USING NARRATIVE TEXT AS DISCUSSION MATERIAL TO IMPROVE THE SPEAKING ABILITY OF THE ELEVENTH GRADE STUDENTS' OF MAN SURABAYA

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PERPUSTAKAAN
IAIN SUNAN AMPEL
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PERPUSTAKAAN
IAIN SUNAN AMPEL SURABAYA
No. KLAS K T-2010 018 PBI
No. REG : T-2010/PBI/018
ASAL BUKU :
TANGGAL :

By :

NURUL FARIDAH WAKI
D05205050

STATE INSTITUTE FOR ISLAMIC STUDIES SUNAN AMPEL SURABAYA
TARBIYAH FACULTY
ENGLISH DEPARTMENT
2010

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APPROVAL SHEET

This thesis by:

Name : Nurul Faridah Waki

NIM : D05205050

Title : USING NARRATIVE TEXT AS DISCUSSION MATERAL TO IMPROVE THE SPEAKING ABILITY OF THE ELEVENTH GRADES STUDENTS MAN SUARABAYA

Has been corrected and approved by the advisor to be examined

Surabaya, January 28, 2010

Advisor I

Drs. Achmad Zaini, MA
NIP.197005121995031002

Advisor II

Ana Nurul Laila, S.Pd
NIP.198103232006042003

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EXAMINERS' APPROVAL SHEET

This thesis by
Name : Nurul Faridah waki
Nim : D050205050

Accepted and approved by the board of examiners of Tarbiyah faculty state Institute for Islamic Studies Sunan Ampel Surabaya.

Surabaya, February19, 2010

Dean of Tarbiyah Faculty,

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

Chief,

Drs. Achmad Zaini, MA
NIP.197005121995031002

Secretary,

Mokh. Syaifudin, M.Ed
NIP. 197310131997031002

Examiner I,

Masdar Hilmy, MA. Ph.D
NIP. 197103021996031002

Examiner II,

Dra. Irma Soraya,M.Pd
NIP. 196709301993032004

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PERNYATAAN KEASLIAN TULISAN

Saya yang bertanda tangan di bawah ini:

Nama	: Nurul Faridah Waki
Nim	: D05205050
Tempat/tgl lahir	: Surabaya, 01 Mei 1987
Alamat	: Jl. Menganti Sepat Lidah Kulon 532 Lakarsantri
Jurusan/Fakultas	: PBI/Tarbiyah
Judul Skripsi	: USING NARRATIVE TEXTS AS DISCUSSION MATERIAL TO IMPROVE THE SPEAKING ABILITY OF THE ELEVENTH GRADE STUDENTS' OF MAN SURABAYA

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Tanda Tangan

NURUL FARIDAH WAKI

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ABSTRACT

Waki, Nurul Faridah, 2010, *Using Narrative Text as Discussion Material to Improve the Speaking Ability of the Eleventh Grade Students of MAN Surabaya.*

***Advisor I*: Drs. Achmad Zaini, MA**
***Advisor II*: Ana Nurul Laila, S.Pd**

Key words: Using Narrative Text as Discussion Material

Language is used for communication. One of the most important languages in the world is English. By using language people can communicate and express their feelings, ideas and thoughts to other people, in which the final purpose of this communication and interaction are getting comprehension and appreciation from others. Teaching speaking may become something difficult for English teachers. So the Teacher should find interesting materials to be used in the classroom. Teacher chooses interesting material like narrative text. This study was the students at the eleventh grades of MAN SURABAYA.

The researcher was done to find out the answer of the two research question. State by the researcher in this thesis: (1) how narrative text is implemented as discussion material in speaking class to improve the students' speaking ability in MAN SURABAYA? (2) How are the students' responses after narrative text used as discussion material in speaking class?

The researcher uses descriptive qualitative design to obtain information concerning the students speaking ability. The data in this study is from the activity of the students who follows the teacher interaction that uses "LKS". Research uses an observation checklist, questionnaire, and field notes. The result for the study, the responses of the students when narrative text applied to discussion were good. And the students score speaking can improve when narrative text applied to discussion. The students speaking competence can improve in every meeting.

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KEMENTERIAN AGAMA PERPUSTAKAAN IAIN SUNAN AMPEL SURABAYA

PERPUSTAKAAN
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No. KLAS
No REG : T-2010 / PBI / 018
ASAL BUKU :
TANGGAL :

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CHAPTER I

INTRODUCTION

A. Background of the study

Language is used for communication. One of the most important languages in the world is English. By using language people can communicate and express their feelings, ideas and thoughts to other people, in which the final purpose of this communication and interaction are getting comprehension and appreciation from others.

English is one of the languages which can be used to communicate and keep in touch with other people from all part of the world because of its role as an international language. In Indonesia, it has been the first foreign language, which is taught as one of the compulsory subjects from junior high school to the university level. But then, in the development of science and technology, and also the theory about young learners, it is also taught to the students in the elementary school and kindergarten.

There are four skills in English. It includes speaking, reading, listening, and writing. Speaking and writing are called productive skills. Listening and reading are called receptive skills.[1] All of the skills are integrated and cannot be separated from each other. In the end of teaching and

[1] Kathleen M Bailey, *Practical English Language Teaching: Speaking*, (New York: Mc Graw Hill,2005), p.2

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learning process the students are expected to master both spoken and written English.

According to Lindsay, et al, there are three differences between speaking and writing skill. First, in spoken English people do not always speak in full sentences but in written English people usually write complete sentences. Written English is organized into paragraphs, pages, chapters, and complete texts. Spoken English comes in the form of turns one person's part in an exchange between two or more people. Second, the way of in which written language can be planned, whereas spoken language is so often unplanned, unless one is giving a prepared speech or presentation. Third, when people speak, they give clues through the use of stress, pauses, intonation, or gestures but when people write, all the information has to be on the page because the readers cannot stop and ask them a question to make things clearer. [2]

Spoken English is untidy; when people speak they often repeat themselves, speak in incomplete sentences, hesitate and pause between words, and use fillers, short sounds or words, not just English. Written English is much tidier and more organized.[3]

From all four skills (listening, speaking, reading and writing), speaking seems intuitively to be the most important because people who know

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[2] Cora Lindsay, et, al, *Learning and teaching English(A course for teachers)*, (New York: Oxford University Press,2006), p.58-59
[3] Ibid., p.59

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a language are referred to as speakers of that language, speaking included all other kinds of knowing and most foreign language learners are primarily interested in learning to speak. [4]

People speak for many reasons, they speak when they want something; want other people to do something, or to do something for someone else. They also speak to respond to someone else, and to express their feelings or opinion about something, to exchange information, to refer to an action or event in the past, present or future and so on.[5]

Teaching speaking may become something difficult for English teachers, Because of two reasons. First, there is limited time and opportunities to practice speaking English at school. At school, the students spend most time talking in their first language than practicing to use their English. It does not assist them to improve their speaking. Second, most students' think that English is a difficult subject.

Most students, especially in senior high school level have little time and opportunity to speak English outside the classroom.[6] They are afraid of having mistakes when they speak in the class because they do not have preparation or they do not have enough vocabulary. Therefore some students become passive students in the class and only few students who want to speak

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[4] Penny Ur, *A Course in Language Teaching*, (Cambridge: Cambridge University Press, 1996), p.120
[5] Ibid., p.57
[6] A Wendy scoot and H Lisbeth Ytreberg, *Teaching English to children*, (New York: Longman group UK Ltd, 1990), p.33

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or are more active in the class. This is why teachers should be able to encourage and facilitate the students in order to speak English. They need to be able to create an attractive learning for the students to participate more in using target language.

