AN UNDERGRADUATE THESIS

IMPROVING THE STUDENT'S SPEAKING ABILITY USING STORYTELLING TECHNIQUE AT THE EIGHT GRADERS OF SMP N 2 TRIMURJO

By:

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ENGLISH EDUCATION STUDY PROGRAM

TARBIYAH DEPARTMENT

STATE ISLAMIC COLLEGE
OF JURAI SIWO METRO
1435 H / 2014 M

IMPROVING THE STUDENTS SPEAKING ABILITY USING STORYTELLING TECHNIQUE AT THE EIGHT GRADERS OF SMP N 2 TRIMURJO

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

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PENINGKATAN KEMAMPUAN BERBICARA SISWA DENGAN MENGGUNAKAN METODE BERCERITA PADA KELAS DELAPAN DI SMP N 2 TRIMURJO

ABSTRAK

Oleh:
Galang Nur Wicaksono

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, prestasi keterampilan berbicara siswa akan meningkat.

Penelitian ini merupakan Penelitian Tindakan Kelas. Penelitian ini dilakukan pada siswa kelas delapan SMP N 2 Trimurjo pada tahun ajaran 2013/2014. 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.

Indikator keberhasilan dari proses penelitian ini adalah proses belajar menjadi menarik dan menyenangkan dan siswa mengikuti proses pembelajaran secara aktif. 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 Trimurjo. Selain itu, dalam proses pembelajaran dengan teknik bercerita, siswa menjadi lebih aktif .

IMPROVING THE STUDENTS SPEAKING ABILITY USING STORYTELLING TECHNIQUE AT THE EIGHT GRADERS OF SMP N 2 TRIMURJO

ABSTRACT

By:
Galang Nur Wicaksono

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 achivement of students' speaking comprehension skill will improve.

This research is Classroom Action Research. This research was conducted at the eighth grader of SMP N 2 in academic year 2013/2014. 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.

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 ability, and 70% of students can achieve the grade of KKM, 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 Trimurjo. Furthermore, in the learning process by Storytelling technique, students become more active.

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To :
The Honorable the Head of Tarbiyah Departement State Islamic College (STAIN) of Jurai Siwo Metro

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 Munaqosah. Thank you very much.
Wassalmu'alaikumWr.Wb

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RATIFICATION PAGE

Sti. 13 / 5 / 1343 / 2014

Undergraduate thesis entitled: **IMPROVING THE STUDENTS SPEAKING ABILITY USING STORYTELLING TECHNIQUE AT THE EIGHT GRADERS OF SMP N 2 TRIMURJO IN THE ACADEMIC YEAR OF 2013/2014,** written by Galang Nur Wicaksono, Student Number (0953657) English Program, has been examined (Munaqosah) in **2nd Floor of the Old Rektorat Building** on **Thursday, June 26th 2014**.

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STATEMENT OF RESEARCH ORIGINALITY

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

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MOTTO

Anyone who not brave enough to take the risks,

will never achieve anything in life

DEDICATION PAGE

My beloved family, my father and my mother.

All people that i love

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.

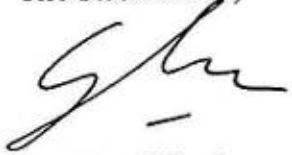
Thank to Allah the writer could finish the research thesis entitled "Improving The Students Speaking ABILITY Using Storytelling Technique At The Eighth Graders Of Smp N 2 Trimurjo In Academic Year Of 2013/2014".

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. Johan Wibowo, M.Pd. MM. M.Si 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, December , 2013

The Researcher,



Galang Nur Wicaksono

Std.N 0953657

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CHAPTER 1

INTRODUCTION

A. Background of the Study

A 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 uses a language in expressing their ideas, feeling, and expectation to the other in interaction.

Now days, every people use English to communicate to other foreign countries, because English is an international language in the world. Indonesia is one of country that learns English as a second language. English becomes as one of the compulsory subjects of the formal education in Indonesia.

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 that four 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 mimicry of someone. Speaking means to express opinions; to say; to talk.

---

[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.

In educating 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 way to make the students interest to speak English especially verbal communication in the classroom. As we know that student are shy and afraid to speak English and that can make students do not confidence to speak English.

