

**UNDERGRADUATE THESIS**

**INCREASING THE SPEAKING ABILITY THROUGH  
STORYTELLING TECHNIQUE AT SMA PGRI OF  
SEPUTIH MATARAM IN ACADEMIC  
YEAR 2012/2013**



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**Department : Tarbiyah**

**STATE ISLAMIC COLLEGE (STAIN)  
OF JURAI SIWO METRO  
1434 H / 2013 M**

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2012/2013**

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**ABSTRACT**

**By:  
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Speaking is one of the abilities which must be mastered by every students. By mastering speaking, students can carry out conversation with others, give the ideas and exchange the information with others. In fact, the students have difficulties to speak English. Low motivation makes them not enthusiastic and not courage enough to involve in the speaking learning process. Therefore, this research focuses on daily conversation usage in increasing the students' speaking ability.

This research is a Classroom Action Research. This research was conducted at the eighth grader of Senior High School PGRI of Seputih Mataram in academic year 2012/2013. 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, 77.

Based on the research conducted, was obtained the results in every learning process. At cycle 1, the average score of pre-test is 60, 06 and at the post test cycle 1 is 65, 62. The increase of the average score in cycle 1 is 9, 44%. Then, in the cycle 2, the score of post test cycle 2 is 73, 5. The increase in the average score of students in cycle 2 was 12, 35%. The success of the learning process was obtained from the data of observations. The student activity in cycle 1 was 32, 51%, and in cycle 2 were 73, 15%.

Based on the data above, could be concluded that there was an increase in the speaking ability through storytelling technique at the eighth grader of Senior High School PGRI of Seputih Mataram. Furthermore, in the learning process by Storytelling technique, students become more active.

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**ABSTRAK**

**Oleh:  
SHELVIANA**

Berbicara merupakan salah satu kemampuan yang harus dikuasai oleh setiap siswa. Dengan menguasainya, siswa dapat melakukan percakapan, memberikan ide dan bertukar informasi dengan orang lain. Pada kenyataannya, siswa mengalami kesulitan untuk berbicara bahasa Inggris. Rendahnya motivasi membuat mereka tidak antusias dan tidak cukup berani untuk terlibat dalam proses pembelajaran. Oleh karena itu, penelitian ini berfokus pada penggunaan teknik storytelling dalam meningkatkan kemampuan berbicara siswa.

Penelitian ini adalah penelitian tindakan kelas. Penelitian ini diterapkan pada siswa kelas XI SMA PGRI Seputih Mataram pada tahun akademik 2012/2013. 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, pengamatan, dan refleksi. Indikator keberhasilan proses dari penelitian ini adalah proses belajar menjadi menarik dan menyenangkan dan siswa dapat mengikuti proses pembelajaran secara aktif. Indikator keberhasilan produk dari penelitian ini adalah pembelajaran berbicara disukai oleh siswa, siswa dapat meningkatkan kemampuan berbicara mereka, dan 70 % siswa mencapai nilai KKM, yakni 70.

Berdasarkan hasil penelitian yang dilakukan, diperoleh hasil dari setiap proses pembelajarannya, yakni pada siklus 1 nilai rata-rata pre test siswa adalah 60,06 dan pada post test siklus 1 yakni 65, 62. Peningkatan rata-rata nilai siswa pada siklus 1 adalah 9, 44 %. Selanjutnya pada siklus 2, nilai post test siklus 2 adalah 73, 5. Peningkatan rata-rata nilai siswa pada siklus 2 adalah 12, 5 %. Keberhasilan pada proses pembelajaran didapatkan dari data observasi kelas, yakni pada siklus 1 aktivitas belajar siswa adalah 31, 35% dan pada siklus 2 menjadi 73, 15%.

Berdasarkan data di atas, disimpulkan bahwa ada peningkatan pada kemampuan berbicara melalui penggunaan teknik storytelling technique pada siswa kelas XI SMA PGRI Seputih Mataram. Selanjutnya, dalam proses pembelajaran melalui penerapan storytelling technique, siswa pun menjadi semakin aktif.

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Metro, Juny 07, 2013

**Shelviana**

## MOTTO

يَا أَيُّهَا الَّذِينَ آمَنُوا اسْتَعِينُوا بِالصَّبْرِ وَالصَّلَاةِ

إِنَّ اللَّهَ مَعَ الصَّابِرِينَ

(Al Baqarah 153)

“Hi believers, ask to Allah patiently and pray, rightly Allah with patient people”

Many small thing make one big thing

*I would like to dedicate this undergraduate thesis to my Mother and Father, my  
Grandfather Siskatino, Grandmother Layem and the last my beloved aunt lilis  
triyanti.*

*Thanks for everything that given to me.*

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**In the second place**, the researcher would like to thank her parents for financial and spiritual sport. The researcher's thanks also goes to Drs Kuryani Utih M.Pd and Dra Yerni Amir for being patientand efficiency during the accomplishment of this undergraduate thesis

**Last but not least**, the researcher's deepest gratitude also go to my classmate, my friends, all people in STAIN Jurai siwo Metro who involved directly and indirectly in making this writing. The researcher hopes that this writing will become source of good for others.

Metro june 12 2013

The researcher

**SHELVIANA**

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# CHAPTER 1

## INTRODUCTION

### A. **Background of the Study**

Language has an important role in our life because the function to communicate in our life. It make us able to communicate to get information about something that we need. English as we know is one of the most important foreign language from the Elementary school until university, English as the main subject of education that must be learned by all of the students in Indonesia. English learning is not as easily to understand.

There are four skills in English that must be learned and mastered by all language learners, such as listening, speaking, reading and writing. Among four skills,Speaking is one of the skills mentioned. It is not easy because speaking is the basic skill. Speaking is not only for make a good pronunciation but also to expression of the condition.And also speaking is not only can be used to communicate each the others, but also for expressing ideas. In addition, it can be used for interaction by vocabulary the speaking languange. Students can express again by speaking fluently tha it is speaking ability.



Speaking is an activity used by someone to communicate with other. It takes everywhere and has become part of our daily activities when someone speaks he or she interacts and uses language to express his or her ideas, feeling and thought he or she also shares information to other through communication.

The students don't have limited vocabulary will be understood the meaning of words so make the students afraid to speak up. They think that the learning English is difficult, because the meaning, spelling, and writing are not same. The student also have less motivation in learning English especially speaking and low to memorization new vocabulary. Teacher must select relevant material, prepare his/her lesson and explain the lesson clearly.

There are several techniques used by the teacher to teach speaking in the class. Using Storytelling technique is one of the simple way to make the students interest to speak English especially verbal communication in the classroom. Storytelling technique is critical for it is within the line of definition we get the most freedoms. The researcher has worked for sometimes with the following definition Storytelling technique is the intentional sharing of a narrative in words and actions for the benefit of both the listener and the teller .

The problem in this research is the students have low mastery in speaking. The students low interest in learning process, The technique which was used by teacher less interest, because the student feel afraid a new language so the teacher must use interesting technique.

The research chooses the increasing of speaking ability through storytelling technique in senior high school because storytelling can make the learning process have fun, enjoyable and friendly so that the student can be interesting learn speaking through storytelling technique.

Based on pre survey on September 13, 2012 at the eighth graders of Senior High School PGRI of Seputih Mataram in Academic Years 2012/2013. It can be seen from 30 students as follows: There were 5 students who got 80-100 score are 16,6% at category to high score, There were 10 students who got 65-79 score are 33,3% at category to average score, There were 15 students who got 0-64 score are 50,1% at category to low score. In fact, The completeness standar (KKM) of english learning was 77. If the lowest score was 70, the speaking ability was not reached by students.

And the other case, there are many problems occur in the teaching learning process in Senior High School PGRI Seputih matarm. The problems are the student has low ability in speaking english so that make them nervous, the students are not enthusiastic and not courage enough to involve in the speaking learning process, The students get difficult and hesitate to practice the material as well as the drilling conducted by the teacher in the teaching learning process, And the last, the students are having the problem with their confidence.

Based on the fact above, the researcher was gotten the data that the eighth graders student of Senior high school PGRI of Seputih mataram in academic year of 2012/2013 are still low in speaking ability. so the research assume that to increase the

student in learning english especially speaking ability, the research interested for using storytelling technique for helping students to increase speaking ability. The research choose the storytelling technique beacuse in eight graders have studied about conversation where is still any relationship with speaking ability and they need a technique for study it and they must be telling to get fluently in speaking ability. so the research uses story telling as technique for teaching learning English, so that it should be more effective to encourage students to learn English and also more interesting.

In this research the research wants to investigate whether story telling technique gives the positive effect on speaking ability at the elevent graders Senior High School of PGRI ofSeputih mataram in Academic Year 2012/ 2013.

## **B. Problem Identification**

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

1. The student have less vocabulary so that the students have difficulties in speaking English so that make they are nervous and afraid to speak up in front of class and another people.
2. The students feel hard how the way to increase their speaking ability because the teacher only gave the student explanation and gave the test without explain the lesson clearly

3. The students have low speaking ability because the students often practice each the other in daily life.
4. The teaching speaking technique not variatif, the students just silent listening the teacher speak up in front of class without explain the meaning.
5. The students have not cofidence to speak up each other, the student afraid make mistake when they speak english language.

#### **C. Problem Formulation**

Based on the background of the study and problems identification above, the writer formulates of the problem in this research as follow:

Is the story telling technique increase the student speaking ability?

#### **D. The Objective and Benefit of the Study**

##### **1. Objective of the Study**

This research aims:

- a. To know thedescription of the storytelling technique through speaking ability
- b. To know the students' participation in english learning processby using storytelling technique.

