

AN UNDERGRADUATE THESIS

**IMPROVING THE STUDENT'S SPEAKING SKILL
USING STORYTELLING TECHNIQUE
AT THE EIGHTH GRADERS OF SMP N 2 METRO
IN THE ACADEMIC YEAR OF 2015/2016**



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**TARBIYAH DEPARTMENT ENGLISH EDUCATION STUDY PROGRAM
STATE ISLAMIC COLLEGE (STAIN)
OF JURAI SIWO METRO
2016 M/1437 H**

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USING STORYTELLING TECHNIQUE
AT THE EIGHT GRADERS OF SMP N 2 METRO
IN THE ACADEMIC YEAR OF 2015/2016**

**Presented as a Partial Fulfillment of Reqrutments
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Study Program**

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**STATE ISLAMIC COLLEGE (STAIN)
OF JURAI SIWO METRO
2016 M/1437 H**

**PENINGKATAN KEMAMPUAN BERBICARA SISWA
DENGAN MENGGUNAKAN METODE BERCERITA
PADA KELAS DELAPAN DI SMP N 2 METRO
TAHUN PELAJARAN 2015/2016**

ABSTRAK

Oleh:

Rona Fitri Kartiniyadi

Dalam proses belajar mengajar, guru memiliki peranan penting untuk memberikan motivasi dan kontribusi bagi keberhasilan siswa dalam belajar, misalnya menggunakan teknik bercerita di kelas. Tujuan dari penelitian ini adalah untuk mengetahui apakah ada pengaruh penggunaan teknik bercerita terhadap keterampilan berbicara siswa. Penggunaan teknik bercerita dapat berkontribusi untuk memberikan motivasi kepada siswa agar lebih tertarik pada subjek untuk berbicara. Selain itu, jika siswa tertarik pada subjek berbicara, pencapaian pemahaman dalam berbicara siswa akan meningkat.

Penelitian ini merupakan Penelitian Tindakan Kelas. Penelitian ini dilakukan pada siswa kelas delapan SMP N 2 METRO pada tahun ajaran 2015/2016. Dalam penelitian ini, peneliti menggunakan tes, observasi, catatan lapangan, dan dokumentasi untuk mengumpulkan data. Penelitian ini dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, tindakan, observasi dan refleksi.

Berdasarkan hasil pre-test dan post-test menunjukkan adanya peningkatan nilai rata-rata dari pre-tes ke post-tes. Indikator keberhasilan dari proses penelitian ini adalah proses belajar menjadi menarik dan menyenangkan dan siswa mengikuti proses pembelajaran secara aktif. Nilai rata-rata siswa dari pre-tes adalah 57,03, menjadi 66,40 pada pos-tes I, dan pada post-tes II adalah 72,19. Indikator keberhasilan dari penelitian ini adalah pembelajaran berbicara disukai oleh para siswa, para siswa dapat meningkatkan kemampuan berbicara mereka, dan 70 % siswa dapat mencapai KKM dengan nilai 70. Berdasarkan data di atas, dapat disimpulkan bahwa ada peningkatan kemampuan siswa berbicara menggunakan teknik bercerita pada siswa kelas delapan SMP N 2 METRO. Selain itu, dalam proses pembelajaran dengan teknik bercerita, siswa menjadi lebih aktif

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ABSTRACT

**By:
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In teaching learning process, the teacher has an important role to give motivation students' and contribution for the students success in learning, for example is using storytelling technique in speaking class. The purpose of this research is to know whether influence of using storytelling technique toward the students' speaking comprehension skill. The use of storytelling technique may contribute to give motivation to the students in order to be more interested in the subject of speaking. Moreover, if students are interested in the subject of speaking, the achievement of students' speaking skill will improve.

This research is Classroom Action Research. This research was conducted at the eighth grader of SMP N 2 in academic year 2015/2016. In this research, the researcher used test, observation, field note, and documentation to collect the data. This research was done in two cycles. Each cycle consist of planning, acting, observing and reflecting.

Based on the result of pre test and post test show that there is an increase the average score from pre test to post test. The students' average in the pre-test is 57, 03, became 66, 40 in the post-test I, and in the post-test II is 72, 19. The indicator of success of the process of this research is the learning process becomes interesting and fun and the students follow the learning process actively. The indicator of success of the product of this research is the speaking learning is liked by the students, the students can increase their speaking skill, and 70% of students can achieve the grade of MMS, 70. Based on the data above, could be concluded that there was an improving the students speaking ability using storytelling technique at the eighth grader of SMP N 2 METRO. Furthermore, in the learning process by Storytelling technique, students become more active.



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APPROVAL PAGE

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USING STORYTELLING TECHNIQUE AT THE
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ACADEMIC YEAR OF 2015/2016**

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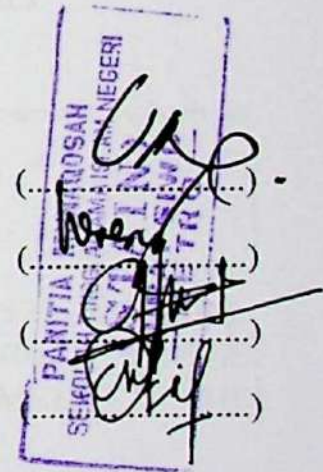
RATIFICATION PAGE

Sti . 06/ 5 /297 /2016

Undergraduate thesis entitled: **IMPROVING THE STUDENT'S SPEAKING SKILL USING STORYTELLING TECHNIQUE AT THE EIGHTH GRADERS OF SMP N 2 METRO IN THE ACADEMIC YEAR OF 2015/2016.** Written by Rona Fitri Kartiniyadi, Student Number (0954957), English Program, has been examined (Munaqosah) in **3rd FLOOR OF THE LECTURES BUILDING** on **Thursday, June 21st 2016.**

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NOTA DINAS

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Number :
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of Rona Fitri Kartiniyadi

To :
The Honorable the Head of
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Assalmu'alaikum, Wr. Wb

We have given guidance and enough improvement to the research, which is written by:

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It has been agreed so it can be continued to the Tarbiyah Department in order to be discussed on the seminar. Thank you very much.

Wassalmu'alaikumWr.Wb

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STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

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States that this proposal of undergraduate thesis is original except certain parts of it quoted from bibliography mentioned.

Metro, 21 June 2016



Rona Fitri Kartiniyadi
Std.N. 0954957

MOTTO

“Real success is determined by two factors. First is faith, and second is action.” (Muslim Motivator “Reza M. Syarief”)

“Anyone who not brave enough to take the risks, will never achieve anything in life.” (Chairil Gibran Ramadhan's book)

“Man Jadda Wajada” (Arabic Proverb)

DEDICATION PAGE

The lord of everything in the world, Allah SWT

My prophet Muhammad SAW

My beloved Husband, Family, Friends, STAIN Metro Lecturs and SMP N 2

METRO Teachers

And Also My Almamater

ACKNOWLEDGMENT

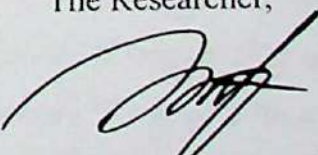
To start with, the researcher would like to extend her gratitude to Allah Subhanahu wata'ala for blessing, health, and also mercy because the researcher can finally accomplish this undergraduate thesis. Shalawat is also sent to Prophet Muhammad Shallallahu'alaihi wasallam who had delivered the truth to human beings in general and Muslim in particular.

Thank to Allah the writer could finish the research thesis entitled "Improving The Students Speaking Skill Using Storytelling Technique At The Eighth Graders Of SMP N 2 METRO In Academic Year Of 2015/2016".

The writer cannot stand alone, there were many persons who contributed their meaningful hands in accomplishing her research thesis that the writer could not mention one by one. The writer thanks to Dra. Umi Yawisah, M.Hum, as the first advisor who has contributed her expertise and idea to assist the writer. The writer also wishes to express his thanks fullness to Mr. Ahmad Subhan Roza, M.Pd. as the second advisor who has given knowledge and experience in finishing this thesis.

Hopefully, this research proposal can be a meaningful benefit for the writer especially and for our campus and all readers generally.

