



**IMPROVING STUDENT'S SPEAKING ABILITY
BY USING STORY TELLING
AT GRADE VIII² MTS N2 PADANGSIDIMPUAN**

A THESIS

*Submitted to the State Institute for Islamic Studies Padangsidimpuan as
a Partial Fulfillment of the Requirement for the Graduate of Degree
Education Scholar (S.Pd.I) in English*

Written By:

**IN SURYANI
Reg. No. 10 340 0084**

**ENGLISH EDUCATION DEPARTMENT
TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

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Appendix : 7 (seven) Exemplars

To:
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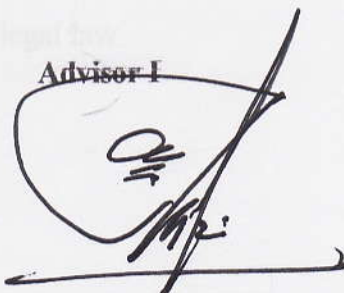
Assalamu 'alaikum Wr.Wb.

After Reading, studying and giving advices for necessary revises on thesis belongs to IN SURYANI, entitle “:Improving Students’ Speaking Ability By Using Story telling At Grade VIII² MTS N 2 Padangsidempuan”. We Approved that the thesis has been acceptable to complete the requirement to fulfill for the degree of Graduate of Islamic Educationa(S.Pd.I) In English

Therefore, we hope that the thesis will soon be examined in front of the thesis examiner team of English Department. Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan.

Thank you.

Wassalamu 'alaikum Wr.Wb

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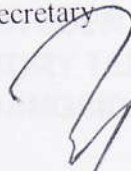
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May Allah, The almighty bless them all, Amin.

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By Using Story telling at Grade VIII²
MTS N 2 Padangsidimpuan**

ABSTRACT

This study aimed at improving students' speaking ability using story telling at MTS N 2 Padangsidimpuan. The objective of this study is to find whether students' speaking ability improved if it would be taught by using story telling.

To solve the problems, the researcher conducted classroom action research (CAR) by implementing story telling. The researcher applied two cycles in this research. Each cycle consisted of two meetings. The participant of this study was one class consisted of to 30 students. The instrument of collecting the data the researcher used speaking test, observation sheet and document.

The research result showed the progressive mean of the students the first meeting was 53 second meeting was 57.50 third meeting was 70 and the fourth meeting was 86.66. So, the mean in the second cycle was higher than the first cycle. The data indicated that the students' got improvement. It is indicate that the application of story telling technique improves students' speaking ability. The conclusion, story telling could improve students' speaking ability at MTS N 2 Padangsidimpuan. Hopefully, the research result could be positive input for other researchers and teachers to conduct the research, particularly of speaking issue.

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CHAPTER I

INTRODUCTION

A. The Background of the Problems

The fundamental function of language is an instrument of communication. English is used by millions of people all over the world. In Indonesia English is considered as a foreign language that has been taught to be elementary school up to the university. and students to be able speak English must be used language because, for to acquired the communication well between students.

Speaking is one of the important skills in language learning beside listening, writing and reading. Speaking is the act, utterance or discourse of one who speaks. It also can be defined as an activity in giving and asking information as if dialoguing by two or more people. In speaking, there is a process of communication between speakers and listener.

Students can't speak English well. For that condition, there are some factors of the difficulties. There are internal and external factors. Internal factor some from the students themselves. Brown state that those problems are considered to be solving immediately. The first problem is about the students. Because, the students can't speak English well.¹With the using story telling can help the students improve the speakingability. The students afraid to

¹H. Douglas Brown, *Teaching By Principles*, (New Jersey: Prentice Hall, 1994), p. 95.

express their ideas. So, students can't improve their In Indonesian, their speaking skill in teaching learning process. Because In al-Qur'an also intention that's Allah learning the human speak. Like Surat Ar- Rahman 1-5

وَالْقَمَرَ الشَّمْسُ ۝ الْبَيَانَ عَلَّمَهُ ۝ الْإِنْسَانَ خَلَقَ ۝ الْقُرْآنَ عَلَّمَ ۝ الرَّحْمَنُ
حُسْبَانَ ۝

Means: "The God is the merciful, which learning the Qur'an, He creating the human, He created human, and he taught him eloquent speech"²

Means: that the important to all of human for speaking because one of the communication is the use speaking, the in surat ar- rahman above very effect to the this research because for to learning speak for human.

As one of many skills in speaking, storytelling is the conveying of events in words, images and sounds, often by improvisation or embellishment, important to be learned and mastered by every individual. In view of above discussion, the researcher believes the importance of conducting a Classroom Action Research which purpose is to improve the students' speaking ability at MTS N 2 Padangsidempuan. Therefore, from the explanations above the researcher conducts the title of the research **"IMPROVING STUDENTS' SPEAKING ABILITY BY USING STORYTELLING AT GRADE VIII² MTS N 2 PADANGSIDIMPUAN"**

²Mujamma, Al-Malik Fahdli Thiba at Al-Mush-Haf, *Translation of the Noble Qur'an in the Indonesia Language*, (Madinah: Qur'an complex for the printing of holly Qur'an), p. 885.

B. The Identification of the Problems

There are some problems in teaching speaking. The problems might come from students and teachers. However, those problems are considered to be solved immediately. The first problem is about the students. Because the students can't speak English well.³ Using story telling can help the students improve the speakingability.

C. The Limitation of the Problems

Based on the identification of the problem described in the previous section, this research is limited to see the improvement of students' speaking ability using story telling. This research is conducted by classroom action research.

D. The Formulation of the Problems

Based on the background and identification of the problems above, researcher formulates the problem are:

1. How Does the Storytelling Improve Students' Speaking Ability at Grade VIII² MTS N 2 Padangsidimpuan?
2. What are Students' Difficulties in Storytelling at Grade VIII² MTS N 2 Padangsidimpuan?

³H. Douglas Brown, *Teaching By Principles*, (New Jersey: Prentice Hall, 1994), p. 95.

E. The Purpose of the Research

The purpose of the research is:

1. To describe how the Storytelling Improve Students' Speaking Ability at Grade VIII² MTS N 2 Padangsidempuan?
2. To find what Students' Difficulties are in Storytelling at Grade VIII² MTS N 2 Padangsidempuan?

F. The Significances of the Research

The significances of the research and the result of the research is expected to be useful for:

1. Headmaster, to give direction to the English teacher about the English teaching.
2. English teachers, to improve their ability in teaching speaking by using storytelling.
3. Researcher, to do further referenced on same topic of discussion

G. The Definition of Key Terms

1. Speaking ability

Speaking ability is to speak fluently presupposes not only knowledge of language features but also the ability to process information, utterances and language on the spot.⁴ Students get the lesson about speaking, they get

⁴Harmer Jeremi, *The Practice Of English Language Teaching*, (London: Longman, 2001), p. 269.

the motivated and lost interest in learning. In brief it is important for to teach speaking in the right way.

2. StoryTelling

Storytelling is the conveying of events in words, images and sounds, often by improvisation or embellishment. Story telling is important to be learned and mastered by every individual. Speakers use language to communicate in expressing ideas and thought to others. The interaction has the purpose of influencing the listeners.

3. Improving

Improving is a process of made students speaking become to be better with used storry telling.

So, Storytelling is the conveying of events in words, images and sounds, often by improvisation or embellishment. Story telling is important to be learned and mastered by every individual. Speakers use language to communicate in expressing ideas and thought to others. The interaction has the purpose of influencing the listeners.

CHAPTER II

THE THEORETICAL DESCRIPTION

A. The Theoretical Description

In conducting a research, theories are needed to explain some concept or terms applied in research concerned. The terms as follow:

1. Speaking

a. The Definition of Speaking

Speaking is Communication with language carried out through two basic human speaking and listening. Then, speaking describe the ability to express oneself in life situation or ability to report acts or situation in precise words or the ability to converse or to express of ideas fluently.

According to H. Douglas Brown said that:

Speaking is personality factor is an important aspect of carrying on discourse. Another factors is feeling ashamed. The students afraid to express their ideas. They worried everyone will mock them. External factors come out from the students. These concerns with their environment parents and teaching learning technique in their school. Teaching learning technique is the important factor to the success of language learning for all aspect in education. But for the fact, the teacher doesn't choose the suitable technique of the teaching speaking¹

From the above explanation, it can be concluded that in speaking there is interaction between speaker and listener that convey the message from a

¹H. Douglas Brown, *Teaching By Principles*, (New Jersey: Prentice Hall, 1994), p. 95.

speaker to listener. For example, listener may give the speaker feedback whether the listener has understood what the speaker said.

The speaker will then need to reformulate what is just said in order to get the meaning across in different way. Then, According to David Nunan,

If you have learned a language other than your own, which of the four skills listening, speaking, reading or writing did you find to be the hardest? Many people feel that speaking in a new language is harder than reading, writing or listening for two reasons.²

First, unlike reading or writing, speaking happens in real time usually the person you are talking to is waiting for you to speak right then. Second, when you speak, you can't edit and revise what you wish to say as you can if you are writing. Language generated by the learner (in speech or writing) is referred to as productive. Productive means oral communication. Spoken language and written language differ in many significant ways.

In oral communication there is a process of communication which conveys message from a speaker to listener. A speaker has to encode the message and listener has to decode or interpret the message which contains information. Encoding is the process of conveying message of information to listener while decoding is the process of receiving information given by the speaker.

²David Nunan, *Practice Language Teaching*, (New York: Mc. Graw Hill Companies, 2003), p. 48.