##### **2. Benefit of the Study**

The results of the research are expected to be beneficial for:

a. For the Students:

1. To enable the students' to have a good speaking ability
2. To enable in developing the students' speaking ability
3. To motivate the student to speak actively
4. To enable students to build their confidence to speak English.
5. To enable the students understand learn how to speak English easily.

b. For the teachers

1. To enable the teachers to teach their students in speaking in the efficient way and time.
2. To enable the teacher to know the advantage of using story telling technique to increase of students speaking ability or in order to teach skill more effective and interesting.
3. To help the teacher to choose the appropriate method in teaching speaking.
4. To enable the teacher to teach speaking with using simple way.

c. For the principal

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.

## **CHAPTER II**

### **THEORITICAL REVIEW**

#### **A. Theoretical Description**

## 1. Speaking Ability

### a. The Concept of Speaking Ability

The word “speaking” oxford advanced learner’s dictionary is derived from the word “speak” that can be defined as follows:

- 1) To say words
- 2) To talk or say something about something or to mention something.
- 3) To know and be able to use language.<sup>1</sup>

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

Sanggam Siahaan said that speaking is a productive skill, meanwhile, according to O’grady as quoted by Sanggam, speaking is a mental process, 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.<sup>2</sup>

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

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<sup>1</sup> AS Hornby, *Oxford Advanced Learner’s Dictionary Of Current English*, (oxford university press, 1995), p. 1140.

<sup>2</sup>SanggamSiahaan, *Issues In Linguistics*, Yogyakarta: Grahailmu (First Edition), 2008, p. 95.

activities is needed, so that the students are able to speak not only to speak English fluently but also to pronounce it correctly.<sup>3</sup>

Style of speaking reflect the roles, age, sex, and status of participants in intruction and reflect the expression of politeness.<sup>4</sup> according Haris, “speaking is a complex skill requiring the simultaneous use of different ability which often develops at different rates”.<sup>5</sup> Haris mentions that there are five components are five components are recognize in analysis of speech process. That is pronunciation, grammar, vocabulary, fluency, and comprehension.

From the definition above, the research 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 Technique in Testing Speaking**

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<sup>3</sup>Bambang Setiyadi, Dkk, *Tefl 2*, (Jakarta: Universitas Terbuka,2007),p.6.13.

<sup>4</sup> Jack C Richards, *Teaching Listening and Speaking*, (Cambridge:University Press, 2008)p. 21

<sup>5</sup> David P Haris, *Testing English as a Second Language*, (New York: Mc Graw-Hill Book Company, 1969), p.81



The first point to stress is that “speaking” is not a language ability. A basic and very important difference in the teaching and testing of speaking is that between “monologue” and “interaction”.<sup>6</sup> There are some techniques 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. Imitation, this was one of the french proficiency tests given in the good language learning study.<sup>7</sup>

### **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.

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<sup>6</sup>*Ibid*,p.117

<sup>7</sup>Keith Johnson, *An Introduction To Foreign Lanuage Learning And Teaching*, ( England:Logman), 2001, p.310

- 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 plays expect that the student are not required to assume a role but simply to be themselves<sup>8</sup>

From the text above we can conclude 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 we doing a conversation so both of them can be a point two testing of the people speaking ability in a conversation.

### **c. The Difficulties of speaking Ability**

The students are often feel, 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.

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

#### **1. Clustering**

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<sup>8</sup> Thornbury, Scott. *How to teach speaking*. ( England: Longman, 2005), p125-126

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 to produce waves of language in a vacuum-without interlocutors-would rob speaking skill of its richest component the creativity of conversational negotiation.<sup>9</sup>

From the above explanation it can be concluded that any same characteristics must be taken into account in the productive generation of speech, but with a slight twist in that the learner 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.

#### **d. Types of Classroom Speaking Ability**

With the obvious connection between listening and speaking, six similar categories apply to the kinds of oral production that students are expected to carry out in the classroom.

##### 1) Imitative

In this problem imitative is for focusing on some particular element of language form. It is the primary type where the students are

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<sup>9</sup>H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, Second Edition, San Francisco State University, 2001, p.270-271

obligated to understand the language form before they practice a language.

2) Intensive

Intensive includes any speaking performance that is designed to practice some phonological or pragmatical aspect of some pair work activity, where learners are “going over” certain form of language.

3) Responsive

Responsive is short replays of teacher or student-initiated question or comments and it is good agreement of student’s speech.

4) Transactional( dialogue)

Transactional language is such conversation and extended form of responsive language in group work activity. On the contrary, transactional is a dialogue, convey their idea in topic which is done by group of the students.

5) Interpersonal ( dialogue)

Interpersonal dialogue carried out more for the aim of preserve social relationships than for the transmission of facts and information.

6) Extensive ( monologue )

The register is more formal and calculative because these monologues can be planned or improvised.<sup>10</sup>

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<sup>10</sup> Brown, H. Douglas. *Teaching by Principle*. New York : Longman pearson education, 2001. P 272-274

In speaking study that the teacher must know to differents they are speaking ability so it is can make a kinds or type on speaking class. It is to ablee the theacer more easy in stuying activity. The type of class speaking performance like imitative, intensive, responsive, transactional, interpersonal, and extensive where the definition of them has explaind above.

#### **e. Principles For Designing Speaking Technique**

In speaking class the teacher must attention their students. The attention like principles for designing of learning process. In speaking class we as the teacher must chosse good of principles for designing toward our lesson technique. There are for designing of speaking technique as follow:

1. Use techniques that cover the spectrum of learner needs, from language based focus on accuracy to message-based focus on interaction, meaning, and fluency.
2. Provide intrinsically motivating techniques.
3. Encourage the use of authentic language in meaningful contexts.
4. Provide appropriate feedback and correction.
5. Capitalize on the natural link between speaking and listening
6. Give students opportunities to initiate oral communication.

7. Encourage the development of speaking strategies.<sup>11</sup>

From the the explanation above it can be inferred that the teacher can use of the points above to design of speaking technique on learning activity. Where every students have differents ability. So the reseacher has assumption that above point can help the teacher to design of learning speaking on study activity.

Setting up or using stages is to introduce the students to know the topic so that they are motivated to study it. In other words, this aims to make the students ready with the topic they are studying. The topic may be demonstrated to the whole class, or the students may make materials to be used during speaking practice. Demonstration of the topic can be made in order that the students find it easily to do the task provide by the teacher.

Demonstration as is suggested by Hadfield can be done in a number of different activities as below: This stage is intended for the students to get ready with what they have to do. The example of each demonstration is presented in the part of technique in teaching speaking. One group as my story guest. The students are basically exposed to the form of the

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<sup>11</sup>*Ibid* , p.276

language but manipulated the activities reflecting real life situations or suited to the context of real communication. Next stage the students are also provided with a number of different activities. The first practice to ask his or her friend directions to some streets in the map provided. After the first task or activity is finished, they will be asked to do the similar activity to that of the first but asking directions to the places in the map provided, for instance, the library, the police station, and the movie theatre. The next activity the students may ask for direction to the place surroundings.

The last stage of developing speaking skills is feedback or study. The teacher in this stage may the students to reports to report back what they have talked about. As speaking is oral production, it cannot be separated from producing sounds. This is also a good stage in the lesson to focus on persistent pronunciation problems. In other words, pronunciation practice in speaking activities is needed, so that the students are able not only to speak English fluently but also to pronounce it correctly. Therefore, their pronunciation is easy to understand.<sup>12</sup>

From the some of stage above has explaind that the researcher get the conclude that in learner of speakinng technique we must be mastery on principles of designing of speaking technique. So we can find some of

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<sup>12</sup> *Ibid*,6.13



technique in learning speaking toward our students as well as they are getting in good speaking ability.

**f. Teaching Speaking.**

Bambang said that aim of teaching speaking is the students are able to use language accurately, fluently, and appropriately with the content of situation then the student must be actively use to engaged to speak.<sup>13</sup>

Moreover bambang added that there three level of teaching speaking :

1) Setting up

Setting up or using stages are to introduce the students to the topic so that they are motivated to study it. In other words, this aims to make the students ready with the topic they are studying. The topic may be demonstrated to whole class, or the students may make materials to be used during speaking practice. Demonstration of the topic may be made in order that the students find it easy to do the task provided by the teacher. This first step is intended for the students to get ready with what they have to do and to practice pronunciation of any words or phrases, or intonation that the teachers know the learners will find difficult.

2) Speaking practice

Speaking practice or active stages, where the students are exposed to practice the topic introduced in the setting up or in the engage stage. The

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<sup>13</sup> Bambang, *op.cit.* p.6.29

activities must be suited to the real-life situations. Basically, the students are exposed to the form of the language but manipulated the activities reflecting real life situations or suited to the context of real communication.

### 3) Feedback

Feedback or study stages, this stages suggests the teacher ask the students to report back what they have talked about. And the teacher monitoring the activities as the basis of the feedback. In the case of grammar and vocabulary errors, try to write them on the board so that the students can see what is wrong. If a large number of the students have made mistake, you might need to spend some time explaining of clarifying it. Make sure they have understood and perhaps ask them to do the activities again with a different partner. You might also like to make this language problem the topic of another lesson at a later date.

Based on the explanation above, teaching speaking is essential to the success of teaching speaking. The successful of teaching speaking depends on the teachers, but also the students. The teacher can make the students active in speaking classroom and make the lesson is easy and enjoy so they not feel boring during the learning process moreover they can speak communicate between one students and another.

## **g. Technique in Teaching Speaking**

There are various ranges of techniques in teaching speaking recommended for the teachers to follow. What they have in common is that the students are suggested to work in pair or in a small group. It is understandable that pair or group work has been widely recommended for the teachers to use in teaching speaking. There are many different techniques to create meaningful context for speaking practice in English.

