THE USE OF PICTURE STRIP STORY TO IMPROVE STUDENTS’ SPEAKING SKILL

(Eighth Grade of SMP Muhammadiyah Tempuran
Academic Year 2015/2016)

A THESIS
Submitted as A Partial Requirements
For the degree of Sarjana in English Education

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Assalamu'alaikum Wr. Wb

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DEDICATION

This thesis is dedicated to:

1. My beloved parents (Sunaryo) and (Winarti)
2. My beloved brother (Dimas Dwi Saputro)
3. My precious friends (Mansur Shofyan, Siti Muawanah, Nalarati, Siti Mashitoh, Sekar Al Ridho, and Susi Eka Setiawati)
4. All of my friends in H Class
5. My Almamater, The State Islamic Institute of Surakarta
MOTTO

“Seek knowledge from the cradle until the grave”

(Prophet Muhamad SAW)

“You rarely have time for everything you want in this life,
so you need to make choices.
And hopefully your choices can come from a deep sense of who you are”

(Fred Rogers)
PRONOUNCEMENT

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Herewith I state all statements, opinions and analysis that I have written in this research study are my original work. I optimally conducted my own research study requirement of this Institute, except, some parts which were taken from references and suggestions as the guidance for the technical writing of the research study. If any claim related to the analysis that I made persist in the future, I would be fully responsible for clarification.

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The researcher realizes that this thesis is still far from being perfect. Therefore, the researcher accepts gratefully every criticism, comment, and suggestion from those who concern to this thesis. The researcher also hopes that this thesis will be useful and able to give contribution for the improvement of English teaching and learning, and it can be useful for the readers especially for who are interested in the similar study.

Surakarta, 11\textsuperscript{th} January 2017

\textbf{Septi Eka Damayanti}

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ABSTRACT


Advisor: Hj. Suprapti, M.Pd
Keyword: picture strip story, speaking skill, CAR.

The objectives of the research is to know the implementation of the picture strip story can improve the students’ speaking skill at the eighth grade of SMP Muhammadiyah Tempuran academic year 2015/2016.

This is a classroom action research. The research was conducted at SMP Muhammadiyah Tempuran located in Jl. Magelang-Purworejo Km 10, Kab. Magelang Telp/Fax : (0293) 3215134. The subjects of the research were the students of VIII A that they had a low score in English lesson. The researcher taking action on class that inquiring about the problem. The research included pre-test and two cycles. Every cycle consist of three meetings. In the last meeting, the researcher carry out the test(post-test) that is to know the improvement students’ speaking skill.

The result: the implementation of picture strip story to improve students’ speaking skill. In the third meeting on every cycle, the students performance at the front of class to role a mini drama. The improvements of the students’ speaking skill could seen from the result of the test. The students’ mean score is 30 in pre-test, 52,6 in post-test 1, and 71,2 in post-test 2. It showed the improvement of the students’ mean score after they were given treatment by using picture strip story media.

Therefore, teachers need to be creative in teaching. Teachers also need to know the students’ ability.
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CHAPTER I
INTRODUCTION

A. The Background of The Study

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Kramsch (1986) cited in O’Malley and Valdez (1996) “Speaking means anticipating the listener’s response and possible misunderstandings, and arriving at the closest possible match between intended, perceived, and anticipated meanings. Speaking is very important to appear implied & destined meaning. The implied meaning is something that was hinted at or suggested, but not directly stated. The destined meaning is something word directly stated.