The researcher have worked for some time with the following definition, Speech is controlled in your mind by feedback from your hearing and mouth position as much as it is from your memory. If you want to speak fluent English, it is just as important to retrain your tongue as it is to train your memory. To be effective, however, you must retrain your mind, tongue, and hearing at exactly the same time because they must work together when you speak English.[3]

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 easy become native speaker and active speaker.

Based on pre survey on May 01, 2013 at the Eighth graders of Junior High School 2 Trimurjo in Academic Years 2013/2014, the researcher got the data from 32 students there are 2 students got excellent score, 7 students that have good score, 13 students that have enough score, and 10 students that have poor score. It can be

[3] Lynn Lundquist. Learning Spoken English ...in half time. www.FreeEnglishNow.com

concluded that the students have failed with the highest grade 80 and the low grade 75 with the minimum mastery criteria (KKM) for English is 75.

Table 1

The students' speaking score class VIII C at the eighth graders of SMP N 2 Trimurjo in the Academic Year of 2013/2014

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: "Heri Arwansyah, S.Pd". The English teacher at SMP N 2 Trimurjo, interviewed on May, 01th 2013.

Based on the data, the researcher will use Storrytelling Technique in the class. Hopefully by Storytelling Technique, the researcher is easier to control the students' behavior and students' comprehension. The researcher can serve as a model, give the stimulus, and give motivation to the students. The researcher wants to know the students' speaking comprehension at the eighth graders of SMP N 2 Trimurjo and hopes the students can learn by using Storytelling Technique.

In teaching learning process, the teacher has an important roles 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, Richards and Rodgers stated that the teacher as a source of knowledge and direction should understand some methods for teaching.[4] 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 language 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 technique which are used by the teachers will help the students to comprehend speaking easily.

Based on the explanation above the researcher interested in investigating what the influence of using storytelling technique toward students' speaking comprehension are. Then the researcher conducts a research entitled: "Improving the Students Speaking Ability Using Storytelling Technique".

B. Problem Identification

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

1. The students feel hard to retell the story in English.

---

[4] Ag. Bambang Setiyadi, Teaching English As A Foreign Language,(Graha Ilmu, Yogjakarta, 2006), p.18

2. The students have less motivation in speaking comprehension.
3. The teachers are not optimally of using their technique in teaching learning process.
4. The teachers have been less ability in applying 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:

1. Is the story telling technique increase the student speaking ability?

D. Objective and Benefit of the Study

1. Objective of the study:
   a. To explain the level of speaking comprehension among the eighth graders of SMP N 2 Trimurjo in the Academic Year of 2013/2014.
   b. To describe the influence of storytelling technique towards students' speaking comprehension among the eighth graders of SMP N 2 Trimurjo in the Academic Year 2012/2013.
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 school:

The headmaster can convey to the teachers that they should know the students' problem in order to reach learning process effectively.

d. For the Researcher:

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


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CHAPTER II

THEORETICAL FRAMEWORK

A. Theoretical Review

1. Speaking Ability

a. The Concept of Speaking

In sociolinguistics Speaking is a tool to assist the identification and labeling of components of linguistic interaction that was driven by his view that, in order to speak a language correctly, one needs not only to learn its vocabulary and grammar, but also the context in which words are used. [3]

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
3) Used to introduce a remark about a topic. [4]

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:

Sanggam Siahaan statd that speaking is a productive skill, meanwhile, according to O'grady as quoted by Sanggam, speaking is a mental process,

---

[3] http://en.wikipedia.org/wiki/SPEAKING
[4] http://oxforddictionaries.com/definition/english/speaking

it means that it is a psychological process by which a speaker puts a mental concept into some linguistics form, such as: word, phrases, an sentences used to convey a message to a listener.[5]

Furthermore, Bambang explained that speaking is oral production or it is called a productive skill. It cannot separated 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 understood 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 to say or express about something with pronounce correctly so another people can understand what their says.

b. The Difficulties of speaking Ability

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

---

[5] Sanggam Siahaan, *Issues In Linguistics*, Yogyakarta: Graha ilmu (First Edition), 2008, p. 95.

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

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

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.