1. Ask and answer : learners ask and answer the question
2. Describe and draw : learners work in pair. Learners has the picture which learners B cannot see. Learner A describes the picture and learners B draw it.
3. Discussion : learners' wok in pair or group to find out each other's ideas or opinions on a topic.
4. Guessing : the teacher or some of the learners have information in which the others have to guess by asking the questions.
5. Remembering : learners close their eyes and try to remember, for example, items from a picture or the location of object in the classroom.
6. Miming : a learner mimes, for example, a feeling or action in which the other has to identify.
7. Ordering : learners arrange themselves in a particular order (for example, alphabetical) by asking questions until they find their correct position.

8. Completing a form : learners ask and answer questions, or provide information, in order to complete a form or a questionnaire.
9. Role play : learners act out an imaginary situation.<sup>14</sup>

From the explanation above it can be inferred that in order to measure the students' speaking ability, the teacher can use above it to different techniques to create meaningful context for speaking practice in English, as well as the students can study more easily and more understand and also the teacher can be more easy and effective in process of learning on the class.

#### **h. The Concept of Ability**

Etymologically, the word "ability" in Oxford Advanced Learner's Dictionary. It can be defined as follows :

- a) The mental or physical capacity.
- b) Power or skill required to do something<sup>15</sup>

Moreover, Robinson states that ability is the group of competence that cover into fast processing, short and long memory, memorize, time planning, competence of pragmatic, intelligent of interaction, intelligent of emotional, and confidence.<sup>16</sup>

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<sup>14</sup> *Ibid*, 6.15

<sup>15</sup> AS Hornby, *Oxford Advance Learner's Dictionary Of Current English* (Oxford University, 1995), p.2

<sup>16</sup> Douglas Brown, *Prinsip Pembelajaran dan pengajaran Bahasa*. (Pearson Education Inc, 2007), p.155

The research concluded that ability is the characteristic of human nature and it can be observed and concrete as the competence of human into created the interaction and build self confidence. Based on quotations about speaking and ability, it can be inferred that speaking ability is the process of producing the competence to do interaction with people.

## **2. Storytelling Technique**

### **a. The Concept of Storytelling Technique**

Storytelling is an interactive performance art form. Direct interaction between the teller and audience is an essential element of the storytelling experience. An audience responds to the teller's words and actions. The teller uses this generally non-verbal feedback to immediately, spontaneously, and improvisationally adjust the tones, wording and pace of the story to better meet the needs of the audience<sup>17</sup> The teller's role is to prepare and present the necessary language, vocalization, and physicality to effectively and efficiently communicate the images of a story. The listener's role is to actively create the vivid, multi-sensory images, actions, characters, and events the reality of the story in their mind based on the performance by the teller, and on their past experiences, beliefs, and understandings. The completed story happens in the mind of the listener,

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<sup>17</sup> [http://www.eldrbarry.net/roos/st\\_defn.htm](http://www.eldrbarry.net/roos/st_defn.htm) 01-01-2013

unique and personal for each individual.”Storytelling is relating a tale to one or more listeners through voice and gesture. It is not the same as reading a story aloud or reciting a piece from memory or acting out drama though it shares common characteristics with these arts”.<sup>18</sup>

The challenge of any storyteller is to maintain the listener’s interest and attention. Telling a story brings out a person’s individuality and personality. Some people are natural storytellers. “Storytelling is a way of ensuring that company is working towards the same goals and that the same values are shared within the organization as well as conveying messages to potential customers so that buy your product”.<sup>19</sup>Most of us can become good storiestellers through practice and rehearsal and by becoming aware of techniques we can use to bring a story alive.

## **b. The benefit of Storytelling Technique**

Storytelling has strong and unique benefits that most other knowledge management tools/techniques rarely have.

- 1) Storytelling transfer tacit part of knowledge

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<sup>18</sup> Jackie Baldwin and Kate Dudding, *Storytelling in School*, National Story Telling Network, 2007.p.40

<sup>19</sup> Elisabeth Hermansson, *How Does a Company Communicate Through Storytelling*, (Kristianstad University), 2008.p.8

Because it conveys much richer contexts through stories than other means of knowledge management, storytelling by a vastly-experienced person in any field has the power to transfer his or her experiential knowledge.

2) **Storytelling nurtures good human relationship**

When someone tells his/her story, the action also conveys significant volume of the storyteller's personal information through the story itself, facial expressions, tone of voice, gesture, etc. this aspect nurtures trust between the storyteller and audiences that often becomes a seedbed for a community of the practice.

3) **Storytelling brings out passion of audiences**

A great part of storytelling is that is able to address the logical, as well as emotional, part of the brain. As the result, good storytelling can change people's mindset and behavior to share and create more knowledge than before.<sup>20</sup>

**c. The Prosedur 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

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<sup>20</sup> Dr. Ronald Young, *op.cit.*p.23

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.<sup>21</sup>

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

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<sup>21</sup>*Ibid*,p.23-24



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”.<sup>22</sup>

#### **d. The step of Storytelling Technique**

Every do telling of story, the students are often make mistake in their telling skill, so sometimes this condition can make a misunderstanding about what they are telling.

Storytelling can improve academic performance:

- 1) Connections and understandings are formed about and between the past, present, and future.
- 2) Horizons are broadened.
- 3) Understanding of and empathy towards other races and cultures is increased.
- 4) Auditory processing skills and listening skills are supported and practiced.
- 5) Visualization skills are expanded as children from pictures in their minds.

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<sup>22</sup> Jackie Baldwin and Kate Dudding, *op.cit.* p.43

- 6) Sensory imaging is heightened as all senses are elicited: tasting, touching, smelling, hearing, and feeling.
- 7) Order is brought to students' worlds through use of thinking skills.
- 8) Decision-making skills are discerned.
- 9) Memory is enhanced and attention spans are stretched.
- 10) Fear of public speaking is reduced.
- 11) Writing skills are strengthened as students examine the structure of a story.
- 12) Characters, events, and settings are brought to life.
- 13) New vocabulary emerges.
- 14) Cultural literacy is conveyed.
- 15) Difficult scientific or mathematical concepts are introduced, explained and explored.
- 16) Students learn core academic skills including math and science as well as language arts skills.
- 17) Factual and conceptual curriculum materials effectively and efficiently taught.<sup>23</sup>

**B. Action Hypothesis**

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<sup>23</sup> *Ibid*,p.43-44

In addition, Kusnadi states that hypothesis is a temporary answer toward problems of research, that the truth must be examined empirically<sup>24</sup>. In other 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:

1. By using story telling as a technique, the students will increase the speaking ability.
2. By using story telling as a technique, The student will be increase their speaking ability.

### **CHAPTER III**

#### **RESEARCH METHODOLOGY .**

##### **A. The Object of Research.**

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<sup>24</sup>Edi Kusnadi, *Metode Penelitian, (Ramayana Pres& STAIN Metro, 2008)*, p. 59

The object of this research is increasing the speaking ability through storytelling technique at the graders of Senior high school PGRI of Seputih mataram in Academic year 2012/2013. This total consist of 30 student.

This research is classroom action research. In this research, The research needs a collaborator to help her research , she is Mrs, Anik Ekowati Spd. she an English teacher in senior high school 1 of Seputih mataram Lampung tengah.

The research will be conduct at Senior High School of Seputih Mataram in Lampung Tengah. The subject of this research is student of XI in the second semester. There are 30 student. The ressearch chooses this class because most of the students are lowest Englisht ability especially in speaking.

## **B. Seting Location and Subject of Action**

SMA PGRI Seputih Mataram is located on Pendidikan street 12 Jatidatar, Sub district of Bandar Mataram Central Lampung. It was established on Juli 21,2003. The researcher choose this school because their English teacher still use the traditional technique in English lesson especially speaking. It shows that the teacher have not use yet the effective technique in English lesson.

The total of teachers are 31, officials are 3, security is 1, and office boy is 1.

28

1. Tenth Class : 67 Students
2. Eleventh Class : 30 Students

29

- 3. Twelfth Class : 53 Students
- Total : 150 Students<sup>1</sup>

The subject of this research is XI students of SMA PGRI Seputih Mataram. Actually in the eight graders of SMA PGRI Seputih Mataram there are Two classes, those are XI one, XI two. But, the researcher choose XI one class, because their speaking ability lower than other class. That is based on pre survey and interview with the real teacher of eight graders.

**Table 2.**

The Subject of the Research

No	Class	Sex		Total
		Male	Female	
1	XI	12	18	30
	Total	12	18	30

**C. Action Plan**

**1. Classroom Action Research (CAR)**

Action research is a research technique that can be employed by teachers to improve upon the education enviroment in the classroom. Usually informal, action research can take the form of teachers analyzing behaviour and various classroom situations to be better understan their classroom enviroment.

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<sup>1</sup> Document of SMA PGRI Seputih Mataram

According to Jean Mc Niff Whithead stated that action research is a form of collective self-reflection enquiry undertaken by participant and critical learning partners.<sup>25</sup> It means that the research can undertake by people in any context regardless, of their status or position. Classroom action research is doing by teacher in the class through self-reflection have aims to get new information learning and to increase teacher strategy, so the result of the students achievement will be increase.

This classroom research is inteded to increase students' activities in speaking ability using storytelling technique. In this research would like to hold the research in two cycles. There is relationship between one and another. They are planning, acting, observing, and reflecting.<sup>26</sup> If the first cycle had fail, the cycle must be review for the second cycle and soon.

A very specific characteristic of classroom action research is taht it is conducted in the classroom that the focus of the study is the interaction between the research and the participants, and the research is involved as much as possible in the process and the experience of the participants . An essential part of action research as well as classroom action research is the collaboration with the research question, developing data collection procedures, analyzing the information and sharing the results.

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<sup>25</sup> Jean Mc Niff and Jack Whitehead, *Action Research: Principle and Practice*, University Press, Cambridge, 2002,p. 15

<sup>26</sup> Suharsimi Arikunto, *Penelitian tindakan kelas* (Jakarta: Bumi Aksara,2007)P.16

In other opinion comes from wallace. He said that the main function of action research is to reflective cycle and to provide an effective method for improving professional action.<sup>27</sup> Base on the description, the research can assume that action research as an activity is aimed toward improvement systematically and carefully.

