IMPROVING STUDENTS' SPEAKING SKILL THROUGH STORYTELLING OF NARRATIVE TEXTS AT GRADE VIII-A OF SMP N I TEMPULING INDRAGIRI HILIR

THESIS

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This Thesis is Submitted to Fulfill One of the Requirements for the Award of Magister Pendidikan (M.Pd) in English Language Education Program

ENGLISH EDUCATION SECTION
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ABSTRAK

LIA DIANA, 2013. Meningkatkan Keterampilan Berbicara Siswa Melalui *Storytelling of Narrative Texts* pada kelas VIII-A OF SMPN I Tempuling Indragiri Hilir. Tesis. English Education Section. Language Education Program. Graduate Program. State University of Padang

Siswa kelas VIII-A SMPN I Tempuling memiliki masalah dalam berbicara teks *narrative*. Penelitian ini bertujuan untuk mendapatkan jawaban apakah tekhnik *Storytelling* dapat meningkatkan kemampuan pemahaman siswa dalam berbicara teks narrative dan faktor-faktor apa saja yang mempengaruhi peningkatan tersebut.

Partisipan pada penelitian ini adalah seluruh siswa kelas VIII-A SMPN I Tempuling yang berjumlah 13 siswa; terdiri dari 8 putri dan 5 putra. Penelitian ini adalah penelitian tindakan kelas yang dilaksanakan dalam 2 siklus yang terdiri dari lima kali pertemuan pada setiap siklus. Masing-masing siklus mencakup plan, action, observation, dan reflection. Data dalam penelitian ini dikumpulkan melalui: lembar observasi, catatan lapangan, wawancara, dab tes berbicara.

Hasil penelitian menunjukkan bahwa teknik *Storytelling* dapat meningkatkan kemampuan berbicara siswa melalui teks *narative*. Hal ini dapat dilihat dari peningkatan nilai siswa. Nilai rata-rata siswa pada siklus I adalah 57,2 dan pada siklus ke II adalah 71,1. Kemudian, faktor-faktor yang mempengaruhi peningkatan kemampuan siswa tersebut adalah Materi, Semangat Siswa, Aktivitas Kelas, dan Bimbingan Guru. Maka dapat disimpulkan bahwa penerapan *Storytelling* dapat meningkatkan kemampuan berbicara teks *narrative* siswa kelas VIII A SMPN I Tempuling. Peningkatan tersebut tidak hanya pada nilai siswa tetapi juga pada ketertarikan siswa dalam berbicara.

ABSTRACT

LIA DIANA, 2013. Improving Students' Speaking Skill through Storytelling of Narrative Texts at Grade VIII-A of SMPN I Tempuling Indragiri Hilir. Thesis. English Education Section. Language Education Program. Graduate Program. State University of Padang.

Students of class VIII-A SMPN I Tempuling had problem in speaking narrative texts. The purposes of the research are to find out whether storytelling can improve students' speaking skill of narrative texts and the factors that influence the changes of students' speaking skill of narrative texts.
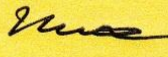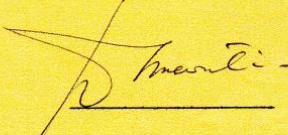
The participants of the research were the students of class VIII-A of SMPN I Tempuling, which consisted of 13 students; 8 females and 5 males. The research was a classroom action research which was conducted in two cycles consisting of ten meetings. Each cycle consisted of Plan, Action, Observation, and Reflection. The data in the research were gathered from observation checklists, field notes, interviews, and speaking test during the research.

The research findings showed that using Storytelling could improve the students' speaking skill of narrative texts. It could be seen from the improvement of the students' score in speaking test of narrative texts. The average score of students in cycle I was 57.2 and in cycle II was 71.1. Then, the factors that influence the improvement of students' speaking skill by using storytelling of narrative texts were material, students' motivation, classroom activity, and teacher's guidance. In conclusion, the implementation of Storytelling could improve students' speaking skill of narrative texts at grade VIII A of SMPN I Tempuling. It improved students' score in speaking test and their interest in speaking activities.

