

THESIS

**THE USE OF STORY TELLING BASED ROLE PLAY TO IMPROVE
SPEAKING ABILITY AT TENTH GRADE STUDENTS
OF SMK DARUSSALAM BLOKAGUNG
IN ACADEMIC YEAR 2019/2020**



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ISLAMIC INSTITUTE OF DARUSSALAM
BLOKAGUNG BANYUWANGI**

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REQUIREMENT FOR THE DEGREE

**THE USE OF STORY TELLING BASED ROLE PLAY TO IMPROVE
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THESIS

Presented to the Faculty of Education and Teacher Training
in a Partial Fulfillment of the Requirement for the Degree of Strata 1
in English Education Department

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2020

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Declare that:

- 1) This thesis has never submitted to any other tertiary education for any other academic degree.
- 2) This thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.
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Banyuwangi, 29th July 2020

Declator,

Nurul Adinda

DEDICATION

From the bottom of my heart, this Thesis is honorably dedicated to:

My Beloved Family:

- *My honored Mother: Anisa*
- *My honored Father: Subhan*
- *My honored Grandma: Fatma*
- *My honored Grandpa: Bakri*
- *My lovely daughter: Jasmine Raya Rabbani*
- *All of My friends of TBIG16*
- *My beloved friends and sister Ndalem Umma*

*For loving, motivating, advising, praying,
understanding everlasting*

MOTTO

***All our Dreams will come true if we have
the Courage to pursue them***

Walt Disney

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In the name of Allah the all merciful-The all Compassioinate

All praise is to Allah, the lord of the words. May peace and blessing be upon Muhammad, the last of his messenger, I would loke to express my gratitude to the following:

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5. All of my family and friends who have supported my spirit and have helped me to finish this thesis.

I do expect this Thesis gives advantages to the world of education. For improvement of this Thesis, I welcome warmly for any constructive and suggestions. Hopefully, my God blesses those mentioned above for all their sacrifices and effort that will be valuable and beneficial for them to get successful in the future life. Aamiin.

Banyuwangi, 29th July, 2020

The Writer

ABSTRACT

Adinda, Nurul. 2020. *The Use of Storytelling Based Role Play to Improve Speaking Ability at Tenth Grade Students of SMK Darussalam in 2019/2020 Academic Year.*

Key Words: Speaking skill, English teaching.

Speaking is one of skill in English that should be acquired by students. But in reality most of students faced difficulties in speaking by many reasons. Based on the preliminary study the majority of students were afraid, shy and unconfident to speak English. The use of storytelling is an appropriate strategy to increase student's speaking ability. Therefore, the researcher conducted the research entitled "The Use of Storytelling Based Role Play to improve Speaking ability at Tenth Grade students of SMK Darussalam in 2019/2020 academic year. The objectives of the study are to know the implementation process of teaching speaking by using of storytelling.

The methodology of this research is classroom action research. The subject of the research are the students of tenth grade TKR 3 that consist of 20 students of Darussalam vocational school. The researcher using of observation test and interview to collect the data.

The result of this research are: (1) The implementation of teaching speaking by using of storytelling based role play for the tenth grade students of TKR 3 runs well. It can be seen from three meetings, the students were more confident and easy to practice the speaking skill. (2) The learning process and exercising of teaching speaking by using story telling includes two kind of test; the first is the evaluation of oral test that given every meeting after the end of learning process. The second is the evaluation that given in the end of material when it is completely finished to be given.

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CHAPTER I

INTRODUCTION

This chapter presents some aspects related to the topic of the research. It includes the background of the research, problems of the research, objectives of the research, scope and limitation, and significances of the research.

A. Background of Study

English as a universal language that's utilized by everyone to speak with others. In Indonesia, the most function of foreign learning, especially English language fails to make up competencies in using language for communicative and seeking knowledge from various extensive resource centers within the modern era. In Indonesia, English is in all used because the first foreign language and also the compulsory subject taught from Junior High school to the Institution or college. So students are expected to master it because they by mastering it'll be easier in learning other various subjects.

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997), Speaking is one of the skill in English that should be acquired by students. But in reality, most of students is afraid to speak English. Almost of students faced difficulties in speaking by many reasons. (Thornbury (2005) in Juhana (2012: 100)) argues that psychological factors are the reasons like: they are shy to speak, unconfident, afraid to make mistake, feeling wrong in grammar, etc. It is challenge for teacher to handle this problem and make a new thing to help them in study such as use storytelling based role play.

Students face some difficulties in speaking. It is based on some reasons and most of them sometimes have a same reason. They can't speak with a good Pronunciation and fluency that makes them reluctant to speak English. Whereas, speaking is needed for them to express and communicate their ideas. This is the problem that teacher should know. Students are not confident and the teacher must give more suggestion and motivation to make students interest with speaking. Classroom management, handle class situation and know students characteristics are important to bring out students brave speaking in public and express their opinion by speaking. Students need more oral practice so that they can be more confident to speak.

Some techniques that can be used to teach speaking is using of storytelling based role play. Storytelling is short of interactive story using word and action to sharing the social and cultural activity (Ricards (2008;19) . Using storytelling in teaching-learning process can help teacher make students enjoy and students will be enthusiast in learning process. If the students study in good condition and comfort, the material from the teacher will be accepted by the students. Griffie (2001: 10) says that storytelling is part of words by words that are by you. It is related speaking, because speaking is a communication activity which is combining the words to be understandable. Using storytelling in teaching can be collaborated with other media.

Using storytelling in teaching speaking is alternative way to increase student's passion in study. Understanding storytelling is needed to know what a meaning of story. Comprehending the meaning of a story can be gain from

learning the story. In a story has meaning that make a story and explain the story. It can help students to improve their vocabulary and speaking skill.

According to Craig (2011;2), storytelling has demonstrable, measurable, positive and irreplaceable value in teaching. Stories can help to enhance recall, retention. And application of concepts in new situations. Storytelling raises enthusiasm for learning fun and can instill a sense of wonder about life and learning. According to Sara Miller and Lisa Pennycuff (2008:1), using storytelling in the classroom is one way to address literacy development by improving oral language, reading comprehension, and writing. Because the interrelated nature of the processes involved in reading and writing story telling is an effective pedagogical strategy that can be woven into instruction to increase students competencies in all areas.

There are two reasons on why the researcher chose the tenth grade of SMK Darussalam to conduct the research. The first reason is because the researcher had a permission from the head master and the second reason why must tenth grade of TKR 3 is because the student has some difficulty in learning English more specific in speaking.

Related to the description above, the researcher assumes that storytelling is an influential to increase student's speaking ability. Because of that, the researcher is interested in doing research with the title " The Use of Storytelling Based Role Play to improve Speaking ability at Tenth Grade students of SMK Darussalam in 2019/2020 academic year, and the researcher used story about The Rabbit & The Turtle to conduct the research.

B. Problem of the Study

The problem of study about using story telling based role play in teaching speaking at tenth grade (X TKR 3) of Darussalam vocational school.

Based on the background of the research the problem formulated as follows; “ Is it effective to teaching speaking by using story telling based role play for tenth grade students (X TKR

C. Scope and Limitation

The problem of this research is limited on improving speaking by using of Storytelling based role play for the tenth grade students (X TKR 3) that consist 20 students of SMK Darussalam Blokagung, Banyuwangi.

D. Objective of study

The objective of this study is to find out worth or not it is effective to using story telling based role play for teaching speaking at tenth grade (X TKR 3) of Darussalam vocational school.

1. To improve students speaking achievement at tenth grade of Darussalam vocational school Blokagung Banyuwangi through Storytelling Based Role Playing technique.

E. Significance of The study

The researcher expected, this study will be useful for the researcher, the students and for the teachers of English, as follows:

- a. The Researcher

By conducting this study the researcher have an experience to measure the students achievement to speak English.

b. The Students

The result of this research is expected to give students a new experience and motivation to fun and enjoy in learning English, it can increase their speaking skill by using story telling based role play.

c. The Teachers of English

The result of the researcher can help the teacher to teach the students and give information about using story telling based role play in teaching speaking.

F. Previous Studies

One of the studies relating to the research conducted by Sri Nurvia (2016) Her thesis was entitled “Teaching Speaking by using English Song Based Role Play at MTSN 1 Banyuwangi.

The similarities between this thesis and her thesis are both teaching the same that was speaking and using role playing. The differences this thesis and her thesis are location of research, population and sample of research, in this thesis used tenth grade students and her research used eighth grade.

The second study had been done by Rina Diana ‘Improving The Speaking Ability of the Seventh Grade Students of SMPN 1 Glagah

Banyuwangi” Her Thesis explained and described about how suggested method can improve student’s speaking ability at the seventh grade of SMPN 1 Glagah Banyuwangi 2014-2015 academic year.

The similarities between her thesis and this thesis are both investigating the same skill that was speaking skill. The differences her thesis and this thesis are location, population of research, in this thesis used tenth grade (TKR 3) of Darussalam vocational school and her thesis used seventh grade students of SMPN 1 Glagah.

Erita Budi Pratiwi, 2012, within the research of “Improving the Speaking Skill of the Tenth Grade Students at SMA Berbudi Yogyakarta by Using storytelling in The Academic Year Of 2011/2012”. This study was aimed toward improving the speaking skill of the tenth grade students at SMA Berbudi, Yogyakarta by using of storytelling. This study is action research. The research steps are reconnaissance, planning, action and observation, and reflection. The actions consisted of the employment of storytelling within the presentation as modeling of the text combining with the employment of communicative speaking activities i.e. discussions, games, and role plays. The members of the research were the researcher, the English teacher, and also the students of tenth grade X. The validity of the information and data was obtained by applying the democratic, dialogic, catalytic, process, and outcome validities. The information and data were qualitative and quantitative. The qualitative data were obtained by observing the teaching and learning process during the implementation

of the actions to the students, and holding discussions with the English teacher, while the quantitative data were obtained from pre-test, progress-test and post- test. The information data were within the variety of field notes and interview transcripts, and documentation. The findings of the study showed that the employment of videos combined with the communicative speaking activities was proved to be effective to enhance the students' speaking skill. They were fluency, vocabulary, pronunciation and students' confidence. The findings were supported by the means of the students' speaking scores which had improved from 64.60 % in the Pre-test to 72.50% within the Progress test and 75.10% in the Post-test.