According to Brown, speaking is an interactive process of constructing meaning that involves producing and receiving and processing information” (Brown, 1994; Burns & Joyce, 1997). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purpose of speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable. Speaking uses to communicate, if happen misunderstanding with other people. People use speaking every day and every places to communicate with the other human from child until adult with formal language or non
formal language. In equality the person use the informal language, because they feel no space of year. In school between the teacher and the student usually use the formal language to respect with the other person who more old than us. Using speaking in everyday, it not makes misunderstanding meaning in every time. The Speaking require the learners not only know how to produce speaking points of language such as; grammar, pronunciation, or vocabulary (linguistic competence), but also that they understand when, why, and in what ways to produce language (sociolinguistic competence). Finally, speech has its own skills, structures, and conventions different from written language (Burns & Joyce, 1997; Carter & McCarthy, 1995; Cohen, 1996)

A speaker skills and speech habits have an impact on the success of any exchange (Van Duzer, 1997). Speakers must be able to anticipate and produce the expected patterns of specific discourse situations. They must also manage discrete elements such as turn-taking, rephrasing, providing feedback, or redacting. (Burns & Joyce, 1997). For example a learner involved described previously must know the usual pattern that such an interaction follow and access that knowledge as the exchange progresses. The learners must also choose the correct vocabulary to describe the item sought, rephrase or emphasize words to clarify the description if the clerk does not understand, and use appropriate facial expression to indicate satisfaction or dissatisfaction with the service. Other skill and knowledge that instruction might address include following: producing the sounds,
stress pattern, rhythmic structures, and intonation of language, using grammar structure accurately, assessing characteristic of the target audience, including shared knowledge or share point of reference, status and power relation of participant, interest levels, or different in perspective.

Based on pre observation at SMP Muhammadiyah Tempuran especially in A class of eighth grade, some students think that activity speaking is boring because they only listen or speak with the teacher instruction or maybe they must follow the teacher’s order. It can be prove by the score of student got lower score under 65 and the highest score is 70. Based on interview with the teacher, there are some trouble in applying speaking skill how speak with correctly with correct grammar, correct pronunciation, and correct stressing form. The students learn speaking skill who they found some trouble. First, they have to master their vocabulary. Vocabulary mastery will be affected their fluency in speaking skill. Second, most students were feeling shy when they spoken in front of class because they afraid when their friends bullying them if someone making a mistake.

Based on the observation above, the researcher proposes the appropriate media to teach speaking. Media can improve their skill especially in speaking. If we speak with the other, we must be had thing to make a topic to conversation. It will support with media make a person happy and easier to learn something. One of the media is picture strip
story, this media have a text and picture to make understand a learner who learn more easier. Picture strip story considered as suitable media to improve the student’s speaking skill. Many activities can be done with picture strip stories. The advantages of using picture strip story to support a teacher when they are teach, the first is to motivate a student and observant themselves. Second, this media can be used individual or in a group. This research deals with the implementing picture strip story in narrative text to develop students’ speaking ability. According to Kunzle (1973:2), picture strip story comprises of graphic art for reproduction that told stories through the use of both pictures and words. Picture strip story gives the example of vocabulary relate to current trends and fads.

Based on interview with some students about teacher’s method, the students was very boring when she teaches English subject. The teacher use only tradisional method like ceramah and translate a word to word. Based on interview with the teacher about teacher’s media, the teacher has a lot of teaching method, but the teacher does not use media to teach speaking skill. It is challenge for researcher to teach speaking with role play method by picture strip story media. The researcher takes this method suitable with this media, because the student can express their feeling with role play method.

Based on the explanation above the researcher conduct this research entitled “The use of Picture Strip Story to Improve Students’ Speaking Skill (Eighth Grade of SMP MuhammadiyahTempuran Academic Year 2015/2016)”
B. Problem Formulation

Based on the background of research above there are problem that can be formulated as follow:

1. Can the implementation of the picture strip story improve the students’ speaking skill at the eighth grade of SMP Muhammadiyah Tempuran academic year 2015/2016?

C. The Objectives of The Study

According the problem statement above the objective of the research is:

1. To know the implementation of the picture strip story can improve the students’ speaking skill at the eighth grade of SMP Muhammadiyah Tempuran academic year 2015/2016

D. Research Limitation

In the research, it is impossible for the researcher to handle all off the problems. Therefore, the researcher limits the problem on the object and subject of this research. Based on the title “The Use of Picture Strip Story to Improve Students’ Speaking Skill (Eighth Grade of SMP Muhammadiyah Tempuran Academic Year 2015/2016) Picture Strip Story were taken because offer some interesting activities. Through picture, the students are interesting and more active in the classroom. Picture Strip Story offer some stories with strip picture, it can make the student enjoy in teaching learning process.
The researcher takes place in SMP Muhammadiyah Tempuran because the result of the English text is low, especially of A class of eighth grade in academic year 2015/2016. Even though they are in excellent class but they have low score in English.

