IMPROVING STUDENTS' SPEAKING SKILL BY STORYTELLING TECHNIQUE

(A Classroom Action Research of Grade VIII at Private Junior High School in Blora in the Academic Year 2018/2019)

THESIS

Submitted in Partial Fulfillment of the Requirements for the Degree of Sarjana in English Language Department

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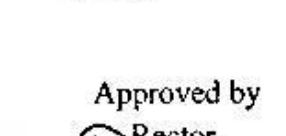**IKIP PGRI BOJONEGORO**

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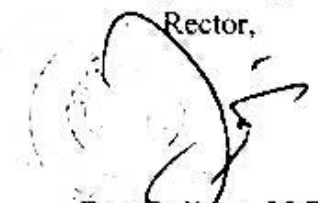
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CHAPTER I

INTRODUCTION

In this chapter the researcher discusses about the background of the study, statement of problem, the objectives of the study, limitation of the research, the significances of the study and definition of key terms.

A. Background of the Study

Teaching and learning process on speaking class should be interesting that can cause students to be active and enjoy learning English. Because speaking skill is important since the success is measured one's ability to carry out a conversation in a language (Nunan, 1991). Effective oral communication needs the ability to use the language appropriately in social interactions that involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation (Richards and Renandya, 2002). Unfortunately, sometimes the students get difficulties to speak English well. Therefore, by using some techniques or methods in teaching learning English the teachers can help the students to improve their speaking skill.

Speaking skill is partly a reflection of someone masters the language or not. Speaking is one of some important skills which have to be learned by the students to mastering English well. Speaking is defined as an interactive process constructing meaning that involves producing, receiving, and processing information orally using organ of speech (Brown, 2000).

Nunan (in Kayi, 2006) defines speaking as the use of language quickly and confidently with few natural pauses, which is called as fluency. Speaking in the process of building and sharing meaning through the use of verbal and nonverbal symbols, in a variety of contexts.

Ideas are someone's message would like to be transferred to another. It means that another person should understand the message well. In order to understand the messages well, one's speaking should provide natural communication which has certain features (Aminuddin, 2006). Unfortunately, there are some problems that make students difficulty to mastering speaking skills in second grade at the Private Junior High School in Blora, Central Java. One of the problems is students get difficulties to speak English when they want to talk with others. It is caused by several factors, such as they have lack of vocabulary, lack of ideas to speak, they afraid of making mistakes when speaking English and their motivation to learning English still low.

Basedon the problems above the teacher should make a suitable technique to solve this problems. By choosing the appropriate technique hopefully the teacher can change the students' skill in speaking. According to Kalmback (1986) in Stoicovy (2004) states that storytelling is a process of re-memorizing what we listened to and read. Further, Stoicovy states that in relation to language teaching, storytelling technique can be used as a way to promote students' comprehension and understanding of discourse.

Storytelling technique has been known as one of teaching activities in second or foreign language classes. One the reasons is because it relies so much of words, offering a major and constant source of language experience for children (Wright, 1995 in Xu, 2007). Stoicovy (2004) also points out that based on several studies, storytelling has positive influence in language learning as it promotes students' ability in rearranging information from the text that they have read.

Moreover, Brown and Cambaurne (1987) mention that during the storytelling process students apply and develop their language knowledge through the internalization of the texts' features. In addition, storytelling technique is common way which can help students in improving their speaking skill and helps teachers to identify the level of the students' comprehension of what they listen or read.

Based on the problems above and the positive influence of storytelling technique in improving speaking skill, the researcher was conduct a research in order to known the result of storytelling technique in improving students' speaking skill. The researcher gave titles this writing by ***"IMPROVING STUDENTS' SPEAKING SKILL BY STORYTELLING TECHNIQUE TO THE GRADE VIII AT PRIVATE JUNIOR HIGH SCHOOL IN BLORA IN THE ACADEMIC YEAR 2018/2019"***

B. Statements of the Research

Based on the background of the study, there are problems can be formulated as following:

1. How can storytelling technique improve students' speaking skill?
2. What are the students' responses in learning speaking using storytelling technique?

C. The Objectives of the Study

Based on the statements of research, there are objectives of the study, as following:

1. To what extent storytelling technique improve students' speaking skill.
2. To know the students' responses in learning speaking using storytelling technique.

D. Limitation of the Study

The problem that discussed is limited only on the storytelling technique to teach speaking skill in the Grade VIII of Private Junior High School in Blora, Central Java. The total number were 17 students.

E. The Significances of the Study

There are some significances, as following:

1. To the English teacher, the result of this research is better techniques in English teaching that can improve the students' speaking skill.

2. To the students, the result of this research is input for the students to improve their speaking skill by using storytelling technique.

3. To the other researchers, the result of this research can be useful as comparison in researching the same topic. Hopefully it can give more information to the knowledge, especially in speaking skill.

F. The Definition of Key Terms
   1. Speaking
      According to Brown (2000) stated that "Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information". It means that in speaking we have to express our opinion; feeling and ideas correctly in order to every single person can understand the massage.
      Harmer (2007) states speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the abilityto process information and language on the spot.
      The conclusion, speaking is an interactive process to express or share our feeling, arguments and ideas to the other person by speak fluently and correctly in order to the other person can understand what we talking about.
   2. Storytelling technique
      According to Kalmback (1986) in Stoicovy (2004) states that storytelling is a process of rememorizing what we listened to and read. Further, Stoicovy states that in relation to language teaching,

storytelling technique can be used as a way to promote students' comprehension and understanding of discourse.

