CHAPTER IV

FINDING DISCUSSION

In this chapter, all the data that have been collected by researcher will be analyzed and interpreted. The data analysis were from respective activity in improving students' ability in speaking skill by storytelling, including pre-cycle, cycle one and cycle two. In this chapter also presented the result of analysis data of test, observation sheets and questionnaire.

This research has been conducted in two cycles. There were five meetings in conducting these cycles including one meeting for pre-cycle. Each cycle consisted of two meetings. The first meeting was pre-cycle held on July 27 th 2019. The second and third meeting were cycle one. They were held on August 3 and 5th, 2019. The fourth and the fifth meeting were cycle two. They were held on August 12 and 19 th. 2019.

4.1. Finding

4.1.1. Students' Problem in Learning Speaking

In conducting this research, the researcher implemented pre-cycle first. Pre-cycle was conducted on July 27, 2019. By conducting this pre-cycle, the researcher wanted to know how far the students capability in speaking skill and some problems was faced by the students about it. In this pre- cycle cycle, the researcher gave some questionnaires to all

the students in which there were eight statements in the questionnaire and explained them how to fill the qiestionnaires. The data for the questionnaire consist of some statements about agreement or disagreement, including of strongly agree (SS), agree (S), disagree (TS) and strongly disagree (STS). The answer for each question was analyzed in the form of percentage that show how far the students'ability of SMP TAQ Sadamiyyah at Ninth Grade C in speaking skill.

The questionnaire for pre-cycle could be seen in appendix 1. The researcher gave questionnaire to the students in order to find out the Ninth grade C students' problem in English and speaking skill. After the students finished and completed their qiestionnaire, then the researcher gave some questions orally for respective student related to their hobbies, and each student had to answer all the questions orally too. The purpose of giving some questions to all the students as oral test are used by the researcher in order to know how far the students capability in speaking skill. The result of the test shown that the students of Ninth grade C get score 58,0833 in average. It could be seen from the table below.

Table 4.1. The Result of Pre-cycle Test

NO	NAMA SISWA	Score
1	Ahmad Bahrul Ulum	60
2	Ahmad Khoirur Rozikin	52
3	Ahmad Latifur Rohman	55
4	Alfia Dania	62
5	Evina Nuria Naja	58
6	Himatu Uliyah	65
7	Ilham Rizki Waliyadin	60
8	Indri Veronika	60
9	Latif An Nur Rizal	50
10	M.Imam Nurul Hakim	60
11	M.Khoirul Umam	55
12	Muhammad Khoirul Alvin	55
13	Musa Ramandani	50
14	Nova Agustin	55
15	Noval Okta Ardantoro	55
16	Rama Dauttama	50
17	Roy Aprilianto	55
18	Sintia Rahma Liana	75
19	Tiara Safitri	60

20	Vivi Amelia Sari	65
21	Wiwik Anggraini	65
22	Zulfatus Sholikah	70
23	Praja Haryana D.W	50
24	Malvin Mei Kuncoro	52
	Average	58.0833

From the above table, it could be known that the students of Ninth grade C got average score 58,0833. While the Minimum criteria of mastery learning (*kkm)* at Ninth Grade was 71. So, score 58,0833 was included into bad score. From the result of the test, it could be concluded that there was a problem faced by the students in their speaking ability.

In other hand, The result of questionnaire for ninth grade C students of SMP TAQ Sadamiyyah aftre had been analyzed by the researcher It could be seen as below.

No	Pernyataan	Pilihan Jawaban			
		SS	S	TS	STS
1	English is one of Subject that I dislike it	25 %	45 %	20 %	10%
2	English is a difficult subjects	30	40	25	5%

|		SS	S	T	ST
	especially of speaking skill	%	%	%	
3	I feel difficultness to speak English because of the deficiency my English vocabulary.	30%	40%	15%	15%
4	The English pronunciation is so difficult	45%	25%	20%	10%
5	I feel unconfident when I speak English.	55%	25%	15%	5%
6	I often feel afraid to make mistakes when I speak English	55%	20%	15%	10%
7	I do not master in speaking Skill because of less used to it	40%	30%	20%	10%
8	Speaking by storytelling in front of the class is the most afraid thing to me	55%	25%	15%	5%

Note : SS   : Sangat setuju (Extremly agree)

S   : Setuju (agree)

T   : Tidak setuju (Disagree)

ST   : Sangat tidak setuju (Extremly disagree)

