

**USING DIGITAL STORY TELLING TO INCREASE THE STUDENTS  
SPEAKING ABILITY IN PROCEDURE TEXT AT THE EIGHT GRADE  
STUDENTS OF SMP NEGERI 2 SUKAMAJU**

**SKRIPSI**

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## PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi dengan judul "Using Digital Storytelling To Increase The Students Speaking Ability In Procedure Text At The Eight Grade Students Of SMP Negeri 2 Sukamaju ". beserta seluruh isinya adalah benar-benar hasil karya saya sendiri, bukan hasil plagiat. Saya siap menanggung risiko/sanksi apabila ternyata ditemukan adanya perbuatan tercela yang melanggar etika keilmuan dalam hasil karya saya ini, termasuk adanya klaim dari pihak lain terhadap keaslian karya saya ini.

Makassar,

2015

Yang Membuat Pernyataan



SITTI RAMLAH



## ABSTRAK

**SITTI RAMLAH, 2015.** Menggunakan Digital Mendongeng Untuk Meningkatkan Kemampuan Siswa Berbicara dalam Prosedur Teks Siswa Kelas Delapan SMP Negeri 2 Sukamaju (Penelitian Tindakan Kelas) Skripsi, Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan, Universitas "45" Makassar. Dibimbing oleh Hj. Nurfaizah Sahib, S.Pd.I., M.Pd.I. and Muliati, S.Pd., M.Hum., M.Ed.

Penelitian ini bertujuan untuk mengetahui pelaksanaan cerita digital dalam meningkatkan kemampuan siswa dalam teks prosedur dan peningkatan kemampuan berbicara siswa melalui menggunakan cerita digital dalam hal akurasi dan kelancaran pada siswa kelas SMP Negeri 2 Sukamaju dalam berbicara akademik tahun 2014/2015.

Peneliti menggunakan Penelitian Tindakan Kelas (PTK) yang dilakukan dalam dua siklus, dimana setiap siklus terdiri dari empat pertemuan. Lokasi penelitian ini mengambil di siswa kelas delapan SMP Negeri 2 Sukamaju dengan jumlah subjek 15 siswa yang semua siswa adalah laki-laki. Instrumen berbicara lembar observasi dan tes.

Hasil penelitian menunjukkan bahwa pelaksanaan Digital Mendongeng signifikan untuk meningkatkan kemampuan siswa berbicara dalam hal akurasi. Hal ini dibuktikan dengan nilai rata-rata siklus I adalah 6,1 itu tergolong wajar dan kemudian ditingkatkan menjadi 7,12 itu tergolong cukup baik dalam siklus II. Mereka lebih tinggi dari nilai rata-rata tes diagnostik yaitu 5,45 yang tergolong miskin. Ini berarti bahwa ada peningkatan kemampuan berbicara siswa dalam hal akurasi berurusan dengan pengucapan, dan kosa kata. Sementara di kefasihan berbicara siswa berurusan dengan kepercayaan diri itu juga dibuktikan dengan nilai rata-rata siklus I adalah 5,63 itu tergolong wajar dan kemudian meningkatkan menjadi 6,70 itu tergolong cukup baik dalam siklus II. Mereka lebih tinggi dari nilai rata-rata tes diagnostik yaitu 4,9 yang tergolong miskin. Dari temuan menunjukkan bahwa ada perbaikan pada siswa kemampuan berbicara dari siklus I ke siklus II, sedangkan pada siklus I, siswa kemampuan berbahasa perbaikan adalah 13,40%, namun setelah mengevaluasi dalam siklus II, siswa Kemampuan berbahasa menjadi 17,86%.

## ABSTRACT

**SITTI RAMLAH, 2015.** Using Digital Storytelling To Increase The Students Speaking Ability In Procedure Text At The Eight Grade Students Of SMP Negeri 2 Sukamaju (*A Classroom Action Research*) Skripsi of English Departement, the Faculty Training and Education, University "45" Makassar. Supervised by Hj. Nurfaizah Sahib, S.Pd.I., M.Pd.I. and Muliati, S.Pd., M.Hum., M.Ed.

This research aimed to find out the implementation of digital storytelling in improving the students speaking ability in procedure text and the improvement of the students' speaking ability through using digital storytelling in term of accuracy and fluency at the eight grade students of SMP Negeri 2 Sukamaju in the academic of year 2014/2015.

The researcher used A Classroom Action Research (CAR) which was conducted in two cycle, in which every cycle consisted of four meetings. The location of this research was took at the eight grade students of SMP Negeri 2 Sukamaju with the number of the subject 15 students which was all the students was Men. Instrument were speaking observation sheet and test.

The research finding indicated that the implementation of Digital Storytelling was significant to increase the students speaking ability in terms of accuracy. It was proved by the mean score of cycle I was 6,1 it was classified as fair and then improved to be 7,12 it was classified as fairly good in the cycle II. They were higher than mean score of diagnostic test namely 5,45 that classified as poor. It means that there was the increase of the students' speaking ability in terms of accuracy dealing with pronunciation, and vocabulary. While in the students' speaking fluency dealing with self-confidence it was also proved by the mean score of cycle I was 5,63 it was classified as fair and then increase to be 6,70 it was classified as fairly good in the cycle II. They were higher than the mean score of diagnostic test namely 4,9 that classified as poor. From the findings indicated that there was improvement in the students' speaking ability from cycle I to cycle II, where as in the cycle I, the students' improvement speaking ability was 13,40%, but after evaluating in the cycle II, the students' speaking ability became 17,86%.



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Makassar, 2015

The Writer,

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BIOGRAPHY

## CHAPTER I

### INTRODUCTION

#### A. Background

Language was very important in our lives, because it was always used in our daily activity to communicate with the others. We can't communicate with the other people without language, because it was one of the communication tools used by people in general. We could used language to convey our message or to express our idea through oral, written, or signal language.

Nowadays English became a compulsory to subject that gave to Junior High School (SMP) level. It was consisted of four skills namely was writing, speaking, reading, and listening. Writing and speaking were categorized as productive skills because learners doing these need to product language. They were also known as active skills. Reading and listening were categorized as receptive skill because learners do not need to produce language to do these, they only need to receive and understood it. These skills were sometimes known as passive skills.

According to Jeremy harmer England: Longman, (1992:51). Speaking was speech combines both of code and message. The code consisted of sound, vocabulary and structures of language. These components were organize into appropriate in order to convey the speakers idea or opinion. So

speaking was the verbal used of language to communicate with others. From explanation above, the writer conclude that speaking was ability or skill which was had by people to express their idea orally or to communicate with other people. It was important skill that must we had because only through this skill we could express our message orally.

Speaking was a crucial part of the foreign language learning and teaching, because it could used for the student to express their ideas orally in foreign language. Without speaking skill they just keep silent. In order to speak well, they must practice their skill in everyday live. Therefore, the teacher should gave students opportunity to practice their speaking skill by gave some more example or activates that put them into the real practice communication.

There were some types of texts taught in the school, one of them was the procedure text. Procedure text was very important to learn as it was used in the daily life, such as the instruction of how to tell a story or experience.

Based on the observation at SMP Negeri 2 Sukamaju Students especially at the VIII.A, the writer found the students problem especially in speaking ability. Generally SMP Negeri 2 Sukamaju consisted of some class, an effort room, canteen, workshop room and laboratory. The standard of English score at SMP Negeri 2 Sukamaju was 7,5 but there were many students that did not reach it yet, they still got score 4,5 Or 5,5 It was caused some of the students don't like speaking activity and the teacher sometimes

didn't gave interesting explanation activities or example that made the students be more active to practice the speaking activity in the classroom. It made the students feel bored and rare to practice their speaking ability. In there the students still lack in accuracy in term of pronunciation, vocabulary and fluency in term of self-confidence of speaking in this study, so the research find out and solve this problem until the students had a good score. Therefore, through this could improve the students' speaking ability until achieve score 7,5 in the successful minimal criteria (KKM) of that school.

From this reality, the writer do this research to get the data need to completed this final project through the school that had been chosen as the object of the research activity. Based on the problem above, the written offered a suitable solution to overcame the problems. The writer Used Digital Storytelling to solve the problem. Used digital storytelling in the classroom could encourage the students speaking skill because they could acquire the language more naturally and then with telling a story could stimulate their creativity in communication.

The writer used a classroom action research, because it was a number of procedure that could be used to improve the teaching learning process in the classroom. The writer hoped that digital storytelling could increase the students speaking ability in procedure text, because digital had many advantages for the teacher and students in teaching learning process.



## **B. Problem Statement**

Based on the description of the study above, the writer would like to made statement of the problems. The problems that are discussed in this study could be stated as follows:

1. How does implementation of Digital Storytelling improve the students' speaking ability in term of accuracy at the eight grade students of SMP Negeri 2 Sukamaju in the academic of year 2014/2015?
2. How does implementation of Digital storytelling improve the students speaking ability in terms of fluency at the eight grade students of SMP Negeri 2 Sukamaju in the academic of year 2014/2015?

## **C. Objectives of the Research**

As the writer states to do a research, automatically there was an objective why she does this research. The objective of the research are to find out:

1. The implementation of Digital Storytelling in improving the students speaking ability in procedure text at the eight grade of SMP Negeri 2 Sukamaju in the academic of year 2014/2015.
2. The improvement of the students' speaking ability in procedure text through Using Digital Storytelling in term of accuracy and fluency at the eight grade students of SMP Negeri 2 Sukamaju in the academic of year 2014/2015.

#### **D. Significance of the Research**

The result of this research was expected to be useful for the English teacher, the students, other researchers and then to the researcher herself

1. For the English teacher, this research provides the other method of learning speaking that was proposed to teaching speaking and learning process especially for improving speaking ability.
2. For the students, this research finding had help the students in learning speaking with learning method that fit and fun.
3. For the other researchers, this research could gave the information to be developed for further studies.
4. And for the researcher, this research gave more understood about using digital storytelling method that implementation in the classroom.

#### **E. Scope of the Research**

Research should be limited in its scope, so that the problem being examined was not too wide and the research was effective. To limit the scope of the discussion and to analyzed the problem, the researcher limited the research in the students speaking ability in term of accuracy focus on pronunciation and vocabulary and than fluency focus on self-confidence. It means that analyzed only on the students' speaking ability in procedure text. This research applied only to the eight grade students of SMP Negeri 2 Sukamaju in the academic year of 2014/2015.

