

**IMPROVING CLASS IX-1 STUDENTS' SPEAKING
ACHIEVEMENTS BY WAY OF STORYTELLING TECHNIQUE
AT SMPN 35 MAKASSAR**

SKRIPSI

By

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PERNYATAAN

Dengan ini saya menyatakan skripsi dengan judul “Improving Class IX-1 Students’ Speaking Achievements By Way Of Storytelling Technique At SMPN 35 Makassar” beserta seluruh isinya adalah benar-benar karya saya sendiri, bukan karya hasil plagiat. Saya siap menanggung risiko/sanksi apabila ternyata ditemukan adanya perbuatan tercela yang melanggar etika keilmuan dalam karya saya ini, termasuk adanya klaim dari pihak lain terhadap keaslian karya saya ini.

Makassar, 25 September 2015

Yang membuat pernyataan,

Akhmad Ludfhy Rahim

ABSTRAK

Akhmad Ludfhy Rahim. 2015. *Improving Class IX-1 Students' Speaking Achievements by Way Storytelling Technique at SMPN 35 Makassar*. Skripsi, Jurusan Ilmu Pendidikan Bahasa Inggris dibimbing oleh Drs. Nikolaus Passassung, M.A., Ph.D. dan Muliati, S.Pd., M.Hum, M.Ed.

Tujuan penelitian ini adalah untuk menjelaskan cara meningkatkan kemampuan berbicara dengan menggunakan metode storytelling pada SMP Negeri 35 Makassar.

Penelitian ini menggunakan Penelitian Tindakan Kelas. Dimana subjeknya terdiri dari 36 siswa dari kelas IX-1 di SMP Negeri 35 Makassar tahun ajaran 2014/2015. Instrumen yang digunakan pada penelitian ini adalah tes lisan. Data terkumpul pada siklus I dan siklus II.

Data yang diperoleh dianalisa secara descriptive dan kesimpulan statistik. Hasilnya menunjukkan nilai rata-rata pada siklus pertama adalah 52 dan siklus kedua adalah 77 artinya metode storytelling dapat meningkatkan kemampuan berbicara siswa kelas 3 di SMP Negeri 35 Makassar.

Keywords: kemampuan berbicara, strategi bercerita, bercerita.

BUSUWA

ABSTRACT

Akhmad Ludfhy Rahim. 2015. *Improving Class IX-1 Students' Speaking Achievements by Way Storytelling Technique at SMPN 35 Makassar*. Skripsi, Department of English Education Supervised by Drs. Nikolaus Passassung, M.A., Ph.D. and Muliati, S.Pd., M.Hum, M.Ed.

The aim of this study is to describe the way students' speaking ability of the third year students improved by using storytelling technique of SMP Negeri 35 Makassar.

The study employed classroom action reasearch design. Where the subject consisted of 36 students who taken from class IX-1 of the third year students of SMP Negeri 35 Makassar in academic year 2014/2015. The instrument of this research was oral test. The data were collected in cycle I and Cycle II.

The data were analyzed by using descriptive and inferential statistics. The result showed that the mean score in cycle I was 52 and in the cycle II was 77 It meant that storytelling technique can improve the speaking ability of the third year students of SMP Negeri 35 Makassar.

Keywords: speaking ability, retelling strategy, storytelling

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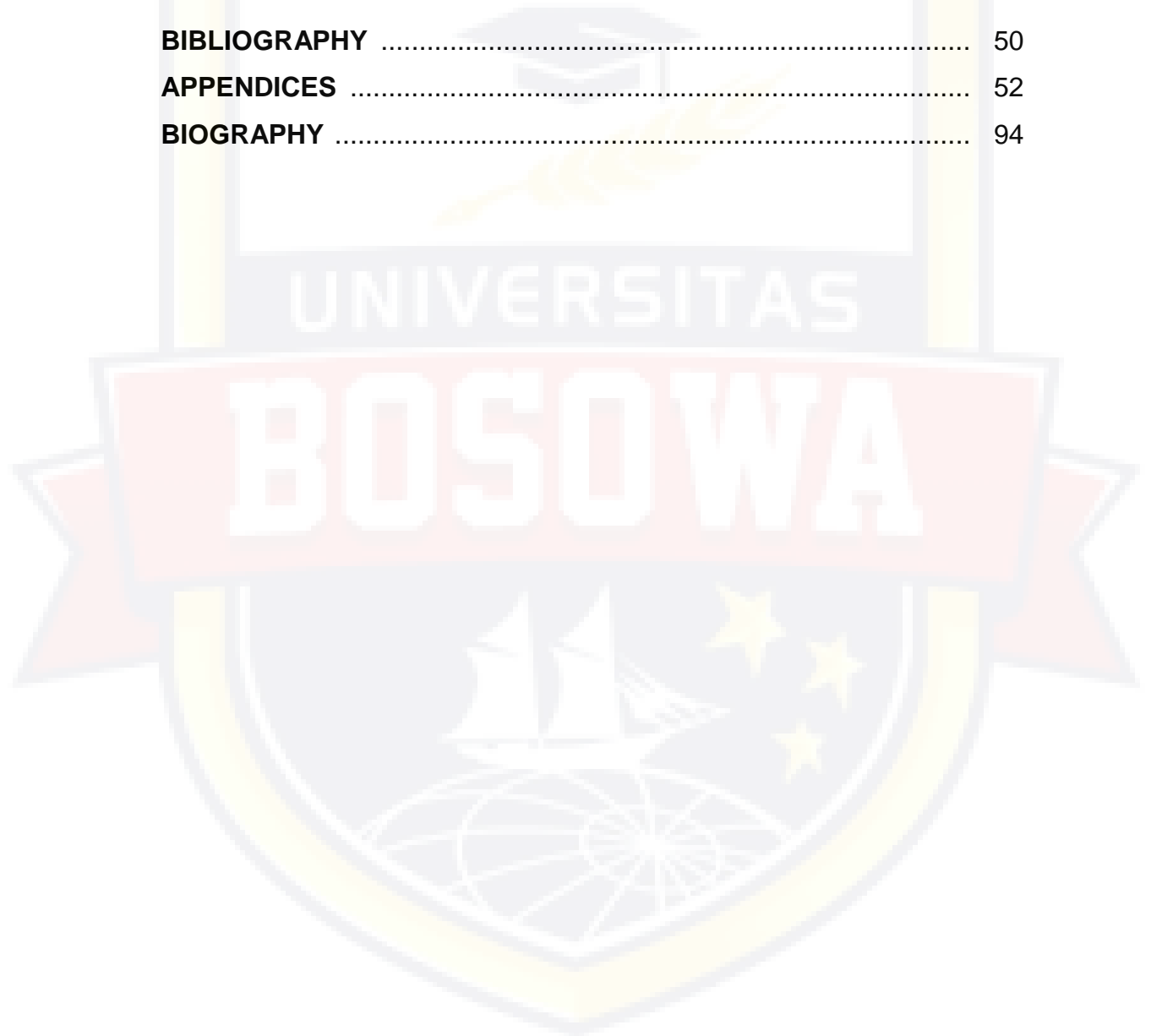
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CHAPTER I

INTRODUCTION

A. Background

As internationally pronounced language, English occupies the first position in the world by communication today. This position makes English most widely used all over the world in all aspects of human life. English is a language used conveying our ideas to other people. We can communicate with other people in the world by the language. In our country, English plays an important role in international communication and in the development of Education, Economic, Science, and Technology (Khaerat, 2004: 3).

One problem that usually find is that the students' are capable of structure or reading, but they have lack of speaking, although English have been thought in Indonesia as a compulsory subject from junior high school to senior high school and university. Therefore, we can state that speaking is one of the improvements of their speaking skill. Studying English without practice speaking is useless. (Nurheni, 2002: 16)

Muttaqin (2002: 27) point out that the students participate actively in speaking English when they are going to send their ideas, asking, question and responding answering in English. When we study language we can think of how people speak and understand each other.

Rivers (2005: 192) stated in his book that there are three factors why students prefer to be silent in a speaking lesson:

1. They have nothing to say,
2. The teacher may have chosen the topic which is uncongenial to him or about which he has nothing to express whether in the native language or the foreign language,
3. They may very conscious of their information in the foreign and felt that expressing themselves open to ridicule beside that there is also asking and answering question without responding but also answering by short answer.

Based on the researcher's experience in pre-observation on the ninth grade students of SMPN 35 Makassar, it was found that in the process of learning speaking, students seldom speak English at English lesson. Students were unresponsive and avoided interaction with teacher, the students usually kept silent without saying something, they did not know what to say, they had less vocabulary, low participation, always used their language of mother tongue to speak with their friends and they can not used the politeness sentence in communicate. Students felt reluctant to give feedback or ask some question. Therefore, their speaking ability was difficult to improve.

Teachers have some ways to solve those problems; one of the ways is through storytelling technique. Storytelling is a universal function of language and one of the main ingredients of casual conversation.

Through their stories learners not only practice an essential skill, but they can also get to know one another, for example: We are our stories (Thornbury, 2005: 95).

Storytelling technique is good for students because they don't need to searching more material from teacher because in storytelling they are only need to share their own story or personal experience in the past. Especially for students who like to share their feeling to their friends so this storytelling will be interesting for them to tell it.

Storytelling did not only improve the student's speaking ability in the classroom but also include into a creative teaching in the classroom so that the students better in understanding the material and active in creating interesting atmosphere, full of motivation, and improve the students confidence.

B. Problem Statement.

Based on the background of the research, the researcher formulate the statement of the problem in the form of question grade 9 student's speaking ability increase through storytelling at the class 9.1 of SMPN 35 Makassar in academic year 2014/2015.

C. Objective of the Research

Referring to the statement of the problem, the purpose of this research is to describe the way storytelling be used to increase the

students speaking ability at class 9.1 of SMPN 35 Makassar in academic year 2014/2015.

D. Significant of the Research

1. The English teacher

This technique can be used by the teachers to develop their teaching technique. Hopefully, it can give inspiration to the teachers to make some variations in teaching English and they are able to use storytelling technique to improve the students' vocabulary.

2. The Students

It is hoped to make the students be more interested and the students will be easy to catch the material in learning English.

3. The next researcher

It also gives experience and understanding of the use of storytelling technique in teaching English for a researcher who is also will become an English teacher.

E. Operational Definition of Variables

Storytelling is the conveying of events in words, and images, often by improvement. In this case, the researcher used the personal experience of the students for the material in the classroom.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter the researcher would explain about the previous of related research finding, theatrical framework and hypothesis.

A. Concept of Speaking

In this paragraph the researcher would explain more about definition of speaking, the importance of speaking, aspect of speaking and speaking as meaningful interaction.

1. Definition of Speaking

In teaching and learning process of language especially for foreign language, there are four kinds of skills that must be learned by the learners, those are listening, speaking, reading and writing skill. Brown cited in Florez (2007: 9) states that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experience, the physical environment and the purposes for speaking. According to Billah (2006: 6), speaking is a part of oral communication it is typified as an activity involving two or more people in whom the participants are both hearers and speakers having to react to what they hear and make their contribution at high speed. Tarigan (2004:

71) claims that a person who has speaking skill is easy in expressing his/her ideas and opinions so it can be received by listeners.

2. The Importance of Speaking

Speaking is one of the most important for us to make a good communication one each other. Speaking is a part in our life. People need to speak for their interaction with each other in their activities everytime and everywhere. Generally, the people producing more than thousand words everyday. Especially in the learning process. The teacher need to speak in front of the students and the students will get the information from the teacher and reply.

The capability of human to speak well is very needed in delivering a wish, thought, etc. In order that the listeners can comprehend what the speaker talk about. Referring to the important of speaking, Renandya (2002: 204) states that effective oral communication requires the ability to use the language appropriately in social interactions that involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation.

Another opinion claim, that social contact in interactive language function is a key importance and in which is not what you say that counts but how you say it what you convey with body language, getures, eye contact, and other nonverbal messages (Brown, 2007: 237).

3. Elements of Speaking

According to Hammer (2000: 15), aspects of speaking can be divided as follows:

a) Pronunciation

It is the manner of pronunciation something articulate utterance. Certainly we all realize that pronounce is one of speaking elements that have strong relation with vowel and consonant, stress and intonation Wilkins in Ira (2006: 16). Pronunciation, intonation and stressed are learn by way imitating and repeating. Therefore, teacher of English should have good standard of pronunciation in other that the learner can imitate their teacher in teaching and learning process.

b) Vocabulary

It is impossible to speak without mastering vocabulary. Therefore this element is some essential to learn before practice speaking. The students sometimes get trouble in memorizing all vocabulary that they have known because they poor of practicing and use them. Thus they need to practice more to keep them in mind. Furthermore. Hammer (2000: 159) classifies vocabulary into three types, they are:

- Active Vocabulary: The wors are costumarily use in speaking

- Reserve Vocabulary: The words we know but rarely use them in ordinary speech. We use them in writing letters and increasing for synonyms.
- Passive Vocabulary: The words we recognize vaguely, but we are not sure of the meaning, never use them in either speech or writing. We just know them because we have seen it before.

c) Grammar

The types of grammar as in the following:

1. Perspective grammar that prescribes what people should say it is the roles found in school-books: say the warnings against final preposition in sentence.
2. Traditional grammar concern with labelling sentences with part of speech. Analysing sentence mean labelling the parts their names and giving rules that explain verbally how they may be concern.
3. Structural Grammar concern with how words go into phrases structure, which shows how some words go together in the sentences.
4. Grammar as knowledge, it refers to the native speakers' knowledge of language.

According to Hornby in Nursyamsi (2010: 12) states that fluency is the quality or condition of being fluent. Fluency is the quality or condition being fluent. Fluency is highly complex nation relate mainly to

smoothness of continuity in discourse. It includes a consideration of how sentence are connected, how sentence patterns vary in word-order and omit elements of structure and also certain aspect of the prosody of discourse.

1. Self Confidence

Self Confidence is feeling sure that about one's ability as he states of feeling sure when people or students are able to think well. It is clear that is confidence is the ways we feel about what we are going to and also our perception how effectifely we deal with other.

2. Contents

Oral communication is two ways process between speaker and listener and native the productive skill of speaking and the respective skill understanding. It is important to remember that respective skill not imply passive both in listening and reading. Language users are actively involved in the process of interrupting and negotiating.

4. Speaking as Meaningful Interaction.

Teaching and testing experts often talk about speaking as a technical term to refer one of various skills that language learners should develop and have. This type of speaking tends to be seen as something that individuals do. It is legitimate, and for educational purposes useful, to

see speaking in this way too, because it is true that individual speaks, and an important part of language use in personal. Nevertheless, it is also important to remember that speaking forms a part of the shared social activity of talking.

In a typical spoken interaction, two or more people talk to each other about things that very think is mutually interesting and relevant in the situation. Their aim can be to pass the time, amuse each other, share opinions or get something done, or they can aim to do several of these and other things at once. The point in their interaction is that they do these things together. Each participant is both a speaker and a listener; they construct the event together and share the right to influence the outcomes which can be both shared and individual.

In further discussion, Chastain in Kamalia (2004: 7) states that learning to speak is obviously more difficult than learning to understand the spoken language. As speaking is difficult, more effort is required on the part of the students and more concern of sequential on the part of the teacher. He states that it is not enough for the students to hear or listen to speech but also Bryne (2003: 21) states that the teacher will need to give the students ample opportunity to practice their speaking skill. He further states that if the students were able to practice the new speech habit through out the day as the child did in this native language.

Thornbury (2005: 118) states that speaking always assumes a listener, whether physically present or at the other end the of the line.

Indeed, one of the chief difficulties that speakers of another language face is the problem of understanding what other speakers are saying. Speaking, therefore, needs to be practiced in conjunction with other skills, which suggest an integrated skills approach.

In speaking class, the students are hoped to express ideas, information, and feeling to others. There are many talking of tasks to develop the students ability in speaking, the students will not be able to speak fluently if they do not practice the language in respectable, correct, and accurate language. All the teacher of English who teach English as a second language (L2) and foreign language (L1) want the students to practice speaking English frequently in the classroom interaction. By this way, the frequent practice also performs the students' positive attitude in learning language as far as they are motivated to improve their speaking ability.

Based on the some opinion, the researchers who discussed about speaking contain meaningful interaction between speaker and listener to achieve the process of communication among them. Nevertheless, speaking as interaction between the speaker and listener have to cooperate and establish each other to avoid misscommunication that happened to them. Because the primary purpose in speaking process to get a clear understanding of what is means to be able to speak. In speaking class, the teacher hoped to apply the design of speaking creativity in teaching speaking. It purposes to motivate the

students' speaking ability. So that they were be able to express their wish and ideas to others and practice their speaking skill indirectly. The students' can improve their listening ability also to response the others speakers. So we do communication through speaking to get much more information.

5. Problems in Teaching Speaking in English as Foreign Language

Speaking is one of the important skills in English as a Foreign Language (EFL). It shows the best influence when seeing goal of speaking learning process, especially in EFL. The goal of English teaching is to make students able to communicate well.

There are some problems in teaching speaking. The problems come from internal and external. Internal problems are native language, age, exposure, innate phonetic ability, identity and language ego, and motivation and concern for good speaking. An external problem is institutional context that puts English as second or foreign language in a nation.

1) Internal Problem

There are several discussions about problems that come from body of the students their self. The problems are commonly become obstacles in teaching speaking. The problems are native language, age, exposure, innate phonetic ability, identity and language ego, motivation and concern for good speaking.

a. Native Language

The native language is the most influential factor affecting a learner's speaking. Brown, (2000: 284) states, "If you are familiar with the sound system of learner's native language, you will be better able to diagnose student difficulties. Many L1-L2 carryovers can be overcome through a focused awareness and effort on the learner's part."

By the statement it concludes that mother language of students will be a problem in teaching speaking if the teacher cannot understand the fact and decided a way to solve the condition moreover if the linguistic aspect of the native language students have is really different with target language. In the condition, linguistically, the difference of L1 and L2 is the fundamental factor that determines success of a speaking class.

b. Age

Generally speaking children under the age of puberty stand an excellent chance of "sounding like a native" if they have continued exposure in authentic contexts. Beyond the age of puberty, while adults will almost surely maintain a "foreign accent", there is no particular advantage attributed to age. A fifty year old can be as successful as an eighteen year old if all other factors are equal. Although, Brown, (2000: 284) argues that remind the students are older, that "the younger, the better" is a myth. It is because, in fact, every step of age has its own characteristic that sometime has a potency to be a problem in teaching speaking.

c. Exposure

It is difficult to define exposure. One can actually live in a foreign country for sometime but not take advantage of being “with the people.” Research seems to support the notion that the quality and intensity of exposure are more important than mere length of time. Brown, (2000: 285) says that if class time spent focusing on speaking demands the full attention and interest of the students, then they stand a good chance of reaching their goals.

The statement shows that in terms of exposure the discussion will be very fuzzy. Some students may be more interest by quality and intensity of exposure the teacher gives in speaking class. Some of the students may have contradictive condition; they prefer to get long time of exposure in reaching the speaking class goal. The relativity is an obstacle in teaching speaking so the teacher should know the condition of his or her students in order to be able to give suitable exposure.

d. Innate Phonetic Ability

Often referred to as having an “ear” for language, some people manifests a phonetic coding ability that others do not. In many cases, if a person has had exposure to a foreign language as a child, this “knack” is present whether the early language is remembered or not, (Brown, 2000: 285). Others are simply more attuned to phonetic discriminations. Some people would have you believe that you either have such a knack, or you do not. Therefore, if speaking seems to be naturally difficult for some

students, they should not despair; with some effort and concentration, they can improve their competence.

In other words, sometime speaking skill often placed as a talent from an individual. The perspective is not wrong because many researches, especially in education have proven that human has specific talent or inelegance. Here, speaking skill mastery includes verbal intelligence. So, the teacher should understand the fact by realizing that students have their own chance to be success in speaking class. It will a big problem if the teacher do not see his students in diverse talent.

e. Identity and Language Ego

Yet another influence is one's attitude toward speakers of the target language and the extent to which the language ego identifies with those speakers. Learners need to be reminded of the importance of positive attitudes toward the people who speak the language, but more important, students need to become aware of - and not afraid of - the second identity that may be emerging within them, (Brown, 2000:285).

The perspective shows that students' attitude is very important in speaking class. Positive attitude will help the students to master speaking skill better. On the contrary, by bad attitude, the students will be more difficult to reach the speaking class goal. Good attitude is a power that helps the students to accept speaking material. It will be a huge trouble if the teacher does not know the importance of Identity and language ego of his students.

f. Motivation and Concern for Good Speaking

Some learners are not particularly concerned about their speaking. The extent to which learners' intrinsic motivation propels them toward improvement will be perhaps the strongest influence of all six of the factors in this list. Brown, (2000: 285) says that motivation and concern are high, and then the necessary effort will be expended in pursuit of goals. It means that motivation is very important in teaching speaking.

The teacher does not have other choice expect try to wake students' motivation. The problem is that motivation is a very complex thing. Motivation means a cluster of factor that 'energizes' the behavior and gives it 'direction' (Atkinson 2000: 13). In Atkinson point a view, motivation is term used to describe what energize a person and what directs his activity, and energy and direction are the center of motivation. Furthermore, Motivation is divided into intrinsic and extrinsic motivation (Arnold, 2000:14). The problem here is that how to build both intrinsic and extrinsic motivation from the students. Moreover, each student has his own characteristic so it needs many strategies and approach to make up the motivation.

Teacher can help learners to perceive or develop hat motivation by showing, among other things, how clarity of speech is significant in shaping their self image and ultimately in reaching some of their higher goals.

2) External Problem

The effectiveness of teaching speaking does not only come from internal aspects of the students but also influenced by external factors. The completeness understanding of problem in teaching speaking should be known by the teacher. The factor is an institutional context that puts English as second or foreign language in a nation. The context in which the language is learnt still considerable relevance to kind of English and need to study, and the skills they will need to acquire.

In the external problem, teaching speaking has challenge to make suitable classroom hours based on researcher observation on SMPN 35 Makassar, the students learn english about 4 hours in a week. They don't have the much time to practice speaking in the classroom because the students only focus to the lesson in syllabus and preparation for their examination from the government. They did not have suitable partner to speak in English and the fact, they prefer to speak in their native language.

B. Storytelling Technique

In this paragraph the researcher will explain more about definition of Storytelling technique, the importance of speaking, aspect of speaking and speaking as meaningful interaction.

1. Definition of Storytelling

Angela (2001: 5) explains that storytelling is an activity that can be defined very simply as that which is done by storytellers. As human being, people usually tell their story to other. They tell other about their feeling, opinion, ideas, or even anything happened in their lives. It is very simple to tell story to other, as simple as expressing what is on mind.

As people like to share their stories or experience, it is explained further on the book of Angela (2001: 5), "Storytelling is thought of as something belonging to a pre-industrial or mythical past". Stories have been shared in every culture as a means of entertainment, education, cultural preservation, and instilling moral values. Crucial elements of storytelling include plot, characters, and narrative point of view.

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

2. The Benefit of Storytelling to Speaking Skill

By using storytelling, the teacher can motivate the students to speak based on the personal experience that they have felt. Storytelling gives students an opportunity to speak at length. Storytelling also helps develop oral language proficiency as well as reading comprehension.

Storytelling allows students to give knowledge about important aspects of story beginnings and endings, settings, characters, and plot lines.

3. The Objective of Storytelling

According to Atkinson (2000: 8), there are some objectives in doing storytelling technique in speaking class. The first objective is to motivate students to develop positive attitudes towards the foreign language and language learning. In every story, there will be a moral message can be taken, whether it is negative or positive. If it is negative, teacher must tell the students not to copy, but if it is positive, teacher must tell the students to do so.

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

The third objective is to increase students' ability to share social experience. Storytelling is not only enjoyable, but can help build up students' confidence and encourage social and emotional development. It provokes a shared response of laughter, sadness, excitement, and anticipation.

The fourth objective is to allow teacher to introduce or revise new vocabulary and sentence structures. It can be done by exposing the students to language in varied, memorable and familiar contexts. It will be enrich their thinking and gradually enter their own speech.

The fifth objective is to improve students' other skills in some aspects, such as listening, grammar, vocabulary, and concentrate. In using storytelling technique for speaking class, the teacher must be fair in choosing the storyteller. The storyteller must be chosen in rotation, so every student will get their turn to be storyteller. There will be also listener who can improve listening, grammar, vocabulary, and concentrate through the storyteller. From those five objectives of storytelling, it can be concluded that storytelling gives many benefits besides improving speaking skills.

4. The Implementation of Storytelling in the Speaking Class.

In implementing storytelling, its important to look in the procedures. The procedures of conducting storytelling for teaching speaking are as follows:

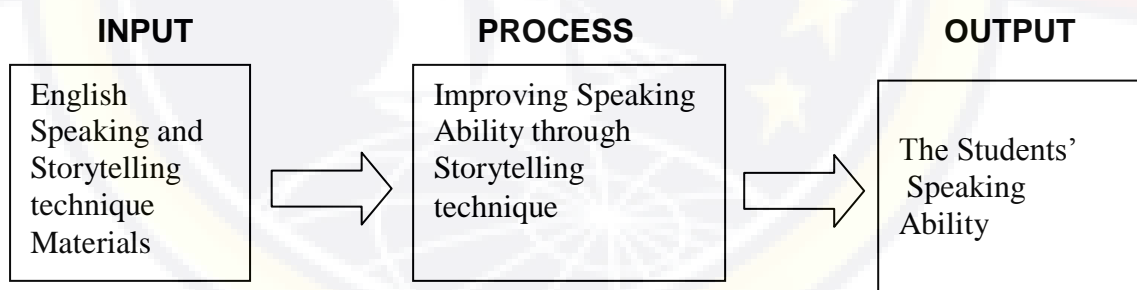
- 1) Giving story to the students as example.
- 2) Finding some topics for storytelling
- 3) Ordering students to make a story from the topics the have chosen.

- 4) Sharing some vocabulary or the story to the students that can give them inspiration.
- 5) Giving at least 15-20 minutes to prepare the storytelling.
- 6) Performing the storytelling by the student.
- 7) Discussing the story that has been told, it could be as question-answer activity.
- 8) Finding another student to perform.

C. Conceptual Framework

The focus in this research is the application of the classroom speaking tasks by storytelling to improve the students' ability in speaking English.

Storytelling also helps the students to ensure that there is an input before output. So that, they can be provided with a suitable before they produce words or sentences in the storytelling process. The theoretical framework under line this research is given in the following diagram:



D. Hypothesis

Teaching speaking through storytelling technique can improve students speaking ability of grade 9 SMPN 35 Makassar.

CHAPTER III

RESEARCH METHOD

This chapter will explain (A) Research Design, (B) Subject and Collaborator of the Research, (C) Setting of the Research, (D) Instrument of the Research, (E) Procedure of Data Collection and (F) Technique of Data Analysis.

A. Research Design

In this research, the researcher will conduct classroom action research. Classroom action research is a type research aiming to examine some ideas in practice to change something in order to get the real result (Riyanto, 2011: 49). From the opinion, it can be conclude that classroom action research is the research which examines ideas to increase the learning process. The researcher and the teacher will collaborate in learning activity until they got the same opinion and understanding about the problem.

According to Taggart cited in Dede Nurohim (2012: 35) the approach or the procedure of classroom action research into four steps. They are planning, acting, observing and reflecting.

- **Planning**

Classroom Action Research is like no other scientific researches ever to be prepared properly. The first step is to plan carefully and thoroughly. It is a plan to conduct treatments.

- Acting

The second stage of Classroom Action Research is acting. Acting is to apply what has been planned at one stage, the acting in the classroom.

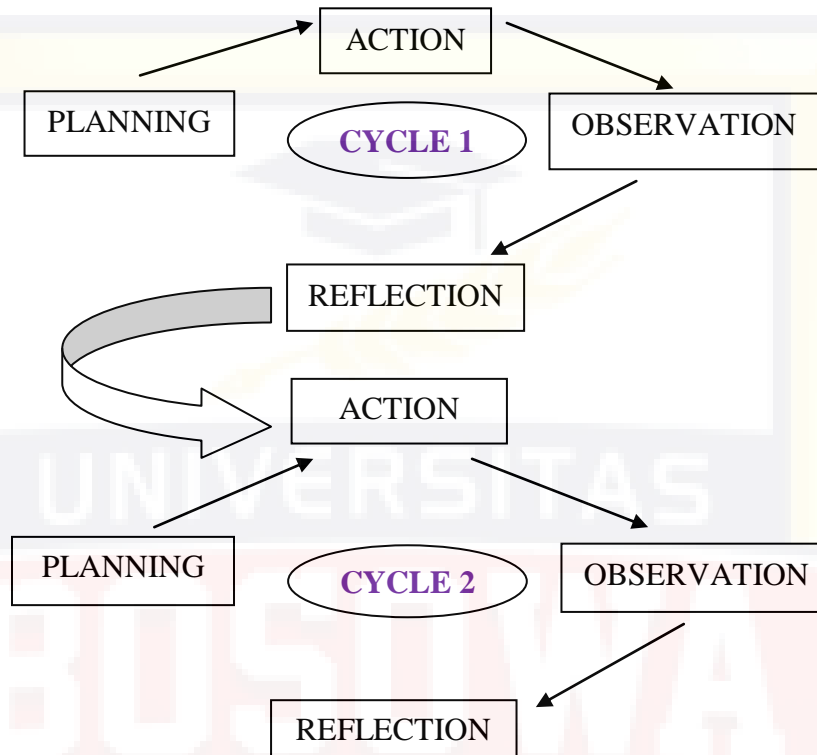
- Observing

The third stage of Classroom Action Research is observing. Observing is a tool to capture how much effect the action has reached target. In this step, the researcher referring identified and analyzed the data collected during the treatment.

- Reflecting

The fourth and final stage of Classroom Action Research is reflecting. Reflecting is an activity result any improvement. To support the research, the researcher used observation, test and document to gather the data.

The relation among them is called a cycle. The design is describe as follow:



Picture 1. John Elliot Action Design in Tatang Sunendar 2008

B. Subject and Collaborators

a. Subject

The subject in this research is the second year students of SMPN 35 Makassar class IX.1 which consist of 36 students' : 22 female students and 14 male students. The researcher did research at this class because the teacher said that the students' speaking skill in this class is still low and only about 30% of them who has good skill in speaking. So the

researcher choose to do research in this class. So the researcher choose to do research in this class.

b. Collaborator

- Researcher as the person who will carry out the teaching.
- Teacher as the person who will observe the events in the class.

C. Setting of the Research

Setting in this research consists of location of the research, time of the research, and cycle of the research are as follows:

- Location

This research will conduct at SMPN 35 Makassar in Jl. Telegraf Utama No. 1 Kompleks Taman Telkomas. This school is located in the suburbs, but remain in a quiet and comfortable situation for teaching and learning school. The school consists of 27 classes and every grade consist of 9 classes.

- Time

This research conducte at third academic year of 2014/2015 which held in 14th August Until 2nd September 2015. The determination of this schedule refers to the second academic calendar because classroom action research need some cycles that needs effective learning and teaching process in the class. This is concord with school syllabus.

D. Instrument of the Research

The researcher will present a material about personal experience. While to evaluate the students' creativity in storytelling, the researcher will use speaking test through storytelling. Using this instrument is to judge the students' creativity to retell the story of personal experience, which could to indicate their speaking ability in accuracy, fluency and grammar.

E. Procedures of Data Collection

In this research, the researcher will apply classroom action research (CAR) that consists of two cycles. Both cycles will be carried out depend on evaluation result achievement from the first cycle. Class action research itself implements planning a series of steps such us planning , action, observation, reflection.

Cycle 1

As indicated it before, this would implement a series of steps action, observation, reflection, which described in default as follows:

a. Planning

To perform this research, there are plans will be applied by the researcher as follows:

- The researcher make lesson plan and instrument
- Preparing the aids for teaching
- The researcher prepare observation list
- Determine who will act as collaborator

- Plan how to conduct the evaluation

b. Action

In the cycle, the researcher will do some actions during the research

such as:

- Prepare the class
- Doing exploration
- The researcher determined the topic which had to be taught at the meeting about personal experience.
- Conducting the evaluation
- The details of the actions can be seen in lesson plan

c. Observation

In this step, the researcher and teacher observe all events or activities during the research such as :

- Made a note all the activity of the students in every meetings in order the researcher could measure the improvement of the students' ability.
- Make observations on the application of teaching speaking by using personal experience for the second year students of SMP Negeri 35 Makassar
- Record the activity that occurs when the application of teaching speaking using Personal Experience.

d. Reflection

In this step, the researcher reflected the implementation in the cycle two such as:

- Analyzing the findings when observing the implementation of the observation
- The researcher did reflection about the success or failure in the using of Personal Experience in this cycle.

F. Technique of Data Analysis

After gained the research, the researcher will tabulate and then analyze into percentage technique by three classifications as follows:

1. Scoring the students answer. In scoring the sample, the researcher used the analysis scoring of the two components of speaking as stated below:

a. Accuracy

Table 1.1 The Score Criteria of Speaking Accuracy

Classification (1)	Score (2)	Criteria (3)
Excellent	6	Pronunciation is only slightly influenced by the mother tongue. Two or three minor grammatical and lexical errors
Very Good	5	Pronunciation is only slightly influenced by the mother tongue. A few minor grammatical and lexical errors but most utterances are correct.
Good	4	Pronunciation is still moderately influenced by mother tongue but not

		serious phonological errors. A few grammatical and lexical errors and causing confusion.
Average	3	Pronunciation is influenced by mother tongue only a few phonologies errors. Several grammatical and lexical errors some of which cause confusion.
Poor	2	Pronunciation is seriously influenced by mother tongue with errors causing a breakdown in a communication. Many grammatical Errors.
Very Poor	1	Serious pronunciation errors as many basic grammatical and lexical errors. No evidence of having mastered any of the language skill.

b. Fluency

Table 1.2 The Score Criteria of Speaking Fluency

Classification	Score	Criteria
Excellent	6	Speaks without too great an effort with fairly wide range of expression. Searches for words occasionally by only one or two unnatural pauses
Very Good	5	Has to make an effort at time to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses
Good	4	Although he has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery. Occasionally fragmentary but succeed in conveying the general meaning. Fair range of expression
Average	3	Has to make an effort for much time. Often has to search for the

		desired meaning. Rather halting delivery and fragmentary. Range of expression often limited
Poor	2	Long pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery. Almost give up making the effort at times limited range of expression.
Very Poor	1	Full of long unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort, very limited range of expression

c. Grammar

Table 1.3 The assessment of grammar

Classification	Score	Criteria
(1)	(2)	(3)
Excellent	6	They speak effectively and very good of using grammar structure
Very good	5	They speak effectively and good of using grammar structure.
Good	4	They speak sometimes hasty, but fairly good of using grammar structure.
Average	3	They speak sometimes hasty, fair of using grammar structure
Poor	2	They speak sometimes hasty, and more sentences were not appropriate in using grammar structure.
Very Poor	1	They speak sometimes hasty, and more sentences were not appropriate in using grammar structure and little or not communication.

(Heaton, 1989:112)

2. Classifying the scores of the students' ability based on classification

speaking achievement as follows :

Table 1.4 score classification

Score	Classification
60-100	Successful
0-59	Unsuccessful

Source: SMP Negeri 35 Makassar

3. Students' score

$$\text{Score} = \frac{\text{total correct answer}}{\text{Total item}} \times 100$$

4. Mean score

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

Where : \bar{X} = mean score

$\sum X$ = sum of all score

N = total numbers of subject

(Gay, 2006:320)

CHAPTER IV

FINDING AND DISCUSSION

This chapter consists of (A) Findings (description and analysis of cycle 1 and cycle 2), and (B) Discussion of the findings.

A. Finding

First, the researcher described the cycles. In every cycle, there are planning, action, observation and reflection.

1. Cycle one

a. Planning

- 1) At first the researcher made lesson plan based on syllabus of the teaching learning.
- 2) The researcher discussed with teacher about the main instrument that appeared in the research in order to make the students' easy understand of storytelling.
- 3) To encourage this research, the researcher prepared things which related to the research. There were many things that the researcher needed consist of: Paper, camera, recording tools and supporting instruments. In this cycle the best was given toward the students to know how improve speaking ability through storytelling technique in the classroom.
- 4) The researcher made sure about students who got involved on the research.

5) The researcher prepared teaching facilities.

b. Action

In the first meeting, the researcher introduced himself and explained about his purpose to do the research to students then the researcher explicated to the students about storytelling in the class. By purpose to improve speaking ability, in cycle 1 the researcher just gave some example of storytelling to students about narrative story as one of instrument of the research. Until it could be easy to tell their storytelling. After that, the researcher asked students to arrange their story about their personal experience on a paper and then memorized it. At least some students got two things in the learning such as enriching d vocabulary and improving speaking ability. Afterwards the students were asked to tell their stories in front of the class even a part of students made a short story of their personal experience. If students need help, they could discuss with their friends. The aim was to strengthen and compete the part of the story which probably students didn't understand the whole of the story from the beginning until the ending of the story.

c. Observation

Based on the observations made by the researcher, the data obtained are : in the first cycle, many students still didn't have self confidence to speak, students have some problems in pronouncing some English words. Example when the students asked to speak

they usually say “I don’t know the meaning sir..”. or the students sometimes asked “what is the meaning of ... sir ? and how to read it?”. Besides that, majority of students’ in fluency was still less. In addition, the students felt that their vocabulary used was still limited until they were not ready to tell their story in the first cycle. Students found difficulty to find the meaning of the some words in their story. trouble with the others, beside that, students’ concentration disturbed by among of them when asking the meaning of the story. Students’ practices for many times to pronounce some of the difficult words for them. That’s why the researcher have to manage the time carefully. Actually Students need to be more quite and concentrated in practicing so that the story could be understand easily. Beside on the researchers’ observation that in the circle I students still did not reach yet the minimum score. Therefore the researcher determines the quality of accuracy and fluency students’ speaking into score classification below:

Table 2.1: The students’ score of fluency and accuracy in circle 1

No	Initial of students	Score		
		Fluency	Accuracy	Grammar
(1)	(2)	(3)	(4)	(5)
1	JT	3	4	2
2	RW	2	2	3
3	MDS	2	3	3

No	Initial of students	Score		
		Fluency	Accuracy	Grammar
4	DNA	4	4	3
5	AP	2	2	1
6	DC	3	3	2
7	ASA	3	2	2
8	AB	2	4	2
9	DAM	3	4	5
10	RT	3	3	3
11	ANI	4	4	4
12	BAP	4	5	4
13	MSS	3	4	2
14	GN	5	5	3
15	PNC	5	3	3
16	ASB	2	3	2
17	PHA	3	3	2
18	NZ	2	3	3
19	AA	5	4	2
20	NA	3	3	2
21	BF	5	5	3
22	BA	3	2	3
23	AR	4	4	4
24	AS	3	4	3
25	AR	4	4	3
26	SR	2	4	3
27	DY	3	3	3
28	PA	3	4	4
29	MV	3	4	4

No	Initial of students	Score		
		Fluency	Accuracy	Grammar
30	GE	3	4	3
31	NS	3	3	2
32	AM	3	4	2
33	MA	3	3	3
34	MNI	3	3	4
35	AIA	3	4	3
36	NB	4	4	4

Table 2.1 indicates students' fluency, accuracy and grammar who achieve the successful criteria is not enough a half in reaching the minimum score after accumulated in the table below :

Table 2.2 The Students' total Score In cycle I

No.	Initial of Students	Score	Classification
(1)	(2)	(3)	(4)
1	JT	50	Unsuccessful
2	RW	38	Unsuccessful
3	MDS	44	Unsuccessful
4	DNA	61	Successful
5	AP	27	Unsuccessful
6	DC	44	Unsuccessful
7	ASA	38	Unsuccessful
8	AB	44	Unsuccessful
9	DAM	66	Successful
10	RT	50	Unsuccessful
11	ANI	66	Successful
12	BAP	72	Successful
13	MSS	50	Unsuccessful

No.	Initial of Students	Score	Classification
14	GN	72	Successful
15	PNC	61	Successful
16	ASB	38	Unsuccessful
17	PHA	44	Unsuccessful
18	NZ	44	Unsuccessful
19	AA	61	Successful
20	NA	44	Unsuccessful
21	BF	72	Unsuccessful
22	BA	44	Unsuccessful
23	AR	66	Successful
24	AS	55	Unsuccessful
25	AR	61	Successful
26	SR	50	Unsuccessful
27	DY	50	Unsuccessful
28	PA	55	Unsuccessful
29	MV	61	Successful
30	GE	55	Unsuccessful
31	NS	44	Unsuccessful
32	AM	50	Unsuccessful
33	MA	50	Unsuccessful
34	MNI	55	Unsuccessful
35	AIA	55	Unsuccessful
36	NB	66	Successful
Total		1903	

Table 2.2 above indicates that the total score of students' fluency, accuracy and grammar is only eleven students who got successful classification.

Here is the mean score of the cycle I as follows:

Table 2.3 The Percentage of Cycle I

Classification	Score	Frequency	Percentage
Successful	60-100	11	30
Unsuccessful	0-59	25	70
Total		36	100 %

Table 2.3 above indicates that not a half of the students are successful but the majority of students are unsuccessful to get the minimum score. It means that the researcher needs to conduct the circle II to see the improvement students' speaking ability according to minimum score. The mean score of the cycle I as follows:

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

$$\bar{X} = \frac{1903}{36}$$

$$\bar{X} = 52$$

The result of implementation of cycle I shown that the student's speaking ability was unsuccessful or poor. The standard of success criterion of the students' speaking ability in is 60 (KKM of SMP Negeri 35 Makassar) reveals that mean score of the students is only 52. It means that their study has not been successful yet.

c. Reflection

Based on the data presented in the table 3 above, it can be stated that the implementation of storytelling technique to improve the students' speaking ability was not successfully yet. There were some mistake that happen in this first circle that researcher did such us the explanation about storytelling by the researcher. Therefore it was troubled students' concentration in making their storytelling. Beside that, the researcher did not explain the way of storytelling simply and students asked for the researcher to translate some words they didn't understand. Mostly they did not have self confidence to tell their story. Therefore students needed to be motivated and supported by the teacher.

2. Circle two

a. Planning

1. The researcher made lesson plan with considering the result of the cycle one.
2. The researcher prepared the test instrument. In this cycle the researcher tried to increase some various instructions ,motivation and support . At least the acting in the first cycle and the second cycle were same, but the researcher must give various techniques to encourage process of this research.
3. The researcher still used teaching facilities.

b. Action

Based on the results of cycle one of the researcher moved on to the next story of the students and the researcher needed to motivate students to improve their speaking ability in the cycle two and the researcher explained the way of storytelling simply.. Beside that researcher did not forget to support and motivate students to tell their story until they could tell their own story according to their understanding.

c. Observation

Based on observations in the cycle two the students showed their improvement through the storytelling in the second chance. Especially by using better explanation until they could tell their story. Beside that by supporting and motivating students before telling their story made them be braver before perform in front of the class. Therefore, the Improvement quality of accuracy, fluency and grammar students' speaking into score classification below:

Table 2.4: The students' score of fluency and accuracy in circle II

No	Initial of students	Score		
		Fluency	Accuracy	Grammar
(1)	(2)	(3)	(4)	(5)
1	JT	4	5	4
2	RW	3	4	4
3	MDS	5	4	4

No	Initial of students	Score		
		Fluency	Accuracy	Grammar
4	DNA	5	5	6
5	AP	3	3	4
6	DC	4	4	5
7	ASA	5	5	5
8	AB	4	4	4
9	DAM	4	4	4
10	RT	4	3	4
11	ANI	4	3	4
12	BAP	5	4	5
13	MSS	5	4	5
14	GN	5	5	5
15	PNC	6	5	6
16	ASB	4	5	4
17	PHA	3	3	4
18	NZ	4	6	5
19	AA	6	6	6
20	NA	4	4	5
21	BF	6	6	6
22	BA	5	4	5
23	AR	5	6	6
24	AS	5	4	5
25	AR	5	5	6
26	SR	5	5	6
27	DY	6	5	6
28	PA	5	5	6
29	MV	4	4	4
30	GE	4	4	4

No	Initial of students	Score		
		Fluency	Accuracy	Grammar
31	NS	4	3	5
32	AM	5	4	5
33	MA	5	4	6
34	MNI	6	5	6
35	AIA	5	5	6
36	NB	5	4	5

Table 2.4 indicates students' fluency, accuracy and grammar who achieves the successful criteria is more than a half in reaching the minimum score after accumulated in the table below:

Table 2.5: The students' total Score in Cycle II

No.	Initial of Students	Score	Classification
(1)	(2)	(3)	(4)
1	JT	72	Successful
2	RW	61	Successful
3	MDS	72	Successful
4	DNA	88	Successful
5	AP	55	Unsuccessful
6	DC	72	Successful
7	ASA	83	Successful
8	AB	66	Successful
9	DAM	66	Successful
10	RT	61	Successful
11	ANI	61	Successful
12	BAP	77	Successful

No.	Initial of Students	Score	Classification
13	MSS	77	Successful
14	GN	83	Successful
15	PNC	94	Successful
16	ASB	72	Successful
17	PHA	55	Unsuccessful
18	NZ	83	Successful
19	AA	100	Successful
20	NA	72	Successful
21	BF	100	Successful
22	BA	77	Successful
23	AR	94	Successful
24	AS	77	Successful
25	AR	88	Successful
26	SR	88	Successful
27	DY	94	Successful
28	PA	88	Successful
29	MV	66	Successful
30	GE	66	Successful
31	NS	66	Successful
32	AM	77	Successful
33	MA	83	Successful
34	MNI	94	Successful
35	AIA	88	Successful
36	NB	77	Successful
Total		2793	

Table 2.5 above indicates that the total score of students' fluency, accuracy and grammar have been successful because almost none get under minimum score.

Table 2.6 The Percentage of Cycle II

Classification	Score	Frequency	Percentage
Successful	60 – 100	34	94
Unsuccessful	0-59	2	6
Total		36	100 %

Table above 6 indicates that more than a half of the students are successful to get the minimum score. It means that in this circle II the students have been successful to improve their speaking ability through storytelling technique.

The mean score of the cycle II as follows :

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

$$\bar{X} = \frac{2793}{36}$$

$$\bar{X} = 77$$

The result of the implementation of cycle II show that the students' speaking ability is successful and it achieved the

minimum score. The result reveals that the mean score of the students is 77. It means that the study had been successful.

d. Reflection

The whole of the implementation of cycle II shown that students' speaking ability has improved. Where the result in cycle one is 52,8 improved to be 77,5 in cycle two. It means that the teaching by using storytelling technique can improve the students' speaking ability of SMP Negeri 35 Makassar.

The comparison between the result in cycle I and cycle II can be seen in appendix 6. Based on the observations on the implementation of the research in learning English especially in students' speaking ability through storytelling technique animation have improved. The improvements of the English subject, especially in speaking ability consisted of 2 cycles based on processing the data obtained.

Table 2.7: The average of students' improvement in Cycle I and Cycle II

NO	Cycle	Average
1	Cycle I	$\bar{X} = \frac{1903}{36} = 52$

NO	Cycle	Average
2	Cycle II	$\bar{X} = \frac{2793}{36} = 77$

Based on the table 7 above, the significance of score between cycle I and cycle II are different. The result of cycle I was 52 and cycle II was higher 77. It means that there was significant difference between cycle I and cycle II.

B. Discussion

The discussion part reveals the data analysis interpretation related to the students' speaking ability and storytelling technique. This part deals with the interpretation of the findings.

In the cycle I the students were not successful in speaking ability because there were many mistakes and trouble happened. The students need a long time to understand about storytelling . They were lack of motivation and vocabulary. Therefore in the circle only 2 students were successful to get minimum score.

Different situation in the cycle II, the researcher solved the problem in circle 1 by explaining the plot commonly and motivated students to be brave perform themselves in front of the classroom

The researcher needed to conduct two circles in this class action research because the implementation of storytelling technique had not improved students' speaking ability in the circle 1 that's why the researcher improved in the circle II so that students speaking ability can improve by using this strategy.

Storytelling technique can improve students' speaking ability because the every students has their own story from their personal experience. They could easy understand the way of their story and made them more easy to tell the story. They can enlarge their vocabulary knowledge and they can make their pronunciation and intonation better.

The data of this research has shown that there was a significant difference of students' speaking ability between cycle I and cycle II. The discussion consist of the research observation and result of speaking ability, the researcher has shown that implementation of storytelling technique is able to improve students' speaking ability and motivate the students to learn more enjoy, effective and interesting It means that storytelling technique can improve the students' speaking ability at SMP Negeri 35 Makassar.

CHAPTER V

CONCLUSION AND SUGESSTION

This chapter consist of two sections, the first section deals with the conclusion of the findings in the research, and other deals with the suggestions.

A. Conclusion

Based on the findings and discussions in the previous chapters, the researcher concluded that storytelling technique can improve the students' speaking ability of the third year students of SMP Negeri 35 Makassar. It is indicated by the result of students' score in circle I is 52 (less than minimum score of SMP Negeri 35 Makassar) but in circle II score of students' speaking is more than 60 of minimum score with the achievement 77.

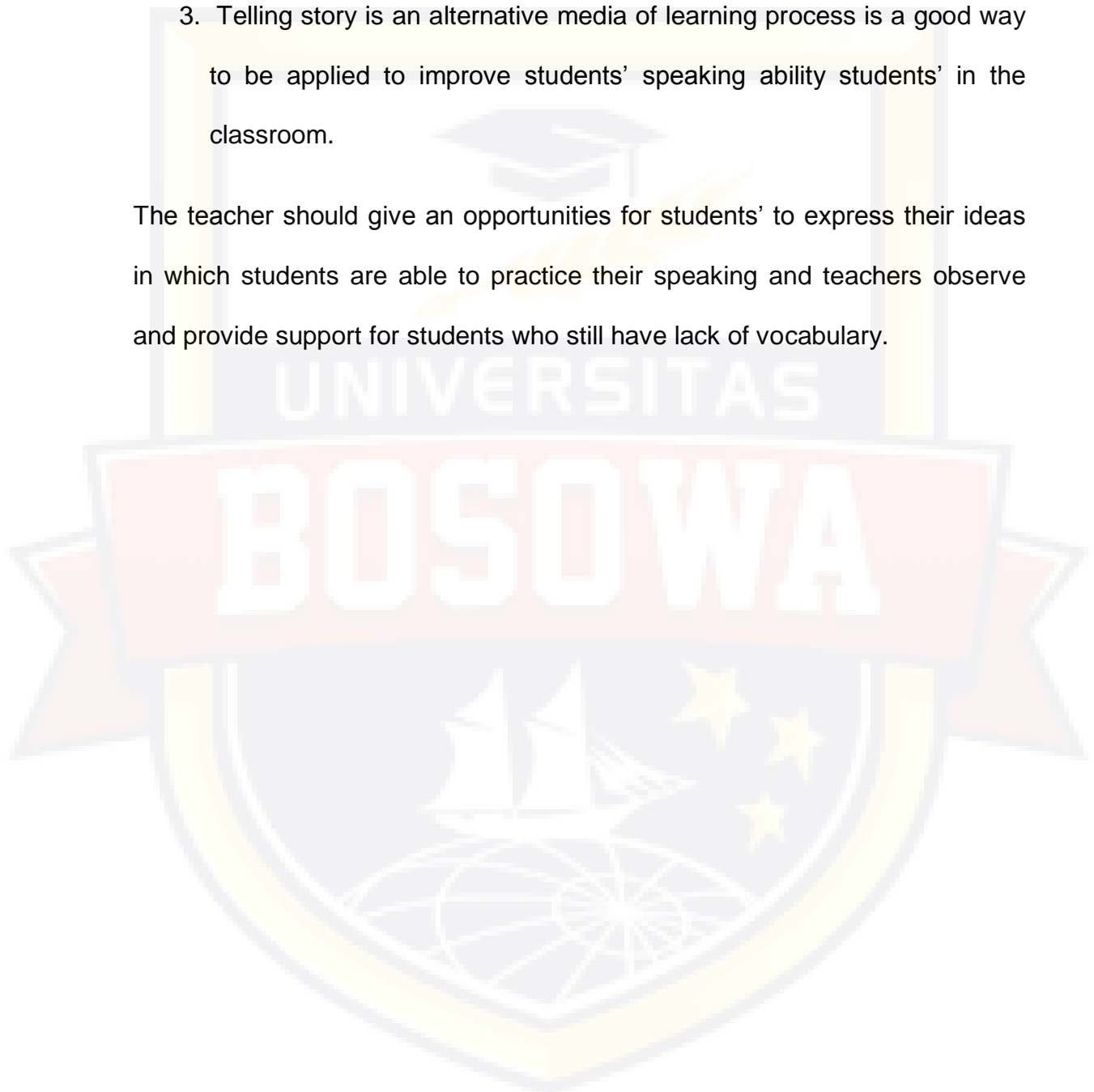
B. Suggestion

Based on the findings and the discussions the researcher gave some suggestions as follows:

1. The teachers need to repair storytelling technique in teaching by explaining about the storytelling simply so that student can be easier to understand and improve their vocabulary in retelling any story.

2. Teacher need to motivate and support students so that they are braver to tell a story in front of the classroom.
3. Telling story is an alternative media of learning process is a good way to be applied to improve students' speaking ability students' in the classroom.

The teacher should give an opportunities for students' to express their ideas in which students are able to practice their speaking and teachers observe and provide support for students who still have lack of vocabulary.



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Appendices



Appendix 1. Lesson Plan 1**RENCANA PELAKSANAAN PEMBELAJARAN
(R P P)**

Nama sekolah : SMPN 35 Makassar
Mata Pelajaran : Bahasa Inggris
Kelas/semester : VIII/2
Pertemuan ke : Pertama
Alokasi Waktu : 2 x 45 Menit
Skill : Speaking

Standar Kompetensi :

Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar :

Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*.

Indikator :

- Siswa bertanya dan menjawab berbagai informasi lisan dalam teks pendek berbentuk *recount*.
- Siswa melakukan monolog pendek dalam bentuk *recount*

Tujuan Pembelajaran :

1. Siswa dapat mengidentifikasi informasi secara lisan dalam bentuk *recount*
2. Siswa dapat memahami berbagai informasi secara lisan dalam bentuk *recount*

3. siswa dapat melakukan monolog pendek dalam bentuk recount.

Materi Ajar : **My Experience**

Metode Pembelajaran : Communicative approach

Langkah – langkah kegiatan pembelajaran:

I. Kegiatan awal

1. Pembukaan (salam)
2. Apersepsi
3. Mengecek kehadiran siswa

II. Kegiatan Inti

1. Guru memberikan penjelasan kepada siswa metode dan tujuan pengajaran yang harus dicapai.
2. Guru menjelaskan tentang teks recount.
3. Guru memberikan contoh teks recount secara langsung di hadapan siswa.
4. Guru menjelaskan tentang struktur teks yang digunakan dalam membuat personal experience yaitu menggunakan pola kalimat simple past tense.
5. Guru memberikan petunjuk tentang cara menyusun cerita dengan baik dan benar mulai dari pembuka, inti cerita dan akhir cerita.
6. Guru meminta siswa untuk membuat personal experience masing-masing.
7. Guru meminta siswa menceritakan pengalamannya sesuai dengan petunjuk yang diberikan.

III. Kegiatan Akhir

1. Memberikan kesempatan kepada siswa untuk bertanya

2. Memberikan penguatan/Menyimpulkan materi
3. Guru memberikan informasi tentang materi pelajaran minggu depan

Sumber bahan/Alat

1. Buku bahasa inggris
2. Kamus
3. Spidol
4. White Board
5. Penghapus

Penilaian

Teknik: Menceritakan personal experience secara fasih

Bentuk: lisan

Makassar,
Peneliti

2015

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Appendix 2. Lesson Plan 2**RENCANA PELAKSANAAN PEMBELAJARAN
(R P P)**

Nama sekolah : SMPN 35 Makassar
Mata Pelajaran : Bahasa Inggris
Kelas/semester : VIII/2
Pertemuan ke : Kedua
Alokasi Waktu : 2 x 45 Menit
Skill : Speaking

Standar Kompetensi :

Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar :

Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*.

Indikator :

- Siswa bertanya dan menjawab berbagai informasi lisan dalam teks pendek berbentuk *recount*.
- Siswa melakukan monolog pendek dalam bentuk *recount*

Tujuan Pembelajaran :

1. Siswa dapat mengidentifikasi informasi secara lisan dalam bentuk *recount*
2. Siswa dapat memahami berbagai informasi secara lisan dalam bentuk *recount*

3. siswa dapat melakukan monolog pendek dalam bentuk recount.

Materi Ajar : **My Experience**

Metode Pembelajaran : Communicative approach

Langkah – langkah kegiatan pembelajaran:

IV. Kegiatan awal

1. Pembukaan (salam)
2. Apersepsi
3. Mengecek kehadiran siswa

V. Kegiatan Inti

1. Guru memberikan penjelasan kepada siswa metode dan tujuan pengajaran yang harus dicapai.
2. Guru menjelaskan tentang teks recount.
3. Guru memberikan contoh teks recount secara langsung di hadapan siswa.
4. Guru menjelaskan tentang struktur teks yang digunakan dalam membuat personal experience yaitu menggunakan pola kalimat simple past tense.
5. Guru memberikan petunjuk tentang cara menyusun cerita dengan baik dan benar mulai dari pembuka, inti cerita dan akhir cerita.
6. Guru meminta siswa untuk membuat personal experience masing-masing.
7. Guru meminta siswa menceritakan pengalamannya sesuai dengan petunjuk yang diberikan.

VI. Kegiatan Akhir

1. Memberikan kesempatan kepada siswa untuk bertanya

2. Memberikan penguatan/Menyimpulkan materi
3. Guru memberikan informasi tentang materi pelajaran minggu depan

Sumber bahan/Alat

1. Buku bahasa inggris
2. Kamus
3. Spidol
4. White Board
5. Penghapus

Penilaian

Teknik: Menceritakan personal experience secara fasih

Bentuk: lisan

Makassar,
Peneliti

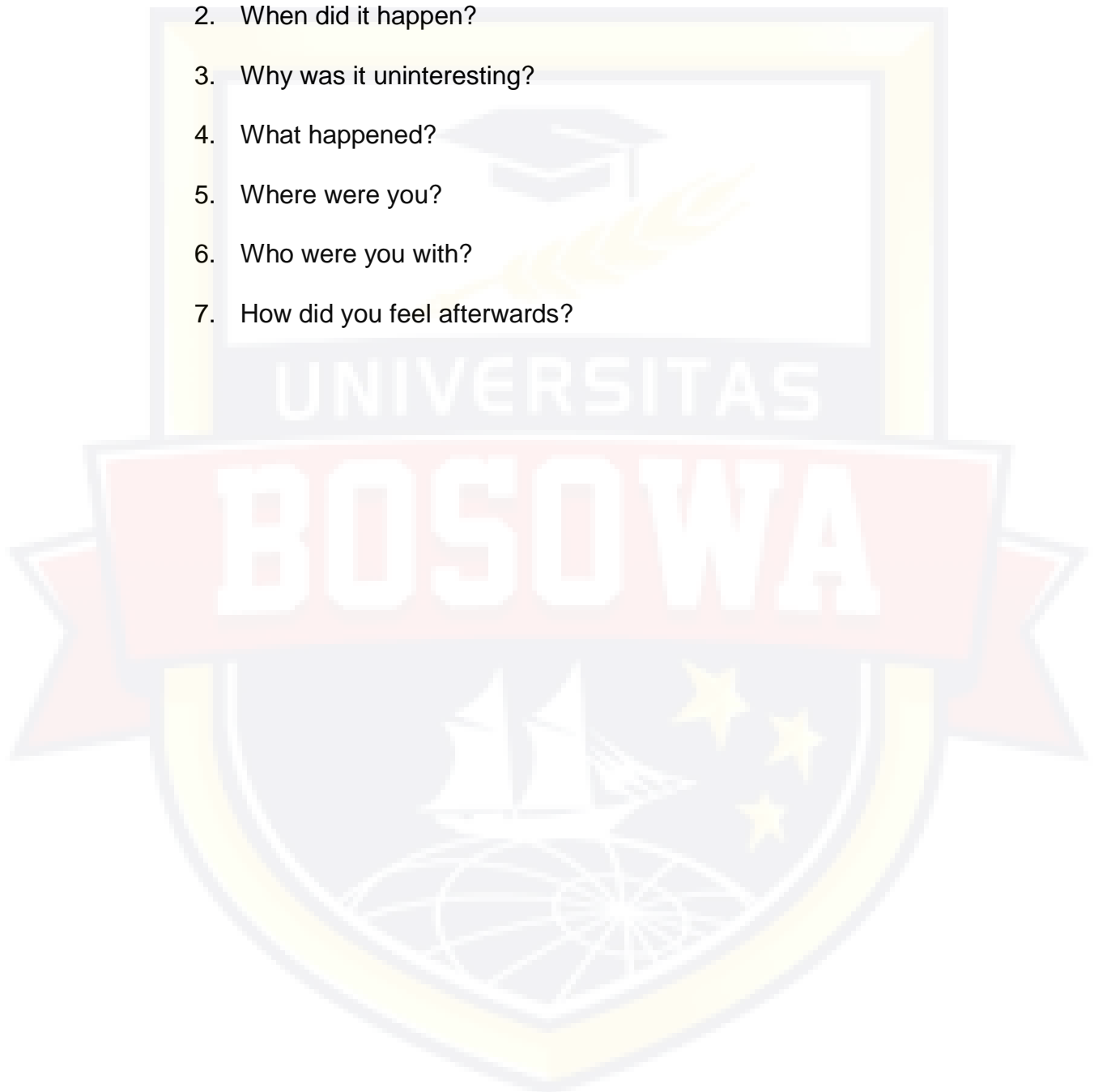
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Appendix 3. Students' Test

1. Tell us about your interesting experience!
2. When did it happen?
3. Why was it uninteresting?
4. What happened?
5. Where were you?
6. Who were you with?
7. How did you feel afterwards?



Appendix 4. Extract of Student's Transcript

Circle I

1. Junior Tandipuang

Mai nem is junior tandipuang. Mai holidey in Toraja. In the skul holidey ai and mai big famili go tu toraja for for selebret mai kausin wedding. Wen we arrif in pare-pare we et a restoran after we et after wi finis et we kontinyu the trip tu toraja. After wi finish awer trip we go tu hotel musliana for stey there. Tumorro the firs ai du is wok ap after wok ap ai wen to tek a bet. After finis ai and my all family go tu kart after finis we go tu musliana toun for celebret mau kausin wedding after wi bek home thi scond we wen to go aroun to jesus stetu wol to builed in toraja. Tu saw thet thet is mai eksperienze in mai holidey.

2. Reinhart Wibisono

Mai nem is Reinhart wibisono sopian pilar. Mai las holidey las man mai skul holidey ai en mai femili go to mai fader frends mai fader frends house. Hmm.. we der ar meni of mai fader frends. First we arriv in ankle donis hous hmm.. ther ar meni visitor is ariv in der. Wi have grit as gud de kondision is cirful en familiar. Wi so hepi wit dis kondision. On de tebel der meni of delisius kek I trai a kek wan bai wan its so delisios hmm.. unkel deni has meny visitor well wi it in at de hos meni peple waitid to met to mit as becaus de ples limited et las has

very well. After drov in the sity to met meny of faders frens en sam of kain en then wi mit we wen to hom wi hepi wit cirful and hepi kondisien. Kondisien laik dis mek mi laik to got nex lebaran.

3. Muh. Dhafa Syahreza

Nem is Muhammad dhafa syahreza aziz zulhaq bat mai fren kall mi dhafa mai skul holidey. Mai skul holiday mai femili en ai wen to mai vilej hmm.. in mai vilej ji fil lonlis becaus evribadi wen to wolk in the garden en dey us buginis langluej en ai diden get it. Hmm.. ai wen to mai vilej bekos I woul pray idul fitri wit mai femili et vilej. At mai vilej ai wok ap et faif ei em after det ai wen tok a bet bekaus still in de morning is so kuld den ai wir mai clots yus so yus tu idul fitri prey after wi prey yus fren we walk tu hous after arrived at hom den mai neighbor cam tu mai hous finis.

4. Dwipa Nusantara Al-Farisi

Ai won to introjus maiself. Mai nem is dwipa nusantara al farizi. Yu ken kal mi dwipa. Mai holidey wan dey wan dey ai wok ap earlier in de morning ai was hepi because mai family and ai wuld go tu de vilej. First of all ai tuk a bat bekaus still in de morning de water is so kold so after det ai yus ai yus mai clots so kuikli. After ai preper mai clots mai femili en ai wen to de vilej. We start et de trafik for a fiw howers that was fraidey mai ded en ai wen to de masque and tek fraidey prayers

after det after wi arriv ai tek sam res but ai fall aslip in de in afternun ai pley futbol in de fild with mai frends its rili a drenk a glas of woter den ai return tu mai ankle hos en tek a bat tuk a bat en ai slip in de morning ai preper mai clots becaus ai ai wuld return tu Makassar.

5. Anita Paulisa

Mai nem is anita paulisa sauban. Wan dey celebret holidey ai eh ai en mai femili go tu hom ankle wi will in palopo. In ankel home in ankel home in ankel home apalagi itu in ankel home ai en femili der is kuing kek en fred ciken en anoder wi du kering out wait insion tugeder in order det finis star working det samtaim det samtaim alredi alredi finised en it kueli it e e for wi it togeder in de it teble. After finisid it wi up wan taim ples it tebel en work et dirti en den as for we watcing televisien en also alredi evening we wis clin rum for res en kontinyu ektifiti tumoro wit good.

6. Devi Caroline

Nem is devi carolin longgat visited on grenma hom. On wan dey ai en mai brader visitid on grenma hom der wi pleyed futbol. Ai en mai brader e.. ai en nex ai en ai en mai brader wen tu pantai losari. Ai saw si wonderful nex wi wi go tu restoran e.. ai ordered e fred ciken en dring en dring sprait. Nex wi go tu we go tu hom e .. wi go tu hom big

femili e ai en mai kosin mek e kek en wi wi et wi et e.. we et e.. we et we et e.. biskuit kek. Nex ai en mai femili bek tu hom.

7. A. Saiyed Al Qodri

Ai won tu introdus mai self mai nem is andi saiyed al qodri en mai holidey is the summer holidey ehem ai mai femili en ai spen e wan wik in de pangkep. Wi steyed in de small hos en ai en ai wan tu swimming in de river. First we tek e clots en ai tek a clotes en first we tek e clots for tumorrow after det after det wi cam wi cam into de betrum for tu slip. After det ai wek ap in de morning en go tu de river go tu de river with mai femili. Faineli ai en mai femili femili swim in the river tugeder hed a swim ai wen tu hom en wi ar very hepi finis.

8. Azhar Bayu

Nama azhar bayu satria jatmiko. Mai holidey et holidey e.. ai en mai femili was in jawa. In jawa we stey in mai ankel hous wen taim of dey for weit ai if star e.. wic is still long ai usual pley a pleistetien wit mai kousin altoug ai never win e.. bat it still fan en afternun we pley badminton. Disis wen de viktori is cam tu me. E.. when iftar wi et togeder in de dining rum after det wi usual li pley in kongrujesien den we wac e tivi. Am veri veri hepi bat its mai las holidey in its mai las dey in jawa. Aem so sed with ai shud sepret et mai kousin en faineli wi go tu makasar. Dis is disis e nais holidey. Finis.

9. Dwipa Ady Murdianto

Mai nem is Diva adi murdianto. Mai holidey mai las lebaran dey was fabulous. Ai did a lot of enjoyebel ektifiti en de dey toh ai diden go upsteir was extremili fan. First ai wek ap et et faif o klok eh en den pley en den ai et som delisios fud der wer opor ketupat tetap ya. En en meni mor e ei.. ai rili nex wi visited ower femili chemitried et mai grenfader et pesek away long taim ego. Then ai hev kuest carefuli after going bek hous wi decided tu tek e res for e wil. Faineli ai wen tu mai oun hos en spen de dey der. Ai personali wil fil lebaran dey for de swiper on de dey wi hev taim tu mit en spen awer dey togeder.

10. Reinaldi Tangdialla

Mai nem is reinaldi tangdialla e.. ai will e.. apa menceritakan kak ? ai won tu tell mai holidey et hom. On mai las holidey ai spen ai spen mai holidey in de hous. Ai jus did wat culd ai du ai diden gu tu eniwer hmm.. because der wasen e fren ai wos very sik. All of mai fren spen de holidey in deir homtoun. In de in de hom ai onli wac tivi it som fud en pley gem. Besaid det ai did wen ting laik sliping et faif pe im. I was bor al de taim. Mai las dey of holidey mai fren kem tu mai hous. Ai wos veri hepi because ai diden bor egein. He invit mi to visit mai oder frends.

11. Andi Nurul Inayah

Mai nem is inayah. E.. skul holidey skul holidey e.. et de et de taim of skul holidey e.. ai ai ai celebretid id e wit mai femili et hom. E.. wi wi don went tu vilej e laik moskito. E.. e.. befor wen tu de fild tu perform de id preyer first of all wi preperd all of tritmen en et. After det after det mai femili en ai wen tu de fild tu perform ed preyer en nex wi wen tu hom en et kek profided

12. Brisa Aprily Putri Y.

Mai nem is brisa aprily. Last holidey ai en mai femili went u mai grenma hous. Ai wen tu visitid mai grenmader. In der ai mit mai kaosin. Wi did meni things tugeder. After det mai mai after det mai after ai de work komplitud wi wer invaitid bay mai aunt bay mai aunt tu went tu de sentral went tu de senter for partisi tu boug notbuk en anoder e.. skul en oder skul pablis tuls. After det mai after det mai aunt invaitid as tu dinner e.. en tu diner et restaurant were der shops wi wi ar very hepi tu did meni things tugeder altoug onli did de usual things bat ai lov being eble togeder wit mai femili. Finis.

13. M. Samad Syuaib

Mai nem is Muhammad samad syuaib. E.. hello frens its mai stori of mai trip et preyer idul fitri. E. first de dey befor idul fitri mai mader wen tu shir stor et pasar butung stor. E.. becaus in der mach

shirt shirt e.. bat not ciper. Wan dey befor idul fitri ai preper mai shirt becaus after preyer we will went tu majene Sulawesi selatan. E.. for met wit mai aunt. In de morning et seventin jul e.. wi wok ap et e.. six ei em after went tu fild preyer wi tek a bat. After tek a bat wi us e new shir wi liv wit e car. Wi preyer et fild of Bekaen paccerrakkang. After preyer wi shekhend et nain ae aem wi liv tu majene Sulawesi barat.

14. Gery Novrian

Mai nem is gery novrian. Mai holidey is wen tu losari bich. Last wik ai went tu losari bich wit mai ankel. Ai went tu losari bich bai motorsaikel. Wi star or driv et seven o'clock. De losari bich was loked in de wes of de siti of Makassar en mai hous was in was in eas of citi of Makassar. After wi erraif in de losari bich wi park motorsaikel en wall tu de bich en den saw beautiful lendskep. Sadenly wi stop et de fud et de fud siler en et de pisang epe en dring e.. kokonut. Et de twelv o klok mai ankel en ai wen tu go hom. Wen tu go hom e.. ai woul wen tu losari bich next taim en next taim ai woul invait de friend tu went u losari bich. Tengkyu.

15. Putri Nasya Chantiqa

Mai nem is putri nasya chantiqa haerani. E mai experiens e.. last holidey et aidel fitri is first et seven et seven seven et seventin e.. julai et tu tausen en fiftin ai en mai femili wen tu almarkas mosk e tu

preid id en den et fif I em ai wok ap en tek e bat en den ai dress in mai new clots em after det ai en mai femili et brekfest hmm. Ai et brikfest hm.. ai brikfest e en den went tu almarkas mosk wit wit car. Ai en mai femili ai preid ai preid id wit mai lidel femili. After preid e ai wen tu ai wen tu mai grenmas hous e.. for apolo apolo apolojiz mai fols wit mai femil den ai en mai femili et et ciken karri et ciken karri wit ketupat after det ai en mai femili wen tu pangkep for did de sem ting wi et mai grenmas hous.

16. Arung Sanjaya Batara

Mai nem is arung sanjaya. Mai skul holidey. Wan mon ego ai en mai femili celebret idul fitri. E.. idul fitri is de dey for muslim tu celebret because de e.. muslim pipel e.. after muslim pipel e festing muslim pipel kal idul fitri e de winning dey. E.. after eh et et idul fitri muslim relijion obliget tu forgiv anoter pipel en prey tugeder wit anoder anoder muslim in moskyu. E.. idul fitri ai en mai femili wok ap tu tek e bet for for for prey in moskyu. Ai en mai femili prey in moskyu we go hom. In mai hom ai en mai femili et et et mai maders kuing eeh mai maders food. After wi it after wi et e.. wi wen tu mai grenma en mai grenpa hous. In der wi it wi it wi it e.. grilled gril gril fish bekaus mai grenma en mai grenpa hous nier de bich nier ti de bich. Eh ap after after wi after

e.. tomorrow after wi after wi go tu mai grenma en grenpa hom wi go hom e.. for e wi go hom because ai mas go tu skul.

17. Nurfauziah

Mai nem is nurfauziah. Toraja. Wan dey after id mai femili en ai go tu toraja ai go tu toraja for mai femili grenmader en grenfader. Aem very hepi bekos they kerfuli. Mai femili en ai com tu toraja very morning e.. e.. first ai did shekhend tu all mai femili e in toraja. Seken wi res bekaus very taired en also ai also et afternun ai go tu play en bat in de river wit mai femili en mai frens in toraja. Ai e ai laik all pipel in toraja bekaus dey gud en frenlli partikular mai femili en mai frens hmm wen wen naig wi erraiv tugeder watch tivi for sam minit bat ai ask et e sense of det is extensive du not laik in toraja et naig wi only wach tivi for sam minit en after wact yus tu bed wit e tik dempet. Last last e last dey wi will bek tu hom tugeder bekaus de holidey will en so wi will bek tu hom tengkyu.

18. Abighail A.A.F

Mai nem is abhigeil angelin anor futabarah. Aem form nain wan. Mai holidey in bali. Last mun me en mai femili go tu bali. Wi went der for four deys. Ai hev meni impresiv during de vecesien. First dey wi go tu de hotel den wi diner tugeder in restoran. After det wi bek tu de hotel en tek e rest. Seken dey wi go tu kuta bich. Wi met so meni turis dey

they ar not only domestic bat also foreign turis den wi go tu bali galleria moll en bay sam t shirt en sam t shirt for me en mai braders. Third dey wi visited tanalot en beautiful view of baratan lek. The river was very kold en de situesien is very fol. After det wi going tu samia mangki park wi kold enjoy en de grit en febi forest den wi den wer sop meni dem bat samtaims dey kould bi hepi bekaus mai clots. After det wi go tu joger for shoping that is mai lovely taim ai bay sam t shirt en braslet. The last dey wi spen awer taim in bich wall en diskoveri mall. In the evening wi bek tu de hotel wi wen der for bringing so meni gifting tengkyu.

19. Brigischa F. A. P

Mai nem is brigisca. Last holidey me en mai femili go tu manado. Wi stey in hotel. In de morning ai en mai femili went tu manado town squer. We bay sam meni clots der. After det ai mai sister en mai kausin wen tu mini walls ais krim stor en it meni aiskrim. In de naig ai en mai femili went tu mau aunt hom. In der mai aunt en mai mam mek meni fud laik kinutuan, gohu en pisang goroho. After det wi go tu aiskrim stor en et ais brenebon. In de morning wi go tu bukit kasih. In der wi tek meni pikcers after det wi go tu internasional bookstore in lipomo. En boug sam buks. Next dey me en mai femili go tu mai grenma hom in kota maubagu. In der mai grenma mek meni kuki laik napalete after det ma after from mai grenma hous wi went tu hotel en tek e rest.

20. Batari Aswardha

Mai nem is batari awardha. Id Mubarak. Last mont ai went tu grenmaders hom in palopo. Ai went with mai parents en mai sister. With with ai went ai went ai went with bes. Awer trip very enjoy the trip wi saw beutiful said. When arraiv wi breakfast en mai grenmader is very hepi. Wan day befor id wi prepar fud for it. Mai mader cook parently parently of fud en kek. Seken ai with mai kausin klin living rum. After det ai with mai kousin pley in mountain in mountain ai saw a biyutiful biyutiful den wi bek. Next ai dinner with femili in dining rum. Wi tek e res. Finely long way to dey arraiv en femili very hepi befor wi went tu moskyu wi priper fud in dining rum.

21. Aulia Rezky

Mai nem aulia rezky sadiat. led Mubarak. Two deys befor eid Mubarak ai went tu bay clotes et mtos with mai mam en mai eid clots after bay clotes am gos tu priper going hom mai grenmader en de next dey mai femili get redi tu de en he was in homtoun mai femili met togeder en mek ketupat. Et morning et morning et morning when ai wek ap en priper for de eid prayers for perform e.. et seven o klok after det I played a resen to e lektur after det ai wen tu hom wen get he got hom apoloji en der mai femili en de femili went tu siarah. E.. evri efternun ai went tu Makassar awer first stop tu de bich en si de biyutiful

skeneri de bich wos clin en de bich was so biyutiful wi hev photos tugeder wit de femili. After det wi went tu de shop in stor of fud befor wi also befor wi kontinyu de trip.

Circle II

1. Junior Tandipuang

Mai nem is junior tandipuang. Mai holidey in toraja. In the skul holidey ai en mai big femili wen to toraja for celebret my kousin wedding. When wi arriv in pare-pare wi et in a restoran after wi et after wi finis et we kontinyu the trip to toraja. Hmm.. after wi finis awer trip we wi went to hotel musliana taun tu stey there. Tumorro de first ai wek ap ai wok ap. After after wok ap ai went to tek a bet. Hmm.. after finis ai en mai all familli wen to kar after finis we went to musliana toun for selebret mai kausin wedding after wi bek home after wi bek home de scond wi went tu go aroun to jesus stet. Hmm.. out wat tu builded in toraja. Det it mai eksperiens in mai holidey. Tengkyu.

2. Reinhart Wibisono S.

Mai nem is reinhart wibisono sopian pilar. Mai las holidey. Las man mai mai skull holidey ai en mai femili wen to mai faders fren mai fader friends hous. Wi ther ar mani of mai faders first wi ariv et ankle doni hous ther ar meni visitor has arriv in der. Wi hed grit as gud de kondisien cerful en familiar wi so heppi wit this kondisien. On de tebel I

sow meny of delisios kek I tried wan bai wan its so delisios. Ankle doni hed meni visitor wel we at de hose de peple waitid to met as bekause de ples limitid. Et las hes veri well after drov in de sity to met meni of faders friends en sam of kain en den we met we wen to hom we hepi wit cherful en hepi kondisien. Kondisien laik dis med me e.. med mi laik to get to got nex lebaran.

3. Muh. Dhafa Syahreza

Mai nem is Muhammad dhafa syahreza aziz sul ha bat mai fren kal mi dafa. Mai skul holidey ai en mai femili wen to mai vilej hmm.. in mai vilej ai fil lonlis bekaus evribadi wen to aroun in de garden en dey yus buginis langlej en ai diden get it. Hmm.. ai went to mai vilej bekaus I wuld prey idul fitri wit mai femili at vilej. Et mai vilej ai wok ap et fif ei em after det ai wen to e ai went to tok a bat bekaus still in de morning wader is so culd den ai wir mai clots yus for yus tu idul fitri after we prey was rein en wi walk to hous after arriv in mai hom den mai neighbour cam tu mai hous finis.

4. Dwipa Nusantara Al – Farisi

Mai nem is dwipa nusantara al farizi yu ken kal mi dwipa. Mai holidey. Wan dey ai wok ap erlir in de morning ai felt hepi becaus ai en mai femili wen to mai vilej. First of oll ai tuk a bet because de water was so kold in de morning ai wor mai clots kuikli. Hmm.. after preper

mai clots ai en mai femili wen tu de vilej wi star de trip for a fiw howers becaus det was fraidey ai en mai ded wen tu mosk en prey praidey after det wen wi arraiv ai tuk sam res in de afternun ai pley futbol in de fild wit mai frens. Its rilli exhosting so ai dreng e glass of water den ai return tu mai unkel hous en tuk a bet den slep. Nex dey in de morning ai preper mai clots kaus ai wuld return tu Makassar finis.

5. Anita Paulisa

Mai nem is anita paulisa. Wan dey ai ai go tu hom ankel wi will in palopo in ankel home ai en mai femili der was kiked kek fred ciken end anoder ridi keru out wail to invait on wi ar togeder in order det for wolking det samtaim det wi alredi ful cet en at et for wi et togeder in the et teble. After wi et dey ap wan taim et teibel is dirti en der for wi it witin televisien elredi evening wi wos laivin in rum for res en kontinyu ektiviti tumoro wit gud.

6. Devi Caroline

Mai nem is devi caroline ai won tu tell about mai stori. Visitid mai grenma hom. Wan dey ai en mai femili visitid grenma. Mai femili was veri hepi. In der we pley futbol wit mai brader wit meni fud. Nex ai en mai femili wen tu losari bich. Ai saw the wonderful si. Nex we wen tu restoran hmm.. ai ordered e fred ciken end dring sprait. After det we

wen tu hom bat on de wey mai kousin mit e delisius kek sop so wi stop der en we et som kek. Finali ai bek hom wit mai femili.

7. A. Saiyed Al Qodri

Ai won tu introjus mai self mai nem is andi saiyed al qodri en mai holidey is de summer holidey. Et holidey ai en mai femili spen holidey in pangkep. We stey in de small hous en wen tu swimming et de river. After det ai bek tu hom en tek e bet in de betrum en wen tu slip. Nex dey after wek ap in de morning en went tu de river ai supres because ai saw mai femili swem in de river. Finali ai en mai femili swam in de river tugeder. Wi swam tugeder in de afternun wi ar very wi ar veri very hepi ther wi swam until evening finis.

8. Azhar Bayu H. J

Mai nem is azhar bayu satrio jatmiko. Mai holidey. Et holidey ai en mai femili was in java. In java we stey in mai ankel hous. At det taim ai usual pley e pleistesien wit mai kousin altuk ai never win bat e.. hmm.. bat it was fan en et afternun wi pley e badminton tugeder. It was wen de viktori com tu me. Nex we et tugeder in de dining rum. After ded wi usual e pley en wacing tivi. Ai wos very hepi bat its mai las holidey in java. Ai wos so sed wit mai kousin en faineli wen tu makasar. Det was e nais holidey for mi. finis.

9. Diva Ady Murdianto

Mai nem is diva adi murdianto. Mai holidey et las lebaran. Dis lebaran was fabulous ai did a lot of enjoyebel ektifiti. First ai wek ap et faif o klok ai did prey en et. The fud was veri delicios especialli de ketupat en meni mor. Nex wik ai wen tu visited mai femili en prey wit mai grenpader. Ai rili hepi bekous met wit mai grenpader hmm.. after from mai grenpader hous wi desaidid tu tek e res for e wail. Faineli ai wen tu mai aun hous en spen de res of de dey der. Personeli ai felt lebaran dey is de special dey for mai femili on det day we hev taim to mit en spent awer time togeder it was fabolus.

10. Reinaldi Tangdialla

Mai nem is reinaldi tangdialla. Ai wan to tell mai holidey et hom. On mai las holidey in de hous ai jas did wat culd ai du ai diden go tu eniwer becaus der wasen e fren. Ai was very sik all of mai fren spen deir holidey in de homtoun. Et hom ai onli wac tivi som de fud en pley gem. Bised det ai did wan ting wait living faif pe em. Ai wos bor ol de taim. Mai las holidey mai fren kem tu mai haus ai wos veri hepi becaus ai diden bord egein. He invitid mi to visit mai oder fren hous.

11. Andi Nurul Inayah

Mai nem is inayah mai skul holidey. Ai diden go tu eniwer or tu mai vile jai en mai femili jas stey et hom. Et de taim ai celebret ai

celebretid id wit mai femili e hom befor wi wen tu befor wi went tu de fild tu perform de id prey wi boug sam newspeper for ol preyer becaus wi prey tugeder wit meni other peple on de fild. Wi prey veri well tugeder after prey id wi bek tu hom. Et hom der ar so meni fud so ai et antil ful en ley down. Not only det ai also et mit from mai neighbor. Tengkyu.

12. Brisa Aprily Putri Y.

Mai nem is brisa aprily. Last holidey ai en mai femili went u mai grenma hous. Ai wen tu visitid mai grenmader. In der ai mit mai kaosin. Wi did meni things tugeder. After det mai mai after det mai after ai de work komplitud wi wer invaitid bay mai aunt bay mai aunt tu went tu de sentral went tu de senter for partisi tu boug notbuk en anoder e.. skul en oder skul pablis tuls. After det mai after det mai aunt invaitid as tu dinner e.. en tu diner et restaurant were der shops wi wi ar very hepi tu did meni things tugeder altoug onli did de usual things bat ai lov being eble togeder wit mai femili. Finis.

13. M. Samad Syaib

Mai nem is Muhammad samad syuaib. Hello frens its mai stori of mai trip et prey idul fitri. E.. first befor idul fitri mai mader wen tu shirt stor et pasar butung stor becaus der much shir bat not chipper. Wan dey befor idul fitri ai preperd mai shirt becaus after prey wi will go tu

majene Sulawesi selatan for mit wit mai aunt. E.. in de morning et seven jul wi wok ap et six ai em. After det wi tek e bat. After tek e bat wi yus e niw shirt we lef with e car. We prey et field ofis of BKN paccerrakkang. After prey wi shekhend et nain ei em wi lif tu majene Sulawesi barat. Dets mai stori tengkyu.

14. Gery Novrian

Mai nem is gery novrian. Mai holidey wen tu losari bich. Last wik ai went tu losari bich wit mai ankel. Hmm.. ai wen tu losari bich bai motorsaikel. Wi startid et seven o klok hmm.. de losari bich was loketid in de west of sity of Makassar en mai hous wes was in eas siti of Makassar. Af after wi arraiv in de losari bich we parkid motorsaikel en walk walkid tu de bich en den ai saw beutiful lenskep. Hmm.. suddenli wi stop et de fud siler en et de pisang epe en dring kokonut. Hmm.. et twelve o klok mai ankel en ai wen tu hom. Ai wen tu losari bich egein et next taim en next taim ai will invait mai frens tu losari bich. Tengkyu.

15. Putri Nasya Chantiqa

Hello mai nem is putrid nasya chantiqa haerani. Mai experiens las holidey et aidul fitri. First et seventin julai tu tausen en fiftin ai en mai femili went tu almarkas moskyu mosk tu prey id en den et faif l em ai wok ap en tuk e bat en den ai dress mai new clots. After de tai en mai femili et brikfest. Ai it brikfest en den wen tu al markas mosk wit

bay kar. Ai preid id wit mai lidel femili. After prei ai wen tu mai grenmas hous tu after prei ai wen tu mai grenmas hous aplogis mai mistek wit mai femili den ai en mai femili et ciken kurri wit ketupat. After det ai en mai femili wen tu pangkep for did de sem ting wi did et mai grenmas hous.

16. Arung Sanjaya batara

Mai nem is arung sanjaya. Mai skul holidey wan man ego ai en mai femili celebret idul fitri. E.. idul fitri is de winning dey for muslim tu celebret bekaus after muslim pipel festing. Muslim pipel kal idul fitri or de winning dey. Et idul fitri muslim religion obliget tu forgiv another pipel prey tugeder wit anoder anoder muslim in moskyu. In idul fitri ai en mai femili wok ap tu tek e bet for prey in moskyu e.. after ai en mai femili prey in moskyu aim wi wen tu hom. In mai hom ai en mai femili et mathers fud. After wi et wi wen tu grenma en grenpa haous. In der et gril fish bekaus mai grenma en mai grenpa hous nir de bich. After wi wen tu mai grenma en mai grenoa hous we went tu hom. We went tu hom bekaus ai mas go tu skul.

17. Nurfauziah

Mai nem is nurfauziah. Toraja wan dey after de id mai femili en ai wen tu toraja. Ai went tu toraja for mai femili grenmader en grenfader. Ai was very hepi bekaus dey kerfuli. Mai femili en ai kam tu

toraja very very morning. First ai did shekhend tu all mai femili in toraja. Seken we rest bekaus very very taired en also et afternun ai went tu lay en bat in de river wit mai femili en mai fren in toraja. Ai laik all pipel in toraja bekaus dey ar gud en frenli partikular mai femili en mai frens. When naig wi erraiv togeder wach tivi for a minut bat ai ask et e of det is kuld extensive du not laik in toraja if de naig wi only wach tivi for e minut when after wach yus tu bed with dempet. Last dey wi will bek tu hom togeder bekaus de holidey will en so wi bek tu hom.

18. Abighail A. A. F.

Mai nem is abhigeil angelin anor futabarah. Aem form nain wan. Mai first holidey in bali. Last mun me en mai femili go tu bali. Wi wer der for four deys. Ai hev meni impresiv ekperiense during de vecesien. First dey wi cek in de hotel den wi diner tuggeder in bebek putusawa restoran. After det wi bek tu de hotel en tek e rest. Seken dey wi visit kuta bich. Wi met so meni turis der they ar not only domestic bat also foreign turis den wi visit bali galleria moll en bay sam t shirt en sam t shirt for me en mai braders. Third dey wi visited tanalot it was e grit scenery den wi visit baratan lek. The river was very kold en de situesien is very calm. After det wi going tu sange mangki park wi kold enjoy de grin en febi forest den wer sop meni dem bat samtaims dey kould bi hepi bekaus mai clots interection with dem. After det wi went tu joger for shopping that was mai lovely taim ai boug sam t shirt en

braset. The last dey wi spen awer taim in bich wall en diskoveri mall. In the evening wi hev to chek out from de hotel wi wen der for bringing so meni gifting memoraiz of dem.

19. Brigischa F. A. P.

Mai nem is brigischa. Last holidey me en mai femili go tu manado. Wi stey in koftof hotel. The next dey in de morning me en mai femili went tu mantos or manado toun squer wi boug sam meni staf after det me mai sister en mai kousin went tu minimels aiskrim stor en et meni aiskrim. In de naig me en mai femili went tu mai aunt hom. In der mai aunt en mai mom mek sam meni fud laik kinutuan, gohu, pisang goroho or goroho banana en after det wi went tu ais krim stor en et ais brenebon or brenebon ais. In de morning wi went tu bukit kasih. In der we tuk meni pikcers after det wi went tu restaurant salaja en et nasi kuning. In de naig me mai sister en mai kousin went tu lipomoa. In lipomoa wei went tu cinemax gold en wach de movie after det wi went tu internasional buk stor in lipomo en baugh sam buks. Next dey me en mai femili wi went tu mai grenma hom in kota mobagu. In der mai grenma med meni kuki laik namapalete. After det me mai sister en mai kausin wi went tu fild in der e land. After det wi go bek tu mai grenma hom. In der wi pley kard antil tri ei em. Next dey me en mai femili went tu mai aunt hom en et minarunda. After det me, mai

sister en mai kausin wi went tu karaoke en song meni saong. After det wi went tu hotel en tek e rest.

20. Batari Aswardha

Mai nem is batar awardha. Id Mubarak last mont ai went tu grenmader hom in palopo. Ai went tu der with mai perents en mai sister. Wi went der bai bus or trip wos very enjoy daring de wey wi saw biyutiful said. When erraiv wi brikfest togeder with mai femili en mai grenmader was very hepi. Wan dey befor id wi priper fud for wi it. Mai mader kuk patenli of fud en kek. The seken ai en kausin klin living rum. After det ai en mai kausin went tu pley et de mountain. On de mountain ai saw biyutiful scenery. Next after e long wey wi erraiv et hom. Ai en mai femili very hepi befor went tu mosk wi priper fud in dining rum. Tengkyu.

21. Aulia Rezky

Mai nem is aulia rezky sadiat. E.. eid Mubarak tu deys befor id Mubarak e ai went tu supermarket tu bay clotes for eid prey. After det ai went tu hom en preper for went tu mai grenmader hom. Next dey ai en mai femili wer redi went tu de vilej. After wi redi wi tuk e rest in de evening ai en mai femili et ketupat tuggeder. Next dey et morning when ai wok ap en priper befor eid prey perform et seven o klok en wi went tu de prey et mosk prey tuggeder. After wi eid prey ai went tu hom en all

of mai femili ask for apologiz tu each ader. After det mai femili went tu ziarah en when afternun wi bek hom tu Makassar. On de wey mai femili stop et de bich en saw de biyutiful skeneri was klin en de bich was so biyutiful wi tuk pikcer tugeder with femili. After det wi went u de shop tu fain fud as gift. Dets all about mai holidey. Tengyu.



Appendix 5. The result of cycle I and II

NO	STUDENTS ' INITIAL	SCORE		GRADE	
		Circle I	Circle II	Circle I	Circle II
(1)	(2)	(3)	(4)	(5)	(6)
1	JT	50	72	Unsuccessful	Successful
2	RW	38	61	Unsuccessful	Successful
3	MDS	44	72	Unsuccessful	Successful
4	DNA	61	88	Successful	Successful
5	AP	27	55	Unsuccessful	Unsuccessful
6	DC	44	72	Unsuccessful	Successful
7	ASA	38	83	Unsuccessful	Successful
8	AB	44	66	Unsuccessful	Successful
9	DAM	66	66	Successful	Successful
10	RT	50	61	Unsuccessful	Successful
11	ANI	66	61	Successful	Successful
12	BAP	72	77	Successful	Successful
13	MSS	50	77	Unsuccessful	Successful
14	GN	72	83	Successful	Successful
15	PNC	61	94	Successful	Successful
16	ASB	38	72	Unsuccessful	Successful
17	PHA	44	55	Unsuccessful	Unsuccessful
18	NZ	44	83	Unsuccessful	Successful
19	AA	61	100	Successful	Successful
20	NA	44	72	Unsuccessful	Successful
21	BF	72	100	Unsuccessful	Successful
22	BA	44	77	Unsuccessful	Successful
23	AR	66	94	Successful	Successful
24	AS	55	77	Unsuccessful	Successful
25	AR	61	88	Successful	Successful
26	SR	50	88	Unsuccessful	Successful
27	DY	50	94	Unsuccessful	Successful
28	PA	55	88	Unsuccessful	Successful
29	MV	61	66	Successful	Successful
30	GE	55	66	Unsuccessful	Successful
31	NS	44	66	Unsuccessful	Successful

32	AM	50	77	Unsuccessful	Successful
33	MA	50	83	Unsuccessful	Successful
34	MNI	55	94	Unsuccessful	Successful
35	AIA	55	88	Unsuccessful	Successful
36	NB	66	77	Successful	Successful
TOTAL		1903	2793		



Appendix 6. Assessment Criteria

a. Accuracy

Table 3.1 The Score Criteria of Speaking Accuracy

Classification (1)	Score (2)	Criteria (3)
Excellent	6	Pronunciation is only slightly influenced by the mother tongue. Two or three minor grammatical and lexical errors
Very Good	5	Pronunciation is only slightly influenced by the mother tongue. A few minor grammatical and lexical errors but most utterances are correct.
Good	4	Pronunciation is still moderately influenced by mother tongue but not serious phonological errors. A few grammatical and lexical errors and causing confusion.
Average	3	Pronunciation is influenced by mother tongue only a few phonologies errors. Several grammatical and lexical errors some of which cause confusion.
Poor	2	Pronunciation is seriously influenced by mother tongue with errors causing a breakdown in a communication. Many grammatical Errors.
Very Poor	1	Serious pronunciation errors as many basic grammatical and lexical errors. No evidence of having mastered any of the language skill.

b. Fluency

Table 3.2 The Score Criteria of Speaking Fluency

Classification	Score	Criteria
Excellent	6	Speaks without too great an effort with fairly wide range of expression. Searches for words occasionally by only one or two unnatural pauses
Very Good	5	Has to make an effort at time to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses
Good	4	Although he has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery. Occasionally fragmentary but succeed in conveying the general meaning. Fair range of expression
Average	3	Has to make an effort for much time. Often has to search for the desired meaning. Rather halting delivery and fragmentary. Range of expression often limited
Poor	2	Long pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery. Almost give up making the effort at times limited range of expression.
Very Poor	1	Full of long unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort, very limited range of expression

c. Grammar

Table 3.3 The assessment of grammar

Classification	Score	Criteria
(1)	(2)	(3)
Excellent	6	They speak effectively and very good of using grammar structure
Very good	5	They speak effectively and good of using grammar structure.
Good	4	They speak sometimes hasty, but fairly good of using grammar structure.
Average	3	They speak sometimes hasty, fair of using grammar structure
Poor	2	They speak sometimes hasty, and more sentences were not appropriate in using grammar structure.
Very Poor	1	They speak sometimes hasty, and more sentences were not appropriate in using grammar structure and little or not communication.

(Heaton, 1989:112)

Appendix 8: Observation Checklist (for the teacher)

Lembar Observasi (guru):

Daftar Penilaian untuk Guru	Ya	Tidak	Deskripsi/ Catatan
<p>Kegiatan awal:</p> <ul style="list-style-type: none"> ❖ Guru menyapa siswa, memimpin siswa berdoa dan mempersiapkan kondisi kelas sebelum belajar ❖ Guru menanyakan kehadiran siswa ❖ Gurur menanyakan kesiapan siswa dalam untuk belajar . <p>Kegiatan inti:</p> <ul style="list-style-type: none"> ❖ guru melakukan apersepsi ❖ guru menyampaikan materi dengan baik, ❖ meyampaikan materi pembelajaran sambil menggunakan media yang telah disiapkan. ❖ Media yang digunakan terlihat jelas dan dan dapat dimengerti oleh siswa ❖ guru memberikan pemahaman kepada siswa dalam menggunakan metode storytelling ❖ guru memberikan contoh tentang cara menyusun story dengan baik dan benar ❖ guru memberikan kesempatan kepada siswa untuk bertanya jika belum mengerti ❖ siswa di berikan kesempatan saling bekerja sama ❖ Guru mengontrol kerja 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>		.

<p>siswa dengan cara mengunjungi tiap-tiap kelompok kerja secara bergantian</p>	✓		
<ul style="list-style-type: none"> ❖ Guru berusaha menenangkan siswa yang ribut di belakang atau ribut selama temannya bercerita di depan kelas 	✓		
<ul style="list-style-type: none"> ❖ Saat siswa bercerita di depan kelas guru langsung memperbaiki apabila terjadi kesalahan dalam pengucapan kata. 	✓		
<ul style="list-style-type: none"> ❖ Menenangkan siswa yang tertawa karna hal lucu yang terjadi, misalnya saat temannya salah dalam bercerita didepan kelas. 	✓		
<ul style="list-style-type: none"> ❖ Memberi pujian kepada siswa yang melakukan dialog dengan baik. 	✓		
<ul style="list-style-type: none"> ❖ Pada akhir pembelajaran, guru menyimpulkan hasil belajar dan memberikan koreksi dalam hasil kerja siswa saat bercerita dan berusaha memperbaiki kesalahan yang terjadi. 	✓		

Appendix 9. Pictures of the research

Picture 1. The researcher helped students in making students' story



Picture 2. The reseacher is explaining the material

Picture 3. The researcher is recording student's voice when telling story (girl)



Picture 4. The researcher was recording student's voice when retelling (boy)



Picture 5. Students after research



BIOGRAPHY



Akhmad Ludfhy Rahim, was born on November 11th, 1993 in Ujung Pandang. His hobby is fishing. He is the second child from the marriage of his parents Rahim and Kartini. He has two brothers and a sister. In 2000, he registered as a student in elementary school at SD Negeri Bontoramba in Makassar and he graduated in 2005. In the same year he registered as a student in SMP Negeri 30 Makassar and graduated in 2008. Then he continued to senior high school, at SMA Negeri 21 Makassar and graduated in 2011. After that he continued his study in university and joined English Education Department Faculty of Teacher Training and Education Bosowa 45 University Makassar and he finished his study in 2015.