The similarities this research and her research is on the improve English skill by using storytelling and the differences from the previous research and this research is in this research The researcher focuses on the descriptive study of the use of storytelling based role play to improve speaking ability at teth grade students of SMK Darussalam in 2019/2020 academic year.

G. Operational Definition of Terms

This operational definition meant to avoid miss understanding between the researcher and the readers. The terms to describe operationally are speaking skill and role playing.

1. Speaking Skill

Speaking skill is the ability of students to speak English well which needs much effort. The speaking skill can be identified from the students pronunciation, correct grammar, fluency in speaking, and the correct vocabulary. Speaking is important to learn because it can make students easy to show up their opinion clearly. With a good speaking the other people absolutely can get the good information from what the speaker said. The speaking improvement can be know by the score of speaking test by using storytelling and role play.

2. Storytelling

In this research, the researcher used storytelling. Using the storytelling was expected to make students more enjoy and easy to learn the material of speaking English. It can give a new experience for students in learning process. The researcher using storytelling to help students enjoy in teaching learning process and the students could imagine and improve the story into a short conversation that was practiced by them in mini drama (role play).

3. Role Playing

Role playing is defined as the projection in real life situation with social activities (Qing: 2011). Role play is not about how did we communicate with others only but we use oral speaking and language interact by body language, gesture, expression, and body movement. The

researcher used role play to increase students speaking skill and students acted the role in the class. The students acted like they were in the real situation and condition. The researcher as the teacher, monitor the students speaking ability.

4. Area of The Research

The research area is the place where the research was conducted. The area of the research was one of the vocational school in Banyuwangi. The researcher was conducted the research in SMK Darussalam (Darussalam Vocational School) Blokagung, Banyuwangi.

5. Area Determination Method

Before conducting the research, the researcher should be determine where the researcher was conducted the research. The researcher choose one of school in Banyuwangi, Darussalam vocational school Blokagung chosen by the researcher as the area of the research. It based on some considerations. First, the Headmaster of Darussalam vocational school Blokagung given permission and very welcome to the researcher to conduct the research in the school. The second is the researcher and the English teacher realized that this research was help students to increase their speaking and it can be alternative method to improve teaching learning process.

6. Participants Determination Method

The participants of this research were taken from tenth grade (X TKR 3) of Darussalam vocational school Blokagung, Banyuwangi. Students in SMK Darussalam Blokagung had difficulties in English lesson, especially for speaking ability. It must be solved to make them easier in speaking English. The researcher choose the tenth grade especially X TKR 3 because they had a lack of confidence and motivation.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses about speaking skill, some aspects of speaking, storytelling, the advantages and disadvantages of storytelling, role playing, the advantages and disadvantages of role playing.

A. Speaking

Speaking is one of the elements in English. It is important because it will help students to communicate and express their idea in life. Louma (2004.1) states that speaking is a part of the curriculum in language teaching that is very important. So, speaking has value in social context to build self-confidence.

Speaking should be taught and practiced in classroom to habituate students. Something that doing continue and recursive it can be easy to do and diminish any difficulties that probability happen, especially in teaching learning process. Hughes (2003:113) assumed that teaching spoken language is the development off the skill to success in an associate and the comprehension as production. based on that statement is expected that produce good speaking, fluency in speak, share opinion with friends in classroom can reach by students.

Language is a tool that is significant to unite people in communication. Speaking is usually used in daily life. Speaking skill should be taught and practice in classroom to accustom students to speak.

Therefore, speaking can be easy if we always practice and have self confidence. Using Storytelling based Role Play in speaking learning activity in the classroom, it gives the more opportunity for students to be more active and creative to express their idea and imagine the sentences of the story..

According to Nunan (1991:40), “speaking is the same as verbal interaction which are routine ways of displaying data, expression our thought and thought have in our mind”, so speaking isn't as it were communicating our thoughts, but moreover showing modern data to others Speaking as an intuitively handle of building meaning continuously includes in creating words and the meaning depends on the setting. The classroom is as it were one of numerous situations to which children can increment the phonetic competence (Stewig: 54). Besides, talking it self requires that learners not as it were know how to create particular point of dialect such as language structure, articulation or lexicon (phonetic competence), but also they tought to get it when, why, what way to deliver the dialect (sociolinguistic competence)

Howard (1968: 19-20) records a few rule of viable instructing as follows:

1. The instructor ought to know the subject well sufficient so that he or she can conduct unit plans and assignments, investigate exercises, an assortment of lessons, issue talking, and can find

fabric and direct understudies to it without exclusions or need of sureness.

2. The instructor must moreover like what he educates and like instructing is
3. Profession.
4. Know the children, their past encounters, capacities, and achievement .
5. Use an assortment strategies in instructing. There's no single rectify way to instruct since it changes with educator, the subject, and the class.

The significance of talking is more uncovered with the integration of the other dialect aptitudes. For occurrence, speaking can offer assistance understudies to create their lexicon and language structure and after that moving forward their composing aptitude. With talking, learners can express their individual feeling, suppositions or thoughts; tell stories; educate or clarify; ask; talk and discuss, i.e. through talking, ready to show the diverse capacities of language. Speaking is exceptionally critical exterior the classroom as well. Numerous companies and organizations search for individuals who speak English exceptionally well for the reason of communicating with other individuals. So, speakers of outside dialects have more openings to urge occupations in such companies. Dough puncher and Westrup (2003: 05) back that “an understudy who can talk

English well may have more noteworthy chance for advance instruction, of finding work and picking up promotion.”

B. Speaking Skill

Speaking is one of two profitable aptitudes in a dialect educating. It is characterized as a handle of building and sharing meaning through the utilize of verbal or verbal shape (Chaney, 1988:13 and Gebhard, 1996:169). Additionally; Nunan (2003:48) characterizes that speaking comprises of creating systematic verbal expressions to communicate meaning.

Human being as social animal continuously communicates to one another. It can be happened with the method of compatibility of the thought or thoughts which incorporate intelligent. For illustrations telling data or a few news, inquiring other makes a difference for their needs, or etc. All of them can be done trough talking to others straightforwardly. It implies that the movement of speaking it self includes an exceptionally vital part in human life. Ramelan (1992:13) says that all human being at whatever point they live always talk dialect, in spite of the fact that they don't have any composing framework to record their dialect. From the articulation over it can be concluded that speaking is exceptionally critical in acing remote dialect. Hence talking capability can be measured whether a remote dialect learner in fruitful in learning or not. But in acing talking ability can be seen not as it were from the execution of learners in talked,

but too we have to be seen from their competence in utilizing the language.

1. Aspect of Speaking

The aim to teach speaking skill is to build students able to employ the target language which is spoken language. In this research, the researcher directly evaluated according to Getty (1983:90) speaking skill based on some aspects such as: pronunciation, grammar, vocabulary, accuracy, and fluency.

a. Pronunciation

Pronunciation is the way which makes sound of words. Getty (1983: 94) assumed that a confirmation of the voice to the subject. The difficulties for any learners are they cannot produce the great vocabulary and pronounce the word correctly. Communication will be come to clearly if listener will understand what the speaker say. Pronunciation is the way to students produce clear language in speaking. It is the process of the component, how sounds vary and pattern in language used. In this research, the researcher intended to evaluate the ability of students in pronouncing word by word in their conversation.

b. Grammar

Grammar is set of language structure that includes clause, phrase and words. The meaning and function of sentence has related. Grammar plays important role for people in learning language especially to start a

good communication. What they say can be understood by others. Greenbaum and Leech (1982:3) define grammar as " Reference to the mechanism according to which language works when it is used to communicate with other people. Grammar is a mechanism for putting words together, but we have said little about sound of meaning". By using a great grammar in speaking it can be clear the communicative and avoid miss communication in social association.

c. Vocabulary

Vocabulary is usually called a group of words in language. Words are important things too if we will learn speaking of language. If we do not understand or do not know the words, automatically we can not to speak anything, we can not speak well because we do not have the word that will we say and not understand the meaning of that words. Vocabulary can help people send their idea by speaking. The key of fluency in speaking, writing, reading and listening is vocabulary. With knowledge about vocabulary it will be easy to understand because we are familiar to the words and the meaning. Hatch and Brown (1995:1) suggest that the term Vocabulary consigns to list of or set of words for a particular language or set of words that individual speakers of a language used. In this research, the researcher intended to evaluate and observe the students speaking using vocabulary appropriately.

d. Accuracy

Accuracy is a correct use of pronunciation, grammar, and word choice in speaking with no errors in grammar in vocabulary (British Council). Accuracy has a relation with fluency. Accuracy and Fluency must balance to make speaking well.

e. Fluency

Fluency is skill in speaking that requires the students to speak fluently. It includes flow and smoothness in sounds, word, syllables, phrase, and intonation. According to Rehbein (in Romova; 2008:13) assumed that fluency means the activity of planning and uttering can be executive nearly simultaneous by the consider about what they want to speak.

C. Storytelling

According to Staib (2008) storytelling describes the social and social action of sharing stories, some of the time with extemporization, theatrics or adornment. Each culture has its possess stories or stories, which are shared as a implies of amusement, instruction, social conservation or ingrains ethical values. Vital components of stories and narrating incorporate plot, characters and story point of view. The term "narrating" can allude in a limit sense particularly to verbal narrating additionally in a looser sense to procedures utilized in other media to unfurl or unveil the account of a story.

In this case storytelling is one tool that was used in class to help teaching learning process. Not only to teach speaking, using a storytelling can be used in reading, writing and listening too. It can become alternative to make condition and situation in class different, make a new atmosphere in classroom. Storytelling can be exploited in many ways. One of the way is by collaborating storytelling with role play to teach speaking. But in using storytelling to teach we must carefully choose the kind of storytelling and the title that match for students characteristic.

1. The Advantages of Storytelling

In using media for teaching learning process, there are some advantages and disadvantages found. Using storytelling has some advantages and disadvantages in teaching speaking process.