Stoicovy (2004) points out that based of several studies, storytelling has positive influence in language learning as it promotes students' ability in rearranging information from the text that they have read.

Storytelling technique has been known as one of teaching activities in second language classes. One of the reasons is because it relies so much of words, offering a major and constant source of language experience for children (Wright, 1995 in Xu, 2007). In addition, stories themselves can be considers language treasure to use as models language for students of different levels and ages.

Based on the arguments of the experts the researcher concluded that storytelling technique or storytelling technique is a process of rememorizing an information, rearranging so mush words and information from the text that can be help students to considers language treasure as modal language got students.

CHAPTER II

REVIEW OF LITERATURE

A. Theoritical Framework

In conducting the research, theories are need to explain same concepts applies concerning into the research. These following term are clarified for the purposes to explain all the terms related to the theory of speaking skill. This chapter discusses about speaking, storytelling technique, related study, conceptual framework and hypothesis.

1. Speaking

Speaking is one of the important skills to master by the students in learning a language. Speaking helps students to talk-active so that they can share what they know and what they do not know are about the information, teacher's explanation, and about the case they are faced. The students speak because of some reasons such as: asking something, telling information, expressing feeling, emotion, argumentation, debating, and desires.

According to Brown (2000:263) stated that "Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information". It means that in speaking we have to express our opinion; feeling and ideas correctly in order to every single person can

understand the massage. Harmer (2007:284) states speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language on the spot.From the definition above it can be concluded that speaking is an interactive process to express or share our feeling, arguments and ideas to the other person by speak fluently and correctly in order to the other person can understand what we talking about.

According to Leong and Ahmadi speaking is one of the important skills to be developed and enhanced as means of effective communication. Speaking skills is regarded as one of the most difficult aspects of language learning. The other explanation comes from Glenn Fulcher states that Speaking is the verbal use of language to communicate with others. according to Hosni Speaking is the active use of language to express meaning.

From the definition above it can be concluded that speaking is one of skill must be mastered by students to send and receive the information and a spoken language to communicate with others and the way to express ideas, to send expression or desire to do something.

a. **Types of Speaking.**

According to Brown there are five categories of speaking skill area. Those five categories are follows:

1) Imitative

   At the end of a continuum types of speaking performance is the ability to simply parrot back (imitate) a word or possibly a sentence.

2) Intensive

   A type of speaking frequently employing assessment context is the production of short stretches of oral language designed to demonstrate competence in narrow band of grammatical, phrase, lexical, or phonological relationship (such as prosodic elements into ration, stress, rhythm, or juncture).

3) Responsive

   Responsive assessment task includes interaction and test comprehension but at somewhat limited level or vary short conversation, standard greetings and small talk, simple request and comments, and so forth.

4) Interactive

   The differences between responsive and interactive speaking are in the length and complexity of the interaction, which sometimes includes multiple exchanges and or multiple participants.

5) Extensive

   Extensive oral production task includes speeches, oral production, and storytelling during which the opportunity for oral interaction to

listener is either highly limited (perhaps to nonverbal responses) or ruled out altogether.

b. Difficulties in Speaking

According to Brown, there are eight factors in speaking that could make EFL learners difficult to produce good English in oral communication as follows:

1) Clustering.

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.

2) Redundancy.

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this features of spoken language.

3) Reduced forms.

Constrains, elision, reduced vowels, etc. could create special problems in teaching spoken English. Students who do not learn colloquial constrains can sometimes develop a tilted, bookish quality of speaking that in turn stigmatizes them.

4) Performance variable.

In spoken language, the process of thinking as the speaker speaks allows the speaker to manifest a certain number of performance hesitations, pauses, backtracking, and corrections. In English, the "thinking time" is not silent, rather "fillers" such as *uh, um, well, you, know, I mean, like, etc.*

5) Colloquial language.

This factor could make the students difficult to speak. It is often found that the students are not well acquainted with the words, idioms, and phrases of colloquial language, so they often make mistakes in producing these forms.

6) Rate of delivery.

In this factor the teacher needs to help the students to achieve an acceptable speed along with other attributes of fluency.

7) Stress, rhythm, and intonation.

They are most important characteristic of English pronunciation. Different stress, rhythm, and intonation could convey different meaning. Those characteristics also the factor that make speaking difficult for the students.

8) Interaction.

Interaction needs the creativity of conversational negotiation. Learning to produce waves of language in a vacuum, without interlocutors, could rob the creativity of conversational negotiation in speaking.

c. **Element of Speaking**

According to Harmer, there are two elements of speaking, they are:

1. Language features

Among the elements necessary for spoken production (as opposed to the production of practice examples in language drills, for example) are the following.

a) Connected speech

Effective speakers of Language need to be able not only to produce the individual phonemes of English (as saying I would have gone) but also to use fluent "connected speech" (as in I'd've gone). In connected speech sounds are modified (assimilation), omitted (elision), added (linking r), or weakened (through constrain and stress patterning). It is for the reason that we should involve students in activities designed specifically to improve their connected speech.

b) Expressive devices

Native speaker of English changes the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical

and non-verbal (paralinguistic) means how they are feeling (especially in face-to-face interaction). The use of these devises contributes to the ability to convey meanings. They allow the extra expression of emotion and intensity. Students should be able to develop at leas some of such suprasegmentally features and devices in the same way if they are to be fully effective communicators.

