

**USING WAYANG AS A MEDIUM TO IMPROVE
STUDENTS' MOTIVATION IN TELLING STORY OF
NARRATIVE TEXT**

**(A Classroom Action Research at Eleventh Graders of MA
Al-Hidayah Gunungpati Semarang in the Academic Year of
2015/2016)**

Final Project

Submitted in Partial Fulfillment of the Requirement

For the Degree of Bachelor of Education

In English Education Department



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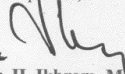
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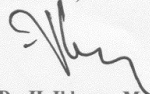
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Title : USING WAYANG AS A MEDIUM TO IMPROVE
STUDENTS' SPEAKING SKILL IN RETELLING
NARRATIVE TEXT (A Classroom Action Research at
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ABSTRACT

Title : Using Wayang as a Media to Improve Students' Motivation in Telling Story of Narrative Text (A Classroom Action Research at the Eleventh Graders Students of Ma Al-Hidayah Gunungpati, Semarang)

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The background of the study in this research was based on the phenomena that the eleventh graders of MA Al-Hidayah has a problem in speaking English. Some of students are afraid in using English as their second language.

This thesis focused on improving students' motivation in learning speaking skill at the eleventh graders of science class of MA Al-Hidayah Gunungpati Semarang In the academic year of 2014/2015. This thesis discussed about the use of wayang as a medium to improve students' motivation in telling story of Narrative text among the students of MA Al-Hidayah Gunungpati, Semarang.

This study was aimed to respond the following research questions; can the implementation of wayang improve students' motivation in telling story of narrative text at eleventh graders of MA Al-Hidayah in telling story of Narrative Text?

In this study, the researcher conducted a classroom action research as the methodological research. The participant of this research was the eleventh grade students' of MA Al-hidayah Gunungpati Semarang that consists of 11 students. The data were obtained by observation, test and documentation. The test used to measure students' speaking skill in telling a narrative story before and after the researcher implementing storytelling technique. The observation was used to know the students' engagement during

the teaching, the test was telling a story given by teacher in front of class and sound recorder was used to record and analyze students speaking skill in telling narrative text together with collaborator to know the improvement of students speaking skill and documentation was obtained in the form of students' recorded sound and picture in teaching learning.

By motivating students to practice the story telling technique, students' speaking skill would be more improved. It was proved by the result of students' observation and students' average score. The students' observation score and students' average score increased in each cycle after getting all the treatment using storytelling. The students' observation score in the first observation showed that students were not totally participated in teaching learning process, it was only 37% achieved in the first students observation checklist. Students' average score of the test before the technique was implemented was 39,1. This score was still low from the minimum standard score (KKM), it was 70. There were only 2 or 18.2% of 11 students who passed the KKM. In the first cycle the score of students' observation score was increased until 60 % and the students' average score was 46,3 and there were only 3 or 28% of 11 students who passed the KKM. In the last cycle (cycle 2) students' observation result was increased until 80% from all criterion in observation checklist and students average score improved until 62 or there were 7 (64%) from 11students who passed the KKM. It showed that there was some significant improvement in students' achievement. It showed that students were motivated to improve their speaking skill in telling story of narrative text.

Based on the result above, the students' motivation in telling story of narrative text improved in each cycle after they were taught by storytelling technique. It was showed by their improvements of each test result and It can be stated that the using wayang was success to improve students' motivation in telling story of narrative text.

DEDICATION

This final project is dedicated to my beloved parents (Suwanto and Sulastri), my beloved teachers, my beloved sister (Lia Uswatun H.), also my friends and everyone who always pray and support me in finishing my study. Thank you for the valuable efforts and affection which always flow every time in my life.

MOTTO

“Life is simple, because life is a choice. You take a choice
and you don’t look at back”

-Sung Kang (Han)-

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First and foremost, I would like to express gratitude to Allah SWT, the Almighty God for the blessing, kindness, and inspiration in lending me to accomplish the final project.

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I realize that I cannot complete this final project without the help of others. Many people have helped me during the writing this final project and it would be impossible to mention of all them. I wish, however, to give my sincere gratitude and appreciation to all people until this thesis can be completely finished. *Using Wayang as a Medium to Improve Students' Motivation in Telling Story of Narrative Text (A Classroom Action Research at Eleventh Graders of Ma Al-Hidayah Gunungpati Semarang in the Academic Year of 2015/2016)* is a thesis for readers who want to know the use of wayang to teach speaking in Telling story of narrative text. Therefore, I would like to extend my appreciation to all of them, especially to:

1. The dean of Education and Teacher Training Faculty, Dr. H. Raharjo, M.Ed., St.

2. The Head of English Education Department, Dr. H. Ikhrom, M.Ag. and Secretary of English Education Department, Sayyidatul Fadlilah, M.Pd.
3. The thesis advisor, Mr. Dr. H. Ikhrom, M.Ag and Mrs. Dra. Ma'rifatul Fadhilah who had the responsibility for her patience in providing careful guidance, helpful corrections, very good advice as well as suggestion and encouragement during the consultation. There is no single word that I can say except, Thank you very much for guiding me.
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Finally, I realize that this thesis is still far from being perfect; therefore, I will happily accept constructive criticism in order to make it better. I hopes that this thesis would be beneficial to everyone. Amien.

Semarang, May 25th 2016

The Researcher,

Imam Ali Mahfud

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CHAPTER I

INTRODUCTION

This chapter discusses about research background, research question, research objectives and research significance.

A. Background of the Research

Most of people think a decent standard of competence in speaking to a group is a part of the basic professionalism of any job, but too many professionals are nervous to speak, and afraid that they do not speak well.¹ Through language people could express their willing and feelings of something. English was used by a considerable part of people in the world as a means of communication. The fact that English is one of the most important key that opens a way to a success in every area of life and it is the only language that links the world together. That is why today, English was taught as a foreign language in most countries, including Indonesia.

Long time ago, English was only used in the business line. But now, English is taught at all levels of education. It means that English is very important to be mastered well by all students. When students mastered the English well, students would be able to access many source of knowledge in every single of English

¹ Christopher Turk, *Effective Speaking: Communicating in Speech*, (Francis: Spon Press, 1985), Pg. 2

book, Internet, English newspaper etc. By accessing knowledge from many sources, students would be motivated to know more and more about knowledge and information not only in Indonesia but also all around the world. Allah said in Surah al-Hujurat verse 13:²

يٰۤاَيُّهَا النَّاسُ اِنَّا خَلَقْنٰكُمْ مِنْ ذَكَرٍ وَّاُنْثٰى وَجَعَلْنٰكُمْ شُعُوْبًا وَّقَبَاۤىِٕلَ
لِتَعَارَفُوْا ۗ اِنَّ اَكْرَمَكُمْ عِنْدَ اللّٰهِ اَتْقٰنَكُمْ ۗ اِنَّ اللّٰهَ عَلِيْمٌ حَبِيْرٌ ﴿١٣﴾

“O mankind! We created you from a single (pair) of a male and a female, and made you into nations and tribes, that you may know each other (not that you may despise (each other)). verily the most honored of you in the sight of Allah is (He who is) the most righteous of you. And Allah has full knowledge and is well acquainted (with all things).”

The verse shows us that human has been created by Allah SWT in different nations and tribes so that human could learn and know each other culture and language. The language human speak or write is governed by number of rules, styles and constrains differently according to the place and inhabitants agreement. Every nation has a unique culture and language, by knowing their language human can learn so many new culture and knowledge from them.

² Dr. H. Abudin Nata, MA. *Tafsir ayat-ayat pendidikan: Tafsir Al-ayat Al-Tarbawi*, (Jakarta: Rajawali Pers, 2014), Pg. 236.

In education, English teaching should focus on the students' ability to communicate well through spoken and written language.³ English teaching at Senior High School covers four language skills: listening, speaking, reading, and writing. However, they have to be supported by language components such as grammar, vocabulary, and spelling. Those are the evidences that English is not easy to use as daily language for communication, because it is not our first language and there are so many aspects that need to obtain. Students need more time to learn grammar, vocabulary and linguistic.

Nguyen Thi Tuyet Anh has mentioned about the definition of a successful speaking class in her international journal "The Key Principles for Development of Speaking".⁴ She has mentioned that there are four factors to indicate a successful speaking class: The first is students can speak a lot in an English speaking class. The second is a high motivation to inspire students to talk. The third is a chance for students to participate in speaking to the fullest according to their personalities and abilities. And the last is many of the students enjoy interactive

³ Diah Nurhayati, *The Effectiveness Of Using Hand Puppet To Improve Students' Speaking Skills In Performing Adjacency Pairs*, (Semarang: Semarang State University, 2011), Pg. 1.

⁴ Nguyen Thi Tuyet Anh, M.A, *The Key Principles for Development of Speaking*, (Vietnam: International Journal on Studies in English Language and Literature (IJSELL), volume 3, Issue 1, 2015), Pg. 49-50.

and active learning. English teacher is a facilitator to help students in order to master all skills. Teacher has to try to give a good model in teaching, and then encourage students to practice the language. Teaching speaking should be oriented to enable the students to speak English in any situations and genres.

Nguyen Thi Tuyet Anh also mentioned in her journal about how to make students feel satisfied and have the desire to get involved in the lesson.⁵ The first thing a teacher had to do is using the instinct or experience in teaching students. The second is a teacher should be able to create an interesting topic by talking about the topic and by communicating enthusiasm. The third is a teacher should be able to motivate students in order to create a relax atmosphere in classroom. Fourth, teachers should give appropriate level of difficulty, not too difficult nor too easy for students and the last is a teacher must be able to create a meaningful activity relevant to the real life to get students to talk about themselves. This is the reason why teacher should select the appropriate method and technique to teach speaking. The technique can help students to understand material easily.

This research based on the phenomena that the students have difficulties in speaking English. In the school, students are asked to repeat what teacher said, it is ineffective and seems

⁵ Nguyen Thi Tuyet Anh, M.A, *The Key Principles for Development of Speaking*, (Vietnam: International Journal on Studies in English Language and Literature (IJSELL), volume 3, Issue 1, 2015), Pg. 50.

monotonous for students nowadays. Students may getting bored with the learning process. That's why teacher needs to find an interesting teaching to attract students to the lesson. When the teacher used an interesting teaching learning, students would be more active in joining class activity.

Through using an interesting technique, such as using wayang to improve students' motivation in telling story of narrative text, students will increasingly pay attention to the lesson. Wayang is a unique form of puppet that originally from Indonesia and in Indonesia wayang used to be a tool to telling a story or telling information to people in wayang show. Wayang fits perfectly with storytelling techniques in retelling narrative.

Mohammad Lutfi Dolhalit and friends mentioned in their journal: "The wayang Authoring enables children to adopt many distinct characters and to act out moods, conflicts, and imaginative fiction in a safe environment".⁶ Besides, students are able to increase their knowledge of Indonesian legend and culture.

To motivate students to improve their speaking skill, the researcher will conducting a classroom action research under the title – Using wayang as a Medium to Improve Students'

⁶ Mohamad Lutfi Dolhalit and friends, *The Development of Shadow Play Wayang Kulit Using Augmented Reality*, (International Journal of Interactive Digital Media, Vol. 1(2), 2013), Pg. 28.

motivation In Telling Story of Narrative Text (A classroom action research at the eleventh graders of MA Al-Hidayah in the academic year of 2015/2016).

B. Research Question

This research is aimed to find the answer to the following research question:

Can the implementation of wayang improve students' motivation in telling story of narrative text at eleventh graders of MA Al-Hidayah Gunungpati Semarang?

C. Objectives of the Research

This study is aimed to describe the implementation of wayang to improve students' motivation in telling story of narrative text at eleventh graders of MA Al-Hidayah in academic year of 2015/2016.

D. Pedagogical Significance

The result of the study is expected to be useful for teachers, students, readers and writer for the following purposes:

1. For the researcher.

By conducting this research, the researcher got more experience and knowledge about conducting a research.

2. For the students
 - a. To improve students' motivation in learning English.

- b. To improve students' speaking skill.
- c. To give a new technique to teach English especially in speaking skill.
- d. Trains students to speak in front of public using communicative English language.
- e. To give a new creative teaching experience and make students enjoying the teaching learning process.

3. For the teachers

This study is intended to help teachers to get alternative way in their learning process, and using or developing the technique into a good creative teaching learning. Teachers could use story telling technique to improve students' speaking skill by using wayang as supporting medium to improve students' motivation and then developed it into a better technique by seeing the strengths and the weaknesses of this research.

4. For the readers

This research brings a new technique to give motivation to the students in order to improve their speaking skill. By reading this research, the research can get any other way in teaching speaking using storytelling technique and wayang as a medium to motivated students in telling the story.

The researcher hopes that the next researcher can developing this technique into more effective way in teaching speaking to the students.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses about the previous research, theoretical framework and research hypothesis.

A. PREVIOUS RESEARCH

There are some researchers conducted in improving students' motivation in teaching speaking skill. Related to this research, the researcher chooses some literatures about previous research which are relevant to the improving students' speaking skill:

1. There is a research that has been done by Diah Nurhayati (2201407020) from Language And Arts Faculty of Semarang State University with her thesis "The Effectiveness Of Using Hand Puppet To Improve Students' Speaking Skills In Performing Adjacency Pairs" (an Experimental Study of Seventh Graders of SMP 11 Semarang in the Academic Year of 2011/2012)". Diah Nurhayati has done her research with a result that using hand puppet was effective to improve student's speaking skills in performing adjacency pairs for Junior High School.¹ Both of these researches are examining speaking skill. Diah Nurhayati used a puppet as media to

¹ Diah Nurhayati, *The Effectiveness Of Using Hand Puppet To Improve Students' Speaking Skills In Performing Adjacency Pairs*, (Semarang: Semarang State University, 2011), Pg. 72.

improve students speaking skill in performing adjacency pairs, they are: question-answer, greeting, invitation-acceptance (refusal), complement acceptance, request-compliance, offer-acceptance, and complain-apologize.² The differences of two researches are Diah Nurhayati's research used an adjacency pair technique and this research used storytelling and Diah Nurhayati did the research in junior high school and this research will do in senior high school. The differences of educational level did not influence the speaking assessment technique because the aim of these two researches were improving students' speaking skill although both of these researches were focused on different aspects of material.

