



**THE EFFECTIVENESS OF STORYTELLING
TECHNIQUE IN TEACHING SPOKEN NARRATIVE
TEXT TO ELEVENTH GRADE OF SENIOR HIGH
SCHOOL STUDENTS**

**A Quasi-Experimental Research on the Eleventh Grade Students of SMA N
1 PURWANEGARA on the Academic Year of 2016/2017**

a final project
submitted in partial fulfillment of requirements
for the degree of *Sarjana Pendidikan*
in English

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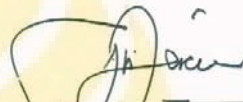
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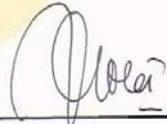


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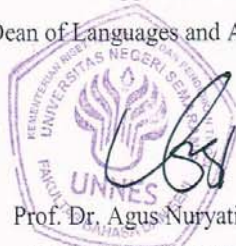
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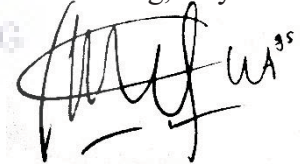
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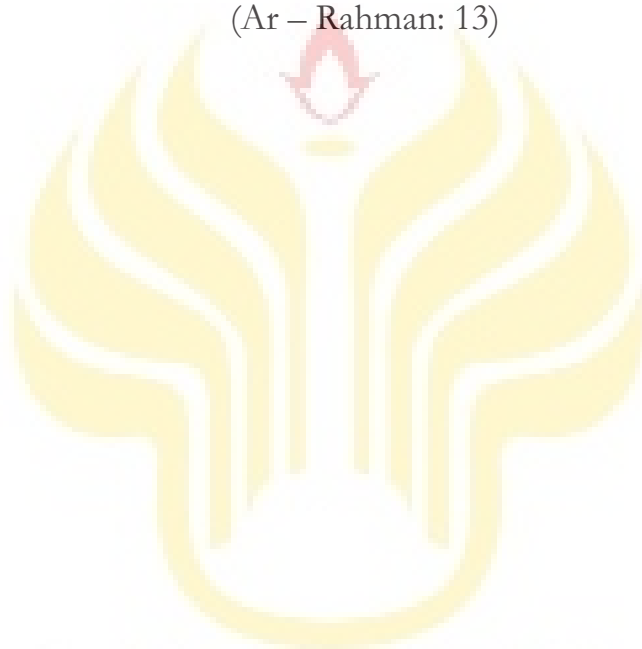
MOTTO AND DEDICATION

“In the name of Alloh, Most Gracious, Most Merciful”

(Al-Fatihah: 1)

“Then which of the Blessings of your Lord will ye deny?”

(Ar – Rahman: 13)



This final project is particularly dedicated to:

My dearest mother and father ((Mrs.Siti Khafsa & Mr.Khambali)

My family, especially my beloved sisters and brothers

My teachers and lecturers

All my best friends

My Special person (Dimas Oka Nur Azis)

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First and foremost, I would like to praise Allah SWT, the only God, the Most Gracious and Merciful for the blessing given to me to complete this final project. Moreover, blessing and peace go to the Messenger of Allah, prophet of Muhammad PBUH.

I am sure that the final project would never been completed without assistance of others. Therefore, I would like to express my sincerest gratitude to Prof. Dr. Dwi Rukmini, M.Pd. and Mr. Hendi Pratama, S.Pd, M.A. as my first and second advisors for their entire patience, valuable guidance, encouragement, and time throughout the process of accomplishing my study in regard to my endeavor to make this study as comprehensive as possible.

My honor also goes to the chairperson, the secretary, and the examiner of my board of examination, the head of English Department and all lecturers of English Department of Semarang State University who have given knowledge and experience during my study. The countless thanks, I extend the headmaster, the English teacher, the teachers, the staffs, and the eleventh grade students of SMA N 1 Purwanegara for their cooperation.

I also would like to dedicate my sincerest thanks to my beloved family, my dearest mom and my late father, my beloved sisters Sri Nur Khayati and Fitri Andi Rahayu, my beloved brothers Ngesti Wisuda Prastowo and Dwi Hunan Nugroho, my greatman Mr. Maruto, my grandmother and all my nephew and nice,

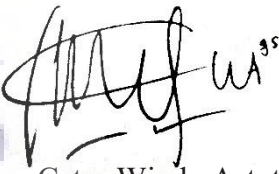
who always give their love, prayer, and support to me. This final project is meaningless without your utmost care.

My special thanks are expressed to my best friends, Eka Fajlin, Endah Triwinarsih, Ernie Karina, Indria, Khairani, and my special person Dimas Oka Nur Azis, who always fill my heart and helped me to find the meaning of life and encouraged me to keep moving forwards. All my friends at UNNES, especially the college students of English Department 2013 and ESA Functionary. May Allah always bless you all guys.

I realize that this final project is not perfect because there are many weaknesses; therefore, criticism and suggestions are certainly needed for its betterment. Finally, I hope that this study will be useful to improve knowledge.

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ABSTRACT

Catur Windy Astuti. 2017. *The effectiveness of Storytelling Technique in Teaching Spoken Narrative Text to Eleventh Grade Students of SMA N 1 Purwanegara Banjarnegara (A Quasi Experimental Research of Second Semester of the Eleventh Grade Students of SMA N 1 Purwanegara Banjarnegara in the Academic Year of 2016/2017).* Final Project. English Department. Faculty of Languages and Arts. Semarang State University. First Advisor: Prof. Dr. Dwi Rukmini, M.Pd., Second Advisor: Hendi Pratama, S.Pd., M.A.

Key Words: Storytelling technique, speaking, narrative text, quasi-experimental research .