Since this research is intended to know, that storytelling technique can be used to increase speaking skills. To investigate the achievement of the research, firstly the student will be given question from the teacher to know speaking of students in the pre test. After the teacher know, the score of class XI. The teacher explains more about speaking using storytelling technique to increase the students speaking ability.

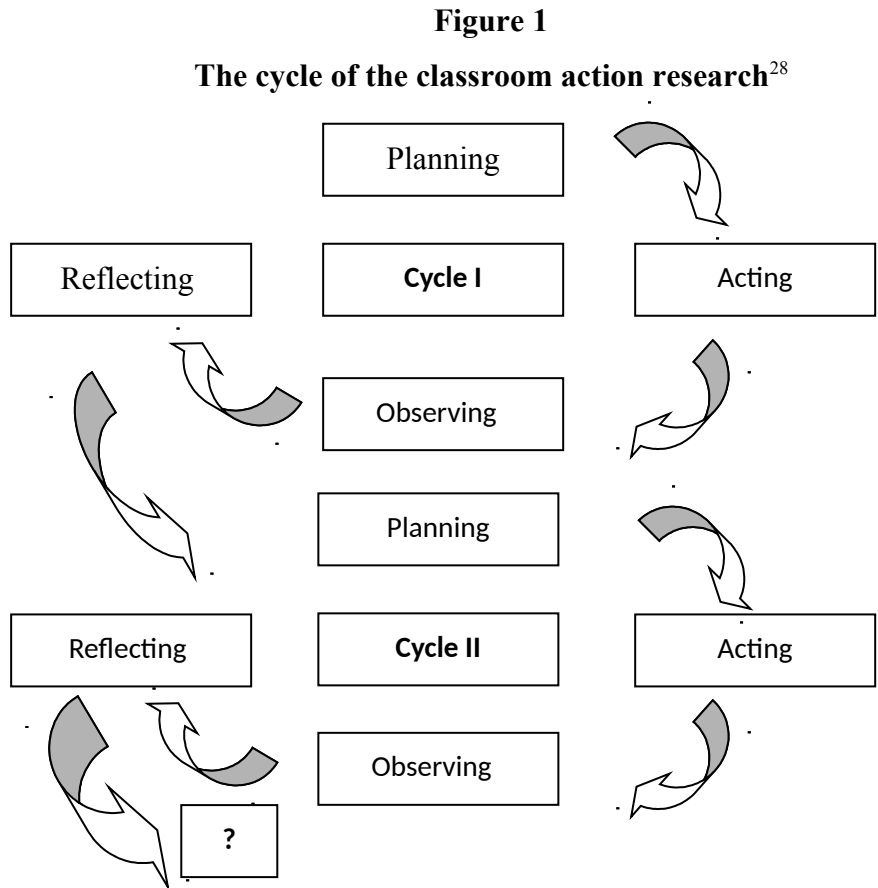
After the treatment has been conducted by the class, the research administered the post test higher than pre test, it means that storytelling can be used to increase the student speaking ability in the eleventh grade of Senior High School PGRI of Seputih Mataram

Action research a long-term commitment to interact with the research participants. Therefore, the idea of just working with a group and or going into a classroom, collecting data on learning is not consistent with the ideal of action research. Between one cycle with the other has relationship. They are planning, action, observation and reflection

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<sup>27</sup> Michael J Wallace, *Action Research For Languange Teacher*, (Cambridge University Press 2002), p. 18

Here are the step of classroom action research



Based on the explanation above, it can be inferred that the classroom action research is a dynamic process that has four aspects (planning, action, observing and reflecting) in every cycles, it is done the class to increase the quality of learning process.

## 2. Research Procedures

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<sup>28</sup> Ibid, p. 16



The research will be conducted based on the pretest and posttest design. The teacher took one class on the sixth class where the students were given the pretest before they were given the material without visual aid, furthermore, they were also given posttest after they were given the treatment.

In this classroom action research, the researcher was to hold the research in two cycles, there is a relationship between one to the other. They are:

- a. Planning
- b. Action
- c. Observing
- d. Reflecting

If the first cycle has failed, and the cycle must be reviewed again in the second cycle and so on, that can be illustrated by like these procedure as follows:

a. Cycle 1

1). Planning

Planning was the first step of this teaching context and it was prepared the researcher did the action. Planning that was concluded by the researcher were:

- a. In this step the researcher was prepared the lesson plan, test, observation sheet, and flashcard as media.
- b. The theme of story telling made by researcher

2). Acting

In the action, the teaching learning proses was done in the eleventh graders of SMA PGRI of Seputih Mataram that related to the schedule of English subject in this grader. Every performance is 2 x 35 minutes. The researcher was done the implementation in 3 activities, they are:

1. Pre Teaching Activities
  - a) Greeting, prays and check attendance list
  - b) Asked the students some question related the topic.
  - c) The researcher explanation how to make sentences in English based on the theme
2. While Teaching Process
  - a. The researcher divided some theme of storytelling to students
  - b. The researcher asked to make sentence of each group
  - c. Visited each group, and check the storytelling
3. Post Teaching Activates
  - a. The researcher asked the students about the difficulties of the lesson
  - b. Make conclusion together

After the students has given treatment in cycle 1. The researcher has given the posttest. The instrument was different mode with the instrument that has given in the pretest.

The second step in the action research is acting. It is the implementation about the planning. In this step the writer acts as follows :

a. Pre Teaching Activities

- 1) Pray and greets the students.
- 2) Check the attendant list.
- 3) Asks the students condition.
- 4) The teacher chooses the appropriate with the material going to be taught.

b. While Teaching Process

- 1) The teacher applies the lesson plan.
- 2) The teacher explains about the storytelling
- 3) The teacher asks the students to make a narrative paragraph entitle “folktale” individually.
- 4) The teacher give evaluation with their perform to tell the story.

c. Post Teaching Activities.

- 1) The teacher asks to the students to answer some question related to the topic.
- 2) The teacher greeting for the students.

### 3). Observing

Observing is to observe the effect of the action in its context. The observation was done in the teaching learning process. The important things in the teaching learning process were observed by the collaborator by using an observation sheet. And the outline of observation is students' participation in the teaching learning process.

### 4). Reflecting

Reflecting is the last step in this process. The researchers analyzed the observation and test results during the teaching learning process. In this step, the researchers used the data for evaluation to make improvements for the second cycle. And in cycle 2, it is conducted based on the results from cycle 1, it means if from cycle 1 has failed in cycle 2 must be reviewed, and if from cycle 1 successful in cycle 2 as a continuation from cycle 1.

## b. Cycle 2

### 1). Planning

- a. Study of the reflection result in the action
- b. Arrange the detail plan about the action on cycle 2
- c. Collected the subject material and the learning media
- d. Prepared the subject material

2).Action

- a. Give motivation the students
- b. Done the treatment
- c. Giving the posttest for 2 meeting

3). Observing

The collaborator is observed and collected the data when the learning process was being done.

4). Reflecting

The researcher analyzed the result of the action. By reflecting, the writer was known the strength and weakness of the action. In the step the writer was compared the score distribution of pretest and posttest, the writer reviewed and reflected on the student's attitude whether it is positive or negative, enough in second cycle or need for next cycle.

**3. The Indicator of Achievement**

Table.1

The Speaking Achievement

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

		a. Word choice	5	20
		b. Idioms	5	
		c. Phrasal verbs	5	
		d. Appropriateness	5	
		5. Task Completion		20
		a. Substance	5	
		b. Details	5	
		c. Topic elaboration	5	
		d. Organization <sup>29</sup>		
2.	Total score for the students		100	100

Source: The indikator score of speaking ability<sup>30</sup>

#### D. Data Collection Method

The important part of research planning is to formulate the instrument of collecting the data based on the problem which is research.<sup>31</sup> In collecting the data, the researcher used the techniques as follow:

##### 1. Test

<sup>29</sup>

<sup>30</sup> [http://www.eslgold.net/speaking/testing\\_speaking.html](http://www.eslgold.net/speaking/testing_speaking.html), Testing Speaking 9-11-2010

<sup>31</sup> Edi Kusnadi, *Metodologi Penelitian*, (Sekolah Tinggi Agama Islam Negeri), p.89

Test is set of simulation given to person in order to get responses made as numeral score determined.<sup>32</sup> Scarpia B. Anderson et al in Sukidal that test is comprehensive assesment of an individual or to an entire program evaluation effort.<sup>33</sup>

a. Pre test

The researcher has given to students at the first meeting. The first is essay paragraph forms. the theme of storytelling is 10 item and the time to do the pretest is one meeting (2 x 35 minutes). It was done before applying the treatment.

b. Post-test

The posttest has been done after the treatments. The post-test was held in order to know the student's speaking ability through storytelling.

2. Observation

Is a monitoring and recording systematically to the phenomenon that is Investigate.<sup>34</sup> Moreover, the research used activities given and whether they get bored or not with that activities given. These students and the teacher's activities are observed and noticed by the observer.

3. Documentation

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<sup>32</sup> Nizar Alam Hamdani and Dody Hermana, *Classroom Action Resesarch*. (Rahayasa, research and Training,2008)p.77

<sup>33</sup> H.R. sukidal,*Evaluasi Pengajaran*,Bandar Lampung, Gunung Pesagi,1999.p.50

<sup>34</sup> *Ibid*, p. 103



Documentation is method that is used to get information from written sources or documents like books, magazines, regulation, notes of meeting and daily report.<sup>35</sup>

#### 4. Field notes

The researcher made some note needed to enrich the data. It was enable the researcher analyze the data. It is done after finishing of teaching learning process.

