speaks with a mixture of run-ons, mid sentence pauses for breath, and some choppiness. There is reasonable stress and intonation.	5
	Speaks in two or three word phrases, not adhering to punctuation, stress and intonation.	3
Pace	Retells at a conversational pace throughout the story.	10
	Retells fast and slow throughout story.	5
	Retells moderately slowly.	3
Gap/filler	Student retells the story very fluently, very clearly and no gaps is found	10
	Student retells the story fluently, clearly and some gaps are found	5
	Student retells the story not fluently, not clearly and many gaps are found	3
Repetition	Student retells the story very smoothly without any repetition	10
	Student retells the story smoothly with some minor repetition found	5
	Student retells the story un-smoothly with many repetition found	3

Maximum score:  $10 \times 4 = 40$

(adapted from *Buku Bahasa Inggris Kelas XI*)

**c. Total score:**

$(\text{Max. score a} + \text{max. score b}) + 40 = 100$

## Appendix 5: Lesson Plan (Rencana Pelaksanaan Pembelajaran)

### RENCANA PELAKSANAAN PEMBELAJARAN

SATUAN PENDIDIKAN	: SMA Negeri 01 Jombang
MATA PELAJARAN	: BAHASA INGGRIS
KELAS/SEMESTER	: XI / 1
MATERI POKOK	: Teks naratif berbentuk fabel
ALOKASI WAKTU	: 8 x 45 menit (4 pertemuan)

#### A. Kompetensi Inti (KI)

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

#### B. Kompetensi Dasar & Indikator

1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.

2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.



3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.

3.10.1 Siswa dapat menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.

4.15 Menangkap makna teks naratif lisan dan tulis berbentuk legenda, sederhana

4.15.1 Siswa dapat menangkap makna teks naratif lisan dan tulis berbentuk legenda, sederhana

### **C. Tujuan Pembelajaran:**

Siswa terampil mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif sederhana berbentuk legenda rakyat dan merespon makna teks naratif sederhana berbentuk legenda rakyat dengan metode Task-based Learning sesuai dengan konteks dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan menunjukkan perilaku jujur, disiplin, percaya diri dan bertanggungjawab.

### **D. Materi Pembelajaran:**

- Teks naratif, berbentuk legenda sederhana
- Fungsi Sosial: Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur, meneladani nilai-nilai moral, cinta tanah air, menghargai budaya lain, dsb

### **E. Metode Pembelajaran:**

Communicative Language Teaching (CLT) approach

### **F. Media, Alat, dan sumber belajar**

Media : buku teks siswa

Alat : Spidol, whiteboard

Sumber Belajar: Buku Kurikulum 2013, Buku Siswa dan Guru Kurikulum 2013

## G. Langkah Pembelajaran:

### PERTEMUAN 1

Jenis aktifitas	waktu
<b>1. KEGIATAN PEMBUKA</b> <ul style="list-style-type: none"> <li>• Salam / tegur sapa dan cek kehadiran siswa</li> <li>• Memotivasi siswa terhadap materi yang akan dibahas</li> <li>• Menyampaikan tujuan pembelajaran atau kompetensi dasar yang akan dicapai (Now, do you know what will we learn today?)</li> </ul>	10 menit
<b>2. KEGIATAN INTI</b> <b>Pre-activity</b> <ul style="list-style-type: none"> <li>• Siswa memperhatikan contoh teks naratif berjudul Thumbelina yang diberikan guru.</li> <li>• Siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari cerita naratif tersebut.</li> </ul> <b>Whilst Activity</b> <ul style="list-style-type: none"> <li>• Siswa menganalisa struktur dan fungsi sosial dari teks naratif berdasarkan video yang sudah diperlihatkan.</li> </ul> <b>Post-activity</b> <ul style="list-style-type: none"> <li>• Siswa mendiskusikan struktur dan fungsi sosial dari teks naratif yang benar.</li> </ul>	30 menit
<b>3. KEGIATAN PENUTUP</b> <ul style="list-style-type: none"> <li>• Siswa beserta guru menyimpulkan hasil pembelajaran yang telah diterima</li> <li>• Siswa melakukan refleksi terhadap kegiatan pembelajaran yang sudah dilakukan</li> <li>• Siswa dan guru merencanakan tindak lanjut pembelajaran untuk pertemuan selanjutnya</li> </ul>	10 menit