So, based on above definition, the researcher can conclude that speaking is the process of communication which convey, express, give inform and ask the ideas, thoughts, feelings, opinions and talking about perceptions by using words or sounds of articulation that can be learnt through teaching and learning process. Then, to make the teaching speaking interesting a teacher may be changed the sequence of topic from the text book or may be such as group students based on their ability and interest.

b. The Kinds of Speaking

The meaning of speaking is one of the important skills in language. Speaking also is the act, utterance or discourse of one who speaks. It also can be defined as an activity in giving and asking information as a text by to students. In speaking there is a process of communication between speakers and listener. And then According to Douglas Brown, there are 5 types of spoken language:³

- 1) *Imitative*. At the end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is a purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance.
- 2) *Intensive*. A second type of speaking frequently employed in assessment context is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships (

³H.Brown, Douglas. *Principle of Language Learning and Teaching*, New Jersey: Prentice Hall, 2000.

such as prosodic elements- intonation, stress, rhythm, juncture). The speaker must be aware of semantic properties in order to be able to respond, but interaction with an interlocutor or test administrator is minimal at best. Examples of intensive assessment tasks include directed response tasks, reading aloud, sentence and dialogue completion; limited picture-cued tasks including simple sequences; translation up to the simple sentence level.

- 3) *Responsive*. Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments and the like.
- 4) *Interactive*. The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/ or multiple participants.
- 5) *Extensive* (monologue). Extensive oral production tasks include speeches, oral presentations, a⁴nd story-telling, during which the opportunity for oral interaction from listener is either highly limited (perhaps to non-verbal responses) or ruled out altogether.

Much of our language teaching energy is devoted to instruction in mastering English conversation. However, numerous other forms of spoken language are also important to incorporate into a language course, especially in teaching speaking performance. Hence, Douglas Brown⁵ states monologue and dialogue are two types of spoken language. They are as follows:

- 1) *Monologues*: in monologues, when one speaker uses spoken language for any length of time, as in speeches, lectures, readings, news broadcasts, and the like, the hearer must process long stretches of speech without or not the hearer comprehends. Planned, as opposed to unplanned monologues, differ considerably in their discourse structures.

⁴H. Douglas Brown, *Op. Cit.*, p. 141-142.

⁵*Ibid.*,p. 236-237.

2) *Dialogues*: involves two or more speakers and can be subdivided into those exchanges that promote social relationships (interpersonal) and those for which the purpose is to convey propositional or factual information (transactional).

So, *Imitative*. At the end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word.

Intensive. A second type of speaking frequently employed in assessment context is the product.

Interactive. The difference between responsive and interactive speaking is in the length and complexity of short stretches.

Responsive. Responsive assessment tasks include interaction and test comprehension.

Extensive (monologue). Extensive oral production tasks include speeches, oral presentations, and story-telling.

Monologues: in monologues, when one speaker uses spoken language for any length of time, as in speeches, lectures.

Dialogues: involves two or more speakers and can be subdivided into those exchanges that promote social relationships.

c. The Evaluation of Speaking

Oxford Advance Learner's Dictionary stated that test is "an examination of somebody's knowledge or ability, consist of questions

⁶H. Douglas Brown, *Op. Cit.*, p. 141-142.

for them to answer or activities for them to carry out”.⁷ Then educational test as a procedure designed to elicit certain behavior from which one can make inferences about certain characteristic of an individual. According to Anas Syafei, “in mastering the speaking skill, for example must train and equip the learner with a certain degree of accuracy and fluency in understanding, responding and in expressing himself in the language in speech”⁸ from the explanation above that’s evaluation in speaking is the process student’s question and answer and the student’s effectively to understanding the procedure about them.

While, speaking is a productive skill that can be directly and empirically observed, those observation are invariably colored by the accuracy and affectivities of a test takes listening skill, which necessarily compromises the reability and validity of an oral production. According to Arthur Hughes there six categories to measure speaking skill such as: Accent, Grammar and etc.⁹

⁷A. SHornby, *Oxford Advanced Learner’s Dictionary(sixth edition)*, (New York: Oxford University Press, 1995), p. 1396.

⁸SyafeiAnas, *Pronunciation Theory and Practice*,(Jakarta:Depdikbud, 1988), p. 1.

⁹Arthur Hughes, *Testing for Language Teachers*,(USA: Cambridge University Press, 1990), p. 111.

1) Accent

The term accent used to refer to the speech of someone who speaks a language non-natively.¹⁰ For example a French person speaking English is described as having a French accent.

Accent is the emphasis by stress, pitch or both given to a particular syllable or word when it is spoken¹⁰. The Accent can be identified looks like this:

- a. Pronunciation frequently unintelligible.
- b. Frequent gross errors and a very heavy accent make understanding difficult.
- c. "Foreign Accent" required concentrate listening and mispronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabulary.
- d. Marked "Foreign Accent" and occasional mispronunciations, which do not interfere with understanding.
- e. No conspicuous mispronunciations, but would not be taken for a native speaker.

2) Grammar

Grammar is the part of the study of language which deals with the forms and structure of words (morphology), with their customary

¹⁰Nirmala Sari, *An Introduction to Linguistic*, (Jakarta: Departemen Pendidikan dan Kebudayaan, 1988), p. 138.

arrangement in phrase and sentence (syntax), and now often with language sounds (phonology) and word meanings (semantics).¹¹ Grammar is necessary for communication; it gives us the format of structures of language themselves. In other words, grammar tells us how to construct a sentence.

Grammar can be identified looks like this:

- a. Grammar almost entirely inaccurate phrases.
- b. Constant errors showing of very few major patterns and frequently preventing communication.
- c. Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
- d. Occasional errors showing imperfect control of some patterns but not weakness that causes misunderstanding.
- e. Few errors, with no pattern of failure.

3) Vocabulary

Vocabulary is an interrelated group of nonverbal system, symbols, signs, gesture, etc.¹² It is used for communication or expression, in particular art, skill, etc. And Vocabulary is more than a list of target language of words.¹³ A spoken word is a sound or sequence of sounds, which communicate those “ideas” precisely, a

¹¹*Ibid.*, p. 286.

¹²*Ibid.*, p. 1494.

¹³David Nunan, *Op. Cit.*, p. 258.

speaker should express them with precise words rather than general words.

Vocabulary can be identified looks like this:

- a. Vocabulary inadequate for even the simplest conversation.
- b. Vocabulary limited to basic personal and survival areas (time, food, transportation, family).
- c. Choice of words some time inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.
- d. Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion on any non-technical subjects with some circumlocution.
- e. Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.

4) Fluency

Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches, etc.¹⁴. So, “A fluent speaker is the ability of a person to speak flowing and natural, it using with a concomitant playing down of

¹⁴*Ibid.*, p. 55.

the bits and piece of grammar and phonology”.¹⁵ Fluency is probably best achieved by following the stream of speech to flow then, as some of over beyond comprehensibility the rivers bank of instruction on some detail of phonology, grammar, or discourse will channel the speech on more purposeful course.

So, definition of fluency is derived as the ability of an individual to speak without under hesitation.

Fluency can be indentified looks like this:

- a. Speech is no halting and fragmentary that conversation is virtually impossible.
- b. Speech is very slow and uneven except for short or routine sentences.
- c. Speech is frequently hesitant and jerky: sentence may be left uncompleted.
- d. Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.
- e. Speech is effortless and smooth, but perceptibly non-native in speed and evenness.

¹⁵H. Douglas Brown, *Op. Cit.*, p. 268-270.

5) Comprehension

Comprehension is the capacity for understanding ideas, fact, etc.¹⁶ A longer definition of comprehension will be as the act of understanding the meaning.

Comprehension can be identified looks like this:

- a. Understands too little for the simplest types of conversation.
- b. Understands only slow, very simple speech or common social and tourist topics: requires constant repetition and rephrasing.
- c. Understands careful, somewhat simplified speech directed to him or her, with considerable repetition and rephrasing.
- d. Understands quite well normal educated speech directed to him or her but requires occasional repetition and rephrasing.
- e. Understands everything in normal educated conversation except for very colloquial or low frequency items or exceptionally rapid or slurred speech.

2. StoryTelling

a. The Definition of StoryTelling

Storytelling is the conveying of events in words, images and sounds, often by improvisation or embellishment. Storytelling is important to be learned and mastered by every individual. Speakers

¹⁶Victoria Neufeltd, *Op. Cit.*, p. 286.

use language to communicate in expressing ideas and thought to others. The interaction has the purpose of influencing the listeners. Speakers talk in order to have some effects on their listeners.

Story telling is being revived into an emerging communication mode called digital story telling. Stories are as old as people and are more important than ever for our spirits, minds and human progress. Becoming good storytellers gives us personal power as we guide, motivate, entertain, educate, inspire and influence others through the artful use of story.

b. Kinds of StoryTelling

There are many kinds of storytelling, they are:

1. Telling Stories Out Loud

Oral stories represent the oldest type of storytelling. These are stories relayed through spoken words from a speaker or teller to an audience of listeners. Examples, such as “Goldilocks and the Three Bears.”

2. Writing Stories Down

Written stories mark another old type of storytelling. These are stories relayed almost exclusively through written words consigned to paper by an author. Examples, such as “Hills Like White Elephants and Team of Rivals.”

3. Showing Stories With Pictures and Sound

Multimodal stories can include both oral and written components, but, will also include other forms of expression in their telling of the story. Examples, such as pictures, sounds or videos. “Calvin and Hobbes,”

4. Enacting Stories Through Play

Computer game designer Chris Crawford argues that video games signal a shift from stories as things that are passively received to things that are actively created. Example, such as “games and story quests”.¹⁷

The declaration above from Bern Jean Porter, with the title book, “The Art of Digital Story Telling”, in page seventeen.

c. Advantages of Story Telling

There are many advantages of story telling, they are:

1. Stories expand your point.

Stories are the ultimate example, a key part of any presentation. Try making your point adding a relevant fact or two, then using a story to expand on it.

¹⁷Bern Jean Porter, “*The Art of Digital Storytelling*,”
(<http://seangordonmurphy.deviantart.com/journal/4-Kinds-of-Storytelling-380315>, accessed at
october 17, 2014 on 10.00 p.m.).

2. Stories build connection by adding color, emotion and personal detail about you.

The factors that move audiences are often the small emotive details found in stories. Stories are an easy natural place for you to talk about yourself making you more approachable and likeable as a presenter.

3. Stories add drama.

You may be describing a hero's quest in your profession or the tale of someone who ignored the facts and paid the price, or a story about a terrible tragedy. And help your presentation progress to a successful finish.