2. The second research is from Milkhaturrifqiyah, (063411083), from Tarbiyah Faculty of Walisongo state institute for Islamic studies Semarang with her thesis "The Implementation of Cooperative Controversy Technique to Improve Students Speaking Skill, (A Classroom Action Research at the tenth grade of Darul amanah Islamic Boarding School Kendal in the academic year of 2013/2014". Milkhaturrifqiyah has done her research with a result that teaching speaking through Cooperative Controversy

² Diah Nurhayati, *The Effectiveness Of Using Hand Puppet To Improve Students' Speaking Skills In Performing Adjacency Pairs*, (Semarang: Semarang State University, 2011), Pg. 21.

Technique could improve students' speaking skills.³ Both of these research are examining students' speaking and both of these research are classroom action research. The differences of two researches are Milkhaturrifqiyah using Cooperative Controversy Technique and this research used a story telling technique and her research focused on transactional text and this research focused on narrative text.

3. The third research is Wahyu Agung Widjajanto and friends with their journal "Wayang Authoring; A web based authoring tool to support media literacy for children (Internetworking Indonesian Journal Vol 1/No.1, 2009)". Wahyu agung widjajanto and friends did the research by using digital wayang based on web to support medium with functionalities for sharing and composing stories that supposed to encourage children to be a great story teller by creating a story and moving wayang figures. In this research, the researcher collected children among 6-11 years old from difference background of culture and those children was gathered in workshop of wayang for educational purpose. The researcher concluded that using wayang to enhance students' ability in arranging a good plot of storyline to be told in form of storytelling. The similarity of these researches

³ Milkhaturrifqiyah, *The Implementation Of Cooperative Controversy Technique To Improve Students Speaking Skill*, (Semarang: Walisongo State University For Islamic Studies, 2014), Pg. 71.

are the researchers used wayang as medium to telling story. And the differentiation from two researches are wahyu agung widjajanto used digital wayang to enhance students' skill in arranging story and how students delivered the story using storytelling technique based on digital media but this research was different. In this research, the researcher used a real wayang as medium to telling the story. The object of the research also different while wahju agung widjajanto and friends focused on children among 6-11 years old, the researcher focused on students in senior high school.

Both of two previous researches examined students' speaking skill and the last one examined students' writing skill. The first research focused on students' ability in performing adjacency pairs, while the second research focused on transactional text and the last research focused on writing narrative text. The first research used experimental design and the second research used classroom action research. The first research used puppet to improve student's speaking skill in performing adjacency pair's technique, the second research used cooperative controversy technique to improve students speaking skill and the last research used wayang to telling story in the form of written story.

This research is different from those three previous researches. This research focused on students' speaking ability in retelling narrative text, also uses a classroom action

research as the research design. Wayang in this research is a medium to motivate students in telling story of narrative text to the students while teaching English, by using wayang and storytelling technique, the researcher would train students how to speak and pronounce words in English correctly.

B. Literature Review

1. Motivation Theory

a. The Definition of Motivation

Taksuriya Madsa in his journal quoted the definition of motivation according to Richards. Richards defines motivation as the factor that determines a person desire to do something.⁴ Sometimes in teaching learning process, students were bored to the teachers' explanation in the class and the result of the teaching learning was nothing. This is teachers' job to make a teaching learning process more interesting to gain students attention and motivation to join the activity.

Motivation is particularly relevant to learning because engaging in learning is an active process requiring conscious and deliberate activities.⁵ Motivation

⁴ Taksuriya Madsa, "*Motivating students' speaking skill through simulation in English for spacific purposes*", (Rajamangala University of Technology Srivijaya, Songkhla, Thailand). Pg. 2.

⁵ Phillip A. Towndrow, "*Motivation and Practice for the Classroom*", (Nanyang Technological University, Singapore, 2008), Pg. 11.

plays an important role as a key factor in determining the students to be a successful learner or not. Motivation gives desire to the students so they have awareness that language learning is their responsible. Lack of motivation makes the students cannot achieve the language learning.

Students' motivation is not a static quality. It varies from person to person, from situation to situation, and within the individual from time to time.⁶ There are so many thing that influences students' behavior in joining teaching learning process and there is a complex interaction among attributes of the student, the teacher, and the classroom context which impacts on the level of learning, motivation, and engagement. In many other cases, teachers can have an important impact on each of the key in student characteristics, teaching processes to enhance motivation, and the learning environment and many educators think the best motivation is *self-motivation* or *internal* motivation. But if people are bored or passive, learning is not efficient. Also, if people are insecure or scared, learning is inefficient and they make hasty, incorrect responses.

In this research, students were motivated by using a unique learning medium (wayang) which is

⁶ Phillip A. Towndrow, *Motivation and Practice for the Classroom*, (Nanyang Technological University, Singapore, 2008), Pg. 14

compatible with storytelling technique. Students were motivated to practice a story telling and supported by wayang to build an external motivation for them to develop their speaking skill.

b. Factors that Influence Students' Motivation

There are big question about what are exactly the factor influence students' motivation to learn. Sometimes a teacher faces many students with different internal problem which is affecting students to learn.

Ellen A. Skinner and Michael J. Belmont stated in their journal about the factor that influences students' motivation in a class. They stated that teacher is a main factor which is influence students' motivation, teacher behaviors that should effective in promoting students' motivation.⁷ Teacher plays a big role in creating a creative teaching learning to gain students' motivation to join the activity actively and seriously. The use of good teaching technique with an appropriate medium can build students' motivation to active in teaching learning process. That's why teacher should be creative and know the students problem individually.

⁷ Ellen A. Skinner and Michael J. Belmont, "*Motivation in classroom; reciprocal effects of teacher behavior and students engagement across the school year*" (Journal of educational psychology vol. 85, no. 4). Pg. 571.

In other side, Kaylene C. Williams mentioned in her journal about what factors need to build students motivation to learn.⁸ Those factors are;

1) Intrinsic and Extrinsic Motivation

Intrinsic motivation usually found at students itself for example for the reason of curiosity and students' interest of the topic. An external motivation usually affected by giving reward for gaining something.

2) Public Speaking Competence

Student motivation has been positively related to public speaking competence, because fear of public speaking is a prevalent phobia of most people, continued practice in public speaking will teach students how to face their greatest fears and get over them, hence, getting over unconscious blocks, rebuilding traits, and enhancing self-concept. These positive results should make students more confident and motivated.

3) Teacher qualifications

Qualifications of the teacher employed in universities should be questioned and improved.

⁸ Kaylene C. Williams, “*Five key ingredients for improving student motivation*”, (Research in Higher Education Journal, California State University), Pg. 1-19

Educators need to acquire new qualities and continue to grow and evolve as they are role models for the students

4) Appropriate technique and strategy.

Storytelling can change the pace of a class, add a freshness to engage students, motivate students in their discipline, give the students the mental space to construct their own meanings, provide analogies between a story and a discipline, help understand the world, can generate reflection, and create common meanings and understandings. Students will self-motivate if an activity such as storytelling is sufficiently challenging.

5) Empowerment

Empowerment can contribute positively to the learning environment. Empowerment can mean vested authority or enablement. Before investing authority in a role or person, it is necessary to clarify the student's mandate and the expectations of his or her performance. Enablement means having the right tools and support when they are needed.

All those factors are influence the motivation of students. Basically, teacher should have a quality of teaching experience to build a students' motivation (intrinsically or extrinsically) and then teacher used an

appropriate technique to teach and then empower the technique with a media in teaching learning process.

c. The Characteristic of Students Who were Motivated

In academic terms, motivation can be defined as “a student’s willingness, need, desire and compulsion to participate in, and be successful in, the learning process”.⁹ The teacher should motivate students to achieve the goal of learning. The students’ consciousness to learn would give a great intrinsic motivation to the students. The intrinsic motivational factor will give students consciousness and seriousness about the need of students in learning the material.

Ellen A. Skinner and Michael J. Belmont mentioned in their journal about the characteristic of students who are highly motivated in learning, “they are enthusiastic, interested, involved and curious; they try hard and persist; and they actively cope with challenges and setback”.¹⁰

⁹ Dr. Stuart Levy, Holly Campbell, “*Student Motivation: Premise, Effective Practice and Policy*”, (Australian Journal of Teacher Education Volume 33, Issue 5, 2008), Pg.16.

¹⁰ Ellen A. Skinner and Michael J. Belmont, “*Motivation in classroom; reciprocal effects of teacher behavior and students engagement across the school year*” (Journal of educational psychology vol. 85, no. 4). Pg. 571.

Based on Dr. Stuart Levy, Ellen and Michael definition about the characteristic of students who are motivated, it can be concluded that:

- (1) Students intrinsically would motivated themselves to emerge the willingness and consciousness in participating the activity to achieve the successful English learning.
- (2) Students who were motivated would enthusiastically to face the problem and do the test.
- (3) Students who were motivated would interested to the topic and paid attention seriously to the teaching learning process.
- (4) Students would actively involving themselves in the activity and challenged to face the problem learning.
- (5) Students would keep curious to the material given by teacher.

Those characteristics were easy to recognize while teacher conducted a teaching learning process in all cycles. When students were motivated by all the characteristic above, students would enhanced the quality of learning so that students could achieved a successful teaching learning.

2. Concept of Speaking

a. Definition of Speaking

The communication of each other people using spoken words to share the ideas, feelings thought and

intention is called speaking. Speaking uses the sound formulation to represent items or events where we call it as word, for example: cat, dog, black, and chase.¹¹ In our daily life, communication is very important because with communicating to other people we will know what we don't ever know.

Speaking is one of language skills which is very important to be mastered by students because with a good ability in speaking, people will be able share their ideas and feeling to other people in this world, especially mastering English speaking is very effective way to connect people around the world. English is international language, Learners need to know how speakers differ from one another and how particular circumstances call for different form of speech. They can learn how speaking styles affect listeners.

For some students, speaking can be considered as the most difficult skill to be mastered since it requires a good of listening skill, comprehension and how can people deliver meaning to other people in planned or unplanned

¹¹Muhammad Izzudin, *The Use Of Bamboo Dancing Technique To Improve Students Speaking Skill*, (Semarang: Walisongo State University For Islamic Studies, 2014), Pg. 12.

situation.¹² Speaking also requires the confidence to speak. A nervous was the main problem of the students when they tried to speak in front of class. On the other hand speaking is the easiest skill since we can use body language, demonstration, and various other strategies to deliver meaning from the speaker but unfortunately this is not effective way in giving information.

As mentioned by Bygate and quoted by Milkhaturrifqiyah in her thesis:

“It requires both knowledge and skill. It demands not only how to assemble phrases or sentences with particular formula, but also how to produce and adapt them in ‘here’ and ‘now’ situation. It means making decision rapidly, implementing them smoothly and adjusting speech as unexpected problems might appear.”¹³

Sometimes, the problems of the students are not something about how to speak but they are too afraid and they aren't habitual to speak.

¹² Milkhaturrifqiyah, *The Implementation Of Cooperative Controversy Technique To Improve Students Speaking Skill*, (Semarang: Walisongo State University For Islamic Studies, 2014), Pg. 11.

¹³Milkhaturrifqiyah, *The Implementation Of Cooperative Controversy Technique To Improve Students Speaking Skill*, (Semarang: Walisongo State University For Islamic Studies, 2014), Pg.11.

b. Type of speaking

According to H. Douglas Brown in his book *“Language Assessment: principles and classroom practices.”*¹⁴ There are five basic types of speaking, they are:

- 1) Imitative speaking. It performs the ability to imitate a word, phrase, or sentence.
- 2) Intensive speaking. It performs the ability to produce short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships (such as prosodic elements-intonation, stress, rhythm, juncture).
- 3) Responsive speaking. It is included the ability to perform short conversation, standard greetings and small talk, simple requests and comments.
- 4) Interactive speaking. Its’ characteristics are same as the characteristic of responsive, but the difference between responsive interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple participants.
- 5) Extensive (monologue) speaking. Extensive are oral production tasks including speeches, oral presentation, and storytelling.

¹⁴H. Douglas Brown, *Language Assessment: principles and classroom practices*, (United states of America, 2004), Pg. 141.

The type of speaking in this research is included in Extensive Speaking because the students have to perform their speaking skill in telling story they had read before. Teacher gives an explanation about the definition of narrative text and then wayang was used by a teacher as supporting media in telling narrative story to the students. By using wayang, students would be more focused to listen to the story and students are able to memorize the story while they were telling the story in front of class.

c. Speaking Elements

The aim of teaching English as a foreign language is to make the learners are able to speak or communicate using target language, to transfer the idea and feeling fluently.¹⁵ In teaching speaking, the ability to produce utterances is not enough, there is much linguistic to be mastered by languages learners in order to be able in expressing their ideas appropriately.

In Jeremy harmer's book "*The Practice of English Language Teaching*", there are 4 elements of speaking. Those elements are mentioned below:

¹⁵ Milkhaturrifqiyah, *The Implementation Of Cooperative Controversy Technique To Improve Students Speaking Skill*, (Semarang: Walisongo State University For Islamic Studies, 2014), Pg. 14.

1) Connected speech.

Connected speech is a sound modified by people when producing an utterance. For example: when people said: "I'd've gone" it is mean the people said: "I would have gone". In connected speech sounds are modified (assimilation), omitted (elision), added (linking r), or weakened (through contractions and stress patterning).¹⁶

2) Expressive devices.

A native speaker uses an extra expression of emotion and their body movement when they speak.¹⁷ They also change the pitch, speed and volume of the speech. By using this variation, students will be able to convey the message meant by a native speaker.

3) Lexis and grammar.

In speaking, grammar is not just concerned with syntax, the way of words are formed and can change their word's form to show different meaning.¹⁸ Teacher need to supply their students with various phrases for

¹⁶ Agus Alwi Eko Arifiyanto, *Promoting students' speaking fluency by using theatre voice training at the eighth grade of MTs As-salam subang in the year of 2014/2015*, (Semarang, UIN Walisongo Semarang, 2015), Pg. 12.

¹⁷ Jeremy Harmer, *The Practice Of English Language Teaching*, 3rd Ed, (London: Pearson Education Limited, 2011), Pg. 269

¹⁸ Milkhaturrifqiyah, *The Implementation Of Cooperative Controversy Technique To Improve Students Speaking Skill*, (Semarang: Walisongo State University For Islamic Studies, 2014), Pg. 15.

different function such as agreeing and disagreeing, expressing shock, surprise, or approval in their speaking classroom activity.

4) Negotiation language.

Sometimes, people do not hear what other speaker saying. So, negotiation language is needed to clarify what a speaker mean.¹⁹ Therefore, it is necessary to have an appropriate language of how to clarify to avoid the mistakes between the speaker and listener.

d. Teaching speaking

There are some explanations about what exactly teaching speaking is. According to Hughes as quoted by Ahmad Nur Syafiq and Mursid Saleh in their journal; “The goal of teaching speaking is communicative efficiency”.²⁰ This goal means that students should be able to avoid any mistakes in grammar, pronunciation and vocabulary to deliver information to other people.