### PERTEMUAN 2

Jenis aktifitas	waktu
<b>1. KEGIATAN PEMBUKA</b> <ul style="list-style-type: none"> <li>• Salam / tegur sapa dan cek kehadiran siswa</li> <li>• Memotivasi siswa terhadap materi yang akan dibahas</li> <li>• Menyampaikan tujuan pembelajaran atau kompetensi dasar yang akan dicapai (Now, do you know what will we learn today?)</li> </ul>	10 menit
<b>2. KEGIATAN INTI</b> <b>Pre-activity</b> <ul style="list-style-type: none"> <li>• Siswa memperhatikan contoh teks naratif melalui media video berjudul Three Little Pigs kepada siswa.</li> <li>• Siswa memperhatikan arahan dari guru tentang penggunaan media Storytelling Pieces.</li> </ul>	30 menit



- Langkah-langkah penggunaan media Storytelling Pieces:

- 1) Menyiapkan cerita Three Little Pigs dalam bentuk video
- 2) Menampilkan video berjudul Three Little Pigs untuk siswa dan meminta siswa untuk memperhatikan video tersebut (Siswa diperbolehkan membuat catatan yang berkaitan dengan cerita Three Little Pigs)
- 3) Setelah siswa diberikan waktu untuk memahami cerita tersebut, siswa diminta untuk maju kedepan kelas dan menceritakan kembali cerita Three Little Pigs menggunakan storytelling pieces sebagai media (Siswa tidak diperbolehkan membawa catatan yang berkaitan dengan cerita Three Little Pigs ketika maju kedepan kelas)
- 4) Ketika menceritakan Three Little Pigs, siswa membawa dua buah dari storytelling pieces; karakter dari cerita pada tangan yang satu dan barang yang terdapat dalam cerita tersebut pada tangan yang lain. Sebagai contoh, siswa membawa gambar karakter babi pertama ditangan kanan, dan gambar rumah jerami ditangan kiri ketika siswa bercerita tentang babi pertama membangun rumah dari jerami.
- 5) Langkah dan cara yang sama juga digunakan ketika siswa menceritakan bagian-bagian yang lain dalam cerita (membawa karakter babi kedua dan rumah kayu ketika bercerita tentang babi kedua membangun rumah kayu, membawa gambar rumah bata dan karakter babi ketiga ketika bercerita bagian babi ketiga membangun rumah dari batu bata. Siswa juga harus membawa karakter serigala dan gambar rumah jerami dan rumah kayu yang rusak ketika bercerita tentang serigala menipu dan menghancurkan rumah babi pertama dan kedua).

**Whilst Activity**

- Siswa menceritakan kembali teks Three Little Pigs menggunakan media storytelling pieces sesuai dengan arahan dari guru secara individu didepan kelas.

30 menit

**Post-activity**

- Siswa yang belum menceritakan kembali teks three little pigs diminta untuk mempersiapkan diri untuk bercerita pada pertemuan selanjutnya.

10 menit

**3. KEGIATAN PENUTUP**

- Siswa beserta guru menyimpulkan hasil pembelajaran yang telah diterima
- Siswa melakukan refleksi terhadap kegiatan pembelajaran yang sudah dilakukan
- Siswa dan guru merencanakan tindak lanjut pembelajaran untuk pertemuan selanjutnya

