**THE USE OF KAMISHIBAI MEDIA TO IMPROVE STUDENTS'
SPEAKING ABILITY IN STORYTELLING AT THE ELEVENTH GRADE
OF MA ZAKIYUN NAZAH SEI RAMPAH**

THESIS

**Submitted to the faculty of Tarbiyah Science and Teachers Training UIN-SU
Medan As a Partial Fulfillment of the Requirement for S1 Degree**

By

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NORT SUMATERA UTARA
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      Demikianlah kami sampaikan, atas perhatian saudara kami ucapkan terimakasih.

Wassalamu 'alaikum Wr.Wb

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Skripsi yang berjudul : "**The Use of Kamishibai Media to Improve students' Ability in Storytelling at Eleventh Grade of MA Zakiyun Nazah Sei Rampah"** oleh **Nirma Azizah Tanjung**, yang telah dimunaqasyahkan dalam sidang munaqasyah Sarjana Strata Satu (S1) Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan pada tanggal :

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ABSTRACT

NirmaAzizahTanjung: The Use of Kamishibai Media for Storytelling to Improve Students' speaking Ability in Storytelling at the Eleventh Grade of Ma ZakiyunNazahSeiRampah.

Keyword: Speaking comprehension, Storytelling, Kamishibai, and Media.

This research was aimed to find out the improvement of the students' speaking ability in Storytelling by Kamishibai media. The research was conducted by Classroom ActoinReasearch (CAR). The subject of this research was XI grade of MA ZakiyunNazahSeirampah which consisted of 37 students. The object of this research was to improve the students' ability in speaking storytelling by using kamishibai as media. The researcher was conducted in two cycle, cycle I consisted of Three meetings and cycle II consisted of Two meetings. The instrument for collecting data were quantitative data (test) and qualitative (Observation sheet, interview sheet, diary note, and photography evidence). Based on speaking test score, students' score kept improving in every test, it could be seen from improvement of mean of students' score namely, and the mean of Pre-Test (56,43) improves if compared with mean of Post-Test in cycle I (69,08) and comparing with the mean of Post-Test in cycle II (75,32). The percentage of students' ability in speaking storytelling test who got score of over 75 for the Pre-Test was 8 %, for the Post-test cycle I was 41% and for the Post-Test cycle II was 78%. The improvement percentage of students from the Pre-test to the Post-Test cycle I was 41% and the improvement from the Post-test cycle I to the Post-Test cycle II was 37%. From the Pre-Test to the Post-Test cycle II was 78%. Based on the observation sheet, interview report, and diary, it was found that teaching and learning process run well. Students were active, enthusiastic and interested in speaking storytelling. It was found that teaching speaking storytelling by kamishibai media could increase the students' ability.

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بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِيمِ

Assalamu 'alaikumWr.Wb

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The title of the thesis is "**THE USE OF KAMISHIBAI MEDIA FOR STORYTELLING TO IMPROVE STUDENTS' SPEAKING ABILITY IN STORYTELLING AT THE ELEVENTH GRADE OF MA ZAKIYUN NAZAH SEI RAMPAH.**It is submitted to the Department of English Education, Faculty of Tarbiyah Science and Teacher Training, State Islamic University of North Sumatera Medan as partial fulfillment of the requirements for the degree S.Pd (Bachelor of Art). The researcher realized that she would never finished writing this thesis without helping of some people around her directly and indirectly. First of all, the writer would like to express her greatest love and honor to her beloved family: her greatest father (IrwansyahTanjung) , her wonderful mom (Misbah Batubara), and also beloved younger sister (Fenty Sari Tanjung&RizkaNinurTanjung) and younger brother (Chandra Tanjung&SyahrulGunawanTanjung) and also for all of my best friend who always encourage her to finish this thesis.

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CHAPTER I

INTRODUCTION

A. Background of the Study

Speaking is one of the skill must be have a children to understand about the learning in the classroom. Many people believe that speaking skill is an important aspect to acquire when learning a second or foreign language and the success of learning the language is measured from the performance of learners to speak the language learned. However most people learning a language have a goal to be able to speak so that they can communicate by using the language that they learned.

There are many techniques that can be applied in teaching speaking. Storytelling is one of technique that can be applied in the teaching and learning of speaking. Stories are how people make sense of themselves and their words. And storytelling is a task shared by storyteller and story listeners, it is the interaction of the two makes a story come to life. From the storytelling that students are expected to find some difficult the ideas of the story from their speaking.To improve the students' ability in speaking is influenced by many factors they are speaking materials, teacher, and media.

Media is a tool that teachers need in teaching and the tool that give information from learning resource to learning receiver or students.Media can create an atmosphere of interactive learning in the classroom. It means, students will get stimulus to think, feel, and to have desire to study so they will give attention to study when the learning process is provide with media. Such as Media

based visual is the appropriate media to support the English learning process. Media based Visual is called as image or parable. Visual Media can facilitate understanding and strengthen memory. The forms of visual media are image representations such as drawings, paintings or photographs that show how apparently an object.

Kamishibai is one of sample media based visual's kinds. *Kamishibai* is the media that has many slides with some pictures as the tool to tell story. *Kamishbai* can use as media to do the oral tales and itcan used as a media for teaching tool.The teacher doesn't know about *kamishibai* media. Teacher doesn't have*kamishibai* media yet. This is opportunity for researcher to design. *Kamishibai* as media for storytelling in student's speaking ability.

Ideally if the teacher used various media in teaching, so the student ability in speaking will be increased. In fact, based on the interview with English teacher at the Eleventh Grade of MA ZAKIYUN NAZAH SEI RAMPAH. There aresome information that the most difficult material which is taught to the students is about speaking. The students also have difficulties to retell the story in English. It is indicate through the following indicators : 1) the students have low confidence to do storytelling in English and they are afraid to do storytelling in the front of the class; 2) they get difficulty to retell the story in the front of the class; 3) they also do not understand about the generic structure and how to implementation in daily; 4) the student have less media in speaking, the point is the students don't like the material and they get difficulty to retell the story without media.

This condition happened because the teacher just asks students to read the text in the text books and find out the meaning from dictionary and memorize the text and retell the story in the front of the class. It makes learning process is not conducive. Teacher chooses the media that can't support the learning process or it can't increase the enthusiasm of students to learn English especially in storytelling session. In addition, the media which is used by teacher is monotonous. It makes students have less of motivation to learn English.

Based on the explanation above, the writers wants to conduct the research to see how the kamishibai as media can improve the students' ability in learning process. With the title: **"THE USE OF KAMISHIBAI MEDIA FOR STORYTELLING TO IMPROVE STUDENTS' ABILITY IN SPEAKING AT THE ELEVENTH GRADE OF MA ZAKIYUN NAZAH SEIRAMPAH".**

B. Statements of the Problems

Based on the background of the study above, it can be identified some problems as the following:

1. The students have low confidence to do storytelling in English and they are afraid to do storytelling in the front of the class;

2. The difficulties to retell the story in the front of the class;

3. The students do not understand about the generic structure and how to implementation in daily ;

4. The students have less media in speaking.

C. Research Questions

Based on the background of study above, it can be identified some problemsas follow:

1. How dothe use*Kamishibai* mediaimprove students'speaking ability in storytelling at the Eleventh grade of MA Zakiyun Nazah Seirampah ?

2. How is the improvement of students' speaking ability in storytelling by using *Kamishibai* media at the Eleventh grade of MA Zakiyun Nazah Seirampah?

D. Purposes of the Study

The Objectives of this study are :

1. To describe the use of*Kamishibai* media improve students' speaking ability in storytelling at the Eleventh grade of MA Zakiyun Nazah Seirampah.

2. To know the improvement of students' speaking ability in storytelling by using *Kamishibai* media at the Eleventh grade ofMA Zakiyun Nazah Seirampah.

E. Significances of the Study

The result of this study will expect to be significances and useful for:

1. For the principal as a contribution in making an instruction concept that can be used by the teacher

2. For the English teacher can improve the students ability used by media innovative and interactive in learning speaking for storytelling

3. Other Researchers to inspire other topics research especially in speaking comprehension.

F. Limitations of the Study

Based on identification of the problem above, the writer limits the problems on **The Use of Kamishibai Media for Storytelling to Improve students' Speaking Ability in Storytelling at the Eleventh Grade of MA Zakiyun Nazah Sei Rampah.**

CHAPTER II

LITERATURE REVIEW

A. Review of Literature

This research was conducted based on theories. In this chapter, the writer stated some related theories from several experts to support the study.

1. Media

In teaching English, teacher must choose the appropriate media that can use in the class. The media must be support student to increase their enthusiasm to learn English. Student can enjoy the learning process if the activity provide with media.

a. Definition of Media

According to Gerlach & Ely as cited by Azhar Arsyad says, "The word media is comes from the latin word medius, which literally means 'middle', 'intermediary' or 'introductory'. Media is human,material, or events that establish the conditions that enable the pupilsto acquire knowledge, skills, or attitudes. More specifically, the media are tools of graphic, photographic, or electronically to capture, process, and reconstruct the visual of verbal information.[1]

If the students have supported of media, it will help the students to create the good learning process.   Association of education and communication technology(AECT)as cited by Azhar Arsyad says, "that media is all forms and

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[1]Gerlach & Ely as cited by Arsyad,A. 2013. *Media Pembelajaran.* Jakarta: PT Raja grapindo persada. p. 89

channel that used to convey a message or information. The medium is the intermediary that transmits information between source and receiver. If the media carry messages or information that aimed instructional or containing about teaching purposes, the media is called a medium of learning.[2]

National education association (NEA) as cited by Sadiman says' "Media can separated as to kinds based on its nature, they are media as means of communication in print form, and media as means of communication in audiovisual including technology and its hardware.[3]

From the statements of all definition above, Media is a central and part of learning process, because the use of media would give positive impact on education, Media also can give stimulus for student to make the learning process happen. It means, students will get stimulus to think, feel, and to have desire to study so they will give attention to study when the learning process is provide with media.

b. Learning Media

Briggs as cited by Manurung says, "In learning process the learning sources is needed. Media is one of learningresources that can help student to learn in learning process. Media is the communication tools, but there is some definition that said media is an intermediary tool, so that it can be concluded that the media is the intermediary between messenger with the message recipient. Learning media is physical tool to convey the subject matter in the form of books,

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[2]*Ibid*, p.3
[3] (NEA) as cited by Sadiman, dkk. 2010. *Media Pendidikan.* Jakarta: Rajawali pers. p.7

Videotapes, and so forth.[4] Its means that Learning media same like with additional learning resources used by teachers and students in the learning process so that the material that being taught in school and the teaching material also developing and become more creative.

Gagne as cited by Azhar Arsyad says"Media is a manifestation of the existence of various types of components in the environment of students who can stimulate students to learn.[5]From those definitions,learning media is the sources of learn. Media is the teaching tools that can help teacher in learning process and means of message from learning sources to recipient message of learning (students). The conclusion of all definitions about media is the tools of learning that useful in learning process for students and teacher. Media can used to make learning process become easy and solve the problem about communication sending process in learning process. The other word, learning media is all of materials or tools that used for learning facilities.

c. **The Characteristics of Learning Media**

Thereare characteristics of learning media, they are (1)media in accordance with the methods of learning; (2) media must become the good communication tools between teacher and students in learning process; (3); learning media is teaching tool in the classroom and the outside of classroom (4)media can be touched by the sense.[6] From the all characteristics, it means that learning media is very important for the learning process at school. Learning system will run well

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[4] Briggs as cited by Manurung, A. A. 2012. *Media Pembelajaran : Penggunaan dan Pembuatannya.* Medan: Perdana Publishing. pp. 9-10

[5] Arsyad, *op. cit.,*p.6
[6] Sadiman, dkk. *op. cit.* p.84

when students understand about the information or knowledge that presented by the teacher.

d. The Types of Learning Media

Learning Media, give the easy way for students to obtain information from the lesson, beside of that learning media also can solve the problems in learning process such as the difficulty that students get to understand the information.Anderson as cited in manurung bookclassify media in ten types, they are:[7]

Table 2.1 The Classification of Media

No	The group of media	The sample in learning
1.	Audio	Audio cassette, a radio broadcast, CID, Telephone
2.	Print	The textbook, modules, leaflets, brochure, and picture
3.	Audio-print	The audio cassette that provide with the text
4.	The silence visual projection	OHT, Slide
5.	The silence audio-visual projection	The slide with sound
6.	The motion visual	The silence movie
7.	The motion audio-visual	The motion movie that has sound, NCD Video, Television
8.	Physical objects	The real objects, model, specimen
9.	Human and environment	Teacher, librarian. Laboratory assistant
10.	Computer	CAI,CBI

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[7] Manurung. *op. cit.* p.32

From the table we can get the information that learning media is needed in learning process. David stated our media and our society as we know it are fused: media/society one way to recognizethe importance of the media in our lives is to imagine life without media.[8] From the statement above, also we get the benefit from the media in society around.

e. Visual Media

Visual media (image or parable) play a very important role in the learning process.Visual media can facilitate understanding and strengthen memory. Visual can also cultivate student's interest and can provide the relationship between the content of the subject matter with the real world. To be affective, visual should be places in a meaningful context and students must with the visual (image) to convince the process of information.

Visual forms are: (a) image representations such as drawings, paintings or photographs that show how apparently an object; (b) a diagram that describe the relationship of concept. Organizational structure and content of the materials, (c) a map showing the relationships between the elements of space in the content of the material, (d) graphics such as tables, graphs and charts which represent an overview / tendency of data or the interrelationship of set of image or figures.[9]

In conclusion from the explanation about visual media above, Visualization of messages, information or concepts to be conveyed to students can be developed in various forms of Visual media such as photos, graphics/ illustration, sketch / drawing lines, graphs, and a combination of two or more forms.

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[8]David.dkk. 2006. *Media Society* (Four Edition). London: Sage. p.5

[9]Arsyad, *op. cit.* p.89

f. *Kamishibai* **as the visual media**

Visual Media can increase the understanding and strength the memorization of students. This shows that *kamishibai* is formof visual media. Casas states, *Kamishibai* also requires students to interact directly with the image so it is easy to understand. The visual part of *kamishibai* is the story paper card that consists of sequences of story. Story paper cards are displayed using *Butaior* story box.[10] It means that *Kamishibai* adapted in the classroom is the best way to introduce a story to the students by not spending a lot of time. Method used in kamishibai performance in the classroom is to choose a story. Tell a story out loud in front of the class so that student can understand the story. The story easy to understand because *Kamishibai's*displays the visual or illustrations of the story as a complement in telling the story. This is consistent with the understanding of visual media *kamishibai* above that can help students understand the content of a story and strengthen students' memories in remembering the plot of a story.