Based on the data questionaire above could be converted into diagram such as follow:
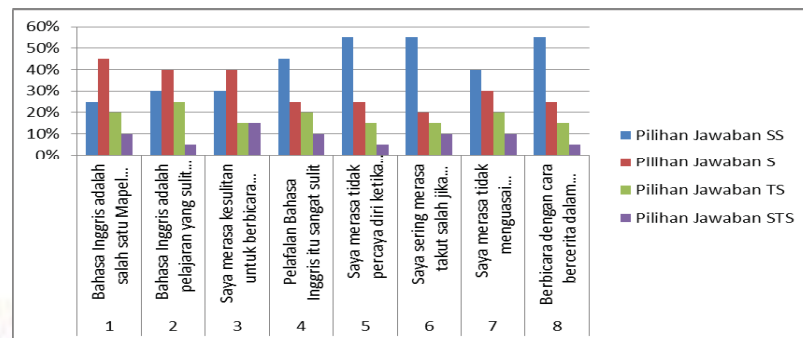
From the first part of the statement above, It can be concluded that 45% students stated that they didnot like in English. Meanwhile 25% students stated extremly agree, it mean that 25% of the students felt extremly dislike in English as a subject they have learned. On the other hand there are 20% of the students stated like and only 10% stedents felt extremly like in English.

No	Pernyataan	Pilihan Jawaban			
		SS	S	TS	STS
2	English is a difficult subjects especially of speaking skill	30%	40%	25%	5%

From the second part of the statement above, the researcher concluded that 40% students stated that English was one of

difficult subject especially in speaking. Meanwhile 30% students stated extremly agree, it mean that 30% of the students felt English was extremly difficult subject thay have learned. On the other hand there are 25% of the students stated that English was not difficult subject and only 5% stedents felt extremly like in English.

No	Pernyataan	Pilihan Jawaban			
		SS	S	TS	STS
3	I feel difficultness to speak English because of the deficiency my English vocabulary.	30%	40%	15%	15%

From the third part of the statement above, the researcher concluded that 40% students stated that English was one of difficult subject especially in vocabulary. Meanwhile 30% students stated extremly agree, it mean that 30% of the students felt English was extremly difficult subject they have learned. On the other hand there are 15% of the students stated that English was not difficult subject and also there were 15% students felt extremly like in English.

No	Pernyataan	Pilihan Jawaban			
		SS	S	TS	STS
4	The English pronunciation is so difficult	45%	25%	20%	10%

From the fourth part of the statement above, it was be concluded that 25% students stated that English was one of difficult subject especially in pronunciation. eventhought 45% students stated extremly agree, it mean that 70% of the students faced the problem in English pronunciation. Meanwhile there were only 30% students stated that pronunciation was not so difficult.

No	Pernyataan	Pilihan Jawaban			
		SS	S	TS	STS
5	I feel unconfident when I speak English.	55%	25%	15%	5%

From the fifth part of the statement data above, it was be concluded that 25% students stated that they felt unconfident in speaking English. eventhought 55% students stated extremly agree, it mean that 80% of the students faced the problem in their confident. It maybe occured because they did not habituate.

6	I often feel afraid to make mistakes when I speak English	55%	20%	15%	10%

From the sixth part of the statement data above, it was be concluded that 20% and 55 % students stated that they often felt affraid of some mistaken when they spoke English. It mean that there were 75% of the students need some motivations in order to make them always believe to their- selves abilities.

No	Pernyataan	Pilihan Jawaban			
		SS	S	TS	STS
7	I do not master in speaking Skill because of less used to it	40%	30%	20%	10%

From the seventh part of the statement data above, it was be concluded that 40% and 30 % students stated that they did not master in speaking skill because they did not habituate in speaking.

8	Speaking by storytelling in front of the class is the most afraid thing to me	55%	25%	15%	5%

The last part of the statement data above, it was be concluded that 55% and 25% students stated that speaking English in front of the class was the most frightened thing. It was because they did not habituate in speaking practising.

Based on the result of statement data questionnaire, it could be concluded that ninth grade C students had some problems in improving speaking. The researcher concluded that there were three main problems they faced, they were vocabulary, pronunciation and unconfident. The researcher also made a conclusion that students needed a good way in which can improve their vocabulary, pronunciation and also improving their feeling confident in speaking English effectively, so their problem in improving vocabulary could be solved. The researcher used storytelling in order to solve the problem.