From (Burn & Joyce, 1997) Using storytelling in the classroom has some advantages, such as:

- a. Improve student motivation
- b. Reinforce grammatical structures
- c. Enhance pronunciation and vocabulary
- d. Help memories patterns making learning easier
- e. Build fluency
- f. A variety of new vocabulary can be introduce to students
- g. Interest to students in follows the lesson in classroom

2. Disadvantages of Using Storytelling in the classroom:

- a. Contain slang or ungrammatical sentences
- b. It have some difficult vocabulary that even upper intermediate students will not understand
- c. Make the classroom be crowded

D. The Use of Role Play Technique

There are various strategies on teaching speaking. The one of the strategy is using role play technique. Role play is a technique which leads the students to have an opportunity to involve in thinking about how to act and react in real situation. Using role playing teaching learning process can develop student's passion to follow the lesson in learning process. It's also can create fun condition and motivate student's in great classroom's condition. According to Ladouse (2009:5), role play is an enjoyable activity and does not threaten the students.

Role play train students to make their experience in speaking practice. It is importance to train the students to be aware to speak in certain situation. The role play technique can also improve students self-confidence. Students can increase their pronunciation, grammar, vocabulary, accuracy, and fluency by practicing in speaking. So, using role play can give more opportunity for students to be active in speaking activities.

1. Role Playing

Role playing is a process to interact between the members to communicate or make dialogue each other communicatively in language teaching. According to Brown (2001: 174) role playing is a popular pedagogical activity in communicative language teaching class. It makes students free to be creative in their linguistic output. Role playing is a process that gives more chances to students to face evidence with their ability to act and speak with some others. Role play allows some rehearsal time so that the students can map out they are going to say. Role play can be conducted in any classroom on appropriate subject matter, and among students of any age or developmental level.

Students need to learn how to express their expression. According to Orlich, Harder, Callahan, and Gibson (1998: 270), role playing can be used by the students at all grade levels an all levels of academic achievement, and it can be used to investigate almost any situation or topic. Role play is a central role in the learning speaking process. The teacher needs to develop an environment in which students feel comfortable with role play and students can be active and interactive. Technique to use. It is also can stimulate the participation to improve and grow their ability through communicative learning process, and it is hoped that all members are easier to take a new knowledge and experience.

2. The advantages and disadvantages of Role play in teaching speaking

In the use of technique in teaching learning process, there are some advantages and disadvantages found. Using role play technique has the advantages and disadvantages in teaching speaking process.

The advantages of using role play:

- a. Role play can attract students' interest with the lesson material
- b. It is a simple way to develop learning process
- c. Open oneself up with support and understanding in group
- d. Throws considerable light on crucial issues within a short time

The disadvantages of using role play:

- a. The learners are not involved fully, learning can be interrupted
 - b. Participants can get intensely involved in their roles and may not be able to look at themselves and the dynamics from a distance.
- (Manas.expertscolumn.com)

E. Using Storytelling Based Role Play In Teaching Speaking

Speaking is absolutely important in teaching learning process. Speaking activities can give students huge satisfaction and confidence. Improving student motivation highly needs good speaking activities. If the teacher can step up the activity properly and the students are participating

full they will get the reach from it. Hammer (1988: 88) argued that many speaking tasks (role play, problem solving, discussion, and etc) are basically enjoyable in themselves. The more teachers understand the technique, the more effective teaching and learning the teacher will be achieved. The direct instruction classroom are identifiable by teachers, in a formal manner, showing, telling, demonstrating, leading, teaching, testing, the component parts of the skills and information that students are to learn.

Based on the explanation, the researcher conducted teaching speaking by using storytelling based on role play. Using Storytelling that has a story in every words of story can be developed to be a short story that will be practiced by students in role play with conversation. The students will get the direction from the teacher to listen and read the song lyric. After that, the teacher make a simulation by asking to students to make a group (5 group 4 students) and teacher gives the script of conversation to students for memorize, and then practice using role play in front of the class. If students got the aim, the teacher start the lesson and take score of student's speaking skill. The teacher decide in to 5 groups that in a group there are 4 students. Then they will act in the front of class, during the students act the role play, the researcher as the teacher take a score all of them.

Using role play in teaching speaking can minimize a nervous and shame because they act in classroom not alone but with pair or group. Sunardi (2013) stated that role play technique could improve the student's

speaking by helping students organizing and effectively. It provides a suggestion for the English language learner to developed effective communication skill in order to carry out positive interactions in every day social situation in conflict situation. Rachmawati et al. (2013) found that this technique could increase students speaking ability by motivated students learn, creating fun environment and increasing students self-confidence. It is indicates that role play can support the confident of shy learners because they are provided with their action and small property.

CHAPTER III

RESEARCH METHOD

This chapter discusses about the method that was conducted in the research. There were research design, area determination method, subject determination method, data collective method, and data analysis method. This Chapter consisted of research method, population and sample, instrumentation, procedure of data collecting, technique of data analysis.

A. Research Design

This research is Classroom action research, which means it is intended to find out the descriptive outcome of the collected data and the interpretation of which as the conclusion. According to Arikunto, the data are the result of documenting a certain activity by a researcher through observing, interviewing, experimenting, and testing. The data of this research were collected from the Tenth grade of Darussalam Vocational School, Blokagung, Banyuwangi. The design of the research are bellow:

1. Interviewing the Tenth grade students and the English teacher of SMK Darussalam Blokagung Banyuwangi to find out the information related to the teaching learning problem, the strategy which has been applied in teaching speaking, and the student's speaking achievement in the form of score.
2. Finding out some documents to gain the supporting data about the score of student's previous speaking skill achievement.

3. Determining the research participants.
4. Planning the action by constructing the lesson plan for the first cycle (meeting 1, 2,3) in collaboration with English teacher.
5. Implementing the action (teaching speaking by using storytelling based role play)
6. Observing the classroom activities while implementing the action in the first cycle.
7. Giving speaking test to the students
8. Analyze the result of speaking test. In order to know student's speaking skill
9. Reflecting the result of the observation and speaking skill of the students in the first cycle (if the result in the first cycle dos not achieve the target score, the first cycle lesson plans is revised and continue in the second cycle with the same procedures of activities above until fulfill the target score).
10. Reporting the result of the research activities.

B. Research Setting

1. Place of research

The research conducted at Darussalam Vocational School Blokagung, Banyuwangi. located in Jl. Pondok Pesantren Darussalam Blokagung Banyuwangi.

2. Time of schedule

The researcher did this research for about three months. The research schedule was written in the form of matrix.

Table 1: The Matrix of Research

Activity	November 2019				December 2019				January 2020			
	5	12	19	26	10	17	24	31	7	14	21	28
1. Proposal												
2. Research permission												
3. Doing the research												
4. Arrange the research Result												
5. Revision												
6. Arrange the thesis												

3. Planning of the Research

This descriptive qualitative research has several activities to gain its main aim: These were some activities done in this phase:

- a. Preparing the method
- b. Constructing research instrument (lesson plan, materials, test, determine the criteria)
- c. Determining criteria of success

4. Implementation of the Action

The implementation of this research was to increase student's speaking ability by using storytelling and role play method. The researcher was expected the students improve their speaking. The implementation was finished by preparing the lesson and components of the material. In this case, the researcher implemented the action of teaching learning process by using storytelling based role play. The researcher collaborated with the English teacher to observe students action and respond during action in the classroom using the method.

The researcher as a teacher in the classroom conducted the researcher and was gave the implementation about the method in the classroom. The English teacher as an observer monitored the teaching learning process using the method by researcher and help the researcher to score the student's activity to match it with the researcher scoring to get an accurate score.

5. Observation and Evaluation

a. Observation

Observation is an important role in a research that used to observe all activities done by the teacher and students during the teaching and learning process. Galton (Blaxter, Hughes and Tight, (1997: 157) state that there are three stages of the observation process (1) recording of systematic manner events as they happen, (2) coding of the events into specific categories, and (3) subsequent analysis of the events to give description of teacher and student.

In this case, the researcher used the points of observation checklist to monitoring the students activity in teaching learning process. The observation in this research was to make the teacher know the students participation in classroom. The checklist is used to get data whether students are active or passive during teaching learning activities. There are dome indicators that the researcher has to observe the students participation: paying attention to the lesson, doing teacher's instruction, asking question to the teacher, answering teacher's question, doing the task/exercise. The students who fulfilled at least three indicators are considered to be active participants. But, if the students only fulfilled two indicators, they are regarded as passive participants.

b. Evaluation

The standard minimum of passing level of SMK Darussalam Blokagung Banyuwangi is 70. All of these criteria are used to determine whether the implementation of the researcher is successful or not. The implementation of the research was successful if there are more than 75% students can achieve the minimum score of English subject.

C. Method of Collecting Data

In this research, the researcher used test, observation, and documentation in collecting data.

1. Observation

Observation is an important step in the research. According to Arikunto (2010:272) observation is a paying attention the action, movement or process. Watching and analyze events of interest are the observation method. After conduct the test, the researcher was observed all reactions done by students.

The classroom observation intended to know whether the used of English lyric based role play can increase the students skill or not. The observation used several indicators such as interacting in learning speaking, responding the other friends, using appropriate language, offering the opinion, asking and answering question from friends and teacher. The effective way to complete is by form and checklist. In this

case the researcher observed the students participation in teaching learning process.

Table Observation checklist for students participation

No.	Name	Indicator					Category	
		1	2	3	4	5	Active	Passive

Notes:

1. Paying attention
2. Doing teacher's instruction
3. Asking question to teacher
4. Answering teacher's question
5. Doing the task/exercise

2. Test

Test is an instrument that present to each subject a standard set of question that requires the completion of a cognitive task, (McMillan, 1992:114). Hughes (1989:9) states that there are four kinds of test namely proficiency test, achievement test, diagnostic test, and placement test. Then, the achievement test is uses in this research to know whether the students have achieved the goal of teaching learning process or not. It supported by Hughes (1989:10) who states that the purpose of achievement test is to establish how successful individual students, group of students, or the courses themselves have been in achieving objectives.