2. *Kamishibai*

*Kamishiba*i part of visual media that supported in media learning process. Student can using *kamishibai* media to retell the story in front of classroom.

a. **Definitions of Kamishibai**

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[10]Casas, D.L. 2006. *Kamishibaistory theater: The art of of picture telling.* London: Teacher idea press. p.5

Novilia states,*Kamishibai* is an ancient paper drama that used by monks to teach their followers. *Kamishibai* is a narrative art form used by Japanese monks between the 9th and 10th century. The shape of *kamishibai* is same like manual power point. *Kamishibai* has many slides with some pictures as the tool to tell story.[11]*Kamishibai* has been utilized since the Edoperiod. It was first modified from narrativepictures originating from the Netherlands. At thattime, it was called *Nozokikarakuri*. It consisted ofa picture 1.8 meters tall, in a box with a lens. [12] From those definitions, Kamishibai media have using long time ago, and this era kamishibai media has many change become modern media, and also kamishibai seldom used by teacher in the schools.

Kamishibai, as McGowan explains is part of this tradition, emerging from the 1930s economic depression as a popular form of street entertainment. Like Haiku poetry, Kamishibai's constrained format seems to liberate the imagination; the story-teller carefully synchronies the verbal part of their tale with illustrations on large picture cards; these are loaded into a wooden structure, half picture frame, half proscenium stage, and removed with panache to reveal, or half reveal, the next installment of the story in a series of coups de théâtre. These make Kamishibai completely compelling to watch. Children were reputedly prepared to rob their parents to get the money to pay for the next episode of the story.[13]

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[11]Novilia,V. 2013. The use kamishibai to teach speaking narrative text to the eight graders of SMPN 40 Surabaya", *Jurnal Mahasiswa,* Vol. 9, No 1 (March) p.2

[12]Rachman Indriyani. 2017. Problem Based Learning Method by Using Kamishibai. *JSDER,* Vol.1 No.1. (March) p.56

[13]McGowan, T. 2016. Performing Kamishibai. *The Journal of Education Alternatives,* Vol.5 No 1. (March) p.109

Dym as cited by Ansaldo says,"The art of *Kamishibai* also known as paper drama has been treasured by Japanese story tellers. It started many centuries ago in the Buddhists temple in Japan. Buddhists wanted people to embrace their values. So they used to go to villages telling stories with a strong moral.[14]

So from all the definitions above, *Kamishibai* is the ancient art of storytelling that came from 1930s. *Kamishibai* is found by monks in Buddhist temple as a media to give the lesson about life for their follower. But, the function of kamishibai is always changes. In the economic crisis that happened in Japan.*Kamishibai* used as the media to earn living. In this decade *Kamishibai* used in the school, the library and the cultural center especially in Japan. *Kamishibai* same as power point. The people that used *kamishibai* played the slide in the stage of *Kamishibai* or the Japanese people called as butai.

b. The Characteristics of Kamishibai

Kamishibai as a media for storytelling have their own format as follows:

1. The story card of kamishibai are composed of a certain number of loose sheets of thick paper;

2. The picture are on the front and the text on the back,

3. Because the text is written on the back of the drawing, a "performer," or somebody who reads the text, is always needed for kamishibai. The performer faces the audience to convey the context of the work;

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[14]Dym as cited by Ansaldo, M. 2014. Kamishibai in Kingdergarten : The magic of ancient Japanese storytelling with young learners. *Argentinian Journal of Applied Linguistic,* Vol.2, No.1 (March)p.27

4. The story progress by showing the sheets using the two important movements "sliding out" and "sliding in";

5. A stage (*butai*) is mostly used to outline the story sheets and to facilitate the performer's reading. The stage has three doors on the front.[15]

The statement of Gowan supported by Casas in her book. Casas stated that *kamishibai* is run by *kamishibai* man. Actually the main occupation of *kamishibai* man is sell the candy. To entice children to buy candy, he entertained them with stories. *Kamishibai* man used *hyshigi* (two pieces of wood) to invite the children to watch his perform. *Kamishibai* man clapped together two pieces of wood. When the children gather in one place *kamishibai* man begin his perform with insert the large story cards that he created and illustrated into a wooden stage strapped to the back of the bicycle. He began to say *"Mukashimukashi,"* meaning "Once upon a Time..." He dramatized with great expression and body language. When he came to an exciting moment in the story, he stopped, creating a cliffhanger. This technique created anticipation for his next visit.[16]

From the chararcteristic above, Kamishibai media provide some pictures.. Kamishibai storytellers would tell 2-3 short stories using the stage and story cards.. The pictures are on the front and the text on the back. As long students retell the stories, they also read text on the back to support them in storytelling. storyteller would strike together two wooden clappers to get attention from children.

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[15]Nozaka, E. 2013. Kamishibai : How it differs from picture book. *JBBY*. the international Kamishibai association in Japan, 9, No 1 (March) p.2

[16] Casas. *Op. cit*. p.1

c. The types of Kamishibai

Three are two types of *kamishibai*. Dym stated that there are basically two kinds of *kamishibai*; (1) *gaitokamishibai* (street *kamishibai*); (2) *Kyoikukamishibai* (educational *kamishibai*). Street *kamishibai* is the first *kamishibai* in Japan. Street *kamishibai* is created because the economically depressed 1930s. The *kamishibai* man or *kamishibai* player of *kamishibai* street bring the *butai* and *kamishibai* by bicycle and rode around from spot to spot to perform the *kamishibai*. The *kamishibai* street can enjoyed if people buy the candy that storyteller sell.[17] It means that Educational *kamishibai* can use with many ways. *Kamishibai* can present in the classroom by the students together. Select a story and tell or read the story out loud to the class so that they can familiarize themselves with the story. And also kamishibai street can enjoyed if the children as long hearing the stories, the children buy the candy that storyteller sell.

Spagnoli states, Beside the advantages, there are also the disadvantages of *Kamishibai*, they are: (1) The storyteller must design story paper cards firstly by drawing it manual, (2) the problem that storyteller get is to sliding out and sliding in the story paper card. The cards can shacking back and forth or vibrating, (3) Teller looking at *Kamishibai* and not audience, (4) Too quiet voice can make the storyteller doesn't get the attention from the audience.[18]

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[17]Dym, J.A. 2007. *Kamishibai,* What is it ?Some preliminary findings. Online. (www.Kamishibai.com). Accessed on March 11, 2018. p.3

[18]Spagnoli, C. 2006. *Creating and Using Kamishibai*. (Cathy spagnoly.com). Accesses on March 15 2018.p.41

In conclusion from the explanation about types of kamishibai above, there is a advantages and disadvantages from kamishibai media. It is so important to teachers and learners to know and understand the types of kamishibai before doing the process of teaching- learning process.

d. The sample of Kamishibai

The sample of Kamishibai could be seen in the picture below :
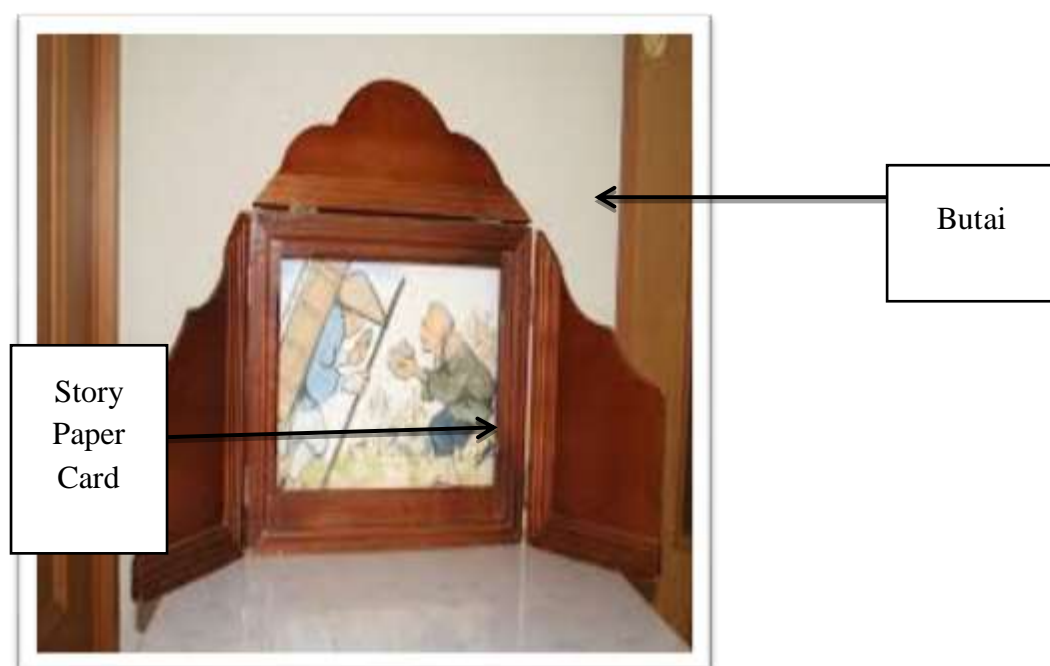
Figure 2.1 The Picture of Kamishibai Story Theater

3. Storytelling

Stories are everywhere. We hear them, we read them, we write them and we tell them. Perhaps on occasions we feel them. We use them to motivate others, to convey information and to share experience. We tell stories to entertain our

friends and families, to connect with new people and to make sense of the world around us.

a. The Definition of Storytelling

David states, Storytelling is a medium of shared experiences. This helps children toempathize with the characters, to feel elated at another's joy, sad for their misfortunes. It is a tool for social and interpersonal development.[19] It means that storytelling helps the children to learnthe importance of speaking, of how to communicate ideas and interact with others. They will develop their skill and learn when and where to use words and phrases.

Yang & Wustated that Storytelling links up the interaction between the storyteller and listeners. The tight connection between both sides has led to better communication as the messages are transmitted directly and easily.[20]From those definitionsas we tell stories we create opportunities to express views, reveal emotions and present aspects of our personal and professional lives. Frequently we engage in this uniquely human activity in creative waysand in doing so stimulate our imagination and enhance our memory andvisualizationskills.

It is important for students to feel that they can make stories out of their own experience, not just rely on the stories but also they receive from other people.

Cameron as cited Ellis and Brewster says, "Storytelling is widely accepted as one of the most natural and effective ways of introducing children to continuous

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[19]Davies, Alison. 2007. *Storytelling in the Classroom.* London: PCP. p.5

[20] Li, E.H., and Hew S.H. 2017. Better learning of chinese idiom through storytelling: Current Trend of Multimedia Storytelling. *The journal of Educational resources ,* Vol.15 No 5.(March) p.455

and coherent spoken discourse.[21]Dujmovie in Dinamika journal "storytelling is considered as an important activity that demonstrates the power of words. Here words are used to make listener imagine what is being told.[22]

From the statement of all definitions, Storytelling is Storytelling is a uniquely human experience that enables us to convey, through the language of words, aspects of ourselves and others, and the worlds, real or imagined, that we inhabit. Stories enable us to come to know these worlds and our place in them given that we are all, to some degree, constituted by stories: stories about ourselves, our families, friends and colleagues, our communities, our cultures, our place in history.

b. Storytelling in the Classroom

The ability of students to communicate not just our own experiencesbut the experiences of others enables us to transcend personal frameworks and take on wider perspectives. It is important for children to make up stories, just as it is important for them to hear and respond to stories told by other people. When children create and tell a story in their own or a second language, the language becomes theirs.Students with experience in hearing and telling stories such as myths, legends, and folklore are eager to begin creating or writing their own stories. Critical thinking skills, vocabulary, and language patterns are enhanced through use of stories.

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[21]Ellis.G and Brewster.J. 2014. Tell it again ! : *The storytelling handbook for primary English Language teacher.* British: council. p.5

[22]Marzuki, dkk. 2016. Improving the EFL Learners' Speaking Ability through Interactive. *Jurnal Dinamika Ilmu,* Vol.16 No 1. (Mei) p.18

There are some ways to perform the storytelling activity in the classroom, they are: (1) Make a short session to introduce the story to the audience if the audience is not familiar with the story, (2) Create a comfortable situation that make audience be able to listen the story and see the illustration clearly; (3) Read slowly and clearly the story, give the audience the time to see the illustration, give a question, or make comment; (4) Make a comment about the illustration and point to the illustration to make the audience focus. When the storyteller say a word at the same time the storyteller must point out the illustration to focus the audience's attention; (5) Use gestures, mime, and facial expressions to help convey the meaning of feelings and actions; (6) Use the vary pace, tone, and volume of the voice; (7) Pause where appropriate to add dramatic effect or to give audience time to relate what they hear to what they see, and to assimilate details in the illustrations; (8) Disguise the voice as much storyteller can to signal when different characters are speaking and to help convey meaning. This will help keep audience's attention and they will love imitating the different voices; (9) Make eye contact with the audience.[23]

The conclusion from the all explanation above, we get information that Storytelling is telling a story to people who are willing to listen. This can be telling a story form a book by reading it aloud, telling a story without a book by word of mouth in the age-old oral tradition or telling an anecdote or even a joke. The challenge of any storyteller is to maintain the listener's interest and attention. Telling a story, whether reading it forms a book or in the oral tradition, brings out a person's individuality and personality. Before we start to retell the stories, we

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[23] Ellis & Brewster.*op.cit.* p.28

must prepare itself to development the stories become funny and enjoyed when the listener is hearing.

c. The sample of Storytelling

Judi Wanted Big Dog

There was a girl. The girl's name was Judy. Judy loved dogs. Judy wanted to buy a big dog. Judy flew to apet shop in Japan.

However, the supermarket in Japan only had small dogs. There were no big dogs. She was feeling sad. But she did not give up. After that Judy took a train to Russia. He went to a bank but there was not any big dog in that Russian bank. Judy was sad that there were no dogs at the bank in Russia

Judy walked to the Germany. He went to a pet shop. Judy was very happy because there were five big dogs are the pet shop in Germany. Judy bought a big white and brown dog. The price was 5 million Euros.

Judy was very happy that she finally had a big dog but then she had no any money. Judy must always have spirit to seek what do you want for you happiness.

d. The Benefit of Storytelling

There are some benefits about storytelling activity, they are: (1) To enable the students to learn English language skill; (2) To enhance their confidence and speaking; (3) Increase the student's knowledge vocabulary, structure, context, and

grammar; (4) Develop problem solving skill; (5) To shed inhibition; (6) To teach narrative structure; (7)To create interest and develop listening comprehension; (8)Improve pronunciation and intonation; (9) To enhance the skill of connecting to content; (10) create fluency in speaking; (12) Encourage interaction and share culture.[24]

As we developed our ideas about using story-telling as a learningtool we were mindful of experience and learning in storytelling.

Cohen and Walker There are five propositions that underpin their views on experience and learning:

1. Experience is the foundation of, and stimulus for, learning.

2. Learners actively construct their experience.

3. Learning is a holistic process.

4. Learning is socially and culturally constructed.

5. Learning is influenced by the socio-emotional context in which it occurs.[25]

From all the explanation above that we can conclude storytelling as knowledge management technique, a way of distributing information, targeted the audience and a sense of information.