4. You can tell stories without using notes and look more relaxed and spontaneous.

Never waste time writing down a personal story or anecdote. The written version will never come across as well as it will if you just look at the audience and tell the story.

5. Stories let you instruct or negotiate without lecturing.

You can push your points directly with an audience you are trying to educate or with parties involved in a negotiation but only so far.

6. We are used to learning from stories.

Whether it is your mother's tales of her childhood lessons learned storytellingancient method for sharing information with a broad public audience. Your audience will respond positively to a good story.

7. Stories were made to be remembered.

Before we wrote things down our cultures all used storytelling to convey news and information, because, stories could be easily remembered and passed along to the next person.¹⁸

The declaration above from Dr. Francisco L. Cabello, with the title book, “A simplified Guide To Story Telling For Students Of All Ages”, in page eleven.

d. StoryTelling Teaching

- 1) Prepare class for storytelling
 - a) Presents in artificial problems situation for event that represents some aspect of reality.
 - b) Define the problems situation and storytelling clearly.
- 2) Give clear instructions

¹⁸Dr.franciscoL.cabello, “*asimplified guide to story telling for students of all ages,*” (<http://eloquentwoman.blogspot.com/2012/10/7-secret-advantages-of-story-telling.html>, accessed at october17, 2014on 10.00 p.m.).

- a) Determine whether storytelling has been carried out to using students volunteers in front of the class (the teacher may using storytelling) in partnerships with every students using storytelling and observer.
 - b) Model the ability with a scripted storytelling.
- 3) read storytelling
- a) Students follow the procedure outlined by the teacher to read storytelling.
 - b) The teacher to read storytelling text it is helpful to walk around the room and observe how students are experiencing the storytelling and offer coaching to students who are stuck.
- 4) Discussion storytelling
- a) Begin by the allowing players to communicate feelings experienced during the storytelling.
 - b) Determine actions that strengthen or weaken these skills(body language).
 - c) Discuss how the storytelling is or is not similar to real life.¹⁹

B. Review of Related Findings

There was some researcher that have been by the other researcher in different technique.

¹⁹A. Richard, *Make It Happen*, (New York: Longman, 2003), p. 223.

The first, the Name is Rezki Juli Hartati Harahap²⁰, with the Title: *“Improving Students’ Speaking ability by using Role Play at Grade XI SMA Negeri 1 Angkola Timur”*. The methodology Test and Observation, is perfect and correct understanding because the mean score of there is 74,25 it means that they categorized into very well. The result, after analyzing the data in the previous chapter it was found out that the students score increased from the first cycle to the second cycle. It means there was an improvement on the students speaking skill by using role play. It based on the mean score in which students in speaking skill in cycle 1 was 75,8 and became 80,33 in cycle 2.

The second, the Name is Rica Umrina Lubis²¹, with the Title: *“Improving Students’ Speaking skill through debate at Grade XI SMA Negeri 1 Padangsidempuan”*. The methodology Test and Observation, is perfect and correct understanding because the mean score of there is 75,35 it means that they categorized into very good. The result, after analyzing the data in the previous chapter it was found out that the students score increased from the first cycle to the second cycle. It means there was an improvement on the students speaking skill by using through debate. It based on the mean score in

²⁰Rezki Juli Hartati Harahap, “Improving students’ speaking ability by using Role Play at Grade XI SMA Negeri 1 Angkola Timur” 2010/2011 Academic Year” (*Unpublished Thesis*, STAIN Padangsidempuan, 2011), p. 4-6.

²¹Rica Umrina Lubis, “Improving students’ speaking skill through debate at Grade XI SMA Negeri 1 Padangsidempuan” 2010/2011 Academic Year” (*Unpublished Thesis*, STAIN Padangsidempuan, 2011), p. 69.

which students in speaking skill in cycle 1 was 75,35 and became 80,50 in cycle 2.

The third, the Name is Safitri Citra Wulan²², with the Title: “*The Effect of Story Telling Tehnique on Compersation Competence at Grade XII SMK Negeri II Panyabungan*”. The methodology Test and Angket, Is perfect and correct understanding because the mean score of there is 80 it mean that they categorized into very good. The result, after analyzeng the data in the previous chapter it was found out that the students score increased, It based on the mean score in which students in Compersation Competence was 80,30.

So that, from the above description, Rezki Juli Hartanti Harahap, Rica Umrina Lubis and Safitri Citra Wulan, have a little problem with researcher. Research methodology same with researcher is Classroom Action Research, indicator Speaking. The different is method or technique, time and place of the research. So next, the researcher hopes that storytelling can increased the students speaking ability. So that, the researcher interested to make the research about “*Improving Students’ Speaking ability using storytelling at grade VIII² MTS N 2 PADANGSIDIMPUAN*”.

²²Safitri Citra Wulan, “The Effect Of Story Telling Tehnique On Compersation Competence at Grade XII SMK Negeri II Panyabungan” 2006/2007 Academic Year” (Unpublished Thesis, STAIN Padangsidimpuan, 2007), p. 36.

C. Conceptual Framework

The successful of speaking ability depend on many factors. One of them as how the teacher teaches English to the students. And the how the teacher chooses the suitable technique to teach speaking. The suitable technique is very important to teach speaking. Speaking skill is the ability in expressing idea, thought, opinion and argumentation. The speaking can build up their knowledge and to expressing of someone to others directly. Storytelling is the conveying of events in words, images and sounds, often by improvisation or embellishment.

Storytelling is important to be learned and mastered by every individual. Speakers use language to communicate in expressing ideas and thought to others. The interaction has the purpose of influencing the listeners. Speakers talk in order to have some effects on their listeners. They assert things to change their state of knowledge. Storytelling is not as it looks. Speakers have to formulate their ideas grammatically acceptable sentences. They can exchange views and opinions in their life. This is accordance to the function of the language namely to establish interaction among speakers. The topic should be interesting and familiar, both a speaker and a listener will involve in an exchange of views about the content of the topic.

Storytelling is being revived into an emerging communication mode called digital storytelling. Stories are as old as people and are more important than ever for our spirits, minds and human progress. Becoming good

storytellers gives us personal power as we guide, motivate, entertain, educate, inspire and influence others through the artful use of story.

Telling stories together about things that really matter has an extraordinary effect on people. Digital media and digital distribution to the world community is reshaping the power of oral story telling, enabling us to unfold a highly sensory experience that dances a narrative voice with images, sound and music into illuminated understandings. What an experience to incorporate digital storytelling into your classroom and guide a new generation into becoming Century Story Keepers, knowing their personal narratives will endure for others long after the fires die down.

So, storytelling gives chance to the students to use the target language creatively without ashamed and afraid. And storytelling is expected bring better result in order to improve students speaking ability.

D. Hypothesis

The hypothesis is needed to show the writerstinking and expectation about outcomes of the research related to this study. The hypothesis of this research is stated that “Students’ speaking ability can improve by using story telling at grade VIII² MTS N 2 Padangsidimpuan”.

CHAPTER III

THE RESEARCH METHODOLOGY

A. The Research Design

Research design is a procedural plan that is adopted by the researcher to answer questions validly, objectively and economically.¹ Through a research design you propose to use, how you are going to collect information from your respondents, how you are going to select your respondents, how the information you are going to collect is to be analyzed and how you are going to communicate your findings.

From the explanation above, the researcher used Classroom action research in conducting the research. Classroom action research is a research, which as combined the procedure in substantive action, be inquiry discipline, or someone's effort to understand what is happening while include in the improving and changing.² Therefore, classroom action research is one way to help someone to overcome is practically in emergency problems and holds the cooperation.

Classroom action research concerns to four steps, namely: planning, acting, observing and reflecting. Planning means the reflection the action had done. Acting is implementations about the content of the action in the

¹Ranjit Kumar, *Research Methodology A Step by step Guide for Beginners*, (India: SAGE Publication, 2011), p. 94.

²Michael J. Wallace, *ActionResearch for Language Teacher*, (USA: Cambridge University Press, 1998), p. 18.

classroom. The action and observation can not be separated each other, because the teacher must do the return observation while speaking what is being done. Reflection is to propose what have done. It would be done to recover the problems happened in the previous cycle.

B. The Place and Time of The Research

1. Place of the Research

This research would be conducted in MTS N 2 Padangsidimpuan. It is located at Jl.H.T.RizalNurdin Km 6,5 Gg.Pendidikan Padangsidimpuan.

2. Time of the Research

The research has been started from September than until Mei 2015.

C. The Participant

The participant of this research was the VIII² grade students of MTS N 2 Padangsidimpuan. It consists of 30 students. The reason of choosing this class because the researcher found the problem of speaking ability in this class.

Another participant in this research was an English teacher of MTS N 2 Padangsidimpuan. The researcher observed the activities in the class while the teacher was doing an action in the class. Then the teacher also helped the researcher analyzed the data from the observation and made plans for each cycle, she us as a collaborator in this reasond.

