

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

In this chapter, the researcher would like to analyze the data that have been collected during the research. The first data are about the description of the implementation of storytelling in teaching listening of English narrative text and the second data contains the description of the problems faced by both the teacher and students in teaching-learning of English narrative text while storytelling is implemented. Then, the last discussion will be the analysis about how teacher overcomes those problems.

#### **A. Research Findings**

##### **1. The Implementation of Storytelling in Teaching Listening of English Narrative Text**

The researcher observed the teaching-learning activities in the classroom when the teacher implemented storytelling as below:

At the opening the teacher opened the class and said “*salam*”. Then the teacher explained the generic structure and the language feature of the narrative text. Then the teacher informed the students that they would listen a story and they needed to answer some questions after listening.

Teacher: “Assalamualaikum wr. Wb”. “Good morning students!”. “How are you today?”

Students: "Walaikum salam wr. Wb". "I am fine mom, thank you!"

Teacher: "Ok, I am fine too". "Ok class, now you will study about narrative text". "Narrative text is a text that consists of event sequence; those are orientation, complication and resolution". "Usually, it is in form of stories. In the orientation, the writer exposes the background of the writer, in the complication the problems start to appear and in the end the solution will be found in part of resolution". "Later, you will listen a story entitled Stone Flower or "*Bunga Batu*". It is a story from Central Java". "After listening to the story you must answer the questions related to the story. You will listen to it twice". "Do you understand students?"

Students: "Yes mom!"

(STUDENTS LISTEN TO THE TEXT)

Teacher: "Ok class, can you catch the contents of the story ?"

Students: "Yes mom". "No mom" (others). "Repeat mom" (the others).

Teacher: "Ok. I will read it once more time".

Students: "Yes mom!"

(TEACHER READ THE STORY ONE MORE TIME). Teacher used such appropriate verbal and non-verbal communication signal while delivering the story. The purpose is the students can understand the text with the teacher's help by giving the exact gesture besides knowing the meaning.

Teacher: "Ok class, please mention the character of the story!"

Students: (gave the correct answer)

Teacher: “Good!”. “Then, who is the main Character?”

Students: (gave the correct answer)

Teacher: “Good!”. “Now, answer the question on your task individually and we will check the answers together later”.

Students: “Ok mom”. (They start to do the task.)

In the end, the teacher read the whole story and discussed the answer of the task.

The researcher has done four observations in different class for four meetings. Two observations are done at X class and two observations are done at class XI to observe the implementation of storytelling in teaching listening of English narrative text at MAN Rejosari, Madiun. The researcher has observed two classes while storytelling was implemented in teaching listening of English narrative text using observation checklist.

The observation checklist was made according four procedures those are; building knowledge of field, modeling of text, joint construction of text and independent construction of text.<sup>1</sup>

The checklist was given while the observer was doing the observation in the classroom while storytelling is implemented in teaching listening of English narrative text. In fact, the implementation of storytelling in the classroom is done both using tape recorder and direct storytelling (teacher delivers the story

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<sup>1</sup> <http://redroom.com/teaching-narrative-through-storytelling>. browsed on Monday, 6 February 2012 at 09.15 a.m.

directly by reading the story her/his self). The pictures below show teaching-learning activities both when teacher uses tape recorder in delivering the story and without the tape recorder.



**Picture 4.1**  
**Teacher Uses Tape Recorder**



**Picture 4.2**  
**Teacher Delivers Story Directly**

The pictures showed the implementation of storytelling in teaching listening of English narrative text both using tape recorder (picture 4.1) and

without tape recorder (picture 4.2). The procedures of both steps were almost the same, as described above. The difference was in the use of media, which was tape recorder. The teacher used tape recorder to play the story. In the other hand, the teacher also read the story directly to the students without tape recorder. The using of tape recorder was suited according to the students' need and the classroom's environment.

Furthermore, the observer also has asked the teachers about the preparation before teaching. From interview it was known that the English teacher only prepared the daily equipment for listening, such as; the laboratory, the tape recorder (if it was needed), the stories.