In the process of language learning, students should be encouraged to express their feeling, thoughts, and opinion using the target language. This is important in order to avoid the feeling of boredom and loss of motivation.

A teacher has some responsibilities to motivate the students in order to be more active in speaking classes. The teacher has some responsibilities to motivate the students not only choosing interesting materials which can be used in the speaking class but also considering some important criteria, such as interesting topics which are familiar to students as speaking materials. By using an interesting topic, the students will become more engaged with the lesson and are encouraged to speak up.

Selecting materials for teaching speaking does not only depends on the textbook but also the teacher can choose the materials from other sources to engage the students in speaking classes.

Students at the eleventh grade of MAN SURABAYA also have several problems in learning speaking. First, they do not have enough vocabulary; therefore they still find it difficult to speak during the speaking classes. Second, the material is not interesting for the students because the students' never heard about the material and the words are difficult to

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F. Definition of Key Terms

1. Narrative text is a text that tells a chronological story that consists of orientation, complication and resolution.
2. A discussion material is the material that can be used for discussion activity in speaking classes.
3. Speaking ability is the ability of expressing opinions, ideas or thoughts orally.

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CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer reviews some related theories and literatures from previous studies that underline her study. The review is expected to serve as important background information for the discussion of finding of the analysis.

A. The nature of speaking

Among the four skills, spoken language should be the primary objective in language teaching.[9] This is because most students want to be able to speak English in order to be able to communicate with foreigner, get a good job, or continue their study abroad. So, the teacher should encourage the students in using the target language.

Basic types of speaking are:[10]

1. Imitative

At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is a purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance.

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[9] Keneith Chastain, *Developing Second Language Skill: Theory to Practice Second Edition*, (Chicago: McNally, college. publishing company, 1976), p. 330

[10] Douglass Brown, *Language Assessment (Principle and Classroom Practices)*, (America: San Francisco state university, 2004), p.141-142

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2. Intensive

A second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow bands of grammatical, phrasal, lexical, or phonological relationships (such as prosodic element-intonation, stress, rhythm, juncture). Example of intensive assessment tasks include directed response tasks, reading aloud, sentence ands dialogue completion, limited picture cues task including simple sequences and translation up to the simple sentence level.

3. Responsive

Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments, and the like.

4. Interactive

The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and or multiple participants. Interaction can take the two forms of or interpersonal exchanges, which have the purpose of maintaining social relationships.

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5. Extensive (monologue)

Extensive oral production tasks include speeches, oral presentations, and story telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether.

There are micro and macro skills of speaking. The micro skills refer to producing the smaller chunks of language such as phoneme, morphemes, words, collocations, and phrasal units. The macro skills imply the speaker's focus on the larger elements: fluency, discourse, function, style, cohesion, nonverbal communication, and strategy options.[11]

B. The Teaching of speaking

The goal of teaching a foreign language is to gain the ability to communicate in the target language. In learning foreign language, speaking is very important. Therefore the teacher should give the students opportunities to use the target language to communicate with others. The teacher could use the speaking class to improve the students speaking ability.

There are three main reasons for getting students to speak in the classroom. Firstly, speaking activities provide rehearsal opportunities, chances to practice real-life speaking in the safety of the classroom. Secondly,

[11] Ibid., p. 142

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speaking tasks in which students try to use any or all of the languages they know provide feedback for both teachers and students. Everyone can see how well they are doing, both how successful they are, and also what language problems they are experiencing. Finally, the more students have opportunities to activate the various elements of language they have stored in their brains, the more automatic their use of these elements become. As a result, students gradually become autonomous language users. This means that they will be able to use words and phrases fluently without very mush conscious thought.[12]

Good speaking activities can and should be extremely engaging for the students. If they are all participating fully and if the teacher has set up the activity properly and can then give sympathetic and useful feedback, they will get tremendous satisfaction from it. We need to be clear that the kinds of speaking activities we are looking at here are not the same as controlled language practice. According Scott Thorn bury suggests that the teaching of speaking depends on there being a classroom culture of speaking, and that classrooms need become talking classroom. In other words, students will be much more confident speakers (and their speaking abilities will improve) if this kind of speaking activation is a regular feature of lesson.[13]

Some teachers get very involved with their students during a speaking activity and want to join. They may argue forcefully in a discussion or get

[12] Jeremy Harmer, *How to Teach English*, (Longman: Pearson education limited, 2007), p. 123
[13] Ibid., p. 123

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fascinated by a role play and start playing themselves. There is nothing wrong with teachers getting involved, of course, provided they don't start to dominate. Although it is probably better to stand back so that you can watch and listen to what is going on, students can also appreciate teacher participation at the appropriate level in other words. [14]

Teachers must not only help the students acquire the necessary competencies to communicate, they also responsible for establishing in which the students are stimulated to express themselves. There are fourteen reasons for using language that can be incorporated into interaction activities in the classroom. There are:[15]

1) Establishing and maintaining social relations
2) Expressing one's reactions
3) Hiding one's intensions
4) Talking one's way out of trouble
5) Seeking and giving information
6) Learning or teaching others to do or make something
7) Conversing over the telephone
8) Solving problems
9) Discussion ideas
10) Playing with language

[14] Jeremy Harmer, *How to Teach English*, (Longman: England, 1998), p. 94
[15] Kenneth Chastain, *Developing Second Language Skill: Theory to Practice*, (USA: University of Virginia, 1976), p. 356

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11) Acting out social roles

12) Entertaining others

13) Displaying one's achievements

14) Sharing leisure activities

The students want to learn to express themselves orally in a second language; they are often reluctant to participate in activities that will enhance their facility in oral expression. So what are happen the students, first, speaking practice is more difficult than sitting back and listening to the teacher or wondering off into some dream world. Second, many feel uncomfortable in their first hesitant attempts at speech in the second language. Third, many students are self-conscious and do not like to make mistakes or to appear stupid in front of their peers. And last, they are afraid of failure, laughter, and ridicule. [16]

The teacher should pay careful attention to the students need for encouragement and support in overcoming these hurdles in the path to a functional speaking ability.[17]

The effective teachers are typically defined as those whose students perform better on standardized achievement tests. There are characteristics of effective teaching were:[18]

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[16] Ibid., p. 336
[17] Ibid., p.336
[18] Richards and Renandya, *Methodology in Language Teaching: an Anthology of Current Practice*, (Cambridge: Cambridge University Press, 2002), p.21

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1. Instruction is guided by a preplanned curriculum.
2. There are high expectations for the students learning.
3. Students are carefully oriented to lessons.
4. Instruction is clear and focused.
5. Learning progress is monitored closely.
6. When students do not understand, they are retaught.
7. Class time is used for learning.
8. There are smooth and efficient classroom routines.
9. Instructional groups formed in the classroom fit instructional needs.
10. Standards for classroom behavior are high.
11. Personal interactions between teachers and students are positive.
12. Incentives and rewards for the students are used to promote excellence.

And the other sources mentioned about problems with speaking activities, these are:[19]

1) Inhibition

Learners are often inhibition about trying to say things in a foreign language in the classroom, worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.

