**CHAPTER IV**

**FINDINGS AND DISCUSION**

This chapter presents the result of the study and discussion toward the result of the study.

1. **FINDINGS**

The data presented in this study are data collected from planning, implementing, observing, and reflecting in two cycles of this classroom action research.

1. **Cycle 1**

This cycle covers planning, implementing, observing, and reflecting. In this phase, the researcher used three meetings. The meetings conducted on 7 May 2012, 11 May 2012, and 14 May 2012.

1. Planning

In this phase, the researcher prepared lesson plan, instructional materials, teaching media, and research instrument. The preparation of those conducted several days before the researcher conducted the implementation of the story telling technique. The researcher conducted planning in every meeting in every cycle.

1. Preparation of the lesson plan

The researcher determined standard competence, basic competence, indicator, aim of teaching and learning process, and assesment. The criteria of standard competence is: the students could achieve expressing meaning in the short oral functional text and short simple monolog in narrartive form used for interaction with environmet in roll. The criteria of basic competence is: expressing the meaning in simple short monolog by using kinds of oral language accurately, fluently, and acceptable used for interaction with environment in roll. The indicators are: in the end of the implementation of story telling technique, students are able to identify the generic structure of narrative text, identify the main idea of a paragraph, identify the difficult words, telling the story. The aims of learning are: students are able to identify the generic structure of narrative text, identify the main idea of a paragraph, identify the difficult words, telling the story. And researcher uses oral test as assesment.

1. Preparation of the instructional materials

The researcher decided to take a story taken from the handbooks for the English classroom by Zaro and Salaberry (1995) by the title The Tortoises’ Picnic. The reasons why the researcher took this story are the characters are animals, there is a lot of natural repetition of many elements, it is easy to illustrate and act out, there is a funny and surprising ending and the class will recognise the nouns and actions in the story.

1. Teaching media

The researcher used media to deliver the materials. The media was printed story taken from the handbooks for the English classroom by Zaro and Salaberry (1995) by the title The Tortoises’ Picnic and also the picture related to the story. It aimed at helping the students to remember the story easily. The reasons why the researcher took this story are the characters are animals, there is a lot of natural repetition of many elements, it is easy to illustrate and act out, there is a funny and surprising ending and the class will recognise the nouns and actions in the story.

1. Research instruments

The researcher prepared observation sheet and questionnaire sheet. All the instruments such as observation sheet and questionnaire sheet were used to record the data during the implementation of story telling technique. The observation sheet consists of several items taken from the activity which done by the teacher and students especially in the impelmentation of story telling technique. The questionnaire sheet consists of 4 items. Those items are developed in order to know students’ interest in the implementation of story telling technique. This was distributed to the students in the end of meeting 3 of cycle 2. The data were used and analyzed to be reflection of the implementation of the technique.

1. Implementing

The implementation was done on 7 May 2012, 11 May 2012, and 14 May 2012. The implementation on the first cycle covers three meetings:

1. Meeting 1

The first meeting was held on 7 May 2012. This meeting was conducted to know how the ability of the students of MTs Al-Ghozali Panjer in speaking. The researcher used pre-test to tell the story about The Tortoises’ Picnic.

By giving test, the researcher found that the speaking ability of the students was quite low. Based on the score of pre-test, (see appendix 1) the students who got score more or equals to 75 are 6 students and 23 students got less 75. The precentage of success is:

6 x 100% = 20,7%

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It can be said that the students who passed pre-test of speaking succesfully were 20,7% and 79,3% of the students were failed. It means the score of speaking skills of the students still were under the criteria of success.

1. Meeting 2

At the second meeting, 11 May 2012, the researcher explained story telling technique that will be used in their speaking class. The researcher explained what actually story telling is, benefit of story telling, and a good way of telling the story. The researcher gave a paper of story about The Tortoises’ Picnic. She gave example to be a good teller and then asked the students about the difficult words. Last, she asked students to tell the story which they read in front of the class.