This aim of this study is to describe whether or not storytelling technique was effective to teach spoken narrative text and to explain the students' perception on the implementation of storytelling technique in teaching spoken narrative text for the eleventh grade students of SMA N 1 Purwanegara Banjarnegara in the academic year of 2016/2017. The research design used was quasi experimental research. Observation checklist, tests and interview were used as the instruments for collecting the data. The subject of the study was the eleventh grade students which the number of participants was 44 students.

The findings of the pre-test showed that the mean score of the experimental group was 61.59 and the mean score of control group was 60.45. After the treatments, the mean score of the experimental group was 86.14 and the mean score of control group was 75.23. It could be concluded that there was an improvement after the treatments dealing with their speaking ability. From the t-test computation of the post-test score, t-value was higher than t-table ($t\text{-value} > t\text{-table} = 5.653 > 2.018$). It means that there was significant difference between both groups after getting the treatments.

Based on the findings of the observation checklist and interviews, the students give the positive response on the implementation of storytelling technique. The students are more interested and motivated in this technique.

The results indicated that storytelling technique was effective to teach spoken narrative text for the eleventh grade students of SMA N 1 Purwanegara Banjarnegara in the academic year of 2016/2017. Based on the findings of this study, I suggest that Storytelling technique can be applied regularly in teaching spoken narrative text.

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CHAPTER 1

INTRODUCTION

This chapter consists of background of the study, reasons for choosing the topic, research questions, objectives of the study, hypothesis, significance of the study, limitation of the study, and outline of the study.

1.1 Background of the Study

Communication is the most important thing that human needs to stay connected to other people. To make a communication we need a tool. Language is a tool to communicate. In mastering a language we have to understand and learn about the four skills of language. They are speaking, reading, writing, and listening. Each of them is important and has the relation each other. Speaking is one of important skill that must be mastered in learning English because by speaking people can communicate with other people in this world. O'Malley and Pierce (1996) state that speaking seems to be an important skill that a learner should acquire. The main goal of teaching speaking is to communicate. So students should be able to communicate in English.

There are three main reasons for getting students to speak in the classroom. First, speaking activity provides rehearsal opportunities-chances to practice real-life speaking in the safety of the classroom. Second, speaking tasks in which students try to use any or all of the languages they know provides feedback for both teacher and student. Third, the more students have opportunities to activate the various elements of language they have stored in their brains, the more automatic

their use of the element becomes. This means that they will be able to use words and phrases and fluently without very much conscious thought (Harmer, 2007:123)

In fact, the English instruction in some senior high schools does not get a satisfactory result. This phenomenon also has occurred in SMA N 1 Purwanegara, Banjarnegara where many students get difficulties in speaking English. Students look confused to speak and share their ideas in English, so the speaking class becomes passive. Most of them think that speaking is difficult, so their scores in speaking are low. We cannot deny the fact that this failure is caused by many problems during the teaching process. These problems seem to be of particular importance, especially those who are directly involved with the teaching of English. This problem can be caused by many reasons, including the students' motivation, teaching method, environment, and the class situation.

Based on my observation in several classes of SMA N 1 Purwanegara, Students have low motivation to have good speaking ability if they are inactive during the instructional process. The root of the problems above is the monotonous and inappropriate teaching technique that used by the teacher. The teacher just explained the material in front of the class and gave assignment from the worksheet. The teachers did not explore the students' speaking skill and they did not use any strategy to improve students' motivation in learning spoken narrative text. So, it needs to propose the appropriate technique to overcome the students' low speaking ability.

In order to improve students' speaking skill, English teachers should pay attention to how they teach their students, so speaking class will be more fun for them. By using the appropriate technique, students will enjoy and active to follow the teaching and learning process in the classroom. Besides, the teachers also should create the effective situation which allows the students to speak as comfort as possible, so that they feel free to express their thought. There are many techniques that can be used to motivate students in teaching and learning process. One of those technique is storytelling.

According to Harmer (2007), storytelling is one of the way in teaching speaking. Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. So, the students can share their ideas in storytelling.

O'Malley and Pierce (1996) state that retelling can also be used to determine students' understanding of story structure. Storytelling can be an enjoyable activity for tellers and also listeners and should be engaged in at all grade levels. Storytelling fosters creative thinking. Storytelling allows students to internalize important aspects of story beginnings and endings, settings, characters, and plot lines. It provides practice in expressing ideas in thought units, using colorful and descriptive language, developing ideas in sequence, and choosing effective action words. The teacher can encourage the students to retell stories which they have read in their books or found in newspaper or on the internet such retelling is a valuable way of provoking the activation of previously learnt or acquired language (Harmer, 2007:130).

Narrative text is one of text that aimed to entertain the reader or listener. As stated by Anderson and Anderson (2003) that narrative text is a text that tells a story and, in doing so to entertain the audience. The social function or communicative purpose of a narrative text is to amuse, entertain, educate, and to deal with an actual or imaginative story (Sadler and Haylar, 2000; Derewianka, 1990). Anderson and Anderson (2003) also said that there are five generic structures in constructing a narrative text. They are orientation, complication, a sequence of events or evaluation, resolution, and coda. There are some language features of narrative stated on 2006 National Curriculum.

In teaching narrative, teachers require a creative and appropriate technique in order to get students' interest. Comparing to other techniques, storytelling seems the most interesting one for the students. By using storytelling, the teacher can motivate the students to speak based on the story that they have read and memorized. Storytelling gives students an opportunity to speak at length. It becomes an alternative solution to be used in teaching speaking for the students to make them feel confident while speaking English.