¹⁹ Jeremy harmer, *The Practice of English Language Teaching*, 3rd Ed, (London: Pearson Education Limited, 2011), Pg. 269.

²⁰ Ahmad Nur Syafiq and Mursid Saleh, ”*Humor English Teaching Material For Improving Students’ Speaking Skill With High And Low Learning Motivation*”, (Language Circle Journal Of Language And Literature vol. vii/1 October 2012). Pg. 47.

And then According to Nunan, as quoted by Nur Raudha Siregar, Ernati and Lisa Tavriyanti in their journal.²¹ The goal of teaching speaking are:

- 1) To teach students to use words and sentence stress, intonation patterns and the rhythm of the second language.
- 2) To train students to select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
- 3) Students are able to organize their thoughts in a meaningful and logical sequence.
- 4) Students are able to use language as a means of expressing values and judgments.
- 5) Students are able to use the language quickly and confidently with few unnatural pauses, which is called fluency.

So, in English teaching learning, it is not only imitated teacher and memorized the words but also how students can speak English as native speaker do. Those goals of teaching speaking can be achieved by a competence and creative teacher.

²¹Nur Raudha Siregar ,Ernati,LisaTavriyanti, *Teaching speaking By Using Puppet Play For Junior High School Students*. (West Sumatera: E-Journal of Bung Hatta University, Vol. 3, No. 6, 2010), Pg. 5.

Jeremy harmer has mentioned that teacher has an important role to achieve those speaking goals.²² The roles of teacher in speaking activity are mentioned below:

- 1) Teacher as a prompter means that a teacher should be able to help students by giving a suggestion when they got a difficult in speaking.
- 2) Teacher as a participant. It means that teacher should be a good animator when asking students to produce a language or participate in students' discussion to give more information or creativity in the discussion.
- 3) Teacher as a feedback provider. It means that teacher is a corrector or commentator for the students speaking performance.

Basically, teacher should create a successful teaching learning because teacher's job is not only teaching but also joining and guiding students.

3. Story Telling Technique

a. Concept of story Telling Technique

Story Telling is the art of portraying real or fictitious events in words, images, and sounds. Stories were told for entertainment purposes, and often to teach lessons and provide morals. Storytelling is often considered to be a

²² Jeremy harmer, *The Practice of English Language Teaching*, 3rd Ed, (London: Pearson Education Limited, 2011), Pg. 275-276.

crucial aspect of humanity.²³ So, telling story is one of many techniques that we can use to teach speaking skill in school, students are not only assigned to read the story but also tell the story to all students in class correctly and clearly.

Folklorist John Miles Foley makes the point that stories contain “tagged potentials” and it was quoted by William Schneider in his book “*Living with stories telling, re-telling, and remembering*”; “That is, by examining the texts and the way of the story is constructed and with close attention to the historic context, we can discern how the story was used and its meaning”.²⁴

Stories are a familiar and accessible form of sharing information. A story may provide a non-threatening way to ease students into learning.²⁵ Narrative allowed students to relax in delivering information to the students with knowledge of story they have heard in elementary school or may be a story they have read in book, because of basically people love story.

²³ Özhan Tingoy, *Using Storytelling In Education*, (Turkey: Marmara University, Faculty of Communication, WY), pg. 1.

²⁴ William Schneider, *Living with Stories Telling, Re-telling, and Remembering*,(America: Utah State University Press, 2008), pg. 8

²⁵ Melanie C. Green, 2004, *Storytelling in Teaching*, (University of Pennsylvania, the Association for Psychological Science Volume 17, Number 4).

Story telling lets students interact as listeners or as storyteller for themselves. In both cases story telling promotes increasing student skills in listening, speaking, reading and comprehending the text. Students participate in the oral presentations of the stories themselves.

b. The Purpose of using story telling Technique

This is a simple technique but sometimes difficult for English young learners. In telling story, the most important thing is students tell the experience or some fictive story using their own words and then teacher gives them appreciate by correcting their words, pronunciation or grammar. This technique trains students to be a good speaker and good story teller.

Özhan Tingöy mentioned in his journal;²⁶

”Story Telling has the unique capability of letting students interact as a listener or as a storyteller. In both cases storytelling promotes increasing student skills in listening, reading and comprehension.”

In this case, using story telling technique has purpose to enhance students ability in communicating English with other people to get or give information. English is international language that links so many knowledge and information from all around the world. When students are

²⁶ Özhan Tingöy and friends, *Using Storytelling In Education*, (Turkey: Marmara University, Faculty of Communication, WY)

able to use English well, students will absorb many knowledge and information around the world in a book, journal, article or internet.

4. Wayang as a Medium for Educational Purpose.

Wayang is a culture which is coming from Java. In Indonesian, wayang means bayangan. In the past, the function of wayang show is as the religion ceremony as a worship of ancestors of Hyang faiths which is an indigenous Indonesian culture.²⁷ Wayang has a function as a communicative tool that tells the story to the audiences. In the past, wayang was used to deliver some faith or culture to the new culture in order to mix both of the culture.

Wayang kulit, the most widespread wayang, is an ancient of storytelling that originated from Indonesian island of java.²⁸ Wayang can be used by the teacher as media in telling story of narrative in class. Teacher could ask students in group or individually to retell what teacher said or may be a text given by the teacher. This is a simple

²⁷ B. Yudi Dwiandiyanta and friends, “*New Shadow Modeling Approach Of Wayang Kulit*”, (International Journal of Advanced Science and Technology Vol. 43, June, 2012)

²⁸ Wahyu Agung Widjajanto and friends, “*wayang authoring: a web-based authoring tool to support media literacy for children*”, (internetworking journal, 2009), pg. 20.

media but very effective to facilitate storytelling technique in improving students' speaking skill. Student could use an original story from Indonesia for example "Rama and Shinta story", "Story of Punakawan", "The tale of Jaka Tarub" and many other story because Indonesia itself has many culture and history where Indonesian learners rarely know about their own forefather's story. This phenomenon was caused by students' handbooks contained a story and culture from other country (for example American, English etc). Since junior high school, students were continuing learn about "Snow White Story", "Cinderella Story", "Pinocchio story", meanwhile Indonesia has a various unique and interesting story like "Tangkuban Perahu", "Jaka Tarub", "The Lake of Toba" and many other story from Indonesia which is unfortunately have been forgotten by many Indonesian learners.

Nur Raudha Siregar, and friends mentioned in their journal that they quoted on Wright's quotation that is there are some media that can be used in teaching Speaking. Puppet is one of media to improve speaking because Puppet or Wayang is interesting media for students. It can be used as a model especially performing in front of the class. Students can see the performance from the teacher

and then, they can imitate the performance in a group or individually.²⁹

Nowadays, using media for educational purpose is very important. Students requires many new technique and new innovation in teaching English especially in speaking. In this technique, students are asked to read and understand about Indonesian legend and then perform their ability in speaking with a media of wayang to retell the story and enhance their comprehension in speaking. Teachers guides students to correct the vocabulary and grammatical error from the students.

Finally, the purpose of using wayang to retell a story is to train students to speak in English fluency also students are able to use a correct grammar and pronunciation in delivering a meaning of a sentence or paragraph. When students are able to master it, they will absolutely confidence to use English in a classroom or in their habitual activity.

5. Narrative Text

a. Definition Of Narrative Text

Narrative writing presents a story of sequence events which involves characters. Narrative is a type of text that is

²⁹Nur Raudha Siregar , Ernati, Lisa Tavriyanti. *Teaching speaking by using puppet play for junior High school students.*(Englishl Journal of The Faculty of Teacher Training And Education of Bung Hatta University,vol 3, No. 6, 2014), Pg. 7.

proposed to amuse and to deal with actual and vicarious experience in different ways; narrative also deals with problematic events which lead to a crisis or turning points of some kind, which in turn find a resolution.

Kusdianto Kusuma Rahman in his web states that narrative text is “Narrative text is one text that contains about story, legend, short story or myth.”³⁰ This type of text structurally organizes the action, thought, and interactions of its characters into pattern of plot.

There are many types of narrative. Generally, it could be categorized into the fictional narrative or imaginary, the nonfictional narrative, or combination of both;

1. A Fictional Narrative presents an imaginary narrator’s account of a story that happened in an imaginary world. It includes fairy tales, folklore or folktales, horror stories, fables, legends, myths, and science fictions.
2. A Nonfictional Narrative (also factual narrative) presents a real-life person’s account of a real-life story. It includes historical narratives, ballads, slice of life, and personal experience.

³⁰Kusdianto K. Rahman, “*Definition of narrative text*”, <http://www.idwrite.com/2015/04/definition-of-narrative-text.html>, Browsed on 12-10-2015, at 13,15.

b. Generic Structure

The generic structure of narrative text focuses on a series of stages that proposed to build a story. In traditional narrative the stages include:

1. Orientation: the introduction of the characters who involve in the story, time and the place where the story takes place.
2. Complication: a series of events in which the main character attempts to solve the problem.
3. Climax: critical moment.
4. Resolution: the ending of the story containing the problem solution.

This is the basic definition of narrative that students had to understand about narrative text and it is clearly that Narrative has some aspects in building a story. It was covered by chronological order to form a good story of narrative.

c. Social function of narrative text.

Narrative text has a function to amuse and entertain people because narrative is a free write story, so the writer could give a moral value in when they write a story. It could be a changer machine for children's attitude and a best way to influence their mind because when the children reading or watching narrative movie, they tend to believe that all the characters and events in the story are really life

in reality. For example the moral value from watching cartoon “Naruto” and “Malin Kundang” were give a different effect in children’s mind, while watching Naruto children would be more mischievous than while they watching malin kundang. It shows that story could affect children’s mind and by giving a good story, it is absolutely would form a positive thinking in children’s mind.

6. The Role of Teaching Narrative Using Wayang to Improve Students’ Motivation.

One way to learn about how to tell a story is to listen to master storytellers at work³¹. In this research, students learn about how to tell a story from the text given by researcher during teaching learning process. The teacher should tell a story in clear instruction to give a clear understanding to students. The teacher also used wayang to create students interest in story, because the researcher had chosen some story (legends, folktales, etc) that originally from Indonesia itself and wayang is the best medium to be combined with this technique.

In this research, the teacher used story telling technique that was developed together with collaborator to create a compatible technique to be taught in this class but the

³¹ Melanie C. Green, *Storytelling in Teaching, The Association for Psychological Science*,(International Journal of science, Volume 17, Number 4) Pg. 4.

researcher used the technique in different. The role of using the technique was described below;

1. The study began with the introduction of the topic by the researcher. At this point, the researcher could write or ask for question and answer to the students about the topic given.
2. The researcher divided students into 4 small group. Because there were 11 students, the researcher would divide them into 2 until 3 students for each groups.
3. Before explaining the material, the researcher gives one picture of story to be discussed later. During this time, the researcher explain the material and the technique would be used in this teaching learning process. The researcher give a question to the students based on the story given to them and the material of this teaching. The researcher used this question answer session as preliminary research to measure students' ability to speak English in class.
4. In cycle 1 and cycle II, the researcher gave students stories to be learned and discussed by students. And then the researcher told one sample story by using wayang in class to make students understand on how to tell story from written story to the spoken story.
5. The researcher ask students to tell the story given to them in turns and in this session the collaborator

observed their speaking skill based on 5 aspects of assessment.

6. In thirty minutes before the class finished, the researcher evaluate the students' work such as grammar mistake, wrong pronunciation, etc.

The researcher used the last thirty minutes before the class finished to review, re-train and give a tips to speak English well in all cycles. The teacher hoped that students would be more familiar about the rule or tips given by the researcher.

7. The Advantages and Disadvantage of Using Story Telling Technique

The researcher realized that using the story telling technique is not easy to be applicate in this school. Students were taught passively so it's difficult for them to enjoy an active teaching learning during this research.

But, there are the advantages and disadvantage of using this technique in teaching speaking to the students. It was mentioned by john woodhouse in his book "*strategies for healthcare education*" that using story telling has some positive aspects in train students' speaking skill.³² They are;

³² John woodhouse, *Strategies for Healthcare Education*, (United Kingdom, University of Chester, 2007),Pg. 65-67.

1. It gained students' attention to listen the story. It enabled students to explore many story in their books or may be from their own legend in their village. Students can use storytelling to retell or share the story of the legend or someone who success and develop their communicating skill.
2. Students' language skill would be developed by training to use a correct grammar and to pronounce words. It is very important as a basic of learning speaking skill.
3. Students would be able to use many kind of expression in English such as anger, thankful, or may be asking and giving apologize.
4. The teacher can asked students to give a perspective of the character in the story. It trained students not only to telling story but also giving their opinion of something.

The disadvantages of this technique also mentioned in same book, john woodhouse claimed that using story telling need more time to be implemented. Not all students were ready to telling the story, and it would be problem if students had a long story to be told in class meeting. So, based on john woodhouse explanation about the advantages and disadvantages of using storytelling, the researcher would develop the technique in order to suitable for teaching learning process in this school.

C. ACTION HYPOTHESIS

Action hypothesis is an assumption to the possibility changes that occur when the research is done.³³ It is defined as the provisional answer to the problem that is faced; as an alternative action supposed the most certain way to solve the problem which is chosen to the research through classroom action research.³⁴

According to the theory about story telling technique, it can be concluded that story telling is an effective way to teach speaking skill for students who learns English as a communicative skill. It's because story telling technique gives students opportunities to speak in less controlled, more creative ways and occasion to encourage to get up and do thing in front of other people.

Then, those will demand on the students to take a high level conversation, getting or giving information using English fluency. According to the facts, the researcher proposes that the implementation of storytelling using wayang is able to gain students' motivation to improve speaking skill.

³³ H.E. Mulyasa, *Penelitian Tindakan Kelas (meningkatkan Produktivitas sekolah)*, (Bandung: PT Remaja Rosdakarya, 2010), Pg. 148.

³⁴ Mulyasa, *Praktik Penelitian Tindakan Kelas*, (Bandung, PT. Remaja Rosdakarya, 2009), Pg. 63.

CHAPTER III

RESEARCH METHOD

This chapter consists of research method including design, setting, subjects and data of the research. This chapter also contains cycles of the research, data collection and analysis technique.

A. Research Design

In this study, Classroom Action Research (CAR) design was used. This research would improve students' Speaking ability at MA Al-Hidayah Gunungpati, Semarang. According to Nunan is that action research has different features which are affected by planned the changes have primary responsibility for deciding on studies critically engaging action which is possible to lead the achievement, and for assessing the result of strategies used in the actions¹.