10 menit

**PERTEMUAN 3**

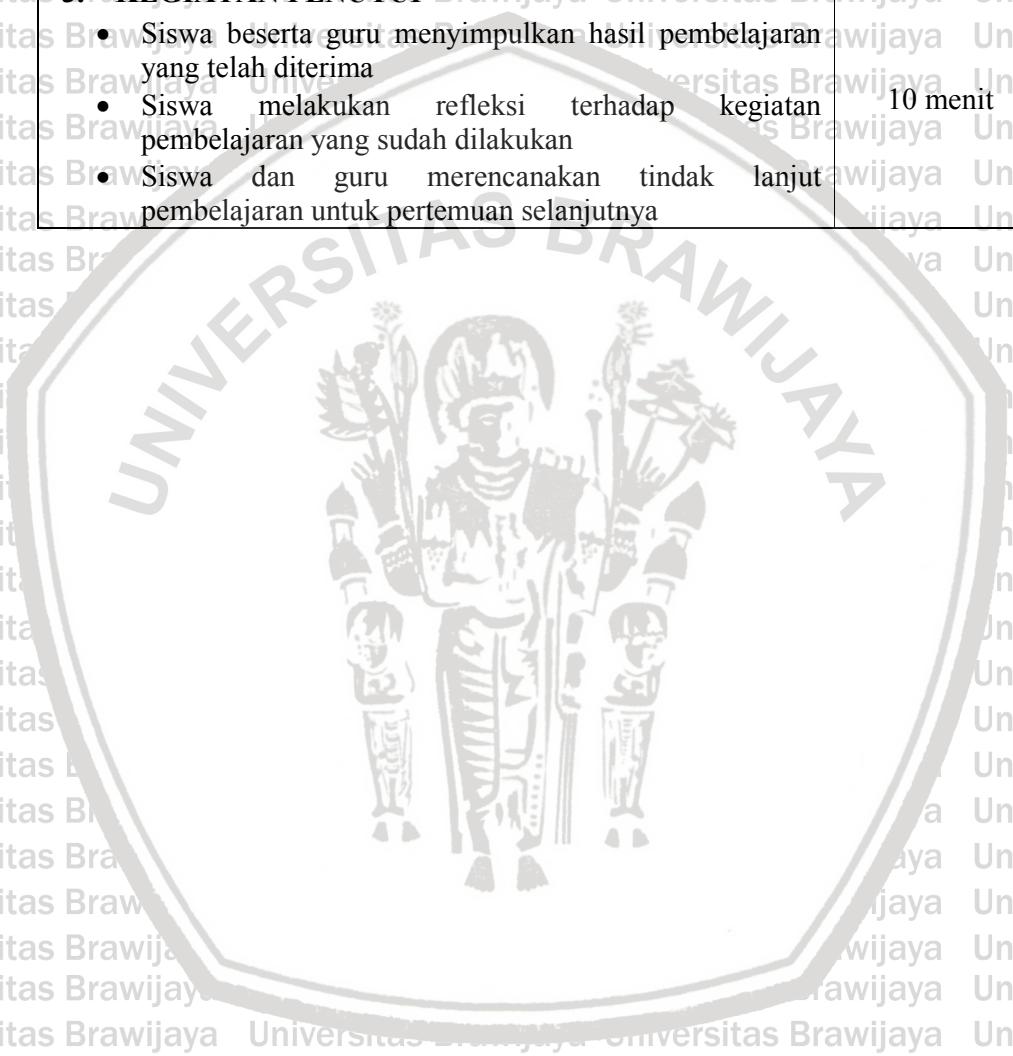
Jenis aktifitas	waktu
<b>1. KEGIATAN PEMBUKA</b> <ul style="list-style-type: none"> <li>• Salam / tegur sapa dan cek kehadiran siswa</li> <li>• Memotivasi siswa terhadap materi yang akan dibahas</li> <li>• Menyampaikan tujuan pembelajaran atau kompetensi dasar yang akan dicapai (Now, do you know what will we learn today?)</li> </ul>	10 menit
<b>2. KEGIATAN INTI</b> <b>Pre-activity</b> <ul style="list-style-type: none"> <li>• Siswa memperhatikan contoh teks naratif melalui media video berjudul Three Little Pigs kepada siswa.</li> <li>• Siswa memperhatikan arahan dari guru tentang penggunaan media Storytelling Pieces.</li> </ul> <b>Whilst Activity</b> <ul style="list-style-type: none"> <li>• Siswa menceritakan kembali teks Three Little Pigs menggunakan media storytelling pieces sesuai dengan arahan dari guru secara individu didepan kelas.</li> </ul> <b>Post-activity</b> <ul style="list-style-type: none"> <li>• Bersama dengan guru, siswa mendiskusikan struktur dan fungsi sosial dari teks naratif yang berhubungan dengan cerita three little pigs</li> </ul>	30 menit  30 menit  10 menit
<b>3. KEGIATAN PENUTUP</b> <ul style="list-style-type: none"> <li>• Siswa beserta guru menyimpulkan hasil pembelajaran yang telah diterima</li> <li>• Siswa melakukan refleksi terhadap kegiatan pembelajaran yang sudah dilakukan</li> <li>• Siswa dan guru merencanakan tindak lanjut pembelajaran untuk pertemuan selanjutnya</li> </ul>	10 menit