E. The Research Benefit

The results of this research are expected to give benefits to students, school, teacher, and other researcher. The benefits are explained as follows:

1. Theoretical Benefit
   a. The finding of research will enrich the theory of improving student speaking at Junior High School especially for eight grade of SMP Muhammadiyah Tempuran
   b. The finding of the research can be used for those who want to conduct a research improving speaking skill as the reference.

2. Practical Benefit
   a. For the student
      Hopefully the technique of the research can improve the student speaking skill
   b. For the teacher
      Hopefully, will be beneficial in the area of teaching speaking
   c. For the institution
      The research is hope to be used as consideration, especially for teaching of English.
d. For the researcher

The research also give benefits for other writer who are interested in the same topic.

F. Definitions of Key Term

1. Picture Strip Story

A picture strip story is a story which has been separated into smaller segments from beginning to end. These story segments do not have to contain much or many text at all in fact, a strip story could consist entirely of pictures similar to what one would find in a comic book.

2. Speaking skill

Speaking skill is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997).

3. CAR (Classroom Action Research)

Classroom Action Research is a process of concurrently inquiring about problems and taking action on class. It is a sustained, intentional, recursive, and dynamic process of inquiry in which the teacher takes an action-purposefully and ethically in specific classroom context to improve teaching/learning (Pine, 2009).
CHAPTER II
 review on related literature

A. The Nature of Speaking

1. The Definition of Speaking

According to Polland (2008:33) Speaking is one of the most difficult aspects for students to master. This is hardly surprising when one considers every thing that is involved when speaking: ideas, what to say, language, how to use grammar and vocabulary, pronunciation as well as listening to and reacting to the person you are communicating with. Any learner of a foreign language can confirm how difficult speaking is.

Speaking has been regarded as merely implementation and variation, outside the domain of language and linguistic proper. Linguistic theory has mostly developed in abstraction from context of use and source of diversity. Therefore Nunan (1991: 23) said that speaking is fundamentally an instrument act. Speakers talk in order to have some effect on their listener. It is the result of teaching learning process. Students’ skill in conversation is core aspect in teaching speaking, it becomes vitally aspect in language teaching learning success if language function as a system for expression meaning, as Nunan (1991:39) states that the successful in speaking is measured through someone ability to carry out a conversation in the language. We confess that there are many proponent factors that influence
teaching speaking success and there are many obstacle factors why it is not running well.

According to Nunan (1991: 23) speaking is described as the activity as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently. Furthermore, Tarigan (1990: 8) said that “Berbicara adalah cara untuk berkomunikasi yang berpengaruh hidup kita sehari-hari”. It means that speaking as the way of communication influences our individual life strongly.

Based on the terms of speaking above, speaking is one of the skills that used to deliver our ideas, opinions, thoughts also showing the author’s feeling to the public in a particular language.

2. The Definition of Speaking Skill

According Tarigan (1990:3-4) defines that speaking is a language skill that is developed in child life, which is produced by listening skill, and at that period speaking skill is learned.

Based on Competence Based Curriculum speaking is one of the four basic competences that the students should gain well. It has an important role in communication. Speaking can find in spoken cycle especially in Joint Construction of Text stage (Departmen Pendidikan Nasional, 2004). In carrying out speaking, students face some difficulties one of them is about language its self. In fact, most of students get difficulties to speak even though they have a lot of
vocabularies and have written them well. The problems are afraid for students to make mistakes.

Speaking is the productive skill. It could not be separated from listening. When we speak we produce the text and it should be meaningful. In the nature of communication, we can find the speaker, the listener, the message and the feedback. Speaking could not be separated from pronunciation as it encourages learners to learn the English sounds.