D. The Research Cycle

The action research followed the model that was developed by Kemis and Robin. It was a famous representation of the action research “spiral” that contained four stages as follows: 1). Planning, 2). Acting, 3). Observing, and 4). Reflecting. The model could describe in next pages as:

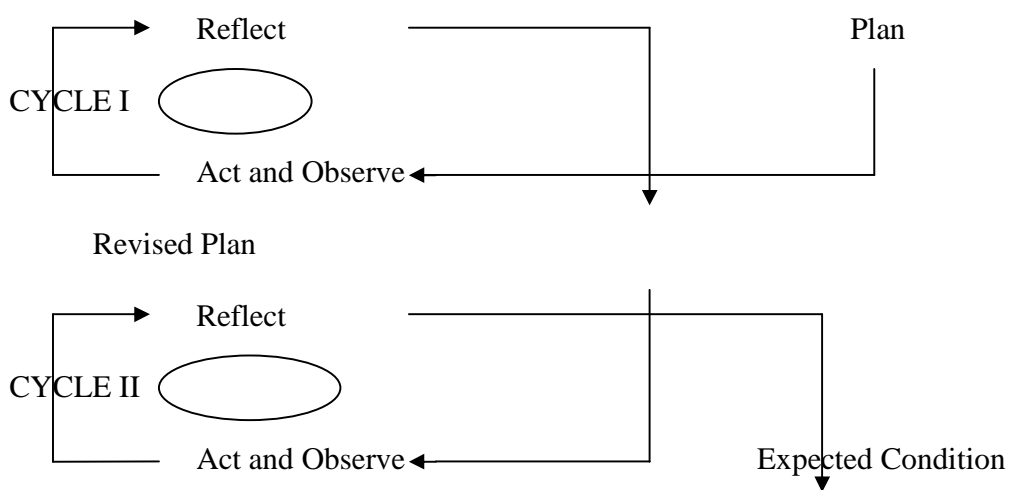


Figure 1
Action Research Spiral

In this research the researcher applied two cycles. Each cycle consists of two meetings. Each meeting consists of 90 minutes. So, there were four meetings during research process. Each cycle consist of four steps: planning, acting, observing ad reflecting. The test for speaking is a text.

E. The Procedure of the Research

This action research followed the model that was developed by Kermis and Robin. It was a famous representation of the action research “spiral” that contained four stages: planning, acting, observing and reflecting.

1. First Cycle

This cycle conduct for two meetings, every meeting will do for ninety minutes.

a. First meeting

1) Planning

- a) Made lesson plan.
- b) Prepared media that has been use in teaching learning process.
- c) Every students free to choosed the theirs friends.
- d) Designed a procedure teaching speaking through Story Telling.

2) Action

- a) Prepared class for to speak together
- b) Made the text to students about Cinderella text and students read the text.
- c) Gave the interesting topic.

3) Observation

Observation has been done during the action as :

- a) Monitored the students activity when speak in story telling performance begin.
- b) Discussed the problem in learning process and giving solution about pronunciation.

4) Reflection

Reflection is gathered from the result of speaking test through oral presentation.

b. Second meeting

1) Planning

- a) Analyzed the result first meeting
- b) Made lesson plan.
- c) Prepared media like record that has been use in teaching learningprocess
- d) Every student listening the record likes to listen the pronunciation from speaker.
- e) Designed a procedure teaching speaking through Story Telling

2) Action

- a) Preparedthe new vocabulary or new topic to speak
- b) Maked the text to students about snow white text and students' read the text.
- c) Drilled and developing students' pronunciation and vocabulary
- d) Asked the students the meaning of the speak

3)Observation

Observation has been done during the action as:

- a) Monitored the students activity when performance begin.
- b) Discussed the problem in learning process and giving solution.
- c) Discussed for the speak text

4) Reflection

Reflection is gathered from the result of speaking test through oral presentation.

2. Second Cycle

The second meeting will conduct in two meeting too. Every meeting will do for ninety minute.

a. First meeting

1) Planning

- a) Made lesson plan.
- b) Prepared another media that will be used in teaching learning process
- c) Every students read the text when the students will be practice

2) Action

- a) Prepared class and using explanation a text.
- b) Maked the text to students' about Cinderella text and students' read the text.
- c) Drill the students pronunciation
- d) Gavemeaning text

3) Observation

- a) The item of observation in cycle 2 is similiar with cycle 1

4) Reflection

Reflection is gathered from the result of the speaking test through oral presentation.

a. Second meeting

1) Planning

- a) Analyzed the result of first meeting.
- b) Made lesson plan
- c) Prepared media that has been used in teaching learning process.
- d) Redesigned the a procedure teaching speaking through using storytelling

2) Action

- a) Prepared class for learning
- b) Made the text to students about snow white text and students read the text.
- c) Asked the students which do not to understand
- d) Gave the comment about their performance.

3) Observation

The item of observation in cycle 2 is similar with cycle 1.

4) Reflection

Reflection is gathered from the result of the speaking test through storytelling and observation.

F. The Instrumentation and Techniques of Data Collection

In this research, the students speaking test used quantitative research approach. Mean while the qualitative approach consist of observation and interview:

1. Test

In this research, the researcher used test to measure the students speaking ability. The test taken before action done. The researcher used the pre-test and post-test. It can be used to get the students score of their speaking by using the appropriate instruments. These test were also used to know about the improvement of their speaking. Kinds of the Test they are: Record. Record is the something interview witch the can result.

2. Observation

In this research, the researcher observes all the condition that happen during the teaching and learning process. It is filled by the English teacher as the observed. It has been focused on the situation and the students' activeness of teaching learning process in which minimal story telling was applied in the class. Kinds of the Observation they are: Observation Participative is a participative in observer which follow in the part object or observe, in other do not the different in the action.

So,observer active participative in activities in the all form which to examine.³

3. Interview

The researcher interview the teacher and the students about the students problems in English subject. In addition, the researcher also interviews the teacher about the effort in applying teaching technique and how the students condition while the teaching technique was applied. Kinds of the Interview they are: Interview Structure is all the questions have in formulation before active, always researcher manner. Interview can used in structure question have done to be make better interview.⁴

The interview was done before test I and after test III. The interview in test I done to find out the students problems in speaking. And then, the interview in test III was done to observe the effectiveness minimal story telling in improving students speaking ability.⁵

The kind of speaking test was oral presentation. The students were expected to give a short talk on topic which he has either been asked to prepare beforehand or has been informed of shortly before the test.⁶ It means the students have asked to prepare the topic before they present about it. This is different from “Spoken Essay” described above in so far

³P.jokosubagyo, *metodepenelitia*, (rinekacipta: jakarta, 2004), p. 64.

⁴Prof. Dr.S. Nasution, *metode research (penelitianilmiah)*, (bumiaksara: jakarta, 2003), p. 117.

⁵H.Douglas Brown, *Language Assessment Principle and Classroom Practice*, (San Francisco: Longman,2004), p. 3.

⁶CyrilJ. Weir, *Communicative Language Testing*, (UK: Prentice Hall, 1998), p. 75.

as the students were allowed to prepare for the task. To know students speaking ability improved, there were some criterions that must be considered. Arthur Hughes formulates that there are five elements should be measured in speaking test, namely, accent, grammar, vocabulary, fluency and comprehension. These specific criteria were described in the following table :

Table I
FSI weighting table⁷

CONTENT	Proficiency Description		
	1	2	3
Accent	5	10	20
Grammar	5	10	20
Vocabulary	5	10	20
Fluency	5	10	20
Comprehension	5	10	20

⁷⁷CyrilJ. Weir, *Communicative Language Testing*, (UK: Prentice Hall, 1998), p. 78.

1. Accent

- a. Pronunciation efficient and intelligible.
- b. Pronunciation inefficient, but intelligible
- c. Pronunciation inefficient and unintelligible

2. Grammar

- a. Few errors with no pattern
- b. Occasional errors showing imperfect control of some patterns but not weakness that causes misunderstanding.
- c. Grammar most entirely inaccurate phrases

3. Vocabulary

- a. Vocabulary adequate to cope with complex practical problems and varied social situation
- b. Vocabulary limited to basic personal and survival areas (time, food, family)
- c. Vocabulary inadequate to discuss special vocabulary inadequate for even the simple conversation

4. Fluency

- a. Speech is effortless and smooth
- b. Speech is frequently hesitant and jerky
- c. Speech is very slow and uneven

5. Comprehension

- a. Understands everything in normal educated conversation

- b. Understands quite well normal educated speech directed to him or her, but requires occasional repetition and rePhrasing
- c. Understands too little for the simples types of conversation.

G. The Techniques of Data Analysis

The collected data must be summerized and interpreted in order to help teacher make decision about practice. In analyzing the data, the researcher uses quantitative data. Quantitative data is used to analyze the score of students. The quantitative data is collected and analyzed by computing the score of speaking test. To know the means of students score for each cycle, the writer will apply the following formula:

$$x = \frac{\sum x}{N} \times 100\%$$

Where x: the mean of the students

$\sum x$: the total score

N : the number of the student

The number of students who were competent in speaking through Story Telling was calculated by applying the following formula:⁸

⁸Dokumen SMAN 1 AngkolaTimur.

CAPTER IV

THE RESULT OF THE RESEARCH

A. Findings of the research

The finding is a thing that discovered as the result of an official inquiry. There are findings the result of the research.

1. The Setting

The place of the research was done at MTS N 2 Padangsidempuan. It was located in Jl.H.T. Rizal Nurdin Km 6,5Gg. Pendidikan Padangsidempuan. It was a national standard school with 12 classes. Each class consisted of 30 students. There were 23 teachers in this school. There were two English teachers in this school. The English subject had four periods in a week.

The participants of this research were the eighth grade students of MTS N 2 Padangsidempuan. The research participants were the students of class VIII² science. It consisted of 30 students. This class was chosen because the researcher found the problems of speaking in this class. done the research, for the first cycle the students did not enthusiastic in teaching learning program because the applied storytelling was not well organized. For the second cycle, after redesigned a procedure teaching speaking through storytelling, the students become active and interested in teaching learning program.

2. The Condition Before Cycle

The students speaking ability can be seen from the interview with the students and English teacher the researcher observation and pre-test. The first,

the interview conducted in this research was the unstructured interview. It was held on Tuesday, March, 03th 2015 am until finished. The researcher asked to the teacher some questions about students speaking ability.

The teacher said that the students were still low in speaking. It was caused by the students interested to learn English Language the teaching technique was only imitating technique. The teacher said English words and then the students appropriate their teacher said.

The second, the students' speaking ability in pre-test. Based on the pre-test, most of them said the English words appropriate with the English researcher. For example: Storytelling text Cinderella and Snow White.

a. First Cycle

The first cycle was conducted for two meetings. Every meeting was done for ninety minutes. The researcher observed all the activities in the classroom based on the observation, some students seemed to be interested in teachers teaching technique. It could be seen from their enthusiasm in doing the storytelling. However, some students were still uninterested yet.