**PERTEMUAN 4**

Jenis aktifitas	waktu
<b>1. KEGIATAN PEMBUKA</b> <ul style="list-style-type: none"> <li>• Salam / tegur sapa dan cek kehadiran siswa</li> <li>• Memotivasi siswa terhadap materi yang akan dibahas</li> <li>• Menyampaikan tujuan pembelajaran atau kompetensi dasar yang akan dicapai (Now, do you know what will we learn today?)</li> </ul>	10 menit
<b>2. KEGIATAN INTI</b> <b>Pre-activity</b> <ul style="list-style-type: none"> <li>• Bersama dengan guru, siswa berdiskusi tentang stuktur dan fungsi sosial dari teks naratif.</li> </ul>	30 menit



<b>Whilst Activity</b> <ul style="list-style-type: none"><li>• Apabila ada siswa yang belum mendapat kesempatan untuk menceritakan kembali dipersilahkan untuk tampil didepan kelas dan menceritakan kembali cerita Three Little Pigs.</li></ul>	30 menit
<b>Post-activity</b> <ul style="list-style-type: none"><li>• Siswa mendiskusikan struktur dan fungsi sosial dari teks naratif secara keseluruhan bersama dengan guru</li></ul>	10 menit
<b>3. KEGIATAN PENUTUP</b> <ul style="list-style-type: none"><li>• Siswa beserta guru menyimpulkan hasil pembelajaran yang telah diterima</li><li>• Siswa melakukan refleksi terhadap kegiatan pembelajaran yang sudah dilakukan</li><li>• Siswa dan guru merencanakan tindak lanjut pembelajaran untuk pertemuan selanjutnya</li></ul>	10 menit



### Appendix 6: Questionnaire for Students after the Treatment

Berilah tanda (X) pada jawaban yang anda anggap paling sesuai dengan keadaan anda!

1. Bagaimana pendapat kalian mengenai penggunaan *storytelling pieces* dalam proses belajar mengajar?
  - a. Sangat menyenangkan
  - b. Menyenangkan
  - c. Cukup menyenangkan
  - d. Kurang menyenangkan
2. Apakah metode *storytelling pieces* membuat anda lebih termotivasi dalam kegiatan speaking dalam bahasa Inggris?
  - a. Sangat termotivasi
  - b. Termotivasi
  - c. Cukup termotivasi
  - d. Tidak termotivasi
3. Apakah *storytelling pieces* yang digunakan selama proses belajar speaking membantu anda menemukan ide dalam kegiatan speaking?
  - a. Sangat membantu
  - b. Cukup membantu
  - c. Kurang membantu
  - d. Tidak membantu
4. Apakah *storytelling pieces* yang digunakan dalam proses belajar mengajar membantu anda untuk lebih mudah menguasai speaking?
  - a. Sangat membantu
  - b. Cukup membantu
  - c. Kurang membantu
  - d. Tidak membantu
5. Apakah anda merasa kemampuan anda dalam berbicara bahasa Inggris meningkat setelah belajar menggunakan metode *storytelling pieces*?
  - a. Ya
  - b. Tidak
6. Apakah anda mengalami kesulitan ketika kegiatan *storytelling pieces* berlangsung?
  - a. Ya
  - b. Tidak
7. Jika jawaban anda pada pertanyaan nomor 6 adalah a. ya, jelaskan apa saja kesulitan yang anda alami beserta alasannya! Jika tidak tuliskan saran anda terhadap penggunaan *storytelling pieces*!