4.1.2. The Implementation of Storytelling

In implementing Storytelling, the researcher analyzed all activities that were conducted in this research about the implementation of storytelling. It consisted of the result from cycle one and the result from cycle 2. The data were as follow:

1. **Cycle 1**

   Cycle one was conducted in two meetings, they were on August 3 and 5th, 2019. Cycle one consisted of four steps:

   a. **Planning**

   In this planning activity, the researcher made a plan and some preparations first. The planning was for the action that the researcher did in acting step for this cycle one.

   First, the researcher prepared the material, It was narrative text, then the researcher prepared lesson plan based on that material completed to assesment rubric.

   After making the lesson plan, the researcher made storytelling that appropriate with narrative text, then the researcher also prepared some properties were needed in implementing storytelling.

Next, the researcher made observation and questionaire sheets. The data questionaire that consist of some statements must be given and answered by students to choose one of available statements given by researcher. Meanwhile the observation sheet was hold by researcher it self. The function of observation sheet for researcher was in order to know the classroom atmosphere, students' role and students' behaviour toward learning process.

b. Acting

The first meeting of the cycle one on August 3th, 2019. The researcher conducted and acted out the implementation of the storytelling in learning process, The researcher executed the plan that has been prepared. After the researcher taught everythings related to the material then he devided the students into four group that had been formed in previous meeting and allowed them to gather in their each group and also prepared well the narrative text that they had been chosen. After that the reseacher asked them to perform the storytelling in their each group consecutively. But not all students got chance to perform that day, because of the limited time,

so that the researcher implemented storytelling in the next meeting. The second meeting of cycle one was held on August 5, 2019. Before the researcher started to implement the storytelling, the researcher gave feed back and reinforcement from the students'performance in the first meeting, then he asked the students to do the performance better than before.

c. Observing

Based on the result of observation for the implementation of storytelling, the classroom atmosphere was in good condition, and the students followed the learning process well and enthusiastically. In this cycle one, the average score was 61.41667. There was an improvement score from previous pre-cycle. The result could be seen as follow:

Table 4.2. The Result of Cycle One Test

N O	NAMA SISWA	Score
1	Ahmad Bahrul Ulum	65
2	Ahmad Khoirur Rozikin	55
3	Ahmad Latifur Rohman	56

4	Alfia Dania	65
5	Evina Nuria Naja	60
6	Himatu Uliyah	70
7	Ilham Rizki Waliyadin	62
8	Indri Veronika	65
9	Latif An Nur Rizal	50
10	M.Imam Nurul Hakim	65
11	M.Khoirul Umam	60
12	Muhammad Khoirul Alvin	60
13	Musa Ramandani	58
14	Nova Agustin	60
15	Noval Okta Ardantoro	55
16	Rama Dauttama	50
17	Roy Aprilianto	60
18	Sintia Rahma Liana	80
19	Tiara Safitri	65

20	Vivi Amelia Sari	68
21	Wiwik Anggraini	65
22	Zulfatus Sholikah	70
23	Praja Haryana D.W	55
24	Malvin Mei Kuncoro	55
	Average	61.41667

d. Reflecting

After analyzed the result of cycle one it could be seen that the average score for ninth grade C students were 61.41667 It meant they still get poor score. Although, there was an improvement from 58.0833 to 61.41667, it did not require minimum score at SMP TAKHASSUS ALQUR'AN SADAMIYYAH 71. Moreover, the students still got confused and unconfident in doing storytelling. The researcher tried to solve the problem from the cycle one in the next cycle.

2. Cycle 2

Cycle two was conducted on August 12 and 19th, 2019. Cycle two was the same as cycle one. There were four steps in conducting this cycle, but the treatment was different from cycle one. Those four steps:

a. Re-planning

In this steps, the researcher made a plan again in order to do the acting steps. There were differences from this cycle two and cycle one. The main differences was the way on the implementation of Storytelling.

Same as cycle one, the researcher prepared a new material first. It was narrative text material. Then the researcher made a lesson plan based on that new material. The researcher prepared new theme that related to the new material and prepared the new way in implementing storytelling. The new way that the researcher used was main differences in this cycle two.