8) Interaction

As noted in the previous section, learning t produce waves of language in a vacuum-without interlocutors-would rob speaking skill of its richest component the creativity of conversational negotiation.[7]

From the above explanation 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 is 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 has 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.[8]

---

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

[8] http://en.wikipedia.org/wiki/Performance

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. [9]

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.[10]

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 the example, speaking, writing, listening, reading, walking, dancing, etc).[11]

---

[9] http://oxforddictionaries.com/definition/english/performance?q=performance

[10] Bambang Setiyadi, *Op.Cit.* p.1.28

[11] Douglas brown, *Princip Pembelajaran dan Pengajaran Bahasa.* (Pearson Education Inc, 2007)), p. 38-39

Teachers are free to sue any system of performance descriptors they feel is appropriate, consistent, with district policy and the practice of their coolleues.in the school.[12]

From the definition above, the writer understood 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.

Based on the quotations about speaking and performance. It can be 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.)

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

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 and extended form of responsive language.

5) Interpersonal (dialogue)

It 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 five extended monologues in the form of oral reports, summaries, or perhaps short

speeches, Here the register is more formal and deliberative. These monologues can be planned or impromptu. [13]

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.

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

1) Setting up

   This 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.

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[13] http://kimhyunju35.blogspot.com/2009/11/types-of-classroom-speaking-performance.html

[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

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 and very important different 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, this 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.
3) Imitation, this was one of the french proficiency tests given in the good language learning study.[17]

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[16] *Ibid*, p.117

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

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 include.
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 particulary valid if it closely matches the student's needs.
5) Collaborative task and discussion, these are similar to role plays expect that the student are not required to assume a role but simply to be themselves[18]

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

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

we doing 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]

Kasihani K.E. Suyanto explains that storytelling is a teachers' activity in telling a story without reading a book but using realia, intonation, demonstation and gesture.[21]

Storytelling is the conveying of events in words, images and sounds, often by improvisation or embellishment. Crucial elements of stories and storytelling include plot, characters and narrative point of view.[22]

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

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

[21]Kasihani K.E. Suyanto, *English For Young Learners,* (Jakarta: Bumi Aksara, 2007), p. 130

[22]http://en.wikipedia.org/wiki/Storytelling

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.

b. The Most Important Aspect of Storytelling

According to Joan Kang Shin there are the most important aspectcs of storytelling:[23]

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.

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[23]Adapted from Joan Kang Shin, *Storrytelling in English,* (University of Maryland: Baltimore County), (September 14. 2007)

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.
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.[24]

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.[25]

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[24]http://www.fdcchildren.org/index/learning-tools-and-materials/story-telling/the benefits of-story-telling.html

[25] H. Daughlas Brown,*Op Cit* ,.p.14.

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.[26]

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.[27]

Based on the qutation 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 are 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).

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[26]Ibid, p. 16

[27] Ag. BambangSetiyadi, *Teaching English as a Foreign Language*,(Yogyakarta: GrahaIlmu, 2006),p.14

d) The teacher does not care when a student makes an error as long as it does not hinder communication (Natural Method).[28]

3) Technique of Storytelling

Brewster, Ellis, & Girard (2004) recommended some storytelling techniques as follows:[29]

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.

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) Vary the pace, tone and volume of your voice.

h) Pause where appropriate.

i) Disguise your voice for the different characters.

j) Make sound effects where possible

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[28]Ibid, p. 15
[29]Ibid

k) Ask questions to involve children.

l) Do not be afraid to repeat, expand and reformulate.

4) Some Techniques that May Help the Learners Become Storytellers

Learners are natural storytellers and from the earliest age we need to use their enthusiasm for word play to encourage and channel their learning. Following are the practical techniques to help the learners become storyteller:[30]

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.

[30]http://www.teachingexpertise.com/articles/storytelling-in-the-early-years-1137

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.

e. The Procedure of Storytelling Technique

Usually the teachers do not know that, any technique to increase their students speaking ability. So, the students are often feeling hard to do speaking activity. As well as students can feel easy to increase their 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) Hold the session. It is may be effective to create a more informal atmosphere than regular meeting environment by changing layouts, serving refreshments, holding icebreaker session, etc.
5) Leverage the output of the storytelling session. This step is critical to maximize the effectiveness of storytelling.[31]

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".[32]

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[31] *Ibid*,p.23-24
[32] Jackie Baldwin and Kate Dudding,*op.cit*.p.43

3. The Influence of Using Storytelling Tecnique toward Speaking Comprehension Skills

The using of storytelling technique will improve the students' speaking comprehension skills because storytelling technique may contribute to give motivation to the students in order that to be more interest at the subject of speaking, because storytelling is communication from the teller to the audience, not just acting or performing.