Hughes (1989:22) states that a test is said to be valid if it measures accurately what it is intended to measure. It means the test will valid if the test is suitable to be measure the students speaking achievement by using traditional song lyric based role play their fluency, accuracy (vocabulary, pronunciation, structure). The other evidence of the valid data result from the test is reliable. The test is reliable if represent accuracy. According to Edwards et al (1986:15-16) reliability concerns the degree to which result are consistent across repeated measurements. It means that the content of test will relate.

The researcher needed to consider anything that could make the test successful or failed. It was about the procedures of the test. The time to test needed was 2x80 minutes. Total of students were 20 students in the classroom. Students were divided into 5 groups. It means each groups of

students performed in 3-5 minutes. To make it clear, the procedure of the test is as follow:

1. The group (first make a group with the desk match and the second practice make group include 4 students)
2. Each group take a number of performance and choose the title that will be performed with group
3. The students were given a 10 minutes by the teacher to discuss and memorize the dialogue
4. While the students performed the role play in front of the class, the partner of teacher help the teacher to record the action of students
5. The performance will be continued by turns one by one of the group till the time end

In this case, a rating scale for aspects that was 5 points of scoring was prepared to analyze the students speaking. To minimize the subjectivity the researcher used two scores. The researcher became the score 2 and the English teacher became the score 1. Last, to cover the different score between score 1 and 2, both of them heard the record of the dialogue together and then discussed to get the right and fair score.

3. Documentation

In this research, the researcher used documentation to get the data about respondents. The researcher scored the speaking of the students during implementing the role play in front of class. The researcher collected the name of respondent, the prior score, teaching and learning facilities, the curriculum, and the English teachers hand out.

D. Data Analysis and Reflection

1. The data analysis

Data was done to analyzed by using phonetic transcription and percentage. The main data of student's speaking achievement obtain from the test computed. Then, the data was analyzed to answer the researcher problems, and supporting data were presented descriptively.

The data from the students active participation in the teaching learning process of speaking in each meeting are analyze qualitatively to find the percentage of the students who can achieve the minimum passing grade. The action is considered successful if the students could achieve the score of speaking test at least 75% out of 20 students.

2. Reflection

The reflection was conducted after analyze the teaching learning processes well as the students achievement by the researcher and the collaborator. It was intended to know whether the action cycle has weakness or problem, and identifying what are points well done or poorly

done. After doing the reflection, the researcher and the collaborator discussed more detail to find out another alternative to solve the problem during teaching learning process. It is used as the consideration to conduct the second cycle if cycle 1 was not successful.

E. Technique of analyzing Data

In analyzing the data, the researcher used an interactive model of analysis that was consist of three parts as proposed by Miles and Huberman (1992: 16), they are reduce the information data, display of data and, conclusion. Those component of the analysis are interrelated during research processes.

1. Displaying Data

In this study used displaying data, this technique is used in arranging information, describe or narration in order to draw the conclusion. By presenting the information data, the researcher considered what she should do in addition, she should make the analysis or take the other action based on her understanding.

2. Conclusion Drawing

The last activity draw the conclusion and the verification. This stage picture the final result of the research. Using the result finding, the researcher expect can be ready to give clear the descriptions about the teaching learning interaction that happening in the class.

CHAPTER IV

RESEARCH FINDING

This chapter will describe about findings of the research, which is collected from observation and interview in Darussalam vocational school . The researcher tries to find information, data, and fact as much as possible from those research instruments. Then, the researcher wants to describe the problem and analyze it in order to interpretation the concept of teaching speaking by using of storytelling based role play at Darussalam vocational school Blokagung , Banyuwangi effectively.

A. Research Finding

1. Classroom Activities

The implementation of using storytelling based role play in teaching speaking for the tenth grade students (TKR3) of Darussalam vocational school are often seen below

a. Procedure

Generally, there are three main steps in conducting teaching and learning process in classroom activity, namely: opening, main activity (implementation), and shutting. From the observation result, interview, and document analysis, it can be described because the following explanation:

1) Opening

It is the primary session of teaching learning process within the classroom. The goal is to urge the students more understand

toward the materials that may be learned. The teacher gave the speaking material expression for tenth grade students (TKR 3).

2) Main Activity

It is the second session, where the teacher described some exercises and activities which were designed to urge students using long freely and communicatively. During this session the teacher applied storytelling based role play. The subsequent is classroom activities for the tenth grade students (TKR 3) of Darussalam vocational school taken from the teaching observation.

3) Closing

It is the third session, where the teacher closed the meeting by reviewing the today's lesson and greeting the scholars before leaving the category. The teacher gave comments and also appreciated about students' performance and suggestions toward what should be improved.

b. First Observation

The observation had been conducted on 3 – 7 December 2019.

1) Opening

This first observation was stayed thuesday at 8.4 a.m. The teacher came into the classroom followed by the researcher and greeted the class by saying "*Assalamu'alaikum* Good morning guys. Then the students responded it by saying good morning

too. After opening the category, the teacher started the lesson by checking the student's attendance list. In this learning process today's the students were completed, nobody was absent. Then the teacher introduced the researcher and what the teacher would neutralize the category by mixing language between Indonesian and English.

In this step, the teacher gave a text in type of a dialogue about introducing yourself. Students are required to read the dialogue that. Students are introduced with the words and expressions accustomed speak about about introduce yourself. Here, the teacher choose several students to talk and practice using storytelling based role play in the front of class, the remainder was that they need to speak it by themselves or with their friend in group. At the middle of the student's activity, teacher told the students to ask, if there was any difficult word associated with the subject.

The researcher activity was sitting in back while making field note from the complete teaching learning process. While sometimes she took the image of the activity.

2. Main Activity

On this session, the teacher implemented Group. The teacher choose the students to create a group. Then the students have to practicing the storytelling with their friend and then practice in front of the class.

Then the teacher explained about the lesson of introducing yourself with the instance about the topic or the sentences. The teacher asked them one by one to listen about the lesson that she had just explained. First, the teacher asked the student to create one simple work associated with introduce yourself individually and so the teacher asked the students to try to the work together and discuss about the lesson during a variety of group, where each group consisted of 4 students. Then the teacher asked the student to create a simple conversation about introduce your self supported the result of practicing with our self and their friend likes the example from the story telling. After this, the teacher ordered the student to practice the conversation with their friends. While the presentation runs, each group should correct it supported the discussion in group.

In this session, the teacher wanted to understand how far the scholars able to do the work individually or in group. The researcher found that there was difference between the 2 activities. When the scholars did the evaluation individually, it appeared like they still confused about the lesson, but when in group, they looked more active on everything. The teacher technique by using give and take could develop the scholars activity and make student confident to share their opinion, by using give and take, could attract the scholars capability in

memorization.

3. Closing

After the lesson finished, the teacher gave new task. The teacher wanted them to learned it and do the evaluation reception individually. The teacher provided feedback on the method of teaching learning. The teacher gave comment about students' performance and suggestions toward what should be improved. Then the teacher closed the lesson by giving thankfulness for the students' attention and wishing "*Wassalamu'alaikumwr.wb*".

From the observation it are often found that the method of teaching speaking using storytelling based role play technique runs well.

The students were ready to learn better in group of story telling practice rather than individual. They'll learn work together to induce one right result of their work. The competition in group is that the good sign of student's activity. It may be found that the students were easy to speak and more confident to practice the potential and share opinion.

2. The Result of The Observation

In this study, observation is used to observe the students when they were in learning process and doing the test, and the location of the research area of Darussalam vocational school Blokagung, Banyuwangi.

From the observation, it is shown that the students did the test as instructed. While the location of Darussalam vocational school is about 60 kilometers on the west of Banyuwangi regency and it is about 7 kilometers on the west of tegalsari district.

3. The Result of The Interview

The interview is conducted between the writer and the English teacher. The interview that is conducted with the English teacher at Darussalam vocational school applied meaning fullness approach in teaching English. This means that both the teacher and students were active in teaching learning process however, teaching learning sometimes faces some obstacles because of some reasons here are some of them:

- a). Most of students live in Islamic boarding school, they have to do many activities so that they do not have much time to focus their attention to study only English.
- b). Several of them come late to class because of reciting ihya' ulumuddin so, they can not follow the lesson fully.

The emphasis in applying the meaning fullness approach was the students understanding of the topic given by the teacher in wich the students learn the English skill integrated in one unit. The teacher did not teach the students each English skill separately, but she taught the students in one unit focusing on the speaking skill.

In teaching the speaking skill the teacher used storytelling

based role play. When the students found unfamiliar word in the storytelling, the teacher encouraged them to find the meaning without consulting to the dictionary, but guessing them through the context.

In order to develop the students speaking skill, the use of storytelling based role play given to the students were carefully chosen. If the students got some difficulties in answering the questions or same word in the storytelling, the teacher would let them to understanding the meaning word by word then practicing into role play. In the learning process the English teacher used LKS Bahasa Inggris for Tenth grade students and for senior high school.

4. The Result of The Documentation

As it was stated in the previous chapter that document was used to get the data about the supporting data of this study. There are profile and data of Darussalam vocational school that are stated as follow:

Name	: SMK Darussalam Blokagung
Status	: Swasta Tercatat
Address of school	: Jalan Pondok Pesantren Darussalam Blokagung
Province	: Jawa Timur
Regency	: Banyuwangi
Code Pos	: 68486
Telephone/fax	: (0333) 845973

The more data about academic program, syllabus and lesson plan can

be seen at the (Appendix 1)

B. The problems faced by the teacher in using storytelling based role play at tenth grade students of SMK Darussalam 2019/2020 academic year.

After doing the observation in teaching speaking skill using of storytelling based role play for the tenth grade students (TKR 3) of Darussalam vocational school 2019/2020 academic year, the researcher found that there are problems faced by the teacher, it may be seen below.

1. More additional time

In the role play, there are a lots of your time that was wasted, because the teacher should arrange matters and therefore the condition of the teaching learning process. The teacher should arrange the time of making a storytelling based role play process, collecting the work, giving the time to end the add group also.

2. Difficult to regulate matters

When the students did the storytelling role play in group, sometimes the noise coming from their activity that was too loud and also the students sometimes did'nt listen to their teacher. The students an excessive amount of focused on their work in storytelling role play group.

3. Difficult to be arranged

It means that the students an excessive amount of focused in arranging their own group and selecting their own friends.