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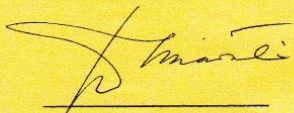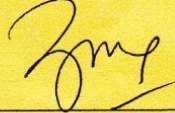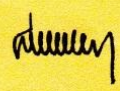| **Nama**	**Tanda Tangan**	**Tanggal**
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SURAT PERNYATAAN

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1. Karya tulis saya dengan judul "Improving Students' Speaking Skill Through Storytelling of Narrative Text at Grade VIII-A of SMPN 1 Tempuling Indragiri Hilir " adalah asli dan belum pernah diajukan untuk mendapat gelar akademik baik di Universitas Negeri Padang maupun di Perguruan Tinggi lainnya.

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Padang,   Juli 2013
Saya yang menyatakan,

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The Researcher

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CHAPTER I

INTRODUCTION

A. Background of the Problem

English is learned as the first foreign language because English recognized as the international language. It plays important role in communication activity both in written on spoken form in the entire world. People in different countries use English as communication tool. Besides, English is also used as exchanged information in many aspects such as technology, science, culture, and in social aspects. That's why the government puts English as a compulsory subject that has to be lerned.

In fact, speaking English is not easy for grade VIII of SMPN I Tempuling. This is proven by researcher as a teacher at Junior High School I Tempuling. The students of the class eighth cannot communicate in English even they are taught the English language from class four of elementary school. This means that they have learned English for four years before handling this research.

Narrative is one of the genre types of English curriculum of with the basic competency is to enable the students to retell the story based on the given material or text. Then, the purpose of teaching speaking through telling story activities to make the students able to use the language communicatively and meaningfully by not only paying attention on its language features and generic structure but also by using good simple vocabulary, good pronunciation and fluency. In this case, the teacher must strive hard to stimulate students' abilities including their motor skill, intellegency, creativity, strategy, and interest by giving good learning material and designing learning activities that make them have challenging and be active to practice the language especially in speaking activity.

However, the researcher's students of the second grade of SMPN I Tempuling have difficulties in doing speaking activity, even though they have been given the explicit background knowledge about narrative text. Most of students said that the biggest problem they got in learning was their fear of exploring English conversation, because they were afraid of making mistake. The lack of practice also was one of the factors causing students have low ability in speaking. Based on her experience at SMPN 1 Tempuling, when the teacher gave them a test to tell a story, the researcher observed that none of the students can do it well. The fact shows that the students' speaking score is still very low, the score is averagely 50 which is below to passing score standard criteria (KKM) 70. It indicates that the teacher's effort in improving the students' speaking by having a telling story test was not as effective as the teacher expected.

Besides the low score that students get in speaking, there were several problems that caused the students low speaking skill in retelling the story. Actually, they were uninterested in English lesson, even telling story activities. The first problem was the students got difficulties in comprehending the story because they were not able to differentiate the part of the story including orientation, complication, and resolution. The second, they had lack ability in vocabulary because the vocabulary in the story must be understood based on the context of the story. Third, the students did many errors in grammatical use and it made them afraid of making mistakes while arranging the words to express the ideas or opinions. The fourth, the students tended to keep silent and be good listeners in the class because they assumed that Speaking in English was hard to do. During the learning process, students could not respond the teacher's questions well, students could only answer the questions when the teacher used the Indonesian language to ask them. These phenomena made the

writer interested in trying to improve students' speaking ability. Thus, the writer conducted an action research to improve an appropriate technique to improve students' speaking ability.

In order to improve students' speaking ability, teachers need some efforts to motivate students to speak more actively in English. There were some techniques that teachers can use to improve students' speaking ability. One of the techniques was by using storytelling technique. Storytelling is the art of using language, vocalization, and/or physical movement and gesture to reveal the elements and images of a story to a specific, live audience. In addition, narrative storytelling provides the basic structure of how we create meaning out of our existence and everyday lives. Moreover, neuroscience is discovering that the brain is wired to organize, retain and access information through story and that every relationship experience and object is recorded in the mind as a story (Caine et al. 2005).

B. Identification of the Problem

Based on the explanation above, speaking actively is very important to improve the students' competences in English. In facts, the students of SMPN I Tempuling still have problem in comprehending storytelling. Based on the writer's observation, there were some problems being faced by students in speaking skill in storytelling. First, the students got difficulties in comprehending the story because they were not able to differentiate the part of the story including orientation, complication, and resolution. So, it was hard for them to get the content of the story totally. Second, they had lack ability in vocabulary because the vocabulary in the story must be understood based on the context of the story. Third, the students did many errors in grammatical use and it made them afraid of making mistakes while arranging the

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words to express the ideas or opinions. Fourth, the students tend to keep silent and be good listeners in the class because they assumed that speaking in English was hard to do.