Wigfield state that motivation deals with...the choices individuals make about activity to do or not to do, their degree of persistence at the chosen ctivities, and the amount of effort they put fort to do the activity[33].

Based on the quotation above the researcher can conclude that positive motivation such as storytelling technique can improve comprehension both directly and through greater amounts of extended speaking.

B. Classroom Action Research (CAR)

1. Definition of action research

A name given to a particular way of researching learning process is action research. The aim is for looking of learning process in practical form. If the researcher face that the practice needs attention in some method researcher will be able to take action to increase it, and then make a list of indication to show in what way the practice has improved. It is includes the researcher focus

[33] Ibid, p. 175

on what the researcher is doing, thus it is well known as a kind of self-reflective practice.[34]

Action research is well known by many other names, including participatory research, collaborative inquiry, emancipatory research, action learning, and many others. Put simply, action research remains "learning by doing". Action research is making a group of people identify a problem, organize something to resolve it, realize how successful their pains were, and if not satisfied, try over.[35]

Action Research is not just problem-solving, it involves problem-posing. This research does not start from a view of complications as pathologies. It is motivated by a quest to evolve and understand the world by changing it and learning how to increase it from the effects of the changes made.

The researcher trust that individuals are able to create their own identities and let other people to create theirs. They try to find ways of cooperative multiple value perspectives. Alive together effectively requires hard work and considerable effort to know the others' point of view. It shows improving their capacities to care, and recognizing and suspending their own prejudices.[36]

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[34] Jean McNiff and Jack Whitehead, *Action Research: Principles and Practice*, (London and New York: Routledge Falmer, 2002), P. 15

[35] Rory O'Brien, *an Overview of the Methodological Approach of Action Research*, (Faculty of Information Studies: University of Toronto, 1998). P.5

[36] Jean McNiff and Jack Whitehead, op.cit. P.17

One form of applied research is action research. It can provide teachers with the chance to observe because action research draws on a choice of strategies and methodologies, a concrete problem within a classroom or school setting. Action research has the potential to improve both teacher professional development and school improvement initiatives. [37]

Eileen Ferrance states that action research is not a library assignment where we learn more about an issue that interests us. It is not problem-solving in the sense of trying to find out what is mistaken, but rather a quest for knowledge about how to develop. Action research is not about doing research on or about individuals, or finding all available information on a topic looking for the right Action Research answers. It includes people working to increase their skills, performances, and strategies.[38]

2. Aspects of action research

Action research affords teachers with a systematic process to reflect, consider options, implement and assess potential resolutions. Action differs from the day-to-day decision creating that teachers do.[39]

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[37] The Alberta Teachers' Association. *Action Research Guide for Alberta Teachers,* (Edmonton: Public Education Works for Alberta, 2000). P.3

[38] Eileen Ferrance, *Action Research*, (Northeast and Island Regional Educational Laboratory at Brown University : Brown University, 2000), p.2

[39] The Alberta Teachers' Association, op.cit. P.4

Research is generally held to involve the following:

a. Ontology

The first aspect that the researcher face while doing action research is ontological issues. The way we outlook ourselves, a theory of being. Ontological issues is what do action researchers believe in. Building the kind of societies the researcher feels are good societies includes their personal commitment to act. However, if the reseachers effort to do something, just lone positive life-enhancing action, there is hopefulness. Improvement is still improvement, no matter how slight.

b. Epistemology

After the researcher do the first aspect, then face the next aspect. It is epistemology. Epistemological means how do action researchers come to know. Action researchers understand knowledge as something they do, an alive process. Individuals can generate their own awareness from their experience of living and learning. In other word, we can say that epistemology is how we understand knowledge, including how knowledge is learned.

c. Methodology

Methodology aspect is how action researchers act. Methodological issues. Action researchers concern learning and experience as practices which allow individuals to make choices about who they are and

how they are together. In simple word, we can say that methodology means how we do things. [40]

3. The goal of action research

The goal of Classroom Action Research is to improve the teaching in the classroom. Classroom Action Research is a method of finding out what works best in classroom so that it can improve student learning. There are many ways to improve knowledge about teaching. Many teachers practice personal reflection on teaching, others conduct formal empirical studies on teaching and learning. Classroom Action Research is more systematic than personal reflection but it is more informal and personal than formal educational research.