Classroom Action Research has its own characteristic which is different with any other research. Generally, Cohen and manion mentioned about the criteria of classroom action research

¹ David Nunan, *Research methodology in language learning*, (Cambridge: Cambridge University Press, 1992), Pg. 17-18.

and it was quoted by David Nunan in his book “Research methodology in language learning². They are;

- a. Situational, contextual, practical, allocated and relevant to the real situation.
- b. Giving regular framework to solve the question research.
- c. Flexible and adaptive.
- d. Participative.
- e. Self-evaluative.
- f. Alteration in a practice.

So, this is the reason why classroom action research defined in another way as a research used by teacher inside and outside the room, by planning, acting, observing, and reflecting action collaboratively and participative to improve his teaching, and improving students’ ability.

B. Time and Place Study

1. Participants

This research took place at MA Al-Hidayah Gunungpati, Semarang. MA Al-Hidayah is a school as a part of the Al-Hidayah’s foundation which is including MTs Al-Hidayah, and Al-Hidayah Orphanage. Most of students in this school are orphan’s children from Al-Hidayah Orphanage.

² Milkhaturrifqiyah, 2014, *The Implementation Of Cooperative Controversy Technique To Improve Students Speaking Skill*, (Semarang: Walisongo State University For Islamic Studies), Pg.32

The researcher has conducted this research at students of eleventh grade of MA Al-Hidayah Gunungpati. There is only one class of eleventh grade of MA Al-Hidayah Gunungpati that is XI IPS and it consists of 11 students. So, the participants of this research is all students of eleventh grade of MA Al-Hidayah Gunungpati Semarang.

2. Setting of The Research

This research did at MA Al-Hidayah Gunungpati, Semarang. MA Al-Hidayah located at Desel Village RT 01 RW 03 Gunungpati, Semarang. The researcher chose this senior high school because this school is new in Gunungpati and there was no any research was done in this school before, and this research was the first research hold in this school. Beside the material of eleventh grade is narrative.

C. Object of the Research and Collaborator

The objects of this research are the eleventh grade students of MA Al-Hidayah Gunungpati Semarang in the academic year of 2015/2016. The reason of choosing them as an object of this research was because this school is new and most of students at this school are orphans in the orphanage foundation of Al-Hidayah. That is why this school need more creative ways in teaching learning technique not only to improve students' competence and skill but also to motivate an students to be more attracted to learn all school lessons especially English lesson.

Besides that, the material of eleventh grade in the curriculum of KTSP was performing a monologue text in the form of narrative.

The collaborator in this research was Mrs. Vina Inayatuzzulfa, S.Pd, the English teacher of MA Al-Hidayah Gunungpati Semarang, and Mr. Heri Sucipto, A.Md the guardian teacher of MA Al-hidayah. The researcher asked their help in diagnosing the problem, arranging suggestion, implementing the act, organizing and analyzing the data. Then, through this collaboration the researcher won't be quite difficult in collecting necessary data to be analyzed.

The researcher planned and discussed all problems in every cycle with the collaborator to know the advantages and disadvantage of the implementation of this technique and how to develop the technique to be more effective for students.

D. Research Cycles

Cycle is a circle of activities in classroom action research which is contain of planning, acting/implementing, observing and reflecting to achieve the goal of learning.³ This research was conducted in one preliminary research and two cycles. Preliminary research was used to collect the students data and

³ Mohammad adnan latief, <http://karya-ilmiah.um.ac.id/index.php/karya-dosen-fs/article/view/2215>, browsed on Wednesday, June 8, 2016.

observe students' ability in speaking skill before the researcher implementing the technique. The researcher asked students to read a narrative text, while students reading the text, the collaborator and the researcher observed students' pronunciation. The score of preliminary research was used to be a basic score before the technique was implemented. The first and second cycle was conducted to implementing technique and correcting students' speaking skill by analyzing their pronunciation, grammar, vocabulary etc.

In classroom action research there are 4 phases within one cycle that would be passed. The phases are; planning (identifying the problem), acting (collecting the data), observing (analyzing and interpreting data), and the last is reflecting (developing an action)⁴. This phases was used in cycle I and developing planning and action in cycle II. This phases also stated by Hopkins that the implementation of classroom action research can do seem with the spiral which was began with identifying the problem, arranging the plan, acting, observing and reflecting.. The Hopkins' spiral can be described as follows;⁵

⁴ Agus Alwi Eko Arifianto, 113411046, *Promoting students' speaking fluency by using theatre voice training at the eighth grade of MTs As-Salam Subang in the year of 2014/2015*, (Semarang: Islamic State University of Walisongo Semarang, 2015), Pg. 27-28.

⁵ Wina Sanjaya, *Penelitian Tindakan Kelas*, (Jakarta: Kencana Prenada Media Group, 2009), pg.53-54.

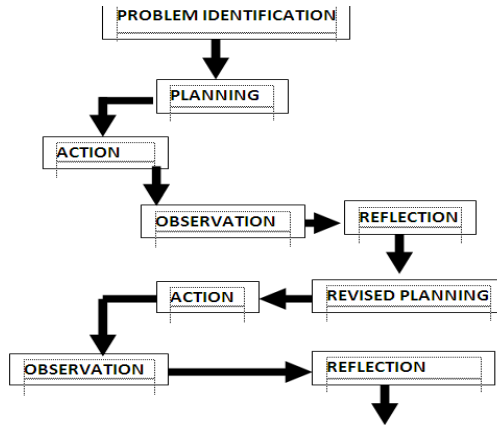


Figure 1. Action research cycle.

(Adapted from sanjaya's book)⁶

The sequence of each cycles are described below:

1. Cycle I.

- a. Planning is the step of preparing something related to the research. At this step, the researcher would plan the necessary things related to the story telling technique.

The preparation included;

- 1) Wayang as media in giving a motivation to the students to tell a story in a good way in front of class.

⁶ Wina Sanjaya, *Penelitian Tindakan Kelas*, (Jakarta; Kencana Prenada Media Group, 2009), pg.53-54.

- 2) A material of definition, purpose, generic structures, language features, and example of narrative text.
 - 3) Cambridge advance learner's dictionary.
 - 4) Lesson plan which is include the technique and teaching strategy to train students' speaking skill.
 - 5) Assessment form which is a guideline to assessing students speaking skills that are including pronunciation, grammar, fluency, comprehension and vocabulary.
 - 6) Some narrative stories as students' references in performing storytelling.
 - 7) Sound recorder to record students' voice when retelling narrative text.
- b. Acting is the way where all of the planning are implemented. At this step, the researcher did a preliminary test to measure students' speaking skill before the implementation of the technique and then the researcher would train students in performing story telling inside the class for about 15 minutes. The researcher would guide students about how to speak fluency by understanding a narrative story given by the researcher. The researcher divided students into 4 groups and each groups has a different narrative story

to tell it to whole class. This would help students to know and understanding how to give information in short and clear ways. In this step, the researcher did a first test for cycle 1.

- c. Observing is the process of viewing students' activities. At this step, the collaborator would observe all the activities while the researcher drill students by correcting pronunciation and grammar while retelling story. During the observation, the collaborator would collect the data from the students' condition while retelling story until the development after those activities. And in the end of the class, the collaborator would evaluate student's performance in retelling narrative text based on 5 aspect of assessing speaking (grammar, pronunciation, fluency, comprehension and vocabulary).
- d. Reflecting is processing and analyzing obtained data. At this step, the collaborator would analyze the obtained data from observing students in retelling story, pre and during performance and the impact in their daily English communication. The sound record would be useful to re-playing students voice to analyze the students' mistake in grammar, vocabulary, pronunciation and to measure students'

fluency and comprehend in speaking. In this case, the researcher would discuss it with collaborator to know deeply how the impact of this research in students' speaking skill by hearing a recorded sound of each students. When there is no increase in their speaking skill, the researcher would conduct second cycle and repair found-problem from the first cycle based on the result of analyzing students' sound record.

2. Cycle II.

Based on the reflection in cycle I, the problems were analyzed and some changes were needed to know how the technique could be more effective in improving students' speaking skill.

- a. Planning, in the planning phase of second cycle, the researcher would revise the lesson plan based on the problem found in first cycle which is faced by students. In cycle II, the researcher would be more focused on students' pronunciation aspect where students couldn't pronounce regular and irregular verb2. In this case, the researcher reselects the material (the researcher collect some regular and irregular verb2) and reforms the teaching instrument to improve students' speaking skill which haven't been reached in the first cycle.

- b. Acting, this step has a similar technique with cycle I in which the revised lesson plan would be implemented in teaching English in the classroom. The researcher would guide students' to use language more accurately such as vocabulary and grammar before doing the technique. This is different with the first cycle where researcher divide students in to some groups with different text of narrative for each groups, in this second cycle the researcher would give a different narrative text for all students in the class. So, every single of students would get a different story to be told to whole class. In this step, the researcher did a second test for cycle II.
- c. Observing, in this second observing phase, the collaborator observed the students' response and language use which are found during the teaching and learning process.
- d. Reflecting, in this second phase of reflection, the collaborator evaluated students' progress in their speaking skill after using story telling technique. The collaborator and the researcher would analyze the students' development in their speaking skill related to fifth aspects of assessment (grammar,

pronunciation, comprehension, vocabulary and fluency).

E. Data Collecting Technique

During the research, the data were collected by using:

1. Observation.

In this phase, the collaborator observed English teaching learning process in the class. The students' activeness, teacher's performance, teacher's question and answer, task-giving and student's feedback to the teaching learning process were noted by the collaborator.

The checklist observation was needed to give the score to the students based on their behavior in class.

Table 3.1

Here is the observation checklist of the research.

CRITERIA	SCORE					Total
	1	2	3	4	5	
Students' attention to the teacher's explanation						
Students' activeness in speaking						
Students' participation in group						
Students' respond to another narrative text.						
Students' seriousness in performing story telling using wayang						
Students' performance in conveying the meaning of the text.						
TOTAL SCORE						

Table 3.2

Scoring Guidance for Observation⁷

Score	Description	Percentage	Categories
1	None of students	0%-20%	Very Bad
2	Few of students	21%-40%	Bad
3	Half of students	41%-60%	Average
4	Many of students	61%-80%	Good
5	Majority of students	81%-100%	Excellent

2. Tests

In this phase, the researcher used two different kind of test. The first is Preliminary Test and Test. Preliminary Test was given in the preliminary research by asking students to read a narrative story and the researcher interviewed them with talk-active conversation related to the narrative. In this preliminary test, the researcher would measure the students' speaking skill before and after being taught with this technique. Tests were given after giving material and treatment to the students. Those tests were given in each cycles by giving different stories to each students in a class, and students were asked to analyze and telling the stories.

⁷ Milkhaturrifqiyah, 103411060, "*The Implementation Of Cooperative Controversy Technique To Improve Students Speaking Skill*", (Semarang, IAIN Walisongo, Semarang, 2014), Pg.43.

3. Documentation.

The researcher would take the documentation in the form of picture and student's recorded sound of MA Al-Hidayah that would be taken before, during and after the research. So, it would be used as a proof that the research has been hold and as the effective data to be observed, because it was directly obtained from students without any changes.

David Hopkins mentioned in his book; "*A Teacher's Guide to Classroom Research*".⁸ That is the advantage of using audiotape to record students' sound are:

- a) An audiotape was capable to record all sound in all transcription.
- b) A wonderful easy of giving a sufficiency material.
- c) Useful and practically easy to bring it in class.
- d) Recording a personal development.
- e) Audiotape was able to trace the development activity of some groups.
- f) It was good for class assessment.

An audiotape recorded the sound better than video recorder and to analyze students' progress in speaking, the researcher needs a good and clear students' voice. In this way,

⁸ David Hopkins, *Panduan Guru Penelitian Tindakan Kelas*, (Djogjakarta, Pustaka Pelajar, 2011), Pg. 185.

the researcher could repeat the recorded sound many times to analyze the data accurately.

F. Data Analysis Technique

1. Collecting the data

In this step, the data were collected from the observation of teaching learning process in preliminary test, cycle I and cycle II. The observation was done in class while monitoring students' activity and students' performance in Preliminary Test and Tests.

2. Analyzing the data

The quantitative data that is obtained from preliminary test and test result are classified by the students' score of speaking performance in every cycle. To make it easier to analyze the data, the researcher made the guideline in scoring the test.

The guideline for scoring students' speaking performance was described below.

Table 3.3

Scoring Guidance for Assessing Speaking Skill

N	Aspects of	Score	Description
o.	Assessments		
1.	Pronunciation	17-20	Have a few traces of foreign accent.
		13-16	Always intelligible, many foreign accent has occur.
		9-12	Pronunciation problem, occasionally lead to misunderstanding

	5-8	Very hard to understand because of pronunciation problem. Must frequently be repeated.
	1-4	Pronunciation problems make speech virtually unintelligible.
2. Grammar	17-20	Make few noticeable errors of grammar.
	13-16	Occasionally make grammatical errors which is not obscure meaning.
	9-12	Makes frequent errors of grammar which occasionally obscure meaning
	5-8	Grammar errors make comprehension difficult.
	1-4	Errors in grammar and tenses make speech virtually unintelligible
3. Vocabulary	17-20	Use of vocabularies and idioms are resembled to native speaker.
	13-16	Sometimes needs to rephrase the appropriate vocabulary
	9-12	Limited speech because the use of wrong vocabulary
	5-8	Limited vocabulary makes comprehension quite difficult
	1-4	Vocabulary limitations so extreme make telling story virtually impossible
4. Fluency	17-20	Speech as fluent and effortless resemble to native speaker
	13-16	Speed of speech seems to be slightly affected by language problems
	9-12	Speed of speech is rather slow affected by language problem
	5-8	Usually hesitant, getting silence by language limitations.
	1-4	Speech is so halting and fragmentary as to make telling story was impossible.
5. Comprehension	17-20	Able to understand the text without difficulty.
	13-16	Understand nearly everything at normal speed although. Occasionally repetition may be necessary.
	9-12	Understand most of what is said at slower than normal speed with repetition.
	5-8	Has great difficulty to deliver the meaning of the text.
	1-4	Cannot be said to understand even to deliver the point of the text.