c) Lexis and grammar

Spontaneous speech is marked by the use of a number of common lexical phrases, especially in the performance of certain language function. Teacher should therefore supply a variety of phrases for different functions such as agreeing or disagreeing, expressing surprise, shock, or approval. Where students are involved in speaking context such as a job interview, we can prime them, in the same way, with certain useful phrases which they can produce at various stage of an interaction.

d) Negotiation language

Effective speaking benefits from the negotiator language we use to seek clarification and to show the structure of what we are saying.

e) Mental/social processing

If part of speaker's productive of ability involves the knowledge of language skill such as those discussed above, success is also dependent upon the repaid processing skills that necessitates.

f) Language processing

Effective speakers need to be able to process language in their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible, but also convey the meanings that are intended. Language processing involves the retrieval of words and phrases from memory and their assembly into syntactically and proposionally appropriate sequences. One of the main reasons for including speaking activities in language lesson is to help students develop habits of rapid language processing in English.

g) Interacting with others

Most speaking involves interaction with one or more participants. This mean that effective speaking also involves a good deal of listening, an understanding of how the other participants are feeling, and a knowledge of how linguisticticaly to take turns or allow others to do.

h) (On-the-spot) information processing

Quite a parts from our response to other's feeling, we also need to be able to process the information they tell us the moment we get it. The longer it takes for "the for penny to drop" the less effective we are as instant communicator. However, It should be remember that instant response is vary culture specific, and is not prized by speakers in many other language communities. It can be concluded that speaking has two elements (Language features and Mental or social processing),

language features involve four areas: connected speech, expressive decide, lexis and grammar, and negotiation language. Supposing the speaker processes these language features, processing skills, mental/social processing, will help them to achieve successful communication.

d. Aspect of Speaking.

There are five aspects of speaking skills that evaluated in English as stated by Wipf (1982, p.27) cited in Fitriani (2014).

1. Grammar.

    Students need to arrange a correct sentence in conversation. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

2. Vocabulary.

    Vocabulary is one of the language aspects which is very important in any language learning including speaking. Therefore, to be able to communicate as clearly as possible in a target language, the students have to master a lot of vocabulary.

3. Pronunciation.

    Pronunciation is very important to successful spoken communication, without any good pronunciation, it will be difficult for the listener to understand and get the point of what the speaker says.

4. Comprehension.

Comprehension is understood between speaker and listener that communicate in the same language as the base of communication.

5. Fluency.

The greater fluency is achieved when learners process pronunciation and grammar automatically, thus allowing more intentional resources to be used for processing the higher level of communication, such as meaning, appropriateness, and other sociolinguistic concern. The main goal of teaching speaking is oral fluency.

e. **Principles for Designing Speaking Technique.**

In teaching speaking, the teacher needs to consider what kind of technique could be best applied in the classroom. In order to implement technique in the teaching and learning process, the teacher needs to pay attentions on principles for designing speaking technique. Brown proposes seven principles for designing speaking techniques.

1. *Use techniques that cover the spectrum of learners needs, from language based focus on accuracy to message-based focus on interaction, meaning, andfluency.* In current interactive language teaching, teacher can easily slip into an activity that does not capitalized on grammatical pointer or pronunciation tips. So that,

teachers need to pay attention to the language should be taught, however teachers could not make the students bored due to repetition drills. It is important to make drilling as meaningful as possible.

2. *Provide intrinsically motivating techniques*. Try at all times to appeal to students' ultimate goals and interest, to their need for knowledge, for status, for achieving competence and autonomy, and for "being all that they can be".

3. *Encourage the use of authentic language in meaningful contexts.* The teacher should encourage the students to use the authentic language during the speaking activities, so that the activities would be meaningful for them. It is not easy to keep coming up with meaningful interaction, so the teacher needs to be creative to provide what kind of authentic language should be done during the speaking activities.

4. *Provide appropriate feedback and correction. In most EFL situations.* students are totally dependent on the teacher for useful linguistic feedback. When the student male some mistakes during the activities, the teacher should give appropriate feedback and correction so that the students would not make same mistakes.

5. *Capitalize on the natural link speaking and listening*. Speaking could not be separated from listening, so that during speaking activities, the teacher should also integrate the listening activities. Skills in producing language are often initiate through comprehension.

6. Give students opportunities ro initiate oral communication. Initiate conversation is a part of oral communication competence. Asking

questionnaire engaging the students in a conversation could give opportunities for the students to practice their communication competence.

7. Encourage the development of speaking strategies. During the process of learning language, the students usually are not aware of developing their own personal strategies for accomplishing oral communicative purposes. The strategies include asking for clarification, asking someone to repeat something, using fillers, using conversation maintenance cues, getting someone's attention, using paraphrases for structures one can't produce, appealing for assistance from the interlocutor, using formulate expressions, using mime and nonverbal expressions to convey meaning.

f. **Speaking Activity**

Teaching speaking should be taught in attractive and communicative activities. There are many types of classroom speaking activities. Harmer (2001: 34-352) states six classroom speaking activities. They are acting from script, communication games, discussion, prepared talks, questionnaires, simulation, and role play.

1. Acting from script

Playing scripts and acting out the dialogues are two kinds of acting scripts that should be considered by the teacher in the teaching and learning process. In the playing scripts, it is important for the students to teach it as real acting. The role of the teacher in this activity is as theatre

directors, drawing attention to appropriate stress, intonation, and speed. This means that the lines they speak will have real meaning. By giving students practice in these things before they give their final performances, the teacher ensures that acting out is both a learning and language producing activity. In acting the dialogue, the students will be very helped if they are given time to rehearse their dialogues before the performance. The students will gain much more from the whole experience in the process.