It is focused with changing situations, not just interpreting them. Action Research that takes the researcher into view is a systematically-evolving process of changing both the researcher and the situations in classroom. The natural and historical sciences do not have this aim.

Action Research is based on the following assumptions:

a. teachers and students do based on problems they have identified for themselves;
b. teachers and students become more effective when encouraged to examine and assess their own work and then consider ways of doing differently;
c. teachers and students help each other by working collaboratively;

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[40] Ibid.P. 16

d. Working with colleagues helps teachers and principals in their professional development.[41]

The aim of the research is to find the problem solving. Eileen Ferrance said that action research that has characterized by spiraling cycles of problem identification, systematic data collection, reflection, analysis, data-driven action taken, and, finally, problem redefinition is used for many purposes. That is School-based curriculum development, professional development, systems planning, school restructuring, and as an evaluative instrument.[42]

The aims of action research are:

a. To improve practice here and now, in order to improve logical thinking or rationalize working result
b. To deepen the action that will be implemented by fixing the learning process and improving the professionalism of teachers.
c. To fix the learning practice and some school programs generally.[43]

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[41] Eileen Ferrance, op.cit. P.1

[42] Ibid p. 26

[43] Prof. Dr. Suryana, M.Si, *Metodologi Penelitian Model Praktis Penelitian Kuantitatif dan Kualitatif.* (Universitas Pendidikan Indonesia: 2010) P.20

C. 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 by using story telling as a technique, the students will increase the speaking ability.


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CHAPTER III

RESEARCH METHOD

A. Setting and Subject of the Study

This research will be conducted in SMP N 2 Trimurjo 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 SMP N 2 Trimurjo, that is Mr. Heri Arwansyah, 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 reseach is the improving the students speaking skill by storytelling technique to improve the student's speaking ability. In this study, the resaercher 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]

The action object of this study is speaking skill. There are two variables in this research; those are storytelling technique as independent variable and speaking skill as dependent variable. Therefore, speaking skill is the object that will be given treatment.

Speaking skill is the object of this research. Becaue of storytelling is the variable in this research, so the original text are needful and become the important thing. Besides that, the research has to adapt the original text in order to appropriate with the strategy that will be used in the class. The class is starting by give the student the original text, the students read carefully the text 30 minutes. Then students one by one stand in front of class and retell the story based on the original text, but now without text. The goals are to improve students' speaking skill, and memory of what they have speak.

C. Action Research

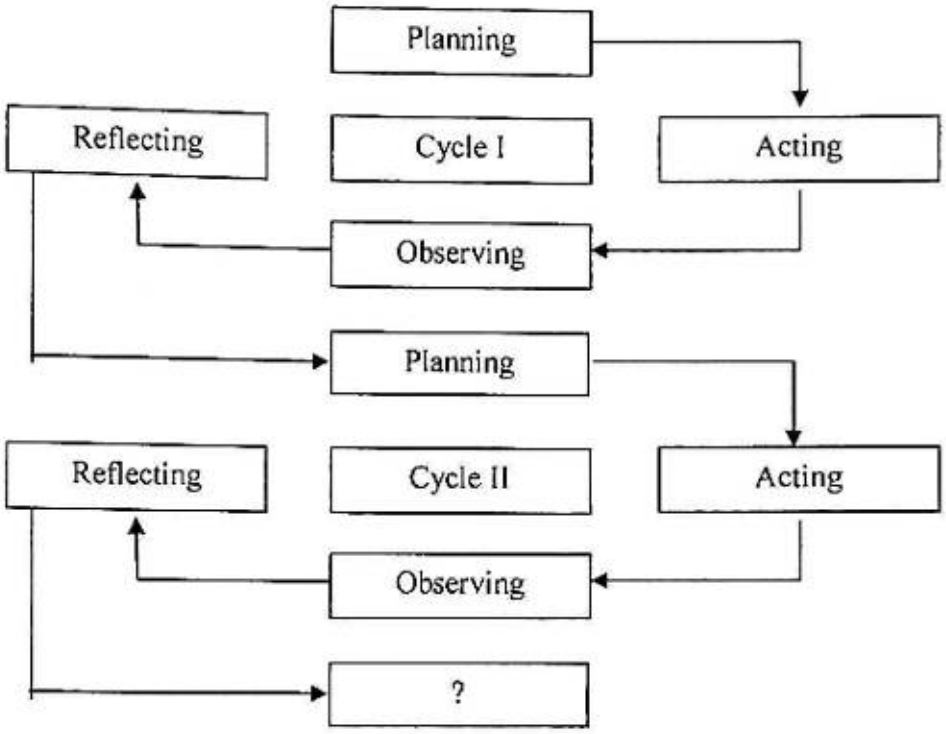
In classroom action research, there are four steps in every cycle; they are plan, action, observation, and reflection.

