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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas BrassTRACT niversitas Brawijava Universita Santi, Firsty Sekar, 2017. Improving The Students' Speaking Skills by Usingersitas Brawijaya Storytelling Pieces at SMA Negeri 1 Jombang. English Education Studyersitas Brawij Program Faculty of Cultural Studies. Universitas Brawijaya Malang. Supervisor: Universita Yulia Hapsari, M.Pd V Keywords: Speaking Skills, Storytelling Pieces. Universitas Brawijaya 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' rsita interest on delivering a narrative text. Based on the researcher's observation, it exitas Brawijaya was found that the students have difficulties to find appropriate vocabulary which arsitas Brawijava 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 Sita using storytelling pieces in speaking narrative text for the eleventh grade students exist as a student 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 studentersitas Brawijaya XI IPS 5 students of SMA Negeri 1 Jombang in first semester of 2016/2017 ersitas 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 ersit as Brawijaya use the storytelling pieces as the media to deliver the story. He held two items of exits 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 exists Brawi 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 and SMA Secretary SMA Negeri and tad Jombang who passed KKM (Minimum standard score 75). In the pre-test, it was arsitas Brawijava 53.50% of the students passed the KKM and 71.50% students passed the KKM in ersitas Brawijaya the post-test. The students showed positive responses by showing their interest, enthusiasm, and motivation during the implementation of the treatment. It was a known from observation sheet, interview guideline, and questionnaire done duringersitas Brawi the study. Therefore, the researcher concluded the use of storytelling pieces can improve the students' speaking skills in delivering narrative text spokenly. There Universita were several suggestions for English teachers, students, and next researchers ersitas Brawijaya sita based on the result of the study. English teacher should provide various media in ersitas Brawii 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 assumed by the speaking narrative assumed to th sit a text from the English magazine, English story book, or comic that containers it as Brawijava pictures. Hopefully, further researchers can use storytelling pieces as media in teaching English applied in other skills such as writing, reading, listening, or even Universita integrated. Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brass Brawijava Universita Santi, Firsty Sekar. 2017. Improving The Students' Speaking Skills by Usingersitas Brawijaya Storytelling Pieces at SMA Negeri 1 Jombang. Program Studi Pendidikan ersitas Brawijaya Bahasa Inggris Fakultas Ilmu Budaya. Universitas Brawijaya Pembimbing: Yulia Hapsari, M.P Universitas Brawijaya 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 Universita ketertarikan siswa dalam membuat sebuah teks naratif. Berdasarkan pengamatan ersitas Brawijaya Universita yang dilakukan peneliti, ditemukan bahwa siswa mengalami kesulitan untuk ersitas Brawijaya menemukan kosa kata yang tepat yang berpengaruh pada kelancaran mereka dalam menghasilkan ide selama berbicara dalam bahasa Inggris. Berdasarkan ada Universita masalah yang ada, peneliti bertujuan untuk meningkatkan keterampilan berbicara ersitas Brawij siswa dengan menggunakan storytelling pieces dalam berbicara teks naratif untuk ersitas Brawijaya 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 ersitas Brawijaya naratif siswa. Tes naratif berbicara adalah tentang bercerita tentang topik tertentu ersitas Brawijaya dengan menggunakan storytelling pieces sebagai media untuk menyampaikan ersitas Brawijaya 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 berlansung dan diberi lima hingga enam menit untukersitas Brawijaya 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 ersitas Brawijaya saat bercerita. Langkah yang sama juga diterapkan ketika siswa menceritakan ersitas Brawii kembali bagian-bagian lain dari cerita sampai cerita selesai. Peneliti menemukan peningkatan keterampilan berbicara siswa dengan menggunakan storytelling ersitas Brawijaya Universita pieces dalam berbicara teks naratif untuk siswa kelas XI IPS 5 SMA Negeri 1ersitas Brawijaya Jombang. Hal ini terbukti dengan persentase siswa XI IPS 5 di SMA Negeri lersitas Brawijaya 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 a menunjukkan respon positif dengan menunjukkan minat, antusiasme, Janersitas Brawijaya 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 Universita dapat meningkatkan keterampilan berbicara siswa dalam menyampaikan teksersitas Brawijaya sita naratif berbicara. Ada beberapa saran untuk guru bahasa Inggris, siswa, dan ersitas Brawijaya peneliti selanjutnya berdasarkan hasil penelitian. Guru bahasa Inggris harus ersitas Brawijaya menyediakan berbagai media dalam mengajar kelas keterampilan berbicara. Universitästorytelling pieces sangat membantu untuk meningkatkan keterampilan berbicara ersitas Brawijaya Universita terutama untuk teks berbicara naratif. Siswa diharapkan bahwa mereka bisa ersitas Brawijaya belajar lebih banyak tentang bagaimana membuat naratif yang baik dalam teksarsitas Brawijaya naratif dari majalah Inggris, buku cerita bahasa Inggris, atau komik yang berisi Universitä gambar. Mudah-mudahan, peneliti selanjutnya dapat menggunakan storytelling ersitäs Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaiya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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Krawilaya	Linivareitae Krawijava	Linivarcitae Krawijava	Linivareitae	Krawilava	Linivareitae	Krawii ava

Universitas Brawijaya **Universitas Brawijaya** Universitas Brathis chapter covers background of the study, problems of the study, ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya University objectives of the study, limitation of the study, significance of the study, and ersitas Brawijaya Universita definition of key terms. Universitas 1.1 Background of the Study Universitas Br. As an international language, English is a foreign language mostly used by ersitas Brawijaya people around the world. There is no hesitant that English becomes increasingly ersitas Brawijaya important to learn. The importance of English also gives impact to education environment. Students may also open their communication to the wider world as Brawijaya they master English. Therefore, English is an important foundation for students ersitas Brawijaya English is a compulsory subject in Indonesian curriculum. Nowadays, there is a Brawijaya new curriculum in Indonesia, called Curriculum of 2013 or K13. In K13, English subject becomes a compulsory subject from the 7th grade of Junior High School University until the 12th grade of Senior High school. Universitas BraIn English teaching learning process, speaking is one of the four basic Brawijava Universitä skills in learning foreign language besides listening, reading and writing. It is ersitas Brawijaya University considered as a priority for many second or foreign language learners. Through ersitas Brawijaya speaking, people can express their minds, ideas and thought freely and speaking, people can express their minds, ideas and thought freely and speaking, people can express their minds, ideas and thought freely and speaking, people can express their minds, ideas and thought freely and universitas Brawijaya Universitas Brawijaya University spontaneously. To most people, mastering the art of speaking is the most raitas Brawijaya important aspect of learning a second or a foreign language, and success is University measured in terms of ability to carry out a conversation in the language (Nunan, ersity as Brawijaya Universitas Brawijaya

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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita 1991). For this reason, speaking skill has been taught since the students attended ersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita an elementary school versitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas BraWhen someone speaks, he or she interacts and uses the language to ersitas Brawijaya
Brawijaya	Universitä express his or her ideas, feeling and thought. He or she also shares information, ersitas Brawijaya
Brawijaya	Universitas Brawijava Universitas Brawijava Universitas Brawijava Universitas Brawijava
Brawijaya	Universita suggestions and comments to other through communication. Furthermore, Brownersitas Brawijaya
Brawijaya	Universita (2001) states that the objective of speaking is for the student to be able to estate Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita participate and use English in short conversation, collect the information, ask and ersitas Brawijaya
Brawijaya	Universitas Brawijaya answer the questions fluently and acceptably in daily context and daily activities. Universitas Brawijaya
Brawijaya Brawijaya	
Brawijaya	Universita In language teaching learning process teachers should improve students Brawijaya Universita Brawijaya
Brawijaya	Universi ability in speaking. Louma (2004) states that speaking skills are important part of ersitas Brawijaya
Brawijaya	
Brawijaya	Universit the curriculum in language teaching, and this makes them an important object of liversitas Brawijaya
Brawijaya	Universit assessment as well. The progressing of the students in speaking skill must be ersit as Brawijaya
Brawijaya	Universita sorad in objective way
Brawijaya	Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas However, in real situation in English class, speaking activities do not work ersitas Brawijaya
Brawijaya	Universitas Brawijaya
Brawijaya	Universita as it is expected because of many factors that prevent students from speaking ersitas Brawijaya
Brawijaya	University English. The problems may be caused by the fact that teachers still apply the
Brawijaya	Universitas Braw Jaya Universitas Brawijaya
Brawijaya	University teacher-centered style for the students. Kozulin (1998) stated that typical genres of ersity Brawijaya
Brawijaya	Universitas Brawijaya traditional education constitute only a fraction of the interactive forms available to Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	
Brawijaya	University the contemporary teacher. Based on the statement above, it can be concluded that ersit as Brawijaya
Brawijaya Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya the teacher still uses old education style to teach his students. Teacher still applies Universitas Brawijaya Universitas Brawijaya
Brawijaya Brawijaya	University the teacher-centered style and explains the material to the students, while the ersity Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	University students only listen to the teacher explanation and have no chance to delive	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universita idea about the lesson which has been explained by teacher as Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas BraTherefore, teachers are expected to have an attractive and innovat	iveninersitas Brawijaya
Brawijaya	University activation and media for teaching speaking. Teachers should create a	Universitas Brawijaya
Brawijaya	Universitas Brawijava Universitas Prawijava Universitas Brawijava	Universitas Brawijava
Brawijaya	University atmosphere and a positive classroom environment. In the classroom, the to	eacher ersitas Brawijaya
Brawijaya	Universita must create the situation that can encourage real communication. The tea	achingersitas Brawijaya
Brawijaya	Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universita learning process should not only happen between teacher and students but	
Brawijaya	Universitas Breen students. Many activities can be designed to make major element liv	Universitas Brawijaya vely.
Brawijaya	Universitas	Universitas Brawijaya
Brawijaya	Universita One alternative to create a good atmosphere and a positive class	Sroom Sroom Brawijaya
Brawijaya	OHIVCISI	ilvoisitas biawijaya
Brawijaya	Universi environment is by choosing narrative and storytelling method. Storytell	
Brawijaya	Universit considered a good way to capture the students' imagination in a way that the	ey can ersitas Brawijaya
Brawijaya		Tilvorsitas Brawijaya
Brawijaya		
Brawijaya Brawijaya	Universita series of dates, facts or principles. They only need to remember the premise Universita	of the Universitas Brawijaya
Brawijaya	University story. Storytelling and narrative provides the opportunity to insert an elem	
Brawijaya		
Brawijaya	Universitas fun into the learning activity, which will make the experience more engagi	Ilmivoroitos Drowiiovo
Brawijaya		Universitas Brawijaya
Brawijaya		Universitas Brawijaya
Brawijaya	Universitas BraStorytelling is one of the techniques commonly applied in language lea	
Brawijaya		
Brawijaya	Universitas Brawiay especially in speaking activities. According to Cameron (2001), storytelling Universitas Brawiaya	Universitas Brawijaya
Brawijaya	Universita oral activity, and stories have the shape they do because they are designed	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya listened to and in many situations, participated in. Thus, researcher decides Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universita storytelling as the method of the research ya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
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Rrawijaya	Universitae Rrawijava Universitae Rrawijava Universitae Rrawijava	Universitas Brawijava

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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Uni	iversitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Uni	i 4 ersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Uni	iversitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Uni	iversitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Uni	iversitas Brawijaya
Brawijaya	Universities Brownen applying storytelling in the learning activities, the use of supportive	yersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Uni	iversitas Brawijaya
Brawijaya	Universita media is needed. Media itself is needed because media can capture and sustain the	
Brawijaya	Universitä students' interest and attention during the learning activities. Researcher choose	
Brawijaya		iversitas Brawijaya
Brawijaya	University storytelling pieces as the media of research since storytelling pieces are able t	
Brawijaya	attract the students attention.	iversitas Brawijaya
Brawijaya		iversitas Brawijaya
Brawijaya	Universitas Braccording to Asher (2000), storytelling pieces are pictures of characters an	
Brawijaya	Universitas Brawijay Uni Universitas items in a story that children manipulate or move around as the story is tole	iversitas Brawijaya
Brawijaya Brawijaya		
Brawijaya	Universitas Storytelling Pieces is a modified visual teaching media constructed by combining Universitas	iversitas Brawijaya iversitas Brawijaya
Brawijaya	University the picture and a stick. This combination is meant for the students to be able to	
Brawijaya		
Brawijaya	move around the instrument as they presenting the story and increase the	ir iversitas Brawijaya
Brawijaya	Universit imagination. Storytelling Pieces can be used to stimulate students' imagination	
Brawijaya	Universit	iversitas Brawijaya
Brawijaya	creativity and their ability on organizing the idea of story	iversitas Brawijaya
Brawijaya	Universita Researcher chooses SMA Negeri 1 Jombang as the object of the researcher chooses SM	iversitas Brawijaya
Brawijaya	Oliversitas ()	iversitas brawijaya
Brawijaya	Universita since the students of SMA Negeri 1 Jombang are considered active students in	nersitas Brawijaya
Brawijaya	Universitas speaking activity, specially the students of XI IPS 5. Therefore, research will be	versitas Brawijaya
Brawijaya	Universitas BIA / /a Uni	iversitas Brawijaya
Brawijaya	University focused on the students of XI IPS 5. Researcher chooses this class because the	
Brawijaya	Universitas Bray researcher has been asked by the teacher to teach the students of XI IPS 5 a	versitas Brawijaya
Brawijaya		iversitas Brawijaya
Brawijaya	Universities Brayillous Heisens, Researcher also finds that the students love to spea	
Brawijaya Brawijaya	Universities Brawijaya Brawijaya Universities	lyersitas Brawijaya
Brawijaya	activity. Moreover, they tend to speak not fluently and have some gasp whe	
Brawijaya		
Brawijaya	Universities Brawijaya Universities Brawijaya Universities Brawijaya Universities Brawijaya Universities Brawijaya Universities to speak English. They also have difficulties to find the appropriate	te iversitas Brawiiava
Brawijaya		iversitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Uni	iversitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Uni	iversitas Brawijaya
Rrawijaya	Universitas Brawijava Universitas Brawijava Universitas Brawijava Uni	ivorcitae Rrawijava

Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Unisersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brav The recent observation of this study was conducted on August 15,	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universita Based on the observation, the students of XI IPS 5 face the problem on deli	iveringersitas Brawijaya
Brawijaya	University and organizing their idea, especially in speaking activity. Even thou	gh The Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	
Brawijaya	University students are active to express their thought and idea, they tend to speak not	
Brawijaya	University right organization. For example, students tend to express or tell their ide	ea of a Brawijaya
Brawijaya	Universitas Brawijaya Univer ersitas Brawijaya	Universitas Brawijaya
Brawijaya	University certain topic correctly but the sequence of how something happened is rath	
Brawijaya	in the correct sequence.	Universitas Brawijaya
Brawijaya Brawijaya	Universitas Braw Vijaya Universitas Br Based on the researcher's informal interview and observation, the pro-	Universitas Brawijaya
Brawijaya		
Brawijaya	Universitas may occur because the students have difficulties to find appropriate voca Universita	abulary Aniversitas Brawijaya
Brawijaya	Universi and it affects their fluency on generating idea during speaking in target lan	
Brawijaya	Universit	Liversitas Brawijaya
Brawijaya	Thus, students' fluency in speaking English becomes a problem in this study	y. hiversitas Brawijaya
Brawijaya	Universit	Iniversitas Brawijaya
Brawijaya	Storytelling pieces are chosen as the media in this study becaus	se it is Iniversitas Brawijaya
Brawijaya	Universite considered appropriate for the students of XI IPS 5. By using storytelling	pieces, ersitas Brawijaya
Brawijaya	Universita students are able to move around the picture of the characters and other it	Universitas Brawijaya
Brawijaya	Universitas ()	/ Universitas Brawijaya
Brawijaya	University the story is being told. By then, it is hoped that the students will able to fi	
Brawijaya	Universities B appropriate vocabulary as they tell the story. Hence, the students can fo	Universitas Brawijaya
Brawijaya	Universitas Bra	Universitas Brawijaya
Brawijaya	University what they are going to tell since they hold the picture of characters and other	
Brawijaya Brawijaya	Universitas Brawija of the story. Universitas Brawijay	Universitas Brawijaya Universitas Brawijaya
Brawijaya		Universitas Brawijaya
Brawijaya	Universitas Brawijaya 1.2 Problem of the Study Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universities Brilliam How can storytelling pieces improve the XI IPS 5 students' speaking s	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Rrawijaya	Universitas Brawijava, Universitas Brawijava, Universitas Brawijava	Universitas Brawijava