Tarigan (1990: 12), writes that when teaching speaking or producing skill, we can apply three major stages, those are:

1) Introducing new language
2) Practice
3) Communicative activity.

From the explanation above, the researcher concludes that speaking skill is what we say to what we see, feel and think. When we feel something, we want someone can hear us. So, in this process we can call it is an interaction between two sides.

When someone speak to other person, there will be a relationship. The relationship itself is communication. Furthermore, Wilson (1983:5) defines speaking as development of the relationship between speaker and listener. In addition speaking determining which logical linguistic, psychological a physical rules should be applied in a given communicate situation”. It means that the main objective of
speaking is for communication. In order to express effectively, the speaker should know exactly what he/she wants to speak or to communicate, he/she has to be able to evaluate the effects of his/her communication to his/her listener, he/she has to understand any principle that based his speaking either in general or in individual.

Based on the statements above the researcher infers that if someone speaks, he/she should understand what is he/she about. In this section, the writer should develop ideas or build some topics to be talked and to make other responds to what speakers says.

3. The Micro-Skill of Speaking

According to Brown (2000:271) there are some Micro-Skill of Speaking:

a. Produce differences among English phonemes and allophonic variants.

b. Produce chunks of language of different lengths.

c. Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours.

d. Produced reduced forms of words and phrases.

e. Use an adequate number of lexical units (words) to accomplish pragmatic purposes.

f. Produce fluent speech at different rates of delivery.
g. Monitor one’s own oral production and use various strategic devices—pauses, filters, self-correction, backtracking to enhance the clarity of the message.

h. Use grammatical word classes (nouns, verbs, etc), system (e.g., tense, agreement, and pluralization), word order, pattern, rules, and elliptical forms.

i. Produce speech in natural constituents: in appropriate phrases, pause groups, breathe group and sentence constituents.

j. Express a particular meaning in different grammatical forms.

k. Use cohesive devices in spoken discourse.

In conclusion, when the study English especially in Speaking Skill must be understand about the abilities to distinguish sound on every word to order implied meaning of words like with use stressing or un-stressing. In another way, the ability of speaking skill especially in micro skill is the ability of correct grammatical.

4. The Principles for Designing Speaking Skill

According to Brown (2000:275) the principles for teaching speaking have six principles. There are follows:

a. Use techniques that cover the spectrum of learner needs, from language based focus on accuracy to message based focus on interaction, meaning, and fluency.

b. Provide intinsically motivating techniques.

c. Encourage the use of authentic language in meaningful contexts
d. Provide appropriate feedback and correction

e. Capitalize on the natural link between speaking and listening

f. Give students opportunities to initiate oral communication

g. Encourage the development of speaking strategies

In conclusion designing speaking skill, the teacher is an actor especially in class. The teacher must be have abilities to manage their student such as provide motivate, provide appropriate feedback and correction, give students opportunities to imitate oral communication the other, and also encourage to develop speaking strategies. The teacher has big responsibility in their class to improve student skull.

5. The Element of Speaking Skill

In speaking, it is very important for the student to acquire ability to express their ideas and opinions. Consequently, this competency should be mastered by learners. Following are the elements of speaking skill according to (Harmer, 1998:266-271). Generally, there are four elements in the speech process. Those elements are:

a. Pronunciation

Pronunciation is the students’ way to utter English well. Besides, pronunciation is one of the difficult language components because it deals with phonology. Phonology refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language (Srijono, 2001:35)

b. Vocabulary
Vocabulary means the appropriate diction which is used in conversation. Without having a sufficient vocabulary, one cannot communicate effectively or express ideas in both oral and written form. Having a limited vocabulary is also barriers that precludes learners from learning a language. When they do not know how to enrich their vocabulary, for example, they often gradually lose interest in learning.