## CHAPTER II

### REVIEW OF LITERATED LITERATURE

#### A. Some Previous Related Finding

Many researches had done studies on speaking technique and it was contribution on English teaching. Their found were as follows:

Yanti Fadilah Wahab (2011: 20) in her thesis. *The Influence of Using Video on The Students' Speaking Ability In Procedure Text At The Eight Grade of SMAN 3 Tasikmalaya In Academic 2011/2012*. She concern on use video in teaching speaking ability. She used two instruments to collect data, they was test and experimental study. And the result of her research was using video was effective to teach speaking at the eight grade of SMAN 3 Tasikmalaya.

Dindin rafiudin (2011: 25) in his thesis. *The Use Storytelling Technique to Improve the Students' Speaking Skill (A classroom Action Research at the First Grade of SMA Negeri 1 Ngemplak Boyolali in the Academic Year of 2010/2011)*. He concern on improve speaking skill using storytelling technique. He use instrument to collect the data were questionnaire, observation and test. And the result of his research was used storytelling technique to improve students speaking ability.

Rida Afrilyasanti (2009 : 31) in her thesis. *The Implementation of Digital Storytelling in Teaching Speaking to EFL Students: A Case Study a*

*classroom action research with the first grade of VII at SMPN 12 Malang in the academic year 2009/2010. She concern on teaching writing by used Digital Storytelling in teaching writing to EFL Students: a case study. She used instrument to collect the data were questionnaires and observations and test. And the result of her research was used 'Digital storytelling in teaching writing skill in narrative text' teacher could improve the students' Speaking skill.*

However, this research was different with previous ones, but there was the similarity both of them, that is concern on procedure text. Researchers above were conducted the implementation of Digital Storytelling in teaching writing, but in this research, the researcher used digital storytelling to increase speaking ability. For the last previous research, she used story telling with sentence card to motivate the students to speak, it had similarity with this research on speaking ability. So, those were still had relevance and significance factors why it was interested to be observed.

## **B. Definition of the Terms**

Definition of term was needed to avoid different explanation from different point of the readers. The researcher defines some terms according to her point of view. It was avoid misunderstood that could drive used to ambiguous meaning.



### **1. Digital Storytelling**

Digital storytelling as it was defined in the work of Thomas M. Banaszewski cited in Katerina Honrova, (2011:22) was "the practice of combining personal narrative with multimedia (images, audio and text to produce a short autobiographical movie)"

### **2. Increase**

According to A.S.Hornby, (2000:216) in Oxford Advance learner's Dictionary, the term increase had meaning became or make something greater in amount, number, value, etc.

### **3. Ability**

According to A.S. Hornby, (2000:1) in Oxford Advanced Learner's Dictionary . Ability was skill or power. It was also the quality of being able to do something, especially the physical, mental, financial or legal power to accomplish something. In this case, ability was a natural or acquired talent or skill that had by students.

### **4. Speaking**

Speaking, According to A.S. Hornby, (2000:414) in Oxford Advanced Learner's Dictionary was one skill in studying language, not only in English language but also in other language. Speaking was talk to somebody about something, we used our voice to say something. We learn speaking skill in order to communicate each other, using speaking we could deliver our message to other people.

## **5. Procedure Text**

A procedure text was one of material that gave in junior high school. Such as the instruction of how to submit message, take a picture or telling a story.

### **C. Some Concept of Digital Storytelling**

#### **1. Definition of Digital Storytelling**

Digital storytelling as was defined in the work of Thomas M. Banaszewski cited in Hronova, (2011:22) was "the practice of combining personal narrative with multimedia (images, audio and text to produce a short autobiographical movie)"

Digital story was a piece of multimedia created used pictures, video and sound for others to see or hear. Like all stories, a digital story needs a storyteller and provides individuals with an opportunity to share their idea, hopes and fears. Digital storytelling was an exciting educational technology tool for used in the classroom. It was a multimedia product consisting of still images or segment of video containing background music or audio and a voice over narrative.

Based on the explanation above, the writer conclude that digital storytelling was multimedia on teaching learning process, which was combining personal narrative text with multimedia such as images, audio,

music and the text to procedure a short story. It was made the students more interesting and easy to understood the lesson.

## 2. The Seventh Elements of Digital Storytelling

According to Lambert there were seven elements of effectives digital stories (as described in table 2.1), which are often cited as a useful starting point to begin working with digital stories.

**Table 2.1. The Seven Elements of Digital Storytelling**

Center For Digital Storytelling's Seven Elements Of Digital Storytelling	
1.	Point of view: what is the main point of the story and what is theperspective of the author.
2.	A dramatic question : A key question that keeps the viewer's attention and will be answered by the end of the story.
3.	Emotional content : Serious issues that come alive in personal and powerful way and connects the story to the audience
4.	The gift of your voice : A way to personalize the story to help the audience understood the context
5.	The power of the soundtrack : Music or other sounds that support and embellish the storyline.
6.	Economy : Using just enough content to tell the story without overloading the viewer.
7.	Pacing : The rhythm of the story and how slowly or quickly it progresses.

## 3. The Implementation of Digital Storytelling

Used digital storytelling in the classroom of English language was one of the new ways how to teach English Language. One the other hand, the used of digital storytelling requires certain teachers' knowledge about digital storytelling, technical background, enough time and space in English language classroom and the assessment of the goals which we want to achieve.

Many teachers from all corners of the world had been trying to include digital storytelling in the classes of English Language. Phillip Tillery, an American teacher at Timber Creek High School in Orlando, Florida, is one of them. The example of integrating digital storytelling into his classes describe the requirement which his student had to fulfill as well as the aim which they have to attain . Snider (2008) cite in Hronova (2011:30).

Students should be instructed about the importance of the story contain the beginning, middle and end as well as seven elements of storytelling mentioned in one of the previous parts.

Actually there are some example could used in digital storytelling:

#### **a. Photo Story**

Photo stories are combinations of still images and texts. If a teacher looks for the easiest way how to introduce students to the basics of video production, he or she could be use this kind of digital storytelling. Students only to know how to take photos and how to make a Power Point presentation in which the photos will be put together with the text. It was not difficult to make a photo story and students could easily apply their languages skills with multimedia project. Hotmann et al (2010) cite in Hronova (2011:24).

#### **b. Video Words**

Video words were combinations of words or phrase and pictures to make a short story and simple presentation. Video words are useful in classes with young learners of English language because with minimum of



knowledge and skills children could create, together with their teacher of course, a valuable video. The teacher could take some photos and bring them to the classes and ask students to match the pictures with the words. If the children agree on the best matches, the teacher will prepare a video. It could be made in the form of a quiz, or a dictionary which could be helpful for to revise new vocabulary. (Hronova, 2011:24).

### **c. Presentation**

The most common story-making process was a Power Point Presentation. A presentation was a combination of a text and pictures to present a certain topic. Students have to summarize the most important ideas and present them in a certain order. They were supposed to know more information than which notes, they should express their ideas clearly and to keep the touch with audience. (Hotmann et al, 2010; cited in Hronova, 2011:25)

There were many teachers have used digital storytelling in teaching learning process and the researcher have used video words to teaching learning process. Here some steps to use of digital storytelling in the classroom to increase the students' spelling ability:

1. The teacher prepares some material that needed to reach the goal, and then the teacher shows the material to the students through the media.
2. The teacher introduces digital storytelling and explained the material.

3. The teacher divided class into some groups that consisted of five students.
4. Script development: students write the story, with a group called a story circle to provide feedback and story development ideas base on the story.
5. Record the author reading the story(audio recording and editing). In here Student reviewing intonation pattern and the listen the pronunciation of author.
6. Present or publish the finished version of the story.

This is final step which was students should be presentation their skills. This part certainly invites a review of certain pragmatic functions of utterances in spoken and written texts as well as a formal introduction to the grammar of speak English.

From the explanation above, the writer concluded that the implementation of digital storytelling was useful for students, it made them enjoy to learn. Digital storytelling was one of media that could be used to teach students in any topic of lesson, from some example above, it could be used in teaching speaking ability with dealing pronunciation, vocabulary and self-confidence, .

It was appropriated with this final project, because the writer concern on Using Digital Storytelling to Increase the Students' Speaking Ability. So the implementation of digital storytelling was different with previous example. The steps of implementation digital storytelling to increase the students' speaking

ability are: First, the teacher prepares the materials that needed to reach the goal. The second, students watching the story on media. The third the students write and analyzed the story with their group to provide feedback and then story development ideas. And the last, students should be presentation of their story in front of class.

#### **4. Digital Storytelling in Teaching Speaking**

Azhar Arsyad, stated that If the teacher uses a good media and students gave good respond, teaching learning process had run well. Therefore, the teacher should choose appropriated media.

There were many kinds of media.

- 1) Audio media: radio and tape recorder
- 2) Visual media: picture(photo story or storyboard), articles, magazine, illustration and poster.
- 3) Audio visual: television, video words, Presentation, movie, slide and sound.
- 4) Diverse media: Digital, display, sample, and simulation.

From explanation above, digital storytelling was one of multimedia that can be used in teaching learning process. Digital storytelling was include audio visual. Using digital storytelling in the classroom, can encourages the students to join in frequently repeated phrases and refrains and also gave them the chance to propose variations to add some free story elements to

storytelling. These elements of free storytelling then stimulate students' creativity and serve as ways of communication.

#### **D. The Concept of Speaking**

##### **1. The Definitions of Speaking**

There were some additional reasons for speaking that may be even more important state by:

- a. Channey (1998:13) states that "Speaking was the process of building and sharing meaning through the use of verbal and non-verbal symbols in variety of contexts".
- b. Widdowson (1983:58) states that, speaking was commonly performed in face to face interaction and occurs as part of a dialogue or other form of verbal exchange.
- c. Byrne (1991: 8) also says that, "Speaking was a two way process between speaker and listener and involves the productive skill of speaking and the receptive skill of understanding".

Communication with language was carrying out through two basic human activities namely speaking and listening. In speaking, the speaker puts their ideas or feelings into words to make other people understood and it was hoped that they gave us feedback. They are integral part of language, it means that when the speaker study language, the speaker also think of how people speak and understood each other.



Relating with statement before, speaking was a way of convey message from one person to the others in order to interact with him. It was the most essential way in which the speaker could be express himself through language. In speaking class, the students are expected to contribute ideas, information, opinion, and feeling to the others. The more practice to talk is more facilitate the students to made a good in speaking.