Metro, June 21st, 2016
The Researcher,



Rona Fitri Kartiniyadi
Std.N 0954957

TABLE OF CONTENTS

COVER	i
TITLE.....	ii
ABSTRACT	iii
APPROVAL PAGE.....	v
RATIFICATION PAGE.....	vi
NOTA DINAS	vii
STATEMENT OF RESEARCH ORIGINALITY	viii
MOTTO.....	ix
DEDICATION PAGE	x
ACKNOWLEDGMENT.....	xi
TABLE OF CONTENTS	xii
LIST OF TABLES.....	xv
LIST OF FIGURES.....	xvi
LIST OF APPENDICES	xvii
 CHAPTER I INTRODUCTION	 1
A. Background of the Study	1
B. Problem Identification	4
C. Problem Formulation	4
D. Objective and Benefit of the Study	4
1. Objective of the Study	4
2. The Benefit of the Study	5
 CHAPTER II THEORETICAL FRAMEWORK.....	 6
A. Theoretical Review	6
1. Speaking skill.....	6
a. The Concept of Speaking.....	6
b. The Difficulties of speaking skill.....	7
c. Speaking Performance.....	9
d. Type of Classroom Speaking Performance.....	11
e. The Technique in Testing Speaking.....	13
f. Testing Speaking.....	14
2. Storytelling.....	15
a. The Concept of Storytelling.....	15
b. The Most Important Aspect of Storytelling.....	16
c. Benefits of Storytelling.....	16
d. Storytelling Technique.....	17

e. The Procedure of Storytelling Technique.....	20
3. The Indicator of Achievement.....	22
toward Speaking Comprehension Skills.....	22
B. Action Hypothesis.....	23
CHAPTER III RESEARCH METHOD	24
A. Setting and Subject of the Study	24
B. Action Object.....	24
C. Action Research	25
D. Classroom Action Research (CAR) Cycles	26
1. Cycle I	26
a. Planing.....	26
b. Acting.....	27
c. Observing.....	27
d. Reflecting.....	27
2. Cycle II	28
a. Planing.....	28
b. Acting.....	28
c. Observing.....	28
d. Reflecting.....	29
E. Data Collection Technique.....	29
1. Observation	29
2. Tests	29
a. Pre-test	30
b. Post-test.....	30
3. Documentation.....	31
4. Field Note	31
F. Data Analysis Method.....	31
1. Analysis of the Study Result	31
2. Indicator of Success	32
CHAPTER IV RESULT OF THE RESEARCH.....	33
A. Description of Data.....	33
1. Research Setting	33
a. History of Establishment of SMPN 2 Metro	33
B. Description of Research Result.....	33
1. The Result of Pre-test	34
2. Cycle I	36
a. Planning	36
b. Action.....	37

1) Treatment 1	37
2) Treatment 2	38
3) Treatment 3	39
c. Observation.....	39
d. Reflection	39
3. Cycle II.....	40
a. Planning	40
b. Action.....	40
1) Treatment 1	40
2) Treatment 2	41
c. Observation.....	41
d. Reflection	41
C. Discussion.....	42
1. The Result of Post-test Cycle I.....	42
2. The Result of Post-test Cycle II	44
3. The Comparison of Pre-test and Post-test at Cycle I	46
4. The Comparison of Pre-test and Post-test at Cycle II	47
D. Interpretation.....	49
CHAPTER V CONCLUSION AND SUGGESTION.....	51
A. Conclusion	51
B. Suggestion.....	51
1. For the Student	51
2. For the Teacher	52
BIBLIOGRAPHY	53
APPENDIXES	
CURRICULUM VITAE	

LIST OF TABLES

No	Table	Page
1.	The students' speaking score class VIII C at the Eighth Graders of SMP N 2 METRO in the Academic Year of 2015/2016	2
2.	The Speaking Achievement	22
3.	The Subject of the Research	24
4.	The Score of the Students Pre Test	34
5.	Statistics of the Pretest Score	35
6.	The Frequency of students' Pretest Score	35
7.	The Schedule of Action in Cycle I	37
8.	The Schedule of Action in Cycle II	40
9.	The Students' Scores of Post-test at Cycle I	42
10.	Statistics of the Score of Post-test at Cycle I	43
11.	The Frequency of Students' Score at Cycle I	43
12.	The Students' Scores of Post-test at Cycle II	44
13.	Statistics of the Score of Post-test at Cycle II	45
14.	The Frequency of Students' Score at Cycle II	45
15.	The Increasing of Students' Scores at Pre-test and Post-test	46
16.	The Increasing of Students' Score in Post-test at cycle I & cycle II	47

LIST OF FIGURES

No.	Figure	Page
1	The steps of classroom action research design	25
2	Graph Pre-Test, Post-Test I, Post-Test II	49

LIST OF APPENDICES

A. Research instrument

1. Syllabus
2. Lesson Plan
3. The Result of Pre-Survey
4. The Instrument of Pre-Test
5. The Result of Pre-Test
6. The Instrument of Post-Test Cycle 1
7. Result Post-Test Cycle 1
8. Observation Result Cycle 1
9. Instrument Post-Test Cycle 2
10. The Result of Post-Test Cycle 2
11. Observation Result Cycle 2
12. Increase Score
13. Field Note
14. Student Seat Position
15. School Lay Out
16. Pictures

B. Research Letters

1. Surat Bebas Pustaka Perpustakaan STAIN
2. Surat Keterangan Penyerahan Buku PRODI TBI
3. Surat Pra-Survey
4. Surat Keterangan Pra-Survey dari Kepala SMP N 2 METRO
5. Surat Bimbingan Skripsi
6. Surat Ijin Research
7. Surat Tugas Penelitian dari Ketua STAIN
8. Surat Keterangan Research dari Kepala SMP N 2 METRO
9. Kartu Konsultasi Bimbingan Skripsi

CHAPTER 1

INTRODUCTION

A. Background of the Study

Language is a signally system which operates with symbolic vocal sounds, and which is used by a group of people for the purpose of communication. According to Halliday, language is a weighty part of how humans communicate with each other.¹ Human being use a language in expressing their ideas, feeling, and expectation to the other in interaction.

English language teaching has identified the “four skills” listening, speaking, reading and writing.² There are four skills that must be mastered by all language learners. Among those skills, speaking is one of important basic skill that must be mastered. Speaking is not only for communicating each other but also for expressing an idea and someone thoughts of someone. Speaking means to express opinions; to say; to talk.

In learning process, there are several techniques used by the teacher to teach speaking in the class. Using Speech by Storytelling technique in class is one of the simple ways to make the students interest to speak English especially verbal communication in the classroom. As we know that students are shy and afraid to speak English and it can make students do not confidence to speak English.

¹ Kristin Lems, et.al. Teaching Reading to English Language Learner. (Guilford Publications, Inc. New York. 2010), p.1

² Dougls Brown, Teaching by Principles An Interactive Approach to Language Pedagogy, second Edition, Addison Wesley Longman, Inc, San Fransisco, 2001, p.232.

People often do speech with each other in their daily life. In addition, it also happens between teacher and students in teaching- learning process. Nevertheless, most of students sometime feel frustrated because students find their self-unable to express their self clearly and yet when they hear native speakers, students feel that it is not so simple and easy. The researcher believes that daily conversation will help the student to make them easily become active speaker.

Based on pre survey on April 13, 2016 at the Eighth graders of Junior High School 2 Metro in the Academic Year of 2015/2016, the researcher got the data from 32 students. There are 2 students got excellent score, 7 students have good score, 13 students have enough score, and 10 students that poor score. It can be concluded that the students have failed with the highest grade 80 and the low grade 75 with the minimum mastery criteria (MMC) for English is 75.

Table 1

The students' speaking score class VIII C at the Eighth graders of Junior High School 2 Metro in the Academic Year of 2015/2016

No	Score	Categories	Frequency	Percentages
1	77-86	Excellent	2	6,25%
2	67-76	Good	7	21,875%
3	57-66	Enough	13	40,625%
4	47-56	Poor	10	31,25%
Total			32	100%

Source: "Agustina Widiastuti, S.Pd.". The English teacher at SMP N 2 Metro interviewed on April, 13st 2016.

Based on the data, the researcher will use Storytelling Technique in the class. Hopefully by Storytelling Technique, can control the student behavior and comprehension. The researcher can serve as a model, give the stimulus, and give motivation to the students. The researcher wants to improve the students' speaking skill at the eighth graders of Eighth graders of Junior High School 2 Metro and hopes the students can learn speaking through Storytelling Technique.

In teaching learning process, the teacher has an important role in the teaching learning process, there are the most common roles of language teachers such as an organizer in the classroom, as a counselor, as a motivator and as an observer.

Moreover, Bambang Setiyadi states that the teacher as a source of knowledge and direction should understand some methods for teaching.³ So, the teacher establishes a position of dominance over the learners in selecting the material to learn and also how to acquire them.

Moreover, every teacher can develop their own teaching technique according to the environment of the language learners and language teachers, in order that to make students more interest and enjoy in the learning process. The techniques which are used by the teachers will help the students to comprehend speaking easily.