1. Meeting 3

The third meeting was held on 14 May 2012. The researcher still used the same story about The Tortoises’ Picnic because just a few of the students could tell the story well in meeting 2. The researcher used another media that is picture in order making easy students to remember the story. The researcher asked the students to tell the story in front of the class using the picture they had from the researcher. In this meeting, the researcher used made test to know the improvement of speaking skills of the students.

1. Observing

This observing phase was actually done at the same time as implementing. So the researcher did observing in every meeting of the implementation of story telling technique. Based on the implementation of the strategy from the first cycle, the researcher found that most of the students still got difficulties in understanding the story of The Tortoises’ Picnic. Most of them were afraid and shy of making mistakes in speaking. So the students could not tell the story well. In conclusion, students’ speaking score were still under the criteria of success. In this test, 9 students could get score more or equals to 75 and 20 students couldn’t get it yet. The precentage of success is:

9 x 100% = 31,03%

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It can be seen from scores of the test of speaking skills on meeting 3 in the cycle 1 (see appendix 2).

1. Reflecting

The researcher conducted reflecting in the last meeting of every cycle. So there were two reflection in this classroom action research. Based on the observation sheet from the analysis of the teaching and learning process in speaking by using story telling technique in cycle 1, it was found that most of the students still have low ability in speaking. The precentage of success was 31,03%. It means just 9 students could get score more or equals to 75 and 20 students couldn’t get it yet. Although some of them could get improvement in their score, but the criteria of success have noteen achieved yet. In conclusion, the implementation of the strategy in cycle 1 is still needed to be revised.

1. **Cycle 2**

This cycle covers revised planning, implementing, observing, and reflecting. There are three meetings in this phase.

1. Revised Planning

The implementation in cycle 1 had not given a significant change to the speaking skill of the students at MTs Al-Ghozali Panjer. The result of test in cycle 1 was not satisfying yet. So some revisions on the planning were made. The planning of the implementing in cycle 2 was similar with cycle 1. The diferences were: the reseacher used local story and made group.

1. Preparation of the lesson plan

The researcher determined standard competence, basic competence, indicator, aim of teaching and learning process, and assesment.

1. Preparation of the instructional materials

The researcher decided to take a local story taken from the handbooks for the English classroom by Sujatmiko, 2010 by the title The Legend of “Nyi Roro Kidul” (The Queen of South Ocean).

1. Teaching media

The researcher used media to deliver the materials. The media was printed story of The Legend of “Nyi Roro Kidul” (The Queen of South Ocean) and also the picture related to the story. It aimed at helping the students easy to remember the story.

1. Research instruments

The researcher prepared observation sheet. The instrument was used to record the data during the implementation of story telling technique. The data were used and analyzed to be reflection of the implementation of the technique.

1. Implementing

The implementation was done on 18 May 2012, and 21 May 2012. The implementation on the second cycle covers three meetings:

1. Meeting 1

The firs meeting was held on 18 May 2012. The researcher gave a paper of local story about The Legend of “Nyi Roro Kidul” (The Queen of South Ocean) by Sujatmiko, 2010. She asked the students to read together and then asked about the difficult words. Later, the researcher made group consist on 5 students. Last, the students tell the story which they read and understand in their group one by one.

1. Meeting 2

At the second meeting, 21 May 2012, the researcher still used the same story by the title The Legend of “Nyi Roro Kidul” (The Queen of South Ocean) by Sujatmiko, 2010. The researcher used printed story of The Legend of “Nyi Roro Kidul” (The Queen of South Ocean) and also include the picture about it. It aimed at making students easy to remember the story. In this meeting, the researcher asked the students to tell the story in front of the class by using the picture one by one.

Local story could make them enthusiastic when the researcher asked because they had known. And also group could maximize the students’ confidence and awareness.

1. Meeting 3

This meeting, at 25 May 2012, the researcher conducted post-test. In this test, the researcher asked the students to prepare the story which they like. She gave time to the students to prepare the story and then tell it in front of the class one by one. It was found that the students were very enthusiastic because they could tell the story which they like and used their own language. In this post-test, 25 students could get score more or equals to 75 and 4 students still couldn’t get it. The precentage of success is:

25 x 100% = 86, 21%

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The improvement could be seen on post-test score table of speaking skills (see appendix 3).