The researcher made observation sheet. There were two observation sheets. The first one was observation sheet for students and the second one was observation sheet for the researcher.

b. Acting

The researcher conducted the first meeting of second cycle on August 12th,2019. The researcher gave some spirits and motivation before asked the students to perform thier story. The researcher also explain about the rule and way that had been done by students in the second cycle. The new way that made been different to the first cycle was all students had to perform their story in front of the class, it was not like in the first cycle in which the students just performed in their group. After the researcher certain everything including of preparing the students'feeling then the researcher asked the students to perform with the best performance. In this session, certainly not all students got a chance to perform, because of the limited duration. For other students did not got a chance to perform in this session, so they had to perform in the next meeting.

On August 19th,2019 the second meeting of cycle two was held. This time was time of the implementation of storytelling for students have not performed yet in previous meeting. The treatment of doing speaking on the cycle two in the second meeting was not different form the first meeting in the cycle two, in which the students had to perform or implement the storytelling in front of the class,

this case be the exlusive callenging for students. After giving some spirits and motivation, the researcher asked the students who has not performed yet in the first meeeting to perform their story in front of the class.

c. Observing

Based on the result of observation of the storytelling implementation for cycle two, the situation in the classroom was good but quite busy. The students were more active in the classroom because they did the storytelling in front of the class. At the beginning , the average of the students felt quite nervous and unconfident, because they performed in front of the class that are watched by all students. After they performed, they shared their feeling to another friends. Clearly, it was be a new experience for the students to tell their story by storytelling and also be good treatment to inprove their confident. The result of the students' average score in speaking by storytelling on the second cycle was 72.3333. There was an improvement score from the previous cycle. The result could be seen below.

Table 4.3. The Result of Cycle Two Test

NO	NAMA SISWA	SCORE
1	Ahmad Bahrul Ulum	72
2	Ahmad Khoirur Rozikin	70
3	Ahmad Latifur Rohman	68
4	Alfia Dania	75
5	Evina Nuria Naja	70
6	Himatu Uliyah	75
7	Ilham Rizki Waliyadin	70
8	Indri Veronika	75
9	Latif An Nur Rizal	70
10	M.Imam Nurul Hakim	75
11	M.Khoirul Umam	68
12	Muhammad Khoirul Alvin	65
13	Musa Ramandani	65
14	Nova Agustin	75
15	Noval Okta Ardantoro	70

| 16 | Rama Dauttama | 70 |
17	Roy Aprilianto	70
18	Sintia Rahma Liana	88
19	Tiara Safitri	72
20	Vivi Amelia Sari	75
21	Wiwik Anggraini	80
22	Zulfatus Sholikah	85
23	Praja Haryana D.W	65
24	Malvin Mei Kuncoro	68
	Average	72.3333

d. **Reflecting**

From the result of observation from the cycle two, there was an improvement by implementing the Storytelling. The average score for the test of cycle 2 was 72.3333, meanwhile in the previous cycle the score was 61.41667. It meant that it reached and exceeded the target score 70. The implementation of Storytelling correctly also made the students in classroom more active.

4.1.3. The Improvement of the Students' Speaking Skill after being taught by Using Storytelling

There was an improvement in learning speaking by using Storytelling. There was an improvement average score from pre-cycle until cycle 2. It could be seen as below:

Table 4.4. Score from All Cycles

NO	TEST	SCORE
1	PRE CYCLE	58.0833
2	CYCLE ONE	61.41667
3	CYCLE TWO	72.333
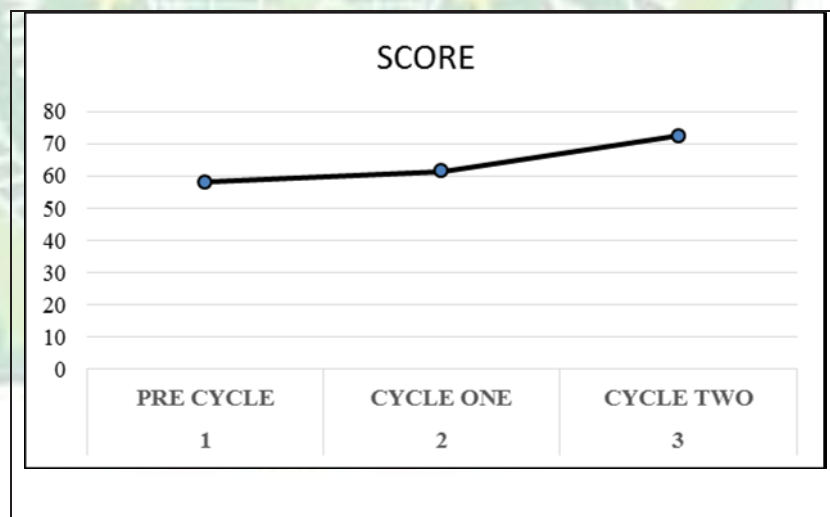
By implementing storytelling correctly just like the cycle two also made the students in class more active. The students could share their activities each other. They also felt more

confident when they wanted to ask the researcher about the storytelling.