The score analytic scale as below:

Table 3.4
Score Analytic Scale

Num.	Score	Grade
1.	17-20	Excellent
2.	13-16	Good
3.	9-12	Fair
4.	5-8	Poor
5.	1-4	Very bad

After collecting data, the average of students' result test would be found using this formula:

$$M = \frac{\sum x}{N}$$

M : The average of students' score (Mean).
 $\sum x$: Total individual score.
N : The number of students.⁹

This formula would be used in all cycle to know the improvement of student's speaking skill. Then, to know the percentage of students' speaking achievement can be calculated by using this formula:

$$\text{Score} = \frac{\sum x}{N} \times 100$$

⁹ Agus Alwi Eko Arifianto, 113411046, *Promoting students' speaking fluency by using theatre voice training at the eighth grade of MTs As-Salam Subang in the year of 2014/2015*, (Semarang: Islamic State University of Walisongo Semarang, 2015), pg. 39.

Score : The percentage of the students' score (%)

$\sum x$: Total individual score

N : Maximum score¹⁰

The comparison of average of the students' score on preliminary test, first cycle, and second cycle can be listed as bellow:

Table 3.5
The comparison of students' average score

No	Cycle	Mean
1	Preliminary Test	
2	1 st cycle	
3	2 nd cycle	

The comparison percentage students' score on preliminary research, first cycle, and second cycle can be listed as bellow:

Table 3.6
The comparison of students' percentage score

No	Total Score	Percentage
1	Preliminary Test	
2	1 st cycle	
3	2 nd cycle	

¹⁰ Agus Alwi Eko Arifianto, 113411046, "Promoting students,,," Pg. 40.

G. Criteria of Research Success

The criterion of success in this research is when the research objective's indicators were reached. In this case, the researcher collaborated with English teacher to describe the indicators of achievement in this research. The indicators of achievement were stated below:

1. Students' observation score are equal to or higher than 70%.
2. Students' score of achievements in English are equal to or higher than minimum score (KKM) established by the researcher, the minimum score is 70.
3. The percentage of students who reach minimum standard score are equal to or higher than 60%.
4. Students average score are equal to or higher than 60.

CHAPTER IV

DATA DESCRIPTION AND ANALYSIS

This chapter discusses about profile of MA Al-Hidayah, data description, data analysis per cycle and final data analysis.

A. Profile of MA Al-Hidayah Gunungpati, Semarang.

MA Al-Hidayah Gunungpati, Semarang is an Islamic senior high school under the management of Al-Hidayah foundation. This school located in Desel Village, Gunungpati Subdistrict, Semarang city. This school is new in Semarang and contains only 3 classes, 1 class for each grades. MA Al-Hidayah has 46 students and 22 teachers.

The vision of this school is “creating a cadre of Muslims who are intelligent, independent, and having good behavior”. And the missions of this school are;

1. Creating a quality of education.
2. Preparing the next generation of Muslims who are responsive to the social condition that supplied with iman and taqwa, also the knowledge of technology and the Islamic of Ahlussunnah wal jamaah.

MA Al-Hidayah Gunungpati Semarang uses KTSP curriculum for 11th and 12th grades in teaching learning process but for 10th grade of this school begin to use K-13 Curriculum.

However this school keep going to improve the quality of teaching, such as developing the material, teaching method and assessments.

Ma Al-Hidayah is a new school that still continued to build and improved the quality of teaching learning program. Some of the students of this school are an orphans children from orphanage of Al-Hidayah, that is why the teachers is not only teach them a knowledge of science and technology, but also teach them to respect each other and how to become a good generation of Muslims that is become the mission of this school.

There are 22 teachers of MA Al-Hidayah and there is only one English teacher in this school, she is Mrs Vina Inayatuz Zulfa S.Pd. she teaches for Tenth until eleventh graders of MA Al-Hidayah. So, the researcher collaborated with Mrs Vina Inayatuz Zulfa. S.Pd to create this successful English teaching research.

B. Data Description

This classroom action research was conducted into one preliminary research and two cycles and each of the cycles consist of four steps; they were planning, acting, observing and reflecting. The data were gotten from the result of students' test in each cycles. In preliminary research the researcher conducted a preliminary test as based line data of students' score before and after taught using story telling technique.

There were 11 students of eleventh grade of MA Al-Hidayah. And those 11th students has labelled by code as below;

Table 4.1
Students List and Code

No.	Students' Name	Gender	Students' Code
1	Andani Dian Nugraha	Female	A-1
2	Dinul Mubarak Fatah	Male	A-2
3	Laila Nurfitria	Female	A-3
4	M. Ajay Kusuma	Male	A-4
5	Nur Cholisna	Female	A-5
6	Rejah Permana	Male	A-6
7	Restu Lia Amalia	Female	A-7
8	Septi Wulandari	Female	A-8
9	Soleh	Male	A-9
10	Sri Haryanto	Male	A-10
11	Umi Fathil Hidayah	Female	A-11

Those 11th students had followed the research and had been taught using story telling technique. And the improvement of students' motivation and score of each cycles would be described data analysis below.

C. Data Analysis per Cycle

This research was done in a week, start from 24th November 2015 until 1th December 2015 and three time of meeting was needed with total of 8 hours of teaching learning process. The data which were gotten from each cycle would be analyzed. It's done to make easy in describing the data of students' achievement and improvement in learning English speaking after being taught using storytelling and wayang.

1. Preliminary research.

Preliminary research was conducted on Tuesday 24th November 2015 at 10.15 - 12.15. The researcher gave students preliminary test to know the students' speaking skill before and after taught using this technique. This test was used to collect a based line data (BLD) to measure students' improvement score before and after taught using story telling technique. In preliminary test, the researcher asked students to read a narrative story one by one in turns and then the researcher and collaborator together would observe students' pronunciation and fluency in reading English text

In this meeting, the storytelling technique was not implemented yet and the collaborator only observe the teacher's teaching method to the class. In this meeting, the researcher was emphasizing the material of learning into English speaking learning so that the collaborator could

observe the students motivation in participating the activity and analyzing the students' speaking skill. During the Preliminary research, the collaborator observed students' behavior and activity based on the checklist observation. It was done to observe the students improvement of students' motivation in learning English.

Table 4.2
Students' Observation Checklist of Preliminary
Research

CRITERIA	SCORE					Total
	1	2	3	4	5	
Students' attention to the teacher's explanation		√				2
Students' activeness in speaking English.		√				1
Students' participation in group.			√			3
Students' respond to another narrative text.		√				2
Students' seriousness in performing story telling using wayang.		√				2
Students' performance in conveying the meaning of the text.		√				1
TOTAL SCORE						11

The score of observation as below;

$$\begin{aligned} \text{Score} &= \frac{\text{Total Score}}{\text{Maximal Score}} \times 100\% \\ &= \frac{11}{30} \times 100\% \\ &= 37\% \end{aligned}$$

After the observation has been done, the researcher obtained the data from students. The data from preliminary test was described below;

Table 4.3
Students' Achievement in Preliminary Test.

No.	Students' Code	P	F	Score
1	A-1	30	40	70
2	A-2	20	25	45*
3	A-3	35	38	73
4	A-4	15	20	35*
5	A-5	Abs		
6	A-6	20	30	50*
7	A-7	19	20	39*
8	A-8	Abs		40*
9	A-9	18	22	0*
10	A-10	15	18	33*
11	A-11	20	25	45*
Total score				430

Note;

P = Pronunciation

F = Fluency

At this data analysis of preliminary test, the researcher would first calculate the average or mean of students' test result. It can be calculated by using a formula below;

$$M = \frac{\sum x}{N}$$

$$M = \frac{430}{11}$$

$$M = 39,1$$

Explanation;

M = The average of preliminary test score.

$\sum X$ = Total Students' preliminary test score.

N = Total students' number.

After calculating students' average score, the researcher would calculate it one more time in the form of percentage. It was done to know how many percent from all students who passed the standard score and then the percentage of students who passed the test would be calculated below;

$$P = \frac{F}{N}$$

$$P = \frac{2}{11} \times 100$$

$$P = 18.2$$

Explanation;

P = Students' percentage score

F = Total of students who passed KKM

N= Total of students

Table 4.4

Students percentage score of Pre-Test

No.	Percentage	Result	Categories
1	81%-100%	-	Excellent
2	61%-80%	-	Good
3	41%-60%	-	Fair
4	21%-40%	-	Bad
5	<20%	18,2%	Poor

From the calculation above the percentage of students who passed the minimum standard score was only 18,2%, it was only 2 students passed the standard minimum score with total average score 39,1 and the result of students observation score was 37%. Those data was used to make a based line data (BLD) for students score before and after taught using story telling technique. From the result of test in preliminary test, the researcher concluded that students have difficulties in pronouncing English words. There are only two student who pass the standard minimum score.

2. Cycle I.

The first cycle of this research was conducted on Wednesday, November 25th 2015. In this meeting, storytelling technique was implemented in the teaching learning process. There were 4 steps in conducting the first cycle, they are planning, acting, observing and reflecting.

a. Planning

At this steps, the researcher prepared some things related to teaching learning process such as lesson plan as teacher guide to be used in this meeting. The researcher also prepared students present list, evaluation sheets, stories for students' task, and the technique would be used in the class considering the condition of the class and number of students. The preparation was made as completely as possible to create a successful teaching learning process in this first cycle.

b. Acting

At this step, the researcher conducted activities according to the schedule that have been arranged in lesson plan. The researcher began class with a warming up for students, it was done to make students relax and ready for teaching learning process. Besides that, the researcher also drill students with twister tongue before the teaching learning was began. It would help them in

forming English pronunciation habit and giving speech with clearness. Actually this was useful to make students speak clearly and fluency when they told the story in front of class.

Then the researcher ask question-answer according to the topic and took a review about the material last meeting, this was also needed to refresh students' memorize relating the material. Finally, the researcher re-explain the material to make students really understand to the technique, material and their task in this meeting. This was very important to create a successful learning program that have been arranged by the researcher.

The last was giving a test to the students, the test was given to measure how far students understand and applied the training in their speech. In this first cycle the researcher collaborate with teacher to modify the technique so that the technique would be suitable with the students' competences in speaking. In first cycle, students were divided into 4 groups with different stories for each groups and they had to discuss it together before they told the story in the class. In this cycle, the researcher hoped that students would be able to analyze text more

accurately so that they would be able to understand what is the information of the story had to be told to the class.

c. Observing

At this step, the collaborator observed the students' improvement since training, until the test of first cycle was done. The researcher made something compulsory to the students that they should use English in their daily life to make them habit with English words. Because the research is about speaking, the researcher used audiotape to record students' sound to be analyzed later.

The data was obtained from students' recorded sound, while the researcher heard and analyzed it together with the collaborator. The collaborator also observed students' behavior and activity in cycle 1 based on the checklist observation.

Table 4.5
Students' Observation Checklist of Cycle-1

CRITERIA	SCORE					Total
	1	2	3	4	5	
Students' attention to the teacher's explanation			√			3
Students' activeness in speak English.	√					1
Students' participation in group.					√	5

Students' respond to another narrative text.	√	3
Students' seriousness in performing story telling using wayang,	√	4
Students' performance in conveying the meaning of the text.	√	2
TOTAL SCORE		18

The score of observation as below;

$$\begin{aligned}
 \text{Score} &= \frac{\text{Total Score}}{\text{Maximal Score}} \times 100\% \\
 &= \frac{18}{30} \times 100\% \\
 &= 60\%
 \end{aligned}$$

d. Reflecting

After all activities has been done, the researcher obtained the data from students. The data from the first test was described below;

Table 4.6

Students' Achievement in Test 1

No.	Students' code	P	G	V	F	C	Score
1.	A-1	14	15	12	16	13	70
2.	A-2	9	12	9	8	10	48*
3.	A-3	13	16	14	16	18	75
4.	A-4	6	8	13	7	8	42*

5.	A-5			Abs			0*
6.	A-6	14	11	12	16	18	71
7.	A-7	6	8	7	8	11	40*
8.	A-8	7	8	12	9	12	48*
9.	A-9	7	13	12	7	10	49*
10.	A-10	5	5	7	7	10	34*
11.	A-11	6	8	5	8	5	32*
Total							509

Explanation;

* are students who doesn't pass KKM and 70 is a standard minimum score.

P = Pronunciation

G = Grammar

V = Vocabulary

F = Fluency

C = Comprehension

The average or mean of students' score in first test can be calculated below.

$$M = \frac{\sum x}{N}$$

$$M = \frac{509}{11}$$

$$M = 46,3$$

The Percentage of students' score in first test is 46,3 and the students' percentage score will be calculated below;

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{3}{11} \times 100\%$$

$$P = 28 \%$$

The percentage of students who passed standard minimum score was 28%, it proved that students speaking skill has been improved in this cycle

Table 4.7
Students' percentage score of Test I

No.	Percentage	Result	Categories
1	81%-100%	-	Excellent
2	61%-80%	-	Good
3	41%-60%	-	Fair
4	21%-40%	28%	Bad
5	>20%	-	Poor

From the data above, there were only three students who reached the standard minimum of score (70) and the percentage of students who passed the minimum standard score cannot be categorized as a good improvement (only 28 %), the researcher would conducted the second cycle.

3. Cycle 2

The second cycle of this research was conducted on Tuesday, December 1st 2015. The implemented of storytelling technique was modified and developed to increase the improvement of students' speaking skill. There were 4 steps in conducting the second cycle, they were planning, acting, observing, and reflecting.

a. Planning

In the planning steps of second cycle, the researcher found that the problems is pronouncing English words especially in pronouncing regular and irregular verb2 (in the first cycle the students' problem was grammar). The researcher revised the lesson plan to solve this problem.

Here some things done in planning step of second cycle;

- 1) Revise the lesson plan would be used in second cycle. In this cycle the material was focused on students' pronunciation while in the first cycle the material was focused on grammar.
- 2) Preparing tests to the students. Test in cycle 2 was the same technique used in cycle 1.
- 3) Preparing media to teach such as wayang, books resource, sound recorder was chosen to record

students' voice because sound recorder was recording sound better than video recorder.

b. Acting

At the second acting, the researcher conducted treatment as well as at cycle 1, but the researcher has modified the technique. Here are some steps done in the acting stage;

- 1) Delivering the material to the students. Students were taught about how to pronounce some words that students frequently got mistake in their speech. Students also taught about grammar used in narrative text.
- 2) Giving test to the students and the test in second cycle was modified. In cycle one the test was divide students into 4 groups and the researcher gave different story to each group to be discussed, but the researcher gave different story to each students. So that each students had to understand their own story and they had to be able to retell the story to whole class.
- 3) Collecting data. Student's speech would be recorded by researcher and then would be analyzed by researcher and collaborator later.

c. Observing

At this step, the collaborator observed all students improvement in speaking skill. The technique used same with the first cycle, the collaborator would observe the students' improvement since training, until the test of second cycle was done.

The collaborator also observed students' behavior and activity in cycle II based on the checklist observation.