4. Depending on their friends

In storytelling based role play, there have been heterogenic students were'nt all the student were clever and has good skill in English, while the students that was'nt good in English material usually they depending on their friends.

C. The solving problem in Teaching Speaking by using story telling based role play at tenth grade students of SMK Darussalam in 2019/2020 academic year.

Based on the matter deals with the teacher associated with the implementation of storytelling based role play in teaching speaking at tenth grade students (TKR 3) of Darussalam vocational school 2019/2020 academic year are often seen below.

1. To solve the needs more additional time for the teaching speaking. The teacher should be ready to arrange the teaching learning method (role play group) in a very simple way. She should'nt waste her time in creating group by moving the chair and shape it into circle. She could ask the students to maneuver to face with their friend behind.
2. To resolve the matter associated with the noise coming from their activity that was too loud and also the student sometimes failed to listen to their teacher, the teacher should take one student mutually leader to manage each group. One group lead by one student. The leader would take responsible with the

case on their group.

3. Makes one student from each group as a coach to manage their own group to unravel the crowded situation at the classroom. The teacher arranged the group for storytelling role play from students supported their capacity. Each group, the teacher put one clever student for every group. So, the other student will not depending on them, they can study together and encourage their speaking ability by using story telling role play.

CHAPTER V

DISCUSSION

A. The implementation of using storytelling based role play to improve speaking ability at tenth grade students of SMK Darussalam in 2019/2020 academic year.

The observation finding showed that the implementation of teaching speaking using storytelling based role play was successful because it had been appropriate with the goal of teaching learning process. The implementation of teaching speaking using storytelling based role play was that the teacher did 2 meetings; on each meeting the teacher used 2 different expressions. The implementation of storytelling based role play that practiced by students was done in main activity where the scholars needed to find out the lesson individually, then discussed it with their friend in storytelling group to get understanding because the representation.

The implementation of teaching speaking using storytelling based role play starts an issue to make the student's knowledge, the teacher used 'expression' to suppose that they'll learn the way to cooperate and good in memorization especially in dialogue. Then in group (2-4 students) they ought to cooperate to create one right work. This was all to form the activity on students' speaking learning. The students failed to only find out about speaking skill but also learn the

way to move and the way have to cooperate with their friends to complete their work. From both meetings it are often found that the method of teaching speaking using storytelling based role play runs good. The students were ready to learn better after doing individual work then continued with group. They'll learn cooperative and communicative to figure together in the right result of their work. The competition in group is that the good sign of student's activity. It can also be found that the students were able more study to indicate their right speaking preferment because the evidence.

The use of storytelling based role play also taught them to be told cooperative with their friend and lift the students imagination associate with make short conversation. When one in every of the students made mistake, the opposite students could correct it helped by the teacher. Word could be a technique to form the student's activity, so in those meetings the implementation of that teaching technique is nice, the teacher used the technique good also.

After doing the observation in teaching learning speaking skill by using of storytelling based role play on the tenth grade students (TKR 3) of Darussalam vocational school, the researcher found that there are problems faced by the teacher, where the teacher needed more beyond regular time for the storytelling role play group implementation, in Group of storytelling, there have been plenty of your time that was wasted, because the teacher should arranged true and also the condition of the teaching learning process.

The teacher should arrange the time of making a storytelling role play group, collecting the work, giving the time to the add group also, the teacher had bit difficult to regulate true at school while the discussion was on, when the students did the role play in storytelling group, sometimes the noise are from their activity that was too loud and also the students sometimes failed to concentrate to their teacher. The students an excessive amount of focused on their work in their role play group, and also the teacher should be ready to arrange an honest time for Group of storytelling role play it means, the teacher should be ready to arrange an honest time with the time that had been given by the school. It had been hard, because there have been sometimes any of unexpected situation happened on the teaching learning English using storytelling based role play.

The strength of teaching speaking skill using storytelling based role play appeared after the observation where the students were ready to do the the add group and that they were more competitive in English lesson, the students are more active in speaking, because they were pushed to understand the aim within the material, the students got more variation on teaching learning process to avoid the bored situation in the class when English teaching learning, and also the students were also more active in speaking because they get more support from their group. While the weaknesses of teaching learning speaking skill by using storytelling based role play also appeared after the observation where the role play Group sometimes can create the

lazy situation for student that's not active, because they'd get their work finished from their friends, the crowded situation in the classroom was too annoying for other classes, and also the Group of storytelling role play needed more over time, because there have been plenty activity that's really wasting the time.

Based on the matter deals with the teacher associated with the implementation of storytelling role play Group in teaching speaking at tenth grade students (TKR 3) on Darussalam vocational school 2019/2020 academic year, there are found that to unravel the wants more beyond regular time for the storytelling role play Group implementation, the teacher should be ready to arrange the teaching learning method (Storytelling role play Group) during a simple way. She must not waste his time in creating group by moving the chair and shape it into circle. She could ask the students to maneuver their sit face to face with their friend behind. Then to resolve the matter associated with the noise coming from their activity that was too loud and also the student sometimes didn't listen to their teacher, the teacher should take one student joined leader to manage each group. A group of role play lead by one student. The leader would take responsible with the case on his/her group. While to resolve the matter associated with the focused on their add group on their work, the teacher should be ready to arrange an honest time for conference it implies that,, the teacher should be ready to arrange a decent time with the time that has been given by the school.

The analysis of the data indicated that using of storytelling based role play as a worthy technique to teaching speaking. During the teaching and learning process that was held in the three meetings, the students showed their increasing in speaking by using storytelling based role play, more over the students like to tell the story entitle “ Snow White”, The students were asked to read the story then practicing in the front of the class based role play group.

Pramowardhany (2003:4) explained that storytelling can motivate students to learn more because it creates a sense of curiosity. When watching or doing something that they don't understand in a storytelling practice they will be attracted to speak up and answer the questions what they get from the story and their friends on the role play group.

By using storytelling the students easy to collect some vocabularies for their speaking ability. In line with that, Yunus In Istiyani (2003:17) states that storytelling are very useful for presenting new grammatical and vocabularies.

B. The Effectiveness of Role play Method In The Theoretical Perspective

Nurina (2011) concludes that role play is a technique in English teaching which bring the students to real communication in order to develop the student's imagination to be someone in a specific situation for a while, improvising dialogue and creating a real world in scenario.

According to the reason above, it can be concluded that by using role play method the students can understand English lesson easy but not leaving education unsure. Using role play method the students can improve their pronunciation and speak as they want.

From explanation above, it can be concluded that many benefits by using this role play method, then give amusing to students when they boring in the classroom. The researcher hopes after using role play method, the students will get easy to understand English and role play method effective in the teaching speaking.

Role play method was effective in the teaching speaking, so this method used in English learning process because this is one of a worthy method, in addition this method also have weakness in learning process. There are five strength to apply role play method.

The first is students are free to make decisions and show their expression as a whole. The second are game is easy discovery and can be used in different situations and time. The third are teachers can evaluate the students experience through observation at the time of doing the game. Fourth are the activities can be memorable with a strong and long lasting stay on the mind of students. Besides the fun of mutual security to be forgotten. Fifth are it is off interest to students, allowing the class to be dynamic and enthusiastic.

Then this method also has several a weakness, in addition to role play takes quite a lot is also because most of students feel embarrassed when certain scenes that portray the role play will fail

and the learning objectives were not achieved.

C. The Result Of Cycle 1

1. The Result of Action in Cycle 1

This action present about the result of action of cycle in the 1,2,3,4 meeting. The actions in cycle 1 were done in four meetings include the speaking test.

2. The Action in the First Meeting

The action in cycle 1 were done on 17th off December 2019 and the speaking test was arranged in fourth meeting In the first action cycle, the researcher used storytelling based role play in learning the material and what teacher technique to teach the students. The researcher gave explanation how to use storytelling based role play in teaching learning process especially in speaking. The researcher explained the material, and then the researcher asked the students to make a pair with their friend, then continued explaining the material with practice the dialogue. Besides that, the researcher asked question to know if the students understood about the material or not, then the researcher asked the students to practice the dialog in front of the class. After the students practiced in front of the class, the researcher gave feedback about pronunciation, vocabulary, fluency accuracy, and grammar. During the implementation of the action in the first meeting of the cycle 1, the researcher's teaching and learning activity was observed by the English teacher in the from of field note.

In the next action of the cycle 1 was not much different with the first action. In the second action, the researcher gave some explanation to remain the students. The used of storytelling based role play made of the students easier and interest to spoken in create dialog. After being given these action, the researcher asked the students to practice with their group using storytelling based role play.

3. The Result of Observation in Cycle 1

The class observation was done by the English teacher's collaboration. The teacher observed the classroom situation during teaching and learning process. In cycle 1, the observation was conducted in 4 action. The first action was conducted from 08:00 am - 09:30 am. The observation was done in X TKR 3 and the total of the students in this class is 20 students. But the focuses of the researcher are for 5 students that was get minimum score and they a little bit to understand the material of speaking lesson, they are not enthusiasm in English learning process, when the researcher asked about the difficulties in speaking lesson they answered if they were Shy, afraid to speak difficult in, Pronunciation, and Vocabulary.

The next action was conducted on the same time as before from 08:00am to 09:00am. The researcher started the lesson by asking question about the material at the first action, and some students responded the question and answer although there were some students who were passive in classroom. When the researcher explained the using of storytelling

based role play, some students that not interest before become more interest and have like a new spirit. They were interesting and enthusiast to learn English especially in speaking. The observation process was done during the teaching learning in every action is done. The researcher and the English teacher collaborated in observation, they used checklist sheet to observe their active or not when teaching learning process continue.

In this observation, the researcher found that students could increase their speaking. Some difficulties that be a reasons by students such as afraid, shy, and unconfident can solved by using this technique. The used of storytelling based role play could make students more active and more confidents because students feel comfort to practice in speaking. students should be practiced not one by one but they practiced in one group. So it makes the students more confident and enjoy the lesson.

4. The Result of Speaking Test in Cycle 1

The speaking test was undertaken by the aim of measuring the student's speaking achievement. The students practiced dialog used storytelling based role play as technique in teaching and learning activities.