Universitas Brawijaya Universitas Brawijaya Unicersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya 1.3 Objective of the Study Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas BTo know how storytelling pieces can improve the XI IPS 5 students' speaking ersitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas P Universitas 1.4 Limitation of the Study Universitas Brawijaya Since speaking has a lot of things to be observed with various ersitas Brawijaya Universita methods, narrow down the area of this research are needed. It is important in order ersitas Brawijaya Universitato get focused in a specific area of speaking skill. To limit the material of ersitas Brawijava study, the researcher chooses to work on the students' ability to enhance students' arsitas Brawijaya ability on find the appropriate vocabularies related to the topic and accuracy in arsitas Brawijaya telling a narrative story spokenly. 1.5 Significance of the Study Hopefully, this research can be useful to the students, the teachers and the ersitas Brawijaya Universita further researcher. For the students, this research will enhance the students, ersitas Brawijaya speaking skill in organizing the idea of generic structure in narrative text because University are taught using storytelling with storytelling pieces techniques that is ersitas Brawijaya University theoretically effective for improving students' speaking skill. In addition, through ersitas Brawijaya storytelling technique, the students can learn and deliver the material in interesting Universitas Brawijāva Universitawayawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas BraFor the teacher, he will get knowledge about teaching speaking using ersitas Brawijaya Universitas storytelling and storytelling pieces, while result of the research can be used as a Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universita useful input and reference about applying teaching speaking inside the	Liniversitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universita Hence, the teacher can improve his performance in teaching during the le	earningersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas BroFor further researchers, the result of this research can be used as re-	ference ersitas Brawijaya
Brawijaya	Universitas Brawijava Universitas Brawijava	Universitas Brawijava
Brawijaya	University and previous study for further research which is focused on students' fluer	icy and ersitas Brawijaya
Brawijaya	University organizing the idea due to generic structure of narrative text by using story	ytellingersitas Brawijaya
Brawijaya	Universitas Brawijay	Universitas Brawijaya
Brawijaya	University with storytelling pieces technique.	Universitas Brawijaya
Brawijaya	Universitas Br	Universitas Brawijaya
Brawijaya	Universitas	Universitas Brawijaya
Brawijaya	Universita	Universitas Brawijaya
Brawijaya	Universi 1.6 Definition of Key Terms	niversitas Brawijaya
Brawijaya	Universi Speaking Skill: Speaking skill is the ability to pronounce articula	tion of ersitas Brawijaya
Brawijaya	University	I IIIVEISILAS BIAWIJAYA
Brawijaya	Universit sounds or word of expressing, stating and conveying thought, ideas and	
Brawijaya	Universit (Tarigan, 1990). In this study, speaking skill is a skill that is required	to be Brawijaya
Brawijaya	Universita accomplished by the students specially in organizing their idea of	priiversitas brawijaya
Brawijaya		
Brawijaya	Universitas structure in narrative text.	Universitas Brawijaya
Brawijaya	Universitas B. Storytalling Dieces: story talling pieces are nictures of characters and	Universitas Brawijaya
Brawijaya Brawijaya	Story terming ricees, story terming pieces are pictures or characters and	d items ersitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Bra Universita in a story that children manipulate or move around as the story is told	
Brawijaya		Universitas Brawijaya
Brawijaya	Universitas 2000) wijaya Universitas Brawijaya	Universitas Brawijaya
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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Rrawijaya	Universitas Brawijava, Universitas Brawijava, Universitas Brawijava	Universitas Brawijaya

Prowiiovo	Universitas Pravijava Universitas Pravijava Universitas Pravijava Universitas Pravijava
Brawijaya Brawijaya	Universitas Brawijaya
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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas BrayThis chapter explains the review of related literature of this research. Itersitas Brawijaya
Brawijaya	Universitas provides the literatures and theories to strengthen the research. Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas 2.11 Theory of Speaking rawijaya Universitas Brawijaya
Brawijaya	Universitas Brawillava Universitas Brawijava
Brawijaya	Universitas Br Speaking is a productive skill which is mention as one of the most difficultersitas Brawijaya
Brawijaya	Universitas skill if it is compare with the other skills because in this case, the learners should
Brawijaya	Universita Universitas Brawijaya
Brawijaya	Universi produce utterances as clear as possible in conveying their ideas to the audience, ersitas Brawijaya
Brawijaya	Universi Universi they also should speak clearly, fluently and accurately to make good speech liversitas Brawijaya
Brawijaya	
Brawijaya	Universit in communication by using English. hiversitas Brawijaya
Brawijaya	Universita Universita Brown (2001) states that speaking is an interactive process of niversitas Brawijaya
Brawijaya Brawijaya	Universita Universita Constructing meaning involving producing, receiving, and processing information ersitas Brawijaya
Brawijaya	Universitas Its form and meaning are depend on the context in which it occurs, including the
Brawijaya	Its form and meaning are depend on the context in which it occurs, including the Universitas Brawijaya
Brawijaya	Universita participants themselves, their collective experiences and the physicalers tas Brawijaya
Brawijaya	Universitas Brae environment. It is also considered as one of the four language skills that have an
Brawijaya	environment. It is also considered as one of the four language skills that have an Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita important role in language view such as we always need communication toersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya
Brawijaya	express our idea to do everything especially in learning process. Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas BravTherefore, language instructors should provide learners with opportunities ersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya for meaningful communicative behaviour about relevant topic by using interaction Universitas Brawijaya
Brawijaya	Universitas Brawijaya Communicative benaviour about relevant topic by using interaction Brawijaya
Brawijaya	Universita as the key to teach language for communication because communication derives ersitas Brawijaya
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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Braversitas Brawijaya Furthermore, speaking is simply the physical embodiment of abstract
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	University system (Widdowson, 2008). An act of communication through speaking is ersitas Brawijaya
Brawijaya	Universital commonly performed in face to face interaction and occurs as part of dialogue or exists Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita other form of verbal exchanges Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas BravMeanwhile, Thornbury (2005) states speaking as a part of daily life that
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita we take for granted. The average person produces tens of thousand words a day, ersitas Brawijaya
Brawijaya	Universita although some people may produce more than that. Consequently, the speech Brawijaya
Brawijaya	Universitas Brawi Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
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Brawijaya	Universitas speakers begin with the intention of affecting their listeners in particular way. Universitas Brawijaya
Brawijaya Brawijaya	Universit Moreover speaking also has some important functions for us such as; ersitas Brawijaya
Brawijaya	
Brawijaya	Universi Universi Richard (2008) states that there are three functions of speaking. The first is liversitas Brawijaya
Brawijaya	Universit speaking use for interaction with someone. Speaking as interaction refers to whatersitas Brawijaya
Brawijaya	Universita Iniversitas Brawijaya
Brawijaya	we normally mean by "conversation" and describes interaction that serve a social Universitas Brawijaya
Brawijaya	Universita function. When people meet, they exchanges greetings, engage small Utalkersitas Brawijaya
Brawijaya	Universitas Universitas Brawijaya because they wish to be friendly and to establish a comfortable zone of
Brawijaya	Universitas Brawijaya
Brawijaya	Universita interaction with other. The second one is speaking as transaction refers to ersitas Brawijaya
Brawijaya	Universitas Brawijaya situations where the focus is on what is said. The third is speaking that can Universitas Brawijaya Universitas Brawijaya
Brawijaya	
Brawijaya Brawijaya	Universita usefully ijbe distinguished has been called speaking as performance. UThis ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	University refers to public speaking that transmits information before an audience, such as Brawijaya
Brawijaya	Universita classroom presentations, public announcement and speeches. Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas BrawFrom those statements above, it can be conclude speaking is one of the
Brawijaya	Universita four language skills which become a priority in teaching English as a foreignersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita language. It is considered as an important aspect in communication to express and ersitas Brawijaya
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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Rrawijava	Universitas Brawijava, Universitas Brawijava, Universitas Brawijava, Universitas Brawijava