Table 4.8
Students' Observation Checklist of Cycle-II

CRITERIA	SCORE					Total
	1	2	3	4	5	
Students' attention to the teacher's explanation					√	5
Students' activeness in speaking English.			√			3
Students' participation in group.					√	5
Students' respond to another narrative text.				√		4
Students' seriousness in performing story telling				√		4
Students' performance in conveying the meaning of the text.			√			3
TOTAL SCORE						24

The score of observation as below;

$$\begin{aligned} \text{Score} &= \frac{\text{Total Score}}{\text{Maximal Score}} \times 100\% \\ &= \frac{24}{30} \times 100\% \\ &= 80\% \end{aligned}$$

d. Reflecting

At this step, the researcher would assessed the results of second cycle as the comparison with the first cycle. The result of the second test was described below;

Table 4.9
Students' Achievement in Test 2

N o.	Students' code	P	G	V	F	C	Score
1	A-1	15	14	12	17	15	73
2	A-2	15	13	15	17	13	73
3	A-3	18	17	17	17	15	84
4	A-4	8	14	9	10	13	54*
5	A-5			Abs			0*
6	A-6	12	14	15	14	15	70
7	A-7	16	13	14	15	15	73
8	A-8	12	14	12	16	13	67*
9	A-9	14	17	14	12	15	72
10	A-10	13	14	15	15	14	71
11	A-11	6	8	10	9	11	44*
Total							681

*are students who doesn't pas KKM (70)

The average or mean of students' score in second test can be calculated below.

$$M = \frac{\sum x}{N}$$

$$X = \frac{681}{11}$$

$$X = 62$$

The average of students' score in second test is 62 and the students' percentage score will be calculated below;

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{7}{11} \times 100\%$$

$$P = 64\%$$

The percentage of students who passed standard minimum score was 64%, it was a proof that students speaking skill has been improved in this cycle.

Table 4.10

Students' percentage score of Test 2.

No	Percentage	Result	Categories
1	81%-100%	-	Excellent
2	61%-80%	64%	Good
3	41%-60%	-	Fair
4	21%-40%	-	Bad
5	>20%	-	Poor

From the table above, the researcher concluded that there were significant improvements to all students than before. There were only 4 students who didn't pass a standard minimum score. The highest score was 84 and the lowest score was 44.

The percentage of students who passed standard minimum score in second test is 64%. It was good improvement from preliminary test, test 1 and test 2, where in preliminary test there were only two students who passed standard minimum score, and then most of students passed standard minimum score in second test.

The researcher concluded that students were motivated to improve speaking skill since the researcher trained them from cycle I until cycle II. Because of the percentage of students who passed the minimum standard score was categorized as a good improvement (64%), the problem of teaching speaking was solved.

D. Final Analysis of All Cycles

1. Analysis of students' improvement in all cycles

The improvement of students' improvement in speaking skill can be seen from the final analysis of the whole meeting. The students motivation and students'

speaking skill was improved in each cycles. The researcher described the final analysis of whole cycles in the form of table below;

Table 4.11
The Comparison of Students' Average Score of Preliminary Test, Test 1, and Test 2.

No.	Test	Score
1	Preliminary Test	39,1
2	Test 1	46,3
3	Test 2	62

And then the percentage of students' improvement in whole cycle was described in the form of table below;

Table 4.12
The Comparison of Students' Percentage Score of Preliminary Test, Test 1 and Test 2.

No.	Test	Result	Categories
1	Preliminary Test	18,2 %	Very Bad
2	Test 1	28%	Bad
3	Test 2	64%	Good

From the table above, the researcher concluded that there were significant improvements of students score in speaking. At preliminary test, there were only two students who passed the test and the average score was 39.1, it was only 18.2 % from the total of students who reached the standard minimum score. In this activity, the researcher didn't implement any technique in this meeting, the researcher only gave a test to obtain a based line data to measure students' speaking skill before the technique was implemented.

In the first cycle after preliminary test, the researcher began to implementing the technique in teaching English speaking. The researcher drill and train them how to speak English well by telling a narrative text story and then the researcher analyzed and corrected the students' pronunciation. The researcher also taught a simple past tense to the students. In cycle 1, students' speaking skill was improved from average score of 39,1 in preliminary test has a significant improvement became 46,3 in cycle 1. This is good improvement since in preliminary test, there were only 18.9 % of students completed the standard minimum score and it was improved until 28 % in cycle 1 but, it was not enough for this research to be categorized as a successful classroom action research.

In second cycle, the improvement was very good. Total of students who reached the standard minimum score was 64% with the average score was 62 and the researcher concluded that only 2 cycle needed to improve students' speaking skill in this research.

2. Students' engagement in joining the class

In this research, the researcher concluded that the technique and the medium had gained students' motivation to participate in this creative teaching learning and very appreciating to this new technique of teaching as a creative technique for them. Students enjoyed to discuss and followed teacher's instruction in a class even though the researcher need a more new ideas to explain the material of speaking skill to the students. The improvement of students' motivation in every cycle has described below;

Table 4.13

The Improvement of Students' Motivation in Joining the Class

No.	Cycle	Percentage	Categories
1	Preliminary research	37 %	Bad
2	Cycle 1	60 %	Average
3	Cycle 2	80 %	Good

The significant improvement of student was a proof that the implementation of wayang in retelling narrative text was success to improve students' motivation in learning English speaking skill.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter contains conclusion of the study results and some suggestions.

A. Conclusion

Based on the students' observation data, the students' has a significant improvement in their activeness, seriousness, enthusiasticness, and willingness in participating the activity.

The improvement can be proved through several data such as; students' observation result which is showed students' motivation in joining the activity. In the last cycle, students' participation and activeness in joining the teaching learning increased up to 80% than before (in preliminary test was only 37% and cycle I was only 60%) and this improvement has a great impact on students' test result of speaking skill in the last cycle (in preliminary test students average score was 39,1 and increased up to 62 in the last cycle).

Because of the students' observation result was higher than minimum standard score (70%) and percentage of students who passed the minimum standard score was good, the researcher concluded that the implementation of

using wayang could improve students' motivation in Telling story of narrative text.

B. Suggestion

Based on the conclusion above, here are some suggestion for teachers, students and other researcher:

1. For the teachers
 - a. As a professional educator, teachers should choose the proper methods in their teaching. When teacher uses the right method for students, it will be more effective to create a good teaching learning atmosphere and this is important to gain more attention from students in class.
 - b. Every students are unique, not all students can be taught with the same method, and this is the real teachers' homework. A good teacher should know the characteristic of each students well to know their problem in teaching learning process.
 - c. Wayang and storytelling could be reference as an excellent method to teach speaking skill in senior high school especially in teaching narrative because some students may be good in writing English but they have a great problem in speaking that needs more practice to make students familiar with English words.

- d. Teaching English should not be focused only in writing or memorizing English words and grammar but also speaking is very important to be mastered. In every meeting, teacher might conduct a small test for example small conversation to measure students' ability before and after the learning process and to monitor students' progress during the semester.
2. For the students
 - a. Keep study hard and never give up because there is nothing difficult knowledge if we were keep learn it step by step.
 - b. English is very important nowadays, so many people use English as their second language today because it links all the world. While you mastering the language, you will explore the knowledge.
 3. For the next researcher.

The problem of this research was time, this research was limited by one pre-cycle and two cycle beside that to achieve a maximum improvement of speaking skill was need more time while we know that speaking was different with writing it was a skill that need more practice in students' daily life. Finally,

this research may be helpful and give positive contribution in English teaching learning.

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Appendix 1

RESEARCH SCHEDULE OF A CLASSROOM ACTION RESEARCH IN THE ACADEMIC YEAR OF 2014/2015

Teacher : Vina Inayatuz Zulfa S.Pd.

Researcher : Imam Ali Mahfud.

Class : XI Graders of MA Al-Hidayah.

No	Activities	Date
1	Preliminary visit (meet the administration officer) to ask whether the school possibly become the setting of research or not by describing the researcher's intention	October 28 nd , 2015
2	Meet the headmaster to ask permission to do research by giving the permission letter and proposal.	November 16 th , 2015
3	Meet the English teacher to make research framework.	November 18 th , 2015
4	Doing Preliminary Research	November 24 th , 2015
5	Doing Cycle I (Planning, action, observation, reflecting)	November 25 th , 2015
6	Doing Cycle II (Planning, action, observation, reflecting)	December 1 st 2015

Appendix 2

THE LIST OF STUDENTS' NAME

No.	Students' Name	Gender	Students' Code
1	Andani Dian Nugraha	Female	A-1
2	Dinul Mubarak Fatah	Male	A-2
3	Laila Nurfitria	Female	A-3
4	M. Ajay Kusuma	Male	A-4
5	Nur Cholisna	Female	A-5
6	Rejah Permana	Male	A-6
7	Restu Lia Amalia	Female	A-7
8	Septi Wulandari	Female	A-8
9	Soleh	Male	A-9
10	Sri Haryanto	Male	A-10
11	Umi Fathil Hidayah	Female	A-11

Lesson Plan Cycle I

Name of school	: MA Al-Hidayah
Subject	: English
Class/semester	: XI/1
Skill	: Speaking
Allocated Time	: 3x45 minutes

A. Standard of competence

4. Speaking

Expressing meaning in short functional text and monologue in the form of a recount, narrative, and procedure in the context of daily life.

B. Basic Standard

4.1 Speaking

Expressing the meaning in the monologue text by using some kind of spoken language accurately and fluency in the context of daily life in the form of report, narrative and analytical exposition text.

C. Indicators

1. Students are able to convey the content of narrative text clearly and correctly.
2. Students are able to convey the definition, generic structure, and language feature of narrative text.

3. Students are able to use a simple past tense correctly.

D. Learning Aim

By the end of the lesson, students are able to respond the content of a narrative text stories, the definition, generic structure, and language feature of narrative text and able to use a simple past tense:

E. Teaching Materials

1. Narrative Text

- a. Definition of narrative text.

Narrative is a type of text that is proposed to amuse and to deal with actual and vicarious experience in different ways; narrative also deals with problematic events which lead to a crisis or turning points of some kind, which in turn find a resolution.

- b. Social function of narrative text.

To amuse, to entertain, and to deal with actual or various experience in different ways.

- c. Generic structure of narrative text.

- 1) Orientation: the introduction of the characters who involved in the story, time and the place where the story takes place.
- 2) Complication: a series of events in which the main character attempts to solve the problem.
- 3) Climax: critical moment.

- 4) Resolution: the ending of the story containing the problem solution.
- d. Language feature of narrative text.
- 1) Focus on specific ad usually individually participants.
 - 2) Use action processes.
 - 3) Use past tense.
- e. Simple Past tense.

Simple past tense is a verb tense (the second principal part of verb) that indicating action occurred in the past and which does not extend into the present.

Simple past tense use this pattern;

FOR REGULAR VERBS S+V+ed	FOR IRREGULAR VERBS S+V2
Example; <ul style="list-style-type: none"> • She walked in this park yesterday. • My brother studied for math last night 	Example; <ul style="list-style-type: none"> • He went to the beach yesterday. • I wear this jacket last night

F. Teaching Method

Three-Phase Technique (Presentation, Practice, and Production) Communicative Language Teaching

G. Learning Activities

1. The first meeting

Allocated Time : 3x45 minutes

No.	Activities
1.	<p>Pre Activities</p> <ol style="list-style-type: none"> a. Teacher greets students and asks them to pray together. b. Teacher checks students' attendance. c. Teacher tells to the students the learning aim.
2.	<p>Main Activities</p> <ol style="list-style-type: none"> a. Exploration. <ol style="list-style-type: none"> 1) Teacher divided students into some groups. 2) Teacher explains about the narrative text and simple past tense to the students. 3) Teacher gives example of retelling narrative text using wayang to the students. b. Elaboration <ol style="list-style-type: none"> 1) Teacher gives different narrative text stories to each groups 2) Students discuss the component and the content of narrative text given by the teacher. 3) Students retelling the narrative text stories individually. c. Confirmation <p style="margin-left: 40px;">Teacher gives some feedback and treatment to the students.</p>
3.	<p>Post Activities</p> <ol style="list-style-type: none"> a. Teacher review the material in this meeting. b. Teacher gives opportunity to the students to ask. c. Teacher closes the class.

H. Learning Media.

1. Wayang.
2. Whiteboard.
3. Board marker.
4. Students' worksheet (Narrative Stories).

I. Evaluation.

1. **Technic:** Speaking performance assessment (pronunciation, grammar, vocabulary, fluency and comprehension).
2. **Form:** Instruction.
3. **Instrument.**
 - a. Discuss the component and the content of narrative text given by teacher in a group.
 - b. Now, please tell your story in front of class, by using wayang.
 - c. Time allotment for each students are 10 minutes.
4. **Scoring Guidance**

Scoring Guidance for Assessing Speaking Skill

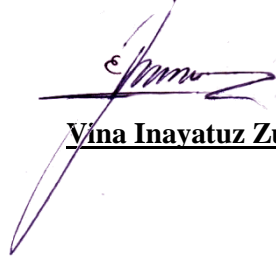
No.	Aspects of Assessments	Score	Description
1.	Pronunciation	17-20	Have a few traces of foreign accent.
		13-16	Always intelligible, many foreign accent has occur.
		9-12	Pronunciation problem, occasionally lead to misunderstanding
		5-8	Very hard to understand because of pronunciation problem. Must frequently be repeated.
		1-4	Pronunciation problems make speech virtually unintelligible.
2.	Grammar	17-20	Make few noticeable errors of grammar.
		13-16	Occasionally make grammatical errors which is not obscure meaning.
		9-12	Makes frequent errors of grammar which occasionally obscure meaning
		5-8	Grammar errors make comprehension difficult.
		1-4	Errors in grammar and tenses make speech virtually unintelligible
3.	Vocabulary	17-20	Use of vocabularies and idioms are resembled to

		native speaker.
	13-16	Sometimes needs to rephrase the appropriate vocabulary
	9-12	Limited speech because the use of wrong vocabulary
	5-8	Limited vocabulary makes comprehension quite difficult
	1-4	Vocabulary limitations so extreme make telling story virtually impossible
4. Fluency	17-20	Speech as fluent and effortless resemble to native speaker
	13-16	Speed of speech seems to be slightly affected by language problems
	9-12	Speed of speech is rather slow affected by language problem
	5-8	Usually hesitant, getting silence by language limitations.
	1-4	Speech is so halting and fragmentary as to make telling story was impossible.
5. Comprehension	17-20	Able to understand the text without difficulty.
	13-16	Understand nearly everything at normal speed although. Occasionally repetition may be necessary.
	9-12	Understand most of what is said at slower than normal speed with repetition.
	5-8	Has great difficulty to deliver the meaning of the text.
	1-4	Cannot be said to understand even to deliver the point of the text.