³ Ag. Bambang Setiyadi, *Teaching English As A Foreign Language*, (Graha Ilmu, Yogyakarta, 2006), p.18

B. Problem Identification

Based on the background of the study above, the researcher identifies the problem as follows:

1. The students feel hard to retell the story in English.
2. The students have less motivation in speaking skill.
3. The teachers are not optimally of using their technique in teaching learning process.
4. The teachers have still less to applied technique of English teaching, so it makes students uninteresting.

C. Problem Formulation

Based on problem limitation above, the problem of this research is formulated as follows:

“Can the story telling technique improve the student speaking skill at the Eighth graders of Junior High School 2 Metro in the academic year of 2015/2016?”

D. Objective does and Benefit of the Study

1. Objective of the study:

Describe the improve of storytelling technique towards students' speaking skill among the Eighth graders of Junior High School 2 Metro in the Academic Year of 2015/2016.

2. The Benefit of the Study:

a. For the Students:

- 1) To enable the students to speak English using storytelling technique.
- 2) To enable students to speak as fluent as possible in speaking.
- 3) To enable students to build their confidence to speak English in practice to speak.
- 4) To enable the students understand learn how to speak English easily.

b. For the teachers:

- 1) To give information about a method in learning English using Storytelling Techniques for English teacher.
- 2) To help the teacher to choose the appropriate method in teaching speaking.
- 3) To enable the teacher to teach speaking with using simple way.

c. For the Researcher:

To motivate the researcher to be creative and innovative in designing instructional scenarios so the teaching learning English more effective.

CHAPTER II

THEORETICAL FRAMEWORK

A. Theoretical Review

1. Speaking Skill

a. The Concept of Speaking

Speaking skill are an important part of the curriculum in language teaching, and this makes them an important object of assesment as well.³

The mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency.⁴

The word “speaking” in Oxford Advanced Learner’s Dictionary is derived from the word “speak” that can be defined as follows:

- 1) The action of conveying information or expressing one’s feelings in speech.
- 2) Used for or engaged in speech.

Terminologically, there are so many experts that have different definition for speaking. But here the writer will take several definitions, according to the experts as follows:

³ Sari Louma, *Assessing Speaking*, United Kingdom: Cambridge University Press, 2004, p. 1

⁴ Jack C Ricards, *Teaching Listening and Speaking From Theory to Practice*, United Kingdom: Cambridge University Press, 2008, p. 19

Scott Thornbury that speaking is so much a part of daily life that we take it for granted. The average person produces tens of thousands of words a day, although some people – like autoneers or politicians – many produce even more than that.⁵

Furthermore, Bambang explained that speaking is oral production or it is called a productive skill. It cannot separate from producing sounds, this implies that pronunciation keep crucial part in the process of teaching speaking, in other words, pronunciation practice in speaking activities is needed, so that the students are able to speak not only to speak English fluently but also to pronounce it correctly.⁶

From the definition above, the writer understands that speaking is the process of producing sounds to say and express about something or to mention something which is related with pronunciation. If the people say or express about something with pronounce correctly so another people can understand what there are saying.

b. The Difficulties of speaking skill

The students are often fell, speaking is very difficult to do. They have feeling like it, because they do not know the problem of speaking. This is the researcher will give the definition about something that can make speaking is difficult.

⁵ Scott Thornbury, *How to teach speaking*, Longman, p. 1.

⁶ Bambang Setiyadi, Dkk, *Tefl 2*, Universitas Terbuka, Jakarta, 2007, P.6.13.

There are some characteristics of productive of speech, the characteristic of spoken language can make oral performance easy as well as, in some cases difficult.⁷

1) Clustering

Fluent speech is phrasal, not word by word.

2) Redundancy

The speaker has an opportunity to make meaning clearer.

3) Reduced forms

Contractions, elisions, reduced vowels.

4) Performance variables

One of the advantages of spoken language is that the process of thinking as you speaking.

5) Colloquial language

Make sure you students are reasonably well acquainted with the words, idioms, and phrases.

6) Rate of delivery

Another salient characteristic of fluency is rate of delivery.

7) Stress, rhythm, and intonation

This is the most important characteristic of English pronunciation.

⁷ H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, Second Edition, San Francisco State University, 2001, p.270-271

8) Interaction

As noted in the previous section, learning to produce waves of language in a vacuum-without interlocutors-would rob speaking skill of its richest component the creativity of conversational negotiation.⁸

From the explanation above it can conclude that any same characteristics must be taken into account in the productive generation of speech, but with a slight twist in that the learners are now the producer. Bear in mind that the following characteristics of spoken language can make oral performance easy as well as, in some cases difficult. They are like Clustering, Redundancy, Reduced forms, Performance variables, Colloquial language, Rate of delivery, stress, rhythm, and intonation and Interaction. Where all of them they have explanation above.

c. Speaking Performance

Performance is a term used in the linguistic theory of transformational generative grammar, referring to language being seen as a set of specific utterances produced by native speakers.⁹

The word "performance" in Oxford Advanced Learner's Dictionary can be defined as follows:

- 1) an act of presenting a play, concert, or other form of entertainment
- 2) The action or process of performing a task or function.¹⁰

⁸H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, Second Edition, San Fransisco State University, 2001,p.270-271

⁹ Posted by, en.wikipedia.org/wiki/Performance

Terminologically, there are so many experts that have different definitions for performance but here the writer will take several definitions, according the experts as follows:

Bambang define that performance assessment is done by providing situations context and asking students to demonstrate their knowledge, and use their knowledge in responding the situation and contexts, this type of assessment is often considered as an authentic assessment because the students an involved in more real and situations.¹¹

Moreover, Douglas states that performance is the overtly observable and concrete manifestation or retaliation of competence; it is an actual production or real action. For example, speaking, writing, listening, reading, walking, dancing, etc).¹²

Teachers are free to sue some systems of performance descriptors they feel appropriate, consistent, with district policy and the practice of their coolleues in the school.¹³

From the definition above, the writer understand that performance is the way of performing something and it can be observed and concrete. It is called by an actual production or real action.

¹⁰ Posted by, oxforddictionaries.com/definition/english/performance?q=performance

¹¹ Bambang Setiyadi, *Op.Cit.* p.1.28

¹² Douglas brown, *Prinsip Pembelajaran dan Pengajaran Bahasa*. (Pearson Education Inc, 2007)), p. 38-39

¹³ British Columbia, *English As a Second Language Learners:A Guide For Classroom Teachers*, Ministry of Education Special Programs Branch,1999,p.24

Terminologically, there are so many experts that have different definitions for performance but here the writer will take several definitions, according the experts as follows:

Bambang define that performance assessment is done by providing situations context and asking students to demonstrate their knowledge, and use their knowledge in responding the situation and contexts, this type of assessment is often considered as an authentic assessment because the students an involved in more real and situations.¹¹

Moreover, Douglas states that performance is the overtly observable and concrete manifestation or retaliation of competence; it is an actual production or real action. For example, speaking, writing, listening, reading, walking, dancing, etc).¹²

Teachers are free to sue some systems of performance descriptors they feel appropriate, consistent, with district policy and the practice of their coolleues in the school.¹³

From the definition above, the writer understand that performance is the way of performing something and it can be observed and concrete. It is called by an actual production or real action.

¹⁰ Posted by, oxforddictionaries.com/definition/english/performance?q=performance

¹¹ Bambang Setiyadi, *Op.Cit.* p.1.28

¹² Douglas brown, *Prinsip Pembelajaran dan Pengajaran Bahasa*. (Pearson Education Inc, 2007)), p. 38-39

¹³ British Columbia, *English As a Second Language Learners:A Guide For Classroom Teachers*, Ministry of Education Special Programs Branch, 1999,p.24

Based on the quotations about speaking and performance. It can have inferred that speaking performance is the process of producing to say or express about something, it can be shown through the real action.

d. Type of Classroom Speaking Performance.

There are six categories apply to the kinds of oral production that students are expected to carry out in the classroom:

1) Imitative

Imitation is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form. (e.g., learners practicing an intonation pattern a certain vowel sound.)

2) Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language.

Intensive speaking can be self-initiated, or it can even form part of some pair work activity, where learners are “going over” certain forms of language.

3) Responsive

A good deal of students speech in the classroom is responsive: short replies to teacher- or student-initiated questions or comments.

4) Transactional (dialogue)

Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language.

5) Interpersonal (dialogue)

It is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information.

6) Extensive (monologue)

Students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. Here the register is more formal and deliberative.

Students can give better speeches when they can organize their presentation in a variety of different ways, including sequentially, chronologically and thematically.¹⁴ They can develop their speaking ability with different ways. So, they can speak English more enjoy in front of class.

Walker said that her success was possible because of what she had learned in her public speaking class.¹⁵ When the students confident in front of class they can speak English fluently.