4. Speaking Skill

Speaking is a speech production that becomes a past our daily activities. According to Zyoud Munther in his Journal says, "Speaking skills are often

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[24]Samantaray, P. 2014. Use of storytelling method to develop spoken English skill. *International Journal of language and linguistic*, Vol.1 No 1.(Mei) p.41

[25]McDrury.J. & Alterio.M. (2003). Learning through storytelling Higher Education. Great Britain and the United States . p.25

considered the most important part of an EFL course. In foreign language teaching and learning, the ability to speaking is the most essential skill since it is the basicof communication.

a. Definition of Speaking skill

Speaking is one of the productive skills, which is the evidence of a student that how much he or she is competence in a language.[26] Those description may concluded that speaking skills is capability of human which identicall with skill.While Gleen Fulcher states that speaking is the verbaluse of language to communicate with others. The purposes for which we wish to communicate with others are so large that they innumerable, and as this is not a book about human needs and desires we will not even attempt to provide examples.[27] It means that speaking as the way to relay a meaning or message. It serves as vehicle for expressing desires, ideas, and concepts which is important for the process of teaching and learning. If both of speaking and skills are combined, so it means a capability to utter the articulation of sound to express or to deliver though, opinion and wish to the other person.

Allah SAW said in Al-Qur'an surat Ar-Rahman 1-4:

←Ⅱ☉□❡✍□▪❷🙰🙠🙥🙷🙢☠❀🗗◆↘◆♌🙥◆↗↗❷→①↘🙰

🙠🙥🙷🙨🙢✿■🗗🖼❀⌘Ⅱ☉❀○◖◗🙰🙠🙥🙷🙨🙢

○🖼☺❀🗗◆↖◆♌🙠◆❶◆⧗↘🙰🙠🙥🙷🙠🙢

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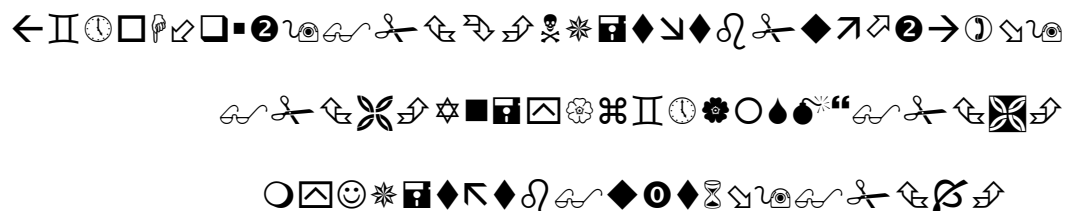
[26]Zyoud, M.D. 2016. Theoretical Perspective on How to Depelop Speaking Skills Among University Students. *An International Multidisciplinary Journal,* Vol2 No 1. pp.1-2

[27]Gleen Fulcher. 2003. *Testing Second Language Speaking*. London: Pearson Longman. p.23

Meaning:

The most gracious (ALLAH), He taught the Qur'an, He created man, He taught him speech."[28]

A key question to ask, therefore, is whether a teacher is engaged in teaching the spoken form of a language or teaching a language through speaking. This distinction is important although it may seem trivial at first sight.

b. The Concept of Teaching Speaking

Teaching is an activity where ones try to help and lead someone in getting, changing or developing skill, idea appreciation and knowledge. Brown states that are at least five component of speaking skill. All the components have different definition construct the speaking skills. Teaching speaking divided into some perspective:[29]

1. Conversion Discourse

    The conversation class is an enigma in language teaching. The goals and the technique for teaching conversation are extremely diverse, depending on the students, teacher and overall context.

2. Teaching pronunciation

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[28]Dr. Shehnaz S. and Khatri K. 2007. "The Glurious Qur'an*"(Word for word Translation to facilitate learning of Quranic Arabic).* Drya Ganj: Alhuda Publications. Surath Ar- Rahman 1-4

[29]Brown, H.D. 2001. *Teaching by principle : An interactive Aproach to language pedadogy,* (Second edition). Newyork: Longman. p.267

There has been some controversy over the role of pronunciation work in a communicative, interactive course of study because the overwhelming majority of adult learner will never acquire an accent-free command of a foreign language.

3. Accuracy and Fluency

    Classroom must not become linguistic courses but rather than that the locus of meaningful language insolvent, or so the argument went. Fluency is an initial goal in language teaching. Yet accuracy is achieved to some extent by allowing student to focus on the elements of phonology, grammar and discourse in their spoke output.

4. Affective Factors

    One of the major obstacle learners have to overcome in learning to speak is an anxiety generated over the risk of blurting things out that are wrong stupid or incomprehensible.

5. The Interaction Effect

    Conversations are collaborative as participants engage in a process of negotiation of meaning. So for the learner, the matter of what to say- a tremendous task, to be sure is often eclipsed by conventions of how to say things, when to speak and other discourse constraints.

Based on the statement above, it can be concluded that the aspects of the speaking skills in this research are: (a) Conversion discourse, (b) Teaching pronunciation, (c) Accuracy and fluency of speaking (d) Affective factors, and (e) The interaction effect or understanding of the topic. The emphasis in language teaching has

become meaning the form and the ability to use rather than knowledge about language.

c. The Assessment of Speaking skills

Speaking is so much a part of daily life that we take it for granted. The average person produces tens of thousands of words a day, although some people- like auctioneers or politicians - may produce even more than that, so natural and integral is speaking that we forget how we once struggled to achieve this ability - until, that is, we have to learn how to do it all over again in a foreign language.[30]It means that speaking more influence toward style of language, what we will do in daily cannot without language. Language is not separated with speaking. Although someone is deft, they can speak using by gesture, it is also explore the language even though can't understand by people. If we want to know the skill every person, we should be doing the steps of assessment.

According to Thomburry there are five types commonly used for assessment of speaking, such as:[31]

a. Interview

These are relatively easy to set up, especially if there is a room a part from the classroom where learners can be interviewed. The class can be set some writing or reading task (or even the written component of the examination) while individuals are called out, one by one, for their interview.

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[30]Thornburry Scott. 2001. How to teach Speaking. UK: Bluestone press. p.1

[31]*Ibid*. p.267

b. Live monologues

The candidates prepare and present a short talk on a pre-selected topic. This eliminates the interview effect and provides evidence of the candidate's ability to handle an extended turn, which is not always possible in interviews. If other students take the rule of the audience, a question and answer stage can be included; which will provide some evidence of the speaker's ability to speak interactively and spontaneously.

c. Recorded monologue

Learner can turns to record talking about a favorite sport or past time, for example in a room adjacent to the classroom with minimal disruption to the lesson.

d. Role plays

Most students will be used to doing at least simple role-plays in class, so the same format can be used for testing. The other 'role' can be played either by the tester or another student. But again, the influence of the interlocutor hard to control. The role play should not require sophisticated performance skills or a lot of imagination.

e. Collaborative task and discussion

There are similar to role-plays expect that the learners are not required to assume a role but simply to be themselves. The performance of one and in expressingmeaningful things in real communicative life situation.

f. The result using TPR-Storytelling in regard to spoken production are especially noteworthy: it develops the ability to speak freely that is fluency; it encourages learners to use their imagination and creativity; it

also encourage them to take on a large part of their responsibility for learning and building their confidence when speaking

g. TPR-Storytelling is entertaining and a low-stress way of acquiring foreign language.

From the statement above, we may continue the analogy to say that the purpose of assessment speaking test is to collect the summary of evidence.

Speaking becomes important because speaking is a skill that can make people easily understand to what things explained. There are some categories that must be considers to assess the students' speaking skill. There categories of speaking assessment according to brown are:[32]

1. Grammar (20)

   a. Grammar refers to how well the students are able to use an appropriate of grammatical structures when expressing themselves.

   b. It also describes how accurate students' uses of English are.

   c. The Language that students use also has to be affective

2. Vocabulary (20)

   a. Word choice sometimes is accurate

   b. It also finds word repetition without try to speak other word.

   c. Students speak with some circumlocutions.

3. Pronunciation (20)

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[32]Brown, H.D. 2003. *Language Assessment : Principle and classroom practice.* Longman: San Fransisco state university.p.172

a. Pronunciation describes how well students' utterances are comprehensible to the listener. And be assessed on things such as stress which mean how well the pronunciation strong and weak syllables.

b. The using of intonation should be possible to express a range of attitudes and meanings.

c. The using of volume of sound makes the clear pronunciation.

4. Fluency (20)

a. Speech is very low. Except for short sentences: frequently punctuated by silence or long pause.

b. As possible that there are not hesitations in speaking.

c. It also for sound repetition make fluency is not affective.

5. Content (20)

a. The students can understand simple questions and statements if delivered with slowed speech and repetition.

b. Can get gist of most conversation of non-technical subject like topic is not specialized knowledge.

c. Comprehension is quite complete at a normal of speech.

Then assessment of speaking test could be scored the writer by using the category that evaluated five categories. Each criterion was scored 20 points. So for all criterion students would get 100 points. Every Assessment of speaking was

arranged from 0 – 20. According to brown the categories could be seen as the following:[33]

Table 2.2 Assessment of Speaking

1. Grammar (20)

Grammar is the explanation that describes the rules for forming words and making sentence.

Classification	Score	Criteria
Poor	1-2	Errors in grammar are frequent, but speaker can be understood by native speaker used to dealing with foreigners attempting to speak his language
Fair	3-8	Control of grammar is good. Able to speak the language with sufficient structural accuracy to to participate effectively in most formal.
Good	9-14	Able to use the language accurately on all levels normally pertinent to professional needs
Excellent	15-20	Equivalent to that of an educated native speaker

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[33]*Ibid*. p.173

2. Vocabulary (20)

Vocabulary is a tool to communicate known words with others or all the words that a person knows.

Classification	Score	Criteria
Poor	1-2	Speaking vocabulary inadequate to express anything but the most elementary needs.
Fair	3-8	Able to speak the language with sufficient vocabulary to participate affectively in most formal and informal conversation on practical.
Good	9-14	Can understand and participate in any conversation within the range of his experience with a high degree of a precision of vocabulary
Excellent	15-20	Speech on levels is fully accepted by educated native speakers

3. Pronunciation (20)

Pronunciation is the way for students' to produce clearer language when they speak.

Classification	Score	Criteria

Poor	1-2	Error in pronunciation are frequent but can be understood by native speaker
Fair	3-8	Error never interfere with understanding and rarely disturb the native speaker
Good	9-14	Error in pronunciation are quite rare
Excellent	15-20	Equivalent to and fully accepted by educated native speakers

4. Fluency (20)

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners.

Classification	Score	Criteria
Poor	1-2	No specific fluency description refer to other four language area for implied level of frequency
Fair	3-8	Can discuss particular interest of competence with reasonable ease.
Good	9-14	Able to use the language fluently on all levels normally pertinent to professional needs.
Excellent	15-20	Has complete fluency in the

		language such that his speech is fully accepted by educated native speaker

5. Content (20)

Content is what your say about the topic, and the content is an important that you understand your subject matter before your start speaking.

Classification	Score	Criteria
Poor	1-2	Within the scope of his very limited language experience
Fair	3-8	Can get the gist of most conversation of non-technical subject
Good	9-14	Comprehension is quite complete at a normal rate of speech
Excellent	15-20	Can understand any conversation within the range of his experience.

Based on the indicators above, the whole score could be categorized into the following scale:

Table 2. 3 Score Categorize of Speaking

Qualitative form	Quantitative
Excellent	80-100

Good	75-79
Fair	60-74
Poor	50-59
Very Poor	0-59

From the table we can get the information how to calculate the scored in assessment of speaking. The speaking willrun well when the teachers understand how to make the scored from the students' ability of speaking.

d.   The Purpose of speaking skills

Kingen states the analyzing speaking purpose more precisely, combines both the transactional and interpersonal purpose of speaking into an extensive list of twelve categories as follows:[34]

1. Personal - expressing personal feelings, opinions,beliefs and ideas

2. Descriptive-describing someone or something,real orimagined

3. Narrative - creating and telling stories or chronologically sequenced event

4. Instructive – giving instructions or providing directions designed to produce an outcome.

5. Questioning-asking questions to obtain information.

6. Comparative – comparing two or more objects,people,ideas, or opinions to make judgments about them.

7. Imaginative-expressing mental images of people, places, events, and object.

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[34] El Ftattah S.A. 2006. "The Effectiveness of a task-Based Intruction Program in Developing the English Language Speaking Skills of Secondary Stage Students" [Thesis]. Ain Shams University : Women's College. p.23

8. Predictive- predicting possible future events.

9. Interpretative- exploring meanings, creating hypothetical deductions, and considering inferences.

10. Persuasive- changing others' opinions, attitudes, or points of view, or influencing the behavior of others in some way.

11. Explanatory- Explaining, clarifying, and supporting ideas and opinions.

12. Informative- sharing information with others.

Based on the explanation of how people confirmed having speaking competence after knowing the purpose of speaking. Storytelling becomes one of aspect that can prove about people speaking skills.

B. Conceptual Framework

In the learning process, there are two important elements; they are the teaching method and the learning media. The two important elements have connection. The choosing of one teaching method will give effect to the kind of media that will use. The main function of the media as a tool to teach that give some effect the atmosphere, condition and learning environment in the set and created by teachers.

In fact in educational environment, there are some problems that students and teacher get problem to understand and retell again about story. Teacher use conventional method in teaching, Student just provide with dictionary and textbook as learning media. It can't help student to prepare themselves to perform a storytelling performance in the front of class. Because of that, the learning processes that get problem like that need an interactive media that can help teacher and student to learn with do storytelling in speaking.

The usage of learning process can motivate the students to speak in front of the class and creates a joyful environment in speaking class. In addition, it also can improve the student's speaking ability because in telling the story using *kamishibai*, the students are expected to dramatize the story by adding some sound effect. This will make the story telling become alive and all the students can get involve to the story easily. *Kamishibai*is the interactive media that can motivate students to learn English and raise their confidence to perform in front of the class, *Kamishibai* is media that can allow student to so storytelling narrative with enjoy. They also can comprehend about narrative with use *kamishibai*.