1. Observing

The observation was focused on the activities done by the students during teaching and learning process. In this phase, most of the students were not afraid of making mistakes in speaking. They were more active and enthusiastic because they were on group and the story was local story which they had known. In effect, the students could speak well.

1. Reflecting

Based on the observation sheet from the analysis of the teaching and learning process in speaking by using story telling technique in cycle 2, it was found that most of the students got improvement in speaking. The students were more active and enthusiastic during teaching and learning process. There were four students or 13,79% who could not achieve the criteria of success. It means, 25 students could achieve SKM (standard of minimum score) so 86, 21% of the students were success and the criteria of success could be achieved.

1. **DISCUSSION**

It contains the explanation of the data analysis based on the research problems.

1. **The Result of the Implementation of Storytelling technique**

From the result of the implementation of story telling technique, there was the improvement of speaking skills of the students of MTs Al-Ghozali Panjer (see appendix 4). The students were more imaginative and feel free to show their understanding about the story. It made they motivate to learn and they could improve their speaking skills. The score of mean of the students before implementing of story telling was 65,37. And the score of mean of the students after implementing story telling was 75,9.

It can be concluded that there was an improvement in speaking skills of the students of MTs Al-Ghozali Panjer. From pre-test there were 6 students (20,7%) who could achieve minimum standard (SKM). So, there were 23 or 79,3% students could not achieve minimum standard.

From the second test on the first cycle, there was improvement of speaking skills of the students but the criteria of success coud not be achieved yet. There were 9 students (31,03) who could achieve minimum standard (SKM). So, there were 20 (68,96) students could not achieve minimum standard. In conclusion, the implementation of story telling technique is needed to be revised.

The target of success is 85% of the students can get speaking score more than or equals to 75 as the minimum standard or SKM (Standar Ketuntasan Minimum). Finally, from the result of post-test from the second cycle showed that the criteria of success could be achieved. There were 25 (86,21%) students who could acieve minimum standard (standar ketuntasan minimum) and 4 (13,70%) students were still could not achieve yet.

1. **The Result of Questionnaire**

There were 4 items that should be answered by the students according to their feeling about the implementation of story telling technique. Total of the students who like to learn speaking by using story telling technique is 89,66%. It means that most of the students feel fun and enjoy joining speaking class by using story telling technique.

Total of the students who are motivated in speaking class by using story telling is 82,76. It means that almost all of the students of MTs Al-Ghozali Panjer are motivated by story telling technique.

Total of the students who are interested in English because of story telling technique is 86,21%. It means story telling can make students interested in English language.

Total of the students who think that the impelementation of story telling can build up speakig skill is 89,66%. It means the students feel their speaking can be improved because of story telling technique.

Those result of questionnaire mean that more than 50% of the students are quite interested in implementing of story telling technique.

The detail data can be seen in appendix 5.

**CHAPTER V**

**CONCLUSION AND SUGGESTION**

This chapter presents conclusion and suggestion.

1. **Conclusion**

Based on the result of the data analysis, the students’ scores of speaking achieved taught by implementing story telling taken from their mean (75,9) were higher than those their mean (65,37) were taught without implementing story telling technique. The students’ scores obtained in the first cycle can achieve minimum standard (SKM) and the students’ scores on the second cycle can achieve the criteria of success. The students motivation can increase so their imagination about the story can increase too. It means they feel free using their own vocabulary development. It can be concluded that story telling technique can improve speaking skills of the students of MTs Al-Ghozali Panjer.

1. **Suggestion**

From the discussion above, the researcher suggests to:

1. English Teacher

In order to develop the speaking skills of the students, it is better for the English teacher to guide, motivate and make students interested in teaching speaking English by using story telling. The teacher can use story telling by other media or strategies as like using finger puppets or using cartoon story.

1. Students

Researcher suggests to students to have more attention to study through story telling technique to improve their speaking skills because story telling needs students’ active individually.

1. Other Researchers

The result of this research can be used as input or a reference to conduct a further research dealing with a similar problem by using another design, such as quantitative research to develop speaking skills of the students through story telling technique at senior high school.