2. Communication games

Games are designed to provoke communication between students. The games are made based on the principle of the information gap so that one student has to talk to a partner in order to solve a puzzle, draw a picture, put a thing in the right order, or find similarities and differences between pictures. Television and radio games, imported into the classroom, often provide good fluency activities.

3. Discussion

Discussion is probably the most commonly used activity in the oral skills class. Here, the students are allowed to express their real opinions. According to Harmer (2001:272) discussion range is divided into several stages from highly formal, whole-group staged events to informal small-group interactions. The first is the buzz groups that can be used for a whole range of discussion. For example, students are expected to predict the content of a reading text, or talk about their reactions after reading the text. The second is instant comments which can train students to respond

fluently and immediately is to insert 'instant comment' mini activities into lessons.

This involves showing them photographs or introducing topics at any stage of a lesson and nominating students to say the first thing that comes into their head. The last is formal debates. Students prepare arguments in favor or against various propositions. The debate will be started when those who are appointed as 'panel speaker' produce well-rehearsed 'writing like' arguments whereas others, the audience, pitch in as the debate progresses with their own thoughts on the subject.

4. Prepared talks

Students make a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversations because they are prepared and more 'writing like'. However, if possible students should speak from notes rather than from a script.

5. Questionnaires

Questionnaires are very useful because they ensure that both questioner and respondent have something to say to each other. Students can design questionnaires on any topic that is appropriate. As they do so the teacher can act as a resource, helping them in the design process. The results obtained from questionnaires can then form the basis for written work, discussions, or prepared talks.

6. Simulation and Role play

Simulation and role play can be used to encourage general oral fluency, or to train students for specific situations. Students can act out

simulation as them or take on the role of completely different character and express thoughts and feelings as they doing in the real world. Those activities can be used by teachers to teach speaking. Teachers can choose an activity that related to the topic and objective of the lesson.

Besides, they must consider the situation, condition of the students and materials that will be taught. For example, they use simulation and role play activities when they teach expressions. Teachers can ask them to write some dialogues and after that they have to act them out in front of the class. It may be used by the teachers in using acting from script. In discussion, teachers can use some pictures or maybe videos in a certain situation. These activities can be used as the way to measure how far students can speak, say and express their feeling in English.

g. **Assessing of Speaking Skill**

The speaking measurement contains components elaborated from students' speaking skill proficiency including their accent, grammar, vocabulary, fluency, and comprehension (Hughes, 2003) they are:

1. Accent. An accent is a way of pronouncing a language. It is therefore impossible to speak without an accent.

2. Grammar. It is needed for students to arrange a correct sentence in conversation.

3. Vocabulary. Achieving accuracy in terms of vocabulary refers to the appropriate selection of words during the speaking, vocabulary, means the appropriate choice of words which is used in communication.

4. Fluency. Hughes defined as the ability to express oneself in an intelligible, reasonable and accurate way without too much hesitation. Otherwise the communication will break down because listeners will lose their interest.

5. Comprehension. Comprehension is the ability to grasp something mentally and capacity to understand ideas and facts

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2. Storytelling Technique.

Storytelling is reading or listening activity that learners remember from reading or listening and retell what they recognize both through speaking or writing (Morrow, 1989). This technique is one of the appropriate ways to improve student's speaking skill especially to encourage students to speak in front of public. It is a tool for developing student's anxiety in speaking (cited in Morrow, 1996).

According to Miller and Penny Cuff (2008), storytelling in the classroom is one way to improve oral language. In line with this, Pellowski (cited from Eliwarti, 2013) states that storytelling is one of the arts or crafts of narration of stories in verse/and prose. He also states that storytelling is an effective instructional strategy for enhancing the comprehension of proficient and less proficient students (Pellowski, in Eliwarti, 2013). It means that, storytelling story is a component of authentic assessment that can be introduced when the students demonstrate proficiency in identifying key story element. Hence, storytelling can play an important based assessment of speaking role performance.

From the definitions above it can be concluded that storytelling technique is an appropriate ways and beneficial teaching technique to improve students' speaking skill or oral language comprehension from the information that they have read and listen students' can be understanding about parts of information.

a. **Types of Storytelling**

There are two types of storytelling, they are oral and written storytelling. In oral storytelling, students are not limited by their writing abilities. They can use vocabulary that is likely most accessible to them. Written storytelling allows the student to reflect more deeply than with oral storytelling. Student can revise and expand their responses in written storytelling (Reutzel and Cooter, 2007 as quoted in Burton, 2008).

For instances, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students' speaking ability,but also get the attention of the class (Kayi, 2006).It reveals now that storytelling can be seen in encouraging learners in using the language for a range of different purposes and functions as they tell based on different topics and themes (Heninger, 2005). It is important to teach the students how to retell a story and what will be expected of their storytelling.

b. Teaching Procedures by Using Storytelling Technique

There are three steps of teaching by using storytelling technique adapted from Morrow et. al. (1986), they are:

1. Pre storytelling

   Teacher begins the class with an introduction to the lesson objective and the contents that students must study each lesson and students try to think about storytelling. Teachers should familiarize students with storytelling introduction, how to focus on the main idea and how to support students. Then, teacher asks the students to watch a simple monologue narrative video and also ask them to think about the story they watch.

2. Guideline storytelling or while storytelling

   Students will learn story structures which consisted of plot, point of view, setting, characteristic, and ending. Teachers also provide students with the questions for guideline. At last in guideline storytelling, discussion (sharing ideas) is needed to supports the ability of storytelling by doing the previous and post discussion from stories.