## **2. Elements of Speaking**

According to Ur (1995:120) in Fitriani (2011:20) speaking seems intuitively the most important, people who a language are referred to ask speaker of that language, as if speaking included all other kind of knowing and many if not most foreign language learner are primarily instead in learning to speak. Therefore, the writer represented kinds of element of speaking as follows:

### **a. Pronunciation**

Byrne (1981:8) states that, pronunciation was the sound that the speaker could imitate when he was listening to other. He continues that language user can imitated from other. In this case a listener could imitate speaker and then say something too other listener. Native speakers know how to say word that was how to pronounce it. This knowledge is made up of three areas; sounds, stress, and intonation. Sounds; one their own the sounds of a language way well meaningless. If you say /t/ (the lines shows that this was phonetic script) a few times, e.g., it will not mean very much

English. Neither will be sounds /k/, /a/, or /s/ but if we put all these was sounds together a certain order we end up the word each that does mean something. Stress; native speaker of a language unconsciously know about stress and they know how to use stress to change the meaning of phrase, sentence and question. Intonation was clearly important then, and competent users of language recognize what meaning it has and can change the meaning of word they say through used it in different ways.

#### **b. Vocabulary**

Berlin, (1997:134) in Yasin (2009:15) states that, Vocabulary was one of the significant components of learning. Vocabulary building is very important in any foreign language learning, not only because it had a close relationship with intellectual maturity of learners but also because the fact that it could improve the four language skills of the students, without grammar, very little could be conveyed, but without vocabulary, nothing could be conveyed. Someone could speak fluently and fluency if they had many vocabularies. Vocabulary; in the matter of vocabulary, the student that vocabulary was the most important thing to be mastered for those who wants to be skillful in speaking. The first problem for Indonesian students was the sound system of English language.

Good (1973:662) defines vocabulary as content and function words of language which are learned so thoroughly so that becomes part of Childs' understood speaking, reading, and and writing. It also means word having

been heard or seen even though not produced by individual himself to communicate each other.

Harmer (1991:135) divides vocabulary in two types that was active vocabulary and passive vocabulary. Active vocabulary was the words that students had learned and they expect to be able to use them. Passive vocabulary was the words they could recognize but could not be produced. Someone could be considered of had good vocabulary used, when the vocabulary produced was wide appropriate with certain situation of dialog of speech.

### c. Grammar

Learning a language, proper knowledge of grammar was necessary. One feels encouraged if a sentence, verbal or written, was framed in a correct manner. This will also help in proper communication without any misunderstanding, which may arise due to grammatical errors or incorrect punctuation. Start communicating with small and simple sentences and after gaining confidence, shifting to complex sentences was easier.

According to Hornby (1995: 517) grammar was the rules in a language for changing them into sentences. While Ba'dulu (2004: 15) states that grammar was the organization of words into various combinations, often representing many layers of structure, such as phrases, sentences, and complete utterance. 3) Accuracy

Brown (2001) argues that accuracy was achieved to some extent by allowing students to focus on the elements of phonology, grammar, and discourse in their spoke output. In teaching English speaking, the teachers had to explained to the students accurately (clear, articulate, grammatically, and phonologically correct) language and fluent (flowing and natural) language.

Accuracy was the stated of being correct or exact and without error. The students do not made serious phonological errors, a few grammatical and lexical errors but only one or two major errors causing confusion.

#### **d. Fluency**

Fluency was one of the most important elements in speaking. To measure someone ability in speaking looks at his/her fluency. Byrne (1987:10) states that, the main goal in teaching the produce skill of speaking will be oral fluency. This could be defined as the ability to express oneself intelligibly reasonably accurately and without too much hesitation (otherwise communication may break down because the listener loses interest or gets impatient).

#### **e. Self Confidence**

Ur (1995:120) in Fitriani, (2011:20) states that, speaking was the oral communication. Speaking to other people need braveness. So they cannot communication with the other people. There are many students who had no self-confident, so they sometimes feel embarrassed to speak English. The

face we present to the world is rarely our real face. It was considered peculiar behavior on our part if we show in our face what we rarely feel. Therefore we present must teach other expect when we were involuntarily ranting to something the face we present to the world was rarely our real face.

Some elements and patterns will function well and do not had to be taught but many other pronunciation matters were hard to be mastered. They must be taught thoroughly. Those elements and patterns which differ structurally from students' language and represent more complex system were the real problems.

## **E. The Concept of C.A.R (Class Action Research)**

### **1. Definition**

Action research was a simply form of collective self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices, as well as their understood of those practices and the situations in which the practices are carried out. The approach was only action research when it was collaborative, though it was important to realize that action research of the group was achieved through the critically examined action of individual group members.

Classroom Action Research was an activity undertaken by teachers to improve their performance and teaching skills in the classroom. They do it by



evaluating their teaching approaches and then making improvements. By doing this repeatedly, they should improve their performance and skills.

(Training in Applicative Classroom Action Research)

Classroom Action Research was research designed to help a teacher find out what is happening in her or his classroom, and to use that information to make wise decisions for the future. Method could be qualitative or quantitative, descriptive or experimental. (Indiana University South Bend, Division of Education)

## **2. The Synthesis**

From all the definitions of Research Action and Classroom Action Research we can make conclusion and the simple definition:

Action Research was the research or investigating which was done by participants in social situation in order to improve their social practice, their understanding, and the situation of something which is observed more deeply. Here, the scope was wider than Classroom Action Research; it includes the social world or situation not the educational situational only. The researcher was not only teacher but also it could be the government or social institution.

While Classroom Action Research was the action research which happens in a classroom (educational situation) about the problem during the process of teaching and learning activities which is done by the teacher to raise awareness of his or her personal theory; tryout new strategies; record

their work in a form which is readily available to and understandable by other teachers; and thus develop a shared theory of teaching; and also to improve his or her skill especially his or her professionalism.

### **3. The Review**

#### **a. The Concept of Classroom Action Research**

Classroom action research begins with a question or questions about classroom experiences, issues, or challenges. It was a reflective process which helps teachers to explore and examine aspects of teaching and learning and to take action to change and improve. The purpose of teacher research is to gain understanding of teaching and learning within one's classroom and to use that knowledge to increase teaching efficacy/student learning.

Research in English learning was a scientific activity that aims at investigating the rules that work in the process of English learning. Research activities in English learning cover four steps: observing, describing, analyzing, and explaining. The way each step is done depends on the nature of the data and the objective of the research. Classroom Action Research for English Learning aims at developing a certain instructional strategy to solve practical instructional problems in English classrooms. Each English learner was basically able to learn English provided that he or she is given the appropriate help as each learner has his or her own style and strategy of learning. Classroom Action Research for English Learning aims at

discovering learning-teaching strategies that match learners' style and strategies in learning English. Classroom Action Research was done in several cycles each of which was repeated in the following cycle if the result was not satisfactory yet with the better revised lesson plan. Each cycle begins with lesson planning, implementing the plan (acting), observing the implementation, and reflecting or evaluating the process and the result of the implementation.

The result of the reflection determines the following cycle:

- 1) Planning
- 2) Action
- 3) Observing
- 4) Reflecting

Those four components are related each there as a cycle.

Planning was the first step the researcher has to do before doing something. The planning was expected to be futuristic and flexible to face some non-anticipated effects. By the planning, we could prepare to handle the troubles early. By a good planning, a researcher could be easier to face some problems and it was be more effective in doing research. d. Purpose and Significance

The purposes of Classroom Action Research:

- 1) To understood more about teaching and learning
- 2) To develop teaching skills and knowledge



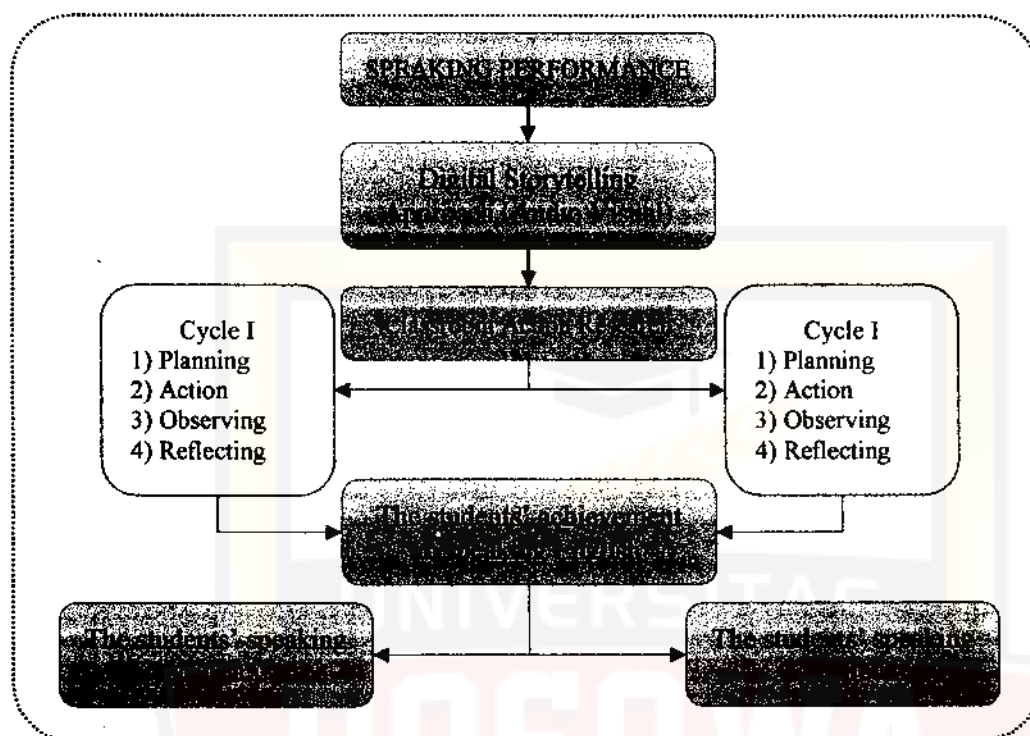
3) To improve the students in learning.

The significances of Classroom Action Research:

- 1) Provide a framework for trying out different approaches and ideas
- 2) Help to develop reflective practice
- 3) Enabling the teachers to make choices and decisions about their teaching styles
- 4) Help to develop confidence
- 5) Help the teachers improve student learning
- 6) Curriculum development

#### **F. Conceptual of framework**

The conceptual of framework underlying this research will be presented in following diagram:



The conceptual framework above explained the process of teaching English speaking to increase the students' speaking ability in procedure text dealing with accuracy and fluency through the implementation of digital storytelling.

## CHAPTER III

### RESEARCH METHOD

#### **A. Research Design**

In this research, the writer used classroom action research (CAR). Classroom action research consisted of four steps namely planning, action, observation and reflecting. The teacher collaborative with the researcher in teaching learning process. The purpose of this research was to increase the student's speaking ability using DIGITAL STORYTELLING approach.

#### **B. Research Location and Subject**

##### **1. Location**

This research was located at SMP Negeri 2 Sukamaju in the class VIII.A the second semester in 2014/2015 Academic Year.