Therefore, researcher develops kamishibai as media for storytelling narrative that are expected to motivate students to be brave to do storytelling narrative and improve the quality of media by using *kamishibai*. In the developing *kamishibai* media, there are some stages that researcher must do, they are: (1) Need analysis; (2) Determine the material; (3) design media *kamishibai;* (4) make the stage (butai) of *kamishibai*; (5) make a drawing of story card and the caption of picture; (6) mixing, the result of mixing two components is *kamishibai* story theater; (7) Production; (8) evaluation by Material experts and media experts; (9) revision; (10) Implementation the media *kamishibai*. The conceptual framework is shown by scheme 2.2 :

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┌─────────────────────────────────┐
│          Need Analysis          │
└─────────────────────────────────┘
                 │
                 ▼
┌─────────────────────────────────┐
│      Determine the Material     │
└─────────────────────────────────┘
                 │
                 ▼
┌─────────────────────────────────┐
│     Design Media Kamishibai     │
└─────────────────────────────────┘
         ╱                 ╲
        ▼                   ▼
┌──────────────────┐  ┌──────────────────────┐
│ Make the Stage   │  │ Drawing the Sketch   │
│ (Butai) of       │  │ of story in          │
│ Kamishibai       │  │ Story Paper Card     │
└──────────────────┘  └──────────────────────┘
         └─────────┬─────────┘
                   ▼
         ┌───────────────────┐
         │      Mixing       │
         └───────────────────┘
                   │
                   ▼
         ┌───────────────────┐
         │    Production     │
         └───────────────────┘
                   │
                   ▼
┌─────────────────────────────────────────────┐
│            ┌───────────────┐                 │
│            │  Evaluation   │                 │
│            └───────────────┘                 │
│  ┌─────────────────┐  ┌──────────────────┐   │
│  │ Material Expert │  │  Media Expert    │   │
│  └─────────────────┘  └──────────────────┘   │
└─────────────────────────────────────────────┘
                   │
                   ▼
         ┌───────────────────┐
         │     Revision      │
         └───────────────────┘
                   │
                   ▼
         ┌───────────────────────┐
         │ Implementation of     │
         │ media Kamishibai      │
         └───────────────────────┘
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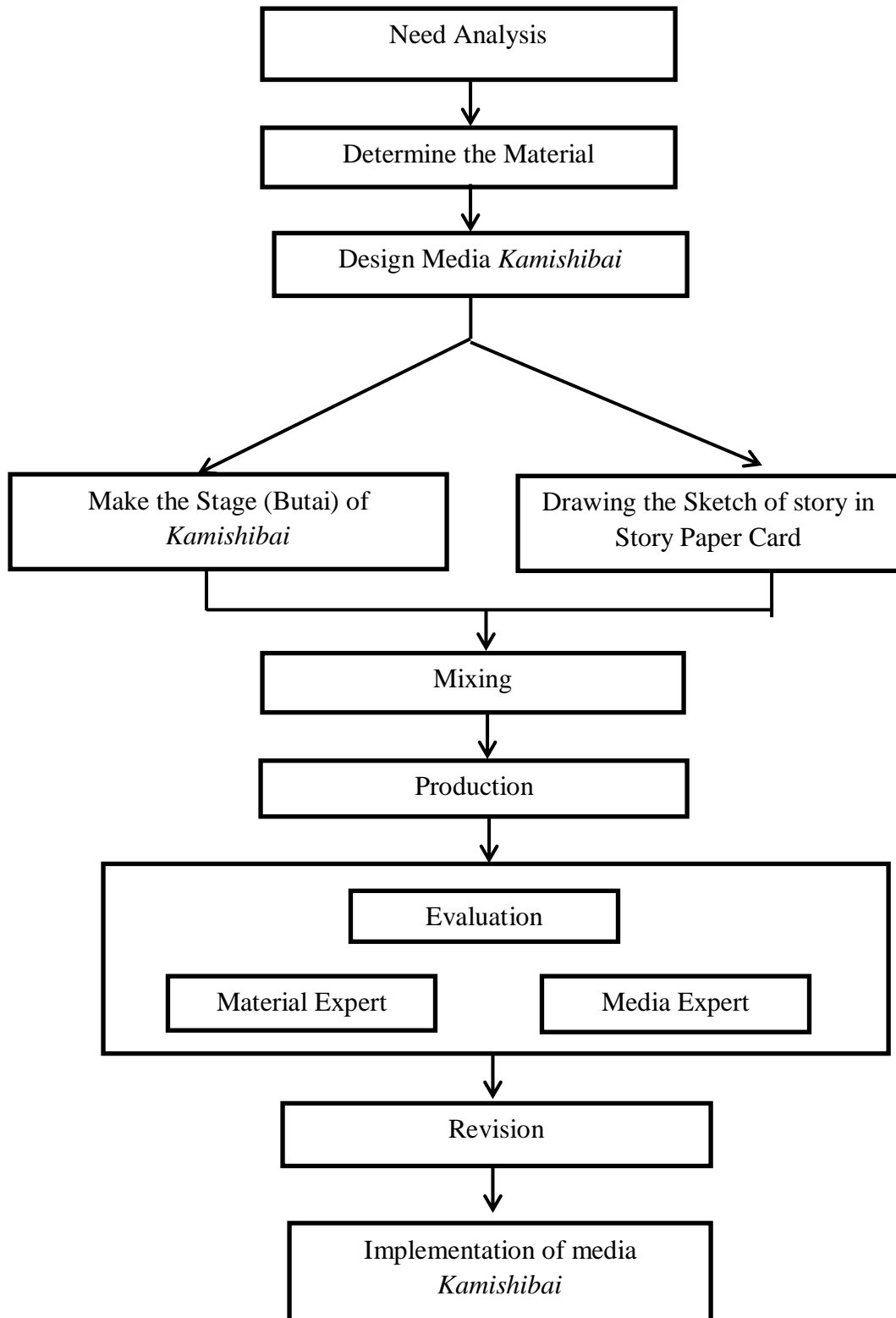
Figure 2.2 Conceptual frameworks of stages using media kamishibai for

storytelling in speaking

CHAPTER III

RESEARCH OF METHODOLOGY

A. The Research Design

This Research will use Classroom Action Research (CAR). McTaggart states Classroom research typically involves the use qualitative interpretive modes of inquiry and data collection by teacher (often with help from academics) with a view to teacher making judgments about how to improve their own practices. The practices of classroom action research has a long tradition but has swung in and out of favor, principally because the theoretical work that justified it lagged behind the progressive educational movement that breathed life into it at certain historical moments. [35]

Naturally, classroom action research is applied to see improvement in terms of the using of cycle is the series of repeated act regularly. It presents the process of treatments till achieve the students' improvement in speaking storytelling ability significantly.

Based on the general explanation that the classroom action research is done in four stage cycle, namely plan,action,observation and reflection.

This research will be conducted in six meetings. Therefore, there will be three meetings in each cycle.

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[35]Kemmis, R. McTaggart. 2005. *The Action Research.* Geolong: Deakin University. p.274

Here are the explanations the stage cycle in action research as following:

1. Planning

Planning is the first step of the research procedure. It became the background of what should be done after concern with the particular problem in teaching learning process. The well preparation must be arranged before doing teaching learning process.

2. Action

Action is the scenario process to applied planning. It is the process implementation practically.

3. Observation

When the action is done, observation is going on process then. Observation is conducted to capture the information in classroom atmosphere, or even to see the obstacles happened in the classroom.

4. Reflection

Reflection means a description process from action which been done before in aform of feedback revise. Reflection relocates the evaluate aspect from whole step that has been given. In this step, the writer will do reflection based on the data whether the action can improve students' speaking storytelling ability or not.

The four –stage could be seen in the following model figure:
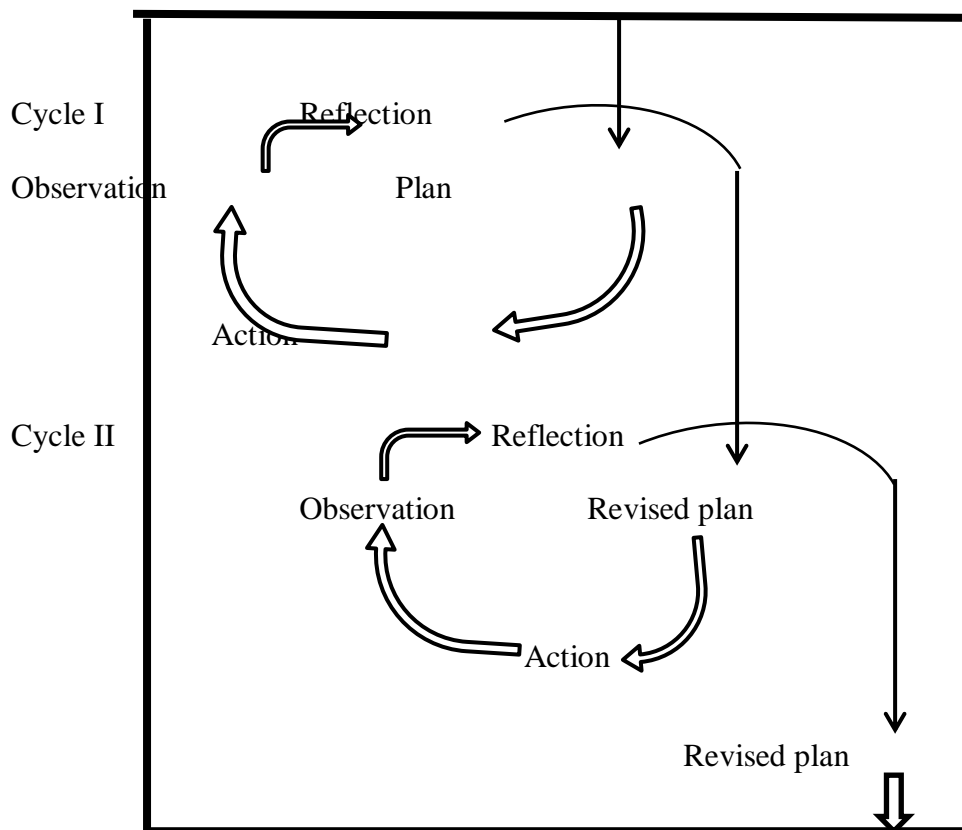
Figure 3.1 Concept of Action Research

B. The Location and subject of study

1. Location

This study will conduct at XI MA Zakiyun Nazah Sei rampah. The school is located at JL. NEGARA KM. 57 DESA FIRDAUS KEC. SEI RAMPAH KABUPATEN SERDANG BEDAGAI.

2. Subject

The subjects of this research will observation at the eleventh grade which consisted of 37 students. He researcher found that the students have low ability in speaking. Also the student bored while learning teaching process without media.

C. Data Collection

There were two types of the data in this study namely quantitative and qualitative data. Quantitative data was broadly used to describe what can be counted or measured. In collecting the data of the observation used camera. It will use to take pictures in teaching and learning processes were done. It also could be as the proof that the research will do. There are five Instrument of collecting data as follows:

1. Observation sheet

The researcher observed the students. During the teacher learning process, the researcher observed the problem and the ability of the student in speaking by using media. The result will write on observation sheet.

2. Diary Note

Diary note will do to write and report the moments or events and daily activities, to express the feeling participated in classroom action research that come out before the probably it is planned on observation guidance.

3. Interview

Interview will use to get information about the students' ability in speaking storytelling by usingmedia correctly before giving treatment and after giving treatment. The researcher will be interview the teacher and some of students. The result of interview will use to identify the problem in speaking and tried to find out the solution.

4. Test

Test a list of students' speaking practice that is used to measure the respondents' ability in studying. Test has a practice that given to the students to examine their ability to practice of speaking.

5. Documentation

Documentation is anything written that contains information serving as proof. The document is all of data are collected and interpreted by researcher.

D. Data Analysis

This research applied quantitative and qualitative. Qualitative data is analysis by using Miles and Huberman Technique[36]. There are data reduction, data display and verification.

1. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written up field notes or transcript. Data reduction is occurring as the researcher decides (often without full awareness) which conceptual framework, which case, which research question, and which data collection approaches to choose. In the stage, the researcher need separate the researcher focuses on the data that will be analyzed. It can easier the researcher to continuous the collecting the data.

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[36] Miles, Matthew B. 2001. *Qualitative Data Analysis*. United State of America.SAGE Publication. p. 10

2. Data Display

The second major flow of analysis is data display. A display is an organized, composed assembly of information that permits conclusion, draw, and action. Looking at displays helps us to understand what is happening and to do something-either analyze further or take action based on that understanding. In the stage, the researcher will be present the data into design that will done in from of short statement, charts, graphs, matrices, and networks.

3. Conclusion Drawing of Verification

Conclusion drawing in our view is only half of a Gemini configuration. Conclusion are also verified as the as the analyst proceeds. Verification may may be as brief as fleeting second thought crossing the analyst's mind during writing, with a short excursing back to the field notes, or it may be through and elaborate, with lengthy argumentation and review among colleagues to develop inter subjective consensus or with extensive efforts to replicate a finding in another data set. In this stage, the researcher will be made a conclusion. The conclusion is a form of thick description. The conclusion is the answer of the researcher problem that has been formulated.

While the quantitative data used for asses the test include of pretest and posttest. There test were analyzed by comparing the result of the test in each cycle.

The technique of data analysis of this study performed of the data that will use to describe the situation of teaching learning process and to analyze the score of

the students. Therefore the writer knew the improvement of student's'speaking storytelling ability through the using of *kamishibai* media.

The data also will collect and analyze by computing the score of the speaking students' performance. It will use to know the development of the students' score in each cycle. The mean of the students would be computed and categorized the master student. There are three formula which the writer applied to count the data.

a. First, to know the mean of the students' score for each cycle, the writer applied the following formula:[37]

$$\bar{X} = \frac{\Sigma\, x}{N}$$

Where: $\bar{X}$ = The mean of the students

$\Sigma\, x$ = The total of score

N = The number of the students

b. Further, in categorizing the member of master students, the following formula applied:[38]

$$P = \frac{R}{T} \text{x} 100\ \%$$

Where: P = The percentage of those who get the score 75

R = The number of those who get the score 75

T = The total number of the students

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[37] Sudjana. 2002. *Metoda Statistik.* Bandung: PT. Tarsito. p.67

[38]Anas, Sudijono. 2008. *Pengantar Statistik Pendidikan.* Jakarta: PT. Raja grapindo persada. p.43

c. Third, after getting mean of students' score in every per actions, the writer identified whether or not there might have students' improvement score in speaking storytelling from pre-test up to post-test in cycle I and cycle II. The formula :

$$P = \frac{y1 - y}{y} \text{x} 100 \%$$

Where: $P =$ The percentage of students' improvement

$y =$ The mean of pre $-$ test result

$y1 =$ The mean of post-test 1

$$P = \frac{y2 - y}{y} \text{x} 100 \%$$

Where: $P =$ The percentage of students' improvement

$y =$ The mean of pre $-$ test result

$y1 =$ The mean of post-test 2

Therefore, by applying both the data, it will expect that improvement students' speaking storytelling ability through the using of *kamishibai* media will achieve by using percentage.

E. Research Procedure

The procedure of collecting data will conduct in six meetings. There meetings belonged to first cycle and the other three meeting belong to the second cycle.

Table 3.1 The procedure of Data Collection for the First Meeting

1. Analyzing Situation	• The researcher observed the classroom atmosphere and made discussion about their point of view and their problem, in speaking English.
2. Analyzing Background	• The researcher gave the student an interview by asking them about analysis of problem such as why they thought speaking is very difficult aspect. The researcher tried to make home discussion with the students. The student's explanation would become special diary notes.

The researcher conducted Cycle 1 in the three meeting. It based on the problems found in the analyzing situation and background.

Table 3.2 Procedure of Data Collection for the Cycle

Steps	Activity
1. Planning	• Prepared lesson plans • Prepared topic to be discussed • Prepared diary note • Prepared media needed in teaching process
2. Action	*a) Pre-activities* • The teacher gave an introduction to the topic that would be discussed in

	time.
	• The teacher explained about the use of *kamishibai* media for storytelling and told what will the students done.
	b) Task Cycle
	Using *Kamishibai* Media Trough speaking storytelling ability as follow :
	• Teacher presented storytelling to be presented
	• Teacher asks the students one by one to retell the storytelling.
	• Every one retell the storytelling given by the teacher in front of class.
	• Teacher gave evaluation and closing
	c) Practice
	Student retell in front of class. Every student must be speak up what is the story given by the teacher, and teacher give the score as long as the students' performance.
3. Observation	The teacher observed every moment feeling, action, condition, and certain behavior appearing during the teaching and learning process.
4. Reflection	• The Researcher evaluated the result of the observation and student's performed.