¹⁴ Trudy Wallace, Winifred E. Stariba and Herbert J. Walberg, *Teaching Speaking, Listening and Writing*, International Academy of Education, 2004, p.10

¹⁵ The McGraw, *Introduction to Public Speaking*, Hill Companies, 2004, P.7

Moreover, Bambang added that there are three stages of teaching speaking:

1) Setting up

The introduces the learners to the topic.

2) Speaking practice

This is the main part of the activity. The learners communicate with each other in pairs or groups.

3) Feedback

The learners come back as a whole class. A few of them may report to the rest of the class on things they have talked about in their pairs or groups. The teacher gives feedback on the language practiced, and deals with any problems.

e. The Technique in Testing Speaking

The first point to stress is that “speaking” is not a language ability. A basic is very important difference in the teaching and testing of speaking is that between “monologue” and “interaction”.¹⁶ There are some of the technique on testing speaking as follow:

1) Oral interview, is where the examiner asks the learner questions about himself and perhaps also about a passage.

2) Role play and simulation, the learner can be given a role card just before the test, asking him to act a role.

¹⁶*Ibid*, p.117

- 3) Imitation, this is one of the French proficiency tests give in the good language learning study.¹⁷

f. Testing Speaking

There are many types of speaking used by teacher in the class. According to Thorbury, the most commonly used spoken test types are these:

- 1) Interviews, the student are called out one by one, and do their interview with interviewer.
- 2) Live monologues, the student prepare and present a short take on a pre-selected topic in front of the audiences, a question and answer stage can be including.
- 3) Record monologues, the students can take turns to record themselves talking about topic.
- 4) Role plays, the student play a role was given by the teacher. This test is particularly valid if it closely matches the student's needs.
- 5) Collaborative task and discussion, these are similar to role play expect that the students are not required to assume a role but simply to be themselves¹⁸

From the text above we can get conclouse that in speaking ability have some point must attend. They are monologue and interaction. Usually this point be appreciation of always attention by the other

¹⁷Keith Johnson, *An Introduction To Foreign Lanuage Learning And Teaching*, (England:Logman), 2001, p.310

¹⁸ Thornbury, Scoot. *How to teach speaking*, (England:Longman,2005), p125-126

speaker if we do a conversation so both of them can be a point two testing of the people speaking ability in a conversation.

2. Storytelling

a. The Concept of Storytelling

Storytelling is a universal function of language and one of the main ingredients of casual conversation.¹⁹ Moreover, storytelling is fundamentally about making sense of worlds past, present and future. It is profound curiosity that these worlds invoke that is the primary source of creative inspiration for many earth and environmental scientists. Storytelling is a way of theorising about the way the world works.²⁰

The definition of story is given and four instructional methods are identified related to storytelling: case-based, narrative-based, scenario-based, and problem-based instruction.²¹

Based on the quotation above, it can be inferred that storytelling is the activity in telling a story with orally or without a book, storytelling also is a means for sharing and interpreting experiences.

¹⁹Scott Thornbury, *How To Teach Speaking*, Longman, p.95

²⁰Norman Jackson, et.al, *Developing Creativity in Higher Education*, (London and New York: Routledge), 2006, p.102

²¹ Dee H. Andrews, *Storytelling as an Instructional Method: Definitions and Research Questions*, Volume 3, Issue 2, Article 3, Published online: 10-26-2009, p. 6-23

b. The Most Important Aspect of Storytelling

According to Joan Kang Shin there are the most important aspects of storytelling.²²

1) For the listener

- a) The story is engaging
- b) The storyteller is engaging
- c) The listener can participate in the storytelling.

2) For the storyteller

- a) Choose the right story
- b) Make the storytelling fun and interesting
- c) Include the listeners in the storytelling

c. Benefits of Storytelling

Telling stories to the students can help develop:

- 1) Imagination – the ability to think creatively.
- 2) Visualization skills – a mental skill needed to improve creative performance through concentration and improve confidence by decreasing nervous or anxious emotions.
- 3) Listening skills – involves hearing what is said, understanding what is said and judging if the information makes sense.
- 4) Memory skill – the ability to recall information accurately.

²²Adapted from Joan Kang Shin, *Storytelling in English*, (University of Maryland: Baltimore County), (September 14, 2007)

- 5) Confident use of the voice – Verbally expressing oneself without showing fear.
- 6) Interpretive skills – the ability to read between the lines or understand language.
- 7) Physical skills – the ability to use parts of the body.
- 8) Literary skills – expressing one's thoughts in written form.²³

d. Storytelling Technique

1) The Concept of Technique

According to Anthony, Techniques were the specific activities manifested in the classroom that were consistent with a method and therefore were in harmony with an approach as well.²⁴

H. Douglas Brown maintains that technique is any of a wide variety of exercises, activities, or tasks used in the language classroom for realizing lesson objectives.²⁵

Moreover, Richard and Rogers state that a technique is implementational, meaning that a technique is something that actually takes place in language teaching or learning in the classroom, so all activities that take place in a language class are technique.²⁶

²³ Posted by www.fdcchildren.org/index/learning-tools-and-materials/story-telling/the-benefits-of-story-telling

²⁴ H. Daughlas Brown, *Op Cit* .,p.14.

²⁵ Ibid, p. 16

²⁶ Ag. BambangSetiyadi, *Teaching English as a Foreign Language*, (Yogyakarta: Graha Ilmu, 2006),p.14

Based on the quotation above, it can be inferred that technique is technical skill to improve ability to apply procedures or methods, technique is something that actually takes place in language teaching or learning in the classroom.

2) Characteristics of Technique

All activities that take place in a language class is techniques. The following are some examples of techniques in error correction.

- a) The teacher does not praise or criticize so that language learners learn to rely on themselves (Silent Way).
- b) The teacher often praises when a student has made a good thing in learning (Audio Lingual Method).
- c) When a student has produced a wrong expression, the teacher just repeats the right one (Total Physical Response).
- d) The teacher does not care when a student makes an error as long as it does not hinder communication (Natural Method).²⁷

3) Technique of Storytelling

Brewster, Ellis, & Girard (2004) recommended some storytelling techniques as follows:²⁸

- a) If students are unfamiliar with storytelling, begin with short sessions which do not demand too much from them and over-extend their concentration span.

²⁷Ibid, p. 15

²⁸Ibid

- b) If possible, have younger children sat on the floor around you, making sure everyone can see you and the illustrations and can hear you clearly.
 - c) Read slowly and clearly.
 - d) Make comments about the illustrations.
 - e) Encourage your pupils to take part in the storytelling.
 - f) Use gestures, mime, facial gestures to help convey the meaning.
 - g) Disguise your voice for the different characters.
 - h) Make sound effects where possible
 - i) Ask questions to involve children.
 - j) Do not be afraid to repeat, expand and reformulate.
- 4) Some Techniques that May Help the Learners Become Storytellers
- a) Paired Stories

Once you have told the children a story get them to sit in pairs facing each other and tell the story together. It is not a matter of one tells the story while the other listens. They are both involved; one might start off and then get stuck on a bit so the other one picks up the story and takes it forward. This helps children to practice before going on to whole class work.

- b) Circle Stories

Sitting in a large circle the children take it in turns around the circle to tell small pieces of a story that you have just told them. Your role is to direct the proceedings by stopping each

teller at an appropriate point. Choose a short story which can easily be divided into about 10 parts and tell it three times in one circuit so that every child has a go.

c) Picture Stories

Many books of traditional tales are well illustrated with line drawings. Photocopy two or three of these pictures from a story that is unknown to the children and give them the opportunity to create and tell their own tale from the pictures.

d) Finish the Story

Choose a story that is new to the children and has a dramatic high point towards the end. Tell the story yourself but stop just as that crucial point is reached. The children then work in pairs to create their own ending to the story. When it comes to sharing these with the class you can tell a short extract up to the take off point, where the pair of children take over and conclude the tale. The children will, of course, want to know the ending of the original story and you, of course, are obliged to tell them.²⁹

e. The Procedure of Storytelling Technique

Usually the teachers do not know that, any technique to increase their students speaking skill. So, the students are often feeling hard to do speaking activity. As well as students can feel easy to increase their

²⁹ Posted by: <http://www.teachingexpertise.com/articles/storytelling-in-the-early-years-1137>

speaking ability, the writer has assumed to use of storytelling technique on learning process of conversation.

