

**IMPROVING STUDENTS' SPEAKING SKILL IN
NARRATIVE TEXT THROUGH FILM STORYTELLING AT
GRADEVIII B OF SMP ISLAM KHAIRA UMMAH PADANG**

THESIS



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ABSTRAK

Siska ,2011. Improving students' speaking skill in Narrative Text through Film Storytelling at grade VIII B . SMP Islam Khaira Ummah Padang. Thesis. Graduated Program. State University of Padang

Hasil dari pengalaman penulis dalam proses belajar dan mengajar speaking pada semester satu, menunjukan bahwa siswa mempunyai masalah terhadap keterampilan berbicara dalam teks narrative melalui aktifitas bercerita(storytelling) . Siswa kurang mampu mengungkapkan kalimat – kalimat dengan aturan grammar yang benar serta menggunakan pengucapan yang sesuai dengan bahasa Inggris sehingga dalam bercerita mereka sering melakukan kesalahan dan tidak lancar. Oleh sebab itu , penulis melakukan sebuah penelitian dengan menggunakan film sebagai media untuk aktivitas bercerita (storytelling) . Tujuan dari penelitian ini adalah untuk menemukan sejauh mana Film-Storytelling dapat meningkatkan kemampuan berbicara siswa. Selain itu, penelitian ini juga bertujuan untuk menemukan faktor –faktor apa saja yang mempengaruhi peningkatan keterampilan berbicara siswa dengan film storytelling.

Penelitian ini merupakan penelitian tindakan kelas yang dilaksanakan di SMP Islam Khaira Ummah padang pada siswa kelas VIII B yang terdiri dari 13 siswa perempuan. Penelitian ini dilakukan dalam dua siklus untuk 10 pertemuan yang menggunakan empat tahapan yaitu; perencanaan, pelaksanaan, observasi dan refleksi. Untuk hal ini, penulis dibantu oleh seorang kolaborator untuk mengamati semua yang terjadi selama proses mengajar dan belajar . Data penelitian dikumpulkan dengan menggunakan beberapa instrument seperti; tes, lembaran observasi, catatan lapangan, dan wawancara. Kemudian semua data dianalisa secara kuantitatif dan kualitatif. Data kuantitatif dianalisa dengan menggunakan rubric penilaian untuk mendapatkan skor kemampuan berbicara siswa . Sedangkan , data kualitatif dianalisa melalui data yang diperoleh dari observasi, catatan lapangan, dan wawancara.

Temuan dalam penelitian ini menunjukan bahwa Storytelling dapat meningkatkan kemampuan berbicara siswa terutama dalam narrative text. Peningkatan tersebut disebabkan oleh beberapa faktor seperti; media, materi pengajaran, aktifitas kelompok, managemn kelas, stratei dan pendekatn pengajar. Dengan demikian, dapat disimpulkan bahwa penggunaan Film Storytelling mampu meningkatkan keterampilan berbicara siswa tingkat dua kelas VIII B SMP Khaira Ummah Padang dengan baik .

ABSTRACT

Siska, 2011. Improving students' speaking skill in Narrative Text through Film Storytelling at grade VIII B . SMP Islam Khaira Ummah Padang. Thesis. Graduated Program. State University of Padang

The result of researcher's experiences in teaching and learning process especially for speaking class at semester one, the researcher found that students had problems with their speaking skill in narrative text though storytelling activity. The students could not produce grammatical sentences and use appropriate pronunciation so that the students could not tell the story fluently. Therefore, the teacher conducted the research by implementing film as media for storytelling. This research was aimed to find out whether film storytelling can better improve the students' speaking skill. Besides, this research was also purposed to find out the factors that influenced the improvement of students' speaking skill in narrative through film storytelling.