	• The researcher made change from low improving teaching and found another way to teaching that would be applied in next cycle.

The researcher conduct cycle II in three meeting: The fifth, the sixth, and the seventh meeting. It will conduct based on the problem found in cycle I.

F. Trustworthiness

The method used by quantitative and qualitative research to establish trustworthiness differs in many ways. For qualitative research, the methods used to establish trustworthiness include credibility, transferability, dependability, and conformability. According to Sugiyono book says, "there are steps in establishing the data as follows:

1. Credibility

Credibility is one method used by qualitative researchers to establish trustworthiness by examining the data, data analysis, and conclusion to see whether or not the study is correct and accurate. For qualitative researchers, credibility is a method that includes researchers taking on activities that increase probability so that there will be trustworthy findings.

To obtain accurate data, then researchers need to test the validity of data in research. In qualitative research, the findings or data may be valid if there is no

difference between what the researcher reported and what actually happened to the object under study.[39]

To test the validity of this research data, researchers apply triangulation method. Triangulation in credibility is interpreted as checking data from various sources in various ways and various times.[40]

2. Transferability

Transferability is an external validity in qualitative research. External Validity refers to trustworthy or can apply the research result to population which the samplings take it.[41]

3. Dependability

In quantitative research, dependability called reliabilities. As aresearch which reliable if the other people can repeat/ replication of research process it. In qualitative research, the dependability test do used audit toward all the research process.[42]

4. Conformability

The test of conformability in quantitative research called research objective. The research will receive objective if the research result have a consequent or real data from many people. In qualitative research, the test of conformability, there is a similar with dependability test. So, the test can do together.

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[39] Sugiyono. 2012. *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, Bandung : Alfabeta. p. 268
[40] Ibid, p. 273
[41] Ibid, p. 376
[42] Ibid, p. 377

From steps above, the researacher chooses one of the trustworthiness is dependability test. In this cases the dependability test do used audit toward all the research process. So the reseasher believed the test here can take the accurate data.

CHAPTER IV

FINDING AND DISCUSSION

A. Findings

In this phase, would be describe some findings in the field, either before and after implementing Kamishibai Media for storytelling to improve students ability in speaking.

1. Data Description

The research involved quantitative and qualitative data. The quantitative data were obtained from the mean of students speaking test of practices one by one. The quantitative data were obtained from the diary notes, observation sheet, interview students and documentation. The research was conducted in second year class of MA Zakiyun Nazah Sei rampah. The Subject of the research was taken only from one class which consisted of 37 students. In this research, there two cycles, namely Cycle I and Cycle II. Every cycle consisted of four steps of action research like planning, action, observation, and reflection. The first cycle was conducted in two meeting including the pretest and second cycle was conducted in two meeting. Thus, there were four meeting during the research were done.

a. Preliminary Study

The researcher choose MA Zakiyun Nazah Sei Rampah as the subject of the research. This researchdone by the used of kamishibai media for storytelling at Eleventh Grade of MAZakiyun Nazah Sei Rampah in the academic year of 2017/2018. The quantitative data were obtained from the mean of students

speaking test of practices one by one. The improvement of the students' score was recorded by giving them the test in every cycle. The quantitative data were obtained from the diary notes, observation sheet, interview students and documentation.. The interview was done to the teacher and also to the students before the cycle and after the use of kamishibai media for storytelling. The observation sheet was used to measure the level of the students activities during teaching learning process. The observation sheet was focussed on the situation of teaching learning process by the use of kamishibai media for storytelling.

b. Result After Implmenting CAR

This research was conducted in two cycle. Every cycle consisted of four steps of action research like planning, action, observation, and reflection. planning, implementing, observing and reflecting. There are two parts related to preliminary study, those are pre-interview and pre-test. It will be defined as follow:

1. The result of the Pre-interview

In this research, pre-interview was conducted in transcript interview form. It was held on Tuesday 08th May 2018. The researcher served some questions orally to the teacher and students to gain information about the learning teaching activities.

The questions was related to the class situation, students learning difficulty, teacher's teaching strategy, and teacher's opinion about the students in the matter of learning process. By the answer of the teacher's interviewsheet, the researcher conclude that the students' difficulty in learning English especially EnglishSpeaking. The teacher also mentioned that she applied some media and it is not significantly improved students' ability on understanding grammar.

2. The Result of Pre-Test

The pre-test was done before the Classroom Action Research. It was conducted on Tuesday, May 8th 2018. The researcher gave a test speaking. The test gave for the students before treatment of using Media *Kamishibai*. Based on the result of pre-test, the data showed that the mean score of pre-test was 56,43. The students passede the test was 3 persons, and the students failed was 34. The researcher noted that the sore which passes 75 was success depending on the Minimum Mastery Criterion (KKM-Kriteria Ketuntasan Minimal). By the analysis of the result, It could be seen while the students spoke a storytelling. They were still confused about how to speak up the mean of the storytelling. By this reason, the writer conducted the next cycle. In this cycle, the writer explained about how to deliver the understanding of the story by using on words. It could be concluded that there was improvement of students; score in speaking storytelling. This data can be seen in Appendix IX.

2. The Quantitative Data

The quantitative data were obtained from speaking test to know the students' achievement in speaking storytelling through kamishibai media. The quantitative data were carried out in two cycles. Every cycle consisted of two meeting. The students' scores were also taken from Fifth meeting in second cycle. So, a pre-test was given to the students without any treatment. The test of post-test I and II were given to the students after teaching for each cycle had been completely finished.

b) The Students' score Before Treatment (Pre-test)

The researcher gave a test speaking. The test gave for the students before treatment of using Media *Kamishibai*. The researcher noted that the sore which passes 75 was success depending on KKM in the school. It was found that the mean of students' score was kept improving from pre-test until post-test of the second cycle. Here the students' score of Pre-test as follow:

Table 4.1 Students' Speaking Score Pre-test

No	Initial of students'	Pre-test		
		Score	Failed	Passed
1	A	40	Failed	
2	AAP	47	Failed	
3	APH	46	Failed	
4	AH	55	Failed	
5	AT	44	Failed	
6	CL	62	Failed	
7	CH	62	Failed	
8	DSH	75*		Passed
9	DP	55	Failed	
10	EYP	57	Failed	
11	PRH	57	Failed	
12	HR	56	Failed	
13	JD	53	Failed	
14	KHN	51	Failed	
15	KN	52	Failed	
16	LAHA	76*		Passed
17	MF	48	Failed	
18	MS	57	Failed	
19	MRD	56	Failed	

20	NAI	55	Failed	
21	NAH	55	Failed	
22	NAN	53	Failed	
23	NHH	48	Failed	
24	NKM	57	Failed	
25	NH	56	Failed	
26	NNS	57	Failed	
27	NZT	54	Failed	
28	PJ	59	Failed	
29	RW	54	Failed	
30	SMH	54	Failed	
31	SDP	63	Failed	
32	UK	75*		Passed
33	UM	59	Failed	
34	W	49	Failed	
35	WS	59	Failed	
36	ZAA	64	Failed	
37	M	68	Failed	
Total		$\Sigma x = 2.088$	35	3
Mean		$\overline{X} = 56,43$		

From the table of Pre-test, the students that got success the test was 3 persons, and the students failed was 34. It could be seen while the students spoke a storytelling. They were still confused about how to speak up the mean of the storytelling. By this reason, the writer conducted the second cycle. In this cycle, the writer explained about how to deliver the understanding of the story by using on words. It could be concluded that there was improvement of students; score in speaking storytelling. In addition, the total score of the students was 2088 and the number of students who took the test was 37, so the mean of the students was:

$$\bar{X} = \frac{\Sigma x}{N}$$

$$\bar{X} = \frac{2088}{37}$$

$$\bar{X} = 56,43$$

From the analysis above, the students' ability in speaking storytelling was low. The mean of the students' score was 56,43. The percentage of students who passed in speaking test was calculated by applying the following formula:

$$P = \frac{R}{T} \text{x} 100 \%$$

$$P1 = \frac{3}{37} \text{x} 100 \%$$

$$P = 8 \%$$

And

$$P2 = \frac{34}{37} \text{x} 100 \%$$

$$= 92 \%$$

Table 4.2 The percentage of Students Score in Pre- Test

Criteria		Total Students	Percentage
P1	Passed	3	8 %
P2	Failed	34	92%
Total		37	100%

From the data analysis above, the students' ability in speaking storytelling was low. It could be seen from the mean of the students' score was 56,43. The percentage of the students' score was 3 students passed score or it was 8 %. In the other hand, 34 students failed score or it was 92%. It can be concluded that the students' speaking ability in Pre-test was low. Therefore, the researcher would do post-test in the first cycle.

c) **The Treatment Done in Cycle I**

The researcher gave test speaking in Post-test I. The test gave after applied using *kamishibai* media. The researcher found improvement of the students' score in post-test of the first cycle. Here the students' score of post-test in the first cycle.

Table 4.3 The students' score post-test of first cycle

No	Initial of students'	Pre-test		
		Score	Failed	Passed
1	A	56	Failed	
2	AAP	57	Failed	
3	APH	70	Failed	
4	AH	65	Failed	
5	AT	67	Failed	
6	CL	76*		Passed
7	CH	75*		Passed
8	DSH	81*		Passed
9	DP	63	Failed	
10	EYP	68	Failed	
11	PRH	65	Failed	
12	HR	75*		Passed
13	JD	64	Failed	

14	KHN	65	Failed	
15	KN	59	Failed	
16	LAHA	80*		Passed
17	MF	60	Failed	
18	MS	76*		Passed
19	MRD	66	Failed	
20	NAI	75*		Passed
21	NAH	64	Failed	
22	NAN	64	Failed	
23	NHH	59	Failed	
24	NKM	75*		Passed
25	NH	68	Failed	
26	NNS	75*		Passed
27	NZT	67	Failed	
28	PJ	77*		Passed
29	RW	64	Failed	
30	SMH	63	Failed	
31	SDP	76*		Passed
32	UK	84*		Passed
33	UM	68	Failed	
34	W	61	Failed	
35	WS	75*		Passed
36	ZAA	77*		Passed
37	M	76*		Passed
Total		$\Sigma x = 2.556$	22	15
Mean		$\overline{X} = 69{,}08$		

From the table of post-test in the first cycle, the students that passed the test was

15 persons, and the students failed was 22. Total score of the students was and

the number of students who took the test was 37, so the mean of the students was:

$$\bar{X} = \frac{\Sigma x}{N}$$

$$\bar{X} = \frac{2556}{37}$$

$$\bar{X} = 69{,}08$$

From the data analysis above, the students' speaking storytelling in post-test I was still low. It could be seen of the mean score of the students was 69,08. It's mean that the score did not get success categorize. The percentage of students who got success in speaking storytelling was calculated by applying the following formula:

$$P = \frac{R}{T} \text{x100 \%}$$

$$P1 = \frac{15}{37} \text{x100 \%}$$

$$P = 41 \text{ \%}$$

And

$$P2 = \frac{22}{37} \text{x100 \%}$$

$$= 59 \text{ \%}$$

Table 4.4 The percentage of Students Score in first cycle

Criteria		Total Students	Percentage
P1	Passed	15	41 %

P2	Failed	22	59%
Total		37	100%

From the table in post-test I, the researcher concluded that the students' ability in speaking storytelling was still low. It could be seen from the mean of the students' score was 69,08. The percentage of the students' score was 15 students Passed or it was 41%. In the other hand, 22 students failed score or it was 59%. It can be concluded that the students' ability in speaking storytelling post-test I in the first cycle was categorized unsuccessful. The researcher would continue in the second cycle.

d) The Treatment Done in Cycle II

The researcher chooses to continue the research in cycle two. The aim was to improve the students' score in speaking storytelling after doing post-test in the first cycle. Here the students' score of post-test in the second cycle.

Table 4.5 The students' score post-test of second cycle

No	Initial of students'	Pre-test		
		Score	Failed	Passed
1	A	62	Failed	
2	AAP	63	Failed	
3	APH	79*		Passed
4	AH	69	Failed	
5	AT	78*		Passed
6	CL	80*		Passed
7	CH	82*		Passed
8	DSH	85*		Passed
9	DP	68	Failed	

No	Name	Score		
10	EYP	75*		Passed
11	PRH	75*		Passed
12	HR	79*		Passed
13	JD	75*		Passed
14	KHN	75*		Passed
15	KN	67	Failed	
16	LAHA	83*		Passed
17	MF	68	Failed	
18	MS	79*		Passed
19	MRD	75*		Passed
20	NAI	78*		Passed
21	NAH	75*	Failed	Passed
22	NAN	75*	Failed	Passed
23	NHH	66	Failed	
24	NKM	80*		Passed
25	NH	75*		Passed
26	NNS	75*		Passed
27	NZT	76*		Passed
28	PJ	78*		Passed
29	RW	75*		Passed
30	SMH	75*		Passed
31	SDP	75*		Passed
32	UK	85*		Passed
33	UM	75*	Failed	Passed
34	W	70	Failed	
35	WS	79*		Passed
36	ZAA	78*		Passed
37	M	80*		Passed
	Total	$\Sigma x = 2.787$	29	8
	Mean	$\overline{x = 75{,}32}$		

From the data of post-test in the second cycle, the students that got success the test were 29 person, and the students did not get success were 8. The total score of the students was 2,765 and the number of students who took the test was 37, so the mean of the students was:

$$\bar{X} = \frac{\Sigma\ x}{N}$$

$$\bar{X} = \frac{2787}{37}$$

$$\bar{X} = 75,32$$

From the analysis data above, the students' ability in speaking storytelling in post-test II was improved. It could be seen of the mean of the students was 75,32. It's mean that the score was categorized success. The percentage of students who were success in speaking storytelling was calculated by applying the following formula:

$$P = \frac{R}{T}\text{x}100\ \%$$

$$P1 = \frac{29}{37}\text{x}100\ \%$$

$$P = 78\ \%$$

And

$$P2 = \frac{8}{37}\text{x}100\ \%$$

$$= 22\ \%$$

Table 4.6 The percentage of Students Score second cycle

Criteria		Total Students	Percentage
P1	Passed	29	78 %
P2	Failed	8	22%
Total		37	100%

From the data analysis in post-test II, the researcher concluded that the students' ability in speaking storytelling was improved. It could be seen from the mean of the students' score was 75,32. The percentage of the students' score was 29 student got success or it was 78%. In the other hand, 8 students got unsuccessful score or it was 22%. It can be concluded that the students' ability in speaking storytelling post-test in second cycle was categorized success and improved. So the researcher stopped in this cycle. Here the students' score could be seen in the following table.