Based on the background of study and the findings of some previous studies about the effectiveness of storytelling, the writer chooses this technique to be used to improve the speaking ability on spoken narrative text of the eleventh grade students of SMA N 1 Purwanegara Banjarnegara. The writer takes the title *“THE EFFECTIVENESS OF STORYTELLING TECHNIQUE IN TEACHING SPOKEN NARRATIVE TEXT TO ELEVENTH GRADE OF SENIOR HIGH SCHOOL STUDENTS”*

1.2 Reasons for Choosing the Topic

The reasons for choosing this topic as follows:

1. Based on the observation, students' speaking ability is very low. The students still faced difficulties in speaking English. Those problems are: (a) most of students cannot speak English fluently, (b) most of students cannot use correct grammar, (c) most of students cannot pronounce the words correctly, (d) some of the students have lacks of vocabularies, and (e) some of the students are afraid to share and express their ideas in English.
2. The monotonous and inappropriate teaching technique used by the teacher might cause low motivation on the students in learning English which affect their ability in speaking. Most students do not participate actively in learning as the result of the teacher's monotonous teaching techniques. The students soon get bored in learning when they are always exposed to the monotonous instructional activities; and therefore, they do not participate actively.
3. The use of *storytelling technique* in teaching spoken narrative text can be alternative technique in teaching spoken narrative text so that I want to compare whether or not this technique is more effective in teaching spoken narrative text than the existing technique that used in that school.

Therefore, to overcome those problem needs an appropriate technique, I used *Storytelling technique*. This technique helps students in speaking.

1.3 Research Question

Based on the background of the study and the reasons for choosing the topic, the research problems of this study are follows:

1. How effective is *Storytelling technique* in teaching spoken narrative text to eleventh grade students of SMA N 1 Purwanegara Banjarnegara?
2. What is students' perception/response on the implementation of *Storytelling technique* in teaching spoken narrative text?

1.4 Objective of the Study

The purpose of the study is to describe whether or not *storytelling technique* is an effective technique for teaching spoken narrative text to the eleventh grade students of SMA N 1 Purwanegara, Banjarnegara and to describe whether there is any significant difference between the eleventh grade students of SMA N 1 Purwanegara, Banjarnegara who are taught by using *Storytelling technique* and those who are taught by using the existing technique that used in that school. The specific purpose of the study is to explain the students' perception on the implementation of *storytelling technique* in teaching spoken narrative text.

1.5 Hypothesis

The hypotheses for the first question of this study are as follows:

- 1.5.1 The alternative hypothesis (H_a) was accepted if there is a significant difference in speaking achievement between students who are taught by using *storytelling technique* and those who are taught by using the existing technique that used in that school.

1.5.2 The Null Hypothesis (Ho) was rejected if there is no significant difference in speaking achievement between students who are taught by using *storytelling technique* and those who are taught by using the existing technique that used in that school.

1.6 Significance of the Study

This study has some significances in terms of theoretical, practical, and pedagogical. The significances are as follows.

1.6.1 Theoretical Significance

The result of this study can be useful in adding more information about *Storytelling technique*, specifically for English teachers who want to teach their students using this method. In addition, this research can be an example and providing data for future research.

1.6.2 Practical Significance

Practically, this research gives the alternative technique for the teachers in teaching speaking. It also can give motivation for the teachers to be more creative and innovative in teaching English especially, in teaching speaking.

1.6.3 Pedagogical Significance

Pedagogically, using *storytelling technique* as an alternative teaching technique could raise students' interests in learning spoken narrative text since the *storytelling technique* includes various activities and social skills.

1.7 Limitation of the Study

Based on the research that I have done, I found that applying *storytelling technique* needs a lot of time. Therefore, teachers should manage the time efficiently. This technique also makes the class noisy when the students did the discussion in each group, and the teacher should control the class in order to keep the class comfortable to learn and not disturbing the other classes. Classroom management was necessary in the application of *storytelling technique*.

1.8 Outline of the Study

Chapter 1 is the introduction of this study which comprises eight sub-chapters. They are background of the study, reasons for choosing the topic, research questions, objectives of the study, hypothesis, significance of the study, limitation of the study, and outline of the study.

Chapter 2 is review of the related literature, which presents a review of the previous studies, review of the theoretical background, and review of the theoretical framework.

Chapter 3 discusses the method of investigation, including research design, object of the study, research variable, and type of data, instrument for collecting data, method of collecting data and method of analyzing data.

Chapter 4 provides results and discussions, which consists of the general description and detailed result.

Chapter 5, the last chapter, presents the conclusions and suggestions based on the findings.

CHAPTER II

REVIEW OF RELATED LITERATURE

Review of the related literature brings out a further explanation regarding the theories used to analyze the data in this study. It presents the review of previous studies, theoretical background in terms of speaking skill, teaching speaking, assessing speaking, narrative text, storytelling technique, and framework of the study.

2.1 Review of Previous Study

The research on teaching speaking and storytelling was conducted by many researchers. A previous study was done by Farida (2012). Her research was about the interactive materials for teaching spoken narrative text based on Indonesian folktales. The purpose of the study was about developing interactive teaching materials by adapting Indonesian folktales, and examining their implementation for teaching spoken narrative texts to junior high school students. The study adopted a research and development (R&D) method to design and develop the effectiveness of a product. The data for the study were collected by observation, interviews, questionnaires, and tests. Observation and interviews were used to obtain the students and teachers' need in the early stage of the research and to gather data on the students' perception on the implementation of the product and the classroom teaching learning activities. Questionnaires were used to obtain the evaluation by experts on the design of the preliminary product. Tests were used to gather data on the students' performance of spoken production of narrative texts adapted from

Indonesian folktales. The results show that the teachers and students require interactive materials that could make the teaching learning activities more effective. The results showed that the product was successfully implemented in the classroom in that the students could achieve the passing grade for both listening and speaking tests. The students also perceived that the product was effective and useful for them to learn English. The teachers perceived that the product was good and excellent to be used in the classroom. Therefore, it could be concluded that Widuri Game, the interactive materials adapted from Indonesian folktales was practical and effective to improve the students' oral competence skill.