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University convey the ideas, meaning, information and one's thoughts in spoken language. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universita Therefore, speaking skill should be thought to the students since they entereders tas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya 2.2 Speaking Skills Universitas Bray Speaking is an ability to utter word in order to communicate with other ersitas Brawijaya people. Tarigan (1990) says that Speaking is the ability to pronounce articulation University of sounds or word of expressing, stating and conveying thought, ideas and feeling ersitas Brawijaya 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 ersitas Brawi 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 express Brawijaya report acts, or situation in precise words or the ability to converse or to express a Universita sequence of ideas fluently. There are some components which need to be fulfilled during speaking. University According to Vanderkevent (1990) there are three components in speaking. The ersitas Brawijaya first component is speaker. Speaker is person who produces the sound during Universita conversation. The sound made by speakers should be meaningful in order to make ersitas Brawijaya it understandable. The sound is used as a tool to express speaker's opinion or Universita feelings to the listener. The second component is listener. Listener is person who exists Universitas Brawijaya Universitas Brawijaya receives speakers' utterances, in the part of communication listener usually Universita responds to what speaker says. The last components is utterances, the utterances ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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Brawijaya	University are words or sentences produced by the speakers to express the speakers' opinion.
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita Those components should exist in speaking activity ersitas Brawijaya Universitas Brawijaya
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Brawijaya	Universitas 2.3 Competences in Speaking rawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Bravillare are some competences to measure students speaking ability. Hornby
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita (1974) states that competences in speaking includes: pronounciation, grammar, ersitas Brawijaya
Brawijaya	Universitas Brawijaya vocabulary, fluency, and self-confidence. While Klintsch (1999) states that
Brawijaya	Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita competences in speaking covers: comprehension, vocabulary, fluency, Jandersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya
Brawijaya	Universi The first competence concerned in this research is pronunciation ersitas Brawijaya
Brawijaya	Universi Universi Universi
Brawijaya	
Brawijaya	Universit that pronunciation is the way in which a language is a spoken, way in which aersitas Brawijaya
Brawijaya Brawijaya	Universita word is pronounced. It means that pronunciations considered were only British Iniversitas Brawijaya
Brawijaya	University and American English, but nowadays that paradigm is slowly changed. There is ersity as Brawijaya
Brawijaya	
Brawijaya	Universitas world Englishness which accept speaker speaks English based on their particular Universitas Brawijaya Universitas English based on their particular Universitas Brawijaya
Brawijaya	Universitaaccent. // / / / / / / / / / / / / / / / / /
Brawijaya	Universitas Bra The second competence is grammar. Grammar is the study of words and
Brawijaya	Universitas Braw Universitas Brawijaya
Brawijaya	Universita the ways word work together. It is invisible force that guides to put wordsersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas together into sentences Hornby (1974). Grammar focuses on accuracy that focuses Brawijaya
Brawijaya	Universita on the ability to use language correctly. The importance of language of grammarersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	University cannot be neglected. Grammar hold important role in speaking. By using correct Brawijaya
Brawijaya	Universitä grammar also could avoid misunderstanding between speaker and listener. In ersitäs Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	University addition Hornby (1974) states that in order to speak in a clearer and more ersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
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Brawijaya	Universitas Fractive manner, using correct grammar is needed. A person who has
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita unconscious knowledge of grammar may be sufficient for simple language use, ersitas Brawijaya
Brawijaya	Universita but the ones who wish to communicate in an artful manner and well, will seek arsitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita greater, depth of understanding and proficiency that the study jof, grammar ersitas Brawijaya
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Brawijaya	Universitas BrayThe next competence is vocabulary, Hornby (1974) defines vocabulary as arsitas Brawijaya
Brawijaya	Universitas ange of words known or used by a person in trade, profession, etc. Mastering
Brawijaya	Universitas Brawijaya Universitas Brawijaya
Brawijaya	University vocabulary in English is necessary, especially in speaking. Having a lot of ersity Brawijaya
Brawijaya	Universitas Universitas Brawijaya Universitas Will assist students to express their idea in the target language.
Brawijaya	
Brawijaya	Universi Students will have problems in saying something in their mind when they having ersit as Brawijaya
Brawijaya	Universi limited vocabulary.
Brawijaya	University The next countries of flyenty flyenty for your annuversities Brawijaya
Brawijaya Brawijaya	Universit The next competence is fluency, fluency focuses move on communicating ersitas Brawijaya Universit Iniversit Iniversitas Brawijaya
Brawijaya	effectively and allows for mistakes as long as communication is understandable. Universita
Brawijaya	Universita Hornby (1974) defines fluency as the quality of being able to speak smoothly and ersitas Brawijaya
Brawijaya	Universitas easily. It means that someone can speak without any hesitation of making
Brawijaya	Universitas Brawijaya
Brawijaya	Universita grammar mistakes. The accuracy versus fluency debate is one which all language ersitas Brawijaya
Brawijaya	Universitas Bra learners will have had at the same point. Brown (2001) states that focusing on Universitas Brawijaya
Brawijaya	
Brawijaya	Universita accuracy aims to help students to achieve accurate perception and production of aersitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya Brawijaya	Universitas Brawnaya target item which can be a sound, a word, or a sentence structure in speaking ersitas Brawnaya Universitas Brawnaya
Brawijaya	
Brawijaya	Universitas while vocusing in fluency aims in to develop the students is spontaneous ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	University communication skills in using what they have already learned. Fluency and arsitas Brawijaya
Brawijaya	Universita accuracy are both important goals to pursue in learning process. Awijaya Universitas Brawijaya
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Universitas Brawijaya Universitas Brawijaya Unizersitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Bray The last competence is comprehension, comprehension is the act or Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University capacity of delivering and managing idea; it is an ability that include comprising ersitas Brawijava Universita something with comprehensiveness. Students are expected to comprehendersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universita everything without difficulty. It is one of important competences that should be ersitas Brawijava University acquired by every student, itas ersitas Brawijaya Universitas Bray Comprehension skills could increase the effectiveness of communication ersitas Brawijaya Universitas Brawijaya There are some strategies for maximizing comprehension skills that cover **Universitas Brawijaya** Universita activating and connecting prior knowledge, concept development and provide ersitas Brawijaya modelling for student (Kintsch, 1999) Įniversitas Brawijaya 2.4 Teaching Speaking For many years, English language teachers have continued to teachers tas Brawijaya speaking just as a repetition of drills or memorization of dialogues. However, University today's world requires that the goal of teaching speaking should improve students'ersity Brawijaya communicative skills, because, only in that way, students can express themselves University and learn how to follow the social and cultural rules appropriate in eachersity Brawijaya communicative circumstance. There are some explanations about what is teaching Universitas Braw Universita speaking, then, according to Nunan (2003), Universitas Brawijay
"Teaching speaking is the to teach English language learners to: produce the English speech sounds and **Universitas Brawij** Universitas Brawijaya sounds patterns; (1) use words and sentence stress, Universitas Brawij intonation v patterns Bandvi the rhythmerof the Bsecond va Universitas Brawijaya language; (2) select appropriate words and sentences Universitas Brawijaya according to the proper social setting, Universitas Brawijaya **Universitas Brawij** situation and subject matter; (3) organize their thoughts Universitas Brawi in a meaningful and logical sequence; (4) use language as va Universitas Brawija means of expressing values and judgments; and (5) Use Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	vijaya
Brawijaya	Universitas Brawij the language quickly and confidently with few unnatural Universitas Bray	vijaya
Brawijaya	Universitas Brawij pauses, which is called fluency." a Universitas Brawijaya Universitas Brav	vijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Braw	vijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya According to Hughes (2002), "the goal of teaching is communicative efficiency". Universitas Brawijaya Universi	vijaya
Brawijaya	Universita So, in learning speaking, students should be able to make themselves understoodersitas Brav	
Brawijaya	Universitas Brawijaya	vijaya
Brawijaya	Universitas Brawijaya	vijaya
Brawijaya	Universita grammar, and vocabulary and to observe the social rule that apply inersitas Brav	wijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Braw	
Brawijaya	Universitas Brawijaya Communication situation. According to Murcia (2001), rawijaya Universitas Brawijaya Univ	
Brawijaya	Universitas Braw "When teaching speaking English as a foreign language, and Universitas Bray	
Brawijaya	Universities Br teacher needs to particularly competent at organizing a Universities Bray activities in class and motivating the students. However,	
Brawijaya	the teacher needs to make the speaking class to be fun and	
Brawijaya	Universitate enjoyable. The teacher has to create activities that give	
Brawijaya	University students many opportunities of communicating with their friends."	
Brawijaya	Offiversit as braining and the state of the	
Brawijaya	Universit So, teaching speaking must be an enjoyable and fun activity that makes the ersitas Bray Universit	vijaya
Brawijaya Brawijaya	Universit student feels secure and be able to express their feeling freely. This way, it is Bray	vijaya
Brawijaya		
Brawijaya	Universitate hoped that the students will speak up more during the classroom activity. Universitate Hoped that the students will speak up more during the classroom activity. Universitate Hoped that the students will speak up more during the classroom activity.	
Brawijaya	Universitas Bray	
Brawijaya	Universitas 2.5 Teaching Media Universitas Bray	
Brawijaya	Universitas B. a Universitas Bray	
Brawijaya	Universitas Bra. When teaching inside or outside the classroom, all teachers definitely ersitas Bra.	viiava
Brawijaya	Universitas Bed media to teach. Media is one of the tools or instruments that support the ersitas Bray	
Brawijaya	Universitas Brawija Universitas Brav	
Brawijaya	Universita teaching learning process. The students will be encouraged to learn about theersitas Brav	vijaya
Brawijaya	Universitas Brawijaya	wijaya
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Brawijaya	University media to make the students interest in teaching process. (Not only interesting, but ersity Bray	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya it also must be weighted and focus on teaching materials. Some researchers have Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	vijaya
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Brawijaya	Universita proposed a lot of teaching media. Latuheru (1988) stated that there are three Universitas Bray	
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Brawijaya Universitas Brawijaya Universita Brawijaya Universita Brawijaya Universitas Br			
Brawijaya Universitas			
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Brawijaya Universita kinds of teaching media, they are audio media, visual media and audio-cristas Brawijaya Universitas Brawijaya Universita Universita Universita Universita Universita Universita Universita Universita Universita Brawijaya Universita Brawijaya Universitas Brawijaya Universita Universita Universita Brawijaya Universitas			
Brawijaya Universitas			
Brawijaya Universita visual media. Smaldiaco, et. al. (2005). mention, six, media, used, in Jearning-ristas Brawijaya Universitas Brawijaya Universita Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universita Universita Universita Universita Universitas Brawijaya Universitas Br			
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Brawijaya Universita a Media is alphanumeric characters that are displayed in various types of ersitas Brawijaya Universitas Universitas Universitas Universitas Universitas Brawijaya Universitas Bra		Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	
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Brawijaya Universitas everything that we can hear. It can be in the form of a person's voice, music, ersitas Brawijaya Universitas B	Brawijaya	Universitas Braw Universitas Braw used is audio. Audio refers to the learning media that	Universitas Brawijaya
Brawijaya Universitas	Brawijaya	Universitas Leverything that we can hear. It can be in the form of a person's voice,	
Universitate Brawijaya	Brawijaya	Universitas	Universitas Brawijaya
They will include diagrams on a poster, drawing on chalkboard, photographs of inversitation brown inversitation in	Brawijaya	Universita mechanical sounds, noise and etc.	Universitas Brawijaya
Brawijaya Universita U	Brawijaya	Universi c. The third type of media is visual. Visuals are highly used to promote lea	arning/ersitas Brawijaya
Brawijaya Universita U	Brawijaya	Universi They will include discrept on a poster drawing an shall-board shotoger	niversitas Brawijaya
Brawijaya Universita Universita Video-tape, animations, and so on: Universitas Universitas Universitas Brawijaya Universitas Brawija	Brawijaya	Universi	ipiis or Iniversitas Brawijaya
d. Another media is motion media. They are media that show motion including inversitas Brawijaya Universitas video-tape, animations, and so on: Universitas Video-tape, animations, and so on: Universitas Universitas Brawijaya Universitas Bra	Brawijaya	Universit pictures, graphics in book, cartoons, and so on.	hiversitas Brawijaya
Brawijaya Universitas video-tape, animations, and so on. Universitas Brawijaya Universitas Brawijaya Universitas Universitas Universitas Brawijaya Universitas Universitas Universitas Universitas Brawijaya Universitas Includes teachers, students, or subject-matter experts. Wijaya Universitas Brawijaya Universi	Brawijaya	Universit	niversitas Brawijaya
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Brawijaya Brawijaya Universitas Brawijaya	Brawijaya	Universitas e Manipulative are three dimensional media and can be touched and hand	Universitas Brawijaya
Brawijaya Brawij	Brawijaya	Universitas L	"Universitas Brawijaya
Brawijaya Universitas	Brawijaya		
Brawijaya Universitas	Brawijaya	f The last type of media proposed by Smaldino et al is people. The	Universitas Brawijaya media
Brawijaya Universitas		Universitas Braw I Jaya	Universitas Brawijaya
Brawijaya Universitas			
Brawijaya Universitas		Each kind of teaching media has a function itself. For example, te	eachers
Brawijaya Universitas Brawijaya			
Brawijaya Universitas Brawijaya			
Brawijaya Universitas Brawijaya		media also have to be related with the materials which are going to provi-	deland preitae Brawiiaya
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Universitas Brawijaya Universitas Brawijaya Unicersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava, Strauss, et al (1999) identify nine key factors that should influence ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universita teaching media selection: institutional resource constraints, course contentersitas Brawijava University appropriateness, learner characteristics, skill levels, course learning objectives, the ersitas Brawijaya Universita learning relationships, learning location, time, and media richness level. Universitas Brawijaya Universitas Brav Therefore, the teachers should qualify the teaching media well. The media Brawijaya University also have connection or to be related with the material which will be taught by the ersitas Brawijava Universitas Brawij BRAW, Universitas Brawijaya 2.6 Visual Media Iniversitas Brawijaya Choosing the media is one thing that is important in teaching activity. One ersit as Brawijava medium that can and often be applied in the classroom is a visual media. It is very versitas Brawijaya important in the teaching process. Visual media is easily understandable andersitas Brawijaya unifying of remembering. Therefore, visual media is a tool used in the teaching Universita learning process. It means that visual media is something that could be seen ersitas Brawijaya Universities Visual media is used in visual learning style. In visual learning style, the content Jniversitas Brawijaya Universita 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 a remember the contents, and the teacher can request diagrams that summarize the homework." Universitas BrayTherefore visual media should focus on teaching materials that will be a strawijaya University held by the teacher to the student. Pupils will be easier to absorb and Universitas Brawijaya Universitas Brawijaya University remember the lessons of the Evisual media that is given by the teacher ersitas Brawijaya S Brawijaya Universitas Brawijaya Universitas Brawijaya Ganguly (2007) stated: Universitas Brawijaya Universitas Brawijaya

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Brawijaya	Universitas Brawij "Visuals are used effectively to strengthen communication.	Universitas Brawijaya
Brawijaya	Universitas Brawij Visuals help people remember what they hear. The trick is in/a	Universitas Brawijaya
Brawijaya	Universitas Brawij relating what you hear to a picture. For a majority of people it	Universitas Brawijaya
Brawijaya	is easier to remember pictures than to remember just words. People like to put into pictures what they are hearing. You	Universitas Brawijaya
Brawijaya	Universitas Brawij can say that visuals play the following key roles in our life." aya	Universitas Brawijaya
Brawijaya	University The teacher in the teaching learning process of writing can use many ki	inds of ersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	University visual media. There are simple and cheap visual media which is sophisticat	ed and ersitas Brawijaya
Brawijaya	Universitä can be applied anywhere the teacher wants. Based on Ganguly (2007) ki	inds of ersitas Brawijaya
Brawijaya	Universitas Brawijay	Universitas Brawijaya
Brawijaya	Universitas Productions as Whiteboard Universitas Ryange San	Universitas Brawijaya
Brawijaya	Universitas Bra. Whiteboard	Universitas Brawijaya
Brawijaya	Universitas	Universitas Brawijaya
Brawijaya	University The whiteboard has been rightly termed as the most useful visual medi	
Brawijaya	Universi Universi	n slate.
Brawijaya		
Brawijaya	Universi The Whiteboard should be completely erased before beginning any new less	
Brawijaya	Universit universit new point in the lesson. Teachers should write an attention pointer who	niversitas Brawijaya niversitas Brawijaya
Brawijaya Brawijaya	University material is being taught. Teachers in the primary level make very effective	
Brawijaya		
Brawijaya	Universita coloured board marker. Excellent use of the whiteboard can in Universitas	Crease Universitas Brawijaya
Brawijaya	University memorization of text.	Universitas Brawijaya
Brawijaya	Universitas B	Universitas Brawijaya
Brawijaya	b. Picture Universitas Bra	Universitas Brawijaya
Brawijaya	Universitas EPictures include photos, paintings or drawings, realia, and sketche	
Brawijaya		
Brawijaya	Universitas Brawic drawings). The main objective appearance of various types of picture Universitas Brawic drawings.	Universitas Brawijaya
Brawijaya	Universita visualize the concept to be conveyed to students. According to Mudjiono	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya using this media will make the students feel to accept to perceive Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universita and at the same time train natural existence energy and their memor	y,Uandersitas Brawijaya
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Brawijaya	Universitas Brawijaya	rsitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Unive	rsitas Brawijaya
Brawijaya	Universitas The forms of flashcard are various. The teachers can collect their own sets of	
Brawijaya	Universita flashcards from magazines, calendars, and so on. The teacher can use the card to	rsitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unive	rsitas Brawijaya
Brawijaya	demonstrate exactly what the teacher wishes. Picture flashcard is card with printed	
Brawijaya	University picture on it. It is very useful for the representation of a single concept, such as an	rsitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	rsitas Brawijaya
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Brawijaya	u. I uppets	rsitas Brawijaya
Brawijaya	Universitas Braw Universitas Puppets are very popular among children. They have been popular for a second control of the contr	rsitas Brawijaya
Brawijaya		
Brawijaya	hundreds of years because they have so much fun. Teachers can move them	rsitas Brawijaya
Brawijaya	Universitation	rsitas Brawijaya
Brawijaya	Universi around and make them talk, dance, and walk, just like actors in a play. Some	rsitas Brawijaya
Brawijaya	Universi Universi Universi	rsitas Brawijaya
Brawijaya		
Brawijaya Brawijaya	Universit puppets, stick puppets, hand puppets, or finger puppets. With puppet it will catche Universit	rsitas Brawijaya
Brawijaya	children's affention easily	rsitas Brawijaya
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Brawijaya		
Brawijaya	Universitas Universitas There are many advantages in real things in instructions. Students become	rsitas Brawijaya
Brawijaya	Universita more familiar with objects which are part of their environment and those relate to	
Brawijaya		rsitas Brawijaya
Brawijaya	their problems and activities. In many different ways in which real things can be	rsitas Brawijaya
Brawijaya	Universita used for instructional purposes, each student will study to manipulate the object	
Brawijaya	Universitas Brawijaya Unive	rsitas Brawijava
Brawijaya	University practice with them, and use them to discover their characteristic, operational	rsitas Brawijaya
Brawijaya	Universitas Crions, or behaviours ersitas Brawijaya Universitas Brawijaya Unive	rsitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Unive	rsitas Brawijaya
Brawijaya	Universitas Brawlia this present study used pictures as media since the main	rsitas Brawijaya
Brawijaya	University objective appearance of various types of picture is to visualize the concept to be	
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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijaya
Brawijaya	Universitas BrayStorytelling Pieces is a modified visual teaching media constructed		
Brawijaya	Universita combining the picture and a stick. This combination is meant for the stude	Universitas nts to	Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijaya
Brawijaya	Universita be able to move around the instrument as they presenting the story and inc		
Brawijaya	University their imagination. According to Asher (2000), storytelling pieces are picture	Universitas res of	Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijaya
Brawijaya	University characters and items in a story that children manipulate or move around a		
Brawijaya		Universitas	
Brawijaya	Universitas Braw Storytelling Pieces can be used to stimulate students' imagin	Universitas	Brawijaya
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Brawijaya	creativity, and their ability on organizing the idea of story. As stated by	Universitas Asher	Brawijaya
Brawijaya	TOTAL CONTRACTOR OF THE PARTY O		
Brawijaya Brawijaya	Universi (2000), storytelling pieces are pictures of characters and items in a story Universi		Brawijaya
Brawijaya	Universi children manipulate or move around as the story is told.		Brawijaya
Brawijaya	Universit The consideration of using storytelling pieces are because student		
Brawijaya	Universit	niversitas	Brawijaya
Brawijaya	usually interested in something visual and manipulate-able rather than word	ls. By Universitas	Brawijaya
Brawijaya	Universita giving them a certain media that can be manipulated, they can learn new	•	
Brawijaya	Universitas which can encourage them to pay more attention to the material given. Acco	Universitas ording	Brawijaya
Brawijaya	Universitas E	Universitas	Brawijaya
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Brawijaya	"Visuals are used effectively to strengthen communication Visuals	Universitas	
Brawijaya	nerp people remember what they hear. The trick is in relating what		
Brawijaya	Universitas Bravremember pictures than to remember just words. People like to put		
Brawijaya	into mistore and at the committee Warrant and that coincide all all and a		
Brawijaya Brawijaya	following key roles in our life."	Universitas Universitas	
Brawijaya		Universitas	
Brawijaya	Based on the statement above, it is hoped that by using storytelling p	pieces	Brawijaya
Brawijaya	University as visual media in this research, the students will be able to remembe		
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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita pronunciation as it is being retold rawijaya Universitas Brawijaya Universitas Brawijaya
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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas 2.8 Narrative Speaking itas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Bravilaya Narrative speaking can be defined as an activity to tell about past events or
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita experiences, whether true or fictitious to entertain or amuse listeners. Inersitas Brawijaya
Brawijaya	Universitas Brawijaya conclusion, a narrative speaking is an activity involving oral performance to tell ersitas Brawijaya
Brawijaya	Universitas Brawi
Brawijaya	Universita about past events whether it is true or not in order to entertain or amuse theersitas Brawijaya
Brawijaya	Universitas Brawijaya
Brawijaya	Universita Universitas Brawijaya
Brawijaya	Universi Narrative is one of genres taught at the second grade students of junior highersitas Brawijaya
Brawijaya	Universi Universi school. Celce-Murcia (2001) stated that narrative is structured around the inversitas Brawijaya
Brawijaya	
Brawijaya	Universit chronological development of events and is centered on a person or hero ersitas Brawijaya
Brawijaya	Universit Consequently, a narrative is usually personalized or individualized and tells about
Brawijaya	Universita Universitas Brawijaya
Brawijaya	Universita the events related to the person or persons involved. It means that a narrative ersitas Brawijaya
Brawijaya	Universitas Universitas Brawijaya contains story by presenting the sequence of events and actors which are
Brawijaya	Universitas Brawijaya
Brawijaya	Universita characterized as heroes or cowards. A Universitas Brawijaya
Brawijaya	Universitas Brawijaya Based on curriculum 2006, the characteristic of narrative is conflicts and
Brawijaya	Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita resolution factors that happen in the story. Narrative is aimed to entertain listeners ersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	
Brawijaya	Universita complications and resolutions may be one or more. Narratives sequence people or ersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	University characters in time and place but differ from recounts in that through the ersitas Brawijaya
Brawijaya	University sequencing. In the narrative, the stories set up one or more problems, which mustersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas eventually find a way to be resolved wijaya Universitas Brawijaya Universitas Brawijaya
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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unigersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawnarrative consists of four generic structures. They are orientation, ersitas Brawnjaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University complication, resolution, and re-orientation. Orientation tells the audience about a Brawijava University the characters in the story, where the story takes place, and when the action ersitas Brawijaya University happens. Complication is where the problem appears until reaches the climax. The ersitas Brawijava story is pushed along by a series of events, during which we usually expect some ersitas Brawijaya University sorts of complications or problems to arise. The complication usually involves the arise Brawijava Universities main character(s) that often mirrors the complications in real life. While in wersities Brawijaya University Resolution the complication is sorted out or the problem is solved. The ersitas Brawijava 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 ersitas Brawijava There are also typical linguistic features common to narrative, those features ersitas Brawijaya and are often signalled by the sequenced in time University conjunctions or connectives that are used, like once upon a time, one day, then, ersity Brawi before, soon, and others. 2) They usually use "action" verbs that describe what University people do. It is usually past form, like stayed, climbed, carried out, and others. 3) ersitas Brawijaya They often contain dialogue and saying verbs that how people spoke, said, replied, University and others. 4) They use adjectives that make a noun phrase like long black hair, ersitas Brawijaya two red apples, and others. 5) They use adverbs and adverbial phrases that University refer to setting of action like here, in the mountain, happily ever after, and elisities Brawijaya others. 6) They use nouns like stepsister, housework, and others. Universitas Brane are many types of narrative, like fairy stories, mysteries, fiction, ersitas Brawijaya University romances, horror stories, adventure stories fables, myths and legends, historical Brawijaya Universitas Brawijaya