The researcher uses this method to get the data about the history of the school, the sum of teachers, official employed and students at SMA PGRI Seputih Mataram.

### **E. The Indicator Of Succes**

Data of the attitude changing, behaviour, and motivation is analyzed and determined the descreptive indicator, so that can be seen the changes. The indicator of success can be grouped in two aspect, they are :

- 1) The Indicator of success of the process. It can be describe as follow:
  - a. The Learning process becomes interesting and fun.
  - b. The students follow the learning process actively.
  
- 2) The indicator of succes of the product. It is determined as follow:
  - a. The speaking learning is liked by the students.
  - b. The students able to speak English correctly.

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<sup>35</sup> *Ibid.*, p. 102

c. 70% students can be achieve the grade of KKM 70.

## F. Data Analysis Method

Data analysis was conducted by step by take the average score of the pre-test and posttest. Furthermore to know the gain, the researcher have compare between pre and post. If 77 % of the students got score at least “65” in the post test it mean that flashcard technique increased the student’s simple present tense mastery.

Then the result is matched by the minimum standard in this school at least 65. If from cycle 1, the some students not successful, the researcher must conduct cycle 2. The minimum cycle in classroom action research (CAR) is two cycles, if from cycle 2 all of the students were successful; the cycle able to stop until cycle 2 only.

And the formula to get him average as follows: 
$$\bar{X} = \frac{\sum X}{N}$$

$\bar{X}$  = Average

$\sum X$  = Total of Scores

N = Total of Students<sup>36</sup>

Furthermore, to know the gain, the writer will compare between pre-test and post-test. Then, the result is matched by the minimum standard in this school

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<sup>36</sup> Sudjana, *Metoda Statistik, Edisi Ke-6*, (Tarsito,Bandung : 2002), p. 67

at least 60. If from cycle I, there are some students not successful, so we must conduct cycle II. At the classroom action research the minimum cycle is two cycles. If from cycle II all of the students were successful, the cycle can be stopped until cycle II only

## **CHAPTER IV**

### **RESULT OF THE RESEARCH**

## A. RESULT OF RESEARCH DESCRIPTION

The general description that assessed as the complementary data. It is subjectively concerned in condition of school namely history of school, geograpichal of school, building condition of school, and structure of organization.

### 1. The History of SMA PGRI Seputih Mataram.

SMA PGRI Seputih Mataram is located on Pendidikan street Banjar Agung, Sub district of Seputih Mataram Central Lampung was established on juli 21, 2003. Moreover SMA PGRI Seputih Mataram has accreditation of B and had been led by the following principals :

1. 2003-2008 Suwarsono M.M.Pd
2. 2008- Now Gono M.M.Pd

### 2. The Condition of Teachers and Officials Employees in SMA PGRI Seputih Mataram

The numbers of teachers and official employees in SMA PGRI Seputih Mataram are 21 that can be identified as follows :

**Table 1**

The condition of Teachers		44	n SMA PGRI Seputih Mataram	
No	Name		Occupation	

1	Gono, M.M.Pd.	Male	Headmaster
2	Suwarsono, M.M.Pd.	Male	Tecaher
3	Drs Suhadi	Male	Teacher
4	I Nengah Jagra, S.Pd	Male	Teacher
5	Drs Tukiran	Male	Teacher
6	Sunarto, S.Ag	Male	Teacher
7	Sukatno, S.E	Male	Teacher
8	Tugi, S.Pd	Male	Teacher
9	Satiman, S.Pd	Male	Teacher
10	Sugiyono, S.Pd	Male	Teacher
11	Edi Sutanto S.P	Male	Teacher
12	Suratini, S.Pd	Female	Teacher
13	Ika Dewi W, S.E	Female	Teacher
14	Agus Suharsono, S.Pd	Male	Teacher
15	Bakti Nugroho, S.Pd	Male	Teacher
16	Ni Wayan Budiasih, A.Md	Female	Teacher
17	Rika Andryani	Female	Teacher
18	Sisti Rahayu	Female	Teacher
19	Muhajirin, S.Ag	Male	Teacher
20	Nengah Suwartini	Female	Teacher
21	Anik Ekowati, S.Pd	Female	Teacher

Source : Documentation result in SMA PGRI Seputih Mataram on April 1 2013

#### 1. Building Condition and School Facilities.

Senior High school PGRI of Seputih Mataram has a satisfy to support both the learning activity and extraculiculer program. It provides some extracurruculars such as :

- 1) OSIS, PMR, UKS, KIR, Wall Magazine.
- 2) Sport programs like basketball, volleyball, football.

Spesifically, the facilitaties in Senior High School PGRI of Seputih Mataram as follows :

- 1) The Headmaster's room
- 2) The administration room
- 3) The teachers room
- 4) Library
- 5) Parking Area
- 6) Mosque

**Table 2**

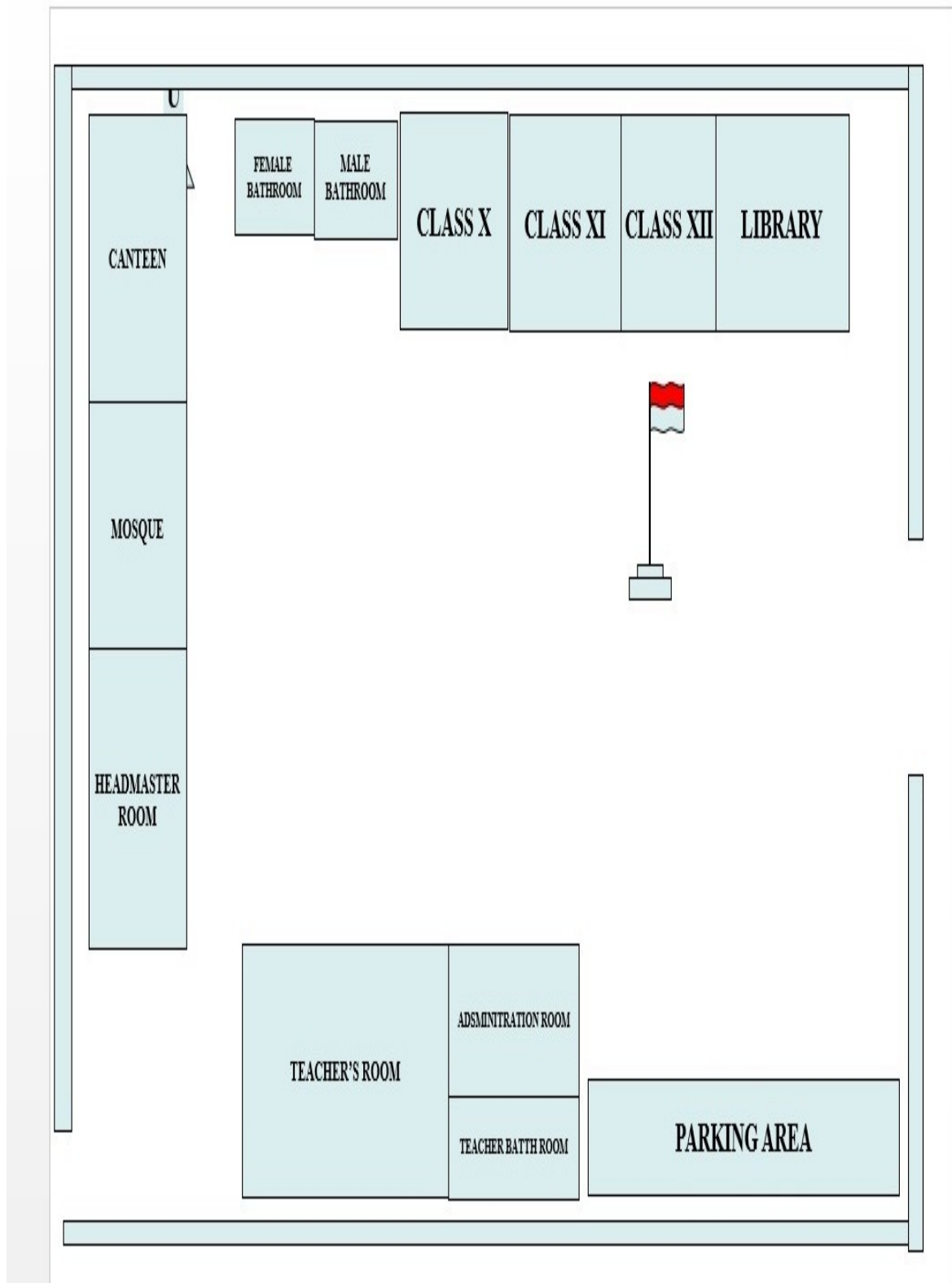
The Number of SMA PGRI Seputih Mataram in the academic year of 2012/2013

No	Class	Sex		Amount
		Male	Females	
1	X	33	20	53
	XI	12	18	30
	XII	39	28	67
<b>Amount</b>				<b>150</b>

Source : Documentation of SMA PGRI in the academic year 2012/2013

2. The Condition of SMA PGRI in the Academic Year 2012/2013
  - a. School's name : SMA PGRI Seputih mataram

- b. School address : Jl Pendidikan Banjar agung Seputih mataram,  
Lampung Tengah
- c. The status : State
- d. School map





In this research, there is increasing in students' speaking ability through storytelling technique. It can be seen from the explanation in the cycle I and cycle II below:

#### **D. DESCRIPTION OF FINDING**

This research was done in two cycles, since the research indicators had been reached at the second cycles. Starting from the first cycles was done on April 1<sup>th</sup>, 2013, then the second cycle on April 22<sup>th</sup>, 2013. Each cycle consist to planning, acting, observing and reflecting.