Semarang, 25 November 2015

Guru Mapel

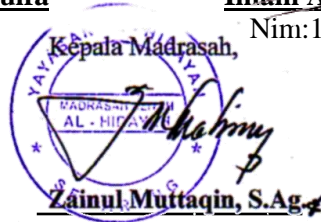
Researcher



Vina Inayatuz Zulfa



Inam Ali Mahfud
Nim:113411062



Appendix 4

Lesson Plan for Cycle II

Name of school	: MA Al-Hidayah
Subject	: English
Class/semester	: XI/1
Skill	: Speaking
Allocated Time	: 2x45 minutes

A. Standard of competence

4. Speaking

Expressing meaning in short functional text and monologue in the form of a recount, narrative, and procedure in the context of daily life.

B. Basic Standard

4.1 Speaking

Expressing the meaning in the monologue text by using some kind of spoken language accurately and fluency in the context of daily life in the form of report, narrative and analytical exposition text.

C. Indicators

1. Students are able to retell the narrative story in English correctly.
2. Students are able to use regular verb2 and irregular verb2 in the form of written and spoken correctly.

D. Learning Aim

By the end of the lesson, students are able to respond of retelling narrative story in English, and able to use regular verb2 and irregular verb2 in the form of written and spoken correctly:

E. Teaching Material

1. Narrative Text

The example of narrative text about the legend of rawa pening and the generic structure

Generic Structure	Narrative text
Orientation	<p>One day a rabbit was boasting about how fast he could run. He was laughing at the turtle for being so slow. Much to the rabbit's surprise, the turtle challenged him to a race.</p>
Complication	<p>The rabbit thought this was a good joke and accepted the challenge. The fox was to be the umpire of the race. As the race began, the rabbit raced way ahead of the turtle, just like everyone thought.</p> <p>The rabbit got to the halfway point and could not see the turtle anywhere. He was hot and tired and decided to stop and take a short nap. Even if the turtle passed him, he would be able to race to the finish line ahead of him. All this time the turtle kept walking step by step by step. He never</p>

	quit no matter how hot or tired he got. He just kept going.
Climax	However, the rabbit slept longer than he had thought and woke up. He could not see the turtle anywhere! He went at full-speed to the finish line but found the turtle there waiting for him.
Resolution	Finally, he was failed to win the game.

2. Simple Past tense.

a. Regular and irregular verb

REGULAR VERB	IRREGULAR VERB
Walked	Saw
Studied	Ate
Watched	Wear
Moved	Wrote
Failed	Went

F. Second Meeting (Cycle 2)

Allocated Time : 2x45 Menit.

No.	Activities
1.	<p>Pre Activities</p> <ul style="list-style-type: none"> a. Teacher greets students and asks them to pray together. b. Teacher checks students' attendance. c. Teacher tells to the students the learning aim.

2.	<p>Main Activities</p> <p>Exploration.</p> <ol style="list-style-type: none"> a. Teacher divides students into some groups. b. Teacher explained narrative text, regular verb2 and irregular verb2 to the students c. Teacher trains students to pronounce regular verb2 and irregular verb2. <p>Elaboration</p> <ol style="list-style-type: none"> a. Teacher gives a different narrative text to each students. b. Students discusses the narrative text stories in group. c. Each of students are retelling narrative text stories individually. <p>Confirmation</p> <p>Teacher gives feedback to the students related to the material.</p>
3.	<p>Post Activities</p> <ol style="list-style-type: none"> a. Teacher reviews the material in this meeting b. Teacher gives opportunity to the students to ask a question. c. Teacher closes the class.

G. Learning Media.

1. Wayang.
2. Whiteboard.
3. Board marker.
4. Students' worksheet (Narrative Stories).

H. Evaluation

1. Technique: Speaking performance assessment (pronunciation, grammar, vocabulary, fluency and comprehension).

2. Form: Instruction.
3. Instrument.
 - a. Listen carefully, I will tell you a story about.
 - b. Discuss the component and the content of narrative text given by teacher in a group.
 - c. Now, please tell your story in front of class, by using wayang.
 - d. Time allotment for each students are 10 minutes.
4. Scoring Guidance

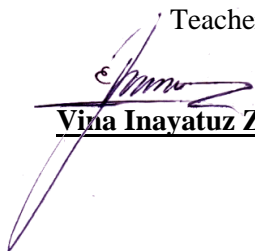
Scoring Guidance for Assessing Speaking Skill

No.	Aspects of Assessments	Score	Description
1.	Pronunciation	17-20	Have a few traces of foreign accent.
		13-16	Always intelligible, many foreign accent has occur.
		9-12	Pronunciation problem, occasionally lead to misunderstanding
		5-8	Very hard to understand because of pronunciation problem. Must frequently be repeated.
		1-4	Pronunciation problems make speech virtually unintelligible.
2.	Grammar	17-20	Make few noticeable errors of grammar.
		13-16	Occasionally make grammatical errors which is not obscure meaning.
		9-12	Makes frequent errors of grammar which occasionally obscure meaning
		5-8	Grammar errors make comprehension difficult.
		1-4	Errors in grammar and tenses make speech virtually unintelligible
3.	Vocabulary	17-20	Use of vocabularies and idioms are resembled to native speaker.
		13-16	Sometimes needs to rephrase the appropriate vocabulary
		9-12	Limited speech because the use of wrong vocabulary
		5-8	Limited vocabulary makes comprehension

			quite difficult
		1-4	Vocabulary limitations so extreme make telling story virtually impossible
4. Fluency		17-20	Speech as fluent and effortless resemble to native speaker
		13-16	Speed of speech seems to be slightly affected by language problems
		9-12	Speed of speech is rather slow affected by language problem
		5-8	Usually hesitant, getting silence by language limitations.
		1-4	Speech is so halting and fragmentary as to make telling story was impossible.
5. Comprehension		17-20	Able to understand the text without difficulty.
		13-16	Understand nearly everything at normal speed although. Occasionally repetition may be necessary.
		9-12	Understand most of what is said at slower than normal speed with repetition.
		5-8	Has great difficulty to deliver the meaning of the text.
		1-4	Cannot be said to understand even to deliver the point of the text.

Semarang, 27 November 2015

Teacher


Vira Inayatuz Zulfa

Researcher


Imam Ali Mahfud
 Nim:113411062

Kepala Madrasah,

Zainul Muttaqin, S.Ag.

Appendix 5

STUDENTS' OBSERVATION CHECKLIST

CRITERIA	SCORE					Total
	1	2	3	4	5	
Students' attention to the teacher's explanation						
Students' activeness in speaking						
Students' participation in group						
Students' respond to another narrative text.						
Students' seriousness in performing story telling using wayang						
Students' performance in conveying the meaning of the text.						
TOTAL SCORE						

SCORING RUBRIC

Score	Description	Percentage	Categories
1	None of students	0%-20%	Very Bad
2	Few of students	21%-40%	Bad
3	Half of students	41%-60%	Average
4	Many of students	61%-70%	Good
5	Majority of students	71%-100%	Excellent

Appendix 6

Students' Observation Checklist of Cycle-1

CRITERIA	SCORE					Total
	1	2	3	4	5	
Students' attention to the teacher's explanation			√			3
Students' activeness in speak English.	√					1
Students' participation in group.					√	5
Students' respond to another narrative text.			√			3
Students' seriousness in performing story telling using wayang				√		4
Students' performance in conveying the meaning of the text.		√				2
TOTAL SCORE						18

Appendix 7

**STUDENTS' OBSERVATION CHECKLIST OF
CYCLE-II**

CRITERIA	SCORE					Total
	1	2	3	4	5	
Students' attention to the teacher's explanation					√	5
Students' activeness in speak English.			√			3
Students' participation in group.					√	5
Students' respond to another narrative text.				√		4
Students' seriousness in performing story telling using wayang				√		4
Students' performance in conveying the meaning of the text.			√			3
TOTAL SCORE						24

Appendix 8

Students' Achievement in Test 1

No.	Students' code	P	G	V	F	C	Score
1.	A-1	14	15	12	16	13	70
2.	A-2	9	12	9	8	10	48*
3.	A-3	13	16	14	16	18	75
4.	A-4	6	8	13	7	8	42*
5.	A-5			Abs			0*
6.	A-6	14	11	12	16	18	71
7.	A-7	6	8	7	8	11	40*
8.	A-8	7	8	12	9	12	48*
9.	A-9	7	13	12	7	10	49*
10.	A-10	5	5	7	7	10	34*
11.	A-11	6	8	5	8	5	32*
Total							509

Appendix 9

Students' Achievement in Test 2

No.	Students' code	P	G	V	F	C	Score
1	A-1	15	14	12	17	15	73
2	A-2	15	13	15	17	13	73
3	A-3	18	17	17	17	15	84
4	A-4	8	14	9	10	13	54*
5	A-5			Abs			0*
6	A-6	12	14	15	14	15	70
7	A-7	16	13	14	15	15	73
8	A-8	12	14	12	16	13	67*
9	A-9	14	17	14	12	15	72
10	A-10	13	14	15	15	14	71
11	A-11	6	8	10	9	11	44*
Total							681

STUDENTS' WORKSHEET IN CYCLE 1

The Golden Eggs

Long time ago in a remote village, in central china, was inhabited mainly with farmers and hunters.

One day, a poor farmer lost his entire livestock to flood. He prayed hard to God, for help or his family would die of starvation.

Few days later, an old man with long grey beard, passed by his house and took pity on him. He gave him a goose and said, "I don't have any expensive thing to give you and hope this goose will help you ease your hardship"

A week later to his greatest surprise the farmer found an egg in his yard. This was not ordinary egg. It was a golden egg. He was enjoyed to this miracle. Thereafter, the livelihood had rapidly improved but the farmer had forgotten his earlier hardship. He became lazy, arrogant and spendthrift. Strangely, the goose only laid one golden egg every six months. The greedy farmer lost his patience and slaughtered his goose thinking there were plenty of golden eggs inside its stomach.

Though he very much regretted for his foolishness but it's already too late. Finally, the greedy farmer went back to his poor life

A BEAR AND A LION

One upon a time a lion and a bear caught and killed a goat. They had a quarrel over it.

"It is mine," said the bear. "I caught it with my strong paws."

"It is not yours. It is mine," said the lion. "I killed it with my strong jaws."

Then they began to fight over it. They ran up and down the hill, under and over the fallen trees, in and out of the forest. They bit and scratched with their strength, but no one could overcome the other.

At last they both were tired out and could fight no longer. They lay upon the ground, panting and looking at each other.

A fox who was passing by at the time saw them with a dead goat near him. She ran up to them, took the goat home and ate it up.

And finally a bear and a lion got nothing from their fight.

THE RABBIT AND THE TURTLE

One day a rabbit was boasting about how fast he could run. He was laughing at the turtle for being so slow. Much to the rabbit's surprise, the turtle challenged him to a race. The rabbit thought this was a good joke and accepted the challenge. The fox was to be the umpire of the race. As the race began, the rabbit raced way ahead of the turtle, just like everyone thought.

The rabbit got to the halfway point and could not see the turtle anywhere. He was hot and tired and decided to stop and take a short nap. Even if the turtle passed him, he would be able to race to the finish line ahead of him. All this time the turtle kept walking step by step by step. He never quit no matter how hot or tired he got. He just kept going.

However, the rabbit slept longer than he had thought and woke up. He could not see the turtle anywhere! He went at full-speed to the finish line but found the turtle there waiting for him. Finally, he was failed to win the game.

Appendix 11

STUDENTS' WORKSHEET IN CYCLE II

MALIN KUNDANG

Once upon a time, there was a young lived in West Sumatra named Malin Kundang. He lived with a poor fisherman family. His father went to sea to make a living for his family and he never came back to home. People made an issue about his father's death. This issue made his mother anxious every day.

Malin couldn't stand with his mother's suffering. He decided to go sailing and made money. He wanted to become a rich man so he could help his mother. At first, his mother didn't allowed him to go. She was afraid Malin did not come back like his father did. At the last, Malin got his mother allowance to go.

Several years later, he became a rich sailor. He had many ships and crews. He was married with a beautiful girl and had three children.

One day, he had a business in an island which is his hometown. In this island he met an old lady. She hugged Malin very tightly. However, Malin scolded and pushed her. He realized that old woman is his mother. But, he was afraid if his wife and children knew about his mother. So, he told the old lady to go away. He said his mother was from a rich family. Noticing about his son bad attitude, she was sad and angry. She prayed and said that Malin had to change into stone. Malin kundang even scolded her more.

After finishing his business, he went sailing back with his wife and children. On the sea, the sky instanly overcast. Heavy lighting and rain was failing. Their ship hit the rocks and crashed. Malin swayed to the shore. The magic happened. He turned into stone liked her mother wish. It was known as Malin Kundang stone by people of West Sumatra

The Story of Aji Saka

Once upon a time, there was a kingdom named Medang Kamulan ruled by king named Prabu Dewa Cengkar who wild and likes to eat human. Every day the king takes a man who was taken by Patih Jugul Young.

In the hamlet of Kawit Medang a young man named Aji Saka powerful, industrious and good-natured. One day, Aji Saka managed to help an old man who was beaten by two robbers. Old man who turned out to refugees from Medang Kamulan. Hearing stories about the King of Gods Cengkar savagery, Aji Saka intend to help people. By wearing a turban on the head of Aji Saka went to Medang Kamulan. Aji Saka had fought for seven days and seven nights with the devil forest watchman, because Aji Saka refused to be enslaved by demonic gatekeepers for ten years before being allowed to pass through the forest.

King of the Gods Cengkar got angry, Aji Saka wrapped his turban strongly around the body of the King. King of the Gods Cengkar's body was thrown by Aji Saka and crashed into the sea and was lost in the waves. Aji Saka then crowned King Medang Kamulan. Aji Saka reigned Medang Kamulan to deliver the golden era, an era where people live quiet, peaceful and prosperous.

A BEAR AND A LION

One upon a time a lion and a bear caught and killed a goat. They had a quarrel over it.

"It is mine," said the bear. "I caught it with my strong paws."

"It is not yours. It is mine," said the lion. "I killed it with my strong jaws."

Then they began to fight over it. They ran up and down the hill, under and over the fallen trees, in and out of the forest. They bit and scratched with their strength, but no one could overcome the other. All trees in the forest were broken by them and the blood flowed from their mouth.