##### **2. Subject**

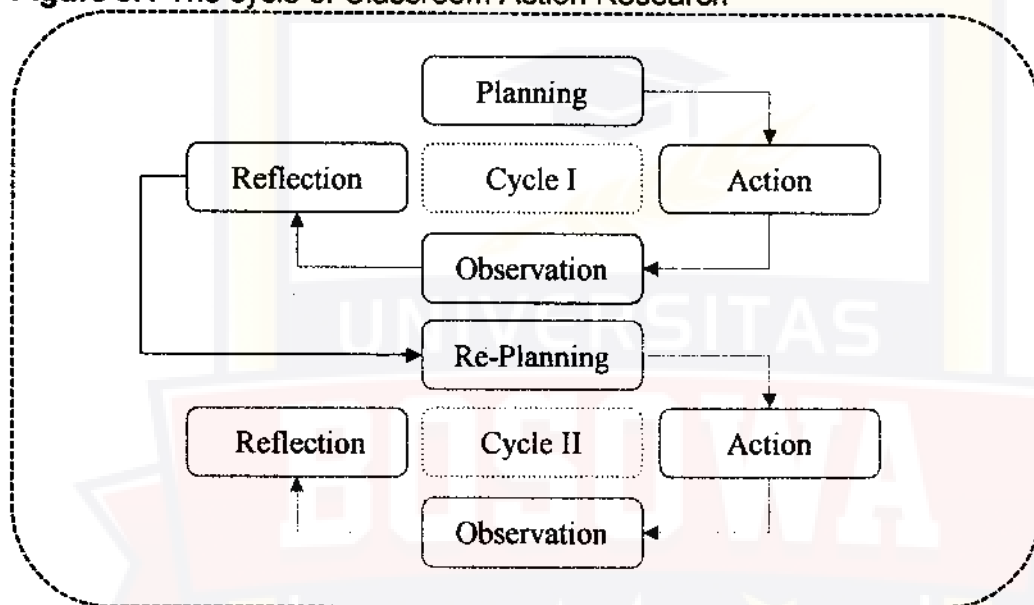
The subject of the research were the students who got speaking class at the time, they were from VIII.A students of SMP Negeri 2 Sukamaju. They were consisted of 15 students.

#### **C. Action Procedures**

In this classroom action research (CAR), the writer used the CAR principle to collected data. The research consisted of two cycles with each

cycles consisted of four elements. The writer described the cycles through the schema of action research steps and each of the phases could be explained briefly follows:

**Figure 3.1** The cycle of Classroom Action Research



(Hopkins, 1995)

### 1. Planning

In this phase, the writer made the lesson plan and choose teaching that aid to imply the spoke ability. Preparing all materials about speaking for example video words or photo story.

### 2. Acting

In this section the researcher conducted two cycles, where each cycle consisted of four meeting. Each meeting the researcher gave the spoke

material by using Digital Stories approach in action. The action each meeting described as follow:

### ***The First Meeting***

- a. The teacher introduces Digital Storytelling approach and explained the teaching materials. Teacher given some instruction to the students about the material. The teacher gave some topics to the students. The teacher gave several minutes to prepare their self to organizing idea.
- b. After gave several minutes to prepare their self the students practice their language by used their own words to retell their story based the topic.
- c. And then, the students are encouraged to used the new language in a freeway and find out the another material either for their own purpose, and meanings or in similar context introduced by the teacher and then present in front of the class.

### ***The Second Meeting***

- a. The teacher introduce a new material about narrative story to the student, and then the teacher asks to the students to retell the story.
- b. After watching the story on digital the teacher asked to the students to practice their language with telling a story orally.
- c. In this section, the teacher asked to the students to find out another material or another story and then practice in front of the class.

### ***The Third Meeting***

- a. In this section, the teacher explained about expressions asked opinion. And then the teacher gave five minutes to the students to choose one object and then organize their idea.
- b. The students practiced their new language in expressions asked opinion
- c. The students were encouraged to used the new language in a freeway and find out another material either for their own purpose, and meanings or in similar context to ask opinion by the teacher and then they were present in front of the class.

### ***The Forth Meeting***

- a. The teacher introduces a situation which contextualized the material to be thought, and then presented, and then the teacher gave investruction to the students to practice their language by used asked and gave the opinion. For example: asked opinion, ***what do you think about the story?*** Giving opinion, ***I think the story is very important for people because from the story the people can get entertainment.*** The teacher gave minutes to prepare their self to organizing idea.
- b. The teachers asked to the students to find out a couple, and then practicethese expressions with his/her couple (use asked opinion and gave opinion).After that the teacher asked to the students to find out



another expression asked and gave opinion and then practice in front of the class.

### **3. Observing**

In this phase the writer observed the student's response, participation of the students and everything which is found during the teaching learning process happened.

### **4. Reflecting**

The research made conclusion about the applied of simulation technique in improve students' ability in speaking at SMP Negeri 2 Sukamaju in second grade based on the observation result and note personal at the action activity.

## **D. Research instrument**

In this research, the research used some instruments for collecting data. The researcher applied two kinds of instruments. They were observation and speaking test. The test was gave to the students as diagnostic test focused of the problem before the cycle of CAR was applied, test in each cycle, and test after applied the action as evaluation test. Kind of test that was gave was oral test.

## **E. Data Collection**

Collecting data in this classroom action research included, observation, test and interviewing.

1. Observation was used to measure the students' participation on the teaching and learning process by using Digital Storytelling approach.
2. Test was used at the end of every cycle using criteria of speaking test to measure students' speaking achievement.
3. Interviewing at the last of every cycle was used to know the students' responses during teaching and learning process by used Digital Storytelling approach.

## **F. The Procedure of Collecting Data**

### **1. Data Source**

In this research, data source consisted of some sources. They were students and teacher.

#### **a. Student**

Students were used to got data about accuracy and fluency in teaching speaking by used Digital Storytelling approach.

#### **b. Teacher**

Teacher was used to monitor implementation of this method and students' pronunciation and vocabulary in speaking by used Digital Storytelling approach.



## **2. Data Analysis**

The type of the data which was received consists of:

1. The result of the study as quantitative data.
2. The result of observation as qualitative data.

### **G. The Variables and Indicators**

This research uses two variables, they are:

#### **1. Variables**

##### **a. Independent Variable**

The independent variables was Digital Storytelling approach. It was the approach used by the teacher when teaching the material.

##### **b. Dependent Variable**

The dependent variable was the Increase the students' speaking ability in accuracy and influence with the indicators as follows:

- 1) Indicators of the accuracy focus on pronunciation, and vocabulary.
- 2) Indicator of the fluency focus on self-confidence.

### **H. Data Analysis**

Speaking accuracy consisted of two items namely: Pronunciation and Vocabulary.

## 1. Pronunciation

Classification	Score	Criteria
Excellent	9.6 – 10	They speak effectively and excellent of pronunciation
Very good	8.6 – 9.5	They speak effectively and very good of pronunciation
Good	7.6 – 8.5	They speak effectively and good of pronunciation
Fairly good	6.6 – 7.5	They speak sometimes hasty, but fairly good of pronunciation
Fair	5.6 – 6.5	They speak sometimes hasty, fair of pronunciation
Poor	3.6 – 5.5	They speak hasty and more sentences are not appropriate in pronunciation.
Very poor	0.0 – 3.5	They speak hasty and more sentences are not appropriate in pronunciation and little or no communication.

## 2. Vocabulary

Classification	Score	Criteria
Excellent	9.6 – 10	They speak was very understandable and high of self-confidence
Very good	8.6 - 9.5	They speak was very understandable and very good of self-confidence.
Good	7.6 - 8.5	They speak effectively and good of smoothness.
Fairly Good	6.6 - 7.5	They speak sometimes hasty but fairly good of self-confidence
Fair	5.6 – 6.5	They speak sometimes hasty, fair of self-confidence
Poor	3.6 – 5.5	They speak hasty and more sentences no self-confidence
Very poor	0.0 – 3.5	They speak very hasty and more sentences and no self - confidence

(Layman, 1972: 219)

## I. Procedure of Data Analysis

The data analysis in the classroom action research from the test was analyzed with:

1. To find out the mean score of the students' test, the researcher was used the formula:

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

Where:

X : Mean Score  
 $\sum x$  : Total scores  
 N : Total number of the students

L. R. Gay (1981:298)

2. To classify the students' score, there are seven classifications which were used as follows:

9,6 - 10 as excellent  
 8,6 - 9,5 as very good  
 7,6 - 8,5 as good  
 6,6 - 7,5 as fairly good  
 5,6 - 6,5 as fairly  
 4,6 - 5,5 as poor  
 0 - 3,5 as very poor

(Direktorat Pendidikan, 1999)

3. Calculating the Improvement (%) of the students

$$IM = \frac{II - I}{I} \times 100$$

Where:

IM : Improvement of the students  
 I : Mean score cycle I  
 II : Mean score cycle II

4. To calculate the percentage of the students' score, the formula which was used as follows:

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

Notation:

- P : Rate Percentage  
F : Frequency of the Correct Answer  
N : The Total Number of Students

(Sudjana, 1999)

5. Percentage the students' participation through the following formula:

$$P = \frac{Fq}{N} \times 100$$

Where:

- P = Percentage  
Fq = Sum of all the students' score  
N = Total students

(Sudjana in Suhadirman, 2010:40)

## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter consisted of finding of research and discussion of interpretation of data analysis in detail. The finding of the research covered the result of the data collected through using Digital Storytelling approach.