This research was classroom action research that was conducted in SMP Islam Khaira Ummah Padang at grade VIII B that consisted of 13 girl students. This research was done into two cycles for ten meetings and for four steps; plan, action, observation and reflection. For this case, the researcher was helped by collaborator to observe whatever happened during the teaching and learning process. The data were collected by using some instruments such as speaking test, observation sheet, field notes and interview as well. Then, the data of this research were analyzed quantitatively and qualitatively. The quantitative data were analyzed by using scoring rubric to get the students' score for speaking competence. On the other hand, qualitatively data was analyzed through data gotten from observation, field note and interview descriptively.

The findings of the research showed that film storytelling can better improve the students' speaking skill in narrative text. The improvement was caused by several factors such as media, teaching materials, teaching activity, classroom management, teachers' strategy and approach. For this reason, it can be concluded that using film storytelling can better improve the students' speaking skill at grade VIII. B of SMP Islam Khaira Ummah Padang.

SURAT PERNYATAAN

Dengan ini saya menyatakan bahwa :

1. Karya tulis saya; Thesis, dengan judul: Improving Students' Speaking Skill through Film Storytelling at grade VIII.B of SMP Islam Khaira Ummah Padang belum pernah diajukan untuk mendapatkan gelar akademik baik Universitas Negeri Padang ataupun di Perguruan Tinggi lainnya di Indonesia.
2. Karya tulis ini murni gagasan , penilaian rumusan saya sendiri, tanpa bantuan tidak sah dari pihak lain , kecuali dari tim pembimbing dan Tim penguji.
3. Dalam penulisan ini tidak terdapat hasil karya orang lain kecuali pendapat yang telah ditulis dengan disebutkan nama dan di cantumkan pada daftar pustaka.
4. Pernyataan ini saya buat dengan sesungguhnya , dan apabila dikemudian hari terdapat penyimpangan dan ketidakbenaran dari pernyataan saya ini, saya bersedia menerima sanksi akademik berupa pencabutan gelar yang telah saya peroleh karena karya tulis saya ini, serta sanksi lainnya sesuai dengan norma dan ketentuan hukum yang berlaku.

Padang, 24 August 2011

Saya yang menyatakan

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The writer

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CHAPTER 1

INTRODUCTION

A. Background of the problem

Speaking is one of the ways to make people able to share ideas, opinions, or arguments on what they see, feel and think and to express them into such a good communication. It makes speaking considered as the essential part of the language skill that must be learned by English language learners in order to master the language well. Having speaking activities, the students can practice how to have communicative and meaningful conversation through direct interaction between one student and the others. For this case, the students are not only demanded to master the linguistic competence but also non- linguistic competence. Besides, speaking activities must be depended on the context; when, where, in what situation or condition it happens and on the topic that is talking about. Therefore, the language learners must pay attention on these components in order to be good language learners.

In junior high school English curriculum, speaking is stated as one of the standard competencies of which goal is to enable the students to use the language communicatively and meaningfully on many kind of texts, expression, dialogue or monolog. Sanjaya (2006) says that in curriculum KTSP , English is taught based on genre approach in all competence including writing, reading, and speaking . For this reason, the teacher takes

responsibility to be creative and innovative in designing teaching and learning activities to explore students' skill in speaking based on many kind of text in order to obtain instructional objective.

Narrative is one of the genre types that become the standard competency of curriculum of which its one of basic competency is to enable the students to tell the story based on the given material or text. Then , the purpose of teaching speaking through narrative text in telling story activity is 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 speaking by using good simple vocabulary, good pronunciation and fluency. In this case, the teacher must strive hard to drill and stimulate students' abilities including their motor skill, intelligences, 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 telling the story.