Here are the basic steps, including tips, for successful storytelling:

- 1) Identify key area of knowledge you wish to transfer and share in your organization.
- 2) Find the right person who has rich experience and ask him/her to tell the story.
- 3) Market the storytelling session to candidate participants.
- 4) Leverage the output of the storytelling session. This step is critical to maximize the effectiveness of storytelling.³⁰

There are any five points must done by the students, as well as they are can get the good speaking ability in every do telling story. It is means that the teacher must learning it toward the students as well as the student fell easy on increasing their speaking ability. So the student can enjoy and easy to do speaking activity on everywhere and every time without fell difficult. "Storytelling helps students be active not only in presenting but also in focused listening and reacting, enhancing the vital skills of communication".³¹

³⁰*Ibid*,p.23-24

³¹ Jackie Baldwin and Kate Dudding,*op.cit*.p.43

3. The Indicator of Achievement

Table 3
The Speaking Achievement³²

No	Variable	Indicator	Score	Total score
1.	Speaking Skill	Fluency Speed Natural flow Elimination of translation Omission of filler words	5 5 5 5	20
		Pronunciation Individual Sounds Stress Intonation Pausing and phrasing Reduction	4 4 4 4 4	20
		Accuracy or Grammatical Verbs Noun phrases Sentence structure Individual grammar problem Functional phrases	4 4 4 4 4	20
		Vocabulary Word choice Idioms Phrasal verbs Appropriateness	5 5 5 5	20
		Task Completion Substance Details Topic elaboration Organization ³³	5 5 5 5	20
2.	Total score for the students		100	100

³² Posted by, eslgold.net/speaking/testing_speaking.html, Testing Speaking 9-11-2010

IB. Action Hypotheses

In addition, Kusnadi states that hypothesis is a temporary answer toward problems of research, that the truth must be examined empirically . In order words, the hypothesis must be done by the researcher to get the truth empirically.

Based on the frame of theories and assumption the writer formulates the hypothesis as follows: By using story telling as a technique, the students will improve the speaking skill at the Eighth graders of Junior High School 2 Metro in the Academic Year of 2015/2016.

CHAPTER III

RESEARCH METHOD

A. Setting and Subject of the Study

This research will be conducted in SMP N 2 Metro in the academic year of 2013/2014. The subject of this research is the eighth grade students in class C (*see table 2 below*). The Writer has chosen this class, because most of the students have low score in English lesson, especially in speaking. The number of students in this class is 32 students. In this research, the researcher needs to collaborate with English teacher of Junior High School 2 Metro in the Academic Year of 2015/2016, that is Miss Agustina Widiastuti, S.Pd.

Table 2
The Subject of the Research

Class	Sex		Total
	Male	Female	
VIII ^C	12	20	32

B. Action Object

The focus in this research is the improving the students speaking skill by storytelling technique. In the lesson, the researcher will apply classroom action research because the researcher wants to encourage the students to participate in the process of learning activities and the effectiveness of using speech by keyword

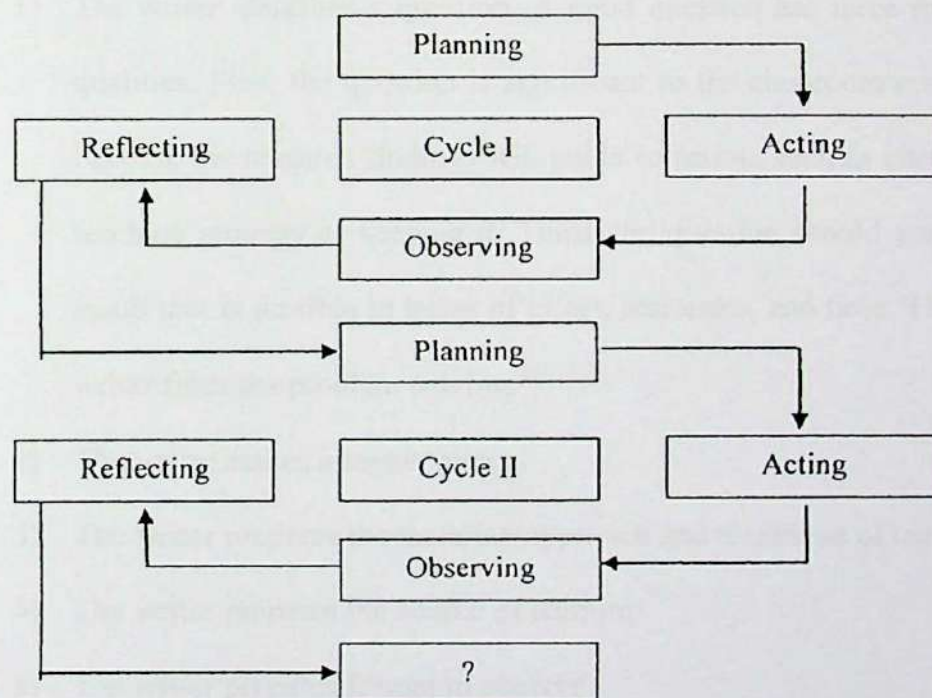
technique to improve the student's speaking. According to David Kember, action research is concerned with a social practice, aimed towards improvement, a cyclical process, participative, determined by practitioners.³⁰

C. Action Research

In classroom action research, there are four steps in every cycle; they are planing, action, observation, and reflection.

Figure 1

The steps of classroom action research design³¹



³⁰ David Kember, *Action Learning and Action Research*, Great Britain: Bidle I + d Guilford and King's Lyn, 2000, p. 24.

³¹ *Ibid*, P. 16

D. Classroom Action Research (CAR) Cycles

1. Cycle I

a. Planning

Planning is the process of thinking the target. Planning that also called forethought is organizing the activities to achieve a desired goal.

Planning is the first step in every activity, Writer explains about what, why, when, where, who and how the action is done.³² Without planning, the writer's activity will not focus. The planning will be reference in doing action. Here is the step that the writer can make in planning:

- 1) The writer identifies a question. A good question has three principal qualities. First, the question is significant to the classroom condition. Second, the research findings will guide to action, such as changing a teaching strategy or keeping it. Third, the question should guide to a result that is feasible in terms of effort, resources, and time. Then, the writer finds the problem solving.³³
- 2) The writer makes a lesson plan
- 3) The writer prepares the material, approach and technique of teaching
- 4) The writer prepares the source of learning
- 5) The writer prepares format to observe
- 6) The writer prepares format to evaluate the students' activities after teaching learning process.

³² *Ibid*, p. 17

³³ <http://academic.udayton.edu/FacDev/Newsletters/EssaysforTeachingExcellence/PODvol14/tevol14n7.html>

b. Acting

After the planning has done, the next step is acting. It is the realization from the planning the writer has made.³⁴ The action is the real form of the planning. Thus as the action step, the learning process will be done in the eighth grade of SMP N 2 Metro. The teaching procedures consist of many steps, here is the description of the steps:

- 1) The teacher is practicing the lesson plan
- 2) The teacher make plan the benefits of using CSR in teaching speaking
- 3) The teacher tells the strategies of learning speaking
- 4) The teacher guides the students in teaching learning process based on the lesson plan.

c. Observing

Based on the observation, the writer maintains the learning process. In order that the action can achieve the goal, if something wrong happened in the action, the researcher can improve soon. In observing, the writer examines carefully the process of teaching learning by using form of observation.

d. Reflecting

The reflecting is the fourth steps that writer is done. The writer will try to see and amuse again something that writer has done. It is also know whether there is effect to the students' learning process. By reflection, the writer and teacher will know the strength and weakness from action that

³⁴ ³⁴ Prof. Dr. Suryana, M.Si, op.cit, P.18

the writer and teacher have done. The writer decides that the next cycle focused on the weakness in preview cycle.

2. Cycle II

a. Planning

Planning and undertaking an action research plan means testing questions about what we are undertaking, why, and how we can assess our practice in terms of the standards we hold.³⁵

- 1) The writer identifies the problem and finds the problem from the first cycle
- 2) The writer makes a lesson plan
- 3) The writer prepares the material, method and strategy of teaching
- 4) The writer prepares the source of learning
- 5) The writer prepares format to observe
- 6) The writer prepares format to evaluate the student's activities after teaching learning process.

b. Acting

In this step, the writer applies the action plan II.

c. Observing

In this step, in order to collect the data in action plan II, the writer observes the process of teaching learning by using format of observation.

³⁵ Ibid. P.71

d. Reflecting.

The score of pre-test and posttest will be compared by the writer in this step. The writer evaluates on students' activity and teacher performance whether it is positive or negative, the second cycle enough or need for the next step.

IE. Data Collection Technique

To collect the data, the writer uses the data collection method as follows:

1. Observation

Observation is viewing with a purpose. Observations are very effective when united with other data-collection techniques. Improve an observation strategy and a data-collection template. Manner observations at different times of the day.³⁶

An observation is the act of noticing something or a judgment or inference from something seen. The writer uses the method to get the data about student's activities such as students' comprehend in question answer, students' speaking activity, and students' good participant. The teachers and students' activities are observed and notice by the observer.