3. After storytelling or Post storytelling

   Students retell the stories independently in class and teacher give feedback to the students after they finish storytelling the story.

B. Related Study

The studies that have relevant with this study are:

1. Rani Candrakirana Permanasari (2014) English Department, Faculty of Language and Arts, Semarang University (UNNES) the title *is Improving Students' Speaking Skill Through Three Steps Interview Technique (An Action Research of the Tenth Grade Students of SMK Negeri 9 Semarang in the Academic Year of 2013/2014)*. It was conducted by using Classroom Action Research (CAR). The subject of this study was 36 students of class X AK.1 in SMK N 9 Semarang. This study conducted five meetings for two cycles. The first cycle was conducted in two meetings and second cycle was conducted in one meeting. One meeting was for pre-test and the last meeting was for post-test. The instruments used in this study were speaking test, observation check list, an observation list, and a questionnaire. In pretest, all of students final scores were under 50. In the cycle two test, No. one of them got final score more than 70. Then, the data of post-test showed that all of the students got score that all of the students get score more than 70. The mean of the scores of pre-test is 47,87; cycle 1 test is 61,8; then the cycle 2 test is 71,29; and the last is 78,42 for the post test. Those scores were good enough, and it also increased from a test to another test. Based on the result above, tree steps Interview Technique can used as an alternative teaching to improve students' speaking skill.

2. Second, the research has been done by Norma Prayogi (2013) entitled Improving Students' Speaking Ability by Using Cartoon Film (An

Action Research in the Second Grade of SMP N 2 Taman in Academic Year 2012/2013). This is an action research. The object of this research are the students in VIII-E class of SMPN 2 Taman in the academic year of 2012/2013. The instrument of collecting data are speaking test in the form of storytelling story, observation checklist and field notes. The action is successful when at least 18 students or 70% of 24 students have good level in speaking ability. The result of this research shows that in cycle 1, the students average score is 42.70. the highest score was in students'performance (13.95), and the lowest was grammar (6.45). There were only 9 students or 32.5% of 24 students who got good level in speaking ability. While in cycle 2, the students average score is 45.21. the highest score was still in students' performance (13.95), and the lowest was grammar (7.91). There were 19 students or 79.16% of 24 students who got good level in speaking ability.it could be seen that there is a continuing progress of using cartoon films to teach narrative speaking had given a significant progress toward their speaking ability. Since they were never taught by using films, the presence of this research also gave the students new perspectivethat they could also relate the material to their hobby like picture, music etc.

C. Conceptual Framework

Speaking is one of some important skills in English Language Teaching, because to communicate with other people in the world we need

to speaking to express meanings in order to deliver message and information verbally. By speaking, we can get new information or we can share our ideas or feelings with other people.

In this study, the researcher appliesStorytelling Technique to see the impact of the students in speaking. In this study the teacher gave explanation aboutStorytelling Technique to make the students ready with this technique. After that the teacher asked to the students to prepare their story and then they must tell to their friends.

Storytelling Techniquegave the students opportunity to share their ideas that could make students active in learning process and make class more interesting and enjoyable.

Based on the description above, the researcher was sure thatStorytelling Technique can used in English Speaking because it stimulated the students be more active in speaking. The researcher hopes that this technique useful and helpful for the teaching and learning process. The schema of conceptual framework of the Storytelling Technique to teach Speaking Skill as below:
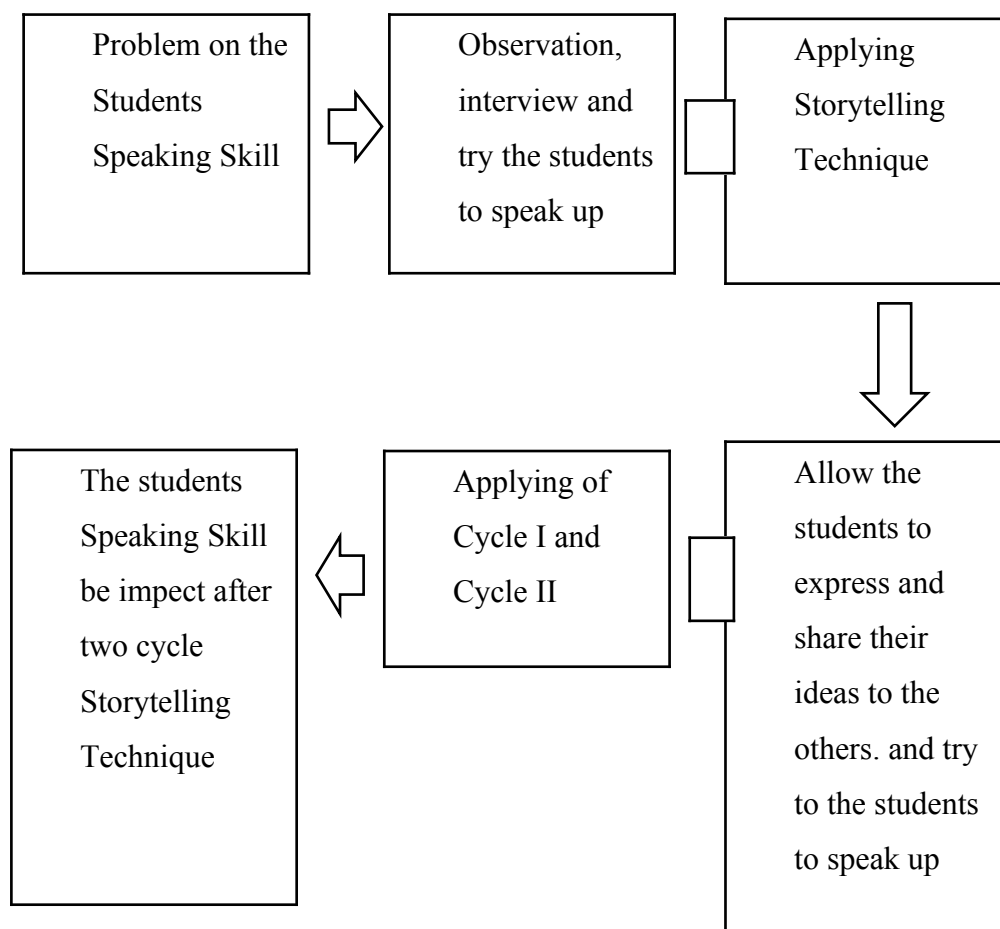
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┌─────────────────┐      ┌─────────────────┐      ┌─────────────────┐
│  Problem on the │      │   Observation,  │      │    Applying     │
│     Students    │  ⇨   │  interview and  │      │   Storytelling  │
│  Speaking Skill │      │ try the students│      │    Technique    │
│                 │      │   to speak up   │      │                 │
└─────────────────┘      └─────────────────┘      └─────────────────┘
                                                           ⇩
┌─────────────────┐      ┌─────────────────┐      ┌─────────────────┐
│  The students   │      │   Applying of   │      │    Allow the    │
│  Speaking Skill │  ⇦   │   Cycle I and   │      │   students to   │
│  be impect after│      │    Cycle II     │      │   express and   │
│    two cycle    │      │                 │      │   share their   │
│   Storytelling  │      │                 │      │   ideas to the  │
│    Technique    │      │                 │      │   others. and try│
│                 │      │                 │      │  to the students │
│                 │      │                 │      │   to speak up   │
└─────────────────┘      └─────────────────┘      └─────────────────┘
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Figure 2.1 schema of conceptual framework