The next research was done by Eck (2006) from University of Wisconsin-Stout. He conducted a research about an analysis of the effectiveness of storytelling with adult learners in supervisory management. The purpose of this study is to research and document how storytelling as a teaching and learning method has an impact on the learning and information retention of adult students who are enrolled in the Supervisory Management Program at Western Wisconsin Technical College (WWTC). The conclusions of this study are highly congruent with the learning theories of storytelling as an effective learning tool and teaching method. The findings of the study indicate that storytelling has a powerful impact on learning, especially as it relates to theories that espouse the experiential characteristics of storytelling and learner information retention.

A similar research was done by Fikriah (2016). She conducted action research about using the storytelling technique to improve English speaking skill of

primary schools students. This research was conducted to find out whether the use of Storytelling Technique could improve the English speaking skills of primary school students. The instruments used for collecting the data were observation sheets for the teacher and students, and a speaking test and questionnaire for the students. The results showed that storytelling technique improved the speaking skills of the students especially in pronunciation fluency, accuracy, and comprehension of produced sentences. The data from the speaking tests showed that the mean score from the students after the first cycle was 5, and increased to 7 after the second cycle. It further showed that 58% of the students got scores above average in the first cycle and increased to 80% in the second cycle. From the observation sheet, the students' participation gradually increased, with 55% in the first cycle and 86% after the second cycle. Furthermore, based on the observation sheet from the teacher, the researcher also showed improvement in teaching where after the first cycle, she got a score of 61% which increased to 87% after the second cycle. Moreover, based on the responses to the questionnaire, 80% of the students responded positively to the implementation of the treatment. These results indicate that this classroom action research was a success where Storytelling technique effectively improved the students' English speaking skills.

Mochtar (2010) conducted a research about the effectiveness of storytelling in enhancing communicative skills. The aim of this action research was to investigate the effectiveness of storytelling in enhancing communicative skills in Foundation English course. Data from teacher observations, and pre-intervention and post-intervention storytelling were collected to investigate the effectiveness of

storytelling on students' language aspects of communication skills, specifically content, language and delivery. In addition questionnaires were also given to elicit information on students' perception of storytelling in language learning. Finally, focus group interviews with students were conducted as a triangulation to the data obtained through questionnaires. Audio/video recordings were also made as evidence. The results of this action research led the teachers to realize the need for students to have extensive opportunities to hear and produce the target language and the need for teachers to include more guided practice activities with clear instructions. It also alerted teachers that the choice of story plays a role for the storytelling to meet its objectives.

Another research has been conducted by Asmeri (2016). The research was about using storytelling technique to improve the speaking ability of the second year students of SMK Muhammadiyah 2 Pekanbaru. This classroom action research was aimed to find out if the story telling technique could improve the speaking skill of the second year students of SMK Muhammadiyah 2 Pekanbaru. The participants were 28 students. The data was collected by using observation sheet, speaking tests, and field notes. The research finding indicated that the application of using story telling technique could improve students' speaking ability both at the first cycle and second cycle. The result of pre-test shows the average score of students speaking ability was 48.2. It improved to 64.9 on the post-test 1 and 76.1 on the post-test 2. It was also proved that applying story telling technique in teaching speaking could improve students' interest and motivation to speak and share ideas with their friends in groups. In addition, applying story telling technique could also improve students'

ability to speak English in terms of grammar, vocabulary, pronunciation, fluency, and comprehension.

Herminda (2011) conducted a research about *The Effectiveness of Using Storytelling Technique to Improve Speaking ability of Second Year Students at SMPN 1 Boyolangu, Tulungagung*. The purpose of the research were (1) to know the students' ability in speaking before they are taught by using story telling technique. (2) to know the students' ability in speaking after they are taught by using story telling technique. (3) to know whether the use of storytelling as the technique makes significant different score toward the speaking skills of the second year students at SMPN 1 Boyolangu, Tulungagung. Method of the research: Experimental research one group pre-test and post-test design. It is intended to find out any significant difference on the speaking before and after they are taught by using story telling technique of second year students at SMPN 1 Boyolangu, Tulungagung. The population of this study was all the second year students at SMPN I Boyolangu Tulungagung. The sample was VIII-I class consisting of 35 students. The method of collecting data is administering test, the supporting instrument is tape recorder. The technique of data analysis is using T-test. Significance at 5% = (2.03). It is significant difference. It is known from the t_{count} is bigger than $t_{\text{table}} = 2.03 < 7.712$ this means that there was significant difference between the students' speaking score before and after were taught by using story telling. In other word, the use of this technique is effective to improve the students' speaking ability.

The present research is different with the previous research done by Farida, Mochtar, Eck, Asmeri, Fikriah, because of some reasons, *the first*, my research is about applying storytelling technique in teaching spoken narrative text. *The second*, the purpose of my research is to describe whether there is a significant difference between students who are thought using storytelling technique and those who are thought using the existing technique that used in that school, whereas, the purpose of the researches above are to improve the speaking skill. *The third*, the subject of my research is the eleventh grade students of senior high school, whereas the objects of the researches above are the junior and senior high school. *The last*, the research design used in my research is the quasi-experimental research with pre- and post-test designs, whereas the research design of the researches above are not.

2.2 Review of the Theoretical Background

The theoretical background in this study includes the explanation of the general concept of speaking skill, teaching speaking, assessing speaking, narrative text, and storytelling technique.

2.2.1 Speaking Skill

Speaking skill is one of important skill that must be mastered by the students in learning English. Speaking is a complex skill requiring the simultaneous use of a number of different abilities which often develop at different rates (Harris, 1969). From this definition, it is clear that speaking needs other ability than just speak. Simply, speaking is an ability to share and express something in spoken language. People around the world need to communicate with other people in the form of spoken language. In mastering speaking skill, students should master the

components of that skill. Brown states that the oral communication can be maintained by having three components. There are fluency, accuracy, and pronunciation (2007).