Unizersitas Brawijava Universitas Brawijaya Universitas Brawijaya universities narratives, ballads, and slice of life. By identifying linguistic features of narrative, ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universita we can be easy in arranging our lesson objective to the students in order to be assistant Brawijava Universitas Well-understood by them. Brawijaya Universitas Brawijaya Universitas BrayThe previous study was done by Efrizal (2012) entitled Improvingersitas Brawijava Universities Students, Speaking through Communicative Language Teaching Method at Mts Ersitas Brawl Universita Ja-alhaq, Sentot Ali Basa Islamic Boarding School of Bengkulu, Indonesia the ersitas Brawii reason why researcher choose this thesis because Communicative Language Teaching method could motivate the students to be active and had a greatersitas Braw participation in speaking activity during teaching and learning process in classroom. The main purpose of this study was to get known the improvement of ersitas Brawii teaching English speaking by using Communicative Language Teaching method. Universita The method of this research was the classroom action research (CAR). From this ersitas Braw thesis, it can be concluded that communicative language teaching method can be University applied in teaching English speaking because by applying the method teaching ersitas Brawijaya speaking can be more effective, and it is able to improve students' speaking Universita achievement. The data in this research were used the percentages analysis. The ersitas Brawijaya 'awijaya Universitas respondents of this research were VII A students of Mts Ja-alhaq, Sentot Ali Basa University Islamic Boarding School of Bengkulu which consist of 25 students. Based on electrons Universitas Brawijaya Universitas Brawijaya 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

Universitas Brawijaya Universitas Brawijaya Unigersitas Brawijava Universitas Brawijaya Universitas Brawijaya can improve students, speaking achievement at the first year students of Mts Universitas Brawijaya Universitas Brawijaya Universita Ja-alhaq, Sentot Ali Basa Islamic Boarding School of Bengkulu academic year ersitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Bray Another study has been done by Latif (2013) entitled Using Storytelling to ersitas Brayijava University Increase Speaking Performance of PAI Students of Muhammadiyah University of ersitas Brawijaya University Metro. The study was intended to increase speaking performance of PAI ersitas Brawijava University of Metro by using story telling. The University current researcher adapts and uses the previous research's instruments such as; ersitas Brawii observation sheet, field notes, and speaking test and apply it for the current research. The method of the research is collaborative classroom action research exists B 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 ersitas Brawii collaborative action research and involve a collaborator who help the researcher's University recent research. The instruments of the research were observation sheet, field ersity Brain notes, and speaking test. The criteria of success of the research were 100% from University thirty students were active in the classroom and got score equal to or more than ersitas Brawijaya 70. The result showed that twenty two students got score 70 in Cycle 1 and thirty Universita in Cycle 2. Universitas BrawThe similarity between both of the previous study with this research is in University the research method. This present research will use CAR (Classroom Action ersites 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 a second because this method can get the accuracy result from the reality contexts. It means a second because this method can get the accuracy result from the reality contexts. Universitas Brawijaya Universitas Brawijaya by using the CAR method it will be able to find out how the research in the

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Brawijaya	Universitas Brawijaya	Universitas Bra	awijaya U	Iniversitas	Brawijaya	Universitas	Brawijaya
Brawijaya	Universitas Brian While to	ne difference this n	resent reseat	rch with the r	previous study	Universitas	Brawijaya
Brawijaya	Universitas Brawijaya	Universitas Bra	awijaya U	Iniversitas	Brawijaya	Universitas	Brawijaya
Brawijaya	Universita tools used (Stor	ytelling piece). The	e use of this	tool in the p	resent research	hus toersitas	Brawijaya
Brawijaya	Universita know how the	Storytelling pieces	can improve	e the XI IPS	5 Students sp	eakingersitas	Brawijaya
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Brawijaya	Universitas Brawijaya	Universitas Bra				Universitas	
Brawijaya	Universitas Brawijaya	Universitas Bra				Universitas	
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Brawijaya	Universitas Brawijaya	Universitas Bra				Universitas	
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Brawijaya	Universitas Brawijava	Universites Rra				Universitas	

Unizersitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas BravThis chapter presents the discussion on research design, researchersitas Brawijaya Universitas Brawijaya Universita criteria of success. In J Universitas Brawijaya 3.1 Research Design In this study, researcher used Collaborative Classroom Action Researchersitas Brawijaya (CCAR) because the researcher was actively collaborate with the classroom teacher to conduct this action research. According to Kemmis (in Hopkins, 1985) arsitas Brawijaya action research is a form of self-reflective enquiry undertaken by participants in social (including educational) situations in order to improve the rationality andersitas Brawijaya justice of their own social or educational practices, their understanding of these Universita participants, and the situations in which the practices are carried out. Researcherers tas Brawijaya chose CCAR to be applied in this study because this study was talking about how University the students improve their speaking skill that was seen from the improvement of ersity Brawijaya their fluency and the improvement of organizing their idea of generic structure in Universita narrative text. According to Kemmis and McTaggart (in Burns, 2010), action research Universitas Brawijaya Universita typically involves four broad phases in a cycle of research. The first cycle may ersitas Brawijaya Universitas Brawijaya Universitä researcher has achieved a satisfactory outcome and feels it is time to stop. Aersitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya **Universitas Brawijaya**

Universitas Brawijaya Universitas Brawijaya Unicersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava representation of an action research protocol by Kemmis is provided in the ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Ollowing figure: Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Petenj **Universitas Brawijaya Universitas Brawijava** University CLE I Reflect Revised **Universitas Brawijaya** Iniversitas Brawijaya niversitas Brawijaya Figure 3.1: Action Research protocol by Kemmis niversitas Brawijaya The above figure clearly displays the interactive nature of action research Universita along with the major steps of planning, action, observation, and reflection. In this ersitas Brawijaya Universities study, the researcher used the same steps in order to get the data objectively. Universitas BM 1. Plan Universitas Bra Before the classroom action research could be effectively started, the University researcher had to prepare all which support learning process. The instrumentersity Brawijaya includes preparing pre-test, formulating the purpose of learning process, preparing Universita material, making lesson plan, designing the steps in class action, preparing sheets ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universita for classroom observation and setting the criteria of success. It was important to Universitä set the exact criteria of success since it was used to know whether the state Brawijaya Universita implementation of storytelling pieces was success or not. Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas BravIn this step, the researcher implemented action research and does	
Brawijaya	University actions such as giving pre-test, implementing the storytelling pieces in	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	University asking the students if there are any difficulties orally, and giving pos-test	
Brawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Univer ersitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Braw³ijaObserve	Universitas Brawijaya
Brawijaya	Universitas Bravillos Observation step was conducted to know the students' response to	Universitas Brawijaya
Brawijaya	Universitas Brawi	Universitas Brawijaya
Brawijaya	Universita the material given, the way of thinking of the students, and everything the	
Brawijaya	Universities during the learning process. This step can be done by filling out the observations.	Universitas Brawijaya
Brawijaya	Universita	universitas Brawijaya
Brawijaya	Universi sheet which is done by researcher partner as the observer. Here, the rese	
Brawijaya	Universi Universi also gave pre-test and post-test for the students to know whether the crit	I hiversitas Brawijaya
Brawijaya	Universi	
Brawijaya	Universit success is achieved or not.	hiversitas Brawijaya
Brawijaya	Universit 4. Reflect	niversitas Brawijaya
Brawijaya	Universita	niversitas Brawijaya
Brawijaya	Universita. The final step was reflection. Based on the result of the observation	
Brawijaya	Universitas researcher made an evaluation to the students during the learning process Universitas	Universitas Brawijaya in the
Brawijaya		
Brawijaya	Universita classroom. It was important to find the problem of the students in the eye	
Brawijaya	Universitas Bralater on, the problem can be solved.	Universitas Brawijaya
Brawijaya	Universitas Braw 1 1 Jaya	Universitas Brawijaya
Brawijaya	Universitas Brawija wijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijay	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Bravajaya Preliminary study rawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universities Brawlin this study, researcher did the preliminary study in order to know	
Brawijaya	Universita problem that is faced by the students and to set the criteria of success	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	University preliminary study was done from August 15 th until September 3 rd 2016. In o	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas et the information about students condition, researcher distributed the
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita questionnaire to the students to know what kind of students' interest in learning ersitas Brawijaya
Brawijaya	Universita English, students' ability in speaking skill, difficulties they faced in learning ersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita speaking, and the students' opinion about the teacher's teaching techniques ersitas Brawijaya
Brawijaya	Universita (appendix 1). As the addition, researcher interviewed the teacher about English ersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita implementation during learning activity, students' ability in speaking skill, ersitas Brawijaya
Brawijaya	Universities problems and difficulties faced by students, media and kind of activity that is used ersitias Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita in the classroom, and teaching speaking process during the class (appendix 2). Iniversitas Brawijaya
Brawijaya	Universitas Beside questionnaire distribution for the students and interview towards Beside questionnaire distribution for the students and interview towards
Brawijaya	Universita Universitas Brawijaya
Brawijaya	Universi the teacher, researcher also conducted a pretest in order to know the students'ersitas Brawijaya Universi Linear
Brawijaya Brawijaya	Universi Universi basic speaking ability before researcher applies the treatment. The result of pretest Brawijaya
Brawijaya	Universit would be used as the early data on the students' speaking skill. The speaking testersitas Brawijaya
Brawijaya	Universita Iniversitas Brawijaya
Brawijaya	that was used in this pre-test is the same test that later on will be applied in the Universitas Brawijaya
Brawijaya	Universita end of cycle as post-test. The pre-test was in the form of speaking test aboutersitas Brawijaya
Brawijaya	Universitas Universitas Brawijaya retelling a narrative text titled Thumbelina. Here, the students were asked to
Brawijaya	Universitas Brawijaya
Brawijaya	Universita analyze a video titled Thumbelina. After that, the students were asked to retell theersitas Brawijaya
Brawijaya	Universitas Brawijaya story based on narrative's generic structure. Universitas Brawijaya Universitas Brawijaya
Brawijaya	
Brawijaya	Universitas BravBefore starting the pre-test, students were divided into severi groups, leachersitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya Brawijaya	group consists of four students. Each student was asked to prepare a recorder in Brawijaya
Brawijaya	University their cell phone since their products of retelling the story will be recorded. Each Sitas Brawilaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita students from the group will be taking turn to retell the story, while the rest of the Brawijaya
Brawijaya	Universita group members make sure that the performer (the student who is retelling the ersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita story) is not making frauds and keep the story recorded. Students were not practical Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	universita allowed to hold any notes or written material since they have to retell the	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	University honestly. Later on, the researcher used the recorded speaking test after the	
Brawijaya	Universitä finish based on the scoring rubric that has been made. The result of pretest	Ilniversitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universita that the students need to improve their speaking skill because the average so	core of ersitas Brawijaya
Brawijaya	Universitä students' pretest was 68 and 53.5% students passed the KKM (appendix 7a).	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas BrayBased on the preliminary study, it can be concluded that the pro-	
Brawijaya	University occur because the students have difficulties to find appropriate vocabular	Universitas Brawijaya
Brawijaya	Universitas Brawi	Universitas Brawijaya
Brawijaya	Universita effects on their fluency of generating idea during speaking in target lan	
Brawijaya	Universita Thus, students' fluency in speaking English became a problem in this Universit	Universitas Brawijaya study.
Brawijaya Brawijaya	Universit Researcher chose narrative and storytelling method since it was hop	
Brawijaya		
Brawijaya	University university applying storytelling and narrative, a good and positive atmosphere work.	uld be
Brawijaya	Universit created in classroom environment.	niversitas Brawijaya
Brawijaya	Universit	niversitas Brawijaya
Brawijaya	With a narrative, the students did not have to remember a series of	dates, Universitas Brawijaya
Brawijaya	Universita facts or principles. They only needed to remember the premise of the sto	
Brawijaya	Universitas addition, storytelling itself was a good way to capture the students' imagina Universitas a	Universitas Brawijaya
Brawijaya	Universitas L	Universitas Brawijaya
Brawijaya	Universita a way that they can understand and relate. Hence, Storytelling and narrative	
Brawijaya	Universitas Bra considered the proper method to be applied since they provide the opportunity	Universitas Brawijaya
Brawijaya	considered the proper method to be applied since they provide the opportunities by	
Brawijaya	Universita insert fun element into the learning activity.	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Planning Universitas Brawijaya	Universitas Brawijaya
Brawijaya		Universitas Brawijaya
Brawijaya Brawijaya	Universitas Brawijava Haiversitas Brawijava Haiversitas Brawijava	hadh _{to} ersitas Brawijaya Universitas Brawijaya
Brawijaya Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas prepare all materials, instruments, and design the procedure of conducting	ng the Praviley
Brawijaya	action. In this study, the researcher used Storytelling Pieces to improve stu	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universita speaking skill. The researcher determined the subject of the study and pro-	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	University some exercises of speaking skill based on syllabus. Here, the researcher designed
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	University the lesson plan to help the researcher during the classroom action research. University Brawijaya
Brawijaya	Universitas BravThere would be four meetings in one cycle in this study. Time allocation ersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita for each meeting is 2x45 minutes. The researcher used the first meeting as "ice ersitas Brawijaya
Brawijaya	University breaking activity. The activities in first meeting would be introduction of
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita narrative text and its elements. The elements cover generic structure and language ersitas Brawijaya
Brawijaya	Universitas Brawijaya features. It aimed to build students' knowledge about narrative text. It would
Brawijaya Brawijaya	Universitas Braw' Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	
Brawijaya	Universitas Universitas The second meeting would be about the continuation from the previous Iniversitas Brawijaya
Brawijaya	Universi meeting. The researcher started the activity by reviewing the students'ersitas Brawijaya
Brawijaya	
Brawijaya	Universi understanding upon narrative text based on its explanation from previous meeting.
Brawijaya	Universit This activity aimed to refresh students' knowledge about narrative text. Here, ersitas Brawijaya
Brawijaya	Universita Iniversitas Brawijaya
Brawijaya	researcher continued the activity by showing narrative video entitled Three Little Universitas Brawijaya
Brawijaya	Universita Pigs. Before asking the students to retell the story of three little pigs, theersitas Brawijaya
Brawijaya	Universitas Prawijaya researcher showed to the students how to use the media (storytelling pieces) and universitas Brawijaya
Brawijaya	
Brawijaya	Universita demonstrate it in front of the class.
Brawijaya	Universitas Bra The implementation of storytelling pieces was started by preparing the line of the li
Brawijaya	
Brawijaya Brawijaya	Universita storya of jthree little pigs. After that, the students could made aboutersitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita important point that related to the story, it was hoped the text would helped the
Brawijaya	University students to remember the story when they are asked to retell the story later on. Six as Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita However, when performing in front of the class, the student had to put down the Brawijaya
Brawijaya	University notes they made before. The next step was performing the story in front of the ersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	University class using storytelling pieces. The storytelling pieces were pictures of characters Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita and items that are related to the Three Little Pigs. iversitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas BrayWhen coming forwards, the student held two items of storytelling pieces; ersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	University the characters of the story on one hand and the item of the story on the other hand.ersitas Brawijaya
Brawijaya	University For example, the student held the first pig character on the right hand, and the ersity Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita house of hay item on the left hand when he was retelling first pig build a house of ersitas Brawijaya
Brawijaya	University hay part. The same steps also applied when the student retold other parts of the
Brawijaya	Universitas Brawi
Brawijaya	University story; the student held the second pig character and the woodhouse when he was ersit as Brawijaya
Brawijaya	Universitas retelling second pig build the woodhouse. The student also needed to hold the
Brawijaya Brawijaya	Universitation Univer
Brawijaya	
Brawijaya	Universi Uni
Brawijaya	Universit woodhouse, and the broken house of hay when the students retold the wolf blewersitas Brawijaya
Brawijaya	Universita Iniversitas Brawijava
Brawijaya	Universita of the first and second pig houses part. Universita Dniversitas Brawijaya
Brawijaya	Universitas After the researcher explained the implementation of storytelling pieces toersitas Brawijaya
Brawijaya	Universitas the students, the next activity would be about retelling the story of three little pigs
Brawijaya	Universitas L
Brawijaya	Universita using storytelling pieces that would be done by the students of XI IPS 5. Later on, ersitas Brawijaya
Brawijaya	Universitas Bra this activity would be scored based on the scoring rubrics (appendix 4) and used
Brawijaya	Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita as the post-test. The measurement upon students' speaking skill using storytellingersitas Brawijaya
Brawijaya	Universitas Brawijaya
Brawijaya Brawijaya	
Brawijaya	Universitas Brawijaya
Brawijaya	In this activity, the students of XI IPS 5 retold the story of three little pigs
Brawijaya	University individually in front of the class. Each student was given five up to six minutes to exist as Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	University retell the story in front of the class. Since the activity consumed so much time, the ersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijava - Universitas Brawijava - Universitas Brawijava - Universitas Brawijava