Table 4.7 The students' speaking test score

No	Initial Name	PRE-TEST	CYCLE I	CYCLE II
		Score	Score	Score
1	A	40	56	62
2	AAP	47	57	63
3	APH	46	70	79*
4	AH	55	65	69
5	AT	44	67	78*
6	CL	62	76*	80*
7	CH	62	75*	82*
8	DSH	75*	81*	85*
9	DP	55	63	68

10	EYP	57	68	75*
11	PRH	57	65	75*
12	HR	56	75*	79*
13	JD	53	64	75*
14	KHN	51	65	75*
15	KN	52	59	67
16	LAHA	76*	80*	83*
17	MF	48	60	68
18	MS	57	76*	79*
19	MRD	56	66	75*
20	NAI	55	75*	78*
21	NAH	55	64	75*
22	NAN	53	64	75*
23	NHH	48	59	66
24	NKM	57	75*	80*
25	NH	56	68	75*
26	NNS	57	75*	75*
27	NZT	54	67	76*
28	PJ	59	77*	78*
29	RW	54	64	75*
30	SMH	54	63	75*
31	SDP	63	76*	75*
32	UK	75*	84*	85*
33	UM	59	68	75*
34	W	49	61	70
35	WS	59	75*	79*
36	ZAA	64	77*	78*
37	M	68	76*	80*
Total Σx		2.088	2.556	2.787
The Mean Score		56,43	69,08	75,32

From the table above, it was found that the students' score in pre-test was 2.088, and the students' mean was 56,43. The students' score in post-test I was 2.556 with the students' mean was 69,08 and the students' score in post-test II was 2.787 with the students' mean 75,32.

Table 4.8 The percentage of Students who got point up to 75

Competence test	Percentage
Pre-test	8%
Post-test I	41%
Post-test II	78%

Figure 4

The percentage of students' score
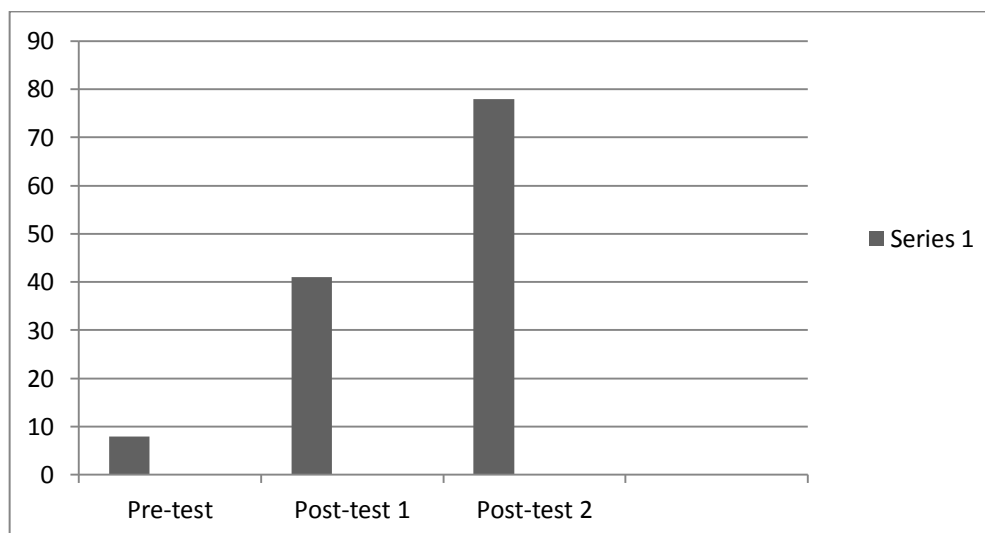
Based on the data above, the result of analysis data showed that there was an improvement on the students' ability in speaking storytelling. It was showed from

the mean of pre-test was 2.088 the mean of post-test I in the first cycle was 2.556. The percentage of the students' score in pre-test who got point up to 75 was 3 students. It means that there was improvement about 8%. The percentage of the students' score in post-test of the first cycle who got point up 75 was 29 students. It means that there was improvement 41%. Then the percentage of the students' score in post-test of the second cycle who got point up to 75 here was 29 of 37 students. It means that improvement was about 78%.

From the data, it indicated that using *kamishibai* media in speaking storytelling was effective, and the data above can be concluded that the student's ability in speaking storytelling have been increased by using *kamishibai* media.

3. **Qualitative Data**

   a) **Cycle I**

The researcher have done some steps in the first cycle, they were observation sheet, diary note, interview, documentation. Here the activities that have done in every step:

     1. **Observation sheet**

Based on the observation sheet, it was seen that the students were still difficult to take out the concept of a story in their need orally. It caused by they lacked of vocabulary. As the result, the indicator of speaking fluently in own words was still low. In addition, they were fear of mistake to speak many words or many sentences. It means that they must practice all properly and sufficiently.

2. Diary notes

Diary Note was written up by the writer in every meeting during the research. Based on the writers' diary note during the research, the students were difficult to tell the narrative story well. The students lacked of fluency and pronunciation. Some students did not do retelling well; even they just kept quiet for a moment because they had not any idea how to express the story easier.

3. Interview

The interview gains more reliable data from the students of XI MA Zakiyun Nazah. It also regarded more factual science the students are forced indirectly to give the explanation what they have experienced in English especially in speaking. The second one was used to know the students' opinion after *kamishibai* was applied.

4. Documentation

Documentation is anything written that contains information serving as proof. Documentation here is all of data are collected and interpreted by researcher and they also were supported by some media such as: Photos, diary notes, and video which will be related to research focusing.

Therefore the writer decided to conduct the second cycle. The main aspect to consider, prepare and implement for the second cycle was to practice the students more and more in the aspects of speaking in terms of grammar, vocabulary, pronunciation, fluency, and comprehension.

b) Cycle II

The researcher also have done some steps in the first cycle, they were observation sheet, diary note, interview, documentation. Here the activities that have done in every step:

1. **Observation sheet**

Based on the observation sheet in cycle II, there was improvement of students' score in speaking storytelling. The students were easier to take out many ideas in order to deliver a story. The students showed the significant fluency in speaking storytelling. It concluded that there was improvement of vocabulary. They were enthusiastic to retell the story to other friends in front of the class.

2. **Diary notes**

Based on the writers' diary note during the research, the students were easier to tell storytelling by using *kamishibai* media. All students were active in individually to share any messages in the story of storytelling especially by using *kamishibai* media throwing.

3. **Interview**

The interview gains more reliable data from the students of XI MA Zakiyun Nazah. It also regarded more factual science the students are forced to know the students' opinion after *kamishibai* was applied

4. Documentation

Documentation here also same like the first cycle is all of data are collected and interpreted by researcher and they also were supported by some media such as: Photo, diary notes, and video which will be related to research focusing.

From the all result above that was given by the writer to all students, the students have comprehended the elements in speaking effectively. Besides, the students found it easy to practice more and more to enhance speaking skill. It was concluded that the student could produce good speaking in storytelling.

4. The Qualitative Data

The Qualitative data were taken from the observation and interview. The phase of observation and interview were conducted in 2 times, before implementing CAR and in time of during and after implementing CAR.

a. Cycle I

In this cycle the researcher as the teacher and the English teacher as the observer. In this cycle researcher taught the material about storytelling. This cycle consisted of four steps they were: Planning, action, observation and reflection.

1) Planning

From the result of pre-test that was done before, the students' achievement in speaking skill still low category. Based on the problem, the researcher made the alternative ways to solve this problem. In this section researcher conducted some activities as follow:

1. The lesson plan preparation that suitable with the material storytelling by using *Kamishibai* as media so that the learning process became interesting and enjoyable.

2. Preparation the Media as a tool that needed and used during the learning process.

3. Make a test that will be given to the students to see their improvement in speaking skill during the learning process

4. Preparation the diary note and the observation sheet arrangement that will be used during the learning process

   2) Action

In this section, the researcher acted as the teacher. The researcher taught the students about storytelling by using *kamishibai* media. The activities that were conducted by the researcher in this section were as follow:

1. The teacher informed the students about the storytelling

2. The teacher explained about the use of *kamishibai* for storytelling

3. Teacher showed the storytelling to be presented

4. Teacher ask to the students one by one to retell the storytelling in front of class

   3) Observation

In this cycle I, The researcher acted as the teacher. So the English teacher helped the research to observe the researcher ability and the students' activities during the learning process. The result of the observation during the learning process could be seen in the Appendix.

In the last meeting of cycle I, the researcher gave the speaking test to the students that aimed to see the result of the action that has be done and to know the students' progress. From the action that has be done and post-test of Cycle it could be concluded that students' score was better that pre-test, but there were some students that still failed. The result of the students' score in post-test of cycle I could be seen in the analysis data of cycle I.

4) Reflection

From the result of the students' score of Test I, there were 15 students (41%) who passed the test and there were 22 students (59%) who still failed. The learning process of this cycle can't be categorized successful. There were some problems that faced, as follow:

1). The students still felt confused about the material that was given

2) Most of students still made a noise during the learning process

3) The research still less controlled the class

4) Most of the students still got score of 72 below.

Based on the data Cycle I, the researcher felt need to conduct the next Cycle in order to get the better result.

b. Cycle II

Based on the result of students' score of the Post Test I, the researcher was expected that the result of students' score in Post-test two be better that Post-test before. The Cycle II also consisted of four step, they were: planning, action, observation and reflection.

1) **Planning**

In this cycle the researcher prepared the material that related to the cycle earlier but it was different topic. The researcher tried to create a better situation of learning process so that the students motivated in learning process. The researcher controlled the students by using *Kamishibai* Media.

2) **Action**

On this step, there activities were same as those of the Cycle before. The researcher motivated the students to improve their speaking skill. There were some activities which done by the researcher, they were:

1. The researcher informed the students about the storytelling
2. The researcher explained about the use of *kamishibai* for storytelling
3. The researcher showed the storytelling to be presented
4. The researcher asked to the students one by one to retell the storytelling in front of class.

3) **Observation**

In cycle II, The researcher still acted as the teacher and the English teacher as observer. The observer observed the activities during the learning process. The result of the observation of teacher and the students can be seen on the appendix of observation Cycle II.

In the last meeting of cycle II, the researcher gave the speaking test to the students that aimed to see the result of the action that has be done and to know the

students' progress. The result of students' score in Post-test of Cycle II can be seen on the table above.

4) Reflection

From the result of the students' score of Test II, there were 29 students (78%) who passed the test and there were 8 students (22%) who still failed. The learning process of this cycle can't be categorized successful. In Cycle II, the students speaking skill can be classified into good category. In this section the researcher fount the students' score showed a good improvement. The researcher could motivated the students during the learning process. So, the researcher didn't need to conduct the next cycle.

B. Discussion

Based on researcher's finding in the research of using the kamishibai media in speaking at XI Grade of MA Zakiyun Nazah Sei rampah is the use of Kamishibai media can be an effective media in learning process to improve students' ability in speaking, it implies that the use of Kamishibai could improve the students' speaking and also help the teacher to teach speaking by step below:

1. The teacher gave an introduction to the topic that would be discussed in time.

2. The teacher explained about the use of *kamishibai* media for storytelling and told what will the students done.

3. Teacher presented storytelling to be presented

4. Teacher asks the students one by one to retell the storytelling.

5. Every one retell the storytelling given by the teacher in front of class.

6. Teacher gave evaluation and closing

7. Student retell in front of class. Every student must be speak up what is the story given by the teacher, and teacher give the score as long as the students' performance.

Kamishibai media were applied to enlarge students' speaking. Kamishibai were one ofmany media that could make the students easier in learning especially in speaking.

This improvement not only happened in the mean of students score but also the expression, interest, enthusiastic, and excitement of students showed that there was improvement. Most of the students were more active and enthusiast during teaching-learning improvement. Most of the students were more active and enthusiast during teaching-learning process.

The other researcher also have done some research by using kamishibai media as learning media and the result was the use of kamishibai media can be affective media in learning process.

At this point, kamishibai media seems very useful to increase the students' speaking achievement. This increasing is consistence with the other researcher avout " The use of kamishibai (Japanese Paper Theater to improve students ability in writing analytical exposition text.[43]Kamishibai, when adapted and uses as writing media helps students to think loud and again confidence in writing. Its

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[43]Qonita AZ. 2017 . *The use of kamishibai (Japanese Paper Theater to improve students ability in writing analytical exposition text*. Thesis: Salatiga , Graduated Program in English Language Educatio, State Institute for Islamic Studies of Salatiga. p. 40

future allow students to create and organize ideas, and to present them in an academic and enjoyable manner.

Based on the other researcher about "The use kamishibai method to improve the ability of storytelling in English".[44] The kamishibai method was effective in improving the students storytelling ability, and based on the responses of the respondents upon being tabulated, it was known that the majority of respondents 70 % agreed that the kamishibai method help them to tell stories better than before.

More eve, the result of the study of other researcher about "Developing kamishibai media for storytelling narrative in MTs Al-Jami'yatul Washliyah Tembung.The product of kamishibai media is appropriate to use as learning in teaching English process.[45] Kamishibai media on learning narrative is eligible for use because it has a valid criteria, practical and effectiveness.

Here the other researcher that support kamishibai in kingdergarten, the magic of ancient Japanese storytelling with young learners.[46] The art of kamishibai also known as paper drama has been treasured by Japanese storytelling. As part of the annual multicultural school year in Argentina. EFL kinder teachers held a project to provide students with vivid, holistic, and enriching experiences related to this ancient tradition.

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[44]Segu.2016. *The use kamishibai method to improve the ability of storytelling in English*.vol.10.No.2.(April) p.10

[45] Siregar, Helmi Juliana. 2017 . *Developing kamishibai media for storytelling narrative in MTs Al-Jami'yatul Washliyah Tembung* Thesis: medan , Undergraduated of UNIMED.p. 40

[46] Ansaldo Matias. 2014.*Kamishibai in kindergarten: The magic of ancient Japanese storytelling with young learners*.vol.2.No.1.(May) p.26

Moreover, the result of the studies are compatible with F.Ramadhani and AR.Syafe'I,[47]Using kamishibai or Japanese Card-Stories is one to decrease the students' problem in speaking a narrative text in the classroom. By using kamishibai, the teacher wil not only use the pictures in telling the story, the storyteller will announce his attendance by using a wooden clapper. It can attract the students to listen the story.

Finally, from the research that have been done by the researcher and several journal above, the use of Kamishibai can be an effective media in speaking learning process.

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[47] Ramadhani. 2014.*Using Kamishibai in Teaching Speaking for Junior High School Students*.vol.2.No.2.(March) p.88

CHAPTER V

CLOSING

A. Conclusions

Based on the result of the research, the researcher found that the students' speaking ability in storytelling was improved step by step, from the preliminary study to the first cycle , and from the first cycle into the second cycle. It means that there was an improvement toward the students' ability in speaking storytelling by using kamishibai media.