#### **3. Cycle I**

The cycle I consist of planing, action, observation, and reflection. Nevertheles, before the process of cycle I was done, the researcher conducted the pre-test score to know the student's score early and it used as comparison score with post test. The result of the student's pre-test score can be explained, as follow :

#### **Table 3**

### The Students Pre-test Result

No	Name	Students' Score
1	AD	50
2	AS	70
3	AP	56
4	AS	66
5	AGS	54
6	AW	63
7	AT	54
8	AL	54
9	DRS	65
10	EKK	60
11	EW	72
12	EG	56
13	FS	58
14	FA	56
15	FM	56
16	FA	60
17	FRW	70
18	HL	70
19	IMPK	58
20	INH	52
21	MH	64
22	M	57
23	MF	55
24	M	60
25	NM	68
26	OS	71
27	DH	60
28	SG	58
29	RK	58
30	LS	58

**Table 4**

### Distribution of Student's Score at Pre- Test

Students' Score	Frequency	Percentage
50-57	11	36.6%
58-65	12	40%
66-72	7	23.3%
Total	30	100%

Based on the table above, it can be seen that 5 student (16%) were succes and 25 students (83,33%) were not succes. The complete students werethe students which fulfil the minimum standart at SMA PGRI Seputih Matarama at least 70. So we can compare that the success students were more be less not be success student. And from the result pre test, we got average 60.3 So the result was unsatisfactory. It was the reason why the researcher used Storytelling Technique as an alternative technique to increase the students' speaking ability.

#### e. Planning

In the first cycle, the researcher and collaborator (Anik Ekowati S.Pd.) would like to make and discuss about the lesson plan. Before the researcher and collaborator made a lesson plan they wanted to identify the problems in the classroom. Based on the teacher's experience and result of speaking test, they concluded that the problems that faced by students as follows:

- 1) Many students had low speaking ability, had difficult and hesitate to practice the material well as the drilling conducted by the teacher in the teaching learning process.
- 2) Many students had low motivation in learning English; they didn't have a big enthusiast and not courage enough to involve in the learning process.

Based on the problem above the researcher and collaborator tried to find some solution they are:

- 1) The teacher had to discover what students understood and they didn't understood about the material.
- 2) The teacher should apply an interesting way, using storytelling technique in teaching speaking.
- 3) The teacher should give stimulus and motivation to the student.

After the researcher and teacher found the problems on pre survey they would like to make a lesson plan, instrument of evaluation, and observation sheet. In this meeting, the students were expected by the teacher had courage enough to involve in learning process and brave to speak English. In the first and second meeting, the teacher liked to explain about storytelling and the example story is folktale. Then, in third meeting the teacher evaluated for the 30 students of grade XI. The students practiced their story in front of class. Based on the evaluation, the students

were expected to be able to achieve the completeness standard (KKM) in English lesson 70.

**f. Acting**

The implementation of this cycle was conducted in three meetings that related to the schedules. Classroom action research in cycle I, I began on Monday, April 1 2013 at 8.30 until 9.30 am, I would them that I would do reseach in their claass. To know students' ability before giving the action in the first meeting all of student were given a pre test that has to do individually. The test was storytelling about the experience their self. The material in cycle I werre classroom speaking.

In the second meeting that had done on Monday, April 08 2013, the researcher begin the lesson by prepare the class like greeting, praying and cheking the attendance list. The researcher rewies the last material shortly. Then the researcher explain about story like folktale,etc

The third meeting that had done on Monday 15 2013 at 8.30 am until 9.30 am, the researcher begin the lesson by prepare the class like greeting, praying and cheking attendence list. The researcher review the last material shortly. The researcher explain about storytelling and give example story like malin kundang, beauty and

the best. To know student speaking ability after giving treatment, in the last meeting all of student were given a post- test that has to do individually. The test was student practice in front of class. At the end of learning process the researcher and student correct together.

**g. Observing**

In observing the researcher presented in two meetings in cycle I of learning classroom especially Speaking. The result of the observation can be seen on the table:

**1. The Observation Sheet Of The Students' Activity**  
**Table 5**  
**The Students' Activities Result in Cycle I**

NO	Name	Second Meeting		Third meeting		Category
		Activities	Percentage %	Activities	Percentage %	
1.		4	40%	3	30%	Decrease
2.		5	50%	4	40%	Decrease
3		4	40%	5	50%	Increase
4.		4	40%	7	70%	Increase
5.		2	20%	4	40%	Increase
6.		4	40%	5	5%	Increase
7.		1	10%	2	20%	Increase
8.		1	10%	3	30%	Increase
9.		4	40%	4	40%	Constant
10.		5	50%	9	90%	Increase
11.		4	40%	7	70%	Increase
12.		3	30%	4	40%	Increase
13.		4	40%	4	40%	Constant
14.		1	10%	2	20%	Increase
15.		1	10%	4	40%	Increase
16.		1	10%	4	40%	Increase
17.		3	30%	2	20%	Decrease
18		5	50%	7	70%	Increase
19.		1	10%	4	40%	Increase

20.		2	20%	4	40%	Increase
21.		1	10%	3	30%	Increase
22.		2	20%	4	40%	Increase
23.		1	10%	3	30%	Increase
24.		3	30%	4	40%	Increase
25.		5	50%	8	80%	Increase
26.		5	50%	8	80%	Increase
27.		1	10%	4	40%	Increase
28.		2	20%	3	30%	Increase
29.		3	30%	7	70%	Increase
30		1	10%	4	40%	Increase

**Table 6**

**Distribution of the Students' Activities in Cycle I**

Meeting	Activities > 50% ( students	Percentage ( %)
Second Meeting	5	16.6 %
Third Meeting	9	30%
Total		46.6 %



Form the table of class observation we can see that percentage of the active student was 16.6% (5 student) from 30 students and 30% (9 students ) not active yet. And the average of the activity of the students is about 46.6% from the total of the student.

## 2. The Observation of the Teachers' Activity

**Table 7**  
The teachers' activity of Cycle 1

No	Aspect Of The Research	VG	G	F
1.	Prepare the lesson plan	✓		
2.	Ability in opening the learning process		✓	
3.	Inform the objective of Learning		✓	
4.	Explain the material chronological		✓	
5.	Guide the student follow the lesson	✓		
6.	Motivate students to ask		✓	
7.	Practice the student to answer the question about the material		✓	
8.	Conclude the result learning		✓	
9.	Close the learning activity		✓	
<b>Total</b>		<b>6</b>	<b>14</b>	
<b>Score interval</b>			<b>20</b>	

Based on the table that was prepared to submit the data in cycle 1, it can be seen that the planning of the teaching learning got the Good category by got 36 score.

Nevertheless in controlled the students' is not good enough, it is caused some of them like speak loudly in the class. So it made the class noisy and made their friend low to focus on the lesson and hard to make the student more active in learning process. But other student began interest with this technique.

### 3. The result of the Treatment of Cycle I

**Table 8**  
**The result of the Treatment of Cycle I**

No	Name	Student's Score
1	AD	60
2	AS	75
3	AP	71
4	AS	71
5	AGS	59

6	AW	68
7	AT	54
8	AL	54
9	DRS	70
10	EKK	73
11	EW	71
12	EG	61
13	FS	58
14	FA	61
15	FM	61
16	F	65
17	FRW	75
18	HL	76
19	IMPK	63
20	INH	61
21	MH	69
22	MD	62
23	MF	60
24	MT	65
25	NM	75
26	OS	76
27	DH	65
28	SG	63
29	RK	72
30	LS	63
<b>Total</b>		<b>1977</b>
<b>Average</b>		<b>65.9</b>

**Table 9**

**Distribution of the students' score in post test**

Students' Score	Frequency	Percentage
54-61	5	26%
62-69	15	50%

70-76	10	33%
Total	30	100%

Based on the table above we can see that 16 student (86.6%) were success and 4 students (13.3%) were not success. It was more is higher that the result of pre test. The criteria of students who was succesful in matering the material was the student who got minimum score of 70, while the class be said succesful in acheiving the material if 85% of the student in that class got score at least 70. The fact showed that the result was unsatisfactory.

#### **h. Reflecting**

Based on the result of cycle I, the researcher and collaborator analyzed and concluded that some students still got difficulties and hesitate to speak English. They were not confident to speak English because they were afraid and shy if they wrong in pronunciation. The teacher should give more motivation in the next cycle to make the students be confidence. The teacher should urge the students to practice more, so that the students were used to speak up their mind naturally.

Reinforcement in teaching technique, practice storytelling technique, is needed in the next cycle to make a good atmosphere in the class so that the students could actively follow the lesson and the learning process become more enjoy and fun. It should be done to resolve the student problem in speaking English.

#### **4. Cycle II**

##### **e. Planning**

In the planning, The reseracher and collaborator ( Mrs Anik ekowati, S.Pd ) plan the materials that the story. The researcher preapre some story that related with material storytelling technique, Indentify problem and finds the cause the problem.

##### **f. Acting**

The first meeting in cycle II was conducted on Monday, 22<sup>th</sup> April 2013. It was started by greeting, asking the students condition, and checking the attendance list. Than the researcher began ask the students about storytelling. Some of them still confused to remebering that so the teacher explained about storytelling.