Based on theoretical framework and the conceptual framework above, the researcher tries to determine the hypothesis of the research is "Storytelling Technique help the students to improve their Speaking Skill in Grade VIII of Private Junior High School in Blora in the Academic Year 2018/2019".

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study belongs to Classroom Action Research. The researcher was conducting a classroom action research to know and learn the phenomenon which occurred in teaching learning process and purposely tried to offer the solving for the problem happened. Classroom Action Research was different from quantitative and qualitative research, but has characteristics of both. An action research utilizes and appropriates intervention to collect and analyze data and implementations of address educational issues.

In this research the researcher explains some theories related to definition of action research according to the expert. According to Burns (2010) Classroom Action Research is a study that explains the cause of the effects of the treatment, as well as describes what happens when treatment is given, and describes the entire process from the beginning of treatment to the effects of the treatment given to the subject of action. Classroom Action Research is a research carried out in the classroom by the teacher of the course, mainly with the purpose of solving a problem or improving the teaching/learning process. The steps in classroom action research:

1. Planning

   In this phase you identify a problem or issue and develop a plan of action in order to bring about improvements in a specific area of the research context. This is a forward-looking phase where you consider. What kind of investigation is possible within the realities and constrains of your teaching situation, and what potential improvements you think possible.

2. Action

   The plan is a carefully considered one which involves some deliberate interventions into your teaching situation that you put into action over an agreed period of time. The interventions are 'critically informed' as you question your assumptions about the current situation and plan new and alternative ways of doing things.

3. Observation

   This phase involves you in observing systematically the effect of the action and documenting the context, actions and opinions of those involved. It is a data collection phase where you use 'open-eyed' tools to collect information about what is happening.

4. Reflection

   At this point, you reflect on, evaluate and describe the effects of the action in order to make sense of what has happened and to understand the issue you have explored more clearly. You may decide to do further

cycles of AR to improve the situation even more, or to share the 'story' of your research with others as part as your ongoing professional development.

According to Kemmis, 1983 (in Hopkins, 2008) action research is a form of self-reflective enquiry undertaken by participants in social (including educational) situations in order to improve the rationality and justice of (a) their own social or educational practices, (b) their understanding of these practices, and (c) the situations in which the practices are carried out. It is most rationally empowering when undertaken by participants collaboratively, though it is often undertaken by individuals, and sometimes in cooperation with outsides.

Based on the definitions above the researcher was choose the appropriate steps of Calssroom Action Research by Burns (2010) because it is a easy steps to conducted cycle1 and cycle 2 in this research.

The Criteria of Successful Classroom Action Research (CAR) is successful if it can exceed the criteria which has been determined. In this study the research will be successed when there is 80% of students could pass the assessment score $\geq$ 73 based on *Kriteria Ketuntasan Minimal* (KKM) which is adapted from the school agreement (SMP MUHAMMADIYAH 5 Randublatung, Blora). It means that during CAR students have to achieve the target score of KKM 73 of speaking test started from the pre-test until the post-test in cycle two. Moreover, if the criterion of successful action achieved, the next action of the Classroom

Action Research (CAR) would be stopped. CAR is able to be called fail if it is cannot exceed the criteria that have been determined. Then, the alternative action would be done in the next cycle.

B. Research Setting and Participants

The research conducted at SMP MUHAMMADIYAH 5 Randublatung, Blora which is located at Sambongwangan street, Randublatung, Blora.The subject or participants in this research was the students of second grade of SMP MUHAMMADIYAH5 Randublatung, Blora in the academic year of 2018/2019. The total numbers of students in this class are 17 students.