#### A. Findings

##### 1. The Improvement of the Students' Speaking Accuracy

The Improvement of the students speaking accuracy at the eight grade students of SMP Negeri 2 Sukamaju through Digital Storytelling approach as result of students' assessment, describe as follow:

**Table 4.1.**The Improvement of the Students' Speaking Accuracy

Indicators	The Students' Score (%)			Improvement (%)	
	D- Test	Cycle I	Cycle II	DT-CI	CI-CII
Pronunciation	5,5	6,13	7,15	11,45%	16,63%
Vocabulary	5,4	6,07	7,09	12,40%	16,80%
$\sum x$	10,9	12,2	14,24	23,85%	19,17%
$\bar{X}$	5,45	6,1	7,12	11,92%	16,72%

The table above indicates that there was increase of the students' speaking accuracy from D-Test to cycle I and cycle II, where in D-Test the students' mean score achievement in speaking accuracy was 5,45 but after evaluation in cycle I the students' speaking accuracy became 6,1 so the improvement of students' speaking accuracy achievement from D-Test to

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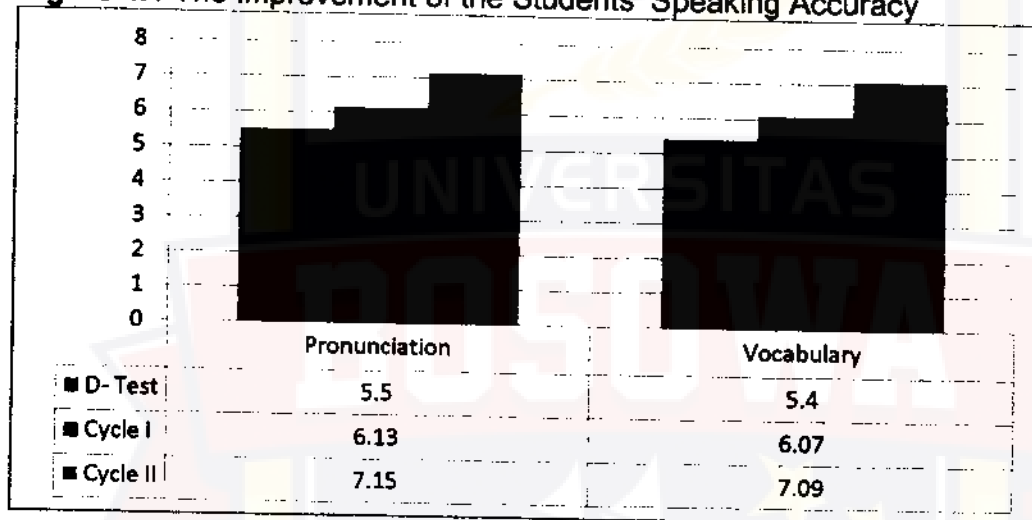
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cycle I was 11,92%, while in cycle II, the students' mean score was 7,12 so the improvement of the students' speaking accuracy achievement from cycle I to cycle II was 16,72%.

To see clearly the improvement of the students' speaking accuracy, the following graphic was presented:

**Figure 4.1** The Improvement of the Students' Speaking Accuracy



The graphic above indicated the improvement of the students' speaking accuracy in which the mean score of the students' diagnostic test was 5,45 and the students' test of cycle I was 6,1 so the improvement of the students' mean score from diagnostic test to test of cycle I was 11.92%, while the mean score of the students' test of cycle II was 7.12 with the improvement from testof cycle 1 to test of cycle II was 16,72%. It proved that there was significant increase for the students' speaking accuracy dealing with

pronunciation and vocabulary through using Digital Storytelling approach at the eight grade students of SMP Negeri 2 Sukamaju.

## 2. The Improvement of the Students' Speaking Fluency

The improvement of the students' speaking fluency through Digital Storytelling approach dealing with self-confidence by used test at the Eight Grade students of SMP Negeri 2 Sukamaju could be seen clearly in the following table:

**Table 4.2.** The Improvement of the Students' Speaking Fluency

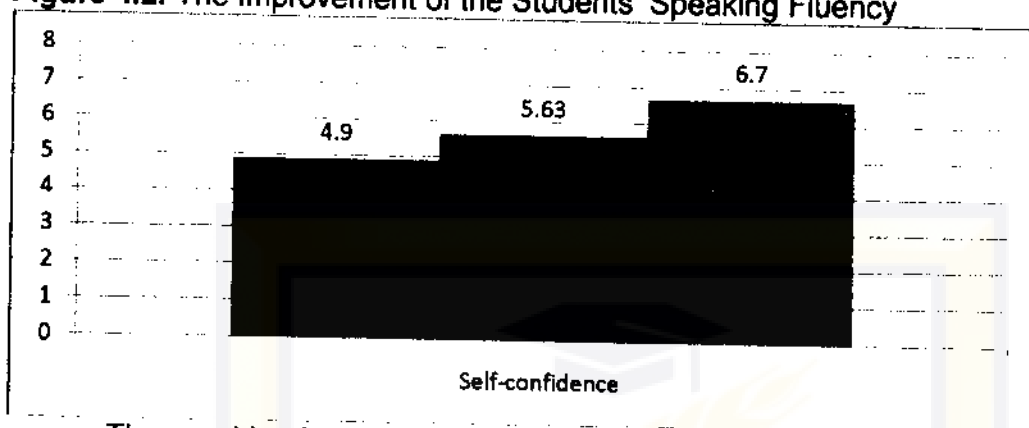
Indicators	The Students' Score (%)			Increase (%)	
	D- Test	Cycle I	Cycle II	DT-CI	CI-CII
Self-confidence	4,9	5,63	6,70	14,89	19,00

The table above indicated that there was improvement of the students' speaking fluency from D-Test to cycle I and cycle II, where in D-Test the students' mean score achievement in speaking fluency was 4.9 but after evaluation in cycle I the students' speaking fluency became 5,63. So the improvement of students' speaking fluency achievement from D-Test to test of cycle I was 14.89%, while the students' mean score in cycle II was 6,70. So the improvement of students' speaking fluency achievement from test of cycle 1 to test of cycle II was 19.00%.

To see clearly the mean score improvement of the students' speaking fluency, following graphic was presented:



**Figure 4.2. The Improvement of the Students' Speaking Fluency**



The graphic above shows the improvement of the students' speaking fluency in which the mean score of the students' D-Test was 4,9 and the students' test of cycle I was 5,63. So the improvement of the students' mean score from diagnostic test to test of cycle I was 14,89%. While the mean score of the students' test of cycle II was 6,70 with the improvement from test of cycle I to test of cycle II is 19,00%. It proved that there was significant improvement for the students' speaking fluency dealing with self-confidence through using Digital Storytelling approach at the eight grade students of SMP Negeri 2 Sukamaju.

### **3. The Improvement of the Students' Speaking Ability**

The using of Digital Storytelling in improving the students' in speaking ability that covers speaking accuracy and fluency at the eight grade students of SMP Negeri 2 Sukamaju could be seen clearly in the following table:

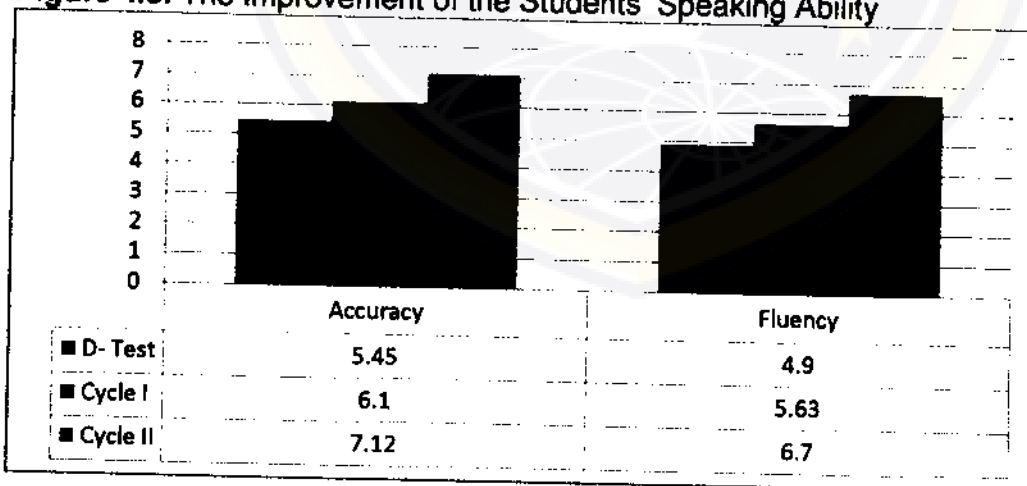
**Table 4.3. The Improvement of the Students' Speaking ability**

Indicators	The Students' Score (%)			Improvement (%)	
	D- Test	Cycle I	Cycle II	DT-CI	CI-CII
Accuracy	5,45	6,1	7,12	11,92%	16,72%
Fluency	4,9	5,63	6,70	14,89%	19,00%
$\sum X$	10,35	11,73	13,82	26,81%	35,72%
$\bar{X}$	5,17	5,86	6,91	13,40%	17,86%

The table above indicates that there was improvement of the students' speaking ability from D-Test to cycle I and cycle II, where in D-Test the students' mean score achievement in speaking ability was 5,17 but after evaluation in cycle I the students' speaking ability became 5,86. So the improvement of students' speaking ability achievement from D-Test to cycle I was 13.40%, while the mean score in cycle II was 6.91. So the improvement of students' speaking ability achievement from cycle I to cycle II was 17,86%.

To see clearly the improvement of the students' speaking ability, following graphic was presented:

**Figure 4.3. The Improvement of the Students' Speaking Ability**



The chart above shows the improvement of the students' speaking ability in which the mean score of the students' diagnostic test was 5,17 and the students' test of cycle I was 5,86. So the improvement of the students' mean score from diagnostic test to test of cycle I was 13,40%, while the mean score of the students' test of cycle II was 6,91, with the improvement from test of cycle I to test of cycle II was 17,86%. It proved that there was significant improvement for the students' speaking ability in terms of speaking accuracy dealing with pronunciation, and vocabulary and speaking fluency dealing with self-confidence through using Digital Storytelling at the eight grade students of SMP Negeri 2 Sukamaju.

#### 4. The Frequency and Percentage of the Students' Speaking Accuracy

The following table showed the percentage of student's speaking accuracy in D-Test, cycle I and II through Using Digital Storytelling approach.

**Table 4.4.**The Frequency And Percentage of The Students' Speaking Accuracy

No	Classification	Range	D- test		Using Digital Storytelling Approach			
			F	%	Cycle I		Cycle II	
					F	%	F	%
1	Excellent	9.6 – 10	0	0	0	0	0	0
2	Very good	8.6 – 9.5	0	0	0	0	0	0
3	Good	7.6 – 8.5	0	0	0	0	2	13,33
4	Fairly good	6.6 – 7.5	0	0	3	20	9	60
5	Fair	5.6 – 6.5	5	33,33	6	40	4	2,67
6	Poor	3.6 – 5.5	10	66,67	6	40	0	0
7	Very poor	0 – 3.5	0	0	0	0	0	0
<b>Total</b>			<b>15</b>	<b>100</b>	<b>15</b>	<b>100</b>	<b>15</b>	<b>100</b>

The table above shows the frequency and percentage of the students' speaking accuracy in diagnostic test in which 5 students (33,33%) got fair, 10 Students (66,67% ) got poor and none of students got excellent, very good, good, fairly good and very poor classification.