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

Figure 1

The steps of classroom action research design[31]



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,

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[31] *Ibid*, P. 16
[32] *Ibid*, p. 17

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.

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 Trimurjo. The teaching procedures consist of many steps, here is the description of the steps:

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[33] *http://academic.udayton.edu/FacDev/Newsletters/EssaysforTeachingExcellence/PODvol14/tevol14n7.html*

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

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

Watch something or somebody carefully, especially to learn more about them is called observing. Observation is a method of data collection in which the situation of interest is watched and the relevant facts, actions and deeds are recorded.[35]

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

[35] *http://marketing.about.com/od/marketingglossary/g/observationdef.htm*

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.[36]

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

[36] 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.

3. The Indicator of Achievement

Table 3

The Speaking Achievement[37]

No	Variable	Indicator	Score	Total score
1.	Speaking ability	Fluency a. Speed b. Natural flow c. Elimination of translation d. Omission of filler words	 5 5 5 5	20
		Pronounciation a. Individual Sounds b. Stress c. Intonation d. Pausing and phrasing e. Reduction	 4 4 4 4 4	20
		Accuracy or Grammatical a. Verbs b. Noun phrases	 4 4	20

[37] http://www.eslgold.net/speaking/testing_speaking.html, Testing Speaking 9-11-2010

No	Variable	Indicator	Score	Total score
		c. Sentence structure d. Individual grammar problem e. Functional phrases	4 4 4	
		Vocabulary a. Word choice b. Idioms c. Phrasal verbs d. Appropriateness	 5 5 5 5	20
		Task Completion a. Subtance b. Details c. Topic elaboration d. Organization[38]	 5 5 5 5	20
2.	Total score for the students		100	100

E. 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. [39]

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[39] The Alberta Teachers' Association, op.cit. P.25

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.

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. [40]

[40] Jean McNiff and Jack Whitehead, op.cit. P.66

a. Pre-test

A pre-test evaluates knowledge of a subject before the students cover the material. It is often used to guide teaching. [41] 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 any 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 it is able to improve the student's speaking Performance.

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 information such as the data about the history of the school, the sum of teacher, official employed and students at SMP N 2 Trimurjo.

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[41] *http://wiki.answers.com/Q/What_is_pre-test_and_post-test*

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 test[42]

Then the average score of the pretest and the posttest were compared to know whether the students get any 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

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

2. Indicator of Success

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

$$\text{The class completeness level} = \frac{\text{The students that get score} \geq 75 \ x100\ \%}{\text{Total students}}$$

The writer will compare between pre-test and posttest to know the result. Then writer use minimum standard (KKM) 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.


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CHAPTER IV

RESULT OF THE RESEARCH

A. Description of Data

1. Research Setting

a. The History of Establishment of SMP N 2 Trimurjo

SMP N 2 Trimurjo is located in Liman Benawi, Trimurjo, East Lampung, at street Ramayana No. 11. It was established on 1991 by the goverment. Moreover, SMP N 2 Trimurjo had lead by the following principals.