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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Unizersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	researcher divided the students' performance, on this meeting there were or	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universita up to fourteen students who retell the story in front of the class. rawijaya	Universitas Brawijaya
Brawijaya	Universitas BravThe third meeting would be about the continuation from the s	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	University meeting. Here, the retelling activity by the students continued and it was	hopedersitas Brawijaya
Brawijaya	University that all of the XI IPS 5 students could finish the activity in this meeting.	. After Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	University retelling story activity is done, the researcher sum up the students know	
Brawijaya	Universities upon narrative text by asking the students to mention the generic structure of	f three Brawijaya
Brawijaya	Universitas Brawi	Universitas Brawijaya
Brawijaya	Universitadiffle pigs.	Universitas Brawijaya
Brawijaya	Universitas Universita On the fourth meeting, the researcher reviewed students' understa	Universitas Brawijaya anding
Brawijaya	TOTAL COLUMN TO A	
Brawijaya	Universi upon narrative text once again. If the activity from the previous meeting w	as notersitas Brawijaya
Brawijaya Brawijaya	Universi Universi Universi	on, the
Brawijaya	Universit researcher evaluated the result of students' tests in the second, third and	
Brawijaya	Universit	niversitas Brawijaya
Brawijaya	meeting in order to know whether the students' score had improved from the	he first Universitas Brawijaya
Brawijaya	Universita meeting.	Universitas Brawijaya
Brawijaya	Universitas	Universitas Brawijaya
Brawijaya	Universitas L 3.2.3 Acting	Universitas Brawijaya
Brawijaya	Universitas B. In this step, the researcher carried out the entire detail action in specific	eakingersitas Brawijaya
Brawijaya	Universitas Bra class. The teaching activities were conducted based on the lesson plans th Universitas Braw	Universitas Brawijaya
Brawijaya	Universitas Braw	Universitas Brawijaya
Brawijaya	Universita been made before. The storytelling pieces were used to teach the class	
Brawijaya	Universitas Brawijay Universitas Communicative Language Teaching (CLT) approach. CLT aims to	Universitas Brawijaya
Brawijaya		
Brawijaya	Universita communicative competence as the goal of the language teaching and de-	*
Brawijaya	Universitas Brawijaya	universitas Brawijaya
Brawijaya		
Brawijaya	University interdependence of language and communication (Richards et. al, 1999).	The state of the s
Brawijaya	Universitas Brawijaya	Universitas Brawijaya Skillversitas Brawijaya
Brawijaya		
Brawijaya Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijaya
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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijaya
Brawijaya	University especially in speaking. Thus, the researcher chose this CLT approach to be	Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijaya
Brawijaya	Universita@pplied.in.this study iversitas Brawijaya Universitas Brawijaya Universitas	Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	
Brawijaya	Universitas BrayThis activity started from greeting and called the roll briefly. This activity ersitas	Brawijaya
Brawijaya	Universita was conducted in every meeting. Here, the researcher tried to make active and	Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas	Brawijaya
Brawijaya	Universita focus on the students' general interest and intention towards the material given ersitas	Brawijaya
Brawijaya	Universitas By this activity, the researcher intended to active the students' prior knowledge	Brawijaya
Brawijaya	Universitas Brawi	Brawijaya
Brawijaya	Universita related to the topic. During pre-activity, the researcher asked some questions ersitas	
Brawijaya	Universitas related to the topic.	
Brawijaya	Universitas	
Brawijaya		Brawijaya
Brawijaya	University	Brawijaya
Brawijaya		
Brawijaya	Universit students. On the first meeting, the students were introduced to the narrative textersitas Universit	
Brawijaya Brawijaya	Universita and its elements. The elements here cover generics structure and the language universitas	Brawijaya
Brawijaya	Universita features of the text. The aim of the first meeting was to build students'ersitas	
Brawijaya	Universitas background knowledge of narrative text.	Brawijaya
Brawijaya	Universitas Universitas	Brawijaya
Brawijaya	Universitas Bl. On the second meeting, the students were introduced to the storytellingersitas	Brawijaya
Brawijaya	Universitas Bra pieces. However, before the students were able to use the storytelling pieces, the Universitas Bray Universitas	Brawijaya
Brawijaya		
Brawijaya	Universita researcher demonstrated it to the students. After the demonstration, the students ersitas	
Brawijaya	Universitas Brawijay. Universitas were asked to retell the story of three little pigs using storytelling pieces in front ersitas	Brawijaya
Brawijaya		
Brawijaya	Universitas Brawijaya	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universitas Brawijaya Universita	Proviiova
Brawijaya Brawijaya		
Brawijaya	Universita by using the storytelling pieces. Here, the researcher measured the students ersitas Universitas Brawijaya Universitas Brawijaya Universitas	
Brawijaya	University speaking skill based on the scoring rubrics that has been made before. University University Speaking skill based on the scoring rubrics that has been made before.	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	
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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	

Universitas Brawijaya Universitas BrayIn post activity, the researcher reviewed the material that had been ersitas Brawijaya University discussed before together with the students. The researcher also explained brief states Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University explanation and the conclusion about what they had learned. Brawijava Universitas Brawii ava Observing Universitas Bray During the action of the collaborative action research, the researcher estates Brayijava Universities observed the students that were seen from the improvement of their fluency and Universita organizing idea. The observation was in the form of filling up the observation ersitas Brawijaya sheet of the students' activity during the lesson by observing the teaching and learning activity. Thus, the researcher would be able to analyze students'ersitas Brawijaya improvement and progress. Hence, the observation sheet (appendix 3) was needed versitas Brawijaya to complete this study. 3.2.5 Reflecting After carrying out the teaching and learning activities based on theersitas Brawijaya treatment and lesson plans, the researcher evaluated the result to see whether there Universita is the improvement from the action program. By conducting the reflection, theersitas Brawijaya researcher found whether it was necessary to conduct another cycle. Universitas BravIn this study, the reflection was done after the fourth meeting is completed ersitas Brawijaya awijaya Universitas Brawijaya Universitas The scoring process was conducted in the fourth meeting. Thus, researcher could Brawijaya Universital decide whether the score was already matched the criteria of success. If the score elisital Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya was matched, then the study was succeed, but if the score did not matched the Universita criteria of success, then the researcher needed to conduct the cycle 2 based on the ersitas Brawijaya Universitas effection from the previous cycle rawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawning Study was conducted in SMA Negeri 1 Jombang, which is local	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universita jl. Bupati RAA Soerodiningrat no. 8 Jombatan Jombang, East Java. The re-	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universita academic year 2016/2017. Yersitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Bravija Negeri 1 Jombang is one of the favorite schools in Jo	Universitas Brawijaya
Brawijaya	Universitas Brawijaya	Universitas Brawijaya
Brawijaya	University regency. There are 25 classes in that school that covers 9 classes of first grades of the school that covers 9 classes of first grades of the school that covers 9 classes of first grades of the school that covers 9 classes 10 classe	
Brawijaya	Universities Br classes of second graders, and 7 of third graders. Each class consists of 2: Universities	Universitas Brawijaya 5 up to
Brawijaya		
Brawijaya	University 30 students. English, as a main subject is conducted twice a week.	Universitas Brawijaya
Brawijaya	Universi Universi This study was conducted on XI IPS 5 class. This class was	hiversitas Brawijaya chosen
Brawijaya		
Brawijaya	University because the students of XI IPS 5 had a high activity in speaking since they	
Brawijaya Brawijaya	Universit Universit Universit	hiversitas Brawijaya earning Iniversitas Brawijaya
Brawijaya	University activity. However, the students were still difficult to deliver and organizing	
Brawijaya		Universitas Brawijaya
Brawijaya	Universitas idea orderly.	Universitas Brawijaya
Brawijaya	Universitas L. The students in this class were chosen as the research subject wi	
Brawijaya	Universitas B	Universitas Brawijava
Brawijaya	Didik Irfanuddin as collaborator. The collaborator is needed because the	e main Universitas Brawijaya
Brawijaya	Universita teacher of this class is Mr. Didik Irfanuddin . The researcher was a sul	bstituteersitas Brawijaya
Brawijaya	Universitas Brawija wijaya	Universitas Brawijaya
Brawijaya	University teacher when the main teacher could not attend the class for teaching. It could not attend the class for teaching.	
Brawijaya	Universita concluded that XI IPS 5 had a team teacher (the researcher and Mr.	
Brawijaya	Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Ifnaruddin H, S.Pd). The researcher had been substituting teacher since July	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Rrawijava	Universitas Brawijava Universitas Brawijava Universitas Brawijava	Universitas Brawijava

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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi	as Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unisersi	as Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	as Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	as Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	as Brawijaya
Brawijaya	Universitas Brawijaya	as Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit	as Brawijaya
Brawijaya	Universitas Brawing The data in this study was obtained from the students' narrative speaking	as Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi	as Brawijaya
Brawijaya	University test. There were 28 students of XI IPS 5 in SMA Negeri 1 Jombang. Therefore, ersi	
Brawijaya	University researcher focused on how the students improve their speaking skill in organizing University Brawijaya University University Brawijaya University	as Brawijaya
Brawijaya		
Brawijaya	University their idea of generic structure in narrative text. The data in this research were are	as Brawijaya
Brawijaya		as Brawijaya
Brawijaya	Universitas Brawijaya Universit	as Brawijaya
Brawijaya	University (2010) Quantitative research uses objective measurement to gather numerical significance of the control of the cont	
Brawijaya	data that are used to answer questions. Qualitative research, in contrast, focuses on	as Brawijaya
Brawijaya	The state of the s	
Brawijaya	University understanding social phenomena from the perspective of the human participants in each	
Brawijaya	natural settings	as Brawijaya
Brawijaya Brawijaya		as Brawijaya as Brawijaya
Brawijaya		as Brawijaya as Brawijaya
Brawijaya	Universit Along with the process of collecting data, the researcher visited SMA ersit	
Brawijaya	Thought in process of consumer warms that the second of th	D
Brawijaya	Negeri 1 Jombang. This activity intended to observe and to set the preliminary University	as Brawijaya
Brawijaya		as Brawijaya
Brawijaya		D
Brawijaya	Universities B. Data about the students' speaking test was gained from score according to	as Brawijaya
Brawijaya	University the scoring rubrics which was already provided. The test was about students'ersi	
Brawijaya	Universitas Braw Jaiava Universit	as Brawijava
Brawijaya	retelling the story of <i>Thumbelina</i> in the pre-test and <i>Three Little Pigs</i> for the post-	as Brawijaya
Brawijaya	Universitatest. The researcher used the storytelling pieces as the media applied for the	as Brawijaya
Brawijaya	Universitas Brawijaya	as Brawijaya
Brawijaya		
Brawijaya	story.	as Brawijaya
Brawijaya		as Brawijaya
Zrawiiava .	Universitas Brawijava Universitas Brawijava Universitas Brawijava Universit	ac Rrawijava

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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Data Collection Instruments Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Questionnaires Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas BravIn this study, researcher also distributed questionnaire for the st	udents. Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	University According to Ary, et al. (2010) questionnaire is an instrument in	Will Chersitas Brawijaya
Brawijaya	University respondents provide written responses to questions or mark items to indica	te their ersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas responses. The questionnaire was distributed both before and after the treatment of the control of t	Universitas brawijaya
Brawijaya		
Brawijaya	Universita The questionnaire before the treatment aimed to know students' speaking sl	kill and Brawijaya
Brawijaya Brawijaya	Universitas Braw (iaya Universita their interest in learning speaking (appendix 1). In addition, the after tree	Universitas Brawijaya
Brawijaya	Universitas	Universitas Brawijaya
Brawijaya	Universitas questionnaire was about students' responds upon the implementat	ion of Iniversitas Brawijaya
Brawijaya	Universi storytelling pieces for speaking skill activity (appendix 6).	iversitas Brawijaya
Brawijaya	Universit	hiversitas Brawijaya
Brawijaya	Universit 2. Interview Guideline	hiversitas Brawijaya
Brawijaya	Universit Interview is an oral question of a subject oral questioning of a	subjectersitas Brawijaya
Brawijaya	Universit	niversitas Brawijaya
Brawijaya	(Ary, et al. 2010). In this research, the interview was conducted in preli	Dniversitas Brawijaya
Brawijaya	Universita study. Here, the researcher asked the teacher about English implementation	-
Brawijaya	Universitas learning activity, students' ability in speaking skill, problems and diff	Universitas Brawijaya
Brawijaya	Universitas by	Universitas brawijaya
Brawijaya	University faced by students, media and activity that is used in the classroom, and to	-
Brawijaya	Universitas Brausses during the class (appendix 2). Universitas Brausses during the class (appendix 2). jaya	Universitas Brawijaya
Brawijaya		Universitas Brawijaya
Brawijaya Brawijaya	Universitas Brawija 3. Observation Sheet Universitas Brawija 4 wijaya	Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitias Brawnaya Observation sheet was one of the instruments used by the research	cher to
Brawijaya	University collect the data of students' activation during teaching and learning a	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	2
Brawijaya	University upon the use of English vocabulary, their fluency to speak English and ho	www.well
Brawijaya	Universita the students delivering their idea in English. The observation sheet contain	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universita criteria related to the students' speaking activity.	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
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Rrawijaya	Universitas Brawijava Universitas Brawijava Universitas Brawijava	Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Bray The observation was done by the researcher. The observation was done Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University by answering the observation sheet (Appendix 3). The purpose of this instrumenters it as Brawijava Universitas was to know how well the students speaking ability especially in vocabulary and ersitas Brawijaya Universitas Brawijaya Universita fluency aspect during the learning activity a Universitas Brawijaya Universitas Brawijaya Testiversitas P Universitas BrayTest is a method of measuring a person's ability, knowledge, or ersitas Brawijaya performance in a given domain (Brown, 2003). The pre-test and post-test were sitas Brawijaya University used in this study. Both pre-test and post-test were in the form of speaking test-rsitas Brawijaya 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 ersit as Brawijaya hiversitas Brawijava organizing their idea as they speak. The pre-test was about retelling the story of Thumbelina without anyersitas Brawijaya instrument. The purpose of giving pre-test here was to know how far the students Universita understand upon narrative text and how well they delivering the story of ersitas Brawijaya Thumbelina. For the post-test, students were asked to retell the story of *Three* Universita Little Pigs in front of the class using storytelling pieces. The post-test aimed toersitas Brawijaya know students' improvement on delivering the story and understanding upon Universita narrative text. To score both the pre-test and post-test, researcher used the scoring ersitas Brawijaya rubrics that are already provided (appendix4). The rater of the speaking tests was Universita the researcher of this study tas Brawijaya Universitas Brawijaya