However, the researcher's students that were the students of the second grade of SMP Khaira Ummah Padang got difficulties in doing storytelling activity, although they had been given the explicit background knowledge about narrative text. It was reflected from the result of speaking test for junior high school especially the students of the second year of SMP Islam Khaira Ummah Padang that was lower than the expected result . It was found that most of students got difficulties of using English in speaking activities especially in telling the story based on the given text .Here, It was

difficult for the students to understand the story because when the researcher asked them to discuss the plot of the story they could not describe it well and they were not able to answer the researcher's question related to the story content. In addition, they could not both make good grammatical sentences while telling the story and produce the appropriate pronunciation like the target language. As the result, the students got low speaking marks and could not obtain the passing standard for speaking competency.

Furthermore, the students' low speaking marks could be seen from the result of speaking test at the end of semester one. The data showed unbalanced percentage. It explained that only 3 from 15 or 20 % of students who were active to practice the dialogue and had bravery to speak up but none of them could tell the story based on the given material well. The rest of them, 12 or 80 % of students did not respond the lesson or have no desire to practice the dialogue or do speaking activity. It means that the students could not reach the expected minimum score (kriteria ketuntasan minimum) that is 55. The average of students got lower mark than KKM and just about two students could pass and got better marks.

Actually, there were several problems that caused the students' low speaking skill in telling the story. The 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. The second, they had lack ability in vocabulary mastery because the vocabulary found in the story must be understood based on the context of the story and the

vocabularies were more difficult from what they had memorized. The third, the students did many errors in grammatical use and it made them be afraid of making mistakes while arranging the words to express the ideas or opinions. Here, most of the students did not understand how to change simple present tense into past tense including the using of Verb II, auxiliary did and to be was and were. Besides, the students did many mistakes to use subject pronoun, object pronoun and possessive pronoun. Then, they also got difficulties on transition word or conjunction so that they confused to connect one sentence to another and one paragraph to another paragraph.

The fourth, the students tended to keep silent and be a good listener in the class because they had bad pronunciation and ashamed to practice. Their pronunciation was quite influenced by their mother tongue or dialect which was not acceptable in English language. It seemed that the sounds that were produced were not appropriate from English pronunciation. The last, all the previous problems affected the students' fluency. The students did much thinking while speaking and did many pauses and said umm.....aaaa.....ooooo.. and it seemed that they hesitated to use the language. As the result, the objective of English teaching – learning speaking especially in telling story competency could not be obtained optimally.

The researcher was aware that all problems of speaking skill found in her classroom were the crucial problems faced by the students in studying English language. For this reason, the researcher as the class teacher had to find out the way to solve those problems, so it needed a new teaching

technique to revise and to improve the students' speaking skill especially at grade VIII B of SMP Khaira Ummah.

Therefore, the researcher used film as media for teaching speaking in storytelling activity to improve the students' speaking skill because film not only provided good dialogues and gave real situation of English people while speaking but also gave interesting speaking activity. According to Ishihara and Chi (2004) film is good media for language teaching because it gives both sounds and visual effect that interact the students to study . It means that watching film is the activity in which the students can get the sense of the English language culture totally and see the reality of the language. Then, they can listen English pronunciation as well as intonation directly and learn many new vocabularies, many expressions for example; the way of the people get angry, how to ask question and how to have a talk in fun condition.

It was hoped that the students could be motivated to study English in order to be able to practice English in real situation and to develop their creativities in using that language through film that can create fun learning activity and enjoyable class atmosphere. Regarding this consideration, the researcher would like to conduct an action research about improving students' speaking skill through film storytelling activity.

B. Identification of the Problem

As stated in the background of the problems, the researcher found that many problems occurred in teaching speaking, especially the students' low speaking skill in storytelling. First, the students had less grammatical knowledge on language features used in storytelling so that they could not produce acceptable grammatical sentences. Second, the students could not comprehend the text including orientation, complication and resolution, so it was hard for them to get the content of the story totally. Third, it was difficult for the students to master the vocabularies, as the result they could not use the appropriate vocabulary and enlarge the sentences. Fourth, pronunciation became a crucial problem for the student when they could not produce the acceptable English pronunciation. It made what they say become hard to understand. Fifth, the students did not speak fluently because of their hesitation to talk or to tell the story.