As we know, the main goal in teaching the productive skill of speaking will be oral fluency. Fluency is the ability to speak spontaneously and eloquently with no pausing and with absence of disturbing hesitation markers. It also refers to some aspects like responding coherently within the turns of the conversation, using linking words and phrases, keeping in mind a comprehensible pronunciation and adequate intonation without too much hesitation. To attain this goal, we will have to bring the students from the stage where they are mainly imitating a model of some kind, or responding to cues, to the point where they can use the language freely to express their own ideas (Byrne, 1986).

Secondly, accuracy refers to the mastery of phonology elements, grammar and discourse. It also refers to the linguistic competence that deals with the correction of the utterances to get a correct communication. According to Thornbury (2005), speaking English accurately means doing without or with few errors not only grammar but vocabulary and pronunciation.

The third component is pronunciation. The aim of pronunciation improvement is not to achieve a perfect imitation of a native accent, but simply to get the learner to pronounce accurately enough to be easily and comfortably comprehensible to other speakers (Ur, 1996). Good pronunciation will make the communication easier and without a good pronunciation, listeners cannot

understand what another person says and this will make the communication process more difficult. Therefore, pronunciation has a central role in both academic and social fields in the way that students can be able to participate and integrate successfully in their community. In conclusion, fluency, accuracy, and pronunciation are three important and complementary components in the development of students' speaking skill.

2.2.2 Teaching Speaking

A. General Concept of Teaching Speaking

Teaching speaking is an important part of the English Second Language learning process. It is fundamental to communicate in the second language. Teaching speaking is a challenging responsibility as there are many problems related to everyday practice (Cahyono, 2010:15). Nunan (2003) explained the definition of teaching speaking are as follows.

- 1) Produce the English speech sounds and sound patterns
- 2) Use word and sentence stress, intonation patterns and the rhythm of the second language.
- 3) Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
- 4) Organize their thoughts in a meaningful and logical sequence.
- 5) Use language as a means of expressing values and judgments.
- 6) Use the language quickly and confidently with few unnatural pauses which is called as fluency.

Based on the definition above, it can be concluded that teacher should give opportunity for all students to talk in their learning. Furthermore, teacher should use good technique to make all students in the classroom participate actively, share what they think, and speak as much as possible.

B. Classroom Speaking Activities

1) Group Discussion

Group discussions are an effective speaking activity in large classrooms (Murcia and Olshtain, 2000:177). Students in the second or foreign language classroom should have ample opportunity to participate in group discussion, doing brainstorming, and in many other speaking activities where they need to participate by producing a word, a term, an expression or a clause and not necessarily maintain a long stretch of conversation.

2) Information Gap

An information gap is an activity where one student is provided information that is kept from a partner (O'Malley and Pierce, 1996:81). Information gap is a useful activity in which one person has information that the other lacks. They must use the target language to share that information. For instance, one student has the directions to a party and must give them to a classmate. These activities are effective because everybody has the opportunity to talk extensively in the target language.

3) Role Play

Role plays are also excellent activities for speaking in the relatively safe environment of the classroom. In a role play, students are given particular roles in the target language. Role plays give learners practice speaking the target language before they must do so in a real environment. Role plays assign distinct roles to student and ask through these roles. Role plays tend to be more structured than improvisation but less scripted than plays (O'Malley and Pierce, 1996:85). Role play provides the opportunity for students to develop and revise their understanding

and perspectives by exploring thoughts and feelings of characters in given situations.

4) Simulations

Simulations are more elaborate than the role plays. In a simulation, props and documents provide a somewhat realistic environment for language practice. Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on.

5) Student Presentation

Individual students give a talk on a given a talk on a given topic or person. In order for this to work for the individual (and for the rest of the class), time must be given for the student to gather information and structure it accordingly. We may want to offer models to help individuals to do this.

6) Debates

Debates can present opportunities for students to engage in using extended chunks of language for a purpose: to convincingly defend one side of an issue. Debates are most appropriate for intermediate and advance learners who have been guided in how to prepare for the (O'Malley and Pierce, 1996:87). Debates require extensive preparation by learners, call for interaction in groups, and make use of at least the following language functions: describing, explaining, giving and asking for information, persuading, agreeing, and disagreeing.

7) Storytelling

Story/text retellings involve having students retell stories or text selections that they have listened to or read. Retelling can also be used to determine students' understanding of story structure (O'Malley and Pierce, 1996:83). In retelling, choosing to read a story or text orally to students means that you will be assessing both listening comprehension and speaking skills. Retellings are appropriate for individual assessment of students at the beginning and intermediate levels and require no preparation on the part of the student.

8) Interviews

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized.

9) Story Completion

This is a very enjoyable, whole-class, free-speaking activities for which students sit in a circle. For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

10) Reporting

Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

2.2.3 Assessing Speaking

Assessing speaking is one of most important aspect of language testing. In many tests of neither oral production it is neither nor desirable to separate the speaking skill from the listening skill. According to Brown (2004:141), there are five types of assessing speaking which students are expected to carry out in the classroom. The five types are presented as follows.

a) Imitative

Students are asked to repeat or imitate the teacher's speech or tape recorder. The teacher's speech is only focused on some elements of languages, such as lexical, grammatical, and intonation.

b) Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological and grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners are "going over" certain forms of language.

c) Responsive

In this type of performance, students may give short replies to teacher or even students have an initiative for asking questions or comments. There was a limited interaction between a learner and the teacher, or between learners.

d) Interactive

It can take two forms of transactional language and interpersonal exchange. Brown (2004:142) states that interaction can take the two forms of transactional language, which has the purpose of exchanging specific information, or interpersonal exchanges, which have the purpose of maintaining social relationships.

e) Extensive (monologue)

This performance is to develop students' global oral ability of producing spoken language which is more formal and deliberate. Students not only deliver the message or information to the audience but also think about the structure and the appropriate way to deliver the message in order to make the speech understandable. Extensive oral production tasks include speeches, oral presentations, and storytelling, during which the opportunity for oral interaction from listeners and either highly limited (perhaps to nonverbal responses) or ruled out altogether (Brown, 2004:142).