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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Unigersitas Brawijaya
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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Bravilla Value of this study were analyzed by using CCAR manner. The	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universita analysis would be about students' speaking score, which was gathered from	
Brawijaya	test. The test was held in the form of speaking test. Here, each student would be universities Brawijaya	Universitas Brawijaya
Brawijaya		
Brawijaya	Universita asked to retell a story in certain topic. Thus, the test was focused on stud	dents'ersitas Brawijaya
Brawijaya	Universitas ability about using certain vocabulary that was related to narrative and how	Universitas Brawijaya fluent
Brawijaya	Universitas Brawijay Yrawijaya	Universitas Brawijaya
Brawijaya	University the student delivers the story. In addition, researcher also used observation	
Brawijaya	interview guideline, and questionnaire to enhance the result of the study. Thu	Universitas Brawijaya us, the
Brawijaya		
Brawijaya	University data of this study will be analyzed quantitatively and qualitatively.	Universitas Brawijaya
Brawijaya	Universi	niversitas Brawijaya
Brawijaya	Universi 3.5.1 Quantitative Data	niversitas Brawijaya
Brawijaya	Universit	hiversitas Brawijaya
Brawijaya	Universit The quantitative data were analyzed by using descriptive sta	niversitas Brawijaya
Brawijaya Brawijaya	Descriptive statistic was to calculate the mean score of the students' spe	eaking Iniversitas Brawijaya
Brawijaya	University results. Based on Ary, et al (2010) Statistical procedures are basically method	
Brawijaya		University a Duravillava
Brawijaya	handling quantitative information, the advantages enable researcher	Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita organize, summarize, and describe observations.	Universitas Brawijaya
Brawijaya		Universitas Brawijaya
Brawijaya	Universitas BravIn this study, researcher only analyzed and scored the students' a	abilityersitas Brawijaya
Brawijaya	Universitas Brawija, wijaya	Universitas Brawijaya
Brawijaya	Universities Brawing based on fluency and vocabulary aspect. The vocabulary-scoring computing the computation of the control o	Universitas Brawijaya
Brawijaya	Universita would measure the students' vocabulary and how well they organizing the ic	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya the story. While the fluency aspects, would be about how well the students d	Universitas Brawijaya
Brawijaya	Universitas Bray, while the fluency aspects, would be about now well the students d	Universitas Brawijaya
Brawijaya	Universita the story according to punctuations and intonation (phrasing); how fast and	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	they deliver the story (pace); how often the student has repetition; and how	
Brawijaya	Bup of interest with water with gain story (upper unit 1).	Universitas Brawijaya
Brawijaya		Universitas Brawijaya
Rrawijaya	Universitas Brawijava Universitas Brawijava Universitas Brawijava	Universitas Rrawijava

D.::::	Helicopetha Descritors Helicopetha Descritors Helicopetha Descritors	Haline well as Dusmillans
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Unioersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya • Calculating students' score	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas BrayThe mean score shows the level of improvement achieved by the s	
Brawijaya	Universitas after following learning process through the implementation of the treatme Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya nt. The
Brawijaya		Universitas Brawijaya
Brawijaya	Universita formula for calculating students, score could be seen below: Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Bravijaya (Max. score a + max. score b) + 40 = 100 rawijaya	Universitas Brawijaya
Brawijaya	Universitas Braw ijaya U es Brawij aya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Braw Calculating mean score of the test	Universitas Brawijaya
Brawijaya	Universitas Br The researcher calculated the mean of the test to measure the impro-	vementersitas Brawijaya
Brawijaya	Universitas	Universitas Brawijava
Brawijaya	University of students' score after calculating the individual students' score. The rese	earcher ersitas Brawijaya
Brawijaya	Universi used formula which is adapted from Sudijono (2012);	niversitas Brawijaya
Brawijaya	Universit	niversitas Brawijaya
Brawijaya	University $\sum_{x} x = \sum_{x} x$	hiversitas Brawijaya
Brawijaya	Universit $Mx = \frac{\sum x}{N}$	hiversitas Brawijaya
Brawijaya	Universit	niversitas Brawijaya
Brawijaya	Universita	Iniversitas Brawijaya
Brawijaya	Universitas Where: Mx: Mean	Universitas Brawijaya
Brawijaya	Universitas $\Sigma_{x: total score}$	Universitas Brawijaya
Brawijaya	Universitas L N: number of students	Universitas Brawijaya
Brawijaya	Universitas B. // a	Universitas Brawijaya
Brawijaya	Universitas Bra	Universitas Brawijaya
Brawijaya	Universitas Braw To know the class percentage which passes the minimum mastery of	Universitas Brawijaya
Brawijaya	Universita the researcher used the formula adapted from Sudijono (2012); wijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya	Universitas Brawijaya
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Brawijaya	P: the class percentage Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas BravThe tests would still be reliable even though some students are	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universita during the research (pre-test and post-test) since the researcher expected	
Brawijaya	Universita 70%, the subjects of the study are already able to deliver the spoken na	Ilniversitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	fluently. The test would be continued if the absence student was not more t	nantenersitas Brawijaya
Brawijaya	University students, which is the amount of participant is more than half of the total s	tudents Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	University in the classroom, 28 students. Based on statistics convention, when the am	
Brawijaya	Universitas participants is more than half of total sample in the classroom, the data	Universitas Brawijaya
Brawijaya	Universitas Brawi	Universitas Brawijaya
Brawijaya	Universita reliable (Bachman, 2004).	Universitas Brawijaya
Brawijaya	Universitas 2.5.2 Oxiditative Pate	Universitas Brawijaya
Brawijaya	Universita 3.5.2 Qualitative Data	Universitas Brawijaya
Brawijaya	Universi Universi Universi Universi Universi	niversitas Brawijaya
Brawijaya	Universi The qualitative data obtained by verbal analysis. The researcher u Universi	niversitas Brawijaya
Brawijaya Brawijaya	Universit questionnaires, observation sheet, and interview guideline as the instru	iments. I niversitas Brawijaya
Brawijaya	Universit Those instruments had function to know students' speaking skill and their	
Brawijaya	Universita in learning speaking; especially in vocabulary and fluency aspect duri	
Brawijaya	Universita	Universitas Brawijaya
Brawijaya	Universita learning activity and also students' responds upon the implementat	
Brawijaya	Universities storytelling pieces as teaching media in teaching speaking narrative activity	Universitas Brawijaya 7. After
Brawijaya	Universitas BIA	Universitas Brawijaya
Brawijaya	Universities Break researcher concluded the the questionnaires, observation sheet	
Brawijaya	Universitas Braw interview guideline in the form of word. Universitas Brawija wijaya	Universitas Brawijaya
Brawijaya Brawijaya	Universitas Brawija Universitas Brawija	Universitas Brawijaya Universitas Brawijaya
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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Criteria of success is set as a measure to say whether the implementation of success is set as a measure to say whether the implementation of success is set as a measure to say whether the implementation of success is set as a measure to say whether the implementation of success is set as a measure to say whether the implementation of success is set as a measure to say whether the implementation of success is set as a measure to say whether the implementation of success is set as a measure to say whether the implementation of success is set as a measure to say whether the implementation of success is set as a measure to say whether the implementation of success is set as a measure to say whether the implementation of success is set as a measure to say whether the implementation of success is set as a measure to say whether the implementation of success is set as a measure to say whether the implementation of success is set as a measure to say whether the implementation of success is set as a measure to say whether the implementation of success is set as a measure to say whether the implementation of success is set as a measure to say whether the implementation of success is set as a measure to say the same of success is set as a measure to say the same of success is set as a measure to say the same of success is set as a measure to say the same of success is set as a measure to say the same of success is set as a measure to say the same of success is set as a measure to say the same of success is set as a measure to say the same of success is set as a measure to say the same of success is set as a measure to say the same of success is set as a measure to say the same of success is set as a measure to say the same of success is set as a measure to say the same of success is set as a measure to say the same of say the same	entation Universitas Brawijaya
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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas I	Brawijaya
Brawijaya	Universita students were able to retell the spoken narrative fluently which shown by mean	Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijaya
Brawijaya	University score of students' post-test that improved from their pre-test. Because of the ersitas	Brawijaya
Brawijaya	University limited time in conducting this study, researcher expected at least 70% the	Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas I	Brawijaya
Brawijaya	Universita subjects of the study are already able to deliver the spoken narrative fluently. Universitas	Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas I	
Brawijaya	Universitas Brault was hoped that 70% of students reach the minimum standard of score ersitas	Brawijaya
Brawijaya	Universita (KKM) 75 in speaking skill. In deciding the criteria of success, the researcher	Brawijaya
Brawijaya	Universitas Brawijaya Universitas I	Brawijaya
Brawijaya	University focused on the improvement of students' speaking skill. This improvement wouldersitas	
Brawijaya	Universitas Brush be measured by using story-telling technique with picture series that could be seen	Brawijaya
Brawijaya	Universitas	Brawijaya
Brawijaya	Universit from how fluent and accurate they deliver during the activity ersitas	
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Universitas Brawijaya Universitas Brawijaya Unigersitas Brawijaya Universitas Brawijaya Universit RESEARCH FINDING sitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Bray This chapter presents the finding from quantitative data, qualitative data, ersitas Brawijaya University and the reflection of the study. Universitas Brawijaya Universitas Bray4.1 Research Finding Universitas BravThis research was conducted only in one cycle because it already met the ersitas Brawijaya University criteria of success. This cycle consisted of four stages, namely planning, ersity Brawijava implementation, observation, and reflection. This cycle finished in four meetings. The first meeting was conducted on Saturday, November 5th 2016. On this ersitas Brawijaya meeting, the researcher explained the narrative text by showing a narrative video Brawijaya entitled Thumbelina. Later on, the students asked to mention the generic structure ersitas Brawijaya and language feature of the narrative text in general and from the video had shown Universita before. This activity aimed to build a basic knowledge about spoken narrative forersitas Brawijaya Universitas, the students. Universities B. On the second meeting which is held on Monday, November 7th 2016, the arsities Brawijaya researcher began the meeting by recalling the students' understanding of narrative University text. Then, the researcher showed a narrative video entitled Three Little Pigs forersitas Brawijaya Universitas Brawijaya the students and asked them to pay attention to the video. Later on, the students Universitas Brawijaya Universitas Brawijaya Universita were asked to retell the story of Three Little pigs in front of the class individually. ersitas Brawijaya Universitas Brawijaya Universita hence the researcher allowed the students to make notes about the story and gave as it as Brawijaya **Universitas Brawijaya** Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya Universitas Brawijaya**

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya them more time to memorize the notes that had made before. After that, the Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University researcher called a student to come forward and asked him to retell the story. University Brawijava Universitas Bray The third meeting was conducted on Saturday, November 12th 2016. The ersitas Brawijaya University researcher started the class by giving brief explanations about narrative text and explanations about narrative text and explanations are started the class by giving brief explanations about narrative text and explanations are started the class by giving brief explanations about narrative text and explanations are started the class by giving brief explanations about narrative text and explanations are started the class by giving brief explanations about narrative text and explanations are started the class by giving brief explanations about narrative text and explanations are started the class by giving brief explanations are started to the class by giving brief explanations are started to the class by giving brief explanations are started to the class of the clas Universitaalso about the story of Three Little Pigs. On this meeting, the students were not University hesitated anymore to come forward and retold the story confidently. Some of the arsitas Brawijava Universities students even volunteered themselves to come forward. Universitas Br The forth meeting was held on Monday, November 14th 2016. The grait as Brawijaya researcher did not need to recall the students' understanding about narrative anymore since they already remember the subject well. There were five students ersitas Brawii 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-ersitas Brawijaya treatment questionnaire to the students. During the implementation of the treatment, the researcher found that ersit as Brawi storytelling pieces made the students learn English in a new way. This way, the University students learnt new material in interesting way. In addition, most of students were ersity Brawijaya very excited with the use of storytelling pieces to improve their speaking skill in Universita narrative text. Storytelling pieces considered effective to measured students'ersitas Brawijaya speaking skills since the students were scored individually during the test. University However, storytelling pieces also had disadvantages on it implementation. The elisitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya storytelling pieces consumed many times during it implementation and became Universita the problem for the classroom's teacher due to English classroom time allocation. Versitas Brawijaya Universitas Brawijaya

Unisersitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Bray The implementation of collaborative classroom action research was done Universitas Brawijaya Universitas Brawijaya University only on preliminary study since the researcher needed the classroom's teacher as Brawijava help to conduct the pre-test. Here, the classroom's teacher helped the researcher to estate Brawijaya University supervise the students during the storytelling process. The supervision was needed Universities to prevent the students from cheating during the pre-test. Moreover, each student Universita was asked to record their speaking product as they delivering the story of ersitas Brawijava Thumbelina. Later on, the researcher and the teacher scored the recorded speaking University test after the class finish based on the scoring rubric that has been made before niversity Brawijava 4.1.1 Finding from Quantitative Data The researcher got the quantitative data from the speaking test that was a sit as Brawi 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 arsitas Brawijaya 5 students' speaking skill by using storytelling pieces as the media, the students Universita were required to retell the story of Three Little Pigs and Thumbelina briefly. The ersitas Brawi data on the students' achievement score were obtained from the students' score Universita from pre-test and post-test. From the speaking test result, the mean score of the XIersitas Brawijaya IPS 5 class in the pre-test is 68. It means that the students' achievement score of Universita speaking test before the researcher implement the treatment a is 53.5% ersitas Brawijaya 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 posttest. 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 Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unicersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas picture of the students' mean score from pre-test to post-test can be seen in figure ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universita 4.1 below ava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Brawijaya Universitas Brawijaya Universitas Brawijava **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Uriz/ersitas Brawijaya Universitas Brawijaya as Brawijava s Brawijaya Universitas Brawijaya **Universitas Brawijaya** Iniversitas Brawijaya niversitas Brawijaya improvement 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 ersitas Brawijaya Universita (appendix 7b). The improvement from the pre-test to the post-test was 4 points. It ersitas Brawijaya Universita was the result of the students' average score from preliminary cycle to treatmentersitas Brawijaya cycle. From the chart above we can see that there was significant improvement of University the students' understanding upon narrative text and speaking skill. After gettingersitas Brawijaya Universitas Brawijaya the students' score, the researcher calculated the score to get the mean score of University pre-test and the percentage of the students who passed the KKM.awijaya **Universitas Brawijaya** Universitas Bray From the result that the researcher got, the percentages of the students who ersitas Brawijaya passed the KKM was 71.50%. The number of the students who passed the KKM Universitas Brawijaya Brawijaya Universita from pre-test to post-test can be seen in figure 4.2 below: as Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava **Universitas Brawijaya** Universitas Rrawijay as Brawijaya Universitas Brawijaya as Brawijaya Universitas Brawijaya as Brawijaya Universitas Brawijaya as Brawijaya Universitas Brawijaya as Brawijaya **Universitas Brawijaya** ijaya **Universitas Brawijaya** Figure 4.2: Percentage of students who passsed the KKM from pre-test and post-test Iniversitas Brawijaya The class percentage which passed the KKM in the pre-test is 53.3%. It Brawijaya hiversitas Brawijaya means that 15 students passed the KKM and 13 students got the score underersitas Brawijaya KKM. In addition, the percentage of the students who passed the KKM in the University post-test is 71.5%. It means that there were 20 students out of 28 students whoersitas Brawijaya Universitation passed the KKM and 28.5% students or 8 students still had score under KKM. University The mean score of the students in the post-test was 72. As the result, storytelling pieces can improve the students' achievement on Universita speaking skill. It was indicated by the number of the students who passed theersitas Brawijaya Universitas Brawijaya KKM score that are more than 70%, meaning that it has already met the criteria of Universitas Brawijaya Universitas Brawijaya Universita success and the mean score from the pre-test to the post-test had increased. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brav4.1.2 Finding from Qualitative Data Iniversitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brav The source of the qualitative data of this study was gained from ersitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universita questionnaire from both in preliminary study and treatment cycle, the observationers it as Brawijaya **Universitas Brawijaya** Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	
Brawijaya	University sheet for the students which is applied in preliminary study, and the interview	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijaya
Brawijaya	Universita guideline for the teacher in preliminary study. Universitas Brawijaya Universitas	
Brawijaya	Universitas Brav The researcher had made questionnaires for the students of XI IPS 5.	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijaya
Brawijaya	Universita There were 28 students in this class. The students got questionnaire before and ersitas	Brawijaya
Brawijaya	University after the research. The questionnaire before the treatment aimed to know the	Brawijaya
Brawijaya	Universitas Brawijaya Universitas	Brawijaya
Brawijaya	University problems faced and in speaking narrative text using storytelling pieces. The result	Brawijaya
Brawijaya	Universitas of the first questionnaire were 10 from 28 students (35.8%) preferred to learn	Brawijaya
Brawijaya	Universitas Brawi	Brawijaya
Brawijaya	Universita English, specially speaking skill through pictures or movies. In addition, 14 outersitas	
Brawijaya	Universitas of 28 students (50%) thought that speaking skill is the most difficult skill among Universitas	Brawijaya
Brawijaya	TOTAL COLUMN TO THE PARTY OF TH	
Brawijaya	University the others skill in learning English. In addition, 10 from 28 students (35.8%) ersitas	Brawijaya
Brawijaya	University stated that fluency became the most difficult obstacles when try to speak in inversities.	Brawijaya
Brawijaya		
Brawijaya Brawijaya	Universit English. Universitas Universitas	
Brawijaya	Result of the after treatment questionnaire were 14 from 28 Students Universitas	
Brawijaya	Universita (50%) thought that storytelling pieces as media in speaking narrative was helpful arsitas	Brawijaya
Brawijaya	Universitas to improve their speaking skill and 7 from 28 Students (25%) stated that Universitas	Brawijaya
Brawijaya	Universitas L	Brawijaya
Brawijaya	Universita storytelling pieces was a fun media to be applied during the learning activity. Inersitas	Brawijaya
Brawijaya	Universitas Braaddition, 13 students out of 28 (46.6%) said that storytelling pieces can motivate	
Brawijaya	Universitas Braw Universitas	
Brawijaya	Universita them to learn English. wijaya Universitas	
Brawijaya	Universitas Brawijaya Universitas	
Brawijaya	Universitas BrayBesides the questionnaire, the researcher also observed the students'ersitas	
Brawijaya	Universitas Brawijaya	Drawijaya
Brawijaya Brawijaya		
Brawijaya	Universita learning process in the preliminary study of the study. The researcher used an ersitas Universitas Brawijaya Universitas Brawijaya Universitas	
Brawijaya	observation sheet to observe the students of XI IPS 5 class. During the learning	Rrawijaya
Brawijaya	University process, the researcher observed the students' response toward the English lesson,	
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	
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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	
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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	University how often and fluent they communicate using English in the classroom, the
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita number of vocabulary the students used to communicate, and how well they ersitas Brawijaya
Brawijaya	University deliver their idea in English based on the observation sheet. From the observation
Brawijaya	Universitas Brawijaya
Brawijaya	Universitae Pravillare Universitae Pravillare Pravillar
Brawijaya	Universita although they find it difficult to understand what the teacher said in English. The
Brawijaya	Universitas Brawijaya
Brawijaya Brawijaya	
Brawijaya	Universitas Brawijaya the complete sentences. Moreover, the students were not able to speak fluently Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita due to their limited vocabulary.
Brawijaya	Universitas Brawijaya
Brawijaya	Universita In order to strengthen the data of this study, the researcher also conducted ersitas Brawijaya
Brawijaya	Universi Universi Universi Universi
Brawijaya	Universi Universi Universi ali Interview session with the English teacher. From the interview that had been hiversitas Brawijaya
Brawijaya	Universi done, it can be stated that most of the students were active and enthusiastic inersitas Brawijaya
Brawijaya	Universit learning process. The students were interested to learn English when the teacher niversitas Brawijaya
Brawijaya	
Brawijaya	Universita provided other media and activities to be applied during the English lesson, ersitas Brawijaya
Brawijaya	Universitate although they have a rather low motivation in learning English. In addition, the
Brawijaya	Universitas Universitas Brawijaya Universitas students were interested in speaking activity and less attractive to writing activityersitas Brawijaya
Brawijaya	
Brawijaya Brawijaya	Universitas Brawijaya because they found it boring when they are asked to write something. However, Universitas Brawijaya Universitas Brawijaya
Brawijaya	University their interest in speaking activity is limited due to their ability to speak fluently ersity Brawijaya
Brawijaya	
Brawijaya	Universitas Brawijaya This obstacle makes the students did not use English and preferred to use Bahasa Universitas Brawijaya
Brawijaya	Universita Indonesia to deliver their idea. The teacher stated that he never uses storytellingersitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya pieces in the classroom. Hence, the use of storytelling pieces was hoped to be able Universitas Brawijaya
Brawijaya	Universita to increase the students' interest in learning English in the future awijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
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Brawijaya	Obtain the data needed. When some problems related to the implementation of Universities Brawijaya	Universitas Brawijaya
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Brawijaya	Universitas Brawijay	Universitas Brawijaya
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Brawijaya	The result of this study showed that there were improvement in study	Universitas Brawijaya lents'
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Brawijaya	University speaking skill, especially in fluency aspects (Phrasing, Pace, Gap/filler,	
Brawijaya	Universi Universi Repetition). In addition, the students' vocabulary was also enriched and	hiversitas Brawijaya
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Brawijaya	Universit Universit Universit	hiversitas Brawijaya
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Brawijaya	Universitas Students from XI IPS 5 already passed the KKM. It also can be said that	Universitas Brawijaya
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Universitas Brawijaya Universitas Brawijaya Universitas BCHAPTER Universitas Brawijaya DISCUSSION Universitas Brawijaya Universitas Brawijaya This chapter covers the discussion of the findings of the implementation of Universita storytelling pieces. The aspects discussed about the students scores and states Brawijaya s Brawijaya Universitas Brawijaya Universitas Brawijaya discussion from the observation and the reflection. Universita 5.1 raThe Improvement of Students' Achievement on Speaking Skill In the first meeting, the researcher gave storytelling pieces with retelling Universita the story style. In implementing the planning step, the researcher used different ersitas Brawijaya 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 ersitas Brawijaya 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 ersitas Brawijaya students out of 28 (71.5%) students who passed the KKM, while 8 students out of 128 (28.5%) still had score under the KKM. The mean score of the students in the ersitas Brawijaya post-test was 72. According to this, a study titled Improving the XI IPS 5 Universita Students' Speaking Skill by Using Storytelling was successful. Universitas BravThe result of this study is in line with the theories from Ganguly (2007) ersitas Brawijaya University and Asher (2000). Based on the Ganguly (2007), pictures can give accurate as Brawijaya University representation of idea; help to define facts and information easily and precisely. In ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas University addition, the researcher also took a theory from Asher (2000) who states that Brawijava storytelling pieces are pictures of characters and items in a story that children Universitas Brawijaya Universitas Brawijaya Universita manipulate or move around as the story is told. Based on the both theories and the ersitas Brawijava Universitas Brawijaya Universitas Brawijaya