In the second meeting in cycle 2 that had done on Monday 29 2013 the researcher begin the lesson by prepare the class like greeting, praying and cheking the attendance list. The researcher reviews the last material shortly. The ther researcher explain about increase the speaking ability through

storytelling technique. To know student speaking ability after giving treatment, in the last meeting all of students were given a post-test that has to do individually. The test practice storytelling in front of class. And the result of the average 65.9

**g. Observing**

In observing the writer presented in two meetings in cycle II of learning classroom speaking ability. The result of the observation can be seen on the table :

In observation of the teacher's action, the researcher presented two meetings in cycle II. The researcher used storytelling technique as a technique to teach speaking. In the first meeting, the researcher tried to make the lesson enjoy and active by keeping interaction with the students. The students started to interest, and there was not hesitating to speak English. They felt confident practicing the dialog in front of their friends. In The second meeting, the students speaking ability was better. The students' confident was better again. They had brave give their opinion and speak up with a little mistake. In the second meeting, the researcher gave post test. The result was good because most of the students can speak well. The result of the observation can be seen on the table

**1. The observation sheet of The Students' activity**  
**Table 10**  
The Result of The Students' Activities in Cycle II

No	Name	First Meeting		Second Meeting		Category
		Activities	Percentage	Activities	Percentage	
1.	AD	7	70%	7	70%	Constant
2.	AS	8	80%	9	90%	Increase
3.	AP	8	80%	10	10%	Decrease
4.	AS	7	70%	8	80%	Decrease
5.	AGS	8	80%	8	80%	Constant
6.	AW	7	70%	9	90%	Increase
7.	AT	6	60%	5	50%	Increase
8.	AL	4	40%	4	40%	Constant
9.	DRS	7	70%	7	70%	Constant
10	EKK	6	60%	9	90%	Increase
11	EW	7	70%	8	80%	Increase
12	EG	8	80%	8	80%	Constant
13	FS	8	80%	8	80%	Constant
14	FA	8	80%	8	80%	Constant
15	FM	7	70%	7	70%	Constant
16	FA	8	80%	8	80%	Constant
17	FRW	8	80%	8	80%	Constant
18	HL	7	70%	7	70%	Constant
19	IMPK	8	80%	8	80%	Constant
20	INH	4	40%	4	40%	Constant
21	MH	7	70%	10	10%	Decrease
22	M	5	50%	7	70%	Increase
23	MF	5	50%	8	80%	Increase
24	M	7	70%	8	80%	Increase
25	NM	7	70%	8	80%	Increase
26	OS	7	70%	8	80%	Increase
27	DH	7	70%	9	90%	Increase
28	SG	6	60%	7	70%	Increase
29	RK	9	90%	8	80%	Decrease
30	LS	6	60%	8	80%	Increase

**Table 11**

Distribution of The students' Activities Result in Cycle II

Meeting	Activities > 50% ( Students)	Percentage
First Meeting	27	90%
Second Meeting	28	93.3%

Average	91.65%
---------	--------

Form the table of class observation we can see that percentage of the active student was 79% ( 12 student) from 19 studnts and 21% ( 4 studnts) not active yet. And the average of the activity of the students is about 84 % from the total of the students.

## 2. The Observation of the teachers Activity.

**Table 12**

The Teachers' Activity of Cycle II

No	Aspect ofF the Research	VG	G	F
1	Pof learningprepare the lesson plan	✓		
2	Ability in opening the learning process	✓		
3	Inform the objective of learning	✓		
4	Explain the material chronological	✓		
5	Guide the students follow the lesson	✓		
6	Motivate the student to ask	✓		
7	Practice the students to answer the question about the material	✓		
8	Conclude the result learning	✓		
9	Close the learning activity	✓		
Total		9		
Score Interval		27		

Based on the table that was prepare to submit the data in cycle 2, it can be seen that planning of the teaching



learning got the Good category by got the 27 score. So there was the increasing from the activity of teacher which done from the cycle I is about 15 and cycle 2 to be 27.

### 3. The Result of the Treatment

**Table 13**  
**The Result of The Treatment of Cycle II**

No	Name	Student Result
1	AD	70
2	AS	82
3	AP	78

4	AS	78
5	AGS	71
6	AW	75
7	AT	61
8	AL	61
9	DRS	77
10	EKK	80
11	EW	78
12	EG	73
13	FS	74
14	FA	73
15	FM	73
16	FA	72
17	FRW	82
18	HL	83
19	IMPK	70
20	INH	63
21	MH	76
22	M	71
23	MF	70
24	M	72
25	NM	82
26	OS	76
27	DH	72
28	SG	70
29	RK	79
30	LS	70
	<b>Total</b>	<b>2122</b>
	<b>Average</b>	<b>70,73</b>

**Table 14**

Distribution of Student's Score in Test of Cycle II

<b>Students' Score</b>	<b>Frequency</b>	<b>Percentage</b>
50-59	0	
60-69	3	10%
70-79	22	73.3 %

80-89	5	16.6%
90-99	0	
<b>Total</b>	<b>30</b>	<b>100%</b>

The Table above showed that the result of post test can fulfill the minimum mastery criteria ( KKM) where there 93.3% of student (28) who were success and only 6,66% of students ( 2 student ) who were not success. The result of post test showed that the lowest score was 61 and heighest score was 83. The average score of post test was 70.73. It showed that they were successful in instructional activities, because 93.3 % of all student got > 70. And the post test was given to see the increase speaking ability through storytelling technique in cycle II. I gave post test after finishing the cycle II. It was done because I wanted to know increase the students' score.

#### **h. Reflecting**

Based on the result of observation learning process in cycle II, it can be said that the instructional process by using storytelling as tehniqe has

achieved criteria minimum mastery of the research. This success caused the researcher has revised and improved the instructional process in cycle II.

In the cycle II, the student were also active speak up than before. They felt have motivation in each doing the task. So, the result they can increase the speaking ability. And the researcher stopped in cycle II.

## E. INTERPRETATION

### 1. Interpretation and learning Result at Cycle I

**Table 15**

The students' Score at Cycle I

No	Name	Students' Score				
		Pre-test Cycle I	Post- test Cycle II	Increasing	Percentage	Category
1	AD	50	60	10	20%	Increase
2	AS	70	75	5	7.14%	Increase
3	AP	56	71	15	26.78%	Increase
4	AS	66	71	5	7.57%	Increase
5	AGS	54	59	5	9.25%	Increase
6	AW	63	68	5	7.93%	Increase
7	AT	54	54	0	0	Constant
8	AL	54	54	0	0	Constant
9	DRS	65	70	5	7.69%	Increase
10	EKK	60	73	13	21.6%	Increase
11	EW	72	71	-1	-1.38%	Decrease
12	EG	56	61	5	7.69%	Increase
13	FS	58	58	0	0	Constant
14	FA	56	61	5	8.9%	Increase
15	FM	56	61	5	8.9%	Increase
16	FA	60	65	5	8.3%	Increase
17	FRW	70	75	5	7.14%	Increase
18	HL	70	76	6	8.57%	Increase
19	IMPK	58	63	5	8.62%	Increase
20	INH	52	61	9	17.30%	Increase

21	MH	64	69	5	7.8%	Increase
22	M	57	62	5	8.77%	Increase
23	MF	55	60	5	9.09%	Increase
24	M	60	65	5	8.33%	Increase
25	NM	68	75	7	10.29%	Increase
26	OS	71	76	5	7.04%	Increase
27	DH	60	65	5	8.33%	Increase
28	SG	58	63	5	8.62%	Increase
29	RK	58	72	14	24.13%	Increase
30	LS	58	63	5	8.62%	Increase
<b>Total</b>		<b>1809</b>	<b>1977</b>	<b>135</b>		<b>Increase</b>
<b>Average</b>		<b>60.3</b>	<b>65.9</b>	<b>4.5</b>		<b>Increase</b>

In this research pre-test and post-test has done individually. It has aimed to know ability of the students before and having a treatment. From the result of pre-test and post-test cycle I, it can be inferred that there was increasing from the result score. It can be seen from average 60.3 becomes 65.9

**Table 16**  
The Students' Activities at Cycle I

No	Activities	Meeting			Percentage	Category
		Second Meeting	Third Meeting	Increasing		
	>50%	27	28	1	3.7%	Increasing
	<50%	3	2	-1	-33.33	Decreasing
<b>Total</b>		<b>30</b>	<b>30</b>			

From the result of the students' activities of cycle I, in second meeting was 5 students (16.6%) were active and 25 student (83.3%) were not active yet. And in third meeting was 9 student (30%) were active and 21 student (70%) were

not active yet. It can be inferred that there was increasing from the students' activities.

## 2. Interpretations and Learning Result at Cycle II

**Table 17**  
The Students score at Cycle II

No	Name	Students' Result			Percentages	Category
		Post-Test Cycle I	Post-Test Cycle II	Increasing		
1	AD	60	70	10	16.6%	Increase
2	AS	75	82	7	9.33%	Increase
3	AP	71	78	7	9.85%	Increase
4	AS	71	78	7	9.85%	Increase
5	AGS	59	71	12	20.33%	Increase
6	AW	68	75	7	10.29%	Increase
7	AT	54	61	7	12.96%	Increase
8	AL	54	61	7	12.96%	Increase
9	DRS	70	77	7	10%	Increase
10	EKK	73	80	7	9.58 %	Increase
11	EW	71	78	7	9.85%	Increase
12	EG	61	73	12	19.67%	Increase
13	FS	58	74	16	27.58%	Increase
14	FA	56	73	17	30.35%	Increase
15	FM	56	73	17	30.35%	Increase
16	FA	65	72	7	10.76%	Increase
17	FRW	75	82	7	9.33%	Increase
18	HL	76	83	7	9.21%	Increase
19	IMPK	63	70	7	11.11%	Increase
20	INH	61	63	2	3.27%	Increase
21	MH	69	76	7	10.14%	Increase
22	M	62	71	9	14.51%	Increase
23	MF	60	70	10	16.6%	Increase
24	M	65	72	7	10.76%	Increase
25	NM	75	82	7	9.3%	Increase
26	OS	76	76	0	0	Constant
27	DH	65	72	7	10.76%	Increase
28	SG	63	70	7	11.11%	Increase

29	RK	72	79	7	9.72%	Increase
30	LS	63	70	7	11.11%	Increase
<b>Total</b>		<b>1977</b>	<b>2122</b>			<b>Increase</b>
<b>Average</b>		<b>65.9</b>	<b>70.73</b>			<b>Increase</b>

Based on the result of pre-test and post test in cycle II, It can be inferred that storytelling technique can increase the students' speaking ability. The students are able to speak up confidently in front of class. All of the students are comfortable in he class during learning process. They are able do task easily. The students' score in cycle II have increase it can be seen from average score that increase from 65.9 to 70.73. It means that the students can achive the target is 70% students gain score more than or at least 70.