1) First meeting

In the first meeting so many students have problems in speaking. So, there were problems from students like in: action, reflection, observation and comprehension.

a) Action

Moreover, students still have low motivation in participating in learning speaking activities. The students also difficult to express their idea because lack of vocabulary.

b) Observation

Most of students didn't enthusiastic in teaching learning process still made noisy in the class, students were not bravery in giving opinion. In teaching learning, sometimes the students didn't use English language in teaching learning process.

c) Reflection

Some of the students still have problems in accent, grammar, vocabulary, fluency, and comprehension. Some of them did not know how to pronounce word well. So, the mispronunciation happened between speaker and listener.

2) Second meeting

In the second meeting there was still a little problem students in speaking but, in the first meeting to second meeting there was improvement speaking students like in:

a) Action

Most of students not interested to English teaching processed and shy to go in front of class for speaks English.

b) Reflection

Teaching English in the class like speaking not be practice. Because the students just speak and gave the students meaning.

c) Observation

Another problem was vocabulary. Some of the students did not know the vocabulary of English language: they were still confused of expressing the word. To solve the problem the teacher mentioned the vocabulary that they did not know. In fluency, some of the students did not fluent in expressing their idea. They were also less motivation. Sothat, the teacher gave more motivation to students.

Table 2

The firs cycle problem and resolution

No.	Problem in the First Cycle	Resolution
1.	Most of students didn't enthusiastic in teaching learning process still made noisy in the class, students were not bravery in giving opinion. In teaching learning, sometimes the students didn't use English language in teaching	Teacher must be to coach the speaking students' every teaching learning process.

	learning process.	
2..	Most of students' not interest to English teaching process and shy to go in front of class for speak English	Teacher give the students' motivation more and make the group to speak in the class
3.	Teaching English in the class like speaking not be practice	Teacher had change the strategy study in English like make greeting in the class and etc.
4.	Students' low in speaking	Students' must be practice speaking more.
5.	Some of them did not know how to pronounce word well. So, the mispronunciation happened between speaker and listener.	Teacher can be improve the students' pronunciation
6.	Another problem was vocabulary. Some of the students did not know the vocabulary of English language; they still confuse to express the word	The teacher make a new vocabulary to students' every teaching learning process.

b. Second Cycle

The cycle 2 was conducted for two meetings. Every meeting was done for ninety minutes. The researcher observed all the activities in the classroom. Based on the reflection in the previous cycle, there were still some problems related to the students speaking ability. They still low in accent, grammar, vocabulary, fluency and comprehension. They were afraid to expressing their idea, they worried everybody will mock them.

1. Planning

In this stage, the researcher planned and designed activities and prepared the topic that would be used to solve the students' problems in speaking.

- a) Made lesson plan
- b) Prepared all the material
- c) Prepared test in this cycle.
- d) Prepared media that be needed in teaching learnisng process
- e) Prepared observation sheet.
- f) Redesigned a procedure teaching speaking in text storytelling
- g) Prepared the assesment.

2. Action

The teacher gave another topic to students. The second cycle was the same with the first cycle, it was conduct in two meetings and applied the storytellingin teaching speaking too.

In opening the class the teacher motivated the students to do the lesson, to explore their speaking ability and more active in teaching learning process. The teacher invited the students again to performance their storytelling.

The teacher appreciating the performance and gave the comment about their performance and explained and resulted the participant activities and gave the assesment to the students and celebrated the sucessfull learning of contextual teaching and learning.

In this cycle the teacher gave the information about the topic. She explained the about the topic. So, the students can explore their opinion about the topic. The teacher explained how to do storytelling.

3. Observation

The items of observation in cycle 2 were similar with cycle 1. Based on the observation sheet, there was an improvement in teaching learning process. The teacher came to the class on time, greeted the students and also did the orientation. She was serious in teaching learning processed and concluded the material. The teacher could improve her ability in taught the class. In the opening the class, the teacher gave good motivation to the students. So, they had spirit in teaching learning process. They also improved their ability in speaking. The teacher could organize the class well. She moved from group to group to control the class and gave suggestion.

4. Reflection

Based on the observation sheet, the teacher ability in taught speaking by using storytelling was improved. The teacher was able to motivated the students about speaking ability and to attract their interested by using storytelling.

The students were more active and they did the task cooperatively. Having checked the students speaking test, the researcher found that the students score show improvement. Based on the observation sheet, the teacher ability in taught speaking by using storytelling was improved. The teacher should be able to motivate the students about speaking ability and to attract their interested by using storytelling. The negative thing that still appears in this cycle was some students still made noisy in the class.

A test through storytelling was given in every meeting. Based on the result of all meetings conducted, it was found that the students score kept improving started. This increase showed that score from the first meeting until the four meeting. Through story telling students were able to improve their speaking ability.

The improvement of the students score in speaking English through storytelling could be seen from the mean score of the students score during the research, the researcher applied following formula.

B. Comparative of the Result of the Action

In the first cycle, the researcher gave pretest to know students' speaking ability, and students' problems in speaking. There was a topic that students got from teacher. Many students were difficult to expressing their idea. They have problem in accent, grammar, vocabulary, fluency and comprehension.

In the first meeting (pretest), the students have understood about points of speaking: accent, grammar, vocabulary, fluency, and comprehension.

Table 3. The Result of the first cycle

In first meeting

Criteria of speaking	Speaking score			Total of Students
	5	10	20	
Accent	4	22	4	30 Students
Grammar	10	16	4	30 Students
Vocabulary	5	21	4	30 Students
Fluency	5	18	7	30 Students
Comprehension	11	16	3	30

Based on the data in the table above researcher concluded that in criteria of accent there were 4 students got score 5, and there were 22 students got score 10, there were 4 students got score 20. In grammar criteria there were 10 students got score 5, there were 16 students got score 10, and there were 4 students got score 20. In vocabulary criteria there were 5 students got score 5, there were 21 students got score 10, there were 4 students got score 20. In fluency criteria there were 5 students got score 5 and there were 18 students got score 10, and there were 7 student got score 20. In comprehension criteria there were 11 students got score 5, there were 16 students got score 10, and there were 3 student got score 20.

From the score of all criteria in the first cycle the students' ability were increased from the first meeting up to the third meeting, but there were some students didn't interest in learning activity. So, from this phenomenon the researcher would improve her ability in teaching students.

So, from description of score at the first cycle above researcher concluded that the mean score of accent was 10, 66 in grammar was 9, 66 in vocabulary was 10, 50 in fluency was 11, 50 in comprehension was 14, 50 the mean score of first cycle was 53.

From the result of the students the first meeting of speaking above the researcher to conclude that the Frequency Distribution of Speaking Ability

No.	Value	Score
1.	High Score	60 %
2.	Medium Score	45 %
3.	Low Score	30 %

Table 4. The Result of the first cycle

In second meeting

Criteria of speaking	Speaking score			Total of Students
	5	10	20	
Accent	3	23	4	30 Students
Grammar	6	17	7	30 Students
Vocabulary	5	21	4	30 Students
Fluency	3	20	7	30 Students
Comprehension	7	17	6	30 Students

Based on the data in the table above researcher concluded that in criteria of accent there were 3 students got score 5, and there were 23 students

got score 10, there were 4 students got score 20. In grammar criteria there were 6 students got score 5, there were 17 students got score 10, and there were 7 students got score 20. In vocabulary criteria there were 5 students got score 5, there were 21 students got score 10, there were 4 students got score 20. In fluency criteria there were 3 students got score 5 and there were 20 students got score 10, and there were 7 students got score 20. In comprehension criteria there were 7 students got score 5, there were 17 students got score 10, and there were 6 students got score 20.

From the score of all criteria in the first cycle the students' ability were increased from the first meeting up to the third meeting, but, there were some students didn't interest in learning activity. So, from this phenomenon the researcher would improve her ability in teaching students.

So, from description of score at the first cycle above researcher concluded that the mean score of accent was 10, 83 in grammar was 11, 33 in vocabulary was 10, 50 in fluency was 11, 83 in comprehension was 10, 83. The mean score of first cycle was 57, 50.

From the result of the students the second meeting of speaking above the researcher to conclude that the Frequency Distribution of Speaking Ability

No.	Value	Score
1.	High Score	70 %
2.	Medium Score	60 %
3.	Low Score	40 %

Table 5. The Result of the Second Cycle**In the first meeting**

Criteria of Speaking	Speaking score			Total of Students
	5	10	20	
Accent	-	16	14	30 Students
Grammar	-	14	16	30 Students
Vocabulary	-	15	15	30 Students
Fluency	-	12	18	30 Students
Comprehension	-	12	18	30 Students

Based on the data on the above table researcher concluded that in criteria of accent there weren't students got score 5, there were 16 students got score 10, and there were 14 students got score 20. In grammar criteria there were n' students got score 5, there were 14 students got score 10, and there

were 16 students got score 20. In vocabulary criteria there weren't students got score 5, there were 15 students got score 10, and there were 15 students got score 20 students. In fluency criteria there weren't students got score 5, there were 12 students got score 10, and there 18 students got score 20. In comprehension criteria there were not students got score 5, there were 12 students got score 10, and there were 18 students got score 20.

So, from description of score at the first cycle above researcher concluded that the mean score of accent was 10, 83 in grammar was 11, 33 in vocabulary was 10, 50 in fluency was 11, 83 in comprehension was 10, 83 the mean score of first cycle was 70.

From the result of the students the third meeting of speaking above the researcher to conclude that the Frequency Distribution of Speaking Ability

No.	Value	Score
1.	High Score	80 %
2.	Medium Score	70 %
3.	Low Score	0 %

Table 6.The Result of the Second Cycle**In the second meeting**

Criteria of Speaking	Speaking score			Total of Students
	5	10	20	
Accent	-	18	12	30 Students
Grammar	-	11	19	30 Students
Vocabulary	-	11	19	30 Students
Fluency	-	12	18	30 Students
Comprehension	-	20	10	30 Students

Based on the data on the table research concluded that in criteria of accent there weren't students got score 5, there were 18 students got score 10, and there were 12 students got score 20. In grammar criteria there were not students got score 5, there were 11 students got score 10, and there were 19 students got score 20. In vocabulary criteria there were not students got

score 5, there were 11 students got score 10, and there were 19 students got score 20 students. In fluency criteria there were not students got score 5, there were 12 students got score 20, and there 18 students got score 20. In comprehension criteria there weren't students got score 5, there were 20 students got score 10, and there were 10 students got score 20.