In addition, the teacher's previous technique that focused on teacher center in which the teacher gave more explanation rather than practice, was not interesting for the students in learning process. Subsequently, the teacher did not give much opportunity for the students to practice English in pair or in group activity because of less preparation and given tasks by which the students could explore their ability. Consequently, it did not provide the students with speaking activities to activate them to speak English. Moreover, the teacher just used the material from the printed book or handbook without any creative thinking for example; finding out some interesting topics from

either magazine or newspaper and using visual media like film or video that could encourage the students' desire and motivation in learning English.

C. Limitation of the problems

Related to the identification of the problem above, the researcher limited the research problem about improving students' speaking skill through film storytelling at grade VIII B of SMP Islam Khaira Ummah Padang in 2010 / 2011 academic year.

D. Formulation of the problem

Based on the identification of the problem above, the researcher formulated the problem, as the followings:

1. To what extent can film storytelling improve students' low speaking skill at the grade VIII B of SMP Islam Khaira Ummah Padang ?
2. What factors influence the changes of students' speaking skill through film storytelling at the grade VIII B of SMP Islam Khaira Ummah Padang ?

E. Purpose of the Research

The purposes of the research are:

1. To find out whether the use of film storytelling can improve students' speaking skill at the grade VIII B of SMP Islam Khaira Ummah Padang

2. To find out the factors that influence students' speaking skill at the grade VIII B of SMP Islam Khaira Ummah Padang.

F. Significance of the Research

Hopefully this research can give contribution to various segments of people. It is expected that the result of the research can motivate the students to learn and to speak English more. Also, it can motivate the researcher as well as other teachers to find out new teaching technique continually that are 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 the other researchers who are going to do the further study on the same research type.

G. Definition of Key Terms

The researcher defines the key terms on the research

1. Speaking skill is the students' skill in expressing their ideas and opinions orally into speaking activity based on the given material and lesson in the classroom and outside of the classroom in social interaction with good grammatical sentence, appropriate pronunciation, simple vocabulary usage, fluency according to their level and good comprehension on what they talk about.
2. Film storytelling is the activity to tell the story that performs through media of film that can be listened and watched directly by the students. The activity will be done after watching about 15 / 20 minutes film

duration and the students will be grouped into five or four members for discussing about the story based on the given worksheet. Thus, each member must present the story in the group by their own language and style. At last, they perform the story in front of the class.

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 SUGESSTION

A. Conclusion

From the result of the research, it can be concluded that the students' speaking skill in narrative text at grade VIII B. SMP Khaira Ummah Padang is better improved through film storytelling. It is proved that film 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.

Actually, there are six factors that influence the changes of students' speaking skill in storytelling activity in this research. The factors are media, material, classroom activity, classroom management, the teacher strategy and approaches. 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 film as the media for storytelling activity because film could give them the real world of English language and create fun learning activity for the students. Besides good media, the researcher designed and prepared good material, classroom activity and classroom management 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 film storytelling as the technique to solve the students' problems related to their speaking skill. From the result of this research, it could be implied that film story telling can give better improvement on the students' speaking skill in narrative text at grade VIII B . SMP Khaira Ummah Padang. Perhaps, it becomes new consideration for English teachers to use this technique especially in the same class and students' condition or characters.

C. Suggestion

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

1. The researcher who has an important role to determine the successful of teaching and learning process in SMP Khaira Ummah Padang should be active and creative to find out the appropriate teaching techniques continually to solve the students' problems in learning and teaching process.

2. The researcher, as an English teacher should support the students with good teaching material and activities that can give them fun and enjoyable learning activities.
3. It is hoped that the researcher as the classroom teacher 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.
4. It is hoped that the researcher as an English teacher gives useful input for the next researchers who want to do the further research especially in teaching speaking with the same students' difficulties and characteristics.
5. It is expected that further researcher may conduct 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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