1) The use of kamishibai media in storytelling helpful to increase and improve students skill in speaking. It can be seen since the very first time thismedia applied to the class. It significantly bring the students to a better storytelling, so the students got better score than before the teacher applied this media to them. The situation in class during the application of kamishibai media also very good and comfortable. The students seems really enjoy the process of learning. This researcher deals with the information of using *kamishibai* as media to improve the students' ability in speaking storytelling. The ability of the students' can be increased by using *kamishibai* as Media. It could be seen from the result of this research. In this case the researcher stopped until the second cycle because the students have got the better improvement by using *kamishibai* media while teaching learning process

2) After analyzing the quantitative data it was found out the students ability in speaking storytelling got improvement through using *kamishibai* as

Media. The result of the analyzing the data showed that there was improvement on the students' ability in speaking storytelling from each cycle. It was showed from the mean of pre-test was 56,43. Where, there were 3 students got point $\geq$ 75 or it was only. The writer found out that the students' score increased during the cycle. It can be seen from the improvement of the man in test I was 56,43, the mean of test II was 8.10%. After doing cycle I through *kamishibai* as media, there was an improving of the students' mean was 69,08. Where, 15 students got point $\geq$ 75 or it was only 40.53%. Then, doing repairing for second cycle after reflection on the first cycle, there was improving of students' mean was 75,32. Where, 29 students got point $\geq$ 75 or it was 78.36%.

Based on the data above , researcher conclude that the students ability in speaking storytelling had improved from the pre-test to post-test I, and from post-test I to post-test II by Using kamishibai media. So this media is really worth it to be use in the process of teaching speaking storytelling

B.   Recommendation

Related to the writer's research, some recommendations are pointed out as follows:

1. For the teaching learning process, it's better to apply *kamishibai* media in teaching process because it's proven that this media can improve the students' speaking achievement in storytelling easily and creatively.

2. For the students, it's suggested that the students should learn well the activities of *kamishibai* media in order to make them apply themselves to be able learn vocabulary and speaking effectively.

3. For the researchers who are interested with this study must explore the further knowledge to enlarge understanding in speaking storytelling and research another reference because it can give good development.

C. Implication

Implications are drawn from the research finding. The research came with a finding that there is a significant on students' speaking ability by using *kamishibai* media. This research implies that the use a media is needed in teaching speaking. Considering the conclusion drawn above, it implies that the use of *kamishibai* is capable to promote the improvement of students' speaking skill in which it can be seen from the progress of the students' speaking scores after given a treatment using *kamishibai* media. It is expected that the teachers are highly recommended to utilize storytelling on the teaching of speaking skill in order to improve students' speaking skill. Students are motivated and related in learning speaking process when they are taught using *kamishibai* media.

Therefore, it implies that the use of *kamishibai* media can keep students' interest and help them to explore and transmit their idea into speaking so that the students are able to produce pronunciation well in storytelling. Though the use *kamishibai* media, teachers can emphasize a communicative aspect in teaching learning process of speaking. The teacher give example related to material given. It is proposed to help students accomplish the material concept well by themselves so that the teacher-learning- centered can be avoided. In summary, the use of

kamishibai media during the research can improve the students' achievement in their speaking skill. Therefore, the application of *kamishibai* media is needed to be applied continuously in teaching speaking. It is because the use of *kamishibai* media can be effective media to help the students practice speaking and create and enthusiastic learning process so that the standard of competence of learning process can be achieved.

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APPENDIX I

LESSON PLAN (FIRST CYCLE)

School   : MAZakiyunNazahSeiRampah

Subject   : English

Class / Semester   : XI / II

Aspect /Skill   : Speaking

Allocation Time   : 1 x 20 Minutes

   I.   **CompetencyStandards**

         The students are able to comprehend the storytelling.

  II.   **Basic Competence**

         Expressing meaning in oral texts functional and simple short monologue

         form of storytelling to interact with their surroundings.

 III.   **Indicator**

         ➢ Conducting a simple short monologue in the form of storytelling.

  IV.   **Learning Objective**

         ➢ Student are able to retell a simple short monologue in the form of

         storytelling.

   V.   **Learning Material**

VI. **Learning Method**

TSI (Three steps Interview)

VII. **Teaching Learning Activity**

Activity steps :

Pre activity (2 minutes).

- ➤ Presence (reporting who are present and absent).
- ➤ Teacher ask to the students related about the storytelling.
- ➤ Teacher giving information about the storytelling.

Activity (14 minutes).

- ➤ Teacher ask to students retell the storytelling one by one in front of class
- ➤ Teacher give the story based on the series of a picture

Post activity (4 minutes).

- ➤ Teacher evaluating of students speaking monolog.
- ➤ Teacher gives feedback about the material.
- ➤ Teacher closed the meeting.

VIII. **Learning source :**

- ➤ Text Book
- ➤ Picture Series
- ➤ English story Book

➢ Kamishibai Media

IX. **Assessment**

Technique: Performance of storytelling

Instrument: Tell a story based on the series of a pictures given

X. **Rules of Assessment**

MaximumScore = 100.

column of scorring :

Element	Score
Pronunciation	20
Grammar	20
Vocabulary	20
Fluency	20
Content	20

Standard of each Element :

Excellent	15 – 20
Good	9 – 14
Fair	3 – 8
Poor	1 – 2

Score = $\dfrac{\text{the score of the students}}{\text{Maximum Score}}$ x 100 %

SeiRampah,4 Mei 2018

Headmaster	English Teacher	Researcher

MAZakiyunNajahSeiRampah

NidaulHasanah, M.Pd	RahmadYendra Koto, S.Pd	Nirma Azizah Tanjung
		(NIM. 34141023)

APPENDIX II

LESSON PLAN (SECOND CYCLE)

School   : MAZakiyunNazahSeiRampah

Subject   : English

Class / Semester   : XI / II

Aspect /Skill   : Speaking

Allocation Time   : 1 x 20 Minutes

    I.   **CompetencyStandards**

        The students are able to comprehend the storytelling.

    II.   **Basic Competence**

        Expressing meaning in oral texts functional and simple short monologue form of storytelling to interact with their surroundings.

    III.   **Indicator**

        ➢ Find the information from the form of storytelling.

    IV.   **Learning Objective**

        ➢ Student are able to find out the information from the form of storytelling.

    V.   **Learning Material**

VI.   Learning Method

TSI (Three steps Interview)

VII.   Teaching Learning Activity

Activity steps :

Pre activity (2 minutes).

➢ Presence (reporting who are present and absent).
➢ Teacher ask to the students related about the storytelling.
➢ Teacher giving information about the storytelling.

Activity (14 minutes).

➢ Teacher ask to students retell the storytelling one by one in front of class
➢ Teacher give the story based on the series of a picture

Post activity (4 minutes).

➢ Teacher evaluating of students speaking monolog.
➢ Teacher gives feedback about the material.
➢ Teacher closed the meeting.

VIII.   Learning source :
➢ Text Book
➢ Picture Series
➢ English story Book
➢ Kamishibai Media

IX.   Assessment
Technique: Performance of storytelling
Instrument: Tell a story based on the series of a pictures given

X.   Rules of Assessment

MaximumScore = 100.

Column of scorring :

Element	Score
Pronunciation	20
Grammar	20
Vocabulary	20
Fluency	20
Content	20

Standard of each Element :

Excellent	15 – 20
Good	9 – 14
Fair	3 – 8
Poor	1– 2

Score = the score of the students x 100 %

                        Maximum Score

Headmaster   English Teacher

MAZakiyunNajahSeiRampah

NidaulHasanah, M.Pd   RahmadYendra Koto, S.Pd

APPENDIX III

OBSERVATION SHEET

CYCLE I

Collaborator   :

The number of students   :

Put a checklist (√) in column 1,2,3, and 4 based on your observation

1 = Poor   2 = fair   3 = Good   4 =Very Good   5 = Excellent

Focus	Topics	1	2	3	4	5
The writer (as the teacher)	• The teacher attract students attention • The teacher explains teaching objectives • The teacher motivates students to show their best to retell the storytelling • The teacher prepares teaching material by using media systematically • The teacher explains the lesson about the speaking • The teacher response to students' question • The teacher explain how the students comprehend the story by kamishibai media • The techer give feedback to the students					

	• The teacher manages the time effectively and efficiently						
The Students	• The students pay attention to the teacher explanation • The students ask question to the teacher if there is something unclear • The students give a good respond to the topic given • The students feel interest in teaching learning process • The student participate enjoy the instructional of storytelling by kamishibai media • All the students do their speaking test						
Context	• The classroom is save from crowded • The classroom is comportable (clean,calm) • The classroom has teaching aids (marker, whiteboard,etc)						

Headmaster   English Teacher

MAZakiyunNajahSeiRampah

NidaulHasanah, M.Pd   RahmadYendra Koto, S.Pd

APPENDIX IV

OBSERVATION SHEET

CYCLE II

Collaborator   :

The number of students   :

Put a checklist (√) in column 1,2,3, and 4 based on your observation

1 = Poor   2 = fair   3 = Good   4 =Very Good   5 = Excellent

Focus	Topics	1	2	3	4	5
The writer (as the teacher)	• The teacher attract students attention • The teacher explains teaching objectives • The teacher motivates students to show their best to retell the storytelling • The teacher prepares teaching material by using media systematically • The teacher explains the lesson about the speaking • The teacher response to students' question • The teacher explain how the students comprehend the story by kamishibai media • The techer give feedback to the students					

	• The teacher manages the time effectively and efficiently					
The Students	• The students pay attention to the teacher explanation • The students ask question to the teacher if there is something unclear • The students give a good respond to the topic given • The students feel interest in teaching learning process • The student participate enjoy the instructional of storytelling by kamishibai media • All the students do their speaking test					
Context	• The classroom is save from crowded • The classroom is comportable (clean,calm) • The classroom has teaching aids (marker, whiteboard,etc)					

Headmaster   English Teacher

MAZakiyunNajahSeiRampah

NidaulHasanah, M.Pd   RahmadYendra Koto, S.Pd

APPENDIX VIII

Students' Speaking Score Pre-test

No	Initial names	Assessment of speaking					Total
		Accent Score	Grammar score	Vocabulary score	Fluency score	Comprehension score	
1	A	2	12	8	6	12	40
2	AAP	3	15	14	6	9	47
3	APH	2	15	14	6	9	46
4	AH	3	15	19	8	10	55
5	AT	2	10	14	8	10	44
6	CL	3	19	19	8	13	62
7	CH	3	19	19	8	13	62
8	DSH	3	19	19	15	19	75*
9	DP	3	15	14	8	10	55
10	EYP	3	19	14	6	15	57
11	PRH	3	19	14	6	15	57
12	HR	4	19	15	8	10	56
13	JD	2	19	15	8	9	53
14	KHN	3	10	19	6	13	51
15	KN	3	19	10	6	13	52
16	LAHA	4	19	19	13	19	76*
17	MF	3	15	15	6	9	48
18	MS	2	19	15	6	15	57
19	MRD	1	19	15	6	15	56
20	NAI	2	15	19	6	13	55
21	NAH	2	19	15	6	13	55
22	NAN	3	19	14	8	9	53

23	NHH	2	15	14	8	9	48
24	NKM	3	19	14	8	13	57
25	NH	3	15	15	8	15	56
26	NNS	2	19	15	6	15	57
27	NZT	2	15	16	6	15	54
28	PJ	2	19	19	6	13	59
29	RW	3	15	19	8	9	54
30	SMH	2	19	16	8	9	54
31	SDP	2	18	16	8	9	63
32	UK	4	18	19	19	15	75*
33	UM	4	15	19	6	15	59
34	W	2	15	15	8	9	49
35	WS	3	19	14	8	15	59
36	ZAA	3	19	19	8	15	64
37	M	3	19	19	8	19	68
Total							$\Sigma x = 2.088$
Mean							$\overline{X} = 56,43$

APPENDIX IX

The students' score post-test of first cycle

No	Initial names	Assessment of speaking					Total
		Accent Score	Grammar score	Vocabulary score	Fluency score	Comprehension score	
1	A	4	15	14	8	10	56
2	AAP	3	15	14	8	12	57
3	APH	3	18	19	12	18	70
4	AH	4	19	19	10	13	65
5	AT	4	19	19	12	13	67
6	CL	4	19	19	15	19	76*
7	CH	4	19	19	15	18	75*
8	DSH	4	20	20	17	20	81*
9	DP	4	18	18	10	13	63
10	EYP	4	20	18	8	18	68
11	PRH	4	20	18	10	13	65
12	HR	5	20	19	13	18	75*
13	JD	3	19	19	10	13	64
14	KHN	4	18	18	12	13	65
15	KN	4	20	12	8	15	59
16	LAHA	5	20	20	15	20	80*
17	MF	4	18	18	8	12	60
18	MS	4	20	18	15	19	76*
19	MRD	2	20	18	8	18	66
20	NAI	3	19	20	15	18	75*
21	NAH	3	20	18	8	15	64
22	NAN	4	20	18	10	12	64
23	NHH	3	18	18	10	10	59

24	NKM	4	20	19	13	19	75*
25	NH	4	18	18	10	18	68
26	NNS	4	20	20	12	19	75*
27	NZT	3	18	18	10	18	67
28	PJ	3	20	20	15	19	77*
29	RW	4	18	20	10	12	64
30	SMH	3	20	18	10	12	63
31	SDP	3	20	20	18	15	76*
32	UK	4	20	20	20	20	84*
33	UM	4	18	20	8	18	68
34	W	3	18	18	10	12	61
35	WS	4	20	19	13	19	75*
36	ZAA	4	20	20	15	18	77*
37	M	4	20	20	12	20	76*
Total							$\Sigma x =$ 2.556
Mean							$\overline{X} =$ 69,08

APPENDIX X

The students' score post-test of second cycle

No	Initial names	Assessment of speaking					Total
		Accent Score	Grammar score	Vocabulary score	Fluency score	Comprehension score	
1	A	5	18	14	12	13	62
2	AAP	4	18	18	10	13	63
3	APH	4	20	20	15	20	79*
4	AH	4	19	19	12	15	69
5	AT	5	20	20	15	18	78*
6	CL	5	20	20	15	20	80*
7	CH	5	20	20	18	19	82*
8	DSH	5	20	20	20	20	85*
9	DP	4	19	18	12	15	68
10	EYP	5	20	19	12	19	75*
11	PRH	5	20	20	15	15	75*
12	HR	5	20	20	15	19	79*
13	JD	4	20	20	15	16	75*
14	KHN	5	19	19	16	16	75*
15	KN	4	20	15	10	18	67
16	LAHA	5	20	20	18	20	83*
17	MF	5	19	19	10	15	68
18	MS	5	20	19	15	20	79*
19	MRD	3	20	20	12	20	75*
20	NAI	4	20	20	15	19	78*
21	NAH	4	20	20	12	19	75*
22	NAN	5	20	20	15	15	75*
23	NHH	4	19	19	12	12	66

24	NKM	5	20	20	15	20	80*
25	NH	5	19	19	12	20	75*
26	NNS	4	20	20	12	19	75*
27	NZT	4	19	19	15	19	76*
28	PJ	4	20	20	15	19	78*
29	RW	4	19	20	17	15	75*
30	SMH	4	20	19	17	15	75*
31	SDP	4	20	20	19	12	75*
32	UK	5	20	20	20	20	85*
33	UM	5	19	20	12	19	75*
34	W	4	20	19	12	15	70
35	WS	5	20	20	15	19	79*
36	ZAA	5	20	20	15	18	78*
37	M	5	20	20	15	20	80*
Total							$\Sigma x =$ 2.787
Mean							$\overline{X} =$ 75,32