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Brawijaya	Universita result data, the researcher concluded that using story telling pieces as media for Brawijaya
Brawijaya Brawijaya	teaching English can improve the speaking skin of the students.
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Brawijaya	Universitas Bravi. The Students' Attitude towards Storytelling Pieces Wijaya Universitas Brawijaya
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Brawijaya	The use of storytelling pieces can give good impact to the students in the
Brawijaya	Universitas Brawijaya Universitas Brawijaya
Brawijaya	University classroom. Based on the observation, almost all students paid attention and gaveersitys Brawijaya
Brawijaya	Universitas Brawijaya comment to the teachers' explanation about the lesson. In addition, most of
Brawijaya	Universitas Brawi
Brawijaya	Universita students were very excited with the use of storytelling pieces to improve their ersitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Universitas Brawijaya Universita Speaking skill in narrative text. The questionnaire also proved that the use of Iniversitas Brawijaya
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Brawijaya	University were problems faced by the teachers' side. The teacher thought that the use of wersitas Brawijaya
Brawijaya Brawijaya	
Brawijaya	Universit storytelling pieces as media needs more cost and consumes a lot of time, that's ersitas Brawijaya Universita
Brawijaya	Universita why the teacher rarely used storytelling pieces as the media. Universita Why the teacher rarely used storytelling pieces as the media.
Brawijaya	Universitas Universitas The researcher decided to use the theories from Ganguly (2007) and Asher Universitas Brawijaya
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Brawijaya	Universita according to Asher (2000), storytelling pieces are pictures of characters and itemsersitas Brawijaya
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Brawijaya	University study. The researcher found that 71.5% students of XI IPS 5 Class achieved the Sitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya minimum mastery criteria (KKM) in speaking skill by using storytelling pieces in
Brawijaya	minimum mastery criteria (KKM) in speaking skill by using storytelling pieces in Brawijaya
Brawijaya	Universita speaking narrative text for eleven grade students of SMA Negeri 1 Jombang ersitas Brawijaya
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Brawijaya	Therefore, the writer concluded the use of storytelling pieces in speaking narrative ersitas Brawijaya
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Brawijaya	text can improv	e the speaking skill of the ele	ven grade students of SMA	Negerii Versitas Brawijaya
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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya CONCLUSION AND SUGGESTION Brawijaya Universitas Brawijaya Universitas Brawijaya This chapter covers the conclusion drawn from the finding and discussion. University This also represents the suggestion for the English teachers in SMAN 1 Jombang, ersitas Brawijaya Brawijaya Universitas Brawijaya Universitas Brawijaya 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 Universita achievement by using storytelling pieces for XI IPS 5 of SMA Negeri 1 Jombang ersitas Brawijaya 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 arsitas Brawijaya 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 ersitas Brawijaya (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 exist as Brawljaya significant improvement of speaking skill of the XI IPS 5 students of SMA Negeri Universitan Jombang after using Storytelling pieces in speaking narrative text. The ersitas Brawijaya 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 ersitas Brawijaya University students of SMA Negeri 1 Jombang was 71.5%. The improvement was also ersitas Brawijaya revealed from the aspects of speaking test. Thus the researcher concluded that the University use of storytelling pieces can improve students' speaking narrative text. **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijāya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Unizersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas BrayGood attitude shown from the result of the observation sheet. Almost allers it as Brayijaya University students paid attention and gave comment to the teachers' explanation about the ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya University lesson. The researcher solved problem faced in the preliminary study. However, ersitas Brawijava Universita the teacher thought that the use of pictures as media needed more cost and time. ersitas Brawijaya 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 University attention to the video and later on, they can get the idea of the story and the rsitas Brawijaya Universitas important part of the story. The researcher also compared the result with the theories from Ganguly ersitas Brawijaya and Asher. Ganguly (2007) stated that pictures can give accurate representationersitas Brawijaya 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 ersitas Brawijava 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 ersitas Brawijaya as media for teaching English can improve the speaking skill of the students. Suggestion Bra The suggestionsa to Inbeersitas Brawijaya considered by the English teacher, the students, and the further researchers based Universita on the conclusion above. Universitas BrayThere were several suggestions for English teachers based on theers tas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas result study. First, English teacher should provide more various media in order to Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universita increase the students' interest to learn English. Thus the students' willingness to ersitas Brawijaya learn English will be increased and achieve better score in the test. Second, the Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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Brawijaya	Universita teacher should hold more speaking activity such as role-play, storytelling, or ersitas Brawijaya
Brawijaya	University puppet show as the media to deliver the material. This kind of activities will make ersitas Brawijaya
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Brawijaya	University the learning activity more fun and attract the students to be more active in the ersitas Brawijaya
Brawijaya	University classroom. In addition, group activity also can save the time allocation. However, ersitas Brawijaya
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Brawijaya	University detailed aspects and the accuracy of the scoring process should become the resitas Brawijaya
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Brawijaya	Universit would have more experience and enriched their vocabulary.
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Brawijaya	Universita	124	STELL			Universitas	
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Brawijaya	Universita Appendix 1: Questionnaire for Students in Preliminary Study wijaya	Universitas Brawijaya
Brawijaya	Universita Berilah tanda (X) pada jawaban yang anda anggap paling sesuai denga	Universitas Brawijaya
Brawijaya	Universita keadaarijanda! Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universita 1. B Apakah anda suka belajar Bahasa Inggris? Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universita 2.B Model pembelajaran Bahasa Inggris seperti apa yang anda suka? Jaya	Universitas Brawijaya
Brawijaya	Universitas Ba. Belajar melalui games c. Belajar melalui lagu as Brawijaya b. Belajar berkelompok d. Belajar melalui media lain	Universitas Brawijaya
Brawijaya	b. Belajar berkelompok d. Belajar melalui media lain	Universitas Brawijaya
Brawijaya	Universita 3.B Urutkan dengan memberi nomor dari 1 (untuk kegiatan yang paling mud	lah)niversitas Brawijaya
Brawijaya	Universitas B sampai dengan 4 (untuk kegiatan yang paling susah)! as Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Blawijay Mendengarkan Membaca rawijaya	Universitas Brawijaya
Brawijaya	Universitas Blaw Berbicara Menulis vijaya	Universitas Brawijaya
Brawijaya	Universitas Br	Universitas Brawijaya
Brawijaya	Universita 4. Dalam kegiatan berbicara, keterampilan apakah yang membuat anda mengalami kesulitan? Urutkan mulai dari nomor 1 (mudah) sampai deng (susah)!	Universitas Brawijaya
Brawijaya	Universita (susah)!	niversitas Brawijaya
Brawijaya	Universi Kelancaran berbicara dalam bahasa Inggris	niversitas Brawijaya
Brawijaya	Universi Ketepatan tata bahasa (grammar)	niversitas Brawijaya
Brawijaya	Universi Ketepatan pengucapan	hiversitas Brawijaya
Brawijaya	Universit	hiversitas Brawijaya
Brawijaya	Universit Pemilihan kosakata (vocabulary)	niversitas Brawijaya
Brawijaya	Universita 5. Apakah anda paham saat guru menjelaskan atau bertanya dengan	Iniversitas Brawijaya
Brawijaya	Universita menggunakan Bahasa Inggris?	Universitas Brawijaya
Brawijaya	Universitas a. Sangat paham c. Cukup paham	Universitas Brawijaya
Brawijaya	Universitas L. b. Kurang pahamd. Tidak paham	Universitas Brawijaya
Brawijaya	Universita 6. B Jika jawaban anda pada nomor 5 adalah b, c atau d, apakah yang	Universitas Brawijaya
Brawijaya	Universitas B menyebabkan anda mengalami kesulitan untuk memahami penjelasan at	
Brawijaya	Universitas B pertanyaan dengan menggunakan Bahasa Inggris? a. Tidak mengetahui artinya c. Jarang digunakannya Bhs. Inggris	Universitas Brawijaya
Brawijaya	b Guru berbicara terlalu cepat d Alasan lainnya:	Universitas Brawijaya
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Brawijaya	Universitas	Braw	rijaya Univers	Identifying the students' motivation in learning	English? Are the students	Universitas	
Brawijaya	Universitas	Braw	rijaya Univers	English English	motivated to learn	Universitas	
Brawijaya	Universitas	Braw	The universimplementation	sitas Brawijaya Unive	rEnglish?rawijaya	Universitas	
Brawijaya	Universitas	Braw	of English	sitas P	What media is used to		
Brawijaya	Universitas	Bław	language	Identifying media that is	support teaching and	Universitas	
Brawijaya	Universitas	Braw	learning in the	used in learning English	learning process in the classroom?	Ulliveisitas	Brawijaya
Brawijaya	Universitas	Braw	classroom	T1 (C)	What kind of activitie	Un iversitas	Brawijaya
Brawijaya	Universitas	Braw		Identifying activities that get students' interest in	do you think that get	universitas	Brawijaya
Brawijaya	Universitas	Br	25	learning English	students' interest in	Universitas	
Brawijaya	Universitas			Tourning English	learning English?	Universitas	
Brawijaya	Universita		The difficulties	Identifying the most	From the four language skills, which one is	Miliversitas	Brawijaya
Brawijaya	Universi		that are faced	difficult skill to be learnt	considered as the mos	iversitas	Brawijaya
Brawijaya	Universi	2.	by the students	by the students	difficult skill?		Brawijaya
Brawijaya	Universit		in English learning	Identifying the reasons	What make the studer	nts liversitas	Brawijaya
Brawijaya	Universit		Tearning	of the difficulty	find difficulties?	hiversitas	Brawijaya
Brawijaya	Universit			Identifying the students' speaking skill in English	How good is the students' speaking sk	niversitas	Brawijaya
Brawijaya	Universita			Identifying the students	What kinds of	iversitas	Brawijaya
Brawijaya	Universitas	\		difficulties in acquiring	difficulties are faced l	_{by} In <mark>iversitas</mark>	Brawijaya
Brawijaya	Universitas	3.	The students' speaking skill	speaking skill	the students?	Universitas	Brawijaya
Brawijaya	Universitas		speaking skin	Identifying factors that	What are factors that	Universitas	Brawijaya
Brawijaya	Universitas	ВМ		make students find	make the students fine	_d Un <mark>iversitas</mark>	Brawijaya
Brawijaya	Universitas	Bra		difficulties in learning to speak English	those difficulties?	Universitas	Brawijaya
Brawijaya	Universitas	Braw		Identifying the existence	Have you ever aya	Universitas	Brawijaya
Brawijaya	Universitas	Braw	The present of	of storytelling pieces in	implemented/ijaya	Universitas	Brawijaya
Brawijaya	Universitas	Braw	The process of teaching	teaching and learning	storytelling pieces in	Universitas	Brawijaya
Brawijaya	Universitas	B 1 aw	speaking in the	process.	teaching speaking?	Universitas	Brawijaya
Brawijaya	Universitas	Braw	iclassroomivers	Identifying the process of teaching speaking in	How is the process of teaching and learning	Universitas	Brawijaya
Brawijaya	Universitas	Braw	rijaya Univers	the classroom	English in classroom	Universitas	Brawijaya
Brawijaya	Universitas	Braw	The use of IVE	Identifying the frequency	rsitas Brawijaya	Universitas	Brawijaya
Brawijaya	Universitas	Braw	English in ivers	of using English in Unive	How often do you use English in teaching an	Universitas	Brawijaya
Brawijaya	Universitas	J.	teaching and	teaching and learning	learning process?	Universitas	Brawijaya
Brawijaya	Universitas	Braw	learning Univers	process. Stas Brawijaya Unive	rsitas Brawijaya	Un iversitas	Brawijaya
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Brawijaya		ss Univer Identifying studen		e to niversitas Brawijaya
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Brawijaya	Universitas Brawijaya	of English in teach	anestion in English	
Brawijaya	Universitas Brawijaya	and rearming-proce	How many times is	onivoronae Brawnjaya
Brawijaya	Universitas Brawijaya	Identifying the fre	quency English tought in a	
Brawijaya	Universitas Brawijaya	of teaching brights	n. 10	
Brawijaya	Teacl	ning Identifying minim	al How about the	Score iversitas Brawijaya
Brawijaya	o. speak	ting in the standard score of I lesson	English minimum standard s	Universitas Brawijaya
Brawijaya	Universitas Brawijaya			
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Brawijaya	Universitas Brawijaya	learning	learning? Why?	Universitas Brawijaya
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Brawijaya	Universita Appendix 3: Observation Sheet for Students Iniversitas Brawijaya	Universitas Brawijaya
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Brawijaya	Universita Materi yang dipelajan ersitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
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Brawijaya	Universitas Br dalam bahasa inggris Siswa mengunakan bahasa	Universitas Brawijaya
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Brawijaya	Universitas Bradengan guru dan teman	Universitas Brawijaya
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Brawijaya	Universita secara runtut dan jelas dalam bahasa inggris	Iniversitas Brawijaya
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Brawijaya	Universita Skor 1 : tidak dilakukan oleh siswa	Universitas Brawijaya
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Brawijaya	Skor 3 : dilakukan oleh siswa dengan cukup baik Universita Skor 4 : dilakukan oleh siswa dengan baik	Universitas Brawijaya
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Brawijaya		Categories		Score versitas Brawijaya
			Student uses various kind of vocabulary and choose	
Brawijaya	Universitas B		proper choice of words	10niversitas Brawijaya
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Brawijaya	Universitas B	Vocabulary	Student uses quite kind vocabulary and choose wijaya	Universitas Brawijaya
Brawijaya		rawijaya	some proper choice of words	<u>Univ</u> ersitas Brawijaya
Brawijaya	Universitas B	rawijaya	Student uses little kind of vocabulary and choose little proper choice of words	4 niversitas Brawijaya
Brawijaya	Universitas B	rawijay	Student does not use various kind of vocabulary and	Universitas Brawijaya
Brawijaya	Universitas B	rawi	does not choose proper choice of words	² Universitas Brawijaya
Brawijaya	Universitas B	r	The student has some attractive idea to make the	Universitas Brawijaya
Brawijaya	Universitas	// /	story attractive, has great elaboration of each	Iniversitas Brawijaya
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Brawijaya	Universi		The student has some clear idea to make the story interesting, has good elaboration of each sequence	niversitas Brawijaya
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Brawijaya		Organizing	presents the essential sequence of the story, and	6 niversitas Brawijaya
Brawijaya	Universita	Idea	retells the story in quite understandable way	Iniversitas Brawijaya
Brawijaya	Universita		The student has unclear idea related to the story,	Universitas Brawijaya
Brawijaya	Universitas		does not present the essential sequence during delivering the story, and does not retell the story in	Iniversitas Brawijaya
Brawijaya	Universitas L		understandable way.	Universitas Brawijaya
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Brawijaya	Universitas B	ra	story attractive, has great elaboration of each	Universitas Brawijaya
Brawijaya	Universitas B	raw	sequence during delivering the story, and retells the	Universitas Brawijaya
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Brawijaya	Universitas B	Maximum	n score: $10 \times 2 = 20$ n Language Assessment Principle and Classroom Practice by D	
Brawijaya	Universitas B	Brown)	Universities Brawijaya	Universitas Brawijaya
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Brawijaya	Universitab Scoring rub	ric for fluency aspects jaya Universitas Braw	/ijaya	Universitas	Brawijaya
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Brawijaya	Universitas Brawijaya	Speaks with good phrasing; adhering to las Braw		Universitas	Brawijaya
Brawijaya	Universitas Brawijaya	punctuation, stress and intonation.versitas Braw	ijaya	<u>Univ</u> ersitas	Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya	Speaks with a mixture of run-ons, mid sentence		Universitas	Brawijaya
Brawijaya	Universitas Brawijaya	pauses for breath, and some choppiness. There is reasonable stress and intonation.	ijaya ⁵	Universitas	Brawijaya
Brawijaya	Universitas Brawijaya	Speaks in two or three word phrases not adhering	ijaya	Universitas	Brawijaya
Brawijaya	Universitas Brawijaya	to punctuation, stress and intonation. Sitas Braw	ijaya ³	Universitas	Brawijaya
Brawijaya	Universitas Brawijaya	Retells at a conversational pace throughout the	_	Universitas	
Brawijaya	Universitas Brawijaya	story.		Universitas	
Brawijaya	Universitas Bra Pace	Retells fast and slow throughout story.	ijaya ⁵	Universitas	Brawijaya
Brawijaya	Universitas Brawi	Retells moderately slowly.	ijaya	Universitas	Brawijaya
Brawijaya	Universitas Brz		va	Universitas	Brawijaya
Brawijaya	Universitas	Student retells the story very fluently, very clearly	10	Universitas	Brawijaya
Brawijaya	Universita	and no gaps is found Student retells the story fluently, clearly and some		Univ ersitas	Brawijaya
Brawijaya	Universi Gap/filler	gaps are found	5	niversitas	Brawijaya
Brawijaya	Universi	Student retells the story not fluently, not clearly	2	hiversitas	Brawijaya
Brawijaya	Universit	and many gaps are found	3		Brawijaya
Brawijaya	Universit	Student retells the story very smoothly without	10		
Brawijaya	Universit	any repetition		Iniv ersitas	
Brawijaya	Universita Repetition	Student retells the story smoothly with some minor repetition found	5	Iniversitas	Brawijaya
Brawijaya	Universita	Student retells the story un-smoothly with many		Universitas	
Brawijaya	Universitas	repetition found	3		
Brawijaya	Universitas Maximu	$\frac{1}{1000} = \frac{10 \times 4}{1000} = \frac{10 \times 4}{1000} = \frac{1000}{1000} = \frac{1000}{100$		Univ ersitas	Brawijaya
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Brawijaya	Universitas. Total score:	raw	/iiava	Universitas	
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Brawijaya	Universita Appendix 5: Lesson Plan (Rencana Pelaksanaan Pembelajaran) ijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya RENCANA PELAKSANAAN PEMBELAJARAN	Universitas Brawijaya
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Brawijaya	Universitas EMATA PELAJARAN SITAS Brawijaya: BAHASA INGGRIS KELAS/SEMESTER : XI/1	Universitas Brawijaya
Brawijaya	Universitas KELAS/SEMESTER : XI /1 MATERI POKOK : Teks naratif berbentuk fabel	Universitas Brawijaya
Brawijaya	Universitas Balokasi Waktursitas Brawijaya: 8 x 45 menit (4 pertemuan)	Universitas Brawijaya
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Brawijaya	Universi pengetahuan, teknologi, seni, budaya, dan humaniora dengan wa Universit kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait pe	
Brawijaya Brawijaya	Universit kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait pe fenomena dan kejadian, serta menerapkan pengetahuan prosedura	al pada reitae Prawijaya
	bidang kajian yang spesifik sesuai dengan bakat dan minatnya	untuk Universitas Brawijaya
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Brawijaya	Universitas Bravinterpersonal dengan guru dan teman. Universitas Brawijaya	Universitas Brawijaya
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Brawijaya	Universitas Bravdamai, dalam melaksanakan komunikasi fungsional. Brawijaya	Universitas Brawijaya
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Brawijaya	Universitas Brawnaratif	sederhana berbentuk legend	a rakyat, sesuai dengan l	conteks Universitas Brawijaya
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	3.10.1 \$	iewa danat menganalisis fun	gei engial etruktur teke dar	uncur
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Brawijaya	Universitas Commun	icative Language Teaching (C	LT) approach	Universitas Brawijaya
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Brawijaya	Universitas Bra Media	: buku teks siswa	/jaya	Universitas Brawijaya
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Brawijaya	video berjudul Three Little Pigs kepada siswa.	ersitas Brawijaya
Brawijaya	Siswa memperhatikan arahan dari guru tentang	ersitas Brawijaya
Brawijaya	penggunaan media storytening rieces.	ersitas Brawijaya
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Brawijaya	Universitas Braw Langkah-langkah penggunaan media W Storytelling wijaya	Universitas Brawijaya
Brawijaya	Pieces: 1) Menyiapkan cerita Three Little Pigs dalam bentuk video	Universitas Brawijaya
Brawijaya	Universita 2) Menampilkan video berjudul Three Little Pigs untuk siswa Wijaya	Universitas Brawijaya
Brawijaya	Universita s B dan meminta siwa untuk memperhatikan video tersebut wijaya	Universitas Brawijaya
Brawijaya	(Siswa diperbolehkan membuat catatan yang berkaitan dengan cerita Three Little Pigs)	Universitas Brawijaya
Brawijaya	Universita 3) Setelah/siswa diberikan waktu/untuk memahami cerita wijaya	Universitas Brawijaya
Brawijaya	Universita B tersebut, asiswa diminta untuk maju kedepan kelas dan wijaya	Universitas Brawijaya
Brawijaya	menceritakan kembali cerita Three Little Pigs menggunakan storytelling pieces sebagai media (Siswa	Universitas Brawijaya
Brawijaya	Universita's B tidak diperbolehkan membawa catatan yang berkaitan wijaya	Universitas Brawijaya
Brawijaya	Universita B dengan cerita Three Little Pigs ketika maju kedepan kelas) rawijaya	Universitas Brawijaya
Brawijaya	4) Ketika menceritakan Three Little Pigs, siswa membawa dua buah dari storytelling pieces; karakter dari cerita pada	Universitas Brawijaya
Brawijaya	Universitas B tangan yang satu dan barang yang terdapat dalam cerita vijaya	Universitas Brawijaya
Brawijaya	Universita's Britersebut pada tangan yang lain. Sebagai contoh, siswa	Universitas Brawijaya
Brawijaya	Universita membawa gambar karakater babi pertama ditangan kanan, dan gamabr rumah jerami ditangan kiri ketika siswa	Universitas Brawijaya
Brawijaya	bercerita tengan babi pertama membangun rumah dari	Universitas Brawijaya
Brawijaya	Universi jerami. 5) Langkah dan cara yang sama juga digunakan ketika siswa	niversitas Brawijaya
Brawijaya	menceritakan hagian-bagian yang lain dalam cerita	niversitas Brawijaya
Brawijaya	(membawa karakter babi kedua dan rumah kayu ketika	hiversitas Brawijaya
Brawijaya	bercerita tentang babi kedua membangun rumah kayu, membawa gambar rumah bata dan karakter babi ketiga	hiversitas Brawijaya
Brawijaya	ketika bercerita bagian babi ketiga membangun rumah dari	niversitas Brawijaya
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Brawijaya	Universita gambar rumah jerami dan rumah kayu yang rusak ketika bercerita tentang serigala meniup dan menghancurkan	Universitas Brawijaya
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Brawijaya	arahan dari guru secara individu didepan kelas.	Universitas Brawijaya
Brawijaya	Post-activity	Universitas Brawijaya
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Brawijaya	Universita Siswa beserta guru menyimpulkan hasil pembelajaran yang telah diterima	Universitas Brawijaya
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Brawijaya	Universitas Braw Siswa dan guru merencanakan tindak lanjut wijaya	Universitas Brawijaya
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