THE EFFECT OF STORYTELLING TO THE STUDENTS' PRONUNCIATION AT THE TENTH GRADE OF MAN 2 GRESIK

THESIS

Submitted in partial fulfilment of the requirement for the degree of Sarjana Pendidikan Islam (S.Pd.I) in Teaching English

By:

Maslukhah
NIM. D05208101

ENGLISH EDUCATION DEPARTMENT

FACULTY OF TARBIYAH

STATE INSTITUTE FOR ISLAMIC STUDIES

SUNAN AMPEL SURABAYA

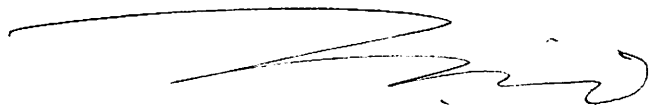
2012

APPROVAL SHEET

This thesis by Maslukhah entitled "The implementation of folktales storytelling to improve the students' pronunciation at the tenth grade of MAN 2 Gresik" has been approved by the thesis advisors for further approval by the board of examiners.

Surabaya, September 2nd 2012

Advisor I



M. Syaifuddin, M.Ed
NIP. 197310131997031002

Advisor II

Sigit Pramono Jati, M.Pd
NIP. 198605182011011005

APPROVAL SHEET

This thesis by Maslukhah entitled "The effect of storytelling to the students' pronunciation at the tenth grade of MAN 2 Gresik" has been approved on (date of examination) and approved by the board of examiners.

Dean,

Dr. H. Nur Hamim, M.Ag
NIP. 196203121991031002

The board of examiner
Chair,

M. Syaifudin, M.Ed
NIP. 197310131997031002

Secretary,

Sigit Pramono Jati, M.Pd
NIP. 198605182011011005

Examiner I,

Prof. Areif Furqon, MA.Ph.D
NIP.150094096

Examiner II,

M. Hanafi, M.Ag. MA
NIP. 19740804200003102

ABSTRACT

Maslukhah.2012. *The effect of storytelling to improve the students' pronunciation at the tenth grade of MAN 2 Gresik.* A Thesis. English Department, Faculty of Letters, State Institute for Islamic Studies Sunan Ampel Surabaya. Advisor: Mokhamad Syaifudin, M.Ed and Sigit Pramono Jati M.Pd.

Key Words: folktales, story telling, pronunciation.

The researcher conducted this thesis by formulating the research problems of: (1) How is the students' pronunciation after implementing storytelling in the learning process? (2) What are the students' response about storytelling to improve their pronunciation? The researcher applied qualitative research design. It took three observation checklists to find out the material, the teacher and the students activity in teaching learning process. To support the observation, the researcher used questionnaire and documentation as additional data, and then the researcher analyzed by describing the data.

The result of this study showed that the students' pronunciation improves after three times implementation. First, they find it still difficult to pronounce the English words. They still use mother tongue to pronounce it, but because the teacher gives motivation and drills the students with difficult words to pronounce it, so the students can pronounce the English words correctly after three times implementation their spelling to pronounce the English words improves.

According to the student's score, the researcher found that most of the students get good score after three times implementation and only few students get low score. It is indicate that many of the students' pronunciation improves after three times implementation. The result of the questionnaire also indicate that the students are interested to the learning process if using folktales storytelling in the speaking class to improve the students' pronunciation. So, the researcher concludes that the implementation of storytelling give good effect to improves the students' pronunciation at the tenth grade of MAN 2 Gresik.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

TABLE OF CONTENTS

TITTLE SHEET i
APPROVAL SHEET ii
EXAMINERS APPROVAL SHEET iii
ABSTRACT iv
MOTTO v
DEDICATION vi
ACKNOWLEDGMENTS vii
TABLE OF CONTENTS ix

CHAPTER I INTRODUCTION

A. Background of the Study 1
B. Statement of the Problems 5
C. Objectives of the Study 5
D. Significance of the Study 6
E. Scope and Limitation 6
F. Definitions of Key Terms 7

CHAPTER II REVIEW OF RELATED LITERATURE

A. Nature of Folktales 9
B. Nature of Speaking 10
C. Advanteges of Folktales 14
D. Retelling Story in Teaching Speaking 18
E. Pronunciation Teaching 21
F. Previous Studies 26

CHAPTER III RESEARCH METHOD

A. Research Design 29
B. Setting of the Study 29
C. Data Collection Technique 30
D. Research Instrument 31
E. Data Analysis Technique 33

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

CHAPTER IV RESEARCH FINDING AND DISCUSSION

A. The Result Finding 35
B. The Discussion of the Research Finding 54

CHAPTER V

A. Conclusions 59
B. Suggestions 60

BIBLIOGRAPHY

APPENDIXES

LETTER OF PERMITTIONS

LETTER OF RESEARCH

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

CHAPTER I

INTRODUCTION

A. Background of the Study

In English learning there are four basic skills that have to be mastered such as listening, speaking, reading and writing. In this research, the researcher will do the research that focus on speaking skill, because the primary purpose of language is communication;[1] and for the researcher speaking is very important skill that have to be taught to the students and to be practiced in daily activities situation.

In English teaching there are many techniques and media used to make learning process interesting and reach out standard of competency in learning English. To make students speak English actively, teacher can apply some techniques to teach speaking such as guessing games, retelling story, debate, small group discussion, and role play[2]; in this research, the researcher uses folktales for retelling story activities.

Folktales is traditional and typical of the ordinary people who live in a particular area[3]; because Indonesia has many regions and each region has some

[1]Marianne Celce Murcia, et.al., *Teaching Pronunciation* (New York: Cambridge University Press, 2008), 7.

[2]Yusnaini Lubis, *Developing Communicative Proviciency English of Foreign Language* (Jakarta:1998), 40.

[3]Edinburg Gate, *Advanced American Dictionary new edition* (The US: Pearson Longman, 2008), 623.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

folktales, so folktales might be useful for teacher as a material in teaching learning process, because students might be interested in learning English if use folktales.

In teaching learning, the teacher should take into consideration who the student is, and know different aspect of individual (student psychology, social background, etc)[4]. Based on this statement, folktales can be used in teaching learning process considering the students' background that they have many folktales in their regions such as Sangkuriang, Malin Kundang, Keong Emas (The Golden Snail), Crying Stone, etc. Students might know about folktales in Indonesian, but if folktales is used in English, it should be interesting because they can guess the meaning and remember the words in English, and it can be a challenge to them.

One of the way to teach students' speaking skill is by retelling story. By using of folktale, student is trained to tell a story again, even in a different way or use their own language. However most of students find it still difficult to speak English while speaking is the mostly used skill in learning English. So, considering the situation above, this research wants to train students' speaking ability by retelling the story and use folktales as the material.

[4]Admin, *Principles of language Teaching and Learning*, (http://www.englisharticles.info/2010/06/117/principles-of-language-teaching-and-learning/, accessed on December 16, 2011)

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

Harmer states in his book that

> "There are many non-linguistic ways in which speech can be affected. Speakers can change the tone of their voices and the emphasis they give. They can speak faster or slower, louder or softer. And if they are involved in face-to-face communication they can use their expressionss and body language too".[5]

Based on this statement, the researcher will use folktales to retell story, because the students can use their tone, expressions and body language too. So, it can makes students enjoy to retell the story.

Retelling story that is used in this research has the purpose to know the students' pronunciation. Because each word in English has different sound or different pronunciation, through this study, the students are trained to pronounce the English words by retelling folktales.

Joan Morley states in his book that "Some ESL students do not seem to enjoy the pronunciation class. They look upon it as a pain not as a pleasure. Some students are shy and embarrassed".[6] This research will help the teacher to motivate students in learning pronunciation, to make them enjoy and to minimize their shyness, because it uses the folktales that considering the students background that they know before.

---

[5]Jeremy Harmer, *How to Teach English* (England: Longman, 1998), 49.

[6]Joan Morley, *Improving Spoken English* (The United States of Amarica: The University of Michigan Press, 1993), viii.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

According to Marianne Celce Murcia, Donna M. Brinton and Janet M. Goodwin that

> "Teacher should not overlook the rich resources available to them through the use of authentic materials, such as anecdotes, jokes, advertising copy, comic strips, passages from literature, and the like. These materials can easily be adapted to the teachers's specific teaching purpose".[7]

Therefore, this research wants to do the research about folktales as material in teaching learning, especially to improve the students' pronunciation. By using folktale to retell the story, the researcher wants to help students to increase their pronunciation and their self confidence in speaking English.

In this study the researcher will do the research in MAN 2 Gresik because this school is famous and has many interested students to enroll, so this school is the proper place to conduct the research. In this research, the researcher will do the research at the tenth grade because the tenth grade students are good sufficient to conduct this research in implementing folktales storytelling as material of narrative text that is appropriate to the standard of competency in English learning. The other reason to conduct the research in this school are the result of this study can be used by the English teacher to increase student motivation in speaking English and give information about the implementation of folktales storytelling to improve students pronunciation that can be practiced by the other school, the other teacher,

[7] Marianne Celce Murcia - Donna M. Brinton - Janet M. Goodwin, *Teaching Pronunciation*... 299

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

or the reader. So, the researcher will do the research in this school to get the data about the effect of storytelling to improve the students' pronunciation at the tenth grade of MAN 2 Gresik.

B. Statement of the Problems

Based on the background of the study above, the researcher formulated the statements of the problems as follow:

1. How is the students' pronunciation after implementing storytelling in the learning process?
2. What are the students' response about storytelling to improve their pronunciation?

C. Objectives of the Study

Based on the formulated statement of the problems above, the purpose of this study are:

1. To know the students' pronunciation after implementing storytelling in the learning process.
2. To know the students' response about storytelling to improve pronunciation, that is about the use of storytelling in pronunciation, about their feeling when

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

implementing folktales storytelling as material, their interest and their motivation in learning process.

D. Significance of the Study

In this study the researcher will research the effect of storytelling to improve the students' pronunciation at the tenth grade of MAN 2 Gresik. The importance of this research has several reasons. Firstly, through this research, it will provide data and information about The effect of folktales storytelling to improve the students' pronunciation. Secondly, the data from this research might be useful for teacher and students to exploit folktales well and took advantages from folktales to English learning. Thirdly, it is a way for teacher to give teaching material to teach English speaking skill. Fourthly, the students can use folktales to improve their speaking skill especially in pronunciation.

E. Scope and Limitation

This study focuses on the effect of folktales storytelling to improve the students' pronunciation at the tenth grade of MAN 2 Gresik. The researcher will do the research in MAN 2 Gresik because the researcher as alumnus of this school may gets many information from this school, and it also makes the researcher easy to access this school. The target of this research is students at the tenth grade of MAN 2 Gresik. There are seven class at the tenth grade such as X-1, X-2, X-3, X-4, X-5, X-6 and X-U but the researcher will conduct this research at X-6 class. The

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

speaking ability which is the writer going to find out in this research is focus on students' pronunciation.

F. Definitions of Key Terms

In order to avoid misunderstanding, the researcher devines the key terms as follow:

1. Effect

   Effect is something produced by a cause; result.[8] This research wants to find out the effect or the result of implementation storytelling to the students' pronunciation. If the students' pronunciation improves after three times implementation, also their responses about the use of storytelling in pronunciation, their feeling when implementing folktales storytelling, their interest and their motivation in learning process improves, so it means that storytelling give good effect to improve the students' pronunciation.

2. Folktales

   Folktale is a tale or legend originating and traditional among a people, esp. one forming part of oral tradition, also called folk story.[9] In this research, the folktales that is used are Sangkuriang, Malin Kundang, and Timun Emas

[8]School & Office Dictionary (New York: Random House, 2002), 166.

[9]Random House Webster's College Dictionary (New York: Random House, 2001), 478.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

(Golden Cucumber). By using familiar folktales, the students will be more active in speaking English.

3. Storytelling

Storytelling is the activity to tell stories, especially to children.[10] The researcher will use folktales to storytelling. By retell the story students are trained to speak in the class. The purpose of this study is to help students to improve their speaking ability in pronunciation.

4. Improve

Improve is to increase in quality or value; become better.[11] In this study, the purpose of the researcher is to make the students' pronunciation better after get the retelling folktales as material.

5. Pronunciation

Pronunciation is the way in which a language or a particular word is pronounced.[12] One of the ability that students' have to master in learning English is pronunciation. The purpose of this research is to improve students' English ability especially in pronunciation.

[10]Edinburg Gate, Advanced American Dictionary... 1569.

[11]School & Office Dictionary... 269.

[12]Edinburg Gate, Advanced American Dictionary... 1262.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

CHAPTER II

REVIEW OF RELATED LITERATURE

The purpose of this study is to support the researcher opinion as a basic of analysis to answer the research problem which were presented in chapter one. The researcher will discuss about the effect of folktales storytelling to improve the students' pronunciation in speaking skill.

A. Nature of Folktales

Folktale is a tale or a legend originating and traditional among people, esp. one forming part of an oral tradition, also called folk story[1]. Different kinds of folktales include fairy tales (or fairytales), tall tales, trickster tales, myths, and legends[2], such as Sangkuriang, Malin Kundang, Timun Mas, Crying Stone, etc.

Indonesia is the country that rich of the cultures. Indonesia also has many regions and each region has some folktales. We all had favorite folktales we learned when we were growing up. Folktales and fairy tales began as oral stories that were told to help people explain the world around them. Some are fantastic with ogres and sprites, while others are more realistic. They can be written in rhyme or with repetitions and as narratives.[3]

[1]Random House Webster's College Dictionary (New York: Random House, 2001), 478.
[2]Aaron Shepard, *Folktales*,(http://www.aaronshep.com/stories/folk.html, accessed on May 4, 2012)
[3]LEARN NC, a program of the University of North Carolina, *Folktales and Fairy Tales*, (http://www.learnnc.org/lp/pages/4081, accessed on April 26, 2012)

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

The existences of folktales enable to be one of the solutions of information sources to English education in Indonesia. Folktales might be useful for teacher as a material in teaching learning process, because students might be interested in learning English if used materials in their environment. Harmer states that "One of the greatest enemies of successful teaching is student boredom".[4] So, in this research, the researcher wants to use folktale as a material in teaching learning process that might be useful for teacher to minimize students' boredom, because we have many folktales, and the teacher can chooses some of folktales and makes student become challenged to study it.

B. Nature of Speaking

Speaking is the ability to produce an opinion or words orally. It is the activity that is very needed for teacher to teach students how the way to try to communicate with the other people. Because speaking is one of the basic skills in learning English that must be mastered by students, so they must to practice it especially in learning process in the class.

The goal of teaching speaking skill is communicative eficiency. Learners should be able to make them selves understood. They should try to avoid confusion in the message due to faulty pronounciation, grammar, or vocabulary,

[4]Jeremy Harmer, *How to Teach English* (England: Longman, 1998), 5.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

and to observe the social and culture rules that apply in each communication situation.[5]

According to Bailey that "Speaking consists of producing systematic verbal, utterance to convey meaning. It able to be alternative process of construction meaning that involved the producing and receiving processing information".[6] By teaching speaking, students are taught to producing words or sentences that convey meaning and information.

Nunan wrote, "Success is measured in term of the ability to carry out a conversation in the (target) language". Therefore, if students do not learn how to speak or do not get any opportunity to speak in the language classroom they may soon get de-motivated and lose interest in learning. On the other hand, if the right activities are taught in the right way, speaking in class can be a lot of fun, raising general learner motivation and making the English language classroom a fun and dynamic place to be.[7] In this study, the researcher want to uses folktales to motivate students and makes them interested in English speaking learning. Because many of the students usually feel difficult in speaking such as lack of confidence and shyness to communicate in English. By using folktales that they

[5]The National Capital Language Resource Center, *Teaching Speaking*: *Goal and Techniques for Teaching Speaking,* (http://www.nclrc.org/essentials/speaking/goalsspeak.htm, accessed on December 16, 2011)

[6]Kathleen M Bailey, *Practice English Language Teaching: Speaking,* (New York: San Fransisco, 2005), 2.

[7]Fiona Lawtie, *Teaching Speaking Skills, (*http://www.teachingenglish.org.uk/articles/teaching-speaking-skills-2-overcoming-classroom-problems, accessed on December 18, 2011)

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

know before, it is expected to help students to increase their motivation and their confidence to speak English.

The word 'communication' is used to talk about how people share information (including their thoughts and feelings). Often when people think about communication, they think about talking and listening. However, people also send information by:

1. The tone of their voice
2. The look on their face (facial expression)
3. The way they use their hands (gestures).
4. The way they move and hold their body (body language).[8]

In this research, the researcher uses foktales as media in the learning process and students can uses their tone, facial expression, gestures and body language too. So, it will makes students more active and enjoy to speak English.

There are three kinds of speaking situations: interactive, partially interactive, and non-interactive. *Interactive speaking* situations include face-to-face conversations and telephone calls, in which we are alternately listening and speaking, and in which we have a chance to ask for clarification, repetition, or slower speech from our conversation partner. Some speaking situations are *partially interactive*, such as when giving a speech to a live audience, where the convention is that the audience does not interrupt the speech. The speaker

[8]Indah Merdekawati, Unpublished S-1Thesis: "*Teacher's strategy in teaching english speaking at the second grade of SMPN 2 Pare-Kediri*" (Surabaya: State Institute for Islamic Studies Sunan Ampel Surabaya, 2011), 30.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

nevertheless can see the audience and judge from the expressions on their faces and body language whether or not he or she is being understood. Some few speaking situations may be totally *non-interactive*, such as when recording a speech for a radio broadcast.[9] Because in this researcher the researcher uses folktales to practice speaking, so it included in partially interactive speaking situation.

While teaching speaking, we can use drills to improve students' accuracy and fluency at the same time. There are **three basic drills** that I'd like to write about:[10]

1. Mechanical Drills

   As the name suggests, these drills are performed *mechanically* and they depend on repetition. This is recommended in lower-leveled students and usually at the beginning of the lesson. There are three types of these drills; **simple repetition drills** (no creativity involved), **substitution drill** (substituting one or more items), **transformation exercise** (changing the structure).

2. Meaningful Drills

[9]SIL International, *Speaking Skill*, (http://www.sil.org/lingualinks/languagelearning/otherresources/gudlnsfralnggandcltrlrnngprgrm/SpeakingSkill.htm, accessed on December 18, 2011)
[10]Solmaz, *TeachingEnglish-Drills to develop speaking skills*, (http://www.teachingenglish.org.uk/blogs/solmaz21/drills-develop-speaking-skills, accessed on July 14, 2012)

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

The exercises which are done *meaningfully* to teach the structure and rules of the language are called meaningful drills. The difference is that students are supposed to do these exercises by thinking and producing. **Question-answer**, **making the interpretation** of something could be given as examples.

3. Communicative Drills

These are generally meaningful drills but they are performed after the structure and/or the rules are learnt. Some activities are **dialogues**, **role-play**, **improvisation**, **story telling**, **discussion**, **games** etc.

In this case, the researcher teaches speaking skill using Communicative Drills and the activity is story telling. The researcher uses folktales as media for students to retelling story.

According to Jones who defines speaking as "Speaking is a form of communication, so it is important that what you say conveyed in the most effective way".[11] In this research, folktales are used in speaking class to retelling story, the researcher wants to find out that it gives good efect or can develops students speaking skill or not.

C. Advanteges of Folktales

Some advantages of folktales are because it is like children's books that contain beautiful language, which can provide students with good models to practice and increase their language skills. Previous researchers further stress that

[11]Nisa Hafitsa M, S-1 Thesis: "*Improving the English speaking skill of the students by using "Paikem" approach with use in focus media*" (Bogor: Ibn khaldun University Bogor, 2010)

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

good literature for children cannot only help English native speakers but also young ESL learners acquire English effectively.[12]

Folktales always play very important roles in the processes of language learning because folktales usually contain repetitive language patterns, phrases, or questions, refrains, strong rhythm and rhyme, sequences of numbers or days of the week. For example, repetitive patterns can be the schema for students' comprehension of the children's stories and predicting the action in the plot and the ending. In addition, folktales make it easy for students to remember the vocabulary and grammatical structures contained in them.[13]

Students have to treated to practice active speaking. One of the way to teach students' speaking skill is by retelling story. Teacher can uses folktales as media to retelling story. By using folktales, the students trained to tell a story again, even in different way or use their own language. Students might be will comfortable with familiar folktales. Although some students might be very nervous before starting learning English. However if they know that they will learn the folktale story that they know before, it will be make them relax to study and interested to the learning process.

We all know that reading tales develops the skills for good readers, listener, and writers. By reading the stories (folktales) students can imagine the story and the situation. So, it make them easy to retell the story well.

[12]Su-Yueh Wu. *Teaching the three little pigs to EFL Young Learners in Taiwan*, (http://iteslj.org/Techniques/Wu-TeachingFolktales.html, accessed on April 26, 2012)
[13]Ibid

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

Tina L. Hanlon illustrated some advantages of teaching with short works of folklore below:[14]

1. *They are short!* It is easy to distribute copies of short tales or rhymes to a whole class, discuss them during a class period, and compare a variety of examples relating to different topics, without needing time for extensive reading assignments.

2. *They are fun!* Many types of folklore are entertaining and most of us have fond memories of stories and rhymes we have known since childhood. Viewing illustrated versions or film adaptations can also add variety and enjoyment to class assignments.

3. *They are memorable.* Most tales and rhymes from oral traditions use patterns of language and plot that make them easy to retell and dear to the hearts of tellers and listeners.

4. *They are found in infinite variety everywhere.* Every culture has long traditions of oral storytelling, verse-making, and joke-telling. Students can learn about different cultures by studying folklore, collect folklore from their own families and communities, and write or dramatize their own variants of traditional tales

[14]Tina L. Hanlon. *General Guidlines for Teaching with Folk Tales,* (http://www.ferrum.edu/applit/studyg/STUDYGFOLK.htm, accessed on May 4, 2012)

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

and rhymes. Once you start looking for them, you find allusions to familiar folk heroes, rhymes, and sayings throughout popular culture.

5. *They are universal.* Although it is interesting to compare culturally specific details in folklore from different times and places, one of the most intriguing phenomena in human experience is the similarities in stories with universal themes from all over the world.

6. *They are infinitely meaningful.* Because folk and fairy tales represent human experience through symbols and archetypes, there is room for endless debate about how to interpret particular tales. They provide excellent examples of the complex interplay of realism, fantasy, and symbolism in literature. They can be analyzed in papers that do not require research, but there is also a wealth of recent research available on folklore, fairy tales and picture books. They can function as primary sources in complex research projects like any other literature.

7. *They link oral and written literatures of the world.* We often forget that all literature developed from oral traditions, and most people in human history have had no writing system to record their languages and stories. Storytelling is still alive as an oral tradition in many places, especially in Appalachia. Folklore works well when teaching oral skills, speech and drama.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

8. *They link popular culture with many academic subjects and skills.* Almost every type of literary and cultural analysis has been applied to folklore, so short or familiar pieces from oral traditions can be used to introduce longer works of literature (many of which have mythological or folkloric roots or themes), as well as topics in history, social studies, fine arts, and science.

9. *They enhance transitions from childhood to adult life.* Short works from folklore can provide springboards as students move from writing about childhood experience to more complex types of analysis. They need to learn, as an important part of their heritage, that Disney versions and other widely available children's books and movies do not adequately represent the larger body of folklore that people of all ages have enjoyed for centuries.

D. Retelling Story in Teaching Speaking

Retell is to tell a story again, often in a different way or in a different language.[15] Retelling story is one of the techniques to provide students with opportunities actively in speaking English.[16] The researcher want to gives the students opportunities by retelling story, in this case is using folktales. For children, language and behavior are modeled by those more expert in the acceptable patterns and usages (e.g. parents, teachers).[17] In this research, the

[15]Edinburg Gate, *Advanced American Dictionary new edition* (The US: Pearson Longman, 2008), 1353.
[16]Hsin Cheng Feng, *Technique to Teach Speaking English Teaching Forum* (Hongkong)
[17]Diana Boxer - Andrew D. Cohen, *Studying Speaking to Inform Second Language Learning* (Clevedon: Multilingual Matters, 2004), 10.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

teacher will be show how to pronounce the words first, then the students are asked to pronounce it by retelling story.

Retelling a story in one's own words (rather than reciting a text from memory) provides oral fluency practice. Story-telling is a common human activity which can be enjoyable, especially if the material is interesting.[18] In this research, the researcher will uses the story that enjoyable and they know before, but now the story is uses English, so it might be make them interested to study. The students can determine where setting, characters, problem, solution and events in the story. Then they are asked to retell the story again.

A good speaking activity will immediately cement it in student's minds. Today's speaking activity may be provoking students into using language they first learn some time ago. Speaking activities may well from one part of a much longer sequence which includes reading or listening.[19] By using folktales to retelling story, students of course will be active in reading the folktales and speaking activity by retell the folktales.

For many professionals the story book provides a source of protection as much as source of stories. Most of book represent the immaginative response of the illustrator to the narrative.[20] It can help students to retell the story to imagine the situation and express their ability to speaking.

---

[18]Todd Owen, *Retelling Stories,* (http://waze.net/oea/activities/1, accessed on May 4, 2012)
[19]Jeremy Harmer, *How to Teach English* (England: Longman, 1998), 95.
[20]Deborah Jones - Pamela Hudson, *Unlocking Speaking and Listening* (Great Britain: David Fulton Publisher, 2006), 65.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

Telling stories also can help students in:

1. Sharing and creating a common experience in storytelling aids in the development of a student□s ability to interpret events beyond his immediate experience.
2. Introduce the students to oral language patterns. They need wide experience.
3. Contribute to the social and cognitive development through shared experiences to feel joy for another happiness or sadness for their misfortunes.
4. Aid in development of an ethical value system.
5. Introduce well-known tales which all well-informed people should know.
6. Aid in vocabulary development.
7. Entertain and amuse the students itself.
8. Help the child appreciate his own cultural heritage, as well as the heritage of others.[21]

Vygotsky's suggest that learning take place most effectively within a context of social interaction through the join construction of meaning. Retelling folktales might be one of the social context that have contact with students daily life that can used in learning process.[22] For young learners of English should be a natural part of everyday life in the classroom. It is important to use those from culture backgrounds. Many folktales can be used to retelling story in teaching speaking

[21]Sarip, *Storytelling through picture in development of speaking skill*, (http://universityofibnkhaldunbogor-indonesia.blogspot.com/2011/02/storytelling-through-picture-in.html, accessed on July 14, 2012)
[22]Ibid, 141.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

and because folktales is a natural part of every day life, so it might be effective and make the students interested to the learning process.

As communicative approaches have developed, teachers have been concerned to ensure that students not only practice speaking in a controlled way in order to produce feature of pronounciation, vocabulary, and structure accurately, but also practice using these features more freely in purposeful communication.[23] So, by using folktales from their cultural background, the students are expected to be more fun, enjoy, easy, but meaningful to practice to improve their speaking skill by retelling story.

E. Pronunciation Teaching

Pronunciation is one of the necessary components of oral communication. The goal of teaching pronunciation to such learners is not to make them sound like native speakers of English. A more modest and realistic goal is to enable learners to surpass the threshold level so that their pronunciation will not detract from their ability to communicate.[24] In this research, the teacher did not order the students to pronounce the English words like native speaker, but helps students to pronounce the English words to communication. Most of Indonesian students have difficulties in pronouncing English words, because it is influenced by the mother tongue and their environment.

---

[23]Tricia Hedge, *Teaching and Learning in The Language Classrroom* (New York: Oxford University Press, 2000), 261.
[24]Marianne Celce Murcia, et.al., *Teaching Pronunciation* (New York: Cambridge University Press, 2008), 8.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

When attempting to accurately describe the sounds of language, linguistics and teachers often use a set of special symbols commonly referred to as a phonetic alphabet. Since the alphabet we use is phonemic alphabet.[25]

In the case of English, the use phonemic transcription system is especially important because the language has no simple sound-symbol correspondence system- that is, one letter of the alphabet does not represent the same sound all of the time, nor does a specific sound always find its representation in one letter of the alphabet. For example, the letter *c* has four different pronunciationss in the words *cat, city, ocean,* and *cello*. In the same cases, the same letter within one word can represent different sounds, as in pronunciation of the two *c's* in *success*: First *c* is pronounced /k/ and the second one /s/.[26] So, the teaching pronunciation is very important to teach in English teaching learning.

Penny Ur explains in her book *A Course in Language Teaching*, that "The concept of pronunciation may be said to include; the sounds of the language or morphology, stress and rhythm, and the last is intonation".

1. Sounds. Sound is useful to be able to list and define the sounds, or phonemes, of the language by writing them down using phonetic representations.

[25]Ibid, 38.
[26] Ibid, 39.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

2. Rhythm and Stress. English speech rhythm is characterized by tone units: a word or group of words which carries one central stressed syllable (other syllables, if there are any, are lightened).

3. Intonation. Intonation, the rises and falls in tone that make the 'tune' of an utterance, is an important aspect of the pronunciation of English, often making a difference to meaning or implication. The different kinds of intonation are most simply shown by the symbols (/ \ ) over the relevant syllable or word in order to show falling and rising intonations; and the symbols (ˇ ˆ) to show fall-rise and rise-fall.[27] In this research, the students' will be trained to pronounce sounds of the language, stress and rhythm, and intonation of English words.

The kinds of techniques and practice materials that is used to teach pronunciation are:[28]

1. *Listen and immitate*: A technique used in the Direct Method in which students listen to a teacher-provided model and repet or imitate it. This technique has been enhanced by the use of tape recorders, language labs, and video recorders.
2. *Phonetic training*: Use of articulatory descriptions, articulatory diagrams, and a phonetic alphabet.

[27]Nurma FitriaF, Unpublihsed S-1 Thesis: "*The effect of the teacher's oral modelling to the students' speaking ability at the second year students of MTs Kanjeng Sepuh-Sidayu*" (Surabaya: State Institute for Islamic Studies Sunan Ampel Surabaya, 2011), 8.
[28]Marianne Celce Murcia, et.al., *Teaching Pronunciation...* 8-10.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

3. *Minimal pair drills*: A technique introduce during the Audiolingual era to help students distinguish between similar and problematic sounds in the target language through listening discrimination and spoken practice.
4. *Contextualized minimal pairs*: In the technique, the teacher establishes the setting (e.g., a blacksmith shoesing a horse) and present vocabulary; students are then trained to respond to a sentence stem with the appropriate meaningful response (a or b):

   Sentence stem: The blacksmith (a.hits / b. Heats) the horseshoe.

   Cued student response: a. With the hammer / b. In the fire
5. *Visual aids*: Enhancement of the teacher's description of how sounds are produced by audiovisual aids such as sound-color charts, rods, pictures, mirrors, props, realia,etc.
6. *Tongue twister*: A technique from speech correction strategies for native speakers (e.g., "She sells seashells by the seashore.")
7. *Developmental approximation drills*: A technique suggested by first language acquisition studies in which second speakers are taught to retrace the steps that many English-speaking children follow as they acquire certain sounds in their first language.
8. *Practice of vowel shifts and stress shifts related by affixation*: the teacher points out the rule-based nature of vowel and stress shifts in etymologically

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

related words to raise awareness; sentences and short texts that contain both members of a pair may be provided as oral material:

Vowel shift: mime (long i) mimic (short i)

Sentence context: Street *mimes* often *mimic* the gestures of passerby.

Stress shift: PHOtograph phoTOGraphy

Sentence context:

I can tell from these photographs that you are very good at photography.

9. *Reading aloud/recitation*: passages or scripts for learners to practice and then read aloud, focusing on stress, timing, and intonation. This technique may or may not involve memorization of the text, and it usually occurs with genres that are intended to be spoken, such as speeches, poems, plays, and dialogues.
10. *Recordings of learners' production*: Audio- and videotapes of rehearsed and spontaneous speeches, free conversations, and role plays. Subsequent playback offers opportunities for feedback from teachers and peers as well as for teacher, peer, and self-evaluation.

In this research, the researcher uses nomber 9, but the difference is the researcher uses passages, in this case is folktales, to practice speaking not reading. The students are asked to retell the story and try to pronounce it well, then the researcher observes the students' pronunciation development after three times implementation, and reports and concludes the result of the implementation of folktales storytelling to the students' pronunciation.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

F. Previous Studies

In order to avoid unnecessarily replication, the researcher write previous studies which have a correlation with this study. The first previous study is by Zahrotul Ilmiyah in her thesis "Improving Vocabulary Mastery trough Reading Folktales to the Eight Grade Students of SMP Negeri Sidayu" shows that the students have the problem in translating English into Indonesian, because they were lack of vocabulary. The result shows the development of students vocabulary mastery using reading folktale as material. But they vocabulary is very little; they got difficulties in writing, pronounciation and identify the meaning word.

Based on this research, the researcher wants to do research about the use of folktales to develop students' speaking skill. The similarity is both of this study use folktales as media in teaching learning. But the differences is the researcher focus on speaking skill, whereas her research just vocus on vocabulary mastery. Because her research mention that the students like and interest in reading folktales and their vocabulary improve for each meeting, so the researcher wants to do research about the effectiveness of foktales to develop students' speaking skill.

The next previous study is Imroatus Sa'adah's thesis "Using Roleplay in Teaching English: Focus on The Students Speaking Practice". The finding of this study showed that the students got some difficulties in Speaking by using role play. First, they were not confident to speak English or to share their idea with

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

their friends. Secondly, their difficulties were related with the language itself. Most of the students' mistakes were about grammar and pronounciation. From this statement, the researcher want to develop students' speaking skill using folktales in English learning, and measure the effectiveness of folktales itself.

The thesis result of Nurul Farida Mey Priatiningsih "The Application of Games in Teaching Speaking at MA Sunan Bonang Parengan" showed the condition of students' speaking ability through games. The students response toward the use of games were good. They agreed with the application of games as a means that was because this technique gave them relaxed atmosphere to interact and socialize with each other and also to express their ideas; although they still ashamed to speak. The similarity both of this study is gave them relaxed atmosphere to interact and socialize with each other. But the differeces from this study is her study using application of games, but the researcher study is focus on the application of folktales in teaching speaking.

In Fatihatul Ashlihah's research "Using Jigsaw Techniqque to Improve the Students' Speaking Competence at SMA Hang Tuah 2 Sidoarjo", the result was students like jigsaw as a technique in teaching speaking and they hope that jigsaw technique could be applied in their school after the research finished. The students can improve their score in speaking subject. It concludes that jigsaw technique as a technique which was chosen to improve the students' speaking competence in

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

SMA Hang Tuah could be success. And the researcher wants to improving students' speaking ability by using folktales.

The other research from Siti Lia Masudha's thesis entitled "Using Information Gap to Motivate Students in speaking: a study at SMA Wachid Hasyim 2 Taman Sidoarjo". This result showed the using of information gap can motivate students in speaking of each cycle. The first cycle, only several students are motivated. But most of students are shy, afraid to make mistakes, and not confident if their speak in front of their friends.

From above explanation the researcher wants to do the research about the effect of folktales storytelling to improve the students' pronunciation ability. The researcher wants to motivate students' speaking skill by something more fun, which is use folktales. It will minimize students' shame and make them more confident to speak English because student might be interest in learning English if used material in their environment. Students might know about folktales in Indonesian, but if used folktales in English, it should be interesting because they can guess the meaning and remember the words in English, and it can be challenge to them.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

CHAPTER III

RESEARCH METHOD

This chapter focuses on a description of the effect of storytelling to improve the students' pronunciation at the tenth grade of MAN 2 Gresik.

A. Research Design

The design of this study is descriptive qualitative design. This research is purposed to give more detailed explanation of a phenomenon. Descriptive qualitative study is a research relaying primarily on the collection of qualitative data-non numerical data such as words and pictures.[1] The purpose of this research are to describe how the students' pronunciation after the implementation of folktales storytelling in the learning process and the students' response after the implementation of folktales storytelling to their pronunciation skill.

The researcher observes the teaching learning process using observation checklist to tell what happen in the class, gives questionnaire to the students, collects the students' score as documentation, then concludes and reports everything that happens during the research descriptively.

B. Setting of the Study

The researcher chooses the tenth grade studens of MAN 2 Gresik as subject of her study. This school is located on Jl. Raya Metatu No.07 Benjeng Gresik. The

[1]Burke Johnson - Larry Thritersen, *Educational Research Qualitative, Quantitative & Mixed Approaches Second Edition* (Buston: Pearson Education, 2004), 359.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

research is carried out from August 2- 27, 2012; after getting agreement of the school and having consultation to headmaster of MAN 2 Gresik then the researcher observes the teaching learning and everything that happens during the class.

The researcher observes the teaching learning process on August 2, 4, and 27, 2012. Next, the researcher gives questionnaire to students in the class on August 27, 2012. The researcher also makes documentation by collecting students' score. After doing research then the researcher concludes the data about the effect of storytelling to improve the students' pronunciation at the tenth grade of MAN 2 Gresik.

C. Data Collection Technique

In this research, the researcher does observation to collect data about the effect of storytelling to improve the students' pronunciation in the learning process using observation checklist to retell everything that happen in the class (about material, media, teacher's and students' activity). The researcher also makes documentation by collecting students' score to support the data. After doing observation, the data about the effect of storytelling to the students' pronunciation will be found from the improvement of students' pronunciation. The data from questionnaire is expected to find out the students' response after using folktales storytelling to their pronunciation. If the students' interested and motivated in learning process; and their ability in pronunciation improves, so it means that storytelling give good effect to improves the students' pronunciation, the

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

researcher concludes the data and takes note the result from all of the data of the research.

D. Research Instrument

The instruments that are used by the researcher in this research are observation checklist, questionnaire, and documentation to collect the data about the effect of storytelling to improve the students' pronunciation at the tenth grade of MAN 2 Gresik.

1. Observation checklist

   Observation is used to observe the teaching learning process about the effect of storytelling to the students' pronunciation development. The observation checklist contains some indicators that facilitate the researcher to collect the data. The indicators are about the use of material, media, teacher's activity, and students' activity in the class during the learning process. According to Flick, Kardorff, and Steinke that "*Observing processes and activities* is still and once again a prominent way of doing qualitative research".[2] (See Appendix 1, 2, and 3)

2. Questionnaire

   The researcher uses the questionnaire to know the students' response after the implementation of folktales storytelling to improve their pronunciation. The questions are about their feeling, their interest, and their motivation when

[2]Ibid, 193.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

implementing folktales storytelling to improve their pronunciation. According to Spencer-Oatey that "Questionnaires are standard research instruments in the social sciences. Questionnaires produce offline responses, that is, respondents are not currently engaged in the activity addressed in the questionnaire".[3]

The researcher makes questionnaire based on the book "Genius Learning Strategy" that:[4]

a. Learning style based on the environment determine the different responses to physical condition, psychology, social and instructional. (number 1 and 2)
b. The material in the learning process should be fun and increase the students' interest and attention to the lesson. (number 3, 8 and 10)
c. The roles of the teacher is to help students to find their power, talent and ability. (number 4, 6, 7 and 9)
d. The bravery is important to maximize the students' potention. (number 5)

(See Appendix 4)

3. Documentation

In this research, the researcher uses documentation by collecting students' score during the learning process. It is used to support the data about students' pronunciation development after the implementation of folktales storytelling to

[3]Helen Spencer-Oatey, *Culturally Speaking* (London: Continuum, 2008), 291.
[4]Adi W. Gunawan, *Genius Learning Strategy* (Jakarta: Gramedia Pustaka Utama, 2006)

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

improve their pronuciation. According to Flick, Kardorff, and Steinke that "*Documentation of the research process* is the principal technique. With this an external public is given the opportunity to follow the investigation step by step and to evaluate the research process and the results which derive from it".[5] (See Appendix 5)

E. Data Analysis techniques

1. Data from observation

   The data from observation using observation checklist is describe clearly about what happen in the classroom (the use of material, media, teacher's activity, and students' activity in the class). The researcher observes activities during the teaching learning process, watches closely the phenomenon in the class and tries to make note based on the observation checklist. After doing those steps above, then the researcher concludes the result of her observation that the effect of storytelling can improve students' pronunciation or not.

2. Data from questionnaire

   The data from the questionnaire will be analyzed using descriptive statistics. This data is used to answer the research question number two. The questions are about the students' response about the use of folktales storytelling, how their feeling after using it, about their understanding, and their development in pronunciation. The formula that is used to calculate the percentage is presented below:

[5]Uwe Flick, et.al., translated by Bryan Jenner, *A Companion to Qualitative Research...* 187.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

$$\rho = \frac{\Sigma F}{\Sigma N} \times 100\%$$

Note:

ρ : the percentage of students' response

ΣF : the number of response

ΣN: the number of students

After calculating the percentage of students' response, then the researcher concludes the result and describes them desciptively.

3. Data from documentation

The data from documentation by collecting students' score will be shown on the table. The development of the students skill will be shown through their score that are improving after three times implementation of folktales storytelling in the learning process. If the students' score are improving, it means that the implementation of storytelling give good effect to improve the students' pronunciation.

Then the researcher concludes and takes note the result from the data observation, questionnaire and documentation to answer the research questions that are mentioned in the chapter one.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher presents the result finding and discussion about the effect of storytelling to improve the students' pronunciation at the tenth grade of MAN 2 Gresik. The researcher does direct observation, questionnaire and documentation to answer the research problem which is presented in chapter one.

A. The Result Finding

1. The Result of Observation Checklist

In this research, the researcher does observation three times in the class X-6 of MAN 2 Gresik. The researcher observes the teaching learning process and takes note based on the observation checklist. It is used to find out how the students' pronunciation after the implementation of folktales storytelling in the speaking class.

a. The first meeting

In the first meeting, the teacher uses folktales titled "Sangkuriang" as material in teaching English. The material makes the students be interested because the folktale "sangkuriang" is a story that they know in Indonesian. The students are soon enthusiasm to read the folktale. When teaching learning process, the teacher gives material well. Before begin the lesson, the teacher

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

gives warming up such asks the students about their knowledge about folktales and then gives explanation about it. The teacher also asks them to read in their mind first. Then the teacher gives example how to pronounce the English word and sometime drills the students to pronounce the difficult words. The teacher also gives a chance for students to ask question. Then the teacher asks students to come forward to retell folktale. The teacher does not check the students understanding after translated it together, he more focuses on students' pronunciation. But, most of the students feel shy to retell in front of the class. After students' presentation, the teacher corrects the students' error on pronunciation. When the researcher looks at the students, students can follow the learning process but most of them do not understand the meaning of the folktale. The vocabulary is little bit difficult for students, because they lack of vocabulary. The students' pronunciation ability is so bad. They find it still difficult to pronounce the English words. They still use mother tongue to pronounce it and only some students can pronounce it well. Nevertheless, they are interested to the learning process and still try to pronounce the English words.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

b. The second meeting

In the second meeting, the material of folktales that is used by the teacher is “Golden Cucumber”. It makes the students be interested because it is familiar to them. Before the teacher begins the lesson, he reviews little about the last meeting, tells the students that it is the same case like the last meeting, and gives motivation to students that their pronunciation must be improved to pronounce the English words well. When teaching learning process, the teacher gives material just like before. The teacher also asks them to read in their mind. Before the teacher asks students to practice pronounce the words, the students translate the folktales using dictionary. Then the teacher gives a chance for students to ask the difficult words. Because in this case the vocabulary is easier than before, so the students know the vocabulary and can guest the meaning well. Although there are some words that they do not know about the meaning, but it is better than the last meeting. Then the teacher asks some students try to read some paragraph, but they still mispronounce it. Before the teacher asks the students to come forward to retell folktale, the teacher gives example how to pronounce the English word and drills the students to pronounce the difficult words. The next activity is the teacher asks students to come forward to retell folktale. In the second meeting, the students do not feel shy anymore to retell the folktale infront of the class.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

They are confident enough to come forward and happy in the learning process. After students' presentation, the teacher corrects the students' error on pronunciation. The reseracher finds that the students' pronunciation ability is still bad. However, the students are understand about the meaning of the folktale. The students can guest the meaning because the vocabulary in "Golden Cucumber" is used in the daily activity, and by using folktales the students are motivated to pronounce the English words.

c. The third meeting

In the third meeting, the material of folktale that is used by the teacher is still familiar to the students, the topic is "Malin Kundang". The students pay attenttion to the lesson. The teacher gives motivation to students that their ability in pronunciation must be better than before. In teaching learning process, the teacher gives material just like before. The teacher gives material of pronunciation well by drilling the difficult words. The teacher still gives a chance for students to ask the difficult words. In folktale "Malin Kundang" , the vocabulary is easy to understand and most of students know the meaning, although they still find the new word that they do not know the meaning, then the teacher will answers their question. The teacher also gives motivation to students to try to pronounce English words without shyness to make mistakes. Because the vocabulary is easy for students and similar like the folktales

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

before, so the teacher just asks the students about the pronunciation of English words that they do not know how to pronounce it. The teacher drills the words until the students can pronounce it well. Then the teacher asks the students to come forward to retell the folktale. In the third meeting, students can pronounce the English words without shyness and doubt, they use their expression, and their spelling to pronounce the English words are improved. After students' presentation, the teacher tells the students that their pronunciation ability is good, although sometime the teacher finds mispronunciation in some words. However, the students ability in pronunciation is improved. The students are happy in the learning process, and in this case, the teacher is success to make students be motivated and can improve their pronunciation.

2. The Result of Questionnaire

In this research, the researcher presents questionnaire to 36 students, in this case are the students in the class X-6 of MAN 2 Gresik to get their response about the use of folktales storytelling to their pronunciation in the speaking skill. The researcher gives the questionnaire to the students which is contained of 10 questions, then the researcher collects it to evaluate the students' response. The formula that is used to calculate the percentage are: (number of response/number

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

of students) x100%. Then the researcher concludes and describes them desciptively. The questionnaire are:

1. Do you like to learn English?

Table 4.1

Question Number	Answers	Total Respondents	%
1	a. Very like	2	5,56
	b. Like	4	11,11
	c. Less	24	66,67
	d. Do not like	6	16,67
	Explanation	36	100

For question number 1, it can be concluded that:

a. 2 students (5,56%) in the class X-6 of MAN 2 Gresik say that they very like to learn English.

b. 4 students (11,11%) in the class X-6 of MAN 2 Gresik say that they like to learn English.

c. 24 students (66,67%) in the class X-6 of MAN 2 Gresik say that they less like to learn English.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

d. 6 students (16,67%) in the class X-6 of MAN 2 Gresik say that they do not like to learn English.

So, according to the data above, the researcher can concludes that only 5,56% of the students that very like English and 66,67% of the students less like to learn English. It means that there are many students that do not have motivation to learn English.

2. What do you feel when folktales in English are used in learning process to pronounce English words?

Table 4.3

Question Number	**Answers**	**Total Respondents**	**%**
3	a. Very interested	2	5,56
	b. Interested	23	63,89
	c. Less Interested	11	30,56
	d. Uninterested	-	-
	Explanation	36	100

For question number 3, it can be concluded that:

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

a. 2 students (5,56%) in the class X-6 of MAN 2 Gresik say that they are very interested when folktales in English are used in learning process to pronounce English words.

b. 23 students (63,89%) in the class X-6 of MAN 2 Gresik say that they are interested when folktales in English are used in learning process to pronounce English words.

c. 11 students (30,56%) in the class X-6 of MAN 2 Gresik say that they are less interested when folktales in English are used in learning process to pronounce English words.

d. There is no students in the class X-6 of MAN 2 Gresik say that they are uninterested when folktales in English are used in learning process to pronounce English words.

So, according to the data above, the researcher can concludes that most of the students in the class X-6 of MAN 2 Gresik (63,89%) say that they are interested when folktales in English are used in learning process to pronounce English words.

3. Do you ever heard or read folktales before?

Table 4.2

Question Number	**Answers**	**Total Respondents**	**%**

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

2	a. Often	-	-
	b. Ever	36	100
	c. Seldom	-	-
	d. Never	-	-
	Explanation	36	100

For question number 2, it can be concluded that all of the students in the class X-6 of MAN 2 Gresik (100%) say that they ever heard or read folktales. So, according to the data above, it can makes easy to conduct the research because the research uses the folktales as the media in teaching learning.

4. Do you feel difficult to pronounce the English words?

Table 4.4

Question Number	**Answers**	**Total Respondents**	**%**
4	a. Very easy	-	-
	b. Easy	2	5,56
	c. Difficult	23	63,89
	d. Very difficult	11	30,56
	Explanation	36	100

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

For question number 4, it can be concluded that:

a. There is no students in the class X-6 of MAN 2 Gresik say that they feel very easy to pronounce the English words.

b. 2 students (5,56%) in the class X-6 of MAN 2 Gresik say that they feel easy to pronounce the English words.

c. 23 students (63,89%) in the class X-6 of MAN 2 Gresik say that they feel difficult to pronounce the English words.

d. 11 students (30,56%) in the class X-6 of MAN 2 Gresik say that they feel very difficult to pronounce the English words.

So, according to the data above, the researcher can concludes that most of the students (63,89%) in the class X-6 of MAN 2 Gresik say that they feel difficult to pronounce the English words. It means that they are lack of the ability to pronounce the English words.

5. Do you shy to retell folktales in front of the class?

Table 4.5

Question Number	**Answers**	**Total Respondents**	**%**
5	a. Very brave	-	-
	b. Brave	21	58,33
	c. Shy	15	41,67

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

	d. Very shy	-	-
	Explanation	36	100

For question number 5, it can be concluded that:

a. There is no students in the class X-6 of MAN 2 Gresik say that they are very brave to retell folktales in front of the class.

b. 21 students (58,33%) in the class X-6 of MAN 2 Gresik say that they are brave to retell folktales in front of the class.

c. 15 students (41,67%) in the class X-6 of MAN 2 Gresik say that they are shy to retell folktales in front of the class.

d. There is no students in the class X-6 of MAN 2 Gresik say that they are very shy to retell folktales in front of the class.

So, according to the data above, the researcher can concludes that most of the students (58,33%) in the class X-6 of MAN 2 Gresik say that they are brave to retell folktales in front of the class.

6. Do you often to make mispronunciation in retelling folktales in front of the class?

Table 4.6

Question number	**Answers**	**Total Respondents**	**%**

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

6	a. Never	-	-
	b. Ever	12	33,33
	c. Often	24	66,67
	d. Always	-	-
	Explanation	36	100

For question number 6, it can be concluded that most of the students in the class X-6 of MAN 2 Gresik say that they often to make mispronunciation in retelling folktales in front of the class. So, the teacher must help students to minimize mispronunciation.

7. Is the folktale that is used in speaking learning process help you to pronounce the English words?

Table 4.7

Question number	**Answers**	**Total Respondents**	**%**
7	a. Very help me	6	16,67
	b. Help me	24	66,67
	c. Help me enough	6	16,67
	d. Did not help	-	-
	Explanation	36	100

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

For question number 7, it can be concluded that:

a. 6 students (16,67%) in the class X-6 of MAN 2 Gresik say that the folktale that is used in speaking learning process very help them to pronounce the English words.

b. 24 students (66,67%) in the class X-6 of MAN 2 Gresik say that the folktale that is used in speaking learning process help them to pronounce the English words.

c. 6 students (16,67%) in the class X-6 of MAN 2 Gresik say that the folktale that is used in speaking learning process help them enough to pronounce the English words.

d. There is no students in the class X-6 of MAN 2 Gresik say that the folktale that is used in speaking learning process did not help them to pronounce the English words.

So, according to the data above, the researcher can concludes that most of the students (66,67%) in the class X-6 of MAN 2 Gresik say that the folktale that is used in speaking learning process help them to pronounce the English words. It means that the implementation of folktales is success to help students pronounce the English words.

8. Are you motivated when folktales are used in learning English pronunciation?

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

Table 4.8

Question Number	Answers	Total Respondents	%
8	a. Very motivated	6	16,67
	b. Motivated	24	66,67
	c. Less motivated	6	16,67
	d. Did not motivated	-	-
	Explanation	36	100

For question number 8, it can be concluded that:

a. 6 students (16,67%) in the class X-6 of MAN 2 Gresik say that they are very motivated when folktales are used in learning English pronunciation.

b. 24 students (66,67%) in the class X-6 of MAN 2 Gresik say that they are motivated when folktales are used in learning English pronunciation.

c. 6 students (16,67%) in the class X-6 of MAN 2 Gresik say that they are less motivated when folktales are used in learning English pronunciation.

d. There is no students in the class X-6 of MAN 2 Gresik say that they are not motivated when folktales are used in learning English pronunciation.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

So, according to the data above, the researcher can concludes that most of the students (66,67%) in the class X-6 of MAN 2 Gresik say that they are motivated when folktales are used in learning English pronunciation.

9. According to your opinion, is your ability in English pronunciation improve after using folktales as media in learning process?

Table 4.9

Question Number	**Answers**	**Total Respondents**	**%**
9	a. Very improve	6	16,67
	b. Improve	24	66,67
	c. Less improve	6	16,67
	d. Did not improve	-	-
	Explanation	36	100

For question number 9, it can be concluded that:

a. 6 students (16,67%) in the class X-6 of MAN 2 Gresik say that their ability in English pronunciation is very improve after using folktales as media in learning process.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

b. 24 students (66,67%) in the class X-6 of MAN 2 Gresik say that their ability in English pronunciation is improve after using folktales as media in learning process.

c. 6 students (16,67%) in the class X-6 of MAN 2 Gresik say that their ability in English pronunciation is less improve after using folktales as media in learning process.

d. There is no students in the class X-6 of MAN 2 Gresik say that their ability in English pronunciation is not improve after using folktales as media in learning process.

So, according to the data above, the researcher can concludes that most of the students, 24 students, in the class X-6 of MAN 2 Gresik (66,67%) say that their ability in English pronunciation is improve after using folktales as media in learning process.

10. Do you agree if folktales are used in learning English pronunciation?

Table 4.10

Question number	**Answers**	**Total Respondents**	**%**
10	a. Very agree	6	16,67
	b. Agree	24	66,67
	c. Less agree	6	16,67

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

	d. Disagree	-	-
	Explanation	36	100

For question number 10, it can be concluded that:

a. 6 students (16,67%) in the class X-6 of MAN 2 Gresik say that they are very agree if folktales are used in learning English pronunciation.

b. 24 students (66,67%) in the class X-6 of MAN 2 Gresik say that they are agree if folktales are used in learning English pronunciation.

c. 6 students (16,67%) in the class X-6 of MAN 2 Gresik say that they are less agree if folktales are used in learning English pronunciation.

d. There is no students in the class X-6 of MAN 2 Gresik say that they are disagree if folktales are used in learning English pronunciation.

So, according to the data above, the researcher can concludes that most of the students in the class X-6 of MAN 2 Gresik (66,67%) say that they are agree if folktales are used in learning English pronunciation. It means that folktales can be used as media or material in English pronunciation learning process.

3. The Result of Documentation

The researcher uses students' score as the result data for documentation. The students' score is about their pronunciation, because the researcher focuses on the students' pronunciation ability. The researcher discusses with

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

the teacher about the criteria to assess the students' pronunciation. The criteria that are used to assess the students' pronunciation ability are:[1]

Table 4.11

CRITERIA	SCORE	PRONUNCIATION
Very good	80-90	Correct, distinct and clear pronunciation.
Good	70-79	Pronunciation which is fairly and consistently correct.
Fair	60-69	Pronunciation which is sufficient to maintain communication.
Poor	50-59	Much unclear and incorrect pronunciation which significantly impedes understanding.
Very Poor	10-49	A lack of ability to pronounce the basic sounds of the language.

The explanations of those criteria are:

1. The students will get 80-90 score by the criteria: Very good in pronunciation if the students can pronounce the words correctly and can be

[1]Adapted from www.aber.ac.uk/.../assessment-crietria-oral.pdf

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

listen clearly, and if the students make mispronunciation only 5% of the folktales.

2. The student will get 70-79 score by the criteria: Good pronunciation, if the pronunciation is fairly and consistently correct, sometimes make mistakes (only 15% mispronunciation).

3. The students will get 60-69 score by the criteria: Fair, pronunciation which is sufficient to maintain communication, often make mispronunciation until 30%.

4. The students will get the score 50-59 by the criteria: Poor in pronunciation, much unclear and incorrect pronunciation, also if the students make mispronunciation until 50%.

5. The last score is 10-49 by the criteria: Very poor, a lack of ability to pronounce the basic sounds of the language and the students are unable to pronounce the words and until 70% make mispronunciation.

The researcher discuss with the teacher to assess the students' pronunciation. From the result of the student's score after three times implementation, the researcher can conclude that:

a. Most of the students (77,78%) get good score after three times implementation, the students that get very good score are 6 students (16,67%) and the students that get good score are 22 students (61,11%).

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

Based on the students' score, it means that the implementation of folktales storytelling can improve the students' pronunciation.

b. Only some students (8 students) that get fair score (22,22%). It is because they find it still difficult to pronounce English, that is why the teacher often drill the students to pronounce English.

B. The Discussion of the Research Finding

When the researcher does observation, in the first meeting, the students are looked shy to retell folktales in front of the class. Actually the students can follow the learning process but most of them do not understand the meaning of the content of folktale, because they are lack of vocabulary. The students also say that the teacher only gives material about tenses before. The researcher thinks that it causes the students find difficulties to pronounce English words. In this meeting, the students' pronunciation ability is very poor. They find it still difficult to pronounce the English words. They still use mother tongue to pronounce it and only some students can pronounce it well.

In the second meeting, the students do not shy anymore to retell the folktale infront of the class. They are confident enough to come forward. The reseracher finds that the students' pronunciation ability is still poor. However, the students still want to try to pronounce English words, the students also

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

understand about the meaning of the folktale and they can guest the meaning. It is because the vocabulary of the folktales are used in the daily activity and by using folktales, the students are motivated to pronounce the English words.

In the third meeting, the teacher gives motivation to students that their ability in pronunciation must be better than before. The teacher gives material of pronunciation well by drilling the difficult words. In the third meeting, students can pronounce the English words without shyness and doubt, they use their expression, and their ability to pronounce English words improves. Most of the students can pronounce English words correctly, although sometimes some students still mispronounce it.

The list of words that are difficult to pronounce by the students are:

1. In the first meeting (Sangkuriang)

a. Time /taim/
b. Name /neim/
c. Son /s□n/
d. Day /dei/
e. Began /bi'g□n/
f. Desperate /desp□rit/
g. Hunted /h□nt/
h. Deer /dir/
i. Found /fawnd/
j. Arrived /□'raiv/
k. Village /'vilij/
l. Recognized /'rek□gnaiz/
m. Actually /'□kcu□lli/
n. Mother /'m□th□r/
o. Decided /di'said/
p. Realized /'rie□laiz/

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

q. Became /bi’keim/

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

2. In the second meeting (Golden Cucumber)

a. Alone /□'lown/
b. Felt /felt/
c. Giant /'jai□nt/
d. Sacrifice /'s□kr□fais/
e. Cucumber /'kyuwk□mb□r/
f. Seed /sied/
g. Splitted /split/
h. Appeared /□'pir/
i. Promise /'pramis/
j. Chased /ceis/
k. Caught /k□t/
l. Wounded /wouwnd/

3. In the third meeting (Malin Kundang)

a. Poor /pur/
b. Harbor /'harb□r/
c. Meet /miet/
d. Pretended /pri'tend/
e. Stone /stown/
f. Storm /st□rm/

Most of the students' pronounce English words like Indonesian spelling. The students pronounce English words use mother tongue. In the learning process when correct the students' pronunciation, the researcher use the phonetic symbol like in the dictionary.[2] After three times implementation, the researcher can concludes that the students' pronunciation improves, it is because there are the same words that are repeated in three folktales (Sangkuriang, Golden Cucumber, and Malin Kundang) they are time, name, village, lived, son, ship,

[2] John M. Echols – Hassan Shadily, *An English-Indonesian Dictionary*, (Jakarta: PT. Gramedia Pustaka Utama, 2003)

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

day, came, become; and also because the teacher drills the students to pronounce the difficult words, so the students can pronounce English words well.

The students' ability in pronunciation also can be proved by the students' score that the researcher gets from the teacher. From the students' score, the researcher finds that the students' score improves from the low score become good score after three times implementation. Most of the students (77,78%) get good score after three times implementation and only few students (30,56%) get low score. It is indicate that many of the students' pronunciation improves after three times implementation. So, according to the result of observation and students' score that the implementation of story telling give good effect to improve the students' pronunciation.

From the questionnaire that the researcher does to the students after the teaching-learning process, the researcher knows that the students are interested to the learning process if using folktales storytelling in the speaking class, in this case to improve the students' pronunciation. It can be proved that 66,67% of the students say that they are interested when folktales are used in the speaking learning process. Based on the students' opinion that they are motivated when folktales are used in learning English pronunciation. The students say that the folktales that is used in speaking learning process help them to pronounce the English words. They also say that their ability in English pronunciation is

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

improve after using folktales as media in learning process. The students also agree if folktales are used in learning English pronunciation. It means that the students give good response about the implementation of folktales storytelling to improve pronunciation.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

From the result and discussion about the effect of story telling to improve students' pronunciation could be concluded that:

1. Based on the result of observation that the students' pronunciation improves after three times implementation. First, they find it still difficult to pronounce the English words. They still use mother tongue to pronounce it and only some students can pronounce it well. Because the teacher gives motivation and drills the students with difficult words to pronounce, and because the material is easy to understand, so the students can pronounce the English words correctly without shyness and doubt, they can use their expression, and after three times implementation their spelling to pronounce English words improve.
2. From the students' score shows that the students' score improves from the low score become good score after three times implementation. Most of the students (77,78%) get good score and only few students (30,56%) get low score. It is indicate that the students' pronunciation improves after three times implementation. So, according to the result of observation and students' score that the implementation of storytelling give good effect to improve the students' pronunciation.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

3. The response of the students to the use of folktales storytelling to learn pronunciation is good. It can be known from 66,67% of the students say that they are interested when folktales are used in the speaking learning process. Based on the students' opinion that they are motivated when folktales are used in learning English pronunciation. The students say that the folktales help them to pronounce the English words. The students also agree if folktales are used in learning English pronunciation. It means that folktales can be used in teaching learning process because the students like it.

B. Suggestion

This suggestion is addressed for those who have an interest in the issue of the effect of story telling to improve the students' pronunciation. Based on the result of this research, the researcher gives suggestion:

1. For the teacher

   Because the students have problems in pronouncing English words, so the researcher suggests the teacher to solve those problems by giving more reading and listening activity to the students. The purpose is to make the students know many vocabularies by reading and make the students know how to pronounce English words by listening.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

2. For the students

   The students have to try to pronounce English words as much as possible. Because the students' pronunciation ability must be improve so that their speaking ability is comprehensible.

3. For the next researcher

   The researcher gives suggestion to the next researcher to conduct the similar strategy with other respondents to find out the advantages of this material or improve this research by doing further examination on the students' fluency in pronunciation or compare the implementation in the different skill, such as writing, listening, or reading.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

Bibliography

Admin. *Principles of Language Teaching and Learning,* (http://www.englisharticles.info/2010/06/117/principles-of-language-teaching-and-learning/, accessed on December 16, 2011)

Ashlihah, Fatihatul. Unpublished S-1 Thesis: *"Using Jigsaw Technique to Improve the Students' Speaking Competence at SMA Hang Tuah 2 Sidoarjo"*. Surabaya: State Institute for Islamic Studies Sunan Ampel Surabaya, 2009.

Bailey, Kathleen M. *Practice English Language Teaching: Speaking.* New York: San Fransisco, 2005.

Boxer, Diana - Andrew D. Cohen, *Studying Speaking to Inform Second Language Learning*. Clevedon: Multilingual Matters, 2004.

F, Nurma Fitria. Unpublihsed S-1 Thesis: "*The effect of the teacher's oral modelling to the students' speaking ability at the second year students of MTs Kanjeng Sepuh-Sidayu*". Surabaya: State Institute for Islamic Studies Sunan Ampel Surabaya, 2011.

Flick, Uwe, Ernst von Kardorff, and Ines Steinke, translated by Jenner, Bryan, *A Companion to Qualitative Research*. London: SAGE publications, 2004.

Gate, Edinburg. *Advanced American Dictionary new edition*. The US: Pearson Longman, 2008.

Gunawan, Adi W. *Genius Learning Strategy*. Jakarta: Gramedia Pustaka Utama, 2006.

Hanlon, Tina L.. *General Guidlines for Teaching with Folk Tales,* (http://www.ferrum.edu/applit/studyg/STUDYGFOlk.htm, accessed on May 4, 2012)

Harmer, Jeremy. *How to Teach English.* England: Longman, 1998.

Hedge, Tricia. *Teaching and Learning in The Language Classrroom*. New York: Oxford University Press, 2000.

Ilmiyah, Zahrotul. Unpublished S-1 Thesis: *"Improving Vocabulary Mastery trough Reading Folktales to the Eight Grade Students of SMP Negeri Sidayu"*. Surabaya: State Institute for Islamic Studies Sunan Ampel Surabaya, 2010.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

International, SIL. *Speaking Skill* (http://www.sil.org/lingualinks/languagelearning/otherresources/gudlnsfralnggandcltrlrnngprgrm/SpeakingSkill.htm, accessed on December 18, 2011)

Johnson, Burke, - Larry Thritersen. *Educational Research Qualitative, Quantitative & Mixed Approaches Second Edition*. Buston: Pearson Education, 2004.

Jones, Deborah, - Pamela Hudson. *Unlocking Speaking and Listening*. Great Britain: David Fulton Publisher, 2006.

Lawtie, Fiona. *Teaching Speaking Skills*, (http://www.teachingenglish.org.uk/articles/teaching-speaking-skills-2-overcoming-classroom-problems, accessed on December 18, 2011)

LEARN NC, a program of the University of North Carolina. *Folktales and Fairy Tales,* (http://www.learnnc.org/lp/pages/4081, accessed on April 26, 2012)

Lubis, Yusnaini. *Developing Communicative Proviciency English of Foreign Language*. Jakarta:1998.

M, Nisa Hafitsa, S-1 Thesis: "*Improving the English speaking skill of the students by using "Paikem" approach with use in focus media*". Bogor: Ibn khaldun University Bogor, 2010.

Masudha, Siti Lia. Unpublished S-1 Thesis: *"Using Information Gap to Motivate Students in speaking: a study at SMA Wachid Hasyim 2 Taman Sidoarjo"*. Surabaya: State Institute for Islamic Studies Sunan Ampel Surabaya, 2010.

Merdekawati, Indah. Unpublished S-1Thesis: *"Teacher's strategy in teaching english speaking at the second grade of SMPN 2 Pare-Kediri*". Surabaya: State Institute for Islamic Studies Sunan Ampel Surabaya, 2011.

Morley, Joan. *Improving Spoken English*. The United States of Amarica: The University of Michigan Press, 1993.

Murcia, Marianne Celce, Donna M. Brinton, and Janet M. Goodwin. *Teaching Pronunciation.* New York: Cambridge University Press, 2008.

Owen, Todd. *Retelling Stories*, (http://waze.net/oea/activities/1, accessed on May 4, 2012)

Priatiningsih, Nurul Farida Mey. Unpublished S-1 Thesis: *"The Application of Games inTeaching Speaking at MA Sunan Bonang Parengan"*. Surabaya: State Institute for Islamic Studies Sunan Ampel Surabaya, 2010.

Random House Webster's College Dictionary. New York: Random House, 2001.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

Rickey, John. *Anchor Framework Game,* (http://www.netrover.com/~kingskid/anchors/anchors_main.htm, accessed on December 18, 2011)

Sa'adah, Imroatus. Unpublished S-1 Thesis: *"Using Roleplay in Teaching English: Focus on The Students Speaking Practice"*. Surabaya: State Institute for Islamic Studies Sunan Ampel Surabaya, 2009.

Sarip, *Storytelling through picture in development of speaking skill,* (http://universityofibnkhaldunbogor-indonesia.blogspot.com/2011/02/storytelling-through-picture-in.html, accessed on July 14, 2012)

School & Office Dictionary. New York: Random House, 2002.

Shepard, Aaron. *Folktales,* (http://www.aaronshep.com/stories/folk.html, accessed on May 4, 2012)

Solmaz, *TeachingEnglish-Drills to develop speaking skills,* (http://www.teachingenglish.org.uk/blogs/solmaz21/drills-develop-speaking-skills, accessed on July 14, 2012)

Spencer-Oatey, Helen, *Culturally Speaking*. London: Continuum, 2008.

The National Capital Language Resource Center. *Goal and Techniques for Teaching Speaking,* (http://www.nclrc.org/essentials/speaking/goalsspeak.htm, accessed on December 16, 2011)

Wu, Su-Yueh. *Teaching the three little pigs to EFL Young Learners in Taiwan,* (http://iteslj.org/Techniques/Wu-TeachingFolktales.html, accessed on April 26, 2012)

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id