**Appendix 7: Students' Score on the Pre-test and Post-test**

**a. Pre-test score**

No.	Students	Score
1	S1	52
2	S2	64
3	S3	78
4	S4	76
5	S5	82
6	S6	76
7	S7	68
8	S8	76
9	S9	60
10	S10	60
11	S11	84
12	S12	76
13	S13	76
14	S14	72
15	S15	80
16	S16	72
17	S17	60
18	S18	60
19	S19	76
20	S20	52
21	S21	68
22	S22	68
23	S23	76
24	S24	0
25	S25	76
26	S26	80
27	S27	76
28	S28	60
	TOTAL	1904
	AVERAGE	68

**b. Post-test score**

No.	Students	Score
1	S1	78
2	S2	76
3	S3	96
4	S4	96
5	S5	84
6	S6	76
7	S7	96
8	S8	78
9	S9	88
10	S10	0
11	S11	88
12	S12	60
13	S13	84
14	S14	88
15	S15	84
16	S16	92
17	S17	76
18	S18	68
19	S19	0
20	S20	64
21	S21	82
22	S22	64
23	S23	88
24	S24	0
25	S25	68
26	S26	76
27	S27	80
28	S28	88
	TOTAL	2018
	AVERAGE	72



**Appendix 8: Documentation of the study**



**The students are watching narrative video related to the subject**



**The students are watching narrative video related to the subject**



The student is using storytelling pieces as the media to deliver the story



The student is using storytelling pieces as the media to deliver the story





The student is using storytelling pieces as the media to deliver the story



The student is using storytelling pieces as the media to deliver the story

**Appendix 9: Admission Letters**



**KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN  
UNIVERSITAS BRAWIJAYA**

**FAKULTAS ILMU BUDAYA**

Jalan Veteran, Malang 65145 Indonesia

Telp. (0341) 575875 (direct), Fax. (0341) 575822 (direct)

E-mail: fib\_ub@ub.ac.id http://www.fib.ub.ac.id

Nomor : 0307/UN10.12/AK/2015  
Lampiran :  
Perihal : Permohonan Ijin Penelitian

15 FEB 2015

Yth. Kepala SMA NEGERI 1 JOMBANG  
Jl. Bupati RAA Soeroadiningrat No. 8  
Jombang

Dalam rangka penyelesaian tugas akhir mahasiswa Program Sarjana (S1) Fakultas Ilmu Budaya Universitas Brawijaya, kami mohon dengan hormat agar Saudara :

Nama : Firsty Sekar Santi  
NIM : 115110501111010  
Semester : VII  
Program Studi : S1 Pendidikan Bahasa Inggris

Diberikan ijin untuk melaksanakan kegiatan penelitian dan memperoleh data pendukung berkaitan dengan usulan skripsi berjudul "IMPROVING STUDENTS' SPEAKING SKILL BY USING STORYTELLING METHOD FOR STUDENTS AT SMA NEGERI 1 JOMBANG".

Selanjutnya kami sampaikan bahwa data yang diperoleh akan dijaga kerahasiaannya dan hanya digunakan untuk penelitian (terlampir).

Demikian atas bantuan dan kerjasama yang baik ini, diucapkan terimakasih.



Prof. In-Rakya Anindita, M.S., Ph.D.  
NIP. 19610908 198601 1 001





PEMERINTAH PROVINSI JAWA TIMUR  
CABANG DINAS PENDIDIKAN WILAYAH  
KABUPATEN JOMBANG  
UPT SMA NEGERI 1 JOMBANG

Jl Bupalı RAA Scroodaningrat 8 Telpn (0321) 861240 email : sman1jombang@gmail.com

JOMBANG

Kode Pos 61411

SURAT KETERANGAN

Nomor : 072/118.26/101.8.26/2017

Yang bertanda tangan dibawah ini Kepala SMA Negeri 1 Jombang menerangkan bahwa :