From the score of all criteria in the first cycle the students ability were increased from the first meeting up to the fourth meeting, but, there were some students didn't interest in learning activity. So, from this phenomenon the researcher would improve her ability in teaching students.

So, from description of score at the second cycle above researcher concluded that the mean score of accent was 14,66 in grammar was 15,33 in vocabulary was 15,00 in fluency was 16,00 in comprehension was 16,00 The mean score of second cycle was 86,66.

From the result of the students the fourth meeting of speaking above the researcher to conclude that the Frequency Distribution of Speaking Ability

No.	Value	Score
1.	High Score	90 %
2.	Medium Score	80 %
3.	Low Score	70 %

Table 7. The Improvement of Students' Mean

Meeting	Total Score	Mean
Pretest	935	31,16
Cycle 1(first meeting)	1590	53
Second meeting	1725	57,50
Cycle 2 (first meeting)	2090	70
Second meeting	2600	86,66

The result indicated that there was an improvement on the students' speaking ability using storytelling. It consisted of two cycles. Each cycle consisted of two meeting. There was first meeting until two meeting concluded cycle 1 and third meeting until fourth meeting concluded cycle 2. So, the total meetings were five meetings, because the researcher made pretest before.

C. Discussion

After analyzing the collection data it was gotten that the speaking ability using story telling at grade VIII² MTS N 2 Padangsidempuan, can be categorized into high category. It can be known from the calculating score (see appendix VIII) that the students speaking ability using story telling at grade VIII² was (86,66) this category between with the researcher before that had been researcher.

The first, the Name is RezkiJuliHartatiHarahap, with the Title: “*Improving Students’ Speaking ability by using Role Play at Grade XI SMA Negeri IAngkolaTimur*”. The methodology Test and Observation, Is perfect and correct understanding because the mean score of there is 75, 25 it mean that they categorized into very good.

The result, after analyzing the data in the previous chapter it was found out that the students score increased from the first cycle to the second cycle. It means there was an improvement on the students speaking skill by using role play. It based on the mean score in which students in speaking skill in cycle 1 was 75,8 and became 80,33 in cycle 2.¹

To, anticipate the students speaking ability using story telling, they needed solution from the english teacher. From the interview and observation the solutions were given by English teacher was explain clearly about

¹RezkiJuliHartatiHarahap, “Improving students’ speaking ability by using Role Play at Grade XI SMA Negeri 1 AngkolaTimur”2010/2011 Academic Year”(*Unpublished Thesis*, STAIN Padangsidempuan, 2011), p. 4-6

speaking ability. How to use it, what the difference and where the position in the text. Then, to enrich speaking of students. The English teacher gave the students to find out some difficult words and teacher ordered to translate it into Indonesian language every meeting.

Finally, the English teacher called some students to come in front of class and students must read the text to make story telling from the text. The teacher did it to improve students speaking ability using story telling. Then, the teacher explained again about the matter and teacher gave home work to every student.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

From all discussion in this paper, the researcher would like to conclude the result of the research. The researcher also would give the text. Before the researcher conclude and give suggestion about this research, the researcher would like to summarize this research.

In this research, the researcher conducted the implementation of Classroom Action Research (CAR) as research design. According to Kemmis and Mc Taggart in SuharismiArikunto, the classroom action research (CAR) has four step, there are planning, acting or implementing, observation and reflection. In this research, the researcher conducted two cycle.

A. Conclusions

After analyzing the data in the previous chapter, it was found out that the students score increased from the first cycle to the second cycle. It means there was an improvement on the students' speaking ability by using storytelling. It based on the mean score in which students' in speaking ability in cycle 1 is 53 and became 86.66 in cycle 2.

The result of this study showed that the used of story telling improved students' speaking ability. Therefore, the following conclusions are offered:

1. The story telling can improve students speaking with using read a text for example in class and after that from basic with using can be make the students improve more in speaking ability.
2. There are many students difficulties in speaking with the researcher found like the speaking problems and read fluency students but, researcher always to trained students fluency.

B. Suggestions

The result of this study showed that the use of storytelling improved students' speaking ability. Therefore, the following suggestions are offered:

1. For the teacher, it is very wise to use storytelling in teaching speaking because this technique can stimulate students to have motivation especially in speaking. And teacher could make such us learners storytelling community, so they could practice their speaking.
2. For the researcher, story telling technique as reference to further or other classroom action research more paying attention in the efficiency of time.
3. For the students, it is hoped that by using storytelling technique the students more interested in studying English speaking, because storytelling can make them enjoy in learning. And improve students self confident to express their idea.

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CURRICULUM VITAE

1. Personal Data

Name : IN SURYANI
Reg. Students Number : 10 340 0084
Place, Date of Birthday : Malintang Jae, Augustus, 16nd 1991
Sex : Female
Address : Malintang Jae, Kec. Bukit Malintang
Kabupaten. Mandailing Natal (MADINA)

2. Educational Background

Primary School : Sekolah Dasar Negeri No 052 Malintang Julu
Junior High School : MTS s N.U Malintang Jae
Senior High School : MAN SIABU-HURABA
Institute : Institute Agama Islam Negeri Padangsidimpuan
(2015)

3. Parents Data

Father's Name : Alm. Wilsan Batubara
Mother's Name : Asnawiyah Rangkuti

TEXT CINDERELLA



CINDERELLA

Once upon a time, there was a girl named Cinderella. She lived with her bad step mother and two step sisters. She had to do all the house hold chores.

One day, the King invited all the ladies in the Kingdom to go to a ball in the place. He wanted to find the Crown prince a wife. The step sister went to the ball that naught with their step mother. Cinderella was left alone. She carried because she actually wanted to go to the ball too. Suddenly, then a fairy good mother come. With her magic wand, she gave Cinderella a coach, two horses and footmen. She also gave Cinderella a lovely dress to wear to the ball and a pair of glass slippers. She told Cinderella to come home before midnight.

At the ball, Cinderella danced with the prince. The prince fall in love with her. At midnight, Cinderella ran home. Unfortunately, one of her glass slippers slipped of at the door. She did not have time to put it back on. The prince was sad as he could not find Cinderella again that night.

The next day, the prince and his men brought along the glass slipper. They went all over the Kingdom to search for the owner. After searching for a long time, finally, they came to Cinderella house. The slipper fit with her. The

Cycle 1

prince was very happy to find Cinderella again. They got married and lived happily.

TRANSLATE

Padazamandahulu, adaseorangadis yang bernamaCindrella.Diahidupbersamaibutirinya yang sangatjihatdanduasaudatirinya, diamenegrjakansemuapekerjaanrumah tangga.

Suatu hari, raja mengundangsemuagadis yang ada di desaitu untuk datang ke kerajaan untuk menghadiri sebuah pesta di kerajaan. Dia ingin menemukan calon seorang istri untuk pangeran. Kemudian, saudatirinya pergi ke pesta dan malam itu bersama ibutirinya, Cinderella tinggalsendiri di rumah. Dia menangkis karena dia benar-benar ingin pergi ke pesta, lalu seorang periyg baik datang dengan kata jaihnya, di berikan Cinderella sebuah pelatih, dua kudadan pelayan.

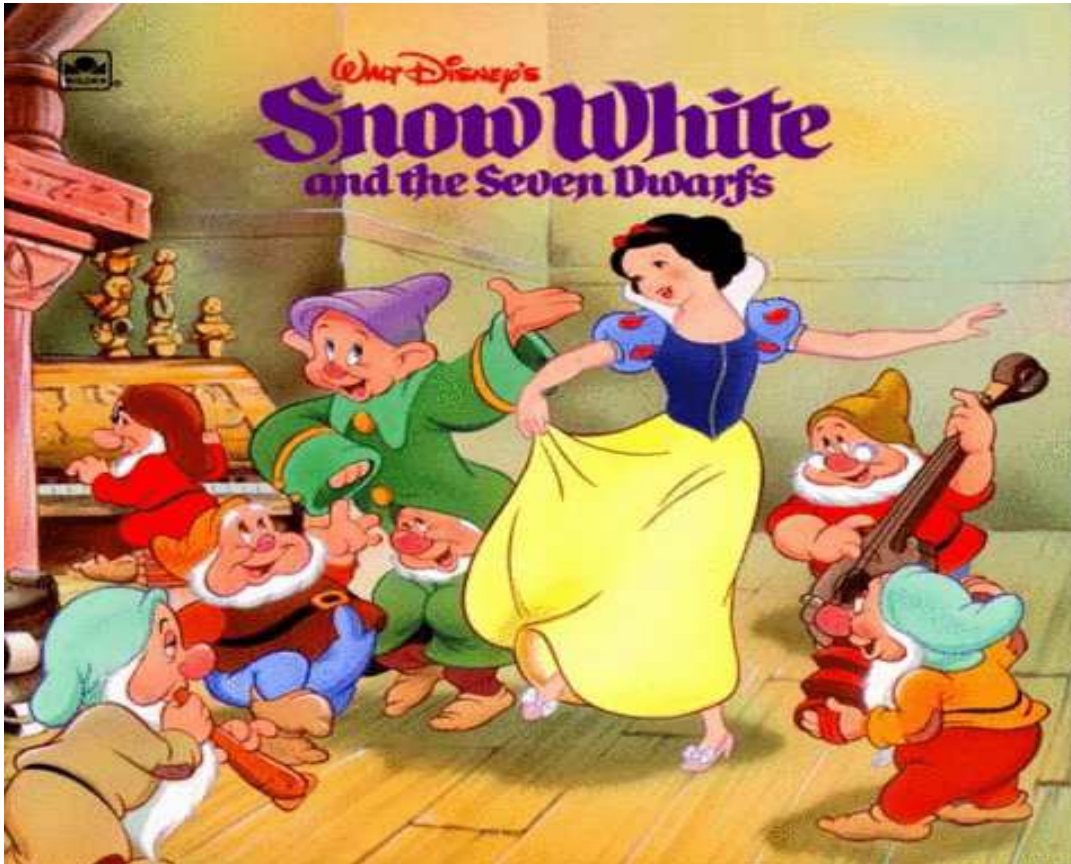
Dia jugamemberi Cinderella sebuah gaun cantik untuk dipakai ke pesta dan sepasang sandal kaca, di memberitahu Cinderella untuk pulang sebelum jam duabelas malam dari pesta, Cinderella berdansa dengan sang pangeran di pesta itu. Kemudian, pangeran jatuh cinta kepada Cinderella, tepat pada jam duabelas malam Cinderella pun berlari pulang, malangnya, satu sepatu kacanya tersangkut di pintudiatidak memiliki waktu untuk mengambilnya kembali. Pangeran sedih sekali, dia tidak menemukan kembali Cinderella malam itu.