2. Tests

Test is the examination, evaluation, observation, or trial used to determine and document ability, aptitude, behavior, skill level, knowledge, or performance of a person.

³⁶ The Alberta Teachers' Association, op.cit. P.25

The tests consists of pre-test and post-test that are different. The material in pre-test and post-test have same difficulties. The forms of the test are multiple choices and comprehension text.

We need to identify that these statements are rooted in our personal learning from practice, and should be tested against the best assessment of others similarly engaged to create their validity. The researcher will use norm-referenced and standardized tests to judge the quality of the Children's learning.³⁷

a. Pre-test

A pre-test evaluates knowledge of a subject before the students cover the material. It is often used to guide teaching.³⁸ The goal of this test is to get the information about the ability of the students before doing the action research. Thus, it is doing before doing treatments.

b. Post-test

A posttest is a test given to measure the outcome variable after the experimental manipulation is implemented. The post-test will give in the last meeting after doing treatments to find out whether the treatments give some contribution to the students' achievement in the class or not. This step will be done after the treatment to know the influence of the TPS whether can improve the student's speaking Performance.

³⁷ Jean McNiff and Jack Whitehead, op.cit. P.66

³⁸ http://wiki.answers.com/Q/What_is_pre-test_and_post-test

3. Documentation

A proof of all the researches work carried during the writing of the assignment is called Documentation in research paper. The writer uses this method to get some informations such as the data about the history of the school, the sum of teacher, official employed and students at SMP N 2 Metro.

4. Field Note

Fieldnotes refer to qualitative notes recorded by researcher during or after their observation of a specific phenomenon they are studying. They are intended to be read as evidence that gives meaning and aids in the understanding of the phenomenon. Fieldnotes allow the researcher to access the subject and record what they observe in an unobtrusive manner.

F. Data Analysis Method

1. Analysis of the Study Result

To analysis of the study result the researcher use the formula as follow:

$$M = \frac{\sum X}{N}$$

Note: M = The average score

$\sum X$ = Total of the score every cycle

N = Total of the students that follow the test³⁹

³⁹ Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan*, (Jakarta: Bumi Aksara. 1991) P. 68.

Then the average score of the pretest and the posttest were compared to know whether the students get some progress the researcher used the following formula:

$$I = M_2 - M_1$$

Note: I = The increasing of students' ability

M_1 = Oral of the average score of post-test

M_2 = The average score of pre test

2. Indicator of Success

To analysis of the class completeness, the researches use the formula as follow:

$$\text{The class completeness level} = \frac{\text{The students that get score} \geq 75 \times 100 \%}{\text{Total students}}$$

The writer will compare between pre-test and posttest to know the result. Then writer use minimum standard (MMS) at the school at least 75 as the filter of the result. If from the cycle 1, the writer fined some students who have the score under minimum standard, we conduct cycle 2. The minimum cycle in classroom action research is two cycles. Writer do not need to continue to the next cycle if all of the students pass through the filter or minimum standard.

CHAPTER IV

RESULT OF THE RESEARCH

A. Description of Data

1. Research Setting

a. The History of Establishment of SMP N 2 Metro

SMP N 2 Metro is located in Iringmulyo, West Metro, Metro City, Lampung, at street Ki Hajar Dewantara, 15 A. It was established on 1976 by the goverment. Moreover, SMP N 2 Metro had lead by the following principals.

1) Hasan Benguh, S.H.	(1976-1977)
2) Hi. Moehammad	(1977-1983)
3) Doedoen Abdoelah	(1983-1984)
4) Soewito	(1984-1990)
5) Hi. Sugeng Hendro Atmojo	(1990-1996)
6) Drs, Hi. Syarif Subing, S.H.	(1996-1998)
7) Drs. Sutarjo	(1998-1999)
8) Drs. Tukiman S.	(1999-2002)
9) Dra. Indrawati	(2002-2006)
10) Drs. Bambang Irawan	(2006-2009)
11) Drs. Suwarno	(2009-2012)
12) Suyitno, S.Pd.	(2012-Now)

B. Description of Research Result

In this research, pre-test and posttest cycle, I had done individually. It was aim to know the skill of the students before and after having the treatment. From

the result of pre-test and post-test cycle I, there was an improving from the students result score.

1. The Result of Pre-test

To see the students' reading performance before implementing the treatment, the researcher conducted the pre-test. It carried out on Wednesday, May 25, 2016. From the result of pre-test shown that most of the students difficult for answering the test. The result of pre-test can be seen on table:

Table 4
The Score of the Students Pre Test

No	Name	Score
1	AH	60
2	ARD	55
3	APD	50
4	AF1	45
5	ANI	55
6	AF2	55
7	BS	50
8	DT	60
9	ESP	50
10	FRAB	45
11	FI	55
12	FDA	70
13	GP	70
14	GAP	55
15	IR	60
16	IF	60
17	JTAF	60
18	LSM	55
19	MRA	50
20	MSP	50
21	RF	55
22	RAS	75
23	RBC	55
24	SA	50

25	SAP	60
26	SH	45
27	SSP	60
28	TAF	75
29	TP	55
30	TPM	60
31	ZMA	70
32	DF	55
Total		1825
Average		57.03

Table 5
Statistics of the Pretest Score

		NAME	SCORE
N	Valid	32	32
	Missing	0	0
Mean			57,033
Std. Error of Mean			1,417
Median			55,00
Mode			55
Std. Deviation			8,018
Variance			64,289
Range			30
Minimum			45
Maximum			75
Sum			1825

Table 6
The Frequency of students' Pretest Score

		Frequency	Percent	Valid Percent
Valid	45	3	9,4	9,4
	50	6	18,8	18,8
	55	10	31,3	31,3
	60	8	25,0	25,0
	70	3	9,4	9,4
	75	2	6,3	6,3
	Total	32	100,0	100,0

Result of the students' speaking performance can be seen in table 5 & 6. There is 3 student (9, 37%) gain 40 – 49; 16 students (50%) gain score 50 – 59; 8 students (25%) gain score 60 – 69; 5 students (15, 63%) gain score 70 – 79. The highest score in pre-test cycle I is 75 and the lowest is 45. The average score is 57.03 and just 5 students (15, 63%) who success gets score more than 70.

Based on the result, it can be seen that the students could not achieve the target, it means that the students' speaking skill is low. It was the reason why the researcher uses storytelling technique to increase the students' speaking skill.

2. Cycle I

a. Planning

In the cycle, the researcher and collaborator (Agustina Widiastuti, S.Pd.) would like to make and discuss about the lesson plan. And then the researcher and the collaborator identify the problem and found the causes of the problem. The last the researcher and the collaborator plan to give the task. The evaluation was about multiple choice and essay, it consisted of ten questions based on the reading text.

b. Action

Doing acting is the second step in activity. It is the realization from the planning that the researcher and collaborator have made. The implementation of this cycle was conducted in three meetings:

Table 7
The Schedule of Action in Cycle I

Meeting	Day / Date	Time
1 st	Wednesday, May 25 th , 2016	09.00-10.15
2 nd	Thursday, May 26 th , 2016	07.00-18.15
3 rd	Friday, May 27 th , 2016	09.00-10.15

1) Treatment I

The first meeting was held on Wednesday, May 25, 2016 for 2x40 minutes. For the first, the researcher was opened by greeting, checking the students, attendance and motivating the students. To know the students' performance before giving the action, in the first meeting all of the students was giving pre-test individually. The test was describe simple picture that given to each students to perfot in one by one.

After doing pre-test, the researcher continued teaching the class. In classroom action research, every meeting in cycle I was done by researcher and collaborator, he is Agustina Widiastuti, S.Pd. as an English teacher at SMP N 2 Metro. The researcher is conducted the

learning process and collaborator observed the situation of teaching and learning that happen in the classroom.

The first meeting was over, most of the students booked still confused with the material and then the researcher closed the meeting.

2) Treatment 2

In the second meeting was done on Thursday, May 26, 2016. This meeting was opened by greeting, praying, asking the condition of students, checking the attendance list and motivating the students. Before doing the next action, the writer gave question "What is storytelling?", only a few students that could answer the question by using Indonesia. Then the writer explained about storytelling. Storytelling is the activity in telling a story with orally or without a book, storytelling also is a means for sharing and interpreting experiences. And the writer give some explanation about storytelling. Next, the writer give the students text randomly that consist story about Pinochio, Cinderella, Snow White and Beauty and the Beast. Here the writer gave the time 30 minutes to the students to read and memorize the story and prepare to retell taut story in front of class. Then the writer gave an opportunity to the student's foward in front of class and retell. After that the writer value the students' pronunciation, gramatical, fluency, and comprehension. Time was over, then the

writer closed the lesson, remind the students to study hard and say it would be continue in the next meeting.