After the researcher conduct all the actions, the researcher collaborated with the English teacher undertook the speaking test. The English teacher was the first scorer and the researcher was the second scorer. In this test, there were five indicators assessed. They were fluency, pronunciation, grammar, accuracy, and vocabulary. The result of the speaking test in the first cycle can be seen in the appendix.

In the first speaking test the researcher check the students on indicator's score, there were some students indicators score were not significance between the scorer 1 and scorer 2. Then the researcher confirmed to the English teacher about the different scoring indicators between the first scorer and the second scorer. The researcher and the English teacher take a much time to make sure the real score, because in this case there are some students has different score on indicator.

From the result of the students speaking test conducted in the cycle 1, it could be started that the students achieved the target of this study that was 3 of 5 focused students and 2 others didn't got the minimum passing grade (70). In this case the students did not achieve the target of this research, the cycle 2 was conducted. It was done to know is the method effective or not.

5. The Result of Reflection in Cycle 1

After knowing about the result of the speaking test and observation in the cycle 1, it could be stated that the researcher not achieved the target of the research. In this research that was 5 of focused students reached the minimum passing grade of the school that was 70. the minimum passing grade of the school that was 70 they still needed practiced, because the percentage in cycle 1 was not fulfilled the target in this research.

The researcher found the weakness of students in cycle 1. The weakness in cycle 1 is about pronunciation, because most of them were confused how to spoken of words in speaking. The solution of the

weakness acted in the next cycle by the researcher was gave motivation using storytelling based role play, and more trained about the correct pronunciation. The researcher give explanation again and practiced how to pronoun exactly, give example to students about pronunciation, grammar, fluency, accuracy, and vocabulary. The purpose was to make students more understand and can practiced better in the next time. The observation result in the first meeting 50% actively involved the teaching and learning process.

Based on the result of speaking test in cycle 1, it was known using storytelling based role play could improve their speaking achievement. But the researcher tried to increase the student's did not achieve the target in this research. In the cycle 2, the researcher planed to give some more motivation used storytelling based role play.

D. The Result of Action in Cycle 2

This action present about the result of action in the first and the next meeting. The actions in cycle 1 were done in four meetings include the speaking test.

1. The Action in the First Meeting

The first meeting of the cycle 2 was conducted on 24th December 2019, The material of speaking given was about how to speech a dialog by using storytelling based role play. The researcher explained and trained the students more about the correct pronunciation, grammar, vocabulary,

accuracy, and fluency. Because most of the student's faced difficulties in dialog was in pronunciation and fluency, it make them confused how to speech. The planning in the cycle 2 was revised from the cycle 1 and it made of the results of cycle 1. But the teaching learning process in cycle 2 was different from cycle 1, only the time and the material are same. The researcher hope that in cycle 2 the result would be better than in the cycle one.

2. The Action in the next Meeting

The next meeting of the cycle 2 was conducted on 14th January 2020. The material was still like in the first cycle. The researcher directly trained the students in telling and showing their expression to pronounce the acceptable pronunciation, grammar, vocabulary, accuracy and fluency. The researcher make sure if the students had the best performance in the final speaking test, that's why the researcher only asked the students to practice.

3. The Result of Observation in Cycle 2

The action done by the researcher in the cycle 2. In cycle 2, the English teacher still observed teaching and learning process through using storytelling based role play with the dialog in the form of field note. The observer observed the implementation of lesson plan which were made and consulted by the researcher and the collaborator which consists of some field note of researcher's weaknesses in conducting teaching and

learning process. It is aimed to know how far the researcher applied the strategy in this classroom action research.

In the first meeting of the second cycle, the researcher focused on voice, fluency and pronunciation. The researcher emphasized more on understanding the meaning of the word through speak loudly and the correct pronunciation. The observer stated that the researcher herself improved the student's speaking achievement even though there were some students still got under the minimum passing grade of the school.

The experience about using storytelling based role play in classroom gave many changes. Students were more active and attractive. Students communicated with their friends and they were practiced well without nervous to speak loudly in English. All students participate and acted the character in dialogue and they were comfortable with the situation it made them brave to express their ideas.

After the observation done by the researcher, it can be seen that the teaching and learning activity in the second cycle was better than the first Cycle. It was also proved by the percentage of the students which reached the minimum passing grade (70). It showed that the technique could increase the students speaking and achieved the target of the research.

4. The Result of Speaking Test in Cycle 2

After conducting the first until the last meeting of the cycle 2, the researcher organized the speaking test. It was intended to get the primary

data about the student's speaking achievement which was conducted on 14th January 2020. There were two kinds of evaluation or test done by the researcher and the collaborator to collect data. They were process evaluation which referred to the students speaking test. In this research, the researcher applied the product evaluation to measure the student's speaking achievement.

The speaking test which was done in the cycle 2. It was done because the students are not felt nervous when they practice it in front of the class. To make the assessment more objective, the researcher collaborated with the English teacher in scoring students speaking achievement test. They were, fluency, pronunciation, grammar, accuracy, and vocabulary. The result of speaking achievement test in the second cycle could be seen in the appendix.

As the result of the student's speaking test in the cycle 2, it could be stated that there were better improvement of the students speaking achievement than the cycle1. In the cycle1, the student's speaking achievement off focused students 2 of them were get 50 and the target score was 70. It means that from 5 focused students, there were 2 students didn't get the minimum score passing standard (70). Meanwhile, in the cycle 2, the 5 focused student was get 70. It means that from 5 students who followed the test, there were to be able to speak English because they achieved the minimum score passing standard (70). On the other word, there were better improvements in the cycle 2 than in the cycle 1.

5. The Result of Reflection in cycle2

This reflection was the last reflection of this classroom action research where the result of the second cycle showed that the students achieved the target of the research that get the minimum score (75). The student's speaking achievement in the cycle 2 also improved consistently. The student's speaking achievement in the cycle improved from get 50 score in the cycle 1 to 75 score in the cycle 2. There were 5 students which could speak or achieved the minimum score passing standard. Before the researcher conducted the researcher used those technique, the researcher know that those technique could be more active in communicate, students be more confident and have motivation to study especially in speaking English.

Based on the result of observation and speaking test in the second cycle, the students each the target that was get minimum score (75) . From this result, it could be concluded that the use of storytelling based role play can improve the tenth grade student's (TKR 3) speaking achievement at Darussalam vocational school Blokagung Banyuwangi in the 2019/2020 academic year.

CHAPTER VI

CONCLUSION AND SUGGESTION

This chapter covers both the conclusion and suggestion that are made on the basis of the research result and their discussion presented in the previous chapter. The first is the conclusion of the research findings aimed to increase students' speaking skill through role play. The second is some suggestions which are addressed for the teaching of speaking for future research.

A. Conclusion

The conclusion basically covers the answers to the question raised in the problem of the research “ Is it effective to teaching speaking by using story telling based role play for tenth grade students (X TKR 3) of Darussalam vocational school?

According to the data and the information which has been collected while the observation process that has been done by the researcher, and after through the method of information, data analysis and interpretation, finally the researcher up to the conclusion that;

1. The implementation of teaching speaking skill using storytelling based role play for the tenth grade students (TKR 3) of Darussalam vocational school runs well. It are often seen that from two meetings, the situation in the classroom is getting better, where the students were more active in doing the speaking task in a form group of storytelling role play. Together

they'll create their perfect work because the representation of the group. While the presentation runs, each group should correct it supported on the storytelling role play. The teacher implemented teaching speaking using storytelling based role play. The activity is that on the observation and meeting, the teacher asked the students to find out and do the work by their self roleplay class individually, after their individual work was done, they must discuss it in group where it consisted of 2-4 students. While on the second meeting, the students should learn the material of the speaking based on the storytelling individually, after doing the taken home work. Then their homework should be discussed with their friends again in group to get one perfect because the representation.

The problem faced by the teacher in implementing the use of storytelling based role play in teaching speaking at tenth grade students (TKR 3) on Darussalam vocational school Blokagung, Banyuwangi 2019/2020 academic year. After doing the observation in teaching speaking skill by using storytelling based role play at tenth grade students (TKR 3), the researcher found that there have been problems faced by the teacher, where the teacher needed more time extra for the storytelling role play implementation, in Group of role play, there have been a lot of time that was wasted, because the teacher should arranged arranged matters and therefore the condition of the teaching

learning process. The teacher should arrange the time of creating a role play group, collecting the work, giving the time to end finish the work in group of role play, the teacher was little bit difficult to manage matters the situation in class while the discussion was on, when the students did the discussion in group of storytelling role play, sometimes the noise are from their activity that was too loud and also the students sometimes failed to listen to their teacher. The students too much focused on their work in group, and also the teacher should be ready to arrange a good time for Group of storytelling based role play it means that, the teacher should be ready to arrange a decent time with the time that had been given by the school. It absolutely was rough, because there have been sometimes any of unexpected situation happened on the teaching speaking using of storytelling based role play.

2. The teachers apply active learning in teaching with various methods like a game, role play, discussion and presentation

B. Suggestion

Based on the conclusion above, the researcher would like to give some suggestion to the students, the teacher, the institution and the other researcher.

1. For the Students

The students should use storytelling based role play so that they can easy to increase their speaking ability.

2. For The Teacher

The English teacher is suggested to use storytelling based role play in teaching , especially for teaching speaking.

3. For The Institution

The institution should provide storytelling based role play to teaching English, especially for speaking skill.

4. For The Other Researcher

To the other researcher who are interested in doing research on the use of picture based storytelling, it is suggested to spend more time for doing the research. It is assumed that longer period in doing the research will be appropriate to gain deeper and better result. To make the result more valid, it is also suggested to conduct similar research method in other school with another speaking strategy to improve students speaking ability.