[19] Penny Ur, *A Course in Language Teaching: Practice and Theory*, (Cambridge: University Press, 1996), p.121

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2) Nothing to say

Even if they are not inhibited, you often hear learners complain that they can not think of anything to say, they have not motivate to express themselves beyond the guilty feeling that they should be speaking.

3) Low or uneven participation

Only one participant can talk at a time if he or she is to be heard, and in a large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners too dominate, while others speak very little or not at all.

4) Mother-tongue use

In classes where all, or a number of the learners share the same mother tongue, they may tend to use it, because it is easier, because it feels unnatural to speak to one another in a foreign language and because they feel less exposed if they are speaking their mother tongue.

Characteristics of a successful speaking activity are:[20]

1) Learners talk a lot

As much as possible of the period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.

[20] Ibid., p.120

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2) Participation is even

Classroom discussion is not dominated by a minority of talkative participants, all get a chance to speaks, and contributions are fairly evenly distributed.

3) Motivation is high

Learners are eager to speak because they are interested in the topic and have something new to say about it or because they want to contribute to achieving a task objective.

4) Language is of an acceptable

Learners express themselves in utterances that are relevant, easily comprehensible to each other and of an acceptable level of language accuracy.

C. Narrative texts

Narrative text is a text that tells a chronological story consists of orientation, complication and resolution.

Generic structures of narrative are:[21]

1. Orientation

Sets the scene and introduces the participants.

2. Evaluation

A stepping back to evaluate the troubles.

[21] Bahasa Inggris, *Bimbingan Intensif Siswa Kelas IX*

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3. Complication

A crisis arise

4. Resolution

The crisis is resolved, for better or for worse.

5. Re-orientation

Optional

The genre of narrative is commonly broke down into two types are narrative fiction and narrative non-fiction. Narrative fiction is often thought of as opposite of fact and tell about a sequence of event. The parts of fiction are short stories, fable, anecdote, jokes, novel, poetry, fairytales, and folktales. In the other hand, narrative non fiction includes informational books, biographies, historical stories, science, adventure, and sport stories. [22]

The characteristics of narrative text based on the linguistic features. There are:[23]

1) Specific participant

In the narrative text that tells a chronological story consist of orientation, complication, and resolution. In this word, narrative text shows the specific participant or individual participant. It means event that happens with repetition of the participant in the sentence.

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[22] Robert,Scholes and Robert Kellog, *The Nature of Narrative*, (London: Oxford University, 1968), p.326

[23] Depdiknas, *Kurikulum 2004 Standar Kompetensi Mata Pelajaran Bahasa Inggris Sekolah Menengah Atas dan Madrasah Aliyah*, (Jakarta: Departemen pendidikan nasional, 2004), p.6

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2) Many action verb (material processes)

A sentence is consisting of subject, verb, and object. In this case, narrative text often uses many action verbs. Such as the word sit, come and other word. Verbal process and mental process are sometimes used in the narrative texts. The example verbal process in the word say, tell and other word. The mental process includes the word believe, know and other word.

3) Using past tense

In narrative text uses the past tense because the story was happened. So the event of the story is not related with activity now. The time signals are usually used in narrative text. There are yesterday, ago and other word.

4) Using linking words related to time

Linking words are used in the narrative text that they to do with time such as then, when, one day and other word. So the text seems a chronological story because it introduces then complication and finally the participant solves it that is called resolution.

5) Descriptive language

Descriptive language means a text that tells the objective. In this case, the author grows the listener's imagination. So he or she can descript the event of the story, Such as the word good, bad, beautiful and other word.

6) Using pronouns

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The pronoun (I, they, he, she,) are often used in narrative text. In this case, it is easy for the reader to understand the text because of the pronouns is mentioned.

The important other characteristics of a narrative text are:[24]

a. Using direct speech

Direct speech is also used in narrative text. So the event of the story that is what the participant does that is supported other participants.

b. Illustration to support the text

To support the text is needed the illustration. It can help the students to understand the text easily. Moreover it is interesting when the teacher can stimulate the students to fell and imagine the story.

The purpose of narrative is to present view of the world that entertains or inform the readers or listeners. There are several steps for constructing a narrative text. These are:[25]

a. An orientation in which the narrator tells the audience about who is in the story, when the story is taking place, and where the action is happening.
b. A complication that sets off a chain of events that influence what will happen in the story.

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[24] Ibid., p.7
[25] Mark Anderson and Kathy Anderson, *Text Types in English*, (South Yarra: Mc Millan Education Australia, 1997), p.6

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c. A sequence of events where the characters react to the complication.

d. A resolution in which the character finally sort out the complication.

e. A code that provides a comment or moral based on what has been learned from the story.

D. Selecting narrative texts for speaking class

Selecting narrative texts for speaking class, the criteria should be considered. The criteria of suitability depend on each particular group of the students' need, interest, cultural background and the language level.[26]

1. Need

Need plays a major role in the classroom environment. Need related to the acquisition of academic skill.[27] So the teachers should recognize that students personal experience and interpersonal need.

2. Interest

Interest is one of the most important factors in studying a certain subject. Students will enjoy studying if they have good interest. Students' English learning interest should be increased by the teachers because there is tendency that students who have good interest in English learning also have good result in English achievement.

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[26] Irma Damayanti, *The Influence of Motivation on the ENGLISH ACHIEVEMENT of the First Students of SMU NEGERI 1 gresik*, (Surabaya: UNESA, 2004), p. 20

[27] Thomas H Hurt, D Scott Michael, C James, *Communication in the Classroom*, (USE: Addison Wesley publishing company Inc, 1978), p.180

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3. Cultural background

Studying a foreign narrative text the students may misunderstand the implicit or explicit meaning foreign cultural values and also find difficulties to understand the language as it is presented in that story. The students may not enjoy the story because they judge the values of foreign culture based on their own values. It is the teacher role to guide and lead the students to closer cross-cultural understanding. The students usually see the foreign culture value based on theirs.

4. Language level

The teacher should select the materials that are suitable with the condition of the students. The poor language mastery will cause difficulties and frustration. The students may not be able to identify or enjoy a text, which they perceive as being fraught with difficulty, every step of the way.

E. Discussion

Discussion activities give learners the chance to speak more freely and express themselves. It is helpful to structure a discussion activity by giving learners enough information about what they will be talking about and giving them enough time to think about what they want to say.[28]

[28] Cora Lindsey with Paul knight, *Learning and Teaching English : A Course for Teacher*, (New York: Oxford University Press, 2006), p. 66

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One of the reason that discussion fail is that students are reluctant to give an opinion in front of the whole class, particularly if they can not think of anything to say and are not, anyway confident of the language they might use to say it. [29]

The students study language and use it as tools of communication and exchange the ideas. So, the teacher must give opportunity to the students to practice their speaking ability. The quality of the language practice increase when the teachers monitor and give opportunity to the students.[30]

There are many ways to discussion, these are:[31]

1) Buzz groups

These can be used for whole range of discussion.

2) Instant comment

Another way in which can train students to respond fluently and immediately is to insert instant comment mini-activity into lesson. This involves showing them photographs or introducing topics at any stage of a lesson and nominating students to say the first thing that comes into their head.

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[29] Jeremy Harmer, *The Practice of English Language Teaching: third edition*, (Longman: Pearson education limited, 2001), p.272
[30] Christoper Brumfit, *Communicative Methodology Language Teaching*, (New York: Cambridge University Press, 1984), p.77
[31] Jeremy Harmer, *The Practice of English Language Teaching fourth edition*, (Longman: Pearson education limited, 2007), p. 350

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3) Formal debates

Students prepare arguments in favour or against various propositions.

And the other sources there are six sorts of grouping techniques for acquisition activities. These are:[32]

1. Restructuring

Restructuring activities require the students to move about the classroom and interact with each other. They are particularly good in beginning stages and with classes in which the students do not yet know one another. They provide for maximum physical movement and interaction with minimum threat.

2. One-Centered

One-Centered activities are concentrated on a single volunteer but involve the entire class. This individual may be required to use a great deal of language or only respond minimally. They can be used to give a highly verbal student the attention required to give the shy students a chance to perform successfully.

3. Unified Group

All members of the group participate in a unified group activity. The groups may be any size and there may be several in the classroom.

[32] Stephen D Krashen and Tracy Terrel, *The Natural Approach Language Acquisition in the Classroom,* (Longman, 2000), p. 124-126

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The main characteristic is that every member of the group must participate for the activity to be successful.

4. Dyads

Dyad activities involve the students working in pairs and are probably the most common of the Natural Approach activities for intermediate and advanced beginners. Dyads allow for more sincere interpersonal communication between the participants and give each students more opportunities for speech in a given class hour.

5. Small Groups

Small group are useful in many natural approach activities. Many instructors prefer to do almost acquisition activities first in small groups (especially problem-solving and information gathering activities) before doing them with the class as a whole.

6. Large Groups

These activities usually involve large groups (7-15) or the class as a whole.

Some discussion just happen in the middle of lessons, they are unprepared for by the teacher, but if courage can provide some of the most enjoyable and productive speaking in language classes. One of the best ways

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of encouraging discussion is to provide activities which force students to reach a decision or a consensus.[33]

F. Speaking proficiency measurement

The speaking measurement contains of components elaborated from students speaking proficiency including their accent, grammar, vocabulary, fluency and comprehension. Each component has weighting point from 1-6 (from the lowest to the highest). The score will be listed on weighting table to obtain the total score of each student. Below is the example on the weighting table:[34]

Table 2.1: Weighting Table

Proficiency description	1	2	3	4	5	6
Accent	0	1	2	2	3	4
Grammar	6	12	18	24	30	36
Vocabulary	4	8	12	16	20	24
Fluency	2	4	6	8	10	12
Comprehension	4	8	12	15	19	23

The total score will be interpreted into conversion table:

Table 2.2: Conversion Table

Total Score	FSI level
16-25	0^+
26-32	1
33-42	1^+
43-52	2
53-62	2^+

[33] Jeremy Harmer, *The Practice of English Language Teaching : third edition*, (Longman: Pearson education limited, 2001), p. 273

[34] Arthur Hughes, *Testing for Language Teachers: second edition*, (Cambridge: Cambridge university press, 2003), p.132-133

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63-72	3
73-82	3+
83-92	4
93-99	4^+

The sign "(+)" indicates a position halfway between two levels. For example 2^+ means that it falls between level 2 and 3.

The components of speaking proficiency descriptions are:

1. Accent

   1. Pronunciation frequently unintelligible
   2. Frequent gross errors and a very heavy accent make understanding different require frequent repetition
   3. Foreign accent requires concentrated listening and mispronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabulary
   4. Marked foreign accent and occasional mispronunciation which do not interfere with understanding
   5. No conspicuous mispronunciation but would not be taken for a native speaker
   6. Native pronunciation, with no trace of foreign accent

2. Grammar

   1. Grammar almost entirely in accurate except in stock phrases

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2. Constantly errors showing control of very few major patterns a frequently preventing communication
3. Frequently errors showing some major patterns uncontrolled and causing irritation and misunderstanding
4. Occasional errors showing imperfect control of some patterns but no weakness that cause misunderstanding
5. Few errors, with no patterns of failure
6. No more that two errors during the interview

3. Vocabulary

1. Vocabulary is in adequate for even the simplest conversation
2. Vocabulary limited to basic personal and survival areas (time, transportation, etc)
3. Choice of words sometimes in accurate limitation of vocabulary prevent discussion of some common professional and social topic
4. Professional vocabulary adequate to discuss special interest general vocabulary permits discussion of any non-technical subject with some circumlocutions
5. Professional vocabulary broad and precise, general vocabulary adequate to cope with complex practical problems and varied social situations
6. vocabulary apparently as accurate and extensive as that of an educated native speaker

4. Fluency

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1. Speech is also halting and fragmentary that conversation is virtually impossible
2. Speech is slow and uneven except for short or routine sentences
3. Speech is frequently hesitant and jerky, sentences may be left uncompleted
4. Speech is occasional hesitant, with some unevenness cased by rephrasing and grouping words
5. Speech is effortless an smooth, but perceptible nonnative in speech and evenness
6. Speech on all professional and general topics as effortless and smooth as a native speaker's

5. Comprehension
   1. Understand too little or the simplest type of conversation
   2. Understand only slow, very simple speech on common social and touristy topics, requires constant repetition and rephrasing
   3. Understand careful somewhat simplified speech directed to him with considerable repetition and rephrasing
   4. Understand quite well normal educated speech directed to him but requires occasional repetition and rephrasing
   5. Understand everything in normal educated conversation except for very colloquial or low frequency items, or exceptionally rapid and slurred speech

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6. Understanding everything in both formal and colloquial speech to be accepted of an educated native speaker

The definition of FSI level of five point scale as follows:

1). Able to satisfy routine travel need and minimum courtesy requirement. Can ask and answer questions on topics very familiar to him: within the scope of his very limited language experience can understand simple questions and statement.

2). Able to satisfy routine social demands and limited work requirement. Can handle with confidence but not with facility most social situations including introductions and casual conversation about current events, as well as work, family, and autobiographical information.

3). Able to speak language with the sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversation or practical, social and professional topic. Can discuss particular interests and special fields of competence with reasonable ease. Comprehension is quite complete for a normal rate speech. Vocabulary is abroad enough that he rarely has to grope for a word. Accent may be obvious foreign. Control of grammar good. Errors never interfere with understanding and rarely disturb native speaker.

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4). Able to use the language fluently and accurately on all levels normally pertinent to professional needs. Can understand and participate in any conversation within his range of experience with a high degree of fluency and precision of vocabulary. Would rarely be taken for a native speaker, but can respond appropriately even in unfamiliar situations. Errors pronunciation and grammar quite rare. Can handle informal interpreting from and into the language.

5). Speaking proficiency equivalent to that of an educated native speaker. Has complete fluency in the language such that his speech on all levels is fully accepted by educated native speakers in all of its features, including breadth of vocabulary and idiom, colloquialisms and pertinent cultural references.

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CHAPTER III

RESEARCH METHODOLOGY

This chapter is designed to give description of some steps in conducting this research. The description involves research design, subject of the study, setting, research instrument, data collection technique and data analysis technique.

A. Research Design

In this research, the researcher uses descriptive qualitative design to obtain information concerning the students speaking ability. This descriptive qualitative study is a research relying primarily on the collection of qualitative data- non numerical data such as words and pictures. [35]

Qualitative research emphasizes on natural setting, understanding, verbal narrative, and flexible designs. The descriptive mainly focus on the teaching and learning process.[36]

The descriptive qualitative means to explore and clarify the phenomena about teaching and learning English for students by using narrative text as discussion material to improve the speaking ability by describing the whole activity of the learners in class that use narrative text. Then the result of this research will be analyzed as the final result of study.

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[35] Burke Johnson and Larry Thritersen, *Educational Research Qualitative, Quantitative and Mixed Approaches: second edition*, (Boston: Pearson education, 2004), p. 359

[36] James H McMillan, *Educational Research: Fundamentals for the Consumer*, (Harper Collin publishers, 1992), p.9

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The researcher tries to describe clearly the process of learning English by using narrative text.

The researcher uses observation of classroom. In this case the researcher observes whether the use of narrative text as discussion material will improve students' speaking ability. The researcher finds the result of observation by using collecting the data of the students at eleventh grades of MAN SURABAYA, and then the data will be analyzed as conclusion of this research of study.

B. Subject of the Study

The subjects of this study are the students at the eleventh grades of MAN SURABAYA. The researcher chooses this school because the teacher has used narrative text as discussion material. Therefore the researcher can observe the eleventh grades of MAN SURABAYA.

One class in the eleventh grades consists of 33 students. From XI IPA 1 until XI IPA 2, the researcher chooses XI IPA 2 because according to the teacher there, the students' ability in that class is quite low and some of the students are afraid to speak up.

The researcher wants to know whether the use of narrative texts as discussion material will improve the students' speaking ability. The researcher uses different texts in every meeting because every text is familiar in students and easy to understand. The researcher observes the whole of teaching and

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learning process in the classroom. The result of this research will be found from data collection.

C. Setting of the Study

The data of this study will be taken from the eleventh grades of the students at MAN SURABAYA which is located on Jln. Bendul Merisi Selatan IX/20 SURABAYA. This school has facilities that support teaching and learning activities such as: library, language laboratory, and computer laboratory.

D. Data and the source of data

The data in this study is obtained from observation, questionnaire and field note. The researcher will write activity of the students who follows the teacher interaction that uses narrative text. The teacher monitors the students' activity and to make a group for discussion to answer the question in the narrative text. The last is the result of the students' performance or participation.

E. The instrument and technique of data collection

The instrument of this research uses an observation checklist, questionnaire, and field notes. By using three instruments of data collection the researcher expects this research will be able to get the result correctly.

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1. Observation checklist

Observation is an evaluation by observing to the object directly, accurately and systematically.[37] The checklist is used to look for the information about the process of students speaking actively when using narrative texts as discussion materials and teachers' role when making group discussions. The researcher uses checklist observation to identify some of items in the activity of the teacher directly. The activity must be followed by giving tick sign (V) to the observation checklist. The observation form of the material may comprise whether the material are interesting or not.

The researcher observes how the teacher leads the speaking class using narrative text as discussion material to the eleventh grades of MAN SURABAYA and how the students interact with each other in group discussions. The last, the researcher wants to know what exercises which are given to the students to make them active in the class.

2. Questionnaire

Questionnaire is the second step to collect the data. Questionnaire is a set of questions for the students about some problems related to the teaching learning process. The purpose of this questionnaire is to get opinion of the students. [38] The students must answer some questions based on what they feel toward the narrative text used as discussion material.

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[37] Burhan Nurgiyantoro, *Penilaian dalam bahasa dan sastra*, (Yogyakarta: PT. BPTF, 2001), p. 57
[38] Ibid, p. 54

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Questionnaires are given to find out students responses on the task given by the teacher, whether the students can improve the speaking ability in teaching process, whether the students are interested in narrative text as discussion material given in the classroom during the teaching and learning process and to know their reason about it.

The researcher will give the question sheet to the students at the last meeting. The questionnaire consists of 20 questions. The detail questions about the questionnaire are presented below:

Table 3.1

No	Indicator	Number
1.	Students' difficulties on: • Speaking • English • Topic	1,2,15,16,17
2.	Students' responses on the improving of narrative text as discussion material	3,4,6,7,13,18,19
3.	Students' activities (discussion, giving comment to others, etc)	8,9,10,11,12
4.	Teachers' role	5,14,20

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3. Field notes

Field notes are used to know exactly the step of some activities that are done during teaching and learning process. Besides, it is to know the teacher's performance and the exercises for the students in every lesson.

F. Data analysis technique

The data analysis techniques used in this research is observation checklist, questionnaire and field notes. This study analyzes the data gathered descriptively. There are two characters of data, first is one concerning with how narrative text is implemented as discussion material, and the second is concerning with whether the use of narrative texts as discussion material in speaking classes will improve students' speaking ability. From these two criteria the result of this study will be processed.

The first data is concerning with the result of students' activity in the classroom when narrative text as discussion material and the result of teachers' during the teaching and learning process.

The second data is taken from questionnaire. It is to know how narrative text as discussion material is taught to the students. It consists of the teacher's activity and the students' activity, the techniques of narrative text as discussion material, and the material. Also, it is to know whether the students are interested in it or not. It also to mention the reason why they like it and

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why does not like it. The last is to know how narrative text is implemented as discussion material.

In the final of the study, the researcher describes and gives interpretation of the data. From all data will be found the result whether narrative text as discussion material can improve speaking ability or not.

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CHAPTER IV

RESULT AND DISCUSSION

This chapter contains the result of the observations which are taken from the activity of narrative text as discussion material to improve the speaking ability. In the classroom observation the researcher collects the data from the activity of the teacher and the students during the process of teaching and learning, and the students' exercises based on the teacher instruction.

In this research of the study the researcher discusses two problems of study:

1. How narrative text is implemented as discussion material in speaking class to improve the students' speaking ability in MAN SURABAYA?
2. How are the students' responses after narrative text used as discussion material in speaking class?

For several days of observations, the researcher found many interesting challenges and impressions when meeting the students in the classroom. The teacher uses narrative text as discussion material which seemed to interest the students because narrative stories make them wanted to know something. The narrative text usually tells about something in from of story like fable, legend, fairy tale, mystery, and science fiction. It was make students interest to speak up with narrative text because this story is easy to understand. Also, the words which were used in narrative almost difficult but it is made students challenge to understand this text.

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From the observation the researcher also found that when the teacher was teaching in the classroom. All of students were interesting in material but some of them were not interesting the material. They talked with their friend and did not pay attention when the teacher explains about the material. So the researcher had to take notes to know the steps that were used during teaching and learning process.

A. Explanation of object the research

Profile of MAN SURABAYA

SPIAIN SURABAYA was built on 1 September 1963 by SK from department of religion NO.83 years 1963 date 05 September 1963. SPIAIN SURABAYA was turned into MAN SURABAYA with SK from department of religion No. 17 years 1978 date 16 March 1978. The first headmaster is Drs.H. Abd. Djalal H. A. The second headmaster is Drs. Fathul Mubin Djoko. The third headmaster is Drs. Abd. Malik. The fourth headmaster is M. Soetiksno, BA. The fifth headmaster is Drs. Saridjoen. The sixth headmaster is Drs. Anies Malady. The seventh headmaster is Drs. H. Imam Ahmad, M. St. The eight headmaster is Drs. H. Sugiman. The ninth headmaster is Drs. H. M. ruzaini. And the tenth headmaster until now is Drs. H. Amin Maulaini, MM.

MAN SURABAYA located at Jln. Bendul Merisi Selatan IX/20 SURABAYA. The school covers 1.597,5 m^2 areas.

The rooms in MAN SURABAYA are:

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Table 4.1

No.	The name of room	Total
1.	Classroom	13
2.	The head masters room	1
3.	Finance room	1
4.	Teachers room	1
5.	Computer laboratories	1
6.	Biology and chemist laboratories	1
7.	Language laboratories	2
8.	Physical and electro laboratories	1
9.	Library	1
10.	Cooperative room	1
11.	BP	1
12.	UKS	1
13.	Food science room	1
14.	Committee room	1
15.	Toilet for the teacher and official	2
16.	Toilet for the students	5
17.	Finance room	1
18.	Meeting room	1
19.	OSIS	1

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20.	The house of guard	1
21.	Mosque	1
22.	Canteen	1
23.	The Parking place for teachers	1
24.	The parking place for students by motorcycle	1
25.	The parking place for students by bicycle	1

B. The finding of the conducted research

The observations were done on May 2009 for four meetings:

1. The result of the study

a. The First Meeting

For the first meeting the teacher introduced the researcher to the students that she would do observation for several days. The situation in this class was crowded. It might because there was researcher for research in that class. After that the researcher introduced herself to them and expected them to follow this teaching effectively until the last meeting of observation.

At the beginning of the lesson the teacher explained about the narrative text in the classroom. The teacher stimulated the students with some question about what narrative text is.

The teacher then explained about the genre of narrative text. He did not give direct definition of narrative text because he wanted the students to

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know it by themselves after he explained the generic structure of narrative text. Here the students were challenging because narrative text knew in junior high school, so they must remember about the narrative text was. They were happy and interest about narrative text because they can compose to respect in that the story. The example of narrative text was the story of Cinderella, Snow white, or Harry potter. After that teacher give them instruction to discuss about snow white.

After the teacher finished the explanation, teacher gave instruction to the students to make groups for discussion, every group's 5 until 6 students'. The material was about the Snow White. Every group discussed about the Snow White. They were ordered to look for the generic structure of Snow White, and then to find the answer for questions from the Snow White.

After that, the teacher ordered one of the groups to answer the question. Before the teacher closed the meeting, the teacher gave assignment to the students tried to find the story of narrative text and also tried to find the generic structure too. The next meeting will be collect and check together. Finally the teacher closed the class to end the lesson of first meeting. The students were happy and have new spirit again to learn English again.

The performance of the teacher was quite good. Her voice could be heard by the students in the back. But the situation in that class was little crowded because students made jokes with their friend. The explanation was

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quite clear to understand by the students. And the material was interesting to make students speak up with their groups.

The students understood about the materials because they knew about the text and they want to speak up the material. And also the teacher explains were easy to understand by students'. And when he explains did not stand up in front of the class but walked around the students to help them could hear her voice clearly.

The material was quite good. The material can make the students interesting about the story of Snow White because they ever learn in junior high school. And some of them know about the material. The words of Snow White were easy to find in the dictionary when they did not understand about the material. This material was understandable by the students because they have accepting the material in junior high school.

b. The Second Meeting

In the second meeting of the observation, the teacher opened the class and asked the students to collect their take home assignments. Some of them collected the assignment but some of them did not make this assignment because they forgot to do them homework. The teacher gave punishment them to make assignment again and should collecting in the next meeting. Then check attendance list because he wanted to know whose name did not make assignment. After that the teacher gave warm-up activity about narrative text.

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Teacher asked the students about the generic structure of narrative text. Teacher then ordered the students to open the LKS about narrative text. Then teacher gave the instruction made a group to discussion, every group consists of 5 or 6 students. Both of the students could not control their self to silent when teacher gave instruction to them. Then teacher repeated twice and all of students were silent.

After that teacher could continuous the material. The material was "The Three Sheiks and Queen of Arabia". The students then made groups to discuss and ordered to answer the question about it. The exercise found the similar meaning with word in the text to the following list of the synonym word. During discussion some of them used mother tongue. Other the students asked the teacher about the meaning of difficult word. The observer found that the pronunciation when they asked the teacher was wrong. Then teacher repeated the difficult word and asks the students to follow and teacher also spells the word. The words that were difficult to pronounce by the students were:

1). Suitors /su:tə(r)/

2). Leftover /leftə vəz/

3). Unappetizing / ʌn'æpitaiziŋ/

4). Convinced /kən'vins/

The teacher ordered the students to read the text. After that, teacher read the text and corrects the wrong pronunciation. Then the students answer

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the exercise and other students gave attention. After that teacher together with students correct the answer. The students was happy about the material because they did not hear and familiar about the topic. Then the material was over, the teacher closed this meeting. In this meeting there was no take home assignment.

The material was good. The material could make students interesting because they never heard about the story. The words of The Three Sheiks and Queen of Arabian used difficult word and made they want to know the story about.

The teacher performance was good. Her voice was loudly and could be heard by the students in the back. But these meeting teachers lock to motivate the students to be more active in the classroom and use English, because some of them when discussion used their mother tongue.

c. The Third Meeting

In the third meeting of the observation, the teaching was not in the classroom. We went to the laboratory to start the next material. Teacher opened this lesson and gave warming up about the last meeting. The teacher checked attendance list because he wanted to know the students who was absent that day. Then teacher asked to the students about the difficult word from The Three Sheiks and Queen of Arabia. Then both of them asked to teacher about difficult word like, *suitor*, *leftover*, *unappetizing*, and *convinced*

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and another word who students did not know about the meaning was. Then, the teacher continued the lesson again.

In the laboratory, the teacher ordered to make a group to discuss narrative text about Roro Jonggrang. Each group was discussing about it and found the right word to complete the text with. After the students listened to the recording twice and found the right word, teacher ordered them to read the text. Then teacher ordered to answer the question about the Roro Jonggrang and to correct the wrong answer.

After that the teacher asked students about the story to easy understand and interested or not about the story of Roro Jonggarng. And then the students felt that the story was easy to understand because the story gave them new experience about love. Finally the teacher closed the lesson.

The teacher performance was good. Her voice was loudly and could be heard in the back. And her instruction and explanation were clear and understand to the student because they do the exercise what the teacher instruction was.

d. The Fourth Meeting

The last meeting of the observer, the teacher opened the class and checked the attendance list because he wanted to know who did not come to the school that day. Then teacher gave warming up. The warming up was

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game. The game was related with material narrative text. It means that the students can guess about what will be studied by them that day.

After that, the teacher was started to divide students in every group consists of 5 or 6 students. After that, teacher gave the material about the Cinderella. The students should discuss with their groups and found the general structure of Cinderella. One of the group used mother tongue during discussion. And the teacher reprimanded to the students to use English although mix Indonesia and English.

The teacher gave the time to discuss and understand the text. And students can find the difficulties word in Cinderella. The teacher ordered every group to retail story about Cinderella in front of the class which was the students used the generic structure. After every group retail story, the teacher shared together about the Cinderella.

After the lesson finished, the teacher asked the researcher to continue this meeting, because the researcher wanted the students to fill the questionnaire to know all about this research that was held for four days meeting. Before the students did it, the researcher gave a little explanation about how to answer the questionnaire. The researcher ended the class after this activity.

For about the material was interested to the students. They were known about the topic. And for about the performance teacher was good. The

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teacher could motivate students to use English when discussion. Her voice was loudly and could hear by the students in the back.

2. The result of questionnaire

To know about the students responses, the researcher gave questionnaire to the students and analyzed it. In the questionnaire, the researcher used 20 questions. Below is the result of questionnaire which was given to the students during the last meeting.

The researcher analyzed every number of the question one by one. To measure about the students responses, the researcher used pattern:

The score

$$= \frac{\text{the number of the students who answer the option}}{\text{The number of all the students}} \times 100\ \%$$

The question in questionnaire can be seen in Appendix. And the results of questionnaire were:

For question number 1, *do you like English?"* the results are:

Table 4.2

No	Criteria	Total
1.	Sangat suka	36,36%
2.	Suka	48,48%
3.	Kurang suka	15,15%
4.	Tidak suka	0%

For question number 2, *"do you like speaking class?"* the results are:

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Table 4.3

No	Criteria	Total
1.	Sangat suka	24,24%
2.	Suka	45,45%
3.	Kurang suka	30,30%
4.	Tidak suka	0%

For question number 3, "*do you like narrative text*? " the results are:

Table 4.4

No	Criteria	Total
1.	Sangat suka	27,27%
2.	Suka	60,60%
3.	Kurang suka	21,21%
4.	Tidak suka	12,12%

For question number 4, "*do you agree uses narrative text in teaching speaking?*" the results are:

Table 4.5

No	Criteria	Total
1.	Sangat setuju	36,36%
2.	Setuju	54,54%
3.	Kurang setuju	9,09%
4.	Tidak setuju	0%

For question number 5, "*does your teacher teach easy*?' the results are:

Table 4.6

No	Criteria	Total
1.	Sangat mudah	33,33%
2.	mudah	45,45%

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3.	Cukup sulit	15,15%
4.	Sulit	6,06%

For question number 6, "*do you understand explaining narrative text from the teacher?*" the results are:

Table 4.7

No	Criteria	Total
1.	Sangat memahami	27,27%
2.	Memahami	60,60%
3.	Sulit memahami	12,12%
4.	Sangat sulit memahami	0%

For question number 7, "*do you active in discussion when narrative text is applied?*" The results are:

Table 4.8

No	Criteria	Total
1.	Sangat aktif	36,36%
2.	Aktif	33,33%
3.	Kurang aktif	21,21%
4.	Tidak aktif	9,09%

For question number 8, "*do the students often give the opinion when learning narrative texts?*" the results are:

Table 4.9

No	Criteria	Total
1.	Sangat sering	15,15%
2.	Sering	21,21%
3.	Kurang sering	39,39%
4.	Tidak sering	21,21%

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For question number 9, *"do you use English when they discussion?"* the results are:

Table 4.10

No	Criteria	Total
1.	Sangat sering	12,12%
2.	Sering	27,27%
3.	Kurang sering	45,45%
4.	Tidak sering	15,15%

For question number 10, *"does your teacher give opportunity for them opinion?"* the results are:

Table 4.11

No	Criteria	Total
1.	Sangat memberikan	39,39%
2.	Memberikan	51,51%
3.	Kurang memberikan	9,09%
4.	Tidak memberikan	0%

For question number 11, *"does your teacher often motivate the students to active during discussion in class?* "The results are:

Table 4.12

No	Criteria	Total
1.	Sangat sering	24,24%
2.	Sering	39,39%
3.	Kurang sering	18,18%
4.	Tidak sering	15,15%

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For question number 12, "*do you pay attention to their friend when their friends share their opinion?*" the results are:

Table 4.13

No	Criteria	Total
1.	Sangat sering	18,18%
2.	Sering	45,45%
3.	Kurang sering	27,27%
4.	Tidak sering	9,09%

For question number 13, *"does you teacher dominate the class during discussion narrative text?"* the results are:

Table 4.14

No	Criteria	Total
1.	Sangat dominan	15,15%
2.	dominan	45,45%
3.	Kurang dominan	0%
4.	Tidak dominan	39,39%

For question number 14, *"does your teacher give the time to correct the students' mistakes?"* the results are:

Table 4.15

No	Criteria	Total
1.	Selalu memberikan	18,18%
2.	Sering memberikan	45,45%
3.	Jarang memberikan	21,21%
4.	Tidak memberikan	15,15%

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For question number 15, *"do you often ask to the teacher to understand narrative text?"* the results are:

Table 4.16

No	Criteria	Total
1.	Sangat sering	15,15%
2.	Sering	60,60%
3.	Kurang sering	15,15%
4.	Tidak sering	9,09%

For question number 16," *does the narrative texts topic interested?"* the results are:

Table 4.17

No	Criteria	Total
1.	Sangat menarik	18,18%
2.	Menarik	45,45%
3.	Kurang menarik	30,3%
4.	Tidak menarik	6,06%

For question number 17, *"does the topic help you to be active in discussion?"* the results are:

Table 4.18

No	Criteria	Total
1.	Sangat membantu	30,30%
2.	Membantu	54,54%
3.	Kurang membantu	15,15%
4.	Tidak membantu	0%

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For question number 18, *"do you often find difficulties word in narrative text?"* the results are:

Table 4.19

No	Criteria	Total
1.	Sangat sering	60,60%
2.	Sering	30,30%
3.	Kurang sering	9,09%
4.	Tidak sering	0%

For question number 19," *is there progressions in speaking when the narrative text is applied?'* the results are:

Table 4.20

No	Criteria	Total
1.	Sangat ada	24,24%
2.	Ada	75,75%
3.	Kurang ada	0%
4.	Tidak ada	0%

For question number 20, *"does your teacher often answer their question?"* the results are:

Table 4.21

No	Criteria	Total
1.	Sangat sering	18,18%
2.	Sering	54,54%
3.	Kurang sering	12,12%
4.	Tidak sering	15,15%

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3. Score of the students

The score of the students which were derived from the assessments of four times measurement of the students' competence are presented completely in FSI rating procedure table.

The students' score will be described generally, but to be more specific about every criterion of students' score can be seen in Appendix.

Table 4.22

No	Student	I	II	III	IV
1.	Afifatul Alwiyah	22	34	36	38
2.	Ain Mukhlisatun A	26	30	36	49
3.	Alfi Sukriyanto P.R	30	33	42	39
4.	Amir Abdul Aziz	29	37	42	39
5.	Andrew Nofensia	35	48	48	51
6.	Aprilia Indah A	31	48	48	51
7.	Avisinna Emity Athfi	31	42	50	55
8.	Ayu Vatiya Sari	32	44	56	55
9.	Deta Kurnia Fatimah	41	42	54	53
10.	Diana Amirotuz Zuraida	52	55	64	76
11.	Elvira Anindya P.	37	42	54	56
12.	Eny Sukesi	42	32	54	64
13.	Firly Romadhonul Irfan	42	38	48	64
14.	Gibriela Gaff	36	42	45	58
15.	Java Nur Aini A	40	46	42	55
16.	Khadir Adam Wijaya	46	47	36	59
17.	Laila Ramadhanil M	36	42	50	64
18.	M. Abdurrachman Azis	29	34	46	61
19.	Mahardika Yanuar Fatrichia	41	44	52	65
20.	Mazidatur Rohmah	52	53	54	72
21.	Mega Nurmala Ali	22	42	49	59
22.	Muchammad Affan	32	42	44	76
23.	Muhammad Aleq Firdaus	30	42	52	55
24.	Muhammad Dzulkifli Dwinda	52	53	58	61
25.	Nurdeny Hidayanto P	36	42	52	61
26.	Nurdina Murdiyatin	36	44	42	64

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27.	Nurlita Trisilla	52	46	46	64
28.	Pungky Dini Wulansari	39	42	42	61
29.	Rizqi Dian Safitri	42	44	38	50
30.	Rona Zahra Pratiwi	42	44	37	42
31.	Savitri Apriliyana Putri	52	52	44	53
32.	Siti Choddijah	34	42	46	56
33.	Weni Tri Subekti	30	36	46	56

C. Discussion

1. How narrative text is implemented as discussion material in speaking class to improve the students' speaking ability

In the first problem of the study knew about the implementation narrative text used discussoin material in teaching speaking. The teacher taught the material used group discussion every meeting and used laboratory to listen the story of narrative text. Teacher usually taught narrative text to make students can improve the speaking ablility. Some of them interested to speak up about the story and they have many new word in the story.

The teacher used story of narrative text to make students attarctive when they discussed each group. Every group must speak up with other friends, while other friends did not understand about the story then they asked to another. Usually the teacher around groups when they discussed and asked them when they have difficult words. The students felt interest to speak up because when they did not ask to other friend or teacher, they did not undesrtand about the meaning of difficult word and what about the story was.

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Teacher usually take assignment to do in their home. The assignment collected and correct together in classroom. All of students do the homework but both of them did not it. Students did not do the homework, they got punishment from the teacher. The punishment was making narrative text again and should be collect.

The teacher instruction was clearly and her voice could be heard in the back. Teacher chooses the material which the students know about it. Then the material was familiar to discuss. It is make students to speak up when discussion each group.

2. How are the students' responses after narrative text used as discussion material in speaking class

Although the students often misunderstood what narrative text was about, the teacher helped them. When they discussion with their friend, they were active to follow and asked their friend did not understand about the narrative text.

Based on the theory which was stated by David Nunan about the characteristics of successful speaking activity, the students could not do half of it. There were:[1] (1) participation was even. Classroom discussion was not dominated by a minority of talkative participant; all got a chance to speak. It was caused the teacher used narrative text. The students must discuss with

[1] David Nunan, *Second Language Teaching and Learning*, (USA: Heinie and Heinie publisher, 1994), p. 234

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their groups, and every student had the same chance to express their opinion during discussion. (2) Motivation was high. The students had high motivation in discussion because they had responsibility with their group to explain about the result of discussion.

Then researcher can analyze that the students can improve their score in every criteria. In the second meeting, there were 11 students who can improve their score in accent. There were 9 students who can improve their score in grammar. There were 8 students who can improve their score in vocabulary. There were 25 students who can improve their score in fluency. There were 22 students who can improve their score in comprehension.

For the third meeting, there were 8 students who can improve their score in accent. There were 13 students who can improve their score in grammar. There were 15 students who can improve their score in vocabulary. There were 16 students who can improve their score in fluency. There were 17 students who can improve their score in comprehension.

For the last meeting, there were 26 students who can improve their score in accent. There were 18 students who can improve their score in grammar. There were 16 students who can improve their score in vocabulary. There were 20 students who can improve their score in fluency. There were 14 students who can improve their score in comprehension.

The result of questionnaire in every number would be analyzed one by one. For the question number 1, it can be identified that 48, 48% students like

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English and others were not. For question number 2, it can be identified that 45, 45% students like speaking class and others were not. For question number3, it can be identified that 60, 60 % students like narrative texts and others were not. For question number4, it can be identified 54, 54% students agreed in the uses of narrative text in teaching speaking and others were not. For question number 5, it can be identified that 45, 45% students could answer question easily and others were not.

For question number 6, it can be identified that 60, 60% students understood explaining narrative text from the teacher and others were not. For question number 7, it can be identified that 36, 36% students answer that narrative text used discussion they active in speaking. For question number 8, it can be identified 39, 39% students seldom gave the opinion when they learned narrative texts and other often. For question number 9, it can be identified 45, 45% students did not use English when they discussion. For question number 10, it can be identified 51, 51% students answer that the teacher gave opportunity for them opinion and other did not.

For question number 11, it can be identified 39, 39% students answered that the teacher often motivated the students to active during discussion in class and other did not. For question number 12, it can be identified 45, 45% students gave attention to their friend when their friends share their opinion and other did not. For question number 13, it can be identified 45, 45%students answered that the teacher dominated the class

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during discussion narrative text and other did not. For question number 14, it can be identified 45, 45% students answered that the teacher gave the time to correct the students' mistakes and other did not. For question number 15, can be known 60, 60% students often asked to the teacher to understand narrative text and other did not.

For question number 16, it can be identified 45, 45% students answered that narrative texts topic is interesting and others did not. For question number 17, it can be identified 54, 54% students answered that the topic helped the students to be active in discussion and other did not. For question number 18, it can be identified 60, 60% students often found difficulties word in narrative text and other did not. For question number 19, it can be identified 75, 75% students answered that there were progressions in speaking when the narrative text applied and others did not. For question number 20, it can be identified 54, 54% students answered that the teacher often answered their question and other did not.

From the explanation above, we can conclude that every student can improve their score in different criteria. It means that this study was success to improve their speaking which can be seen their score in speaking class.

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CHAPTER V

CONCLUSION

A. Conclusion

From the data in the last chapter, conclude that:

1. Narrative text is implementing as discussion material to improve the speaking ability. Teaching process when narrative text using as discussion materials made students interest because the topic was familiar for them. The teacher used story of narrative text to make students attarctive when they discussed each group. Every group must speak up with other friends, while other friends did not understand about the story then they asked to another. Usually the teacher around groups when they discussed and asked them when they have difficult words. The students felt interest to speak up because when they did not ask to other friend or teacher, they did not undesrtand about the meaning of difficult word and what about the story was.

   Teacher usually take assignment to do in their home. The assignment collected and correct together in classroom. All of students do the homework but both of them did not it. Students did not do the homework, they got punishment from the teacher. The punishment was making narrative text again and

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should be collect. The teacher instruction was clearly and her voice could be heard in the back. Teacher chooses the material which the students know about it. Then the material was familiar to discuss. It is make students to speak up when discussion each group.

The researcher observes the students when he teaches narrative text as discussion material. They can understand about the material or misunderstand. The interest material makes students to speak up when discussion each group. So the teacher can be able to choose the interesting topic of narrative text as discussion material in teaching speaking. Then the researcher analyzed how many percent the students can improve their speaking ability using narrative text as discussion material. The students speaking competence can improve in every meeting. It means that teacher used narrative text as discussion material can help the students to improve their speaking competence.

2. For about the responses of the students after narrative text used as discussion materials were good. It can be seen by the questionnaire which was given to the students in the last meeting. After the analysis, more than 50 % of the students, answered that they liked narrative text as discussion material in

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teaching speaking, exactly 60, 60% students answered that they liked narrative text.

B. Suggestion

From the data in the last chapter, we can suggest that

1. The students must be motivated to speak English when they learn English. This was based on the fact that when the researcher observed the use of narrative text as discussion in teaching speaking in their classroom, more that half students used their mother tongue to interact with their peers and to express their opinion.
2. The teacher should choose interesting material to improve the students speaking in the classroom. Narrative text can be one alternative to be applied as discussion material to improve the students speaking ability.
3. Teacher should create encouraging atmosphere for the students so that they will not feel afraid to ask question.

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