In assessing students' speaking ability, teachers should pay attention to various aspects and look at students' performance in detail. In order to measure productive skills like speaking, teachers need an instrument to cover all aspect in speaking. That instrument can be a rubric. Griffith (2012) states that it requires a

device or instrument to measure the skill. Typically, this tool is a rubric. A rubric includes the specification of the skill being examined and what constitutes various levels of performance success. Speaking assessment by using rubrics aims to measure the improvement of the students. We can determine students' improvement. Not only in what aspect they are good but also in what aspect they are weak and need more effort.

2.2.4 Narrative Text

A. Definition and social function of Narrative Text

A narrative is “a piece of text which tells a story and, in doing so, entertains or informs the reader or listener” (Anderson and Anderson, 1997:8). Meanwhile, Percy in Permana and Zuhri (2013: 2) state that narrative is a type of essay that tells a story or a series of events in which they occur. Its purpose is to give meaning to an event or a series of events by telling story. In addition, Keraf (1989: 136) states that narrative is a form of composition, which has the main objectives in the form of activities that are tied together to become an event that happened in a certain time. The social function or communicative purpose of a narrative text is to amuse, entertain, educate, and to deal with an actual or imaginative story. As stated by Gerot and Wignell (1995), the basic purpose of narrative is to amuse, entertain and to deal with actual or vicarious experience in different ways; Narratives deals with the problematic events which lead to a crisis or turning point some kind, which in turn finds a resolution. As a text type, narrative has a specific generic structure that differentiate narrative from other text types.

B. Generic Structure of Narrative Text

According to Gerot and Wignell (1995), the generic structure of narrative is as the following:

- 1) Orientation that tells the audience about who the character in the story are, where the story is taking place, and when the action is happen.
- 2) Evaluation, it is a stepping back to evaluate the plight.
- 3) Complication, this part tells where the story is pushed along by a series of events, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve the main characters and often serves to temporally toward them, reaching their goal.
- 4) Resolution that is when the crisis is resolved, for better or worse;
- 5) Re-orientation that is an optional part, usually contains a comment or moral value.

Meanwhile, Anderson and Anderson (1997: 8) show the steps for constructing a narrative text. They are: (1) Orientation, it is the opening story which tells about the characters, the setting of time and the setting of place. (2) Complication that contains events of the story which stimulates the reader to guess what will happen in the story. (3) Sequence of events, where the characters react to the complication. (4) Resolution, where the characters finally solve the problem in the complication. (5) Coda that contains a comment or moral values which can be learned from the story, but this is an optional step.

C. Lexicogrammatical Features of Narrative

The significant lexicogrammatical features of narrative according to Gerot and Wignell (1995) are the following:

- 1) Focus on specific and usually individualized participants;
- 2) Use of the material processes;
- 3) Use of relational processes and mental processes;
- 4) Temporal conjunctions and temporal circumstances; and
- 5) Use of past tense.

2.2.5 Storytelling Technique

Storytelling is not only to entertain but can also be used as an effective teaching technique in a language classroom. As stated by Harmer (2007) that storytelling is one of the way in teaching speaking. Storytelling is an effective tool in improving the oral competencies of students (Isbell, Sobol, Lindauer & Lowrance, 2004). Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. So, the students can share their ideas in storytelling.

A. Definition of Storytelling Technique

Storytelling is an oral activity where language and gestures and body language are used in a colorful way to create scenes in a sequence (Champion, 2003). The National Council of Teachers of English (1992) defines storytelling as the relating of a tale to one or more listeners through voice and gesture, and they emphasize that it is not congruent with simply acting out a drama or reciting a story from memory or a text, but it is the creation of mental images of the elements of a story through

voice and gestures to an audience. However, throughout the telling of a story, the teller and the audience give complete attention and engage and share in a learning experience. Barzaq (2009:7) defines storytelling as a knowledge management technique, a way of distributing information, targeted to audiences with a sense of information. She also noted that stories provide natural connections between events and concepts, and that visual storytelling is a way of telling stories through images.

Moreover, Barzaq (2009:15) considered storytelling as an educational means because stories are believable, memorable, and entertaining, and because they depend on humans and their experiences that are considered as authentic and credible sources of knowledge. She also added that storytelling offers teachers a chance to explore the background experience of their students. She also mentioned other benefits of the storytelling technique. Firstly, learners may gain verbal skills that can improve their ability to participate in discussions and to develop other skills. Secondly, it provokes the imagination by either telling or listening that may help learners to think about new ideas and to build self-confidence. Finally, it may help learners to learn how to behave in some such situations from the experiences and wisdom of others.

As the understanding of storytelling explained above, it can be concluded that actually storytelling is an activity to share what is on mind. It has many benefits, such as for entertainment, education, cultural preservation, and instilling moral values. It is also has elements that have to be noticed, they are plot, characters, and narrative point of view.

B. The Objectives of Storytelling

Ellis and Brewster (1991: 1-2) state that there are some objectives in using storytelling technique in speaking class. These objectives as follows:

- 1) Storytelling technique is to motivate students to develop positive attitudes towards the foreign language and language learning.

As we know, in every story there will be a moral message that can be taken, whether it is negative or positive. If it is negative, teacher must tell the students not to do, but if it is positive, teacher must tell the students to do so.

- 2) Storytelling technique is to exercise students' imagination.

Students can become personally involved in a story as they identified with the characters and try to interpret the narrative and illustration. They also can make fantasy and imagination to their real world. This imaginative experience helps to develop their own creative powers to make sense of their everyday life.

- 3) Storytelling is to increase students' ability to share social experience.

Storytelling is not only enjoyable, but can help build up students' confidence and encourage social and emotional development. It provokes a shared response of laughter, sadness, excitement, and anticipation. Through storytelling the students can speak confidently in the front of their classmates.

- 4) The fourth objective is to allow teacher to introduce or revise new vocabulary and sentence structures.