Nama : FRISTY SEKAR SANTI  
Mahasiswa dari : UNIVERSITAS BRAWIJAYA MALANG  
Nomor Induk Mahasiswa : 115110501111010  
Jurusan / Program : Bahasa Inggris

telah melakukan penelitian di SMA Negeri 1 Jombang pada tanggal 1 Agustus s/d 9 Desember 2016 dalam rangka menyelesaikan tugas akhir penulisan Skripsi dengan judul " IMPROVING THE STUDENT'S SPEAKING SKILLS BY USING STORYTELLING PIECES AT SMA NEGERI 1 JOMBANG"

Demikian Surat Keterangan ini di buat untuk di pgunakan sebagaimana mestinya.

Jombang, 16 Januari 2017

Kepala UPT SMA Negeri 1 Jombang



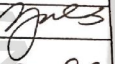
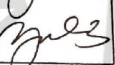
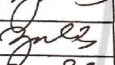
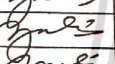
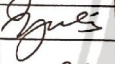
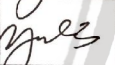
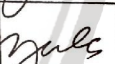

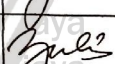
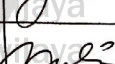
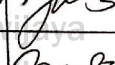


Drs. NURHIDAYAT, M.MPd  
Pembina Tk. I  
NIP. 19640911 198803 1 010

**Appendix 10 : Berita Acara Bimbingan Skripsi**

**BERITA ACARA BIMBINGAN SKRIPSI**

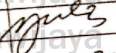

1. Nama : Firsty Sekar Santi
2. NIM : 115110501111010
3. Program studi : Pendidikan Bahasa Inggris
4. Topik Skripsi : Pendidikan
5. Judul Skripsi : Improving the Students' Speaking Skills by Using  
Storytelling Pieces at SMA Negeri 1 Jombang
6. Tanggal Mengajukan : 30 Maret 2015
7. Tanggal Selesai Revisi : 18 Januari 2017
8. Nama Pembimbing : Yulia Hapsari, M.Pd

Keterangan Konsultasi:

No.	Tanggal	Materi	Pembimbing	Paraf
1	30-03-2015	Pengajuan judul skripsi	Yulia Hapsari, M.Pd	
2	04-06-2015	Persetujuan judul skripsi	Yulia Hapsari, M.Pd	
3	13-01-2016	Bimbingan bab 1,2,3	Yulia Hapsari, M.Pd	
4	14-06-2016	Bimbingan bab 1,2,3	Yulia Hapsari, M.Pd	
5	22-09-2016	Bimbingan bab 1,2,3	Yulia Hapsari, M.Pd	
6	06-10-2016	Acc seminar proposal	Yulia Hapsari, M.Pd	
7	20-10-2016	Pelaksanaan seminar proposal	Yulia Hapsari, M.Pd	
8	13-12-2016	Revisi dan bimbingan bab 1-6	Yulia Hapsari, M.Pd	
9	16-12-2016	Revisi bab 1-6 dan Acc seminar hasil	Yulia Hapsari, M.Pd	
10	23-12-2016	Pelaksanaan seminar hasil	Yulia Hapsari, M.Pd	
11	29-12-2016	Revisi dan bimbingan bab 1-6	Yulia Hapsari, M.Pd	
12	03-01-2017	Revisi bab 1-6 dan Acc ujian skripsi	Yulia Hapsari, M.Pd	
13	11-01-2017	Pelaksanaan ujian skripsi	Yulia Hapsari, M.Pd	



Lanjutan tabel

No.	Tanggal	Materi	Pembimbing	Paraf
14	13-01-2017	Revisi bab 1-6	Yulia Hapsari, M.Pd	
15	18-01-2017	Revisi bab 1-6 dan Acc penjiilidan	Yulia Hapsari, M.Pd	

Telah dievaluasi dan diuji dengan nilai:

**B**


Malang, 18 Januari 2017

Mengetahui,

Pembantu Dekan I  
Bidang Akademik

Dosen Pembimbing



  
Yulia Hapsari, M.Pd  
NIK. 2012018007132001