

CHAPTER IV

RESULT OF RESEARCH

In this chapter, the writer presents the result of the research. The writer describes the school's condition, headmaster, teachers and administration staff of the school, analysis of teacher's and students' skill in speaking activity through story telling.

A. General Description of Research Location

a. Brief History of SMA Islam Sabibal Muhtadin

The research was done in SMA Islam Sabibal Muhtadin, which is located in Komp. Mesjid Raya Sabibal Muhtadin on Jend. Sudirman street 1 Banjarmasin. The school was built in 1990. SMA Islam Sabibal Muhtadin has changed the headmaster twice, the first headmaster is H. A. Syaukani Arsyad, and he led this school for two periods, from 1990 until 2010. In 2010 until now this school has been led by Drs. Bukhari, M.Pd. Like other schools in general, SMA Islam Sabibal Muhtadin use curriculum based on study (KTSP) and it conducts the available facilities in teaching and learning.

The address of SMA Islam Sabibal Muhtadin is on Komp. Mesjid Raya Sabibal Muhtadin Jl. Jend. Sudirman No.1 Antasan Besar Banjarmasin Barat. The location of SMA Islam Sabibal Muhtadin is described as follows:

a. The north of the building borders is SPBU Sabibal Muhtadin

- b. The south of the building borders is Sabilal Muhtadin mosque
- c. The east of the building borders is SD and SMP Islam Sabilal Muhtadin
- d. The west of the building borders is Jalan Suprpto

b. Teachers and Administration Staff

In academic year 2010/2011 at SMA Islam Sabilal Muhtadin has 20 teachers they are headmaster, teachers, administration staff and other employers. The English teacher in this school is Mrs. Menik Dewintasari, S.Pd, she graduated from UIN Jakarta, she is professional teacher that has taught in other schools and courses before she teaches in this school. To be clearer about the teachers, administration staff and other employers in this school, it can be seen in the appendix.

c. Students

The number of students at SMA Islam Sabilal Muhtadin has always increased year by year. In year 2010/2011 the total numbers of students at SMA Islam Sabilal Muhtadin are 240. They consist of 83 students from first grade, 40 students from second grade of science class, and 40 students for social class, 39 students from third grade of social class and 38 students from third class of science class.

The class which was being observed in this research is second grade of science class at SMA Islam Sabilal Muhtadin. In this research, the writer took sample of the

students, she takes 25% from the total number, and it means only 10 students being observed for the research, to be clearer it can be seen in the appendix.

d. Facilities of SMA Islam Sabilal Muhtadin

SMA Islam Sabilal Muhtadin has some available facilities to support the teaching and learning process such as headmaster's room, teachers' room, library, kitchen, canteen, computer laboratory, science laboratory, language laboratory and other facilities, to be clearer it can be seen in the appendix.

B. Data Presentation

On this data presentation the writer describes about result of research on the field collected by technique of data collection. They are test, observation, interview, questionnaire and documentary. Those data is presented in table from which given category based on framework of research and then the table is explained. Observation was conducted from March 2nd to May 2nd 2011.

To know more about how storytelling was used, the teacher's way in using story telling and then the use of storytelling towards the students in speaking activity, the writer used observation, oral test and questionnaire. To conduct these data, the writer interviewed the English teacher, headmaster and administration staff of the school.

In observation, the writer observed the teacher's skill through storytelling technique in speaking activity and students' skill toward storytelling technique through

their performances that include some components; gesture, mimic and components for testing speaking.

Oral test was used to collect the data that was taken from observation and include components for speaking test, such as; pronunciation, grammar, fluency, comprehension and vocabulary.

Observation and oral test to the English teacher and students at second grade of SMA Islam Sabilal Muhtadin in science class of speaking activity through storytelling technique were conducted four times, and then from these four times process; one time to observe condition in the class by researcher, on March 16th 2011, and the rest was the processes of using storytelling in speaking activity that is on March 17th, April 15th and July 19th 2011.

Throughout the observation on March 16th and 17th 2011, the writer observed the teacher in speaking activity and found that teacher used storytelling technique as one way to teach speaking in her teaching and then to know about her steps and strategies of storytelling and then, to know how the students respond and abilities in speaking activity through strorytelling.

To conduct the other data and to know how the students respond and their interest when teacher did storytelling as one technique in speaking activity, the writer gave the questionnaire to the students.

Based on observation and oral test on March 16th, 17th, April 15th and July 19th 2011 can be seen from the teaching and learning process doing by English teacher and at second grade students of SMA Islam Sabibal Muhtadin can be seen in the following descriptions.

1. English Teacher's Skill through Storytelling Technique in Speaking Activity

Based on the observation on English teacher at SMA Islam Sabibal Muhtadin, the writer observed the teacher twice in speaking activity. Before teaching English in the class, the teacher prepared the lesson which states the learning objectives based on KTSP curriculum and used the suitable English book like *Look Ahead* and others. In this learning, the teacher taught more about narrative and spoof text, and the topic that she chose was "funny story". In teaching learning process, the English teacher used various strategies and steps using storytelling in speaking activity. There were several steps in using storytelling by the teacher; warming up, while activity and post activity.

1. Warming up

Warming up activity covers motivation and appreciation that is related to lesson material before. Based on observation March 16th and March 17th 2011 in the class, teacher began with greeting, took the attendance, spoke to students, gave the instruction about topic and what they have learnt that day and asked the students some question that related to the material.

In the second meeting, the teacher opened the class like in the first meeting and the writer was more concerned to the students' skill through storytelling technique in speaking activity.

2. While activity

Delivering content of lesson materials is concept development and implementation form of the activity. Based on the observation in the field, the writer knows and finds several steps that the teacher did.

Firstly, the teacher opened the class by greeting and checking their attendance by calling their names one by one. After that she asked the students some questions about the material and at that time they learned about kinds of text; narrative and spoof, she explained that texts and told about story and then she explained about the generic structure, the function of the text.

Teacher read example of the story by storytelling technique, she was good in pronunciation, selecting vocabulary, grammar and fluent. For the performance, she had good mimic and body movement and the story was understandable, for more clearly, the writer recorded the teacher skill in oral test components. The material was taken from the English book, and the topic was about narrative and spoof text, students gave the big respond with their teacher's performance. She memorized the story without any

books when she performed in front of the class. She asked the students what the conclusion of the story that she told and what they got from that story.

After that, the teacher gave some example of the text in English book and then she asked the students to analyze the text, in order to know how the generic structure of that text was, and then she asked some students to read in front of the class. After that, she gave one text but it did not finish, she asked the students to fill the empty paragraph with their ideas and their own word to complete the story and the students should work in pair. Before the class ended and the students finished their work, they were asked to read their story in front of the class loudly.

In the second meeting, teacher asked the students to tell the story in front of the class with the storytelling technique like the teacher did in the previous meeting. The teacher called their names one by one, and then, they told the story to their friends. Some of them were good in memorizing the stories and they used some media to conduct their story and be easier to understand.

3. Post speaking activity

Based on observation, the writer saw the activities done by teacher was conclusion of the lesson, giving assignment like to give test based on the lesson materials. At the end of the teaching learning process, the teacher asked the students about what they have learned that day and gave assignment for the students to tell the story by their performance in front of the class next meeting.

Based on class observation, the writer has known in teaching English on speaking activity, storytelling technique was needed as one way to improve the students' ability in speaking skill, especially when the material about texts, for instance; narrative, spoof and others. When the teacher told the story with her skill and performance in the class, the students seemed were enthusiastic, interested and students paid attention to the teacher. The students were able to speak and express their skills when tell story with their own expression through storytelling. It made them more confident to speak English through storytelling technique.

To be clearer, the performance of the result of sample researcher of teacher's skill in storytelling technique can be seen in the following table.

Table 4.6 The Teacher's Score in Teaching Speaking through Storytelling

No	Name	Components							Total
		Vocabulary	Pronunciation	Grammar	Comprehension	Fluency	Gesture	Mimic	
1	English Teacher	85	85	90	85	80	85	75	83,57

Based on the table of the result in teacher's skill in speaking activity through storytelling teacher got 585 score, for vocabulary, she got 85 point, because she used appropriate vocabularies when telling the story. In pronunciation, teacher had a few traces of foreign accent, almost all her pronunciation can be understood by students and she got 85 points. When she taught speaking through storytelling and she made a few noticeable errors of grammar or word order, she was excellent too in grammar, so she

got 90 points. For fluency, teacher's speed of speech seems to be slightly affected by language problems and she got 80 points. Teacher's posture was both professional and relaxed and used gestures and non-verbal behavior appropriate for the presentation, so she got 85 points. Teacher sometimes used inappropriate mimic to tell the story in her teaching, so, she just got 75 points.

After getting all scores in speaking components, the total is 585 points and the researcher divided the total score with the number of components in speaking (585:7) so the mean score is 83.57 it means her skill in teaching speaking through storytelling technique is excellent.

To conduct the data, the researcher interviewed the teacher in the next meeting about storytelling technique, the report of data taken from writer's interview was:

1. Storytelling was used to tell the story in speaking activity and it was used when the material was explain about the text especially narrative text.
2. Students were always interested and paid attention if teacher or their friend told the story in the class.
3. Students were able to speak English trough storytelling technique because they could express their selves to tell the story with their own expression.

2. The Students' Speaking Skill through Storytelling in Speaking Activity

Based on teaching and learning process by using storytelling technique, the writer carried out the speaking test to know the effect of using storytelling technique towards students' speaking skill at second grade of science class in SMA Islam Sabibal Muhtadin Banjarmasin.

This part deals with the result of the study based on the students' ability toward the material that given in the classroom by using storytelling technique in speaking activity.

As the writer wrote on the guidance of test in chapter 3, the components in speaking test include 5 components; pronunciation, fluency, grammar, vocabulary and comprehension. To know how is student's ability in speaking when telling a story, the writer observes the students' activity in speaking and gives the oral test three times, on March 17th, 15th April and 19th July 2011. Being observed in their performances of storytelling each student chose their own story to perform in the front of the class. In accordance to the speaking test that was conducted in the class and their oral test, the result showed the highest score is 75.7 and the lowest is 72.1 the average rate is 73.45.

The performance of the result of sample researcher can be seen in the following table:

Table 4.7 The Students' Score in Speaking activity through Storytelling Technique at the second grade of science class SMA Islam Sabibal Muhtadin Banjarmasin Academic Year 2010/2011.

No	Name	Components	Total	Value

		Vocab	Pronunciation	Grammar	Comprehension	Fluency	Gesture	Mimic		
1	A	75	75	75	80	75	75	75	530	75.7
2	B	75	75	75	70	70	75	65	505	72.1
3	C	75	75	75	75	75	70	65	510	72.8
4	D	75	75	75	70	70	75	75	515	73.5
5	E	75	80	75	80	85	65	70	530	75.7
6	F	75	75	75	75	75	65	65	505	72.1
7	G	75	75	75	75	70	65	75	510	72.8
8	H	75	75	75	75	70	75	75	520	74.2
9	I	75	75	75	75	75	65	65	505	72.1
10	J	75	75	75	75	80	65	70	515	73.5
	Total	750	755	750	755	745	695	700	5145	734.5
	Average	75	75.5	75	75.5	74.5	69.5	70		73.45

The tables shows that the ability of students toward the use of storytelling technique in speaking activity in academic year 2010-2011, no one students were in excellent category (80-90), no students were also in the average category (60-69) and in the poor category (50-59). All students were in good category (70-79).

As shown in the table above, the writer will show the students' ability in the test on each part as follows:

a. Students' ability in vocabulary

As shown in table above, all students get the same score, that is 75, so from the result can be known that the average score is 75, it can be seen on the formula below:

$$\text{Mean} = \frac{\text{total score}}{\text{Total respondent}} = \frac{750}{10} = 75$$

b. Students' ability in pronunciation

Based on the table above, it can be known that the highest score is 85 and the lowest score is 75, so the mean of the score in pronunciation is 75.5, look at the formula below:

$$\text{Mean} = \frac{\text{total score}}{\text{Total respondent}} = \frac{755}{10} = 75.5$$

c. Students' ability in grammar

As shown in table above, all students get the same score, that is 75, so from the result can be known that the average score is 75, it can be seen on the formula below:

$$\text{Mean} = \frac{\text{total score}}{\text{Total respondent}} = \frac{750}{10} = 75$$

d. Students' ability in comprehension

Based on the table above, it can be known that the highest score is 80 and the lowest score is 70, so the mean of the score in pronunciation is 74.5, look at the formula below:

$$\text{Mean} = \frac{\text{total score}}{\text{Total respondent}} = \frac{745}{10} = 74.5$$

e. Students' ability in fluency

From the table above, it can be known that the highest score is 85 and the lowest score is 70, so the mean of the score in pronunciation is 74.5, look at the formula below:

$$\text{Mean} = \frac{\text{total score}}{\text{Total respondent}} = \frac{745}{10} = 74.5$$

f. Students' ability in gesture

Based on the table above, it can be known that the highest score is 75 and the lowest score is 65, so the mean of the score in pronunciation is 695, look at the formula below:

$$\text{Mean} = \frac{\text{total score}}{\text{Total respondent}} = \frac{695}{10} = 69.5$$

g. Students' ability in mimic

Based on the table above, it can be known that the highest score is 75 and the lowest score is 65, so the mean of the score in pronunciation is 700, look at the formula below:

$$\text{Mean} = \frac{\text{total score}}{\text{Total respondent}} = \frac{700}{10} = 70$$

The percentage of the students' ability toward the use of storytelling technique in speaking activity. It can be seen on the table bellow:

Table 4.8: Frequency Distribution of the students' skill in storytelling at the Second Grade students of SMA Islam Sabibal Muhtadin Academic Year 2010/2011

No	Category	Frequency	Percentage (%)
1	Excellent category	0	0 %
2	Good category	10	100 %
3	Average category	0	0 %
4	Poor category	0	0 %

Now to find out the students' ability toward the storytelling technique in speaking activity at SMA Islam Sabibal Muhtadin Banjarmasin in academic year 2010-

2011, the researcher divided the total score with the number of students (734, 5: 10), so the mean score of the students' ability toward the storytelling technique in speaking activity is 73.45, it means that their ability toward the material that given in the classroom through storytelling were in good category.

3. The Effectiveness of Storytelling Technique

Storytelling technique is effective in speaking activity for English teacher and students at second grade of science class if the teacher and students reach the good score in storytelling.

4. The Factors that Support Teaching and Learning Speaking

Beside presenting about the data teacher's skill through storytelling in speaking activity and the students' skill toward storytelling in speaking activity, the writer will describes the influence factors as follow:

a. Teacher education

Teacher is the important factor in teaching and learning activity and also has the responsibility to serve the society, improving her knowledge that is appropriate with the era. The education of the teachers supports her profession who educate and teach students. It is not easy to become teacher, someone who wants to be a teacher should master the teaching and learning methods and techniques, but also should have a wide knowledge in many aspect.

The English in this school is Menik Dewintasari S.Pd who has graduated from English education of UIN Jakarta, she has taught in this school as English teacher since 2008. Before teaching in the school, she has taught in other schools; SMK Jakarta and SMP IT Ukhuwah and followed some training center and some programs conducted by the school to develop the teacher ability in teaching. In teaching English in the classroom, she uses 75 % English and 25 % local language, for technique and methods; she is not focus on one method, but integrates with other methods and techniques.

b. Student interest

Based on the questionnaire, most of the students have high interest towards teaching and learning in speaking, although their interests are various. The variation of their interest is visible from their attention on the lesson and their activities while the teaching and learning process is going on in the classroom. The report of questionnaire as indicator of students' interest presented below:

Table 4.9. The Storytelling is Interesting Technique in Speaking Activity

No	Option	Percentage
1	Strongly disagree	0%
2	Disagree	0%
3	Undecided	27%
4	Agree	46%
5	Strongly agree	27%
	TOTAL	100%

The data above explains the data of whether they feel storytelling is interesting technique in speaking activity. 46% students agree, 46% strongly agree, 27% undecided, and none of the students for disagree and strongly disagree.

Table 4.10 The Students' Opinion whether The Storytelling Technique is difficult

No	Option	Percentage
1	Strongly disagree	7%
2	Disagree	23%
3	Undecided	43%
4	Agree	20%
5	Strongly agree	7%
	TOTAL	100%

The data above explains the data of whether the storytelling is difficult as one technique in speaking, 43% students undecided, 23% students disagree, 20% student, and 7% students strongly agree and strongly disagree.

Table 4.11 The Storytelling Can Help Students to Improve Their Speaking Skill

No	Option	Percentage
1	Strongly disagree	0%
2	Disagree	7%

3	Undecided	20%
4	Agree	33%
5	Strongly agree	40%
	TOTAL	100%

The data above explains the data of whether they feel storytelling helps them to improve their speaking skill. 40% students answer strongly agree, 33% answer agree, 20% answer undecided too, 7% students answer disagree and there is not one of the students answer for strongly disagree.

Table 4.12 The Storytelling makes Students more Confident to Speak English

No	Option	Percentage
1	Strongly disagree	3%
2	Disagree	24%
3	Undecided	27%
4	Agree	33%
5	Strongly agree	13%
	TOTAL	100%

The data above explains the data of whether the storytelling makes the students be confident in speaking English. 33% students agree, 27% undecided, 24% disagree, 13% students strongly agree and 7% strongly disagree.

Table 4.13. The Students' Interest in Speaking English Increase after Teaching with Storytelling

No	Option	Percentage
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1	Strongly disagree	7%
2	Disagree	10%
3	Undecided	40%
4	Agree	33%
5	Strongly agree	10%
	TOTAL	100%

The data above explains the data of whether the students are more enthusiasts to read and tell the stories after learning English through storytelling technique. 40% of students' undecided, 46% strongly agree, 33% of students agree, 10% of students strongly agree and disagree and only 7% of students strongly disagree.

Table 4.14. The Story is more understandable with Storytelling Technique

No	Option	Percentage
1	Strongly disagree	10%
2	Disagree	3%
3	Undecided	37%
4	Agree	37%
5	Strongly agree	13%
	TOTAL	100%

The data above explains the data of whether the storytelling can help the students to understand about the story or some event on the text. 37% of students agree, 37% of students undecided, 13% of students strongly agree, 10 students strongly disagree and 3% of students disagree.

c. Available Facilities at the School

Facilities are every tool for accelerate implementation all the activities and they have a function to make easy every activity¹. Available facilities also become influential factor in teaching and learning activity. Based on the observation and interview with the headmaster and administration staff of this school, there are also some facilities that can support the teaching learning English, such as the English books and language laboratory.

C. Data Analysis

After all of the obtained data are presented in data presentation, they are also needed to analyze. It is done to know the teacher's activities in teaching and learning speaking at second grade of SMA Islam Sabilal Muhtadin and the factors that support the teaching and learning speaking through storytelling at that school. For further description, it is known from the analysis as follow:

1. The teacher's technique in teaching speaking through storytelling

Based on the steps that Caufield J said in his writing², the English teacher in second grade of SMA Islam Sabilal Muhtadin used all of those steps very well. She is a professional teacher in teaching speaking, especially in storytelling, she explained how to tell the story well to her students, She began the teaching with introduce the kind of

¹ Edwin, Kamus Pelajar Bahasa Indonesia, (Surabaya : Alumni, 2004,) p.13

² Caufeld, J. The storytelling club: Narrative study of children and teachers as storyteller.(Canada : Disertation abstract international, 2000)

text, narrative and spoof text, it is about the generic structure, function and other text's components, the topic in that time is more about the spoof text, and the topic is about "the funny story". She stood in front of the class and presented the story, she walked around the class, made a good gesture, mimic and her story can be understood by the students well, the students gave a big attention to her. In the end of the story, the students laughed and made a noisy because they understand with the story and got the main point of it. Teacher asked the students what they got and taught from that story.

After that, she gave the text of the story with the missing sentence and the students are asked to fill the text to be the perfect story based on their ideas. Some of students presented their story in front of the class with their friends and in the end of the class; the teacher concluded the learning that day.

All components in speaking through storytelling technique can be reached by the teacher. For vocabulary she got 85 points, it means her vocabulary in excellent category, in pronunciation, she got 85 points too, and she is also in excellent category, she got 90 points when she used a good grammar, and her grammar in excellent category. In fluency and gesture components, she got 80 points, it means her fluency and grammar are good, for the last component, mimic, she got 75 points, she also in good category, the total points that the teacher got is 83.57.

Although the teacher's skill in using storytelling as her technique in teaching speaking is good, of course it still has to be more evaluated and developed, and it is will be better if the teacher use others media that conduct to teaching learning process in

storytelling and it will be more attractive and the students will be more interested in learning speaking, especially in storytelling.

2. The Students Ability during Storytelling in Speaking Activity

From the students' performance in oral test of storytelling in speaking activity, their ability in average category with the total score is 73.45 and all students in the same category. They got the difficulties when telling story is using mimic and gesture, but in other components, they were good. Almost all students didn't use the media to help them in telling the story; they stood in front of the class and told the story without specific or special mimic and gesture based on their story. In other components, like pronunciation, vocabulary, fluency, grammar and comprehension, they were good, almost all students get in score more than 70.

From the test result, the mean score of the students' ability toward the storytelling technique in speaking activity at second grade of science class SMA Islam Sabilal Muhtadin in academic year 2010-2011 is 73.45 .

3. The Effectiveness of Storytelling Technique in Speaking Activity

From the result of the English teacher's skill, she got 83.57 and her skill is in excellent category and for students' ability they got score 73.45 and their skill are in good category. So, the writer concludes that the storytelling that is the teacher applied in speaking activity is effective.

4. Influential Aspects in Storytelling technique in speaking activity

There are some influential aspects that might influence the storytelling technique in speaking activity which can be seen as follow:

a. Educational Background of Teacher

Teacher is the important one aspect in teaching learning process in the class, how the teacher manage the class and give the lesson to the students influence the success of the learning of the students. Teacher must be qualified in teaching, she or he is demanded to be creative in teaching and how to use the media that appropriate to the learning. Beside that, the educational background of the teacher is so important in teaching learning.

The English teacher at the school SMA Islam Sabilal Muhtadin is Menik Dewintasari, S.Pd who has graduated from scholar 1 English education at UIN Jakarta. She has taught English in this school since 2008 until now.

From the description above, it can be seen that the teacher has suitable education graduated with her task as an English teacher. So her educational background is appropriate to her teaching subject and it is mean the teacher is must have good educational background about how to teach and presenting lesson, to give the right technique and can decide the suitable media are will used.

b. Student interest

Based on the result of questionnaire as describe on the table 4.9, it shows that the biggest percentage is 46% of students stated that they agree in storytelling is interesting

technique in speaking activity. So, it can be stated that the most the students are quite like storytelling as one way to learn speaking.

Then from the students' feel that storytelling is a difficult technique in learning speaking, it can be seen in the table 4.10 which shows that the biggest percentage is 43% of students stated storytelling is quite enough difficult and just 7% of students strongly agree.

Based on the table 4.11 it shows that the biggest percentage of storytelling can help the students to improve their speaking skill is 40% of students strongly agree and it means that almost all students feel that storytelling can help them in improving their speaking skill.

From the table 4.12, it shows that the biggest percentage of storytelling technique make the students feel confident in speaking English is 33% and it means storytelling technique can make the students feel confident.

From the table 4.13, it shows that the biggest percentage of the students are more enthusiast with English story in reading and retelling the stories is 40 % of students undecided. It means, the students think storytelling is interesting with them.

Then, table 4.14, it shows that the biggest percentage of the stories are easier to understand through story telling technique is 37% of student agree and undecided. It means storytelling helps students to understand the stories.

Based on the observation in the classroom, the writer saw that most of the students have high interest towards teaching and learning in speaking, although their interests are various. The variation of their interest is visible from their attention on the lesson and their activities while the teaching and learning process is going on in the classroom. Almost all the students interest to speak English in the class and when teacher used the storytelling as one technique I speaking activity, they were so happy and feel that storytelling help them to speak English more.

c. Available Facilities at the School

One of factors that can support the teaching and learning process is available facilities at school. The school has completed facilities that will be easier for teacher to apply various teaching technique and media. Based on the data of the documentary from administration staff and interview result, it is known that the facilities in SMA Islam Sabilal Muhtadin are quite complete. There are also some facilities that can support the teaching learning English, such as the competence of English teacher, English books and language laboratory. So it can be concluded that the available of teaching facilities at school is influence the English learning.