It can be done by exposing the students to language in varied, memorable and familiar contexts. It will be enrich their thinking and gradually enter their own speech.

- 5) Storytelling technique is to improve students' other skills in some aspects, such as listening, grammar, vocabulary, and concentrate.

In using storytelling technique for speaking class, the teacher must be fair in choosing the storyteller. The storyteller must be chosen in rotation, so every student will get their turn to be storyteller. There will be also listener who can improve listening, grammar, vocabulary, and concentrate through the storyteller. From those five objectives of storytelling, it can be concluded that storytelling gives many benefits besides improving speaking skills. Other skills that can be improve through storytelling, such as listening, grammar, vocabulary, and concentrate. Storytelling also is a convenient activity to improve speaking skills because students can express their experience, opinion, ideas, hopes, etc.

C. Activity in Storytelling Technique

The storytelling activity provides a fun and useful way of introducing narrative texts, new vocabulary and grammatical items. There are several parts in storytelling technique:

1) Pre-activity

Before the main activity in *Storytelling technique*, it is helpful to build up the background knowledge that the student have and to prepare them for new vocabulary and grammatical structure of narrative text. In this part, the teachers can use the activity likes 'Vocabulary Bingo' or they write down the vocabularies in to the whiteboard and discuss together with the students.

2) Whilst-activity

It is the main activity in using *storytelling technique*. The storytelling activity is done by the students in a group. The stages of spoken narrative activity by using *storytelling technique* are such as:

- a) The students are put into small groups consist of five students.
 - b) The teacher gives the story (narrative text) for each student in the group.
 - c) Ordering students in each group to read their story, sharing some vocabulary and moral value to the students that can give them inspiration..
 - d) Giving at least 15 - 20 minutes to prepare the storytelling
 - e) Students doing or performing storytelling
 - f) Discussing the story that has been told, it could be as question and answer activity.
 - g) Giving comment and appreciation
 - h) Finding another students to perform
- 3) Post – activity

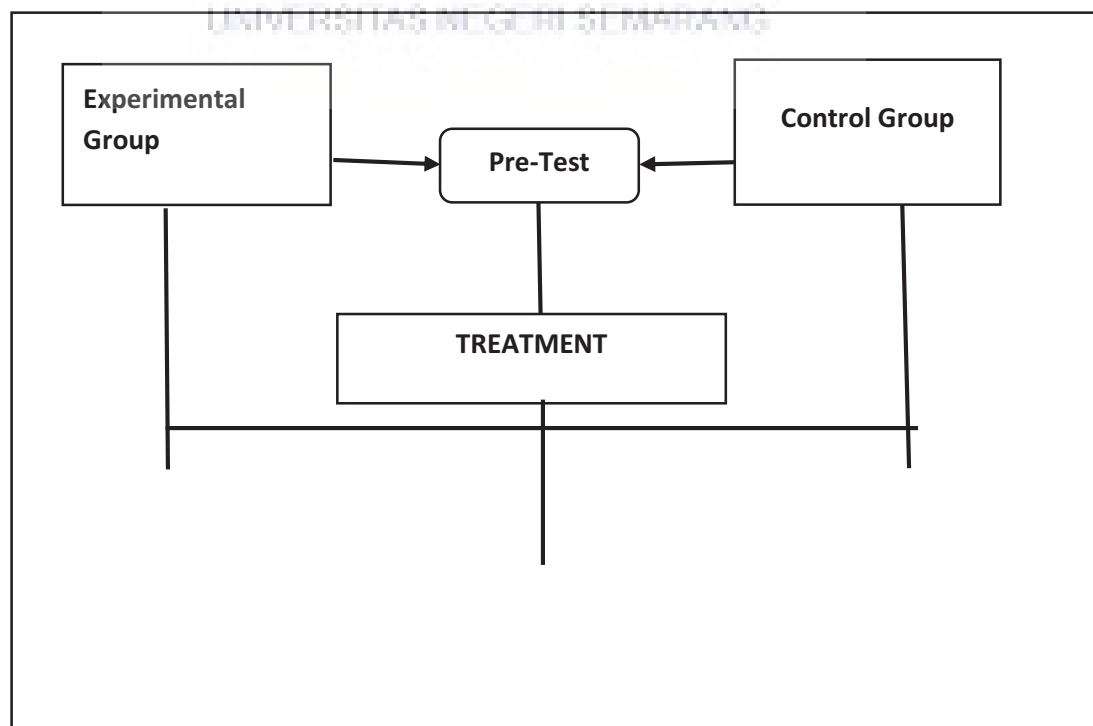
In the post – activity is giving feedback from the teacher to the students. The feedback is about the activity that they have already done before.

2.2 Theoretical Framework

In conducting the present study, I concern to students' speaking skill. In this study, I used a quasi-experimental design and divided the subjects of the study into two groups, experimental group and control group. In experimental group, the teacher taught students by using *storytelling technique*, while in control group, the teacher taught the students by using the existing technique that used in the school. When conducting the study, I designed a speaking test as the main instrument to collect

the data between both groups and to compare the effectiveness of two techniques in teaching spoken narrative text. Besides, to get more additional information on the students' perceptions and interests of the implementation of *storytelling technique* that could not be noted by the tests, I used observation checklist and interview.

Before the teacher gave the treatments, the pre-test was given for both groups to measure students' basic ability on speaking. After giving the treatments, teacher gave post-test in both groups to measure the significant differences of students' speaking skill between experimental and control groups. After finding the result of the test, I used the t-test formula to calculate the computation of the mean score. The mean scores were compared in order to find out whether there was a significant difference between pre-test and post-test between the two groups or not and to find out which strategy was more effective to teach spoken narrative text. Then, the interview was given after the post-test only for the experimental group as a proof that the *storytelling technique* was effective for teaching spoken narrative text. The theoretical framework of the present study visualized below.