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APPENDIX

Table 1: The Matrix of Research

Activity	November 2019				December 2019				January 2020			
	5	12	19	26	10	17	24	31	7	14	21	28
1. Proposal												
2. Research permission												
3. Doing the research												
4. Arrange the research Result												
5. Revision												
6. Arrange the thesis												

Table Observation checklist for students participation

No.	Name	Indicator					Category	
		1	2	3	4	5	Active	Passive

Notes:

1. Paying attention
2. Doing teacher's instruction
3. Asking question to teacher
4. Answering teacher's question
5. Doing the task/exercise

Observation Checklist Result

Class : X-TKR 3

No.	Statement	Y	N
1.	Students are active in English class	<input type="checkbox"/>	
2.	Students are active in speaking English		<input type="checkbox"/>
3.	Students will ask the teacher if they are not understanding the meaning of the word	<input type="checkbox"/>	
4.	Students are listening to the English teacher carefully	<input type="checkbox"/>	
5.	Students use a few vocabularies	<input type="checkbox"/>	
6.	Students will ask to the teacher if they do not know how to pronounce some words		<input type="checkbox"/>
7.	Students have a good self-confidence when they are speaking English even in front of the class		<input type="checkbox"/>
8.	Students want to make effort to learn English	<input type="checkbox"/>	

Observation Checklist from The English Teacher

Class : X-TKR 3

No.	Statement	Y	N
1.	Students are active in English class	<input type="checkbox"/>	
2.	Students are active in speaking English		<input type="checkbox"/>
3.	Students will ask the teacher if they are not understanding the meaning of the word		<input type="checkbox"/>
4.	Students are listening to the English teacher carefully		<input type="checkbox"/>
5.	Students use a few vocabularies	<input type="checkbox"/>	
6.	Students will ask to the teacher if they do not know how to pronounce some words		<input type="checkbox"/>
7.	Students have a good self-confidence when they are speaking English even in front of the class		<input type="checkbox"/>
8.	Students want to make effort to learn English	<input type="checkbox"/>	

Sample of Interview'

Question\Students' Answer	Student 1	Student 2	Student 3	Student 4	Student 5
Do you feel that the storytelling for this second time can help you more in improving your speaking?	Yes, Ms. I think I become braver and also " <i>lancar</i> " to speak English Ms. But sometimes I still get problems. Like, when I don't know how to pronounce it and the words in English.	I am not sure, Ms. Because I think it is same as the first one. I don't get any problems. Just some of the audience getting bored when I retell the story.	Yes. Because I can speak in English fluently than before.	Yes. I can retell the story fluently. I can memorize the story easier than the first one. Because I have known how to make it easy.	Yes Ms. I can learn to speak in English in this time. So, it can help me to make me better in speaking.
How about your improvement in grammar?	My grammar not really good if I look at my friend in this class. From storytelling I can learn it, but maybe it will be better if you do it more than twice.	My grammar? I don't know. Maybe it improves my audience's grammar. Because sometimes they ask me about the verb 2.	I don't think so. Because I am still not really sure about my grammar.	I think it will be good if this storytelling activity not just for twice. Maybe for four time and more. It will help my grammar.	Actually, I don't really care about my grammar. Because I believe that it will be better if I learn it more and more.

Did you feel enjoy when we were doing this activity even for second time?	Yes. I feel more enjoy for this time because I feel more comfortable.	Yes, I enjoy it. But my audiences look more passive than the first one.	Yes, I did. I enjoy it because it just like doing something that you have learned before. So, it is easier than the first one.	Not really Ms. I don't really like the story.	Yes Ms. Because I think it will be good of we doing this more than once.
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**RENCANA PELAKSANAAN
PEMBELAJARAN (RPP)**

Nama Sekolah : SMK Darussalam Blokagung

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : X / TKR 3

Topik Pembelajaran : Teks narrative storytelling

Alokasi Waktu : 2 X 45 menit (1x pertemuan)

A. Kompetensi Inti (KI)

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro- aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya,

dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator

1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar

2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan Komunikasi fungsional

3.10. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk cerita rakyat rakyat, sesuai dengan konteks penggunaannya.

Indikator:

1. Siswa dapat mengidentifikasi karakter yang ada dalam suatu storytelling (teks naratif)
2. Siswa dapat mengidentifikasi setting (latar) cerita.

3. Siswa dapat mengidentifikasi konflik/ masalah yang ada dalam cerita
4. Siswa dapat menjelaskan solusi yang ada dalam cerita
5. Siswa dapat mengidentifikasi nilai moral yang ada dalam cerita
6. Siswa dapat mengidentifikasi penggunaan kata kata khusus dalam cerita
7. Siswa dapat menganalisis penggunaan bentuk kata kerja tertentu dalam cerita

4.15. Menangkap makna teks naratif lisan dan tulis berbentuk storytelling, sederhana.

Indikator:

1. Siswa dapat menjawab pertanyaan terkait dengan teks storytelling yang dibaca.
2. Siswa dapat menceritakan kembali storytelling yang dibaca baik secara lisan maupun tulisan

C. Tujuan Pembelajaran

Siswa dapat mengungkapkan makna teks naratif lisan dan tulis berbentuk storytelling sederhana dengan menunjukkan perilaku kerjasama dalam melaksanakan komunikasi fungsional.

D. Materi Pembelajaran

Teks lisan dan tertulis berbentuk storytelling sederhana.

Fungsi sosial : Meneladani nilai-nilai moral

Struktur Teks :

- Pengenalan tokoh dan setting
- Komplikasi terhadap tokoh utama
- Solusi dan akhir cerita

Unsur Kebahasaan :

- Kata-kata terkait karakter, watak, dan setting dalam cerita rakyat
- Modal auxiliary verbs.
- Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan
- Rujukan kata

E. Metode Pembelajaran

Pendekatan ilmiah

Strategi : Menyimak dan diskusi kelompok

F. Media, Alat, dan Sumber Pembelajaran

1. Media

- Teks storytelling

2. Alat/Bahan

- Beberapa potongan kertas berisi storytelling

3. Sumber Belajar

- Buku cerita kumpulan storytelling
- [www. dailyenglish.com](http://www.dailyenglish.com)
- http://americanenglish.state.gov/files/ae/resource_files
- <http://learnenglish.britishcouncil.org/en>

G. Langkah-langkah Kegiatan Pembelajaran Pertemuan 1

1) Kegiatan Pendahuluan

- Guru mengecek kesiapan siswa belajar baik secara fisik maupun psikologis.
- Guru menanyakan pengalaman siswa dalam berbahasa Inggris (social chat);
- Guru menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai;
- Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan siswa untuk menyelesaikan latihan- latihan dan tugas dalam pembelajaran.
- Guru membagi siswa dalam 5 kelompok.
- Guru membagikan teks storytelling kepada masing-masing

kelompok.

2) **Kegiatan Inti Mengamati**

- Siswa menyimak contoh teks *storytelling* yang diperdengarkan guru
- Siswa mendiskusikan dan melakukan *storytelling* dengan satu siswa sebagai pembicara
- Siswa mengamati, mendengarkan teman pembicara
- Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari cerita
- Siswa saling bergantian mengemukakan pendapat tentang *storytelling* tersebut.

Menanya

- Siswa mempertanyakan isi cerita dari *storytelling*

3) **Kegiatan Penutup**

- Siswa dengan bimbingan guru menyimpulkan pembelajaran hari itu
- Guru memberikan umpan balik pembelajaran
- Guru menyampaikan rencana pembelajaran untuk pertemuan berikutnya

Pertemuan 2

1) Kegiatan Pendahuluan

- Guru mengecek kesiapan siswa belajar baik secara fisik maupun psikologis.
- Guru menanyakan pengalaman siswa dalam berbahasa Inggris (social chat);
- Guru mengulas singkat materi/kegiatan di pertemuan sebelumnya;
- Guru menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai;
- Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan siswa untuk menyelesaikan latihan- latihan dan tugas dalam pembelajaran
- Guru membimbing siswa untuk menuju ke kelompok masing-masing.

2) Kegiatan Inti

- Siswa yang menjadi pembicara kembali bercerita dengan teks yang sudah tersedia tanpa melihatnya.
- Siswa pembicara membuat kalimat dengan bahasa sendiri dan menyampaikan kepada

anggotanya

- Siswa yang lain mendengarkan dan mengamati
- Saat siswa pembicara selesai, siswa lain dalam kelompok yang sama secara bergantian menyampaikan pendapat dan menceritakan kembali secara singkat cerita rakyat tersebut.

3) Kegiatan Penutup

- Siswa dengan bimbingan guru menyimpulkan pembelajaran hari itu
- Guru memberikan umpan balik pembelajaran
- Guru menyampaikan rencana pembelajaran untuk pertemuan berikutnya

H. Penilaian (Rubrik Observasi)

No.	Statement	Y	N
1.	Siswa aktif di dalam kelas Bahasa Inggris		
2.	Siswa aktif menggunakan Bahasa Inggris		
3.	Siswa akan menanyakan kata yang tidak dimengerti kepada guru		
4.	Siswa mendengarkan guru dengan seksama		
5.	Siswa hanya menggunakan sedikit kosakata Bahasa Inggris		
6.	Siswa akan menanyakan cara pengucapan kata dalam Bahasa Inggris kepada guru jika dia tidak tahu		
7.	Siswa memiliki kepercayaan diri yang bagus saat bercerita didepan teman-temannya		
8.	Siswa mau dan berusaha belajar berbicara dalam Bahasa Inggris		

STORRYTELLING

THE RABBIT AND THE TURTLE



One day a rabbit was boasting about how fast he could run. He was laughing at the turtle for being so slow. Much to the rabbit's surprise, the turtle challenged him to a race. The rabbit thought this was a good joke and accepted the challenge. The fox was to be the umpire of the race. As the race began, the rabbit raced way ahead of the turtle, just like everyone thought.

The rabbit got to the halfway point and could not see the turtle anywhere. He was hot and tired and decided to stop and take a short nap. Even if the turtle passed him, he would be able to race to the finish line ahead of him. All this time the turtle kept walking step by step by step. He never quit no matter how hot or tired he got. He just kept going.

However, the rabbit slept longer than he had thought and woke up. He could not see the turtle anywhere! He went at full speed to the finish line but found the turtle there waiting for him.

Moral: never underestimate the weakest opponent.