3) Treatment 3

The third meeting was done on Friday, May 27, 2016. This meeting was started by praying and greeting, checking the attendance list, and asking the students' condition. In this meeting the students continue to retell the story. in the last activity, the researcher gave the evaluation.

c. Observation

When the teacher asked them to come foward in front of the class, they had difficulties to do it. They also did not have a confidence to convey their idea in the whole class.

d. Reflection

The teacher asked to the students whether they had question. Some of the students said that English was not easy because they did not understand about the grammar and their vocabulary just a little. In this side, the students did some mistake when they pronounce their idea.

3. Cycle II

a. Planning

In the planning, the researcher and collaborator would like to make and discuss about the lesson plan. The lesson was reading. The researcher reviewed the last material and ask the feedback from the students. And then the researcher and the collaborator plant to give the task and evaluation. The evaluation was about multiple choice and essay, it consisted of ten questions.

b. Action

The researcher arranged the schedule for implementing storytelling Strategy again as a treatment in cycle II because some students did not passed the minimum criteria in cycle I. The minimum criteria in this school was 70.

Table 8
The Schedule of Action in Cycle II

Meeting	Day / Date	Time
1 st	Saturday, May 28, 2016	11.00-12,15
2 nd	Monday, May 30, 2016	09.00-10.15

The action of this cycle was conducted in three meetings:

1) Treatment 1

The first meeting was done on Saturday, May 28 2016. As usual, the writer was greeting students, praying, asking the condition

of the students, check attendance list, and remembering the students about the lesson yesterday. In this meeting, the writer invited the students to discuss about narrative.

The first meeting was over, most of the students booked still confused with the material and then the researcher closed the meeting.

2) Treatment 2

In the second meeting was done on Monday, May 30 2016. The meeting was started by praying and greeting, checking the attendance list, and asking the students condition. In this meeting the students continue to retell the story. In the last activity, the researcher gave the evaluation.

c. Observation

The researcher was doing the treatments in three meetings at cycle II. There was no any serious problem in this cycle. Although some of the students still don't have confidence to perform in front of class. The students were confused when they face to stand alone.

d. Reflection

The teacher asked students about their difficulties in English class, then found the way to fix the problem. The students said that they have little vocabulary. The Teacher gave the solution, memorize just 2 words

word each day from the thing around us, and try recognizing all of words at last week.

7. Discussion

1. The Result of Post-test Cycle I

To see the students' reading comprehension after implementing the treatment at cycle I, the researcher conducted the post-test. Furthermore, we can see the table below:

Table 9
The Students' Scores of Post-test at Cycle I

No	Name	Score
1	AH	50
2	ARD	80
3	APD	65
4	AF1	65
5	ANI	65
6	AF2	70
7	BS	60
8	DT	75
9	ESP	60
10	FRAB	65
11	FI	60
12	FDA	65
13	GP	65
14	GAP	70
15	IR	60
16	IF	60
17	JTAF	75
18	LSM	60
19	MRA	65
20	MSP	80
21	RF	70
22	RAS	70
23	RBC	70

No	Name	Score
24	SA	80
25	SAP	65
26	SH	70
27	SSP	60
28	TAF	60
29	TP	80
30	TPM	65
31	ZMA	60
32	DF	60
Total		2185
Average		66,40

Table 10

Statistics of the Score of Post-test at Cycle I

	NAME	NILAI
N	Valid 32	32
	Missing 0	0
Mean		66,41
Std. Error of Mean		1,294
Median		65,00
Mode		60
Std. Deviation		7,321
Variance		53,604
Skewness		,414
Std. Error of Skewness		30
Range		50
Minimum		80
Maximum		2125
Sum		

Table 11

The Frequency of Students' Score at Cycle I

	Frequency	Percent	Valid Percent
Valid 50	1	3,1	3,1
60	10	31,3	31,3
65	9	28,1	28,1
70	6	18,8	18,8
75	2	6,3	6,3
80	4	12,5	12,5
Total	32	100,0	100,0

Based on the table 2, it can be seen that the students' average was 66.40, it shown that most of the students have not passed yet in achieving the minimum mastery criteria (70). Therefore, only 12 (37, 5 %) out of 32 students passed of the minimum mastery criteria.

2. The Result of Post-test at Cycle II

To see the students' reading performance after implementing the treatment at cycle II, the researcher conducted the post-test. Furthermore, we can see the table below:

Table 12
The Students' Scores of Post-test at Cycle II

No	Name	Score
1	AH	50
2	ARD	80
3	APD	70
4	AF1	60
5	ANI	70
6	AF2	80
7	BS	70
8	DT	70
9	ESP	70
10	FRAB	80
11	FI	80
12	FDA	80
13	GP	70
14	GAP	70
15	IR	70
16	IF	80
17	JTAF	70
18	LSM	70
19	MRA	60
20	MSP	90
21	RF	80
22	RAS	70

No	Name	Score
23	RBC	80
24	SA	80
25	SAP	60
26	SH	80
27	SSP	50
28	TAF	70
29	TP	70
30	TPM	80
31	ZMA	80
32	DF	70
Total		2310
Average		72,19

Table 13

Statistics of the Score of Post-test at Cycle II

	NAME	NILAI
N	Valid	32
	Missing	0
Mean		72,19
Std. Error of Mean		1,602
Median		70,00
Mode		70
Std. Deviation		9,064
Variance		82,157
Skewness		-,742
Std. Error of Skewness		,414
Range		40
Minimum		50
Maximum		90
Sum		2310

Table 14

The Frequency of Students' Score at Cycle II

	Frequency	Percent	Valid Percent
Valid	50	2	6,3
	60	3	9,4
	70	14	43,8
	80	12	37,5
	90	1	3,1
Total	32	100,0	100,0

Based on the table 3, it can be seen that the students' average was 72,19 it shown that most of the students passed in achieving the minimum mastery criteria (70). Therefore, there are 27 (84, 37%) out of 32 students passed of the minimum mastery criteria. It can be seen that most of the students passed in achieving material.

3. The Comparison of Pre-test and Post-test at Cycle I

Table 15
The Increasing of Students' Scores at Pre-test and Post-test

No	Subject	Pre-test Score	Post-test Cycle I Score	Increasing	Explanation
1	AH	60	50	-10	Decreased
2	ARD	55	80	25	Increased
3	APD	50	65	15	Increased
4	AF1	45	65	20	Increased
5	ANI	55	65	10	Increased
6	AF2	55	70	15	Increased
7	BS	50	60	10	Increased
8	DT	60	75	15	Increased
9	ESP	50	60	10	Increased
10	FRAB	45	65	20	Increased
11	FI	55	60	05	Increased
12	FDA	70	65	-5	Decreased
13	GP	70	65	-5	Decreased
14	GAP	55	70	15	Increased
15	IR	60	60	0	Constant
16	IF	60	60	0	Constant
17	JTAF	60	75	15	Increased
18	LSM	55	60	05	Increased
19	MRA	50	65	15	Increased
20	MSP	50	80	30	Increased
21	RF	55	70	15	Increased
22	RAS	75	70	-5	Decreased
23	RBC	55	70	15	Increased
24	SA	50	80	30	Increased
25	SAP	60	65	05	Increased

No	Subject	Pre-test Score	Post-test Cycle I Score	Increasing	Explanation
26	SH	45	70	25	Increased
27	SSP	60	60	0	Constant
28	TAF	75	60	-15	Decreased
29	TP	55	80	25	Increased
30	TPM	60	65	05	Increased
31	ZMA	70	60	-10	Decreased
32	DF	55	60	05	Increased
	Total	1825	2185		
	Average	57.03	66,40		

From the analysis was doing by the researcher, the students' result in pre-test that most of students had difficulties in vocabulary and the students have no interested to the subject. They were confused when they read the text, because they had no much vocabulary.

Besides that, from the post-test cycle I score, it can be seen that there was an improving although a little because the teacher had given the explanation about the problems in pre-test and said to the students that English something interesting. Thus, the teacher defined the material to the students and discuss about it in learning process.