In selecting the stories, the teacher did not consider proper criteria. The teachers only took the stories from hand book or used their stories collection. It is stated that some principles before telling the story are reading various types of narrative texts, choosing the narrative texts, analyzing the narrative texts' background, testing the selection.<sup>2</sup> In fact, the teachers did not pay attention to these principles. Nevertheless, it did not lessen the teachers' awareness in implementing storytelling to teach listening of English narrative text.

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<sup>2</sup> E.M Pederson, *Storytelling and The Art of Teaching* (English Teaching Forum, 1995), 2-5.

## 2. The Problems of Teacher and Students in Teaching-Learning Listening of English Narrative Text

Teacher problem in teaching listening according to Ur is teacher confidence in delivering the listening text.<sup>3</sup> Furthermore, the students' problems in learning listening according to Ur are trouble with sound, having to understand each word, needing to hear more than once, get tired.<sup>4</sup> Additionally, the trouble also can come from the text those are; longer passage, subjective information and unreal listening concept.<sup>5</sup>

The interview was done to find the data about teacher and students' problems in teaching listening of English narrative text. The researcher asked about 15 students of tenth and eleventh grade as well as two teachers based on the questions on the interview guide (appendix III).

A teacher of tenth grade students named Lilik Hasnaningsih stated that her difficulty in teaching listening of English narrative text through storytelling was her feeling of unconfident with her pronunciation.<sup>6</sup> The other teacher, Munirul Ikhwan also gave almost same answer. He stated that his difficulty in teaching listening of English narrative text was when he must read the story to the students.<sup>7</sup> Therefore, they better chose to use tape recorder when they

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<sup>3</sup> Penny Ur, *A Course in Language Teaching: Practice and Theory*...109.

<sup>4</sup> *Ibid.*

<sup>5</sup> [http://www.ehow.com/info\\_8508586\\_advantages-disadvantages-narrative-text.html](http://www.ehow.com/info_8508586_advantages-disadvantages-narrative-text.html). Browsed on Sunday 11 March 2012 at 12.33 a.m.

<sup>6</sup> Interview at MAN Rejosari Madiun on Wednesday 16 May 2012.

<sup>7</sup> *Ibid.*

taught storytelling in teaching listening of English narrative text rather than read the story directly.

On the other side, the researcher also gained some information from the students about their difficulties in learning listening English narrative text through storytelling. Arif Syaifuddin, a tenth grade student of MAN Rejosari, Madiun responded to a question, “Do you have any difficulties in learning listening English narrative text through storytelling? What are they?” as below: “Yes I do. Sometimes I feel that the sound is unclear enough.” The other student, Nurul Fatimah, a tenth grade stated that her difficulty was the lacking in mastering vocabularies. Then, Darisma Putri Agustin, an eleventh grade student shared that her difficulty in learning listening of English narrative text through storytelling was caused her losing concentration while listening.<sup>8</sup> Additionally, almost all the respondent that was about fifteen students of tenth and eleventh grade gave almost same answer as their answers.

Furthermore, the researcher also takes notes during the observations. The researcher observe the whole activities (opening activity, main activity, and closing activity) to find out the data about the problems that may faced by both teacher and students while teaching-learning process are doing using storytelling. The table below will cover the whole activities in teaching-learning process and will be attached the notes in each activities. The activities covered

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<sup>8</sup> Interview on Monday, 31 July 2012.

in the table below were based on the lesson plan of tenth and eleventh grade students of MAN Rejosari, Madiun. (Attached at appendix I)

**Table 4.5**  
**Documentation of First Observation at Class X**

No	Learning Process	Learning activities	Day and Time	Notes
1	Opening Activity	Teacher is: Greeting, checking attendance list, delivering the discussed topic.	Wednesday, 25 July 2012	
2	Main Activity	Teacher is: delivering the narrative text through storytelling		Teacher centered needs to be dismissed.
3	Closing Activity	Reflection and post test		Students need more practice in listening since they can't do the test well.

**Table 4.6**  
**Documentation of Second Observation at Class X**

No	Learning Process	Learning activities	Day and Time	Notes
1	Opening Activity	Greeting, checking attendance list, delivering the discussed topic	Wednesday, 1 August 2012	



		according syllabus.		
2	Main Activity	Teacher gives other kinds of story to vary the materials. Students listen to the story and try to convey the contents. Teacher stimulates students by delivering some questions.		Teacher centered. Students seemed to give good respond toward a story that they think good and lose concentration when they think the story less interesting.
3	Closing Activity	Reflection, post test.		Students seemed to do the test better.