Kancil dan Buaya (Mouse Deer and Crocodile)

One day, Mouse Deer went down to the river to take a drink. But he knew that the crocodile might be waiting underwater to eat him, so he said out loud. "I wonder if the water's warm. I'll put in my leg and find out." Of course Mouse Deer didn't put in his leg. He picked up a stick instead and put one end into the water. Chomp...! Crocodile grabbed the stick and pulled it underwater. Mouse Deer laughed. "Ha... ha...ha... Stupid crocodile! Cant you tell the difference

between a stick and a leg?” Then Mouse Deer ran off to drink somewhere else. In the next day, Mouse Deer wanted to cross the river. He wanted to eat the fruits on the other side of the river. He saw a floating log in the river. He knew that Crocodile looked like a log when he floated. Mouse Deer didn't want to be eaten by Crocodile when he crosses the river. He had an idea. He called out loud, “Crocodile!” Crocodile rose from the water, “Hello, Mouse Deer. Have you come to be my lunch?” Mouse Deer smiled. “Sorry, not today, Crocodile. I have orders from the King. He wants to invite all the crocodiles in this river to a party. He wants me to count all the crocodiles so he could prepare enough meal for you.” “Really...? Tell us what to do,” said Crocodile. “You must line up from this side of the river to the other side,” said Mouse Deer. Crocodile then got all his friends and family. They lined up across the river. Mouse Deer then jumped onto Crocodile's back. “One,” he counted. He jumped onto the next crocodile, “Two.” And the next crocodile, “Three.” Mouse Deer kept jumping until he arrived on the other side of the river. “How many are there?” asked Crocodile. “Just enough,” said Mouse Deer. He laughed as he ran to the forest

Assessing the Students' Progress

(Cycle 1)

Name	Skills						
	Participation in class	Participation in conversations	Participation in group discussion	Giving oral presentations	Pronunciation	Fuency	Feeling confident about
Progress							
Afdal Yudistira	√	√	√	√	√	√	√
Ahmad Faizul	√	√	√	√	√	√	√
Andre Putra	√	√	√	√	√	√	√
Bintang	√	√	√	√	√	√	√
Dadang Ardi	√	√	√	√	√	√	√
Desta Barera	√	√	√	√	√	√	√
Fadilah Nur	√	√	√	√	√	√	√
Fahad Danik	√	√	√	√	√	√	√
Faiqul Ashar	√	√	√	√	√	√	√
Heri Santosa	√	√	√	√	√	√	√
Heriyanto	√	√	√	√	√	√	√
Ihwanul kirom	√	√	√	√	√	√	√
Irfan Lutfi	√	√	√	√	√	√	√
Moh. Wahyu	√	√	√	√	√	√	√
Moh. Zam	√	√	√	√	√	√	√
Moh. Jefni	√	√	√	√	√	√	√
Moh. Ilyas	√	√	√	√	√	√	√
Name	Skills						

Assessing the Students' Progress

(Cycle 2)

Name	Skills						
	Participation in class	Participation in conversations	Participation in group discussion	Giving oral presentations	Pronunciation	Fuency	Feeling confident about
Progress							
Afdhal Yudistira	√	√	√	√	√		√
Ahmad Faizul	√	√		√		√	√
Ahmad Saiful	√	√	√	√	√	√	√
Moh. Wahyu	√		√	√	√		√
Moh. Jefni	√	√	√	√	√		√
Name	Skills						

STUDENTS SCORE

NO	Name	Score of pre Test	Score of Cycle 1	Score of Cycle 2
1.	Afdal Yudistira	60	70	75
2.	Ahmad Faizul	60	75	80
3.	Ahmad Saiful	65	75	80
4.	Bintang	75	75	75
5.	Dadang Ardi	70	70	75
6.	Desta Barera	70	75	80
7.	Fadilah Nur	75	70	75
8.	Fahad Danik	70	70	75
9.	Faiqul Ashar	75	70	75
10.	Heri Santosa	70	75	75
11.	Heriyanto	70	70	80
12.	Ihwanul kirom	70	75	75
13.	Irfan Lutfi	75	75	80
14.	Moh. Wahyu	65	65	70
15.	Moh. Zam	70	70	75
16.	Moh. Jefni	60	60	75
17.	Moh. Ilyas	70	70	75
18.	Restu Anugrah	75	75	80
19.	Syakir Abdul	70	70	75
20.	Yusuf Hadziq	70	70	75

BIOGRAPHY



Nurul Adinda was born on April 15th , 1997, in Giri, Banyuwangi, Jawa Timur. She is the one and only daughter of her beloved parents Mr. Subhan and Mrs. Annisa. She begin her study on SDN 3 Jambesari Giri Banyuwangi. She finished her study at: junior high school in 2012 , Senior high school in 2016. And then She continued to Study Program Teacher Training and Education in IAI Darussalam Blokagung Banyuwangi.

AGREEMENT

This is to certify that the thesis of **Nurul Adinda** has been approved by the board of examiners as a requirement for Sarjana Degree in the English Education Department.

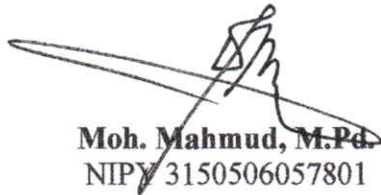
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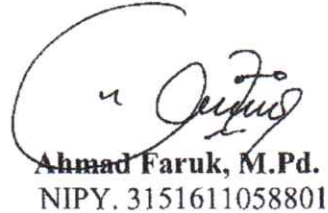
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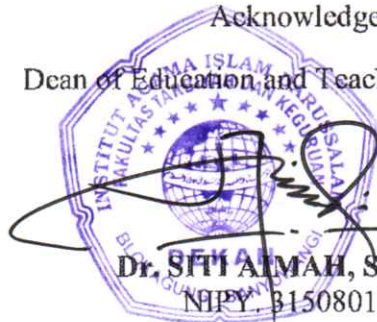
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Acknowledgement

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PROGRAM STUDI	S1 TADRIS BAHASA INGGRIS
PERIODE	20192
JUDUL	The Use of Story TellingnBased Role Play in Teaching Speaking at Tenth Grade Students X TKR 3 of Darussalam Vocational School in 20192020 academic year.



No	Periode	Tanggal Mulai	Tanggal Selesai	Uraian Masalah	Bimbingan
1	20192	23 Juli 2020	23 Juli 2020	Submit Revisi BAB 1-5	ACC Daftar Ujian Skripsi
2	20192	20 Juli 2020	20 Juli 2020	Submit BAB 5	Revisi
3	20192	13 Juli 2020	13 Juli 2020	Submit BAB 4	Revisi
4	20192	12 Juli 2020	12 Juli 2020	Konsultasi BAB 4	Revisi
5	20192	02 Juli 2020	02 Juli 2020	Revisi pasca Proposal	Revisi
6	20192	30 Juni 2020	30 Juni 2020	Submit BAB 1, 2 dan 3	Ujian Proposal
7	20192	28 Juni 2020	28 Juni 2020	Submit BAB 3	Revisi
8	20192	20 Juni 2020	20 Juni 2020	Submit BAB 1 dan 2	Revisi
9	20192	15 Juni 2020	15 Juni 2020	Konsultasi BAB 2	Revisi
10	20192	21 Mei 2020	21 Mei 2020	Submit Judul	Revisi Judul
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ABSTRAK Adinda, Nurul. 2020. The Use of Story Telling Based Role Play in Teaching Speaking at Tenth Grade Students (X TKR 3) of Darussalam Vocational School in 2019/2020 academic year. Key Words: Speaking skill, English teaching. Speaking is one of skill in english that should be acquired by students.

But in reality most of students faced difficulties in speaking by many reasons. Based on the preliminary study the majority of students were afraid, shy and unconfident to speak english. The use of story telling is an appropriate strategy to increase student's speaking ability.

Therefore, the researcher conducted the research entitled "The Use of Story Telling Based Role Play in Teaching Speaking at Tenth Grade students (X TKR 3) of Darussalam Vocational School in 2019/2020 academic year. The objectives of the study are to know the implementation process of teaching speaking by using of story telling. The methodology of this research is a descriptive qualitative research.

The subject of the research are the students of tenth grade TKR 3 that consist of 20 students of Darussalam vocational school. The researcher using of observation and interview to collects the data. The result of this reseach are: (1) The implementation of teaching speaking by using of story telling based role play for the tenth grade students of TKR 3 runs well. It can be seen from three meetings, the students were more confident and easy to practis the speaking skill.

(2) The learning process and exercising of teaching speaking by using story telling includes two kind of test; the first is the evaluation of oral test that given every day after the end of learning process. The second is the evaluation that given in the end of



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Lamp. : -

Hal : **PENGANTAR PENELITIAN**

Kepada Yang Terhormat:

Kepala SMK Darussalam

Blokagung, Tegalsari, Banyuwangi

Di - Tempat

Assalamu'alaikum Wr. Wb.

Yang bertanda tangan di bawah ini Dekan Fakultas Tarbiyah dan Keguruan (FTK) Institut Agama Islam Darussalam (IAIDA) Blokagung Banyuwangi, memohonkan izin penelitian atas mahasiswa kami:

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Untuk dapat diterima/melaksanakan penelitian di lembaga yang Bapak/Ibu pimpin, dalam rangka penyelesaian program skripsi.

Adapun judul penelitiannya adalah:

"The use of story telling Based Role Play to improve speaking ability at tenth grade students of SMK Darussalam Blokagung in 2019/2020 academic year"

Atas perkenan dan kerjasamanya yang baik diucapkan banyak terima kasih.

Wassalamu'alaikum Wr. Wb.

Blokagung, 21 Juli 2020



Dr. Siti Aimah, S.Pd.I., M.Si.
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DECLARATION OF AUTHORSHIP

Bismillahirrohmanirrohim

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Declare that:

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Berdasarkan Surat Permohonan Izin Penelitian Nomor : 31.5/166.13/FTK.IAIDA/C.3/VII/2020 tanggal, 21 Juli 2020. Mahasiswa tersebut *Telah Melaksanakan Penelitian* di SMK Darussalam Blokagung dengan Judul **“The Use of Storytelling Based Role Play in Teaching at Tenth Grade Students (TKR 3) of Darussalam Vocational School”**.

Demikian surat keterangan ini dibuat dan dipergunakan sebagaimana mestinya.



Tegalsari, 22 Juli 2020

Kepala Sekolah,

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