4. The Comparison of Post-test at Cycle I and Post-test at Cycle II

Table 16

The Increasing of Students' Score in Post-test at cycle I & cycle II

No	Subject	Post-test Cycle I Score	Post-test Cycle II Score	Increasing	Explanation
1	AH	50	50	-	Constant
2	ARD	80	80	-	Constant
3	APD	65	70	5	Increased
4	AFI	65	60	-5	Decreased

No	Subject	Post-test Cycle I Score	Post-test Cycle II Score	Increasing	Explanation
5	ANI	65	70	5	Constant
6	AF2	70	80	20	Increased
7	BS	60	70	10	Increased
8	DT	15	70	-5	Decreased
9	ESP	60	70	10	increased
10	FRAB	65	80	15	Increased
11	FI	60	80	20	Increased
12	FDA	65	80	15	Increased
13	GP	65	70	5	Increased
14	GAP	70	70	-	Constant
15	IR	60	70	10	Increased
16	IF	60	80	20	increased
17	JTAF	75	70	-5	Decreased
18	LSM	60	70	10	Increased
19	MRA	65	60	-5	Decreased
20	MSP	80	90	10	Increased
21	RF	70	80	10	Increased
22	RAS	70	70	-	Constant
23	RBC	70	80	20	Increased
24	SA	80	80	-	Constant
25	SAP	65	60	-5	Decreased
26	SH	70	80	10	Increased
27	SSP	60	50'	-10	Decreased
28	TAF	60	70	10	Increased
29	TP	80	70	-10	Decreased
30	TPM	65	80	15	Increased
31	ZMA	50	80	30	Increased
32	DF	80	70	-10	Decreased
Total		2185	2340		
Average		66,40	72,19		

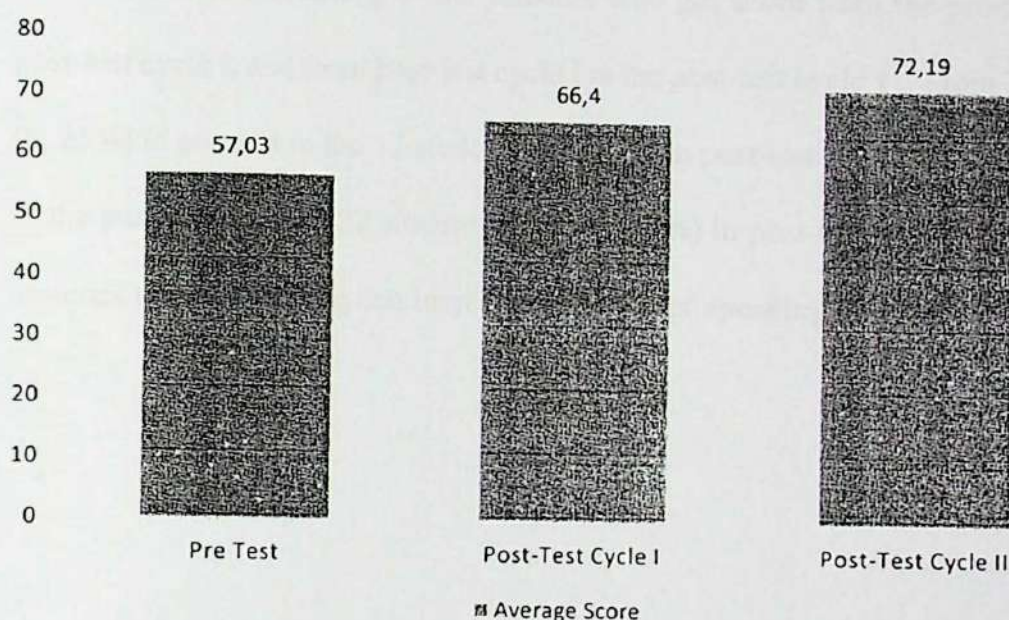
From the result of post-test cycle I and post-test cycle II, we know that there was an improving from the students result score. It can be seen from the average 66, 40 became 72,19.

The students had understood about this subject, they could increase their seeking performance. It can be seen from their last score in last post-test,

post-test, their averages 57,03 in pre-test became 72,19 in last post-test. It means that the students could achieve the target, the target is 80% of students gained score, 70. To know clearly about the increase of the pre-test, post-test cycle I and cycle II, the researcher shows the line of graph.

Figure 2

Graph Pre-Test, Post-Test I, Post-Test II



Based on the line of graph, it can be concluded that there is increase from the result of pre-test, post-test I. and post-test II. It proves that storytelling is the effective technique to increase the students' speaking comprehension.

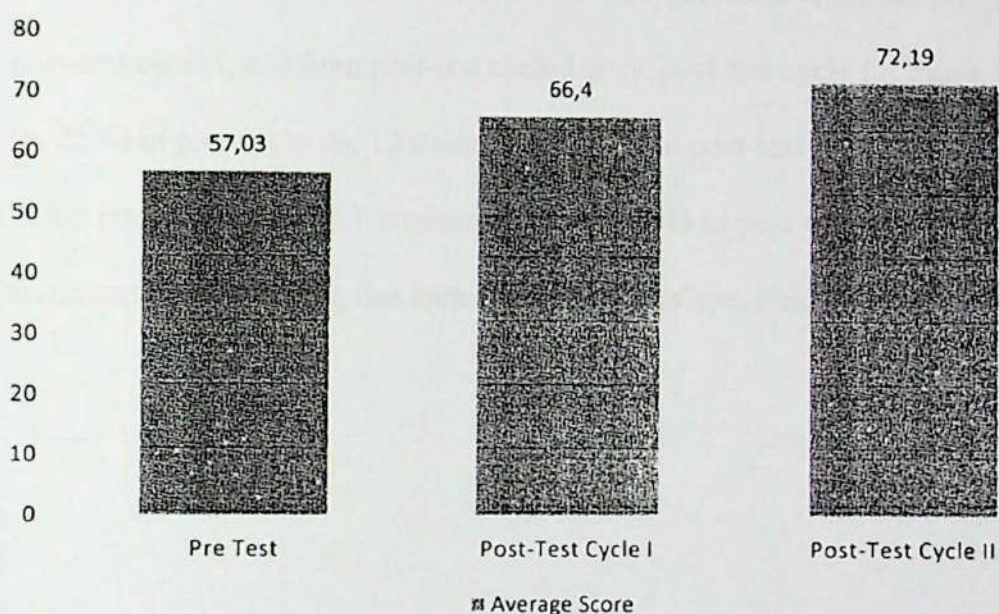
Interpretation

The research is success if the students able to achieving of the minimum mastery criteria, that is 70. Based on the result of pre-test and the post-test, it can

post-test, their averages 57,03 in pre-test became 72,19 in last post-test. It means that the students could achieve the target, the target is 80% of students gained score, 70. To know clearly about the increase of the pre-test, post-test cycle I and cycle II, the researcher shows the line of graph.

Figure 2

Graph Pre-Test, Post-Test I, Post-Test II



Based on the line of graph, it can be concluded that there is increase from the result of pre-test, post-test I. and post-test II. It proves that storytelling is the effective technique to increase the students' speaking comprehension.

D. Interpretation

The research is success if the students able to achieving of the minimum mastery criteria, that is 70. Based on the result of pre-test and the post-test, it can

be seen that storytelling is able to increase the students' speaking performance significantly. It can be seen from the students' average before and after given the treatment. The students' average in the pre-test is 57, 03, in the post-test I is 66, 40, and in the post-test II is 72, 19. There are gains from the result of pre-test to post-test I, and post-test I to the post-test II. The gain from the pre-test to the post-test I is 9,37 points, and from post-test I to the post-test II is 5,79 points.

There is increasing of the students who got score from the pre-test to the post-test cycle I, and from post-test cycle I to the post-test cycle II. From 2 students (6, 25%) in pre-test to the 12 students (37, 5 %) in post-test I, and from 12 students in the post-test I to the 27 students (84, 37%) 7%) in post-test II. Thus, the writer assumes that storytelling can increase the students' speaking performance.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the implementation of storytelling technique in speaking performance, it can be concluded that there is the increase in the students' speaking performance by implementing storytelling strategy at the eighth graders of SMP N 2 Metro, Lampung. It means that the last post-test is higher than pre-test with the gain of averages 57,03 in pre-test became 72,19 in the last post-test, so the amount of the increase is 15,16%. This might be due to the students' involvement in teaching learning process since implementing storytelling could encourage students not only in completing post-test but also pre-test.

Therefore, storytelling technique which suitable to the students' level and interest make the students enjoy in speaking activity. It can be seen from the students' enthusiasms in show off in front of class and tell the story with their friends.

B. Suggestion

Considering the result of this study, the researcher would like to give some suggestions. They are as follows:

1. For the students

- a. The students should enrich the vocabulary in order to help them in comprehending the English text.

- b. The students should be more active and creative, especially in the speaking class.
- c. The students should be more often to speak English.

2. For the teacher

- a. It is important for the teacher to motivate the students in speak English in everyday life.
- b. The teacher should be more creative in choosing the technique for teaching speaking, for example by using storytelling technique.
- c. It is hoped that the teacher teach the speaking comprehension from the easiest to the most difficult one.

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