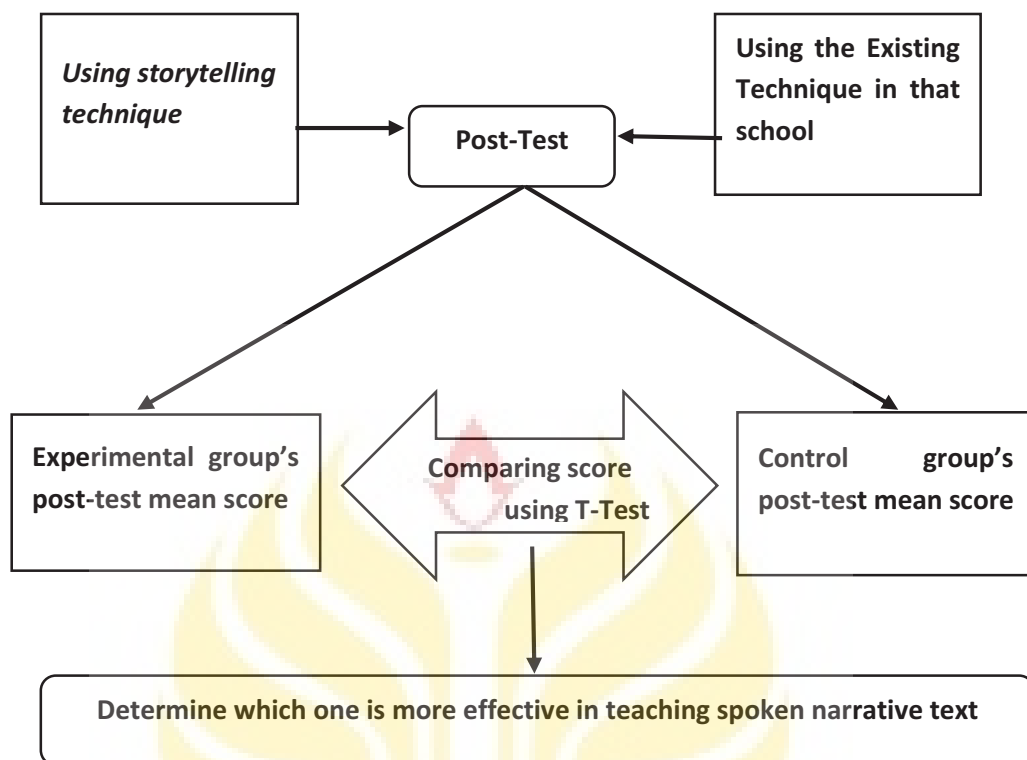


Figure 2.1 The Theoretical Framework of The Present Study

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and suggestions of the research and data analysis which have been discussed in the previous chapter.

1.1 Conclusions

The first objective of this research was to describe whether or not the use of *storytelling technique* was effective for teaching spoken narrative text. There was a significant difference between the students who were taught using *storytelling technique* and those who were taught using the existing technique that used in that school. It was proven by the calculation of the mean score of the pre-test and post-test of experimental group and control group.

The use of *storytelling technique* in teaching spoken narrative text on the eleventh grade students of SMA N 1 Purwanegara Banjarnegara in the academic year of 2016/2017 was effective because there were improvement of the students' speaking achievement. The improvement was proven by the calculation the different gain between the pre-test and the post-test of the experimental and control groups where the score of the control group was 14.78 and the score of the experimental group was 24.55. The t-test result showed that t-value was 5.653 and t-table for $\alpha = 5\%$ was 2.018. It means that the t-value is higher than the critical value ($5.653 > 2.018$).

The second objective of the research was to describe the students' perceptions on the implementation of *storytelling technique* in teaching spoken

narrative text. Moreover, based on the result of the interview, *storytelling technique* can be used as a technique in teaching speaking because it was effective, simple, and this technique gave the students new experience in improving their speaking ability. By applying this technique, the students encouraged to be active and creative. It gave them more motivation during the learning process. This technique helps the students in learning English independently, especially speaking skill, and develops social skill among students in a group. Furthermore, most of the students said that they were interested in *storytelling technique* during learning spoken narrative text. They stated that *storytelling technique* was effective to help them to improve their speaking skill. In conclusion, it can be said that the students' perceptions about the implementation of *storytelling technique* in teaching spoken narrative text gave positive response. It was proven that the technique not only improved the students' ability in spoken narrative, but also improved their attitude during the teaching and learning process.

1.2 Suggestions

It is very important in teaching spoken narrative text to understand how to make the students interest in the teaching or how to promote the students' interest to join the learning process well. Based on the whole the findings and the result of the study, the researcher would like to present some suggestions in this study, the suggestions are dedicated to the students, English teachers, and next researchers.

1. For the Students

Theoretically, *storytelling technique* will help students, especially the eleventh grades students of SMA N 1 Purwanegara Banjarnegara to motivate themselves in improving their speaking ability. Pedagogically, this research would be useful for students. It has shown that *storytelling technique* can improve the students' speaking skill of the eleventh students of SMA N 1 Purwanegara Banjarnegara. Practically, for the students, they should participate actively in teaching and learning process using *storytelling technique* in order to improve their speaking skill. The implementation of *storytelling technique* also can develop social skill among students in group.

2. For the Teachers

Since the use of *storytelling technique* can improve the students' understanding of narrative texts, the teacher can use it as an alternative method in teaching and assessing spoken narrative text. It can make the students interest in learning English especially narrative because of it is an interesting and fun activities. In teaching spoken narrative text, the teacher should stimulate the students by using interesting methods which are relevant to the students' interest. The teachers are expected to have inspirations in improving their teaching methods, so that they can direct the students' attention and will finally improve the students' spoken narrative text.

3. For the Other Researchers

It is expected to use this study as their reference to conduct other researchers in the same field. They are also expected to be able to cover the limitation in this study and provide more detailed information about this study.



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