Thus, they should have good ideas of how to expand their vocabulary so that they can improve their interest in learning the language. Language teachers, therefore, should process considerable knowledge on how to manage an interesting classroom so that the learners can gain a great success in their vocabulary learning.

c. Grammar

It concern with how to arrange a correct sentence in conversation. It is line with the explanation given by Heaton (1988:5) that the students ability to manipulate structure and to distinguish appropriate grammatical from in appropriate ones. The utility of grammar is also to learn te correct the way to gain expertise in a language, both in oral and written form.

d. Fluency

It can be defined as the ability to speak fluently and accurately suited with professional necessity. Basically, being fluent means
being able to keep the language coming. There may be mistakes, fillers repetition, but there are no unusually long pauses in flow of talk.

In conclusion, element of speaking skill has four elements. One of element of speaking more difficult from the other is pronunciation. Pronunciation relate to how to speak right, different pronunciation means different understanding. Meanwhile, another element like grammar and vocabulary are a step to express ideas in both oral and written.

6. Types Teaching of Speaking Tests

There are some types teaching of speaking tests. According to Journal by S. Kathleen et al (1996:3) the title is Testing Speaking, they are:

a. Reading aloud

One way to test speaking is by having the test read aloud. This is not generally a good way to test speaking. However, it is a way to test pronunciation separately from the content.

b. Conversational Exchanges

Another simple type of test is in which students are given a particular situation and instructed to respond in a certain way. These tests one usually highly structured and require only a limited response, not connected discourse.

c. Role-Play Test
Another type of test is a role-play. In a role-play the tested and a confederate are given information on which to base a role-play and the tested are evaluated on their ability to carry out the task in the role-play. Role-plays require the test to use various functions that she/he might need in real communication.

d. Group or Pair Activities

In this type of test, students are put together in pairs or groups that are given a task, a quiz to work on together or a puzzle to work out. The point of this is not to find the 'right' answer but to stimuli speech for the tester to evaluate.

In this research, the researcher will use the combination between Role-Play Test and Group or Pair Activities ones. Because the researcher want to know the ability of student, and want to improve the student the researcher use this combination.

B. Teaching Speaking by Using Media

1. Definition of Media

According to Neuman. (2010:21), the meaning of media is often related with means of communication. The term media often refers of any device that brings information from the source of message to the destination. In our daily life, we can see some examples. They are television, radio, book, record, and picture. Media are any devices that assist an instructor to transmit to learner facts, skills, attitudes, knowledge and appreciation or additional materials used when using a particular
teaching method to make learning easy, as it intends to help both the teacher to teach more reflectively and the learner to grasp the concepts more effectively. Roblyer et al (2010:134) states media such as slides and films delivered information in more concrete and therefore more effective ways than lectures and books did.

According to Kamaludin (2009:75) media is facilities, resources or tools to utter expressions of art, the line form that is used by people to produce message or information. Any forms of communication whether printed or audio visual, as well as their instrumentation are a means that transmits message from transmitter to receiver and enables human being to influence other people who do not have contact with him or her immediately.

Media is a part of communication. Wherever communication is held, media is always used. The use of media is needed to ensure effective communication in order to improve the effect of instruction.

In conclusion, media is the way of teacher to communicate with the students. It is not only helping the teacher to communicate and send a message to the students but also to give some responses so the students can carry meaningful learning experiences.

2. Kinds Media for Teaching Speaking Skill

There are three kinds of teaching media that suitable for teaching speaking;

a) Audio media
Audio media refer to media which deliver messages in an audible form. In this case, the messages are delivered through sounds. Audio media that are commonly used in English teaching are audiotapes, cassettes, CDs, etc.

b) Visual media

Visual media in language teaching are simply defined as media that can be seen during the process of teaching and learning. Wright (1976:194) also says that a visual aid is anything which can be seen while the language is spoken. Types of commonly used visual media are pictures, flashcards, flannel boards, puppets and soon.

c) Audio-visual media

Audiovisual media combine the two kinds of media. It basically cannot only be seen but also heard. Films and video recordings are examples of audio visual media.

In conclusion, media have three kinds for teaching. It makes easier the teacher to choose the best media to teach the students. Kinds of media are visual, audio, and audio visual. The researcher use visual media to teach speaking skill. It is picture strip story.