Kemudian hari, pangeran dan pengawal membawasepatu kaca yang tertinggal di pesta malam itu, mereka ingin semua orang yang ada di dalam kerajaan untuk mencari pemilik sepatu kaca tersebut. Setelah mencari sepanjag waktu, akhirnya, mereka datang ke rumah Cinderella,

Cycle 1

sepatu kacatersebut pas dengansepatukaca Cinderella,
pangeranpun sangatbahagiakarnasudahmenemukanCinderelakembali.Lalumere
ka pun menikahdanhidupbahagiaselama-lamanya.

TEXT SNOW WHITE



SNOW WHITE

Once upon a time, there lived a little girl named Snow White. She lived with her aunt and uncle, because, her parents were dead.

One day, she heard her uncle and aunt talking about leaving Snow White in the castle, because, they both wanted to go to America and they didn't have enough money to take Snow White.

Snow White didn't want her uncle and aunt to do this so she decided it would be best if she ran away. The next morning she ran away from home when her aunt and uncle were having breakfast. She ran away into the woods. There she saw a little cottage. She knocked but, no one answered so she went inside and fell asleep.

Cycle 2

Mean while, the seven dwarfs were coming home from work. They went inside, there they found Snow White sleeping. Then Snow White woke up, she saw the dwarfs. The dwarfs said, what your name? Snow White said, my name is Snow White.

Doc, one of the dwarfs said, if you wish, you may live here with us. Snow White said, Oh could I? Thank you. Then Snow White told the dwarfs the whole story and Snow White and the seven dwarfs lived happily ever after.

TRANSLATE

Pada zaman dahulu, hidupla seorang gadis kecil yang bernama Putri Salju, dia tinggal bersama bibi dan pamannya karena, orang tuanya sudah lama meninggal.

Suatu hari, ia mendengar paman dan bibinya berbicara tentang, “meninggalkan Putri Salju” di istana karena, mereka berdua ingin pergi ke America dan mereka tidak cukup banyak uang untuk membawa Putri Salju.

Putri Salju tidak ingin paman dan bibinya untuk melakukan hal ini sehingga, dia memutuskan akan lebih baik jia dia melrikan diri. Keesokan harinya ia kabur dari rimah, ketika, bibi dan pamannya sedang sarapan, dia melarikan diri kedalam hutan.

Lalu, dia melihat sebuah pondok kecil, dia mengetuk pintunya, tapi, tidak ada yang menjawab, jadi, dia masuk kedalam rumah tersebut dan dia tertidur. Sementara itu, datangla tujuh kurcaci yang pulang dari kerja, mereka masuk kedalam rumah, kemudian, mereka menemukan Putri Salju yang sedang tertidur, kemudian, Putri Salju terbangun, dia melihat para kurcaci, para kurcaci bertanya kepada Putri Salju, Siapa nama anda? Putri Salju menjawab, Nama saya Putri Salju.

Salah satu dari kurcaci mengatakan, jika anda mau, anda dapat tinggal disini barsama kami. Putri Salju mengatakan, Oh iya,, bisa? Terimakasih banyak, kemudian, Putri Salju bercerita kepada para kurcaci, Putri Salju dan tujuh kurcaci hidup bahagia selamanya.

List of interviews

A. Interviews to the Teacher:

- 1.** Bagaimana menurut Ibu kemampuan siswa berbicara di kelas?
(How is the students speaking ability in the class?)
- 2.** Metode apa saja yang digunakan Ibu dalam mengajarkan bahasa inggris?
(What are your methods in teaching english?)
- 3.** Bagaimana tehnik Ibu mengajarkan berbicara dalam bahasa inggris?
(How is your technique in teaching speaking in english language?)
- 4.** Apa saja yang Ibu lakukan untuk memancing kemampuan siswa dalam berbicara?
(What do you do to appreciate the students speaking?)
- 5.** Bagaimana kemampuan siswa dalam berbicara?
(How is the students ability in speaking?)
- 6.** Kesulitan-kesulitan apa saja yang dihadapi siswa dalam kemampuan berbicara?
(What are the difficulties of students in speaking ability?)
- 7.** Bagaimana Ibu mengatasi masalah dan kesulitan siswa dalam berbicara?
(How do you solve the problems in students speaking ability?)
- 8.** Hal apa sajakah yang menyebabkan kesulitan siswa dalam berbicara?
(what the caused of the students difficulties in speaking?)
- 9.** Bagaimana kondisi kelas saat ibu mengajarkan tentang berbicara bahasa inggris?
(how the condition of the class when process teaching learning in speaking?)
- 10.** Apakah sumber belajar yang ibu gunakan untuk mengajarkan bahasa inggris?
(what the source using in the teaching speaking?)

B. Interviews to the Students:

1. Apakah anda suka belajar bahasa inggris?
(what do you like study English?)
2. Apakah anda suka berbicara dalam bahasa inggris?
(do you like about speaking in study english?)
3. Apakah yang anda ketahui mengenai story telling?
(what do you know about story telling?)
4. Kesulitan-kesulitan apa saja yang anda dapatkan dalam berbicara bahasa Inggris?
(What are the difficulties in speaking English?)
5. Apa yang membuat anda tidak suka berbicara bahasa inggris di kelas?
(What are the factors to make you do not want to speak in English in the class?)
6. Apakah anda tidak bisa berbicara bahasa inggris?
(Do you can't to speak English?)
7. Sudah berapa lama anda belajar bahasa inggris?
(how long you study english?)
8. Apa yang anda lakukan agar anda mampu berbicara bahasa inggris?
(what are you doing if you able speak english?)
9. Bagaimana perasaanmu jika kamu di suruh oleh guru berbicara di depan kelas?
(how do you feel when you ordered to speak english in front of class by teacher?)
10. Apakah media pendukung yang di gunakan guru dalam mengajarkan story telling?
(what do you think about medias of learning teacher used in teaching story telling?)

Appendix 1

LESSON PLAN (Cycle 1)

School : MTS N 2 Padangsidempuan
Subject : English
Grade : VIII²
Proficiency Level : Beginner Mid
Time allocation Teacher : 4 x 40 Minutes
Meeting : First Meeting
Teacher : IN SURYANI

-
- A. Objective : To have students' able to speak English well
- B. Learning Material : Read text "Cinderella"
- C. Learning Experience : Competency Based Language Teaching
- D. Source Procedure : Relevant Book
- E. Procedure :
1. Teacher explains about the text Cinderella and students follow what teacher said.
 2. Teacher explains the meaning of the text.
 3. Teacher order the students' to read the text in the paragraph with in class.

F. Evaluation

1. Skill abilities knowledge (25%)
2. Competency (25%)
3. Demonstration (25%)
4. Speaking (25%)

LEARNING MATERIAL

1. Teacher read the text and the students' read after the teacher.
2. Teacher develops skills, abilities, and knowledge of students with the paragraph.

For example:

Teachers explain about the text about Cinderella text.

Once upon a time, there was a girl named Cinderella. She lived with her bad step mother and two step sisters. She had to do all the house hold chores.

One day, the King invited all the ladies in the Kingdom to go to a ball in the place. He wanted to find the Crown prince a wife. The step sister went to the ball that night with their step mother. Cinderella was left alone. She carried because she actually wanted to go to the ball too. Suddenly, then a fairy good mother come. With her magic wand, she gave Cinderella a coach, two horses and footmen. She also gave Cinderella a lovely dress to wear to

the ball and a pair of glass slippers. She told Cinderella to come home before midnight.

At the ball, Cinderella danced with the prince. The prince fall in love with her. At midnight, Cinderella ran home. Unfortunately, one of her glass slippers slipped of at the door. She did not have time to put it back on. The prince was sad as he could not find Cinderella again that night.

The next day, the prince and his men brought along the glass slipper. They went all over the Kingdom to search for the owner. After searching for a long time, finally, they came to Cinderella house. The slipper fit with her. The prince was very happy to find Cinderella again. They got married and lived happily.

3. Teacher achieved the competency students' theory and practicing about the text.
4. Teacher repeat the material today and
5. Close the material with using greeting good evening students'

Learning Evaluation :

1. Technique : Performance
2. Form : Oral Presentation
3. Instrument : Used Assessment Criteria

G. The Indicator of Value

No	Criteria	High Score	Total Score
1	Accent	20	100
2	Grammar	20	
3	Vocabulary	20	
4	Fluency	20	
5	Comprehension	20	

$$\frac{20 \times 5}{100} = 100$$

Mengetahui,
English Teacher

RAFNI DEWI YANTI, S.Pd
NIP.