**Table 4.7**

**Documentation of Third Observation at Class XI**

No	Learning Process	Learning activities	Day and Time	Notes
1	Opening Activity	Greeting, checking attendance list, delivering the discussed topic.	Friday, 27 July 2012	
2	Main Activity	Asking-answering question based on the story. Discussing the morale contents. Delivering the story with		Students can respond well toward the activities. Some students share their difficulties in understanding the meaning and

		the tape or read it directly.		unclear sound but they still can understand the story in context.
3	Closing Activity	Reflection. Discussing students' difficulties. Post test.		Teacher helps students to solve their problems dealt with the listening and the story text. Students seemed could overcome some difficulties and do the test well enough.

**Table 4.8**

**Documentation of Fourth Observation at Class XI**

No	Learning Process	Learning activities	Day and Time	Notes
1	Opening Activity	Greeting, checking attendance list, delivering the discussed topic.	Friday, 3 August 2012	-
2	Main Activity	Asking-answering question based on the story. Discussing the morale contents. Delivering the story with the tape or read it directly.		Students catch the story contents faster although they still need to listen more than once.

3	Closing Activity	Reflection. Discussing students' difficulties. Post test.		Teacher corrects students' error and gives several tips in listening.
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From the research findings about the problems of students in learning listening can be concluded that the result of interview and observation have the same point. The problems of students in learning listening of English narrative text according the result of interview and observation are unclear sound, lack of concentration and lack in mastering vocabularies.

## **B. Discussion**

### **1. The Implementation of Storytelling in Teaching Listening of English Narrative Text**

The researcher has done the observation at two classes in about a month. From the observation checklist could be seen the whole activities that covers the material and the topics. From first and second observation at tenth grade students could be inferred that the teacher deliver the story directly by reading it. It is done since first grade students seemingly was not familiar with English. So, teacher made them familiar with English sound by reading it directly as a voice of native speaker. For the learning process, the researcher was able to infer that it was imperfect since the students could not solve the test well.

While for the third and fourth observation at the eleventh grade the researcher inferred that the teacher used tape recorder to play the story. It is done since the teacher considered that the second grade students must be more familiar with English sound better than first grade students. Then, the learning process showed that students' responds were good since they were able to do the post test well.

All of the observation results showed that teacher played a good role since teacher did almost all of the procedure in teaching listening in order. It can be seen from the observation checklist above.

In other word, it was said that the third and fourth observation showed better result than the first and second observation. It was caused that the eleventh grade students had experienced in learning listening of English narrative text through storytelling before. Consequently, the students and the teacher of eleventh did not suffer any difficulties that the tenth grade students did.

In fact, the teacher implemented the four procedures of teaching listening through storytelling those are; building knowledge of field, modelling of text, joint construction of text and independent constuction of text.<sup>9</sup> It can be seen from the teaching-learning activities that have been observed by the researcher. First step is building knowledge of field. Teacher implemented this

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<sup>9</sup> <http://redroom.com/teaching-narrative-through-storytelling>. browsed on Monday, 6 February 2012 at 09.15 a.m.

procedure by explaining the background of narrative text and little knowledge about the story that will be heard by the students. The second step is modeling of text. It can be seen from the way when the teacher read the store using such appropriate verbal and non verbal communication sign. For example, the teacher used loud voice to show the angriness of the character in the story and the teacher lift the thumb to show a compliment for an event in the story. The third step is joint construction of text. It can be seen when the teacher gave a question to the whole class and asked the students to answer together. The last step is independent construction of text. It can be seen when the students do the task individually in the end of their listening section.

Finally, from those descriptions the researcher concluded that the implementation of storytelling in teaching listening of English narrative text was done in four steps those are building knowledge of field, modeling of text, joint construction of text and independent construction of text.<sup>10</sup> It suited with the theory of procedure in implementing storytelling in teaching listening that mentioned at chapter II.