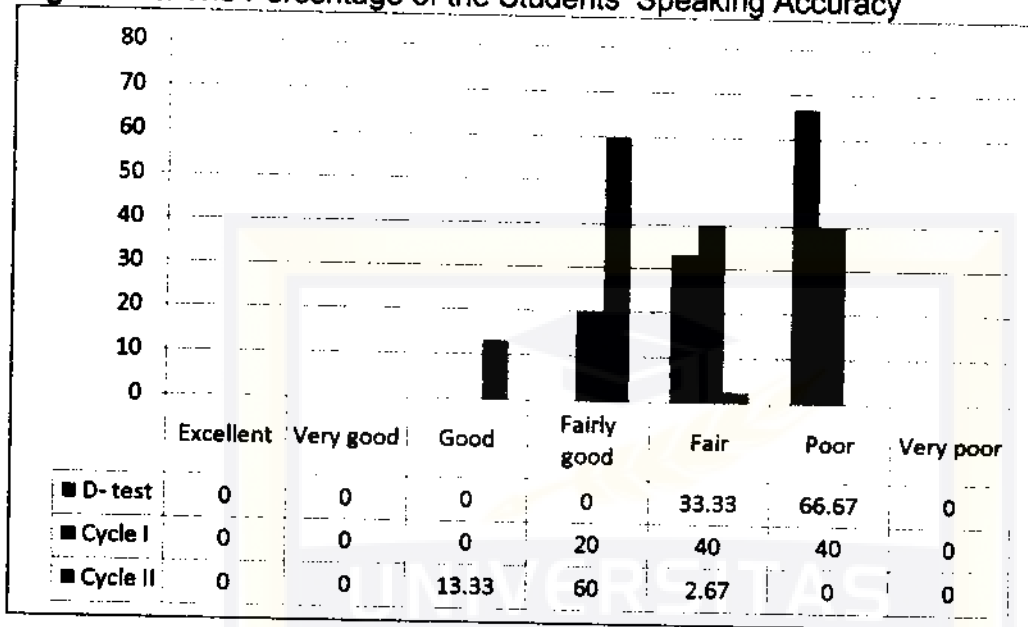
Having observed and analyzed the result of Using Digital Storytelling Approach at cycle I, the frequency and percentage of the students' speaking accuracy 3 students (20%) got fairly good, 6 students (40%) got fairly, 6students (40%) still got poor and none of the students got excellent, very good and very poor classification.

At cycle II, the frequency and percentage of the students' speaking accuracy are 2 students (13,33%) got good, 9 students (60%) got fairly good, 4 students (26,67%) got fair and none of the students got excellent, and got poor or very poor classification.

To know the percentage of the students' improvement in speaking accuracy, look at the graphic, as follows:



**Figure 4.4. The Percentage of the Students' Speaking Accuracy**



The graphic above explained the improvement of percentage of the students' achievement in speaking accuracy which at diagnostic test, 33,33% students got fair classification, and 66,67% students got poor classification, but in the cycle I, 20% students got fairly good classification, 40% students got fair classification, and 40% students got poor classification. After that at cycle II, 13,33% students got good classification, 60% students got fairly good classification, 26,67% students got fair classification and none of the student got poor. It proves that there was significant improvement of percentage of the students' achievement in terms of speaking accuracy in the using digital storytelling approach at the eight grade students of SMP Negeri 2 Sukamaju.

### 5. The Frequency and Percentage of the Students' Speaking Fluency

Using digital storytelling to increase the students' speaking fluency could be seen the difference clearly by considering the result of the students' Diagnostic Test and result of the students' test in cycle I and II.

**Table 4.5.** The Frequency and Percentage of the Students' Self-confidence in Speaking Fluency

No	Classification	Range	D- test		Using Digital Storytelling Approach			
			F	%	Cycle I		Cycle II	
					F	%	F	%
1	Excellent	9.6 – 10	0	0	0	0	0	0
2	Very good	8.6 – 9.5	0	0	0	0	0	0
3	Good	7.6 – 8.5	0	0	0	0	0	0
4	Fairly good	6.6 – 7.5	0	0	0	0	6	40
5	Fair	5.6 – 6.5	3	20	6	40	9	60
6	Poor	3.6 – 5.5	12	80	9	60	0	0
7	Very poor	0 – 3.5	0	0	0	0	0	0
<b>Total</b>			<b>15</b>	<b>100</b>	<b>15</b>	<b>100</b>	<b>15</b>	<b>100</b>

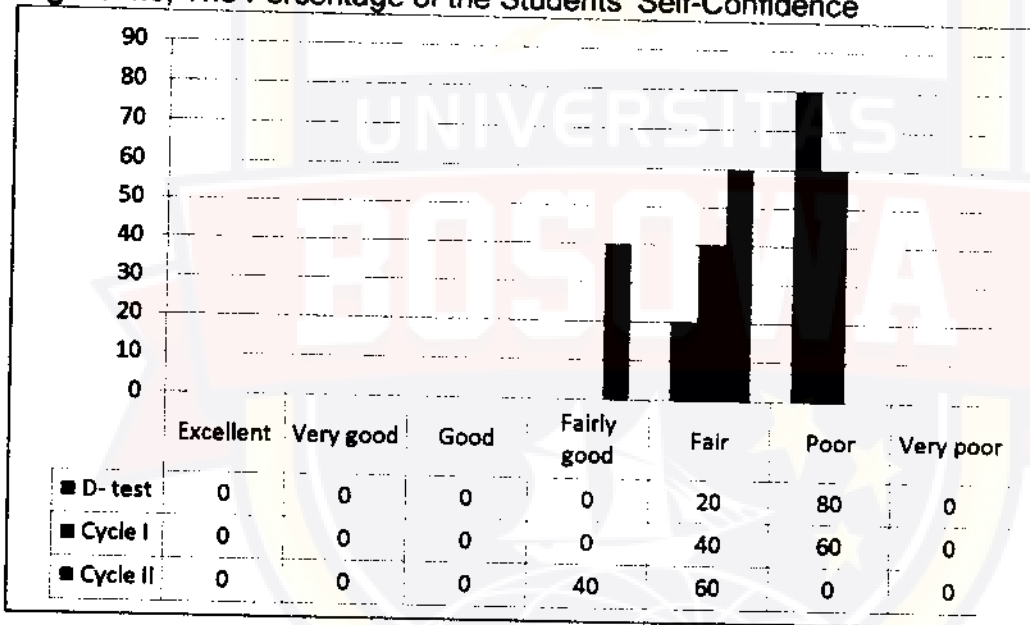
The table above shows the frequency and percentage of the students' self-confidence in speaking diagnostic test in which 3 students (20%) got fair, 12 Student (80%) got poor , none of students got excellent, very good, good, fairly good and very poor classification.

Having observed and analyzed the result of Using Digital Storytelling approach at cycle I, the frequency and percentage of the students' self-confidence are 6 students (40%) got fair, 9 students (60%) got poor, and none of the students got excellent, very good, fairly good and very poor classification.

At cycle II, the frequency and percentage of the students' self-confidence in speaking 6 students (40%) got fairly good, 9 students (60%) got fair, and none of the students got excellent, very good, good, poor, and very poor classification.

To know the percentage of the students' improvement in self-confidence clearly look at the graphic, as follows:

**Figure 4.5, The Percentage of the Students' Self-Confidence**



The graphic above explains the improvement of percentage of the students' achievement in self-confidence in which at diagnostic test, 20% students got fair classification, and 80% student got poor classification. At cycle I, 40% students got fair classification, and 60% students got poor classification.

While at cycle II, 40% students got fairly good classification, 60% students got fair classification. It proves that there is significant improvement of percentage of the students' achievement in terms of self-confidence through using of Digital Storytelling of SMP Negeri 2 Sukamaju.

#### 6. The Improvement of the Students' Activeness in Teaching Learning Process

The result of observation of the students' activeness in teaching and learning process toward the using of Digital Storytelling to increase the students' speaking ability at the eight grade students of SMP Negeri 2 Sukamaju in class VIII.A which was conducted in 2 cycles during 8 meetings is taken by the observer through observation sheet. It could be seen clearly through the following table:

**Table 4.6.** The Observation Result of the Students' Activeness in Teaching And Learning Process

Cycles	Meetings	Percentage (%)	Average	Increase
1	I	33,3	48,7%	31,6%
	II	51,6		
	II	53,3		
	IV	56,6		
2	I	56,6	64, 12%	
	II	60		
	III	63,3		
	IV	76,6		

The table above of students Activeness based on the technique of data analysis and the students' scores that are collected through observation sheet. From the table above shows that in cycle I the students' activeness in

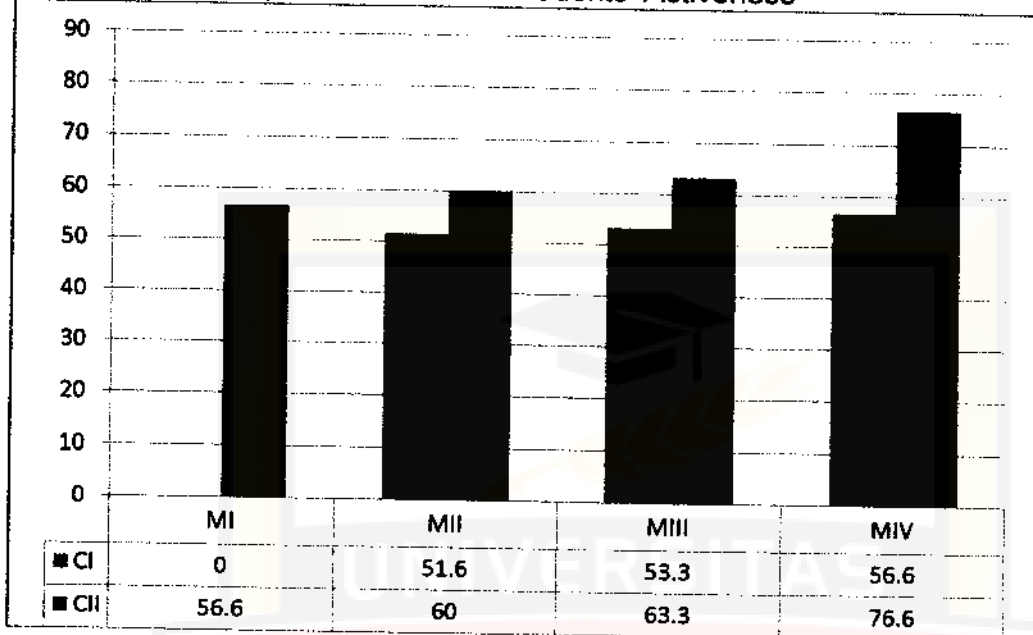


each meeting improves significantly. It can be seen clearly in table that the students' activeness in the fourth meeting is higher than the first, the second and the third meeting, where the first meeting in cycle I the students' activeness of students is 33,3% and it improves to 51,6% in the second meeting, and then students' activeness in the third meeting is 53,3% improves to 56,6% in the fourth meeting, So the average of the students' activeness in cycle I is 48,7%.