C. The Definition of Picture Strip Story

1. Definition Picture Strip Story

According Wright (1997:136), a picture strip story is a story which has been separated into smaller segments from beginning to end. These
story segments do not have to contain much or many text at all in fact, a strip story could insist entirely of pictures similar to what one would find in a comic book. The name for these stories comes from that fact that the various segments of the story are often given to the students out of order by cutting them into little strips of paper.

A picture strip story cup up its into separate picture. One picture is handed to each member of group. Without seeing each other’s picture, the learner in group must decide on original sequence and reconstruct the story. (William, 1981:33). From the explanation, it can be concluded that the picture strip story is picture story, which has been separated into smaller segment from beginning to end.

There are some advantages and disadvantages us in picture strip as media in teaching learning English (Zenger, 1991:79) that are:

a) The advantages of using picture:

1) Can stimulate and motivate students to become more observant and express themselves.

2) Is inexpensive, many even be free, and fairly easy to locate

3) Can be used by individual or in groups.

4) Can be displayed for as long as necessary so pupils can work at their own rate

5) Is up-to-date and can bring reality into the classroom

6) Can be used to introduce, supplement, or summarize, at unit

7) Enriches reading and can help clarify misunderstanding.
b) The disadvantages of using picture

1) Cannot depict motion as film does

2) If not unique, can seem uninteresting to pupils

3) Depicting as specific purpose might be difficult to locate.

2. Procedure teaching speaking by using Picture Strip Story

According to Klasek (1972:79) in a journal by Tanjung Wulandari et al, the journal title is Developing Students Speaking ability by Using Picture Strip Story. Procedure of teaching speaking by using picture strip story consist two activities, there are:

Teacher activities:

a. Teacher divides the students into some groups.

b. Teacher shows the picture and cut up into separate pictures.

c. Teacher gives a picture to each member of group to discuss and predict the sequence of the story.

d. Teacher controls the students’ activity.

Students activities:

a. Students decide on the original sequence and reconstruct the story.

b. Students discuss in a group the original story sequence of the pictures to solve the problems.

c. Each member of a group performs in front of the class to present the result of group discussion.
In conclusion, media for teaching have kinds of media. The one of media is picture strip story or maybe u can called with comic. The researcher take this media for teaching and want to know this is can be improve the student speaking skill by using prosedure above.

D. Picture Strip Story Suitable in Speaking Skill

According to Kunzle (1973:2), in a jurnal by Puguh Karsono the title is using pictures in improving the speaking ability of the grade eight-a students of smp negeri 1 angganapicture strip story comprises of graphic art for reproduction that told stories through the use of both pictures and words. This technique tells a complex stories in a few images, provides comment and provoke thought on events an issues in the news. Picture strip story gives the example of vocabulary relate to current trends and fads.

According to Lavery (2011), picture strip story can be used from beginners level to advanced level for a variety of language and discussion activities. The students could express their ideas, combined with the text or visual information. Picture strip story could create students` confidence to communicate with others, because students` memory was stronger than before directly it caused by the picture or images in the narrative text. This technique prepared a chance for students to develop their understanding and remembering by the image or picture that written in the text.

In conclusion, picture strip story provide images include of some issue, fas and give much vocabulary. Picture strip story can be use from
the beginner learner, because from this media the learner could express their idea.

E. Teaching Speaking Use Role Play Method

1. Definition of Role Play

In Cambridge International Dictionary of English, role defined as the person whom an actor represents in film or play, while role play is a method of acting out particular ways of behaving or pretending to be other people who deal with new situations. It is used in training courses language learning and psychotherapy.

According Donn Byrne (1986:115), that role play is apart of drama activity. In details, he described that there are three terms to cover the drama activities. They are mime (mimicry-memorization), role play and simulation. He distinguished the terms as follows:

a. Mime

the participants perform actions without using words (although as we shall see, this activity leads naturally on to talk).

b. Role play

the participant interact either as themselves in imaginary situations.

c. Simulation, this involves role play as defined above. However, for this activity the participants normally discuss a problem of some kind with