4.1.4. The Students' Responses Toward the Implementation of Storytelling

In the last meeting, the researcher gave some questionnaires to all the students that had been prepared by the researcher after they have just performed of storytelling. The use of this questionnaire was in order to know students reaction toward the implementation of storytelling. The answer for each question was analyzed in the form of percentage. There were eight statements in the questionnaire. The result for each statement could be seen as follow:

Table 4.5. The Result of the Post-questionnaire

No	Pernyataan	Pilihan Jawaban			
		SS	S	TS	STS
1	English is one of Subject that I dislike it	15 %	15%	45%	25%
2	English is a difficult subjects especially of speaking skill	10 %	20%	35%	35%
3	I feel difficultness to speak English because of the deficiency my English	14 %	16%	36%	34%

	vocabulary.				
4	The English pronunciation is so difficult	10 %	12%	42%	36%
5	I feel unconfident when I speak English.	8%	12%	35%	45%
6	I often feel afraid to make mistakes when I speak English	10 %	15%	35%	40%
7	I do not master in speaking Skill because of less used to it	6%	14%	42%	38%
8	Speaking by storytelling in front of the class is the most afraid thing to me	12 %	18%	35%	35%

From the result of questionnaire above, it could be seen that from each statement:

First statement shown that 45% students liked to learn English. Moreover 25% shown that they did not feel English was be dislike subject.

From the second part of the statement above shown that 35% students did not state that English was one of difficult subject especially in speaking.

Third statement shown that 14% and 16% students felt difficult to speak English because of their vocabulary. But on other hand there were 36% and 3 % of the students did not state that speaking English was difficult.

Fourth statement shown that only 10% until 12% of students   stated that English of pronunciation was difficult, while 36% and 42% of the students stated that they did not have serious problem with English pronunciation. It meant that there is improving skill in their pronunciation.

From the fifth part of the statement data above, it was be concluded that 20% totally of the students stated that they felt unconfident in speaking English. eventhought 35% until 45% students stated   that they were be confident after they performed It mean that 80% of the students did not faced the problem in their confident. It probably occured because they have been habituated in speaking.

Based on the result of questionnaire, it could be said that Storytelling has positive impact toward the students. The students thought that Storytelling was a good way in improving speaking.

4.2. Discussion

According to finding that had been conducted, there were three things that the researcher could conclude for this research. They

were students' problem in improving speaking, the way in solving the speaking problem and the improvement after solving the problem.

Students of Ninth grade C had a problem in improving their speaking. There were three main problems. The first and the second problem was students felt difficult in English vocabulary and their pronunciation. The third problem was students often fell unconfident to speak English. All of those problems made students of ninth grade C of SMP TAQ Sadamiyyah got difficult in improving their speaking.

The researcher solved students of ninth grade C problem in improving speaking. The researcher implemented Storytelling in order to solve the problem. After the researcher taught appropriate material the researcher implemented the storytelling. Before the storytelling was given to the students, the researcher asked them to make some groups. Each group consisted of three until four students. After that the researcher gave the explanation everything about storytelling to the students and asked them to propose some questions if they felt did not understand about that. The students could share their knowledge or some ideas and feeling by storytelling.

There were some improvement after solving the problem by implementing the storytelling. The first improvement was from the

score aspect. The pre-cycle test score was 58.0833 improved to 72.333 in the end of cycle. The second was improvement in students' role in learning process. The students be more active in the classroom. They also felt more confident when they wanted to ask the researcher about the material. The third improvement was about the students' perception in improving speaking. They liked to learn English speaking by using storytelling. They did not feel bored learning speaking using storytelling. They got so many new experiences in speaking by implementing storytelling. The use of storytelling also made them be more confident to speak English, and they also felt got a new knowledge and some experiences in sttorytelling. All of explanations above were the result of discussion from finding that was conducted by the researcher from the students of ninth grade C of SMP TAQ Sadamiyyah in the academic year of 2019/2020.