In cycle II the improvement of the students' activeness was still up. Where in the first meeting in cycle II the students' activeness of students was 56,6% increase to 60.% in the second meeting and it was higher than the first meeting. In the third meeting in cycle II the students' activeness improves significantly to 63,3 %, and then in the forth meeting the students' activeness improves to 76,6%. So the average of the students' activeness in cycle II was 64,12%.

The result was presented in the graphic below that shows the average of student' activeness in the first cycle and the second cycle.

**Figure 4.6** The Improvement of the Students' Activeness



The graphic above shows that there was increase of students' activeness in teaching and learning process where in cycle I was 48,70% lower than cycle II, but after conducting cycle II the students' activeness in learning process becomes 64,12%. So the improvement of students' activeness was (31,60)%.

## B. Discussion

In this part, discussion deals with the interpretation of findings derive from the result of findings about the observation result of the students' speaking ability in terms of accuracy dealing with pronunciation and vocabulary and fluency dealing with self-confidence toward the Using Digital Storytelling approach.

## 1. The Improvement of the Students' Speaking Accuracy Dealing With Pronunciation and Vocabulary

### a. Pronunciation

Based on the data of the results of the observation indicated that cycle I some of the students still lack in pronunciation, whereas there was 1 students (6,6%) got fairly good it was proved by the spoke sometimes hasty but fairly good of pronunciation, 10 students (66,7%) got fair it was proved by they speak sometimes hasty but fair of pronunciation, and 4 students (26,7%) got poor it was proved by they speak hasty and more sentences were not appropriate in pronunciation and the mean score in cycle 1 (6,13). The researcher needed to do stabilization in the second cycle especially the students' pronunciation. Next, in cycle II it could be improved until there are, 3 students (20%) got good it was proved by they speak effectively and good of pronunciation, 7 students (46,7%) got fairly good it was proved by they spoke sometimes hasty, but fairly good of pronunciation, 5 students (33,3%) got fair it was proved by they speak sometimes hasty, but fair of pronunciation and there was no students got poor as like in cycle I with the mean score (7,15).

The speaking ability of pronunciation means that how the students speak correctly pronunciation in speaking, after testing and observing at the first cycle, students showed that almost of all students were lacks of pronunciation; the causes were students never practice intensively. Because of this problem, in the second cycle the researcher tried to practice more

about the correctness of pronunciation and the result showed that there was improvement than the first cycle, whereas the number of students' frequency at the first cycle differs with the second cycle (speaking test).

#### **b. Vocabulary**

Based on the data of the results of the observation indicated that cycle I some of the students know a little vocabulary, whereas there are 2 students (13,3%) got fairly good it was proved by they speak sometimes hasty but fairly good of using vocabulary, 8 students (53,4%) got fair it was proved by they speak sometimes hasty but fair of using vocabulary, and 5 students (33,3%) got poor it was proved by they speak sometimes hasty and more sentences are not appropriate of using vocabulary and the mean score in cycle 1 (6.07). The researcher needed to do stabilization in the second cycle especially the students' vocabulary ability. Next, in cycle II it could be improved until there are 2 students (13,3%) got good it was proved by they spoke effectively and good of using vocabulary, 8 students (53,4%) got fairly good it was proved by they spoke sometimes hasty but fairly good of using vocabulary, 5 students (33,3%) got fair it was proved by they speak sometimes hasty but fair of using vocabulary, and there was no got poor as like in cycle I with the mean score in cycle II (7,09)

In the first cycle, the speaking accuracy of vocabulary was not too bad than the other indicator like indicator of pronunciation. The result can be seen after testing and observing (speaking test of first cycle), whereas the number

of students in fairly good score was thirty three percent although some of the students are lack of vocabulary but this item made the researcher happy although there was still aspect need to be improved in the next cycle.

After testing and observing in the second cycle, the indicator of vocabulary really has a good improvement. In this section almost the students know many vocabularies whereas just views of students were poor of vocabulary (speak test, of second cycle).

## **2. Result of the Students' Improvement in Speaking Fluency**

The data of the results of the observation indicated that cycle I some of the students still lack in self-confidence, whereas there were 6 students (40%) got fairly good it was proved by they speak sometimes hasty but fairly good of self-confidence, although 9 students (60%) got poor it was proved by they spoke hasty and more sentence no self - confidence, with the mean score (5,63). The researcher needed to do stabilization in the second cycle especially the students' self-confidence ability.

Next, in cycle II it could be improved until there are 6 students (40%) got fairly good it was proved by they spoke sometimes hasty but fairly good of self - confidence and 9 students (60%) got fair it was proved by they speak sometimes hasty but fair of self - confidence and there was no students got poor as like in cycle I with the mean score (6,70).

Students' fluency (self-confidence) in first cycle was very lack, whereas just thirty percent of students got fairly good classification and the others were

fair and poor. The causes were the students' habit of using Indonesian language (speaking test of first cycle). Because of this problem made the researcher worked hard in the second cycle to solve it. In the second cycle after testing and observing the result was show that there was a maximal improvement than the first cycle.

### 3. The Improvement of the Student's Speaking Ability

The data above indicates that there was improvement of the students' speaking ability from D-Test to cycle I and cycle II, where in D-Test the students' mean score achievement in speaking ability was (5.17), but after evaluation in cycle I the students' speaking ability becomes (5.86). So the improvement of students' speaking ability achievement from diagnostic test to cycle I was (13.40%).

There was also a significant improvement of students speaking ability from cycle I to cycle II where the students' speaking ability in cycle I was (5.86) and in cycle II was (6.91). So the improvement of students' speaking ability achievement from cycle I to cycle II was (17.86%). And it also shows that the result of diagnostic test was the lowest achievement.

After evaluation in cycle I and cycle II, there was a significant improvement of the students' speaking ability that shown clearly in the graphic after taking an action in cycle through using Digital Storytelling approach.



#### **4. The Result of the Students' Activate in Learning Process**

Based on the data analysis as result of observation sheet of students' participation in learning process in previous findings shows that the participation of students in cycle I from the first meeting until fourth meeting are 33.3%, 51.6%, 53.3%, 56,6%. And Percentages of the first meeting until the fourth meeting of the cycle II were 56.6%, 60%, 63.3%, and 76.6%. From the data analysis shows that the students' participation in cycle I in process learning was still low. So that's why the researcher did repairing in cycle II so that there was significant improvement in cycle II of students' participation.

Based on the all result of data analysis above, the researcher concludes that there is a significant improvement of students' speaking accuracy, fluency and activeness of students in learning process through using Digital Storytelling approach.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

After getting research and collecting data under the title "Using Digital Storytelling to increase the students speaking ability in procedue text (A Classroom Action Research at the eight grade of SMP Negeri 2 Sukamaju)", the researcher finally arrives to the conclusions and suggestions. Conclusions that consisted of findings was meaningfully remarked, and the suggestions consisted of meanings could be practically applied and usefully accepted.

#### A. Conclusions

Based on the research findings and discussions in the previous chapter, the following conclusions were presented:

1. The implementation of digital storytelling in improving the students speaking ability in procedure text could increase the students speaking ability. It was proved by the students speaking accuracy' achievement in cycle II was higher than cycle I and D-Test, where in D-Test the students' mean score achievement in speaking accuracy was 5,45 but after evaluation in cycle I the students' speaking accuracy became 6.1 and cycle II became 7.12, while the students' speaking fluecny in cycle II was higher than cycle I and D-Test where in D-Test the students' mean score achievement in speaking fluency was 4.9, but after evaluation in cycle I the students' speaking fluency became 5,63 and cycle II became 6,70.



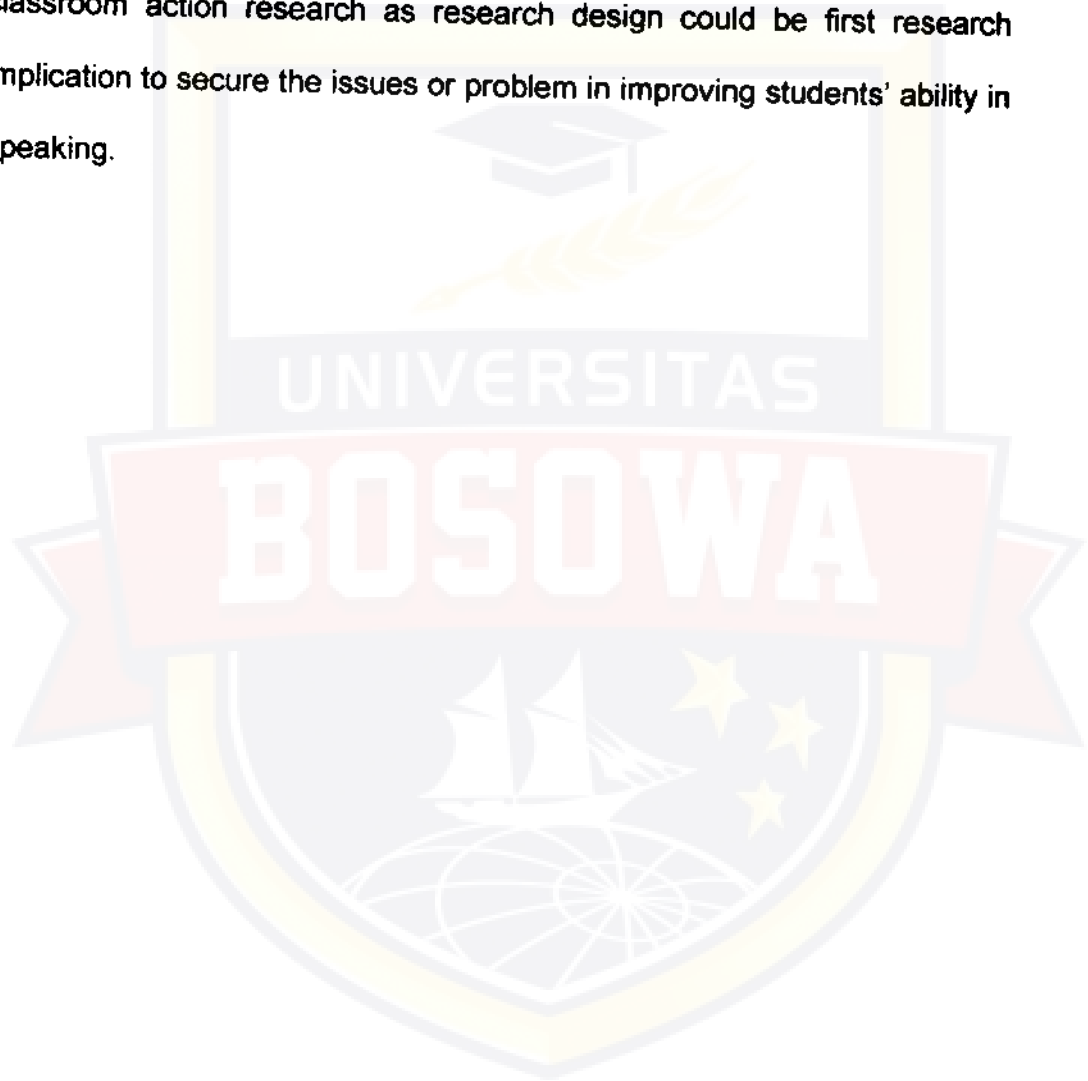
2. The improvement of students speaking ability in procedure text through Digital storytelling in term of accuracy and fluency more significant it was proved by the students improvement of speaking ability in cycle II was higher than cycle I, were in cycle I improvement of the students speaking ability was (13,40%) and the improvement of students speaking ability in cycle II was (17,86%).

## **B. Suggestion**

The researcher formulates practically his suggestion according to the research implications or significant of the study.

1. The students were suggested that they practice their speaking ability continually in retell a story to had good command and more ability in speaking accuracy and speaking fluency. The suggestion, which mentions English speaking class, was always fun and easy to conduct and never harder like their imagination so many times before.
2. The teachers of English who teach in Junior High School level are suggested that they develop students' speaking ability to gain the speaking competence and communicative competence because speaking was the first assessment of English to deliver direct information among the whole skill of English. The teacher should provide easy and fun activities in speaking; therefore the students may follow the class more active and responsive.

3. The researchers in the future are suggested that they develop these research findings to investigate the speaking issues in any level of students, especially Junior High School level. Moreover, the use of classroom action research as research design could be first research implication to secure the issues or problem in improving students' ability in speaking.



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## DATA ANALYSIS

### A. The Raw Score of the Students in Cycle I and Cycle II

The total raw scores of the students' accuracy which focused on pronunciation and vocabulary while students' fluency which focused self-confidence in D test, cycle I and cycle 2 are presented in the following table:

#### 1. Score Classification

##### a. Diagnostic Test (D Test) The Score of Students' Speaking Accuracy

No	Students' Code	Speaking Accuracy		Total Score (X)	Classification
		Pronunciation	Vocabulary		
1	Std-02	5,5	5,0	5,25	Poor
2	Std-03	6,0	6,0	6,0	Fair
3	Std-04	4,5	5,0	4,75	Poor
4	Std-07	5,5	5,5	5,5	Poor
5	Std-09	6,5	5,5	6,0	Fair
6	Std-10	6,5	6,0	6,25	Fair
7	Std-11	5,5	6,0	5,75	Fair
8	Std-12	5,0	4,5	4,75	Poor
9	Std-13	5,5	5,0	5,25	Poor
10	Std-14	5,5	5,5	5,5	Poor
11	Std-15	4,5	5,5	5,0	Poor
12	Std-18	5,5	4,5	5,0	Poor
13	Std-20	5,0	5,5	5,25	Poor
14	Std-23	5,5	5,0	5,25	Poor
15	Std-24	6,0	6,5	6,25	Fair
<b>Total Score</b>		<b>82</b>	<b>81</b>	<b>81,75</b>	
<b>Mean Score</b>		<b>5,5</b>	<b>5,4</b>	<b>5,45</b>	
<b>Maximum Score</b>		<b>6,5</b>	<b>6,5</b>	<b>6,25</b>	
<b>Minimum Score</b>		<b>4,5</b>	<b>4,5</b>	<b>4,5</b>	

**The Score of Students' Speaking Fluency the Score of Students'**

<b>No</b>	<b>Students' Code</b>	<b>Self Confidence</b>	<b>Total Score (X)</b>	<b>Classification</b>
1	Std-01	4,5	4,5	Poor
2	Std-02	5,5	5,5	Poor
3	Std-03	4,5	4,5	Poor
4	Std-04	5,0	5,0	Poor
5	Std-05	4,0	4,0	Poor
6	Std-06	6,0	6,0	Fair
7	Std-07	6,0	6,0	Fair
8	Std-08	5,5	5,5	Poor
9	Std-09	4,5	4,5	Poor
10	Std-10	4,5	4,5	Poor
11	Std-11	4,0	4,0	Poor
12	Std-12	4,5	4,5	Poor
13	Std-13	4,5	4,5	Poor
14	Std-14	4,5	4,5	Poor
15	Std-15	6,0	6,0	Fair
<b>Total Score</b>		<b>73,5</b>	<b>73,5</b>	
<b>Mean Score</b>		<b>4,9</b>	<b>4,9</b>	
<b>Maximum Score</b>		<b>6,0</b>	<b>6,0</b>	
<b>Minimum Score</b>		<b>4,0</b>	<b>4,0</b>	

**b. Cycle I****The Score of Students' Speaking Accuracy**

No	Students' Code	Speaking Accuracy		Total Score (X)	Classification
		Pronunciation	Vocabulary		
1	Std-02	6,0	6,5	6,25	Fair
2	Std-03	6,5	6,5	6,5	Fair
3	Std-04	5,5	5,0	5,25	Poor
4	Std-07	6,0	6,0	6,0	Fair
5	Std-09	6,5	6,0	6,25	Fair
6	Std-10	7,0	6,5	6,75	Fairly Good
7	Std-11	6,5	7,0	6,75	Fairly Good
8	Std-12	6,5	6,5	5,5	Poor
9	Std-13	5,0	6,5	5,75	Poor
10	Std-14	6,5	6,0	6,25	Fair
11	Std-15	5,5	5,5	5,5	Poor
12	Std-18	6,5	5,0	5,25	Poor
13	Std-20	5,0	5,5	5,75	Poor
14	Std-23	6,5	5,5	6,0	Fair
15	Std-24	6,5	7,0	6,75	Fairly Good
<b>Total Score</b>		<b>92</b>	<b>91</b>	<b>90,5</b>	<b>92</b>
<b>Mean Score</b>		<b>6,13</b>	<b>6,07</b>	<b>6,1</b>	<b>6,13</b>
<b>Maximum Score</b>		<b>7,0</b>	<b>7,0</b>	<b>6,75</b>	<b>7,0</b>
<b>Minimum Score</b>		<b>5,0</b>	<b>5,0</b>	<b>5,0</b>	<b>5,0</b>

### The Score of Students' Speaking Fluency

No	Students' Code	Self Confidence	Total Score (X)	Classification
1	Std-01	5,5	5,5	Poor
2	Std-02	6,5	6,5	Fair
3	Std-03	5,0	5,0	Poor
4	Std-04	6,5	6,5	Fair
5	Std-05	5,0	5,0	Poor
6	Std-06	6,5	6,5	Fair
7	Std-07	6,5	6,5	Fair
8	Std-08	6,0	6,0	Fair
9	Std-09	5,0	5,0	Poor
10	Std-10	5,5	5,5	Poor
11	Std-11	4,5	4,5	Poor
12	Std-12	5,0	5,0	Poor
13	Std-13	5,5	5,5	Poor
14	Std-14	5,0	5,0	Poor
15	Std-15	6,5	6,5	Fair
<b>Total Score</b>		<b>84,5</b>	<b>84,5</b>	
<b>Mean Score</b>		<b>5,63</b>	<b>5,63</b>	
<b>Maximum Score</b>		<b>6,5</b>	<b>6,5</b>	
<b>Minimum Score</b>		<b>4,5</b>	<b>4,5</b>	



b. Cycle II

The Score of Students' Speaking Accuracy

No	Students' Code	Speaking Accuracy		Total Score (X)	Classification
		Pronunciation	Vocabulary		
1	Std-02	7,0	7,5	7,25	Fairly Good
2	Std-03	7,5	7,5	7,5	Fairly Good
3	Std-04	6,0	6,0	6	Fair
4	Std-07	7,5	7,0	7,25	Fairly Good
5	Std-09	7,5	7,3	7,4	Fairly Good
6	Std-10	8,0	8,3	8,15	Good
7	Std-11	8,0	7,0	7,5	Fairly Good
8	Std-12	6,5	6,5	6,5	Fair
9	Std-13	6,5	6,5	6,5	Fair
10	Std-14	7,0	7,0	7,0	Fairly Good
11	Std-15	7,0	6,5	6,75	Fairly Good
12	Std-18	7,5	7,3	7,4	Fairly Good
13	Std-20	6,5	6,5	6,5	Fair
14	Std-23	6,5	7,0	6,75	Fairly Good
15	Std-24	8,3	8,5	8,4	Good
<b>Total Score</b>		<b>107,3</b>	<b>106,4</b>	<b>106,85</b>	<b>107,3</b>
<b>Mean Score</b>		<b>7,15</b>	<b>7,09</b>	<b>7,12</b>	<b>7,15</b>
<b>Maximum Score</b>		<b>8,5</b>	<b>8,3</b>	<b>8,75</b>	<b>8,5</b>
<b>Minimum Score</b>		<b>6,0</b>	<b>6,0</b>	<b>6,0</b>	<b>6,0</b>

### The Score of Students' Speaking Fluency

No	Students' Code	Self Confidence	Total Score (X)	Classification
1	Std-01	7,0	7,0	Fairly Good
2	Std-02	7,3	7,3	Fairly Good
3	Std-03	6,0	6,0	Fair
4	Std-04	6,5	6,5	Fair
5	Std-05	6,5	6,5	Fair
6	Std-06	7,5	7,5	Fairly Good
7	Std-07	7,5	7,5	Fairly Good
8	Std-08	6,5	6,5	Fair
9	Std-09	6,0	6,0	Fair
10	Std-10	6,8	6,8	Fair
11	Std-11	6,0	6,0	Fair
12	Std-12	7,0	7,0	Fairly Good
13	Std-13	6,5	6,5	Fair
14	Std-14	6,0	6,0	Fair
15	Std-15	7,5	7,5	Fairly Good
<b>Total Score</b>		<b>100,6</b>	<b>100,6</b>	
<b>Mean Score</b>		<b>6,70</b>	<b>6,70</b>	
<b>Maximum Score</b>		<b>7,5</b>	<b>7,5</b>	
<b>Minimum Score</b>		<b>6,0</b>	<b>6,0</b>	

## My Biography

Sitti Ramlah nick name Ramlah was born in Palopo n 08 Agustus 1987 the couple, tho dather of Arifin Usman And of one man women. researcher now resides in Lauwo. Subdistrict Burau district Luwu Timur province Sulawesi Selatan.

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