The fight has been seven days and seven night. The other animal has been ran away from the area because of the power of the bear and the lion. At last they both were tired out and could fight no longer. They fought and fought again, panting and looking at each other. And they were fell in the ground unconsciously together.

When they both were fainted out. A fox who was passing by at the time saw them with a dead goat near him. She walked slowly to them and kept a noise in order to not wake them up. Finally, He took the goat home and ate it up.

And finally a bear and a lion got nothing from their fight.

Lake Toba

A long time ago, there lived a young orphan farmer in the north of the island of Sumatra. The area is very dry. Syahdan, youth living from farming and fishing. One day he fished a fish. It so beautiful. The color is golden yellow. So holding, the fish turned into a lovely princess.

The princess was a woman who was condemned for violating the ban. It will become a kind of creature that first touch. Because the human touch, it turns into a princess. He was fascinated by her beauty, the young farmer asked the princess to be his wife. Application is accepted on the condition that the young man would not tell its origin from the fish. The young farmer agreed the terms. After a year, the couple was blessed with a son. He has a bad habit that is never satiated. He ate all the food there.

One day the boy was eating all the food from their parents. The young man was very annoyed said: "The basis of the descendants of fish!" That statement by itself unlock the secrets of his wife. The promise have been violated.

His wife and son disappeared mysteriously. Ground of their former footing spurted springs. The water that flows from the spring growing bigger and bigger. And to be a vast lake. The lake is now called Lake Toba

THE LEGEND OF SURABAYA

A long time ago, there were two animals, Sura and Baya. Sura was the name of shark and Baya was a crocodile. They lived in a sea.

Once, Sura and Baya were looking for some food, Baya saw a goat.

"yummy, this is my lunch," said Baya.

"No way, this is my lunch. You are greedy!" said Sura. Then they fought for a goat. After several hours, they were tired.

Feeling tired of fighting, they lived in the different places. Sura lived in water and Baya lived in the land. The border was the beach, so they would never fight again.

For several years, the land animal and the sea animal were life peacefully. One day, Sura went to the land for some food in the river. He was very hungry and there was no much food in the sea. Baya was very angry when he knew that Sura broke the promise.

Baya was very angry to Sura and he attend to kill him. Baya woke up from river and went to meet Sura. Finally Baya met Sura in a forest. They fought again for seven days and seven night. Everything destroyed by their power and all animal scared of their power will destroy the forest.

They both hit each other. Sura bit Baya's tail. Baya did the same thing to Sura. He bit very hard until Sura finally give up and went back to the sea. Baya was happy and Sura would never ever came to the land again forever.

The Golden Eggs

Long time ago in a remote village, in central china, was inhabited mainly with farmers and hunters.

One day, a poor farmer lost his entire livestock to flood. He praying hard to God, for help or his family would die of starvation.

Few days later, an old man with long grey beard, passed by his house and took pity on him. He gave him a goose and said," I don't have any expensive thing to give you and hope this goose will help you ease your hardship"

A week later to his greatest surprise the farmer found an egg in his yard. This was not ordinary egg. It was a golden egg. He was enjoyed to this miracle.

Thereafter, the livelihood had rapidly improved but the farmer had forgotten his earlier hardship. He became lazy, arrogant and spendthrift.

Strangely, the goose only laid one golden egg every six months. The greedy farmer lost his patience and slaughtered his goose thinking there were plenty of golden eggs inside its stomach.

Though he very much regretted for his foolishness but it's already too late. Finally, the greedy farmer went back to his poor life

Snow White

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

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

Snow White didn't want her uncle and aunt to do this. So she decided to run away. The next morning she run away from home when her aunt and uncle were having breakfast, she run away into the wood.

In the wood she felt very tired and hungry. Then she saw this cottage. She knocked but no one answered so she went inside and felt asleep

Meanwhile seven dwarfs were coming home from work. They went inside. There, they found Snow White woke up. She saw the dwarfs. The dwarfs said; "What is your name?"; Snow White said; "My name is Snow White". One of the dwarfs said; "If you wish, you may live here with us". Snow White told the whole story about her. Then Snow white and the seven dwarfs lived happily ever after.

Timun Mas

Mbok Sirmi, she was a widow who wants a child to be able to help her work. One day, she was visited by a giant who want to give a child with the condition that when the child was six years old, she must be submitted back to the giant. The giant would eat the child and Mbok Sirmi agreed with the condition. Then, the giant gave cucumber seeds that should be planted and cared.

After two weeks, mbok sirmi saw there was one of the largest cucumber which is sparkling like gold. Then, Mbok Sirmi split it carefully. Turn out a child, it was a beautiful baby named Timun Mas. After several years, Timun mas grew into a lovely girl but whenever she remembered her promise, mbok sirmi become anxious and sad.

The next morning, giant came again to claim the promise. Timun Mas told to get out through the back door by Mbok sirmi. The giant chase. Timun Mas remembered the package, then she spread cucumber seeds. Miraculously, the forest became dense fruit cucumber field. The giant ate all cucumber but it actually adds to the giant power. Then Timun Mas sprinkled gold needle, in a flash, it grew up to be bamboo trees which are very high and sharp. With a bloody foot giant continued to pursue. Timun mas unwrapped salt and poured it out. Instantly the forest changed into the vast ocean. With the big power, the giantcan pass. The last, Timun mas sprinkle shrimp paste, then it immediately formed into a boiling mud of sea and made the giant death. "Thanks God, you have to protect your servant" Timun Emas thanksgiving. Finally Timun Mas and Mbok Sirmi have happy family and peaceful life.

SCRIPTS OF STUDENTS' SPEECH IN CYCLE I

ANDANI DIAN NUGRAHA

THE RABBIT AND THE TURTLE

One day, a rabbit was talking about how fast he could run. The turtle challenged him to race. The rabbit accepted the challenged the fox was to be the umpire.

As the (race began), the rabbit raced way a head of the turtle. But he stop and rest to sleep even it the turtle kept walking step by step the rabbit got up and he was failed to win the game.

DINUL MUBAROK FATAH

BEAR AND A LION

One day a bear and a lion. A bear caught and killed a goat. A lion looking bear (unidentified) carry goat die. Finally, and they debate and they started away and fight for the goat. They begin contend, they another in our woods. They another bite and claw with power but no one want to get lose, they finally getting tired , they lie down.

A fox was passing by at the time saw them with a dead goat leaf by. She run up to them. Took the goat home and ate .

LAILA NUR FITRIA

THE RABBIT AND THE TURTLE

One day, a rabbit was boasting about how fast he could run. The turtle challenged him to race. The rabbit accepted the challenge and the turtle was to be the umpire.

As the (race began), the rabbit raced way ahead of the turtle. But he stopped and rested to sleep even though the turtle kept walking step by step the rabbit got up and he failed to win the game.

RAJAH PERMANA

THE GOLDEN EGG

Long time ago, lived a farmer and a hunter in central china. A poor farmer lost his entire livestock to flood. Few days later a poor farmer met with an old man, he gave him a goose.

A week later the farmer found an egg in his yard. It was a golden egg. With it the farmer lived a rich but the farmer became arrogant. Strangely the goose only laid one golden egg every six months. Finally the farmer slaughtered his goose.

Thinking there were plenty of golden eggs inside its' stomach. But he didn't get anything there.

SCRIPTS OF STUDENTS' SPEECH IN CYCLE II

Andani Dian Nugraha

THE LEGEND OF AJI SAKA

The story told us about a kingdom named medang kamulan, by king named prabu dewa cengkar. He very cruel and he likes to ate human. Everyday the king always ate human take a man who was taken by patih jugul young.

In the halmet of medang a young man named aji saka powerful, industrious and good natured. Aji saka managed to help an old mand was beaten by two robbers. Hearing stones anout the king of gods cengkas savagery. Aji saka medang kamulan intend to help people. Aji saka went to medang kamula. On the way to medang kamulan not smooth. Because aji saka must had fought for seven days and seven night with the devil forest wacthman. Because aji saka refused enslaved by demonic gate keeper. But thanks to the miracle, aji saka managed to escape from the (unidentified) flame. Aji saka arrived in medang kamulan quite with bold facing king aji saka cengkar gods and gave himself to be eaten by the king in exchange for the use of the land are of tuban. And the truth after knowing the real intentions of aji saka was to end his despotim

Finally king of the gods cengkar body thrown aji saka and crashed in to the sea south and was lost in the waves

Dinul Mubarak Fatah

Timun Mas

Mbok sirni, she was widow who wants a child to be able to help her work. Later, she was visited a giant who want to give a child with the condition that when the child was six years old, she must be submitted back to the giant. Then the giant gave the cucumber seeds that should be planted and cared

After 2 weeks, mbok sirni saw there was one of the most large cucumber which is sparkling like gold. Then mbok sirni split the cucumber certain a baby. A baby named timun mas.

The next morning, a giant came again claim the promise. Timun mas told to get through the backdoor by mbok sirni, the giant chase. Timun mas remembered the package, then spreaded cucumber seeds. The forest became dense fruit cucumber field. But the giant ate all cucumber. Timun mass spreads all the package.

The last, timun mas spreaded shrimp paste and then the giant die.

LAILA NUR FITRIA

THE LEGEND OF SURABAYA

Long time ago, there was 2 animals, they are sura and baya. They lived in sea. One day they fought for a goat. After several hours.

They very tired and they lived in other place, sura in the water and baya in the land.

One day sura went to the land. He very hungry. Not much food in the sea. Baya very angry when he knew that. Finally they both fight sra give up ad back to the sea. Baya was happy

M. Ajay kusuma

THE LION AND THE MOUSE.

One day, there was a mouse, and a lion who always disturb a mouse.

Once upon a time a lion caught by hunter and mouse which help lion from the hunters but mouse as the lion became both in mouse.

Finally lion apart and go. Finally lion never again disturb mouse and the being a good friend.

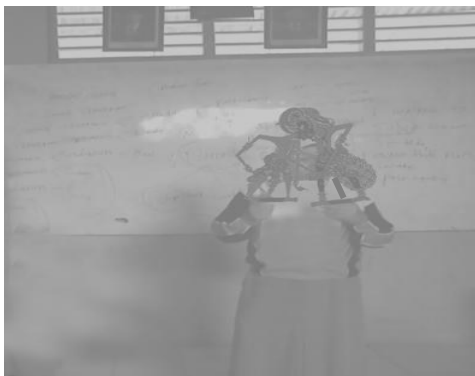
PICTURES OF ACTIVITIES



Teacher explained the material in the class using wayang



Students discussed a narrative text given by teacher



Students told the story in front of class

CERTIFICATES



KEMENTERIAN AGAMA
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Kepada Yth. :
Kepala MA Al-Hidayah Gunungpati
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Assalamu'alaikum Wr.Wb.

Diberitahukan dengan hormat dalam rangka penulisan skripsi, bersama ini kami hadapkan mahasiswa :

Nama : Imam Ali Mahfud
NIM : 113411062
Alamat : Ds. Dalingan Rt 04 Rw 05, Kec. TawangHarjo, Kabupaten Grobogan
Judul skripsi : Using Wayang as a Media to Improve students' Speaking Skill In Retelling Narrative text
(A Classroom Action Research At Eleventh Grade Students Of MA Al-Hidayah Gunungpati In The Academic Year Of 2015/2016)
Pembimbing : 1Dr. H. Ikhrom, M. Ag.
2 Dra. Hj. Ma'rifatul Fadhilah M.Ed.

Bahwa mahasiswa tersebut membutuhkan data-data dengan tema/judul skripsi yang sedang disusunnya, dan oleh karena itu kami mohon diberi ijin riset selama 2 Minggu, pada tanggal 24 November 2015 sampai dengan tanggal 7 Desember 2015
Demikian atas perhatian dan kerjasannya disampaikan terimakasih.
Wassalamu'alaikum Wr.Wb.

An. Dekan,

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Menerangkan bahwa :

Nama : Imam Ali Mahfud
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Mahasiswa tersebut telah melakukan penelitian di MA Al Hidayah Gunungpati pada mata pelajaran Bahasa Inggris sejak tanggal 24 Nopember 2015 sampai dengan tanggal 7 Desember 2015.

Demikian surat keterangan ini kami buat dengan sebenarnya agar dapat digunakan sebagaimana mestinya.

Semarang, 27 Nopember 2015
Kepala Madrasah,


Zainul Muttaqin, S.Ag.



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Semarang, 8 Desember 2014

Kepada Yth:

1. Dr. Ikrom, M. Ag
2. Dra. Hj. Ma'rifatul Fadhillah, M.A

Berdasarkan hasil pembahasan usulan judul penelitian jurusan Tadris, maka Fakultas Ilmu Tarbiyah dan Keguruan menyetujui skripsi mahasiswa,

Nama : Imam Ali Mahfud

NIM : 113411062

Judul : USING WAYANG AS A MEDIA TO IMPROVE STUDENTS' SPEAKING SKILL IN RETELLING NARRATIVE TEXT

dan menunjuk saudara:

1. Dr. Ikrom, M. Ag sebagai pembimbing I
2. Dra. Hj. Ma'rifatul Fadhillah, M.A sebagai pembimbing II

Demikian atas kerja sama yang diberikan kami ucapkan terima kasih.



Ketua Prodi Bahasa Inggris

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Lembaga Penelitian dan Pengabdian kepada Masyarakat (LP2M) Universitas Islam Negeri (UIN) Walisongo Semarang, menerangkan bahwa:

Nama : **IMAM ALI MAHFUD**
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Fakultas : **Ilmu Tarbiyah dan Keguruan**

Telah melaksanakan kegiatan Kuliah Kerja Nyata (KKN) Angkatan ke-64 tahun 2015 di Kabupaten Temanggung, dengan nilai :

.....**83**..... (.....**4,0 / A**.....)

Semarang, 12 Juni 2015

Ketua

Dr. H. Sholihan, M. Ag.
NIP. 19600604 199403 1 004

CURRICULUM VITAE

A. Personal Identity

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B. Educational Background

1. Formal Education:

- a. TK Nurusbayan Tawangharjo In the academic year of 1997 – 1998.
- b. MI Nurusbayan Tawangharjo In the academic year of 1998 – 2004.
- c. MTs Miftakhul Hasanah Tawangharjo In the academic year of 2004 – 2007.
- d. MA Sunniah Selo Tawangharjo In the academic year of 2007 – 2010.
- e. UIN Walisongo Semarang In the academic year of 2011 – 2016.

2. Nonformal Education:

- a Miftakhul Hasanah In the academic year of 2002–2007.

- b Pondok pesantren Al-faqih Started from 2007 until 2011

Semarang, May 25th 2016

IMAM ALI MAHFUD

NIM: 113411062