1) Drs. Hairudin
2) Drs. Suyono, SH
3) Dra. Djarwati Purwaningsih
4) Drs. Slamet Wardoyo
5) Drs. Mariyoto
6) Piet Bernadianto, S.Pd

B. Description of Research Result

In this research, pre-test and posttest cycle, I had done individually. It was aim to know the ability 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 Saturday, May 4th, 2013. From the result of pre-test shown that most of the students difficult for the test. Test by retell story about greedy mouse. The result of pre-test can be seen on table:

Table 4

The Score of the Students Pre Test

No	Name	Score
1	AS	60
2	AWA	55
3	A	50
4	AS2	45
5	AP	55
6	BD	55
7	D	50
8	FF	60
9	HS	50
10	IS	45
11	IP	55
12	KDS	70
13	MRNA	70
14	MM	55
15	NA	60
16	NAN	60
17	N	60
18	OAP	55
19	RAKW	50
20	RP	50
21	RF	55

No	Name	Score
22	RSF	75
23	SM	55
24	SN	50
25	TB	60
26	WS	45
27	YK	60
28	ZA	75
29	ZK	55
30	RNW	60
31	DPA	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			5 7, 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 performance is low. It was the reason why the researcher uses storytelling technique to increase the students' speaking performance.

2. Cycle I

a. Planning

In the cycle, the researcher and collaborator (Heri Arwansyah, 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 retell the story.

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
1st	Sunday, October 7th, 2013	09.00-10.15
2nd	Tuesday, October 10th, 2013	11.00-12.15
3rd	Tuesday, October 17th, 2013	09,00-10.15

1) Treatment I

The first meeting was held on Sunday, October 7th, 2013 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

story about monkey and the cap seller 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 Heri Arwansyah, S.Pd as an English teacher at SNW N 2 Trimurjo. 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 Tuesday, October 10'", 2013. 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 storyteiling. 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 Monkey and the Cap Seller. 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 Tuesday, October 17th , 2013. 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 speaking. 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 retell story about snow white.

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
1st	Sunday, October 21th, 2013	11.00-12,15
2nd	Tuesday, October 24th,2013	09.00-10.15

The action of this cycle was conducted in three meetings:

1) Treatment 1

The first meeting was done on Sunday, October 21th, 2013. 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 Tuesday, October 24th, 2013. 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 each day from the thing around us, and try recognizing all of words at last week.

C. 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	AS	50
2	AWA	80
3	A	65
4	AS2	65
5	AP	65
6	BD	70
7	D	60
8	FF	75
9	HS	60
10	IS	65
11	IP	60
12	KDS	65
13	MRNA	65
14	MM	70
15	NA	60

No	Name	Score
16	NAN	60
17	N	75
18	OAP	60
19	RAKW	65
20	RP	80
21	RF	70
22	RSF	70
23	SM	70
24	SN	80
25	TB	65
26	WS	70
27	YK	60
28	ZA	60
29	ZK	80
30	RNW	65
31	DPA	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	AS	50
2	AWA	80
3	A	70
4	AS2	60
5	AP	70
6	BD	80
7	D	70
8	FF	70
9	HS	70
10	IS	80
11	IP	80
12	KDS	80
13	MRNA	70
14	MM	70
15	NA	70
16	NAN	80
17	N	70
18	OAP	70
19	RAKW	60
20	RP	90
21	RF	80
22	RSF	70
23	SM	80
24	SN	80
25	TB	60
26	WS	80
27	YK	50
28	ZA	70
29	ZK	70
30	RNW	80
31	DPA	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	32
	Missing	0	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	6,3
	60	3	9,4	9,4
	70	14	43,8	43,8
	80	12	37,5	37,5
	90	1	3,1	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	AS	60	50	-10	Decreased
2	AWA	55	80	25	Increased
3	A	50	65	15	Increased
4	AS2	45	65	20	Increased
5	AP	55	65	10	Increased
6	BD	55	70	15	Increased
7	D	50	60	10	Increased
8	FF	60	75	15	Increased
9	HS	50	60	10	Increased
10	IS	45	65	20	Increased
11	IP	55	60	05	Increased
12	KDS	70	65	-5	Decreased
13	MRNA	70	65	-5	Decreased
14	MM	55	70	15	Increased
15	NA	60	60	0	Constant
16	NAN	60	60	0	Constant
17	N	60	75	15	Increased
18	OAP	55	60	05	Increased
19	RAKW	50	65	15	Increased
20	RP	50	80	30	Increased
21	RF	55	70	15	Increased
22	RSF	75	70	-5	Decreased
23	SM	55	70	15	Increased
24	SN	50	80	30	Increased
25	TB	60	65	05	Increased
26	WS	45	70	25	Increased
27	YK	60	60	0	Constant
28	ZA	75	60	-15	Decreased