APPENDIX XI

DATA ANALYSIS OF STUDENTS' AVERAGE SCORE

Formula:

$$\overline{X} = \frac{\Sigma\,x}{N}$$

Where:

$\overline{X}$ = The mean of the students

$\Sigma\,x$ = The total of score

N= The number of the students

Students' Average score in Pre-test:

$$\overline{X} = \frac{\Sigma\,x}{N} = \frac{2.088}{37} = 56,43$$

Students' Average score in Post-test I:

$$\overline{X} = \frac{\Sigma\,x}{N} = \frac{2.556}{37} = 69,08$$

Students' Average score in Post-test II:

$$\overline{X} = \frac{\Sigma\,x}{N} = \frac{2.787}{37} = 75,32$$

APPENDIX XII

DATA ANALYSIS OF STUDENTS' PERCENTAGE SCORE

Formula:

$$P = \frac{R}{T} \text{x}100 \text{ \%}$$

Where:

P = The percentage of those who get the score 75

R = The number of those who get the score 75

T = The total number of the students

Class percentage in Pre-test:

$$P = \frac{R}{T}\text{x}100 \text{ \%} : \frac{3}{37}\text{x}100 \text{ \%} = 8,10\%$$

Class percentagein Post-test I:

$$P = \frac{R}{T}\text{x}100 \text{ \%} : \frac{15}{37}\text{x}100 \text{ \%} = 40,53\%$$

Class percentagein Post-test II:

$$P = \frac{R}{T}\text{x}100 \text{ \%} : \frac{29}{37}\text{x}100 \text{ \%} = 78.36\%$$

APPENDIX XIII

DATA ANALYSIS OF STUDENTS' IMPROVEMENT SCORE

The Formula whether or not there might have students' improvement score from pretest up to post-test I

$$P = \frac{y1\text{-}y}{y} \text{x}100 \text{ \%}$$

Where: P = The percentage of students' improvement

y = The mean of pre-test result

y1 = The mean of post-test 1

$$P = \frac{y1\text{-}y}{y}\text{x}100 \text{ \%} = \frac{69,08\text{-}56,43}{56,43}\text{x}100 \text{ \%} = 22.41\%$$

The Formula whether or not there might have students' improvement score from pretest up to post-test I

$$P = \frac{y2\text{-}y}{y} \text{x}100 \text{ \%}$$

Where: P = The percentage of students' improvement

y = The mean of pre-test result

y2 = The mean of post-test 2

$$P = \frac{y2\text{-}y}{y}\text{x}100 \text{ \%} = \frac{75,32\text{-}56,43}{56,43}\text{x}100 \text{ \%} = 33.47 \text{ \%}$$

APPENDIX XIV

INSTRUMENT OF EVALUATIONSPEAKING SKILL

Nama   :

Students'Number   :

Grade/Semester   :

1. **Instrument of speaking**

No	Aspect of speaking	Score
1	**Grammar**	
2	**Vocabulary**	
3	**Pronunciation**	
4	**Fluency**	
5	**Comtent**	
	TOTAL SCORE	

2. **Instrument of speaking**

No	Score	Category
1	Excellent	80-100
2	Good	75-79
3	Fair	60-74
4	Poor	50-59

APPENDIX XV

INTREVIEW SHEET

INTERVIEW WITH THE ENGLISH TEACHER AT FIRST SESSION AT

MAMA ZAKIYUN NAZAH SEI RAMPAH

Date   : Monday, 31 Mei 2018

Name of Teacher   :RahmadYendra Koto, S.Pd

Researcher   : NirmaAzizahTanjung

The researcher   : Thanks for giving me chance to do my research in your class sir. What do the students in the class like the Storytelling in English Lesson?

The Teacher   : Actually yes, they like English lesson. But sometimes they have a bored if they don't know the meaning of the English word

The researcher   : According to you, how is the students ability in English especially in speaking storytelling ?

The teacher   : Actually they are smart and able in English especially to comprehending speaking text. But most of them do not have a English dictionary because this school more principal Arabic language, so most of them have Arabic dictionary.

The researcher : is it the material important to learned it sir ?

The teacher : Yes of course, because this material included in syllabus

The researcher : Commonly, how do you teach storytelling in the classroom sir ?

The teacher : I usually asked the students to memorize the text in their English text book one by one. And then asked to them perform in the class one by one and also translate the text which is written in their text book

The researcher : What the difficulties of the students when they learned the material ?

The teacher : The students do not still understand about generic structure in storytelling and still confused about the meaning the story.

The researcher : What the media used in leaning this material ?

The teacher : Book, Dictionary, and resource from internet

The researcher : What the students' response when the learned this material by used media before ?

The teacher : The students is happy because they are perform in front of class, but sometimes they are lazy to memorize the text. For Media they are argue is not interesting, for the text in internet sometimes have a difficult to print out the text.

The researcher   : What the source of learning have using especially for this material ?

The teacher   : The text storytelling from internet and supported by some books which related the material

The researcher   : In this topic, what the hope from the students after learned it?

The teacher   : I hope them more interest to learn some storytelling. Not just story in national but also story international story.

APPENDIX XVI

INTREVIEW SHEET

INTERVIEW WITH THE STUDENTS AT FIRST SESSION AT MA

ZAKIYUN NAZAH SEI RAMPAH

The researcher   : Do you like Storytelling, why ?

The student   : Yes, because speaking is can built up my confidence and

                        Increase my vocabulary.

The student II   : No, because speaking is so difficult to learn it.

The student III   : Yes, because can increase my knowledge

The Researcher   : What kind of the story do you like?

The student I   : Legend

The student II   : Religion story about Rasul

The student III   : National story like harry potter

The researcher   : What do you think about storytelling in English ? Do you

                        like

                        It ?

The student I   : Yes, I like it. Because I Love English.

The student II   : No, I don't like.

The student III   : Actually yes.

The researcher   : What is the difficulties in storytelling speaking ?

The student I   : I don't have many vocabularies.

The student II   : I don't interest storytelling in English

The student III   : I also don't have many vocabularies.

APPENDIX XVII

INTREVIEW SHEET

INTERVIEW WITH THE STUDENTS IN THE LAST TIME AT MA ZAKIYUN NAZAH SEI RAMPAH

The researcher : What do you think about storytelling through Kamishibai media in speaking ?

The student I : I think good media, because make me interesting to learn speaking

The student II : I think is good, because we can share our ideas with the others.

The student III : Its very nice and enjoyed when we storytelling in front of class

APPENDIX XVIII

DIARY NOTES

Tuesday, 8ᵗʰ Mei 2018 (Meeting I)

At the first meeting, Then the researcher introduces herself and explains the purpose of her coming. The students paid attention when the researcher gave the instruction to the students about the test (pre-test). This test was done to see and know the students' speaking skill. The researcher used picture consist 8 slide about story of legend *"TimunEmas"* as the media to help the students in speaking. The researcher asked the student to retell everything that they knew about the picture and the students called one by one to retell about the picture. When they spoke in front of class, the researcher take a documentation that by using mobile phone.

Monday, 14ᵗʰ Mei 2018 (Meeting 2)

In the second meeting in conducting the research, the researcher gave the material about storytelling of legend by using *Kamishibai*Media as Media.The researcher explains the material aboutthe legend and also retell how the using of Kamishibai Media. They listened to the explanation of the teacher and they paid attention. Some students asked the questions related to the material. When the teacher gave example from the picture of storytelling, The students were very enthusiastic to look at the picture and seemed to fee interested the material. The teacher also retell the storytelling slide by slide so the students were fully understand. During the learning process, the students seem active and paid attention to the researcher.

Thursday, 24ᵗʰ Mei 2018 (Meeting 3)

It was the third meeting the student. The researcher did post-test I. This test was done to see and knew the students' progress on their speaking skill after being taught storytelling. This meeting was enjoyable. We were repeated the last topic. The researcher asked whether they were still remembered the storytelling. Most of them remembered it. The students felt interested during teaching learning process because this meeting using the application of *kamishibai*Media. The researcher invited the student to perform one by one in front of class. The researcher takes the scores of their speaking during the students perform and also the researcher recorded that. They were more active and enthusiastic to show their capability.

Monday, 28ᵗʰ Mei 2018 (Meeting 4)

In the fourth meeting, the researcher continued the study and gave them the story about "Cinderella". They were more active because this explanation was more interesting for them. So, they understand the legend story (Cinderella) better. The researcher showed the picture consist of 8 slides. And the researcher asked to the students to give opinion about the story. The researcher also told the students that next meeting there was attest of cycle II.

Thursday, 31ˢᵗMei 2018 (Meeting 5)

In the fifth meeting, the researcher did post-test II. The researcher invited the student to perform one by one in front of class same like Post-test I. The researcher takes the scores of their speaking during the students perform and also the researcher recorded that. The students more confidence to perform in front of class. It was looked from their face and their expression.This test was done to get

the higher result of students' score from the test before. It could be seen from their speakingpost-test II score that the student' scores have been improved in every test.

It was happened because the always paid attention to every teacher's explanation. They were interested to retell he story with *kamishibai* Media. They felt more comfortable in learning.

After conducting these two cycles, the researcher asked the students opinions, responses, and perceptions about the implementation of *kamishibai*as media, the second session of interview was conducted.

APPENDIX XIX

ATTENDANCE LIST

No	Students' Name	8th Mei	14th Mei	24th Mei	28th Mei	31th Mei
1	Aderiana	√	√	√	√	√
2	Amalia Amanda Panjaitan	√	√	√	√	√
3	AfdaPuadilaHarahap	√	√	√	√	√
4	AsridaHarahap	√	√	√	√	√
5	AzriyaniTanjung	√	√	√	√	√
6	Cindy Lestary	√	√	√	√	√
7	CholijahHasibuan	√	√	√	√	√
8	Duma Sari Harahap	√	√	√	√	√
9	Dina Pardede	√	√	√	√	√
10	EviYantiPanjaitan	√	√	√	√	√
11	FitriRamadhaniPanjaitan	√	√	√	√	√
12	HelilaRahmawati	√	√	√	√	√
13	Juliana Daulay	√	√	√	√	√
14	KhaikiNafsiah	√	√	√	√	√
15	KasmariaNasution	√	√	√	√	√
16	LenniAfniHari Anita Nst	√	√	√	√	√
17	Mila Fitri	√	√	√	√	√
18	May syahiroh	√	√	√	√	√

19	MaulidaRahmaDaulay	√	√	√	√	√
20	NurAini	√	√	√	√	√
21	NurAzizah	√	√	√	√	√
22	NurAzizahNasution	√	√	√	√	√
23	NurHolidanHarahap	√	√	√	√	√
24	NurKholidaManik	√	√	√	√	√
25	NurHalimah	√	√	√	√	√
26	NurunNisaSiagian	√	√	√	√	√
27	NurZiyadahTanjung	√	√	√	√	√
28	PutriJahroini	√	√	√	√	√
29	RizkyWahyuni	√	√	√	√	√
30	Sari MurniHutasoit	√	√	√	√	√
31	Suci Della Puspita	√	√	√	√	√
32	UmmulKhairiah	√	√	√	√	√
33	UmmulMujahidah	√	√	√	√	√
34	Wahiddah	√	√	√	√	√
35	WidyaSartika	√	√	√	√	√
36	Zahra AuliaNasution	√	√	√	√	√
37	Mutiara	√	√	√	√	√

APPENDIX XX

LIST OF INITIAL NAME

No	Initial of students' name	The name of students Grade XI
1	A	**Aderiana**
2	AAP	**Amalia Amanda Panjaitan**
3	APH	**AfdaPuadilaHarahap**
4	AH	**AsridaHarahap**
5	AT	**AzriyaniTanjung**
6	CL	**Cindy Lestary**
7	CH	**CholijahHasibuan**
8	DSH	**Duma Sari Harahap**
9	DP	**Dina Pardede**
10	EYP	**EviYantiPanjaitan**
11	PRH	**FitriRamadhaniPanjaitan**
12	HR	**HelilaRahmawati**
13	JD	**Juliana Daulay**
14	KHN	**KhaikiNafsiah**
15	KN	**KasmariaNasution**
16	LAHA	**LenniAfniHari Anita Nst**
17	MF	**Mila Fitri**
18	MS	**May syahiroh**
19	MRD	**MaulidaRahmaDaulay**

20	NAI	**NurAini**
21	NAH	**NurAzizah**
22	NAN	**NurAzizahNasution**
23	NHH	**NurHolidanHarahap**
24	NKM	**NurKholidaManik**
25	NH	**NurHalimah**
26	NNS	**NurunNisaSiagian**
27	NZT	**NurZiyadahTanjung**
28	PJ	**PutriJahroini**
29	RW	**RizkyWahyuni**
30	SMH	**Sari MurniHutasoit**
31	SDP	**Suci Della Puspita**
32	UK	**UmmulKhairiah**
33	UM	**UmmulMujahidah**
34	W	**Wahiddah**
35	WS	**WidyaSartika**
36	ZAA	**Zahra AuliaNasution**
37	M	**Mutiara**

Total of Gender in The Class

No	Gender	Total
1.	Girls	37
2.	Boy	-
Total		37

APPENDIXXXI

Teachers' Name and Identity

No	Name	Position
1	NidaulHasanahSiregar. M.Pd	Head Master& History Teacher
2	Dra. Hj. MardiyahTanjung	Deputy of Head Master&B.Arab
3	Suparmin	KetuaKomite
4	NurhayaniHasibuan	Bendahara
5	Asrian Effendi Nasution, SH	BP/BK & Civic Teacher
6	PutriRatna Sari	Ka. TU
7	Wulan Sari Tambunan	Staf TU. TU
8	Drs.H. MaralutanSiregar	Qur'an Hadits
9	Aripin. S.Pd	Penjas
10	MahreiniTanjungS.Pd	B. Inggris
11	Dina Yanti PS Siregar, S.Pd	Ekonomi
12	Muhammad IqbalDamanik	Fiqih
13	MasniNasution, S.Pd	Matematika
14	Muhammad DjakiSiregar, Amd.A,SH,S.Pd	B.Arab&AkidahAkhlak
15	Sri WahyuniS.Pd	Biologi
16	HefniJulidarDly, S,Th.I	TIK
17	Muhammad Rojuli	Tafsir

18	NurhadiAzhar, S.Pd	Kimia
19	Mega Mentari, S.Pd.I	Quran Hadits
20	NuralifahS.Pd	Fisika
21	RahmadYendraGusti, S.Pd	B.Inggris
22	Dian Jaya Sari S.Pd	B. Indonesia

Source: Statistik Data of Madrasah AliyahZakiyunNazahSeiRampah

DOCUMENTATION

Meeting 1

The researcher introduce herself and gave the pre test

The students did the pre-test

Meeting 2

The researcher give the storytelling

The students paid attention

Meeting 3

The researcher give the instruction before Post-test I

The Students did Post-test I

Meeting 4

The researcher review the last topic with the students and give a new topic

The students more anthusiastic paid attention

Meting 5

The students did the post-test II

The students paid attention

Interview with Students

The location of MA ZakiyunNazahSeiRampah