Padangsidimpuan, 24-02-2015
Researcher

IN SURYANI
NIM. 10 340 0084

LESSON PLAN (Cycle 2)

School : MTS N 2 Padangsidempuan
Subject : English
Grade : VIII²
Time allocation Teacher : 4 x 40 Minutes
Meeting : First Meeting
Teacher : IN SURYANI

A. Standard of Competence : Communication practice in English

B. Basic Competence : SPEAKING

C. Material : Snow White Text

D. Indicator :

1. Students are able comprehension about text.
2. Students are able know the mean of the text.

E. Source : Relevant Book

F. Learning Activities

1. Pre Teaching
 - a. Greetings
 - b. Teacher explain the text

- c. Explain about storytelling and the important of the research to the students'

2. Whiles Teaching

- a. Give the topic to the students' about Snow White
- b. Teacher develops skills, abilities and knowledge of students with the paragraph.

For example:

Teachers explain about the text about Snow White text.

Once upon a time, there lived a little girl named Snow White. She lived with her aunt and uncle, because, her parents were dead.

One day, she heard her uncle and aunt talking about leaving Snow White in the castle, because, they both wanted to go to America and they didn't have enough money to take Snow White.

Snow White didn't want her uncle and aunt to do this so she decided it would be best if she ran away. The next morning she ran away from home when her aunt and uncle were having breakfast. She ran away into the woods. The she saw a little cottage. She knocked but, no one answered so she went inside and fell asleep.

Mean while, the seven dwarfs were coming home from work. They went inside, there they found Snow White sleeping. Then Snow White woke up, she saw the dwarfs. The dwarfs said, what your name? Snow White said, my name is Snow White.

Doc, one of the dwarfs said, if you wish, you may live here with us. Snow White said, Oh could I? Thank you. Then Snow White told the dwarfs the whole story and Snow White and the seven dwarfs lived happily ever after.

3. Teacher asking for the students' difficulties during teaching and learning process

- a. Post Teaching
- b. Conclusion
- c. Closing

D. Learning Source : Relevant book

E. Learning Evaluation :

1. Technique : Performance
2. Form : Oral Presentation
3. Instrument : Used Assessment Criteria

G. The Indicator of Value

No	Criteria	High Score	Total Score
1	Accent	20	100
2	Grammar	20	
3	Vocabulary	20	
4	Fluency	20	
5	Comprehension	20	

$$\frac{20 \times 5}{100} = 100$$

Mengetahui,
English Teacher

Padangsidempuan, 02-03-2015
Researcher

RAFNI DEWI YANTI, S.Pd
NIP.

IN SURYANI
NIM. 10 340 0084

Appendix 2

The score of the First Meeting

No	Students' Initial	Accent	Grammar	Vocabulary	Fluency	Comprehension	Score
1	AY	20	10	20	5	5	60
2	AS	5	10	20	5	5	45
3	AR	10	10	20	5	5	50
4	AL	10	10	20	10	10	60
5	DW	5	5	10	5	5	30
6	EN	10	5	5	5	5	30
7	EZ	10	5	5	10	5	35
8	FS	10	10	5	20	5	50
9	FY	10	10	5	20	5	50
10	FS	10	10	5	20	5	50
11	GA	10	5	10	10	10	45
12	HF	10	5	10	20	5	50
13	IW	10	5	10	10	10	45
14	HA	20	5	10	10	10	55
15	RA	5	5	10	20	20	60
16	RE	5	5	10	20	20	60
17	MZ	20	5	10	20	5	60
18	MH	10	10	10	10	10	50
19	MS	10	10	10	10	10	50
20	MR	10	10	10	10	10	50
21	RI	10	10	10	10	20	60
22	SU	10	10	10	10	10	50
23	SM	10	20	10	10	10	60
24	RA	10	20	10	10	10	60
25	RE	10	20	10	10	10	60
26	YT	20	10	10	10	10	60
27	SA	10	20	10	10	10	60
28	TW	10	10	10	10	10	50
29	WR	10	10	10	10	10	50
30	YF	10	10	10	10	10	50
Total							1590
Mean							53

Appendix 4

The Score of third Meeting

No	Students' Initial	Accent	Grammar	Vocabulary	Fluency	Comprehension	Score
1	AY	20	20	10	10	10	70
2	AS	10	20	10	20	20	80
3	AR	10	20	20	10	20	80
4	AL	10	10	20	20	20	80
5	DW	10	10	20	10	20	70
6	EN	10	10	20	20	10	80
7	EZ	10	20	10	10	20	70
8	FS	10	20	20	20	10	80
9	FY	10	10	20	20	10	70
10	FS	20	10	20	20	10	80
11	GA	10	10	20	20	20	80
12	HF	10	20	10	20	20	80
13	IW	20	10	10	20	20	80
14	HA	20	10	20	10	20	80
15	RA	20	10	20	10	20	80
16	RE	20	20	10	10	10	70
17	MZ	20	10	20	10	20	80
18	MH	10	20	20	10	20	80
19	MS	10	10	20	20	20	80
20	MR	10	20	10	20	20	80
21	RI	10	20	10	20	20	80
22	SU	20	10	10	20	20	80
23	SM	20	10	10	20	20	80
24	RA	20	20	10	20	10	80
25	RE	20	20	10	20	10	80
26	YT	20	20	10	10	10	70
27	SA	10	20	20	20	10	80
28	TW	20	10	20	20	10	80
29	WR	10	20	10	10	20	70
30	YF	20	20	10	10	10	70
Total							2090
Mean							70

Appendix 6

The result of Speaking Test in Cycle I

No	Students' Initial	Meeting I	Meeting II
1	AY	60	65
2	AS	45	50
3	AR	50	55
4	AL	60	60
5	DW	30	60
6	EN	30	50
7	EZ	35	70
8	FS	50	50
9	FY	50	50
10	FS	50	50
11	GA	45	50
12	HF	50	50
13	IW	45	50
14	HA	55	55
15	RA	60	60
16	RE	60	40
17	MZ	60	60
18	MH	50	50
19	MS	50	65
20	MR	50	50
21	RI	60	60
22	SU	50	50
23	SM	60	70
24	RA	60	60
25	RE	60	60
26	YT	60	60
27	SA	60	60
28	TW	50	50
29	WR	50	50
30	YF	50	50
Total	$\sum \times$	1590	1725
Mean	\times	53	57,50

Appendix 7

The Result of Speaking Test in Cycle 2

No	Students' Initial	Meeting III	Meeting IV
1	AY	70	70
2	AS	80	80
3	AR	80	80
4	AL	80	70
5	DW	70	70
6	EN	80	80
7	EZ	70	70
8	FS	80	70
9	FY	70	70
10	FS	80	80
11	GA	80	70
12	HF	80	80
13	IW	80	70
14	HA	80	70
15	RA	80	70
16	RE	70	80
17	MZ	80	80
18	MH	80	70
19	MS	80	70
20	MR	80	70
21	RI	80	70
22	SU	80	80
23	SM	80	80
24	RA	80	80
25	RE	80	80
26	YT	70	90
27	SA	80	80
28	TW	80	80
29	WR	70	90
30	YF	70	90
Total	$\sum x$	2090	2600
Mean	X	70	86,66

Appendix 8

Score of the Students' Speaking Test

No	Students' Initial	I	II	III	IV
1	AY	60	65	70	70
2	AS	45	50	80	80
3	AR	50	55	80	80
4	AL	60	60	80	70
5	DW	30	60	70	70
6	EN	30	50	80	80
7	EZ	35	70	70	70
8	FS	50	50	80	70
9	FY	50	50	70	70
10	FS	50	50	80	80
11	GA	45	50	80	70
12	HF	50	50	80	80
13	IW	45	50	80	70
14	HA	55	55	80	70
15	RA	60	60	80	70
16	RE	60	40	70	80
17	MZ	60	60	80	80
18	MH	50	50	80	70
19	MS	50	65	80	70
20	MR	50	50	80	70
21	RI	60	60	80	70
22	SU	50	50	80	80
23	SM	60	70	80	80
24	RA	60	60	80	80
25	RE	60	60	80	80
26	YT	60	60	70	90
27	SA	60	60	80	80
28	TW	50	50	80	80
29	WR	50	50	70	90
30	YF	50	50	70	90
Total	$\sum x$	1590	1725	2090	2600
Mean	\bar{X}	53	57,50	70	86,66

Appendix 9

Observation Sheet

NO	OBSERVATOR	CYCLE 1		CYCLE 2	
		Yes	No	Yes	No
1.	Teacher comes to the class on time (guru datang ke kelas tepat waktu)	√		√	
2.	Teacher greets the students (guru memberi salam ke anak didik)	√		√	
3.	Teacher is serious in teaching learning process (guru serius dalam memulai proses belajar mengajar)	√		√	
4.	Teacher gives teks to the students (guru memberikan teks kepada anak didik)	√		√	
5.	Teacher learning all the material (guru mengajarkan semua materi)	√		√	
6.	Students comes to the class on time (anak didik masuk ke kelas tepat waktu)	√			√
7.	Students answer the teacher greeting (anak didik menjawab salam guru)	√		√	
8.	Students are enthusiastic In teaching learning process (anak didik semangat dalam belajar)	√			√
9.	Students make noisy in the class (anak didik membuat keributan didalam kelas)		√	√	
10.	Students listen to the teacher explanation attentively (anak didik mendengarkan guru menerangkan dengan seksama)	√			√

NO	OBSERVATOR	CYCLE 1		CYCLE 2	
		Yes	No	Yes	No
1.	Teacher ability in opening the class (guru mampu menguasai kelas)	√		√	
2.	Teacher motivation students' in teaching learning process (guru mendorong siswa dalam proses belajar mengajar)	√		√	
3.	Teacher mastering the material (guru menguasai materi)	√		√	
4.	Teacher provide the material systematically (guru menyediakan materi secara sistematis)		√		√
5.	Teacher provide the material clearly (guru menyediakan materi sampe selesai)	√			√
6.	Teacher ability in organizing the class (guru mampu mengatur kelas)	√		√	
7.	Teacher ability in closing the class (guru mampu menutup kelas)	√		√	
8.	Students respond to teacher explanation (peserta didik menyimak guru menerangkan)	√			√
9.	Students bravery in giving their opinion (keberanian peserta didik dalam mengutarakan pendapatnya)		√	√	
10.	Students interaction in groups discussion (peserta didik berinteraksi dalam berdiskusi)	√			√