No	Subject	Pre-test Score	Post-test Cycle I Score	Increasing	Explanation
29	ZK	55	80	25	Increased
30	RNW	60	65	05	Increased
31	DPA	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	AS	50	50	-	Constant
2	AWA	80	80	-	Constant
3	A	65	70	5	Increased
4	AS2	65	60	-5	Decreased
5	AP	65	70	5	Constant

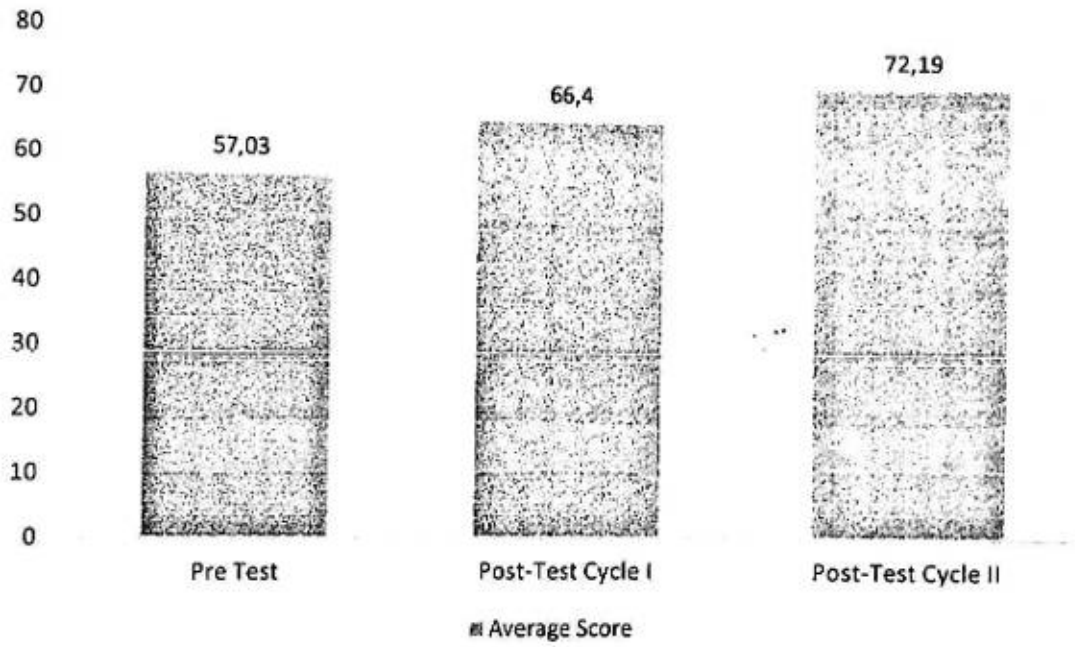
No	Subject	Post-test Cycle I Score	Post-test Cycle II Score	Increasing	Explanation
6	BD	70	80	20	Increased
7	D	60	70	10	Increased
8	FF	15	70	-5	Decreased
9	HS	60	70	10	increased
10	IS	65	80	15	Increased
11	IP	60	80	20	Increased
12	KDS	65	80	15	Increased
13	MRNA	65	70	5	Increased
14	MM	70	70	-	Constant
15	NA	60	70	10	Increased
16	NAN	60	80	20	increased
17	N	75	70	-5	Decreased
18	OAP	60	70	10	Increased
19	RAKW	65	60	-5	Decreased
20	RP	80	90	10	Increased
21	RF	70	80	10	Increased
22	RSF	70	70	-	Constant
23	SM	70	80	20	Increased
24	SN	80	80	-	Constant
25	TB	65	60	-5	Decreased
26	WS	70	80	10	Increased
27	YK	60	50'	-10	Decreased
28	ZA	60	70	10	Increased
29	ZK	80	70	-10	Decreased
30	RNW	65	80	15	Increased
31	DPA	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.

Because 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, 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 11. 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 11. 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.


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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 Trimurjo, Lampung. The statement was approved by evidence on the gain score. 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. 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 teacing 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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CURRICULUM VITAE



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