

**ENHANCING STUDENTS' SPEAKING SKILL BY USING  
STUDENTS' STORY TELLING AT FOURTH GRADE  
STUDENTS OF UNITY PRIMARY SCHOOL IN  
FIRST SEMESTER  
SCHOOL YEAR OF 2018 / 2019**

**THESIS**

**Submitted to fulfill requirement for The Degree of Master of Education**

**By**

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## ABSTRAK

*Muhammad Reza, Enhancing Students' Speaking Skill by Using Story Telling Technique at Fourth Grade Students of Unity Primary School in First Semester, Sghool Year of 2018/2019. Thesis. Master of English Education, Post Graduate School University of Muhammadiyah Prof.DR.HAMKA, 2018.*

Penelitian ini diklasifikasikan sebagai penelitian tindakan kelas (PTK) untuk mengatasi masalah siswa – siswa dalam berbicara Bahasa Inggris. Berdasarkan hasil pra-observasi yang dilakukan peneliti di kelas empat, masih ditemukan keahlian berbicara Bahasa Inggris siswa masih agak rendah tidak memuaskan. Jumlah murid di kelas 4C berjumlah 20 siswa. Adapun model tindakan kelas yang digunakan menganut pada *Kemmis and McTaggart Action Research Model*; yang mana terdiri dari empat tahapan (perencanaan, pelaksanaan, pengamatan, danrefleksi). Sementara data yang didapat dalam penelitian ini berasal dari wawancara terhadap guru dan siswa, observasi di kelas, dan beberapa test (Pre-test – Post-test). Sehingga penelitian ini termasuk ke dalam penelitian deskriptif Kualitatif.

Hasil yang diperoleh dari penelitian ini adalah: (1) Berdasarkan hasil observasi di kelas dan wawancara kepada siswa, di dapati bahwa siswa jadi lebih percaya diri dan semangat untuk menceritakan kembali menggunakan Bahasa Inggris legenda-legenda Indonesia melalui teknik bercerita yang dilakukan oleh mereka sendiri, (2) Berdasarkan hasil tes, terdapat kenaikan 15.4% rata-rata skor berbicara Bahasa Inggris siswa setelah mengimplementasikan teknik bercerita. Dengan perolehan: pada hasil Pre-test terdapat 7 siswa atau 35% yang melampaui KKM. Lalu berdasarkan hasil post-test 1 di siklus pertama, terdapat 12 atau 60% siswa dalam kelas yang melampaui KKM dengan rata rata sebesar 71.4. Selanjutnya pada hasil Post-test 2 di siklus kedua di dapat result 14 atau 70% siswa di kelas yang melampaui KKM dengan rata-rata kelas sebesar 76. Kemudian pada Post-test 3 di siklus ketiga, di dapat 17 atau 85% siswa di kelas yang berhasil melewati KKM dengan rata-rata sebesar 81.6.

*Kata Kunci :Ketrampilan berbicara, teknik bercerita Siswa*

## ABSTRACT

*Muhammad Reza, Enhancing Students' Speaking Skill by Using Story Telling Technique at Fourth Grade Students of Unity Primary School in First Semester, Sghool Year of 2018/2019. Thesis. Master of English Education, Post Graduate School University of Muhammadiyah Prof.DR.HAMKA, 2018.*

This Research aimed to know whether students' speaking skill could be enhanced by using Students' storytelling technique at the fourth grade primary Unity School, Bekasi. In addition, this research also aimed to describe how the implementation of storytelling technique in enhancing P4C students' speaking skill.

This research is classified as the Classroom Action Research (CAR) method used to solve the problem of students' speaking skill. Based on the result of a pre-observation conducted at fourth grade, it was found that the speaking skill of the students were still low and unsatisfactory. The total number of students in P4C class is 20. In this classroom research, the researcher implements the *Kemmis and McTaggart Action Research Model*; which consist of four phases. Those are planning, action, observation and reflection. Meanwhile, the data is taken from the interview to teacher and students, observation, field notes, and test (Pre-test and post-test). Therefore, this research included into qualitative descriptive research.

