

**THE APPLICATION OF TEACHING SPEAKING NARRATIVE  
TEXT USING STORY TELLING TO THE EIGHTH GRADE  
STUDENTS OF SMPN 1 PRAMBON IN THE  
ACADEMIC YEAR 2014/2015**

**THESIS**



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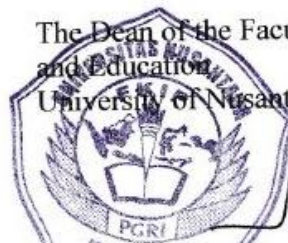
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# THE APPLICATION OF TEACHING SPEAKING NARRATIVE TEXT USING STORY TELLING TO THE EIGHTH GRADE STUDENTS OF SMPN 1 PRAMBON IN THE ACADEMIC YEAR 2014/2015

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## ABSTRACT

This paper was a subset report of a research teaching speaking using story telling to eighth students. It focusses on the attempts to reveal: how to teach speaking narrative text using storytelling, how the students' responses after being taught speaking narrative text using storytelling and what the advantages and disadvantages of teaching speaking narrative text using storytelling are. The design of this research is descriptive qualitative and it was conducted in SMPN 1 Prambon with 40 students of VIII-1 class. The writer used Questionnaire, Observation and Interview. The result mentioned that the implementation of teaching speaking using storytelling was employed through group discussion and presentation. Most of students gave positive response indicated by being active in presenting the story, 95% students enjoyed to study speaking using storytelling technique, they voluntarily involved themselves in teaching learning process with storytelling technique, and could easily express the content of the text. Finally, the researcher concluded that teaching speaking using story telling is interesting for the students especially for the eighth grade students of SMPN 1 Prambon.

**Keywords :** *teaching speaking, story telling*

## INTRODUCTION

English teaching learning process at school must be able to give experience for students to have a chance to win a competitive competition. Moreover, as the demand of this competitive era, the people should be able to use those skills. In this case, they are expected to be able to communicate on the creation of text in spoken form and written form. For spoken communication, students should have the competency to comprehend the message which is carried out in oral activity. They

are expected to be able to create many kinds of functional text and monologue text (Depdikbud, 2006: 278). This thesis sets out to show the full scope of teaching speaking skills, which in its entirety means more than just teaching 'speaking'. The concept of teaching speaking skills is presented with respect to the notion of communicative competence. The main line of argument is consistent with the view that in order to become competent speakers, learners must acquire a good command of all fundamental areas of

communicative competence: linguistic, sociolinguistic, discourse and strategic. Hughes (2011) makes an interesting methodological point that as far as teaching speaking skills is concerned one needs to distinguish between “teaching the spoken form of a language” and “teaching a language through speaking”. She also stresses the fact that unfortunately, when compared to writing, the spoken form is under-researched and that this may be one of the reasons why teachers may feel more confident when using “stable written forms and genres” in their lessons (Hughes 2011).

Speaking, as one of the language skills, is often perceived to be a task that comes naturally to an individual. Furthermore, speaking is also the most difficult skill to be mastered in learning a language. Many language learners regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend written language. They regard speaking as the most important skill they can acquire and assess their progress in terms of their accomplishments in spoken communication. Pollard (2008:33) states that Speaking is one of the most difficult aspects for students to master. Speaking cannot be separated from listening. Based on some experts’ opinion and the fact in

the class, the objective in the speaking skill is high, so it is not easy to achieve. The teachers and students face some difficulties in teaching and learning speaking process.

In the communicative model of language teaching, researcher helps their students develop this body of knowledge by providing authentic practice that prepares students for real-life communication situations. They help their students develop the ability to produce grammatically correct, logically connected sentences that are appropriate to specific contexts, and to do so using acceptable pronunciation. It means that the teaching of speaking plays an important role to promote learner’s speaking ability.

Narrative texts are a text type we use when we want to entertain or to instruct (Pearson). According to Kistonto (2007) a narrative text is a type of spoken or written text that tells a story of one character or more who face certain problematic situations. Based on Rigby Heinemann (2004: 21), a narrative tells an imaginative story, although some narrative may be based on fact. Narratives are written in many different forms, like fable, legend, folktales, science fictions, romance, horror, etc. and each form has distinctive characteristics.

There are many techniques that can be applied in teaching speaking such as, having a dialogue, playing games, singing

songs, story-telling, oral reporting, role playing, small group discussion, and debates. Looking at the subject of this study, that is the second-year students, the story-telling technique is used because it is a technique which is appropriate in teaching language.

“Storytelling is a way of honoring the traditions that are being brought here by immigrants and teaching those already here about the values of these new cultures in a way that is respectful, not artificial, and enjoyable, not preachy. It is a joy. (Spaulding, 2011:27)”

Story telling is often communication to teach, explain, and entertain, which is why story telling is so prevalent in everyday life. Anne Pellowski states that Storytelling is the art or craft of narration of stories in verse and/or prose, as performed or led by one person before a live audience, the stories narrated may be spoken, chanted, or sung, with or without musical, pictorial, and/or other accompaniment and may be learned from oral printed or mechanically recorded sources, one of its purpose may be that of entertainment.

Storytelling is one of the techniques commonly used in language learning. The following are definitions of storytelling from several sources. According to Cameron (2001:160), story telling is an oral activity, and stories have the shape they do because they are designed to be

listened to and in many situations, participated in.

The application of telling story in teaching speaking will help the students because the students cannot speak even a little English although they have learned it for years and they are not motivated in English teaching and learning process.

This technique can improve the motivation of students to learn English well. Because in story telling technique, the teacher shows his/her emotions, physic, thinking and attitudes based on the content of the story. So, it makes the students more enjoy to join speaking class. The problems of the research are described as how to teach speaking narrative text using storytelling, how the students' responses after being taught speaking narrative text using storytelling and what the advantages and disadvantages of teaching speaking narrative text using storytelling are.

## **METHOD**

This research was conducted the research in SMPN 1 Prambon consisting of 10 male and 30 female students.

The research design is descriptive qualitative because the data is presented in description. In this research, the researcher does some observation to what the teacher is doing in teaching learning process. The researcher also does some an observation to the students' participation while being



taught speaking using story telling. In achieving the purpose of the research, the writer takes the certain design of the research.

In this research, the writer is a central instrument also decided the topic, doing observation and interview because to get the data of the research. The researcher used Questionnaire and two techniques to obtain the data they are Observation and Interview.

## **RESULT**

The data obtained from the research related some result as described in the followings :

1. The application of teaching speaking narrative text using storytelling to the eighth grade students of SMPN 1 Prambon.

In implementation of teaching speaking narrative text using storytelling technique, the teacher divided the activities into some steps. First, after entering the class she opened the class and checked the students' attendance. The material about narrative text was explained before so he only gave the review about the material. Second, he gave the explanation about storytelling technique before starting learning process. The students payed attention and tried to remember about the

technique. The students were given 15 minutes to read the text and retold using storytelling technique in group. After time was up, they retold about the story in front of the class and made sinopsis. Most of students were active to present the idea and dialogue interactively. After he checked the student's speaking skill about retelling the text, the teacher made conclusion about the material and gave advice and motivation to the students before closing the meeting.

2. The students' responses after being taught speaking narrative text using storytelling to the eighth grade students of SMPN 1 Prambon

When teaching speaking narrative text was going on in the class, the student's response was positive. It could be known from their enthusiasm during teaching and learning process. When the teacher gave the explanation about storytelling technique, the students payed attention and asked the questions if they didn't understand. The students were active in retelling the story that using storytelling technique. Most of students were active to present the story by using story telling, 95% students stated that they enjoyed to study speaking using storytelling technique, the students were more

involved when teaching learning process with storytelling technique took place, and they could easily express the content the text. Every student felt confident when they told a story in front of the class. However some of students felt difficult in retelling the story because they weren't confident, embarrassed to present their idea.

3. The advantages and disadvantages of teaching speaking narrative text using storytelling to the eighth grade students of SMPN 1 Prambon

There are some advantages and disadvantages in teaching speaking narrative text using storytelling technique. Based on the interview the advantages are:

- a. The students got more involved during teaching learning process with storytelling technique and the students could understand the text easily.
- b. The students enjoyed the teaching learning process because they could retell the story well.
- c. The students felt enthusiastic when they tried to discuss about narrative text.

Beside the advantages, the implementation storytelling technique in speaking skill of narrative text also has disadvantages, they are:

- a. When the students retold the story using storytelling technique they needed long time to prepare it. The students must understand the story and know the detailed information they have to repeat twice or more.
- b. The other disadvantages come from passive students. Every student has different in speaking. When they can speak well they feel confident but some students felt embarrassed to speak up.

## DISCUSSION

Karlsson (2012:52) states that the goal of teaching speaking skills with storytelling is to communicate in English and he suggests the steps of teaching, namely: 1) Preparation, discussion and communication, 2) Rehearsal and 3) Presentation. In practice, these steps are normally conducted by the teacher as follows :

- (1) preparation, discussion and communication,

The teacher only gave the review about the material about narrative text because this material had been taught before. The teacher tried to remember to the students about narrative text. In the beginning of the lesson, the students still didn't remember but the teacher explained again clearly so the students remembered again about the material.



After that the teacher explained about storytelling technique. The teacher explained this technique clearly so the students felt enthusiastic with technique. They know this technique from Indonesia subject, so they haven't got difficulty to apply this technique in Narrative text. After that the teacher read the text Narrative in LKS to the students and the students listened the teacher. The teacher divided the students into 8 groups. The students had to understand idea about text and asked the students to make synopsis.

#### (2) Rehearsal

Some students were still confused and didn't understand about the text and tried ask to the teacher and the teacher gave the explanation again to the students about the text shortly. After they finished the task, the teacher asked the students to present their result of discussion. Then the teacher asked the students to response about the other groups. Most of them could do the task well. It means that they enjoyed speaking and gave idea to the other groups about the content of the text.

#### (3) Presentation

After the discussion, the teacher gave task to students to search example of narrative text in group, then make short script dialogue to be presented using story telling technique. Beside

that the students enjoyed doing this task using storytelling technique because they could do it well.

This Karlsson's steps suitable with the teacher teaching learning process in class. Because the teacher was implementation preparation, discussion and communication, rehearseal and presentation during learning process teaching speaking using storytelling

So, by using the steps suggested by Karlsson the students enjoyed and actively engaged in teaching and learning process. They felt easier to understand the material and communicate that given by the teacher, because the situation during teaching and learning process was very interesting

### CONCLUSION

This study can be concluded: The application of teaching speaking using storytelling can run well. There are some sources used by the teacher. He developed the material by mixing textbook and another sources, here he used source from book and the materials are suitable with the curriculum and student's level. The teacher did some procedures in teaching learning process; they are making preparation, starting the lesson, giving warming up, explaining the material, handling and managing the class, then ending the lesson. The teacher presented the materials in oral. The teacher used the



technique to present the materials through storytelling. This technique made the teaching and learning process more interesting and enjoyable especially in speaking skill. The students enjoyed and actively engaged in teaching and learning process. They felt easier to understand the material that given by the teacher, because the situation during teaching and learning process was very interested them so they can catch the material easily.

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