**Table 18**

The students' Activities at Cycle II

No	Activities	Meeting			Percentage	Category
		First Meeting	Second Meeting	Increasing		
1	>50%	27	28	1		Increasing
2	<50%	3	2	-1		Decreasing
Total						

From the result of the students' activities of cycle I, In first meeting was 27 student ( 90% ) were active and 3 student (10 %) were not active yet. And third meeting was 28 students (93.3%) were active and 2

students (6.66%) were not active yet. It can be inferred that there was increasing from the students' activities.

### 3. Interpretation and Learning Result at cycle I and II

Preparing the table in order to prove whether, there is any difference between the result of pre-test and post-test at the eleventh graders of SMA PGRI Seputih Mataram.

**Table 19**

#### **The Increasing of Students Scores at Cycle I and Cycle II**

No	Name	Students' Result			Category
		Pre- Test	Post-test Cycle I	Post-test Cycle II	
1	AD	50	60	70	Increase
2	AS	70	75	82	Increase
3	AP	56	71	78	Increase
4	AS	66	71	78	Increase
5	AGS	54	59	71	Increase
6	AW	63	68	75	Increase
7	AT	54	54	61	Increase
8	AL	54	54	61	Increase
9	DRS	65	70	77	Increase
10	EKK	60	73	80	Increase
11	EW	72	71	78	Increase
12	EG	56	61	73	Increase
13	FS	58	58	74	Increase
14	FA	56	61	73	Increase
15	FM	56	61	73	Increase
16	FA	60	65	72	Increase
17	FRW	70	75	82	Increase
18	HL	70	76	83	Increase
19	IMPK	58	63	70	Increase
20	INH	52	61	63	Increase



21	MH	64	69	76	Increase
22	M	57	62	71	Increase
23	MF	55	60	70	Increase
24	M	60	65	72	Increase
25	NM	68	75	82	Increase
26	OS	71	76	76	Increase
27	DH	60	65	72	Increase
28	SG	58	63	70	Increase
29	RK	58	72	79	Increase
30	LS	58	63	70	Increase
Total		1809	1977	2122	Increase
Average		60.3	65.9	70.73	

**Table 20**

The Increasing of the Students' Activities at Cycle I and Cycle II

No	Activities	Meeting				Percentage	Category
		Cycle I		Cycle II			
		Second Meeting	Third meeting	First Meeting	Second Meeting		
1	>50%	5	9	27	28		Increasing
2	<50%	25	21	3	2		Increasing
Total		30	30	30	30		

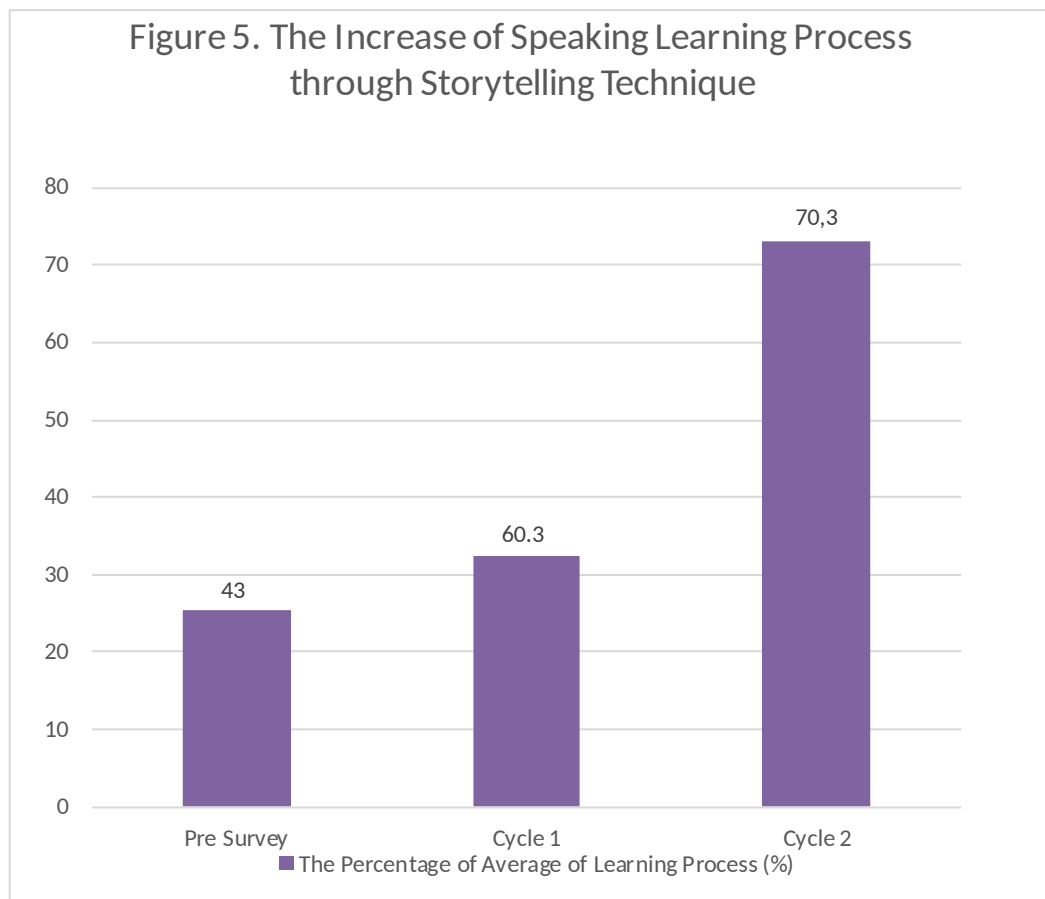
Based on the table of the data of cycle II showed that the result of post test can fulfill the minimum mastery criteria (KKM) where 93.3% of students (28 students ) who were succes and only 6.66% (2 student) who were not success. The result of post test showed they were succesful in instructional activities, because 93.3 % of all student got >70. And the students' activities were increasing from cycle I and cycle II. And the researcher stops her research only on the cycle 2

### **i. Reflecting**

Storytelling technique is one of effective way that can be used in teaching learning process. The implementation of storytelling technique in teaching speaking in cycle 2 was better than in cycle 1. It can be seen from the students' score and activities. The students' score and activities in cycle 2 were better than in the cycle 1. In cycle 2, the students' activities and the teacher's performance increased from the first cycle. The researcher and the collaborator found that the learning process looked so fun, active and enjoy by using storytelling technique.

### **3. The Increase of Speaking Learning Process Activity Storytelling Technique**

Based on the result of implementing storytelling technique in teaching speaking, we got the data of increasing the speaking learning process. It can be seen in the table



Based on the table of the data of cycle II showed that the result of post test can fulfill the minimum mastery criteria (KKM) where 93.3% of students (28 students ) who were succes and only 6.66% (2 student) who were not success. The result of post test showed they were succesful in instructional activities, because 93.3 % of all student got >70. And the students' activities were increasing from cycle I and cycle II. And the researcher stops her research only on the cycle 2

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the discussion on the chapter IV in this research, the implementing storytelling as a technique in teaching speaking at the eleventh grader of Senior High School PGRI of Seputih Mataram could be known that:

1. There was a progress of students' speaking ability in every cycle. In cycle 1, the average score of post test pre test was 60, 3 while in the post test the average score was 65, 9. It means that there was a progress 56 scores. And the average score of cycle 2 was 70,35. It means that there was a progress 7,8 score.
2. The success of process had reached. It can be seen from the learning process itself. The average of learning process in cycle 1 was 32, 51 %. And in cycle 2, the average of learning process was 73, 15 %. There was increased up to 40, 64 points. Furthermore, the speaking learning process became interesting and fun. The students also followed the learning process enthusiastically and actively. They were confidence and had motivation to increase their ability. The success of product also was reached. The students liked the English learning, especially speaking. Because the students did more practice speaking through practiced of storytelling, the students were able to speak English correctly.

Based on the result of the implementing storytelling in teaching speaking above, could be concluded that the storytelling could increase the students' speaking ability and the teaching learning process at the eleventh grader of Senior High School PGRI of Seputih mataram in academic year 2012/2013.

## **B. Suggestion**

Referring to the data in the previous chapter and the conclusion, some suggestions are recommended:

1. English teacher should practiced more how to do simple storytelling as technique because this is effective to increase the students' speaking ability
2. The teacher should give more explanation and practice about how to speak English well.
3. The teacher is expected to give motivation to the students in order to be exited in English learning since many students regard that English is difficult subject to learn. Based on the observation of the class students will active again after their teacher gives motivation to them.
4. The teacher should prepare lesson plan to make the instructional runs well. On the other hand, the teacher should prepare a good media but it should suitable with the lesson plan and the material.

5. The last but not the least, teacher should create good atmosphere during the process of teaching and learning so that the students easy to understand, enjoy, and not bored in learning English.

## CURRICULUM VITAE



Shelviana was born in Jatidatar, Februari 14<sup>th</sup>, 1991 in Jati Datar. She is the first daughter of a happy couple namely Warijan and Sriwahyuni

She graduated from TK Pertiwi Jati Datar in 1997. Then, in 2003, she graduated from SDN 2 Banjar Agung. She entered Junior High School in SMPN 1 Bandar Mataram and graduated in 2007. Then, she continued her study at SMK YPI Seputih Mataram and finished in 2009. After finishing her study; she continued to S-1 English Education Program in STAIN Jurai Siwo Metro. Her personal interest cover western movie, western music, reading novel. Her research interest deal with speaking.