The finding of this research are: (1) the student's story telling has developed clearly from one cycle to another in enhancing students speaking skill by using Classroom Action Research (CAR) (2) There is significant enhancement clearly in student's speaking skill by using story telling related to the result of the speaking (storytelling) test from cycle I until cycle III according to the data that the researcher has found. The mean score in cycle III was succeed at 81.6. It could be inferred that the mean score had enhanced 15.4 from the pre-test, 10. 2 from the post-test 1 and 5.59 from the post-test 2. There was also enhancement on percentage of students' score from pre-test to post-test 3 that was 23.26%. Lastly, the class percentage of students who passed the minimal score or KKM was 85% that there were 17 students who passed the minimal score criteria and 3 students who hadn't passed the minimal score criteria (KKM).

*Keywords: Speaking Skill, Students' Storytelling*

THESIS COMMITTEE APPROVAL

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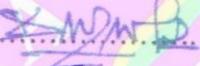
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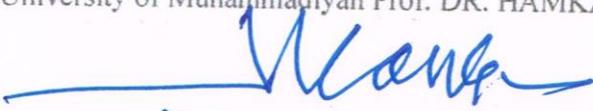
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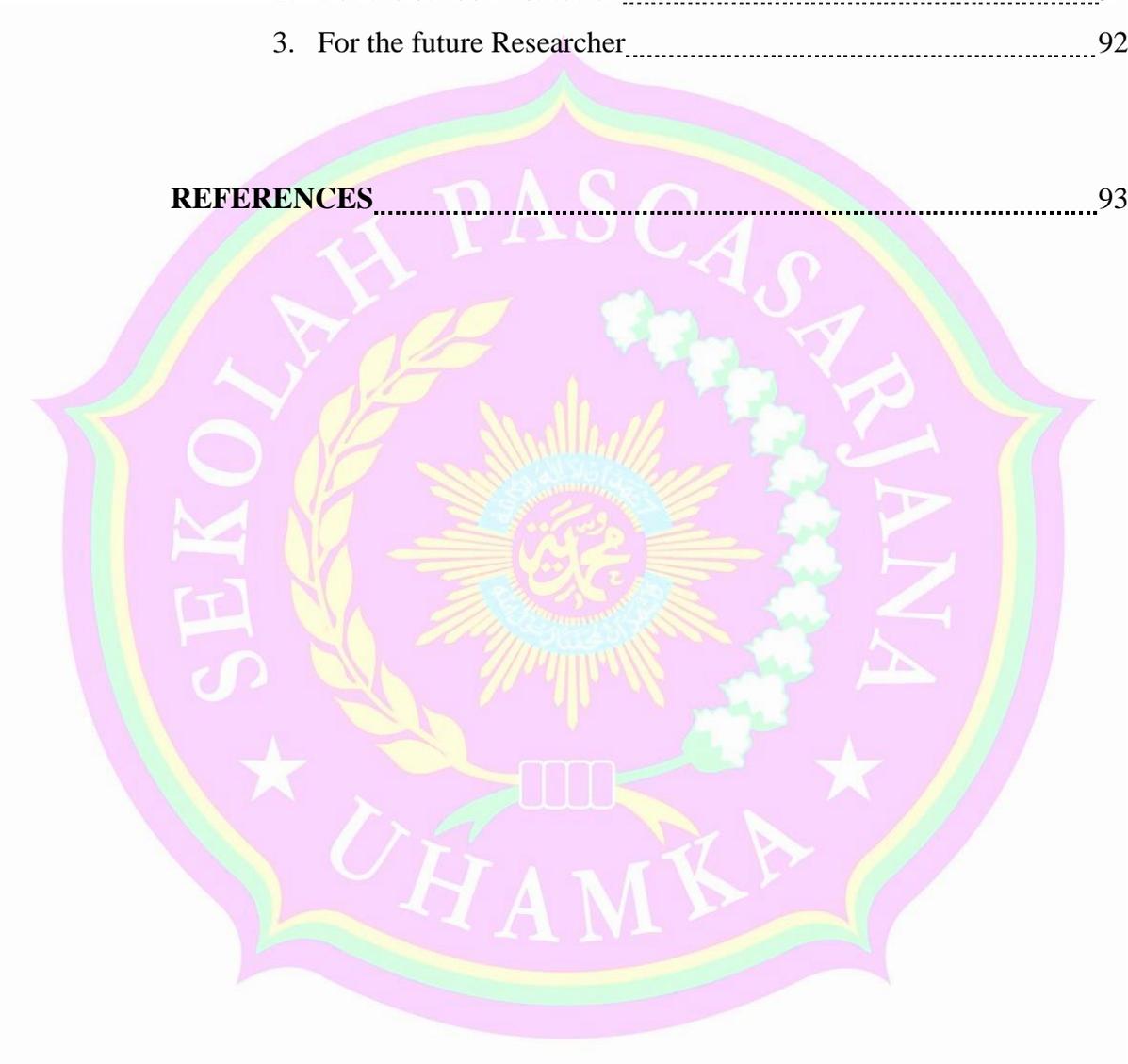
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## CHAPTER I

### INTRODUCTION

In this chapter consist of the background of the problems, identification of the problems, limitation of the problems, formulation of research questions, the objectives research and the significance of the research.

#### **A. Background of the Problem**

English which is the essential and international language in the world is necessary to be taught from the young ages. For this case; students from the Primary level until Senior high school. Since English become the important language to learn, many young learners are being taught English at early age. The definition of young learners is those under 12 years old (Rokhayani, 2010). In Asia, commonly young learner is being learner aged between five and twelve years old, that commonly they're studying in elementary school level.

Most of Indonesian Young learners do finish elementary school education at age of twelve. Moreover, in Indonesia the learners generally learn English in the fourth grade for public school and in the first grade for private school (non-government schools). Teaching English for young learners at elementary level will very completely challenging and different with teaching English for adult. Young learners are unique and they have different learning styles and characteristics than adults They have different needs, interest and abilities from adult and more enthusiastic than adult in language activity.

In teaching English for young learners, most English teachers concentrate on vocabulary, grammar, and speaking (pronunciation) which is covered in textbooks. But

for the most developed skills among others, speaking is one of the productive skills that needed for Indonesian students recently in enhancing their English speaking skills.

In most primary National Plus schools in Indonesia, English has become major language recently. They compete and provide some fun learning strategies and fun classroom activities that could promote their schools benefits and facilities with full English spoken environment each other. Unity School is one of the National Plus Schools that uses English language in our daily communication, not only teachers but also students have to obey this school policy that all students are able to listen, write, read and speak English correctly for facing this global communication.

According to Singaporean Curriculum that applied in Unity school, the students at 4<sup>th</sup> grade of Primary school must be able to speak English actively and listen attentively so that the students can develop their ability to understand the spoken language, and could expand their vocabulary as they decode the meaning of words, focused on the context of the story they hear or they read in many kinds of lessons (topics) that written in the syllabus that's published by Marshall Cavendish Education. In fact, based on researcher's experiences who has been teaching primary students at Unity school for 4 years, there are several problems or difficulties that some of primary students / EFL learners had in speaking English.

First, most of the students usually read in whisper because they felt worried if they made mistake in speaking and pronouncing English in front of their classmates. They get difficulties especially in English vowel sounds and producing different sounds. Second, in the teaching learning process, the students seldom get the exercise about how to pronounce words correctly. The teacher just read the text, explain materials and asked

students to read silently and finally answer the questions in individual or in pair without explain about how to pronounce the words correctly. This condition didn't influence for the smart students cause they always listen to the teacher attentively and absorbed the lesson well, while the others who did not understand what the teacher was teaching would get trouble in doing some tasks, so they were not interested in doing the task and copied their friends' answer without understanding it. Not all of students took part actively in this teaching learning process especially when the teacher ask them to read the text, they get confused and stuck because they always get same instructions from the teacher.

Third, students are less motivated in learning and speaking English inside and outside the school. Not only school that can force students to speak English all the time, but also parents have essential parts that make the students eager to speak English confidently. Most of the students thought others will laugh and say something inappropriately that English is not our mother tongue language. Therefore, many passive learners in the classroom during process of teaching and learning. Students' motivation will increase if the right activities are taught in the right way, English classroom environment might be lot of fun which can enhance learners' motivation. Fourth, lack of students' grammar and vocabulary mastery. Constructing and combining sentences are important to be learned by the students to produce sentences orally. It concerns with how to arrange a correct sentence in expressing words and conversation. They do not understand well about the grammar and sentence construction in detail, that's why they are not able to speak English correctly in Grammar It was due to the lack of vocabulary, lack of understanding of grammatical patterns, and lack of practicing English speaking that they should remember and master it in enhancing their English speaking skill.

Fifth, as English teachers for teaching primary levels, teachers supposed to be get some training or workshop about teaching English for young learners (primary level). The researcher know exactly that teaching English for adults have different methods or strategy with teaching English for young learners, in this case primary students. That's why some English teachers at Unity school sometimes get difficulties in delivering the English lesson that make the students convenience, excited and understand well what we're going to deliver the lesson. So this factor also important in developing teachers' creativity and innovation in teaching English speaking for primary level.

From these problems above, the researcher as the teacher needed to apply more challenging techniques to enhance the students' speaking skill immediately. The teaching have to be more interesting in creating fun activities by applying some kinds of techniques that fit to young primary students' level.

Therefore, there are many techniques that can be applied in teaching speaking such as having dialogue, playing games, singing songs, story-telling, role playing, small group discussion, and debates. The researcher believe the students will be excited and understand well if the researcher implement one of the techniques above. By looking at the subject of this research, the researcher should find the most appropriate technique that can help students in solving their problems accurately in order to enhance their English speaking skill. Therefore, the researcher chooses Story Telling as an appropriate technique that activities in listening or reading a story can be matched with speaking by telling or retelling the story with the students own words. They also can demonstrate their comprehension of the story and emphasizing the beginning, middle and end of the story.

Wilson (2002:5) explains that storytelling is an activity that can be defined very simply as that which is done by storytellers. As human being, people usually tell their story to other. They tell other about their feeling, opinion, ideas, or even anything happened in their lives. It is very simple to tell story to other, as simple as expressing what is on mind.

As people like to share their stories or experience, it is explained further on the book of Wilson (2002:5), “Storytelling is thought of as something belonging to a pre-industrial or mythical past”. Stories have been shared in every culture as a means of entertainment, education, cultural preservation, and instilling moral values. Crucial elements of storytelling include plot, characters, and narrative point of view.

By seeing storytelling definitions explained above, it can be concluded that storytelling is an activity to share what is on mind. It has many advantages, such as for entertainment, education, cultural preservation, and instilling moral values. It is also has elements that have to be noticed, they are plot, characters, and narrative point of view. Based on the statements above, the researcher would conduct an action research which entitled “Enhancing Students’ speaking skill through Story Telling technique at fourth grade Unity Primary School, Bekasi”.

## **B. Identification of the Problems**

Based on teacher’s experience as an English teacher and the preliminary study that researcher has conducted, the researcher found most of the students still got below minimum passing grade (75) of their English speaking scores ( Pre-test scores).

Having explained the problems on the background of the study above, the researcher identifies the problems as follow:

1. The students feel afraid and nervous when they want to speak or communicate using English in front of their classmates, teachers and others.
2. The students still frequently made mistakes in pronouncing the English words correctly because of lack of practice of speaking English that the teacher seldom to do that.
3. The students have lack of motivation in speaking English neither at school nor at home.
4. They have less understanding about grammar and vocabulary that make the students difficult to speak up.
5. There is no training for teachers in teaching English speaking for young learners.

#### **C. Limitation of the Problems**

There are some methods and strategies in learning English speaking skill, but the writer limits the problem about *learning process of speaking English in the classroom and Enhancing Students' speaking skill through Self Story Telling technique.*

#### **D. Research Questions**

Based on the limitation of the problem, the researcher formulated in the following questions below:

1. How does student's storytelling technique develop from one cycle to another cycle in enhancing students' speaking skill?
2. Is there any significant enhancement student's speaking skill by using storytelling?

#### **E. Objectives of the Research**

The objectives of the study are as follows:

1. To identify students' speaking skill through the implementation of students' storytelling technique and students' response on them at the fourth grade Unity Primary school.
2. To examine how students storytelling technique enhances the students' speaking skill.

## F. Significance of the Research

The significance of this research expected will give some advantages from both theoretical and practical aspects, for the following parties:

### 1. Theoretically

The researcher expected that the findings of this research primary 4<sup>th</sup> grade in Unity Primary School can enrich knowledge and support theories on speaking and storytelling technique.

### 2. Practically

#### a. For the students

This research expected to be useful for the students of fourth grade at Primary Unity School Bekasi to enhance their motivation and enthusiasm on speaking skill, so that they can communicate English one another easily.

#### b. For teacher

This research itself will make some English teachers in Unity get more information how to find the accurate and suitable techniques in enhancing students' speaking skill and how to teach speaking in English Language creatively.

#### c. For the researcher

The researcher will get a broader knowledge and information in choosing the appropriate technique to enhance students' speaking skill from the finding out of the research. It can be used also for the further research which is related to the use of storytelling technique in enhancing students' speaking skill.

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