Table 3.1 table of the participants

Male	6
Female	9
Total	17

C. Data Collection

There are two kinds of data collection was gather in this study, there are qualitative and quantitative data.

1. Quantitative Data

The quantitative data of the research collected by using Speaking Test.

Test is sequence of practice which using to measure skills, intelligence, ability, and attitude own by individual or group. In quantitative, data collected by speaking test. There are two tests of

speaking that gave to the students, such as weekly test and cycle's test. Weekly test gave to the students in the weekly meeting but cycle's test gave in every cycle to know the improvement of students' speaking skill. Besides, the researcher also usepre-test and post-test to collected the data. To take the scoring of the data in speaking test, the researcher was use the category that evaluates the criterion. There are some criteria that must be consider to assess the students' speaking skill. Hughes (2003) states there are five general components or rules of speaking such as the following:

Table 3.2 English Language Speaking Skills Assessment

1. Accent

Score	Description
1	Pronunciation frequently unintelligible
2	Frequent gross errors and very heavy accent make understanding difficult, require frequent repetition.
3	"Foreign accent" requires concentrated listening, and mispronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabulary.
4	Marked "foreign accent" and occasional mispronunciations which do not interfere with understanding.
5	No conspicuous mispronunciations, but would not be taken for a native speaker
6	Native pronunciation, with no trace of "foreign accent"

2. grammar

Score	Description
1	Grammar almost entirely inaccurate except in stock phrases

2	Constant errors showing control of very few major patterns and frequently preventing communication.
3	Frequent errors showing some major pattern uncontrolled and causing occasional irritation and misunderstanding.
4	Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding.
5	Few errors, with no pattern of failure
6	No more than two errors during the interview

3. Vocabulary

Score	Description
1	Vocabulary inadequate for even the simplest conversation
2	Vocabulary limited to basic personal and survival areas (time, food, transportation, family etc..
3	Choice of word sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics
4	Professional vocabulary adequate to discuss special interests; general vocabulary permits discussion of any non-technical subject with some circumlocutions.
5	Professional Vocabulary broad and precise; general vocabulary adequate to cope with complex practical problem and varied social situations.
6	Vocabulary apparently as accurate and extensive as that of an educated native speaker

4. Fluency

Score	Description
1	Speech is so halting and fragmentary that conversation is virtually impossible.
2	Speech is very slow and uneven except for short or routine sentences.
3	Speech is frequently hesitant and jerky; sentences may be left uncompleted
4	Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for words
5	Speech is effortless and smooth, but perceptively non-native in speed and evenness

6	Speech on all professional and general topics as effortless and smooth as a native speakers

5. Comprehension

Score	Description
1	Understand too little for simplest type of conversation.
2	Understand only slow, very simple speech on common social and touristic topics; requires constant repetition and rephrasing
3	Understands careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing
4	Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition and rephrasing.
5	Understands everything in normal educated conversation except for very colloquial or low frequency items, or exceptionally rapid or slurred speech
6	Understands everything in both formal and colloquial speech to be expected of an educated native speaker.

2. Qualitative Data

The qualitative data describes the condition, situation and responses of the students during teaching-learning process. The researcher was collect qualitative data by using:

a. Interview.

There are two interview section was conduct by researcher. Interview gave in the last meeting to know the students' responses about Retelliing Technique in teaching Speaking Skill.

b. Observation Sheet

Observation sheet showed the activities of the students in the learning and teaching process in every cycle and also the condition of the class by using checklist. The researcher is employ observation sheet to find out the data about "Storytelling Technique".

D. Data Analysis

This study applies the quantitative and qualitative data. The quantitative data was use to analyze the score of students while the qualitative data was use to describe the situation during on the teaching process. By applying this data, it will assume to get the satisfying result in teaching speaking skill bystorytelling technique. The qualitative data would be impact of students speaking skill. The researcher searches the mean of each post-test from every cycle. The researcher applies this following formula (Sudijono, 2014):

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

Where:

X = The mean of the students score

$\sum X$ = The total score

N = The member of the students

In order to agglomerate the member of master students, the researcher used the following formula:

$$P = \frac{R}{T} \times 100\%$$

Where:

P = The percentage of students who get the point 75

R = The number of students who get point up to 75

T = The total of students who do the test.

Then, after getting mean of students' score per actions, the writer identifies whether or not there might have students'improvement score on speaking skill from pre-test and post-test score in cycle 1 and cycle 2. In analyzing that, the writer uses the formula:

$$P = \frac{y_1 - y}{y} \times 100\%$$

Where:

P = Percentage of students'improvement

y = Pre-test result

y_1 = Post-test I

$$P = \frac{y_2-y}{y} \times 100\%$$

Where:

P = Percentage of students" improvement

y = Pre-test result

y_2 = Post-test II

E. Research Procedure

This classroom action research conducted in two cycles of which have two sessions of each. Before the first cycle conducted, the researcher was administeringpre-test to know and measure the basic skill of the students" speaking. The two sessions of each cycle consisted of four interconnected activities, such as planning, action, observation and reflection were explained as follows.
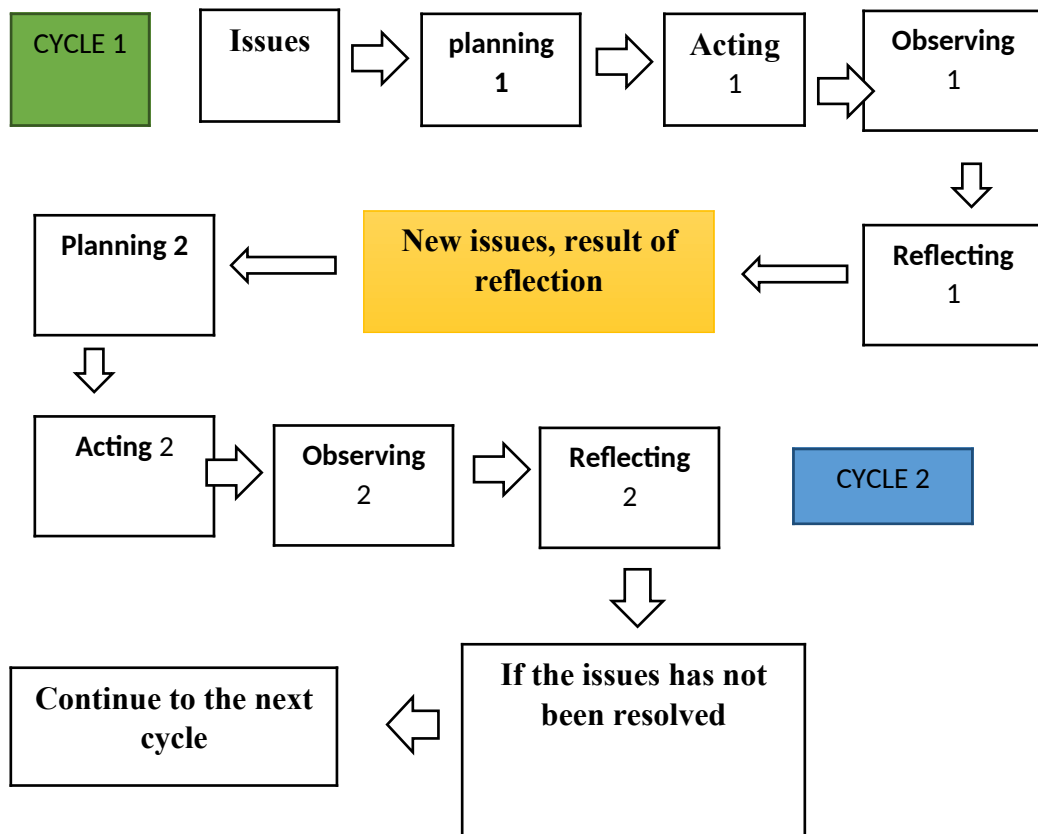
Figure 3.1Action Research Cycle

1. **Cycle I**

   a. Planning

   Planning should be based on the problem identified. Beloware the things should be prepared:

   1) The lesson plan

   2) The materials for teaching speaking

   3) The instrument for collecting data such as interview sheet

   4) Preparing the facilities and media that would be used while doingteaching.

5) Preparing the assignment needed for students

b. Action

Here, the researcher applies the lesson plan in teaching process. The steps of teaching speaking were done by the teacher in the process based on the lesson plan.

c. Observation

Observation is process to get the information of action during teaching and learning process, such as the students'attitudes, behavior, and even obstacles that happen. It did by interview and observation. Observation did carefully by the researcher because it collected as the data which is used as basic reflection. In this phase the researcher observed the students while they speak well.

d. Reflection

Reflection is the evaluation of the action that was done. In this step the data about process, problem and difficulties that founded in the previous step was continue by reflection toward the effect of action.

2. Cycle II

The researcher was done cycle II because the students' score is still low. It means that the researcher rearrange the plan based on the problem or the procedure in cycle I that still have some weakness. So it would be

needed to do cycle II. This cycle also consists of four phase like cycle I: Planning, Action, Observation, and Reflection.

F. Trustworthiness

In qualitative research, the data must be auditable. To be auditable, the researchers cheeked the transcription in other to be credible, transferable, dependable, and conformability. The following are further explanation on these four terms:

1. Credibility

Credibility is one method used by qualitative researchers to established trustworthiness by examining the data, data analysis, and conclusions to see whether or not the study is correct and accurate. For qualitative researchers, credibility is a method that includes researchers taking on activities that increase probability qualitative researchers can use to increase credibility in qualitative studies. The researchers verify the findings of the research through informants such as subject of the study (Speech teachers) as well as the students.

2. Transferable

Transferability is another method used by qualitative researchers to established trustworthiness. In qualitative studies, transferability means applying research result to other contexts and setting in order to get at genera inability.Qualitative researchers use this method to provide a detailed description of the studies site,

participants, and procedures use to collect data and order for other researchers to assess whether or not applying the results of one study is a good match, and makes sense to generalize. To be transferable, this research was achieved through deep description of the research process and finding. The description is called sending context. This context would help the readers think whether the result can be transferred to difference setting or receiving context.

3. Dependable

Dependability is a method qualitative researchers used to show consistency of findings. Qualitative researchers describe in detail the exact methods of data collection, analysis, and interpretation. This is study could be auditable to describe the situation, and for another researcher to follow the study. The following are ways to show dependability. It establishes the research study findings as consistent and repeatable. Researchers aim to verify that their findings are consistent with the raw data they collected.

4. Conformability

Conformability is a method used by qualitative researcher that establish trustworthiness. Conformability includes an audit trail that includes data, such as electronically record materials, written field notes, documents, and record. This method is used for another researcher to be able to verify the study when presented with the

same data. Conformability is achieved when findings of a study reflect from the participants of the study and make sure the data speaks for itself and is not based on biases and assumption of the researcher.