C. Limitation of the Problems

Related to the identification of the problem above, the researcher focused on improving speaking skill through storytelling at grade VIII A of SMPN I Tempuling, Indragiri Hilir regency.

D. Statement of the Problem

Based on the limitation of the problems above, the problem of this research was stated as follows: "Can Storytelling improve the student's speaking skill at grade VIII A of SMPN I Tempuling, Inhil regency?"

E. Research Question

Based on the statement of the problem above, the research questions are as follow:

1. To what extend can Storytelling improve students' English speaking skill at grade VIII A of SMPN I Tempuling Indragiri Hilir?

2. What factors influence the changes of students' speaking skill at grade VIII A of SMPN I Tempuling Indragiri Hilir by using Storytelling?

F. Purpose of the Research

In carrying out this research, the researcher tried to state the purpose clearly in order that the results will be useful for related parties who are interested in the findings. The purpose of the research can be stated as follows:

1. To find out how Storytelling can improve students speaking skill at grade VIII A of SMPN I Tempuling Indragiri Hilir

2. To find out the factors that influence the changes of students' speaking skill at grade VIII A of SMPN I Tempuling Indragiri Hilir

G. Significance of the Research

Hopefully this research can give contribution to various segments of the people. It was expected that the result of the research can motivate the student to learn and speak English more. Also, it can motivated the researcher as well as other teachers to find out new teaching technique continually that were needed to give fun and pleasure learning activity for the learners. In addition, the process and the finding of this research can be the additional knowledge or information for other researchers who are going to do further study on the same research type.

H. Definition of the Key Terms

To avoid misinterpretation and misunderstanding in reading this research, the researcher feels that it is necessary to explain the terms used in the title, namely:

1. Speaking Skill: is the ability to communicate in English in certain simple transactional and interpersonal dialogs or short monologs by using certain expressions and utterances in English

2. Storytelling: is the art of using language, vocalization, and/or physical movement and gesture to reveal the elements and images of a story to a specific, live audience.

3. Narrative text: is the kind of text that tell the sequence of the story that are told chronologically from the orientation, complication, and the resolution of the story and become one of the genre type of Junior High School curriculum.

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

A.   Conclusion

From the result of the research, it can be concluded that:

1. The students' speaking skill of narrative text at grade VIII A SMPN I Tempuling is better improved through storytelling. It is proved that storytelling can be used as the media to explore the students' speaking skill in storytelling activity because it gives the students such a fun learning atmosphere and allows the students to have the language experience. As the result, the students are motivated and stimulated to learn in order to speak English well and they can improve their speaking skill eventually.

2. Actually, there are four factors that influence the changes of students' speaking skill in storytelling activity in this research. The factors are material, students' motivation, classroom activity and teacher's guidance. For this reason, the researcher became active and creative to find out the appropriate teaching media to solve their students' problems in their classroom. In this case, the researcher used storytelling activity because it could give them fun learning activity for the students. Besides good material, the researcher designed and prepared classroom activity to activate the students to speak English and to support the students to have learning motivation and interactive speaking opportunity to build their self confidence without anxiety feeling in speaking English.

B.   Implication

The important role of the researcher, as the classroom teacher who are aiming to improve the students' ability to speak effectively may be to find many ways or teaching technique to support and to motivate the students' desire to learn the language. For this reason, the researcher used storytelling as the technique to solve the students' problem related to their speaking skill. Referring to the research findings, the researcher implies for the next teaching and learning process that Storytelling could be chosen as a technique to solve students' learning problems which are related to improve the students' speaking skill. The research findings of this research can be considered by English teacher, since it has been proved that through Storytelling, the students' speaking skill at Grade VIII A SMPN I Tempuling could improve.

C.   Suggestion

Based on the findings and the discussion of this research, some suggestions can be given as the followings:

1. Other researchers who have the same problem are suggested to find out the appropriate teaching techniques continually to solve the students' problems in learning and teaching process.

2. Other researchers as the classroom teachers may give the students enough guidance and be a good model to motivate and to stimulate them to speak actively and to construct their self confident in practicing English

3. It is expected that further researcher may conduct classroom action research at different skills and the level of students, at different places and situation by implementing the other techniques that are suitable with their class condition and their students' need.

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