## **2. The Problems- Solutions of Teachers and Students in the Implementation of Storytelling in Teaching Listening of English Narrative Text**

The researcher has done the interview to get the data about teacher and students' problems in teaching-learning listening of English narrative text

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<sup>10</sup> <http://redroom.com/teaching-narrative-through-storytelling>. browsed on Monday, 6 February 2012 at 09.15 a.m.

through storytelling. Additionally, the researcher also took a note while observing the class in order to find the problems that possible appeared in teaching-learning activities.

a. The Problems of Teacher and the Solution

From the observation could be seen that teacher used both direct and indirect storytelling in teaching listening of English narrative text. Direct storytelling means teacher directly read the story in front of the class while students listened to the story. Indirect storytelling means, teacher used tape recorder to play the story while the students listened to the recording. The teacher said that the problems were possible appear when she/he applied direct storytelling. Teacher felt unconfident with their pronunciation whether it was British or American phonology since she/he never studied abroad. It is stated by Ur that, "Many teachers are lack of confidence in their ability to improve fluently in the target language or are worried their spoken language is not a good enough model for students to listen to."<sup>11</sup> Furthermore, the teacher said that she/he tried to overcome her/his problems by learning more from dictionary so she/he could minimize the mistake since their words were students' words. Furthermore, teacher could produce better pronunciation through practice often. Since direct storytelling needed the teacher to read more, it can be a treatment solution for the teacher to make their pronunciation

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<sup>11</sup> Penny Ur, *A Course in Language Teaching: Practice and Theory* (New York : Cambridge University Press, 1991), p. 109

better. Indeed, the teacher might not deliver the wrong knowledge to the students if he/she was unsure about something. It was better for him/her to open the book or dictionary to find and clarify the right answers.

#### b. The Problems of Students and the Solution

Ur stated that students' problem is listening are trouble with sound, need to hear more than once and get tired.<sup>12</sup> Those, students need teacher help to overcome the problems or students can do self correction.

The researcher has done both observation and interview to find out the data about students' problems in learning listening of English narrative text through storytelling. From both observation and interview could be concluded the problems faced by students were: unclear sound, difficult to understand the vocabularies' meaning, lack of concentration.

According to the documentation of fourth observation at class XI, the researcher found that the students felt difficult to catch the story at only once listening.<sup>13</sup> Those, they needed to listen more than twice. In this case, teacher applied listening using tape recorder that would be much more benefit for both teacher and students, so they only needed to play the recording of the story.

The classical reason for students in learning English was about the vocabularies. Students needed to memorize the words in order to enrich their

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<sup>12</sup> *Ibid.* p.111.

<sup>13</sup> Observation at Friday 3th August 2012.

vocabularies. The other way, students were able to guess the meaning of a word by analyzing through the context since it was a text story that they had to listen. By guessing the whole meaning of a text, students could predict the meaning of a word. Those, teacher assumed that storytelling will be more suitable for the students to enrich their vocabularies through context since story contains a lot of text in different context.

From the interview most students admitted that they often almost lost their concentration when they started to listen. It was possible caused the uninteresting of story or the low voice of the teacher or the recording. Those, an interesting story and clear sound of story were used by the teacher to attract students' attention and concentration. Furthermore, students would feel easy to listen a story that they familiar with since they could guess the content of the story.

In general, teacher overcame the problems by taking the beneficial of implementing storytelling in teaching listening of English narrative text. It also could be seen from the observation that the teacher tried her/his best to guide and facilitate students in facing their difficulties by applying four steps in teaching listening English narrative text through storytelling those are building knowledge of field, modeling of text, joint construction of text and independent construction of text as mentioned in chapter II.

The result showed that practically storytelling was less helpfull for the students those got bad score. In this case, the beneficial of learning listening



of English narrative text through storytelling worked for audio students who studied better through their listening skill.

The result showed that the teacher seemed could overcome students' difficulties in learning listening of English narrative text trough the implementation of storytelling by applying four procedures those are building knowledge of field, modeling of text, joint construction of text and independent construction of text.<sup>14</sup> Additionally, it was mentioned before that eleventh grade students were better at their listening since they used to listen more stories before (when they were tenth grade). At least, the teacher can overcome almost all of students lackness at listening of English narrative text while storytelling is implemented.

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<sup>14</sup> <http://redroom.com/teaching-narrative-through-storytelling>. browsed on Monday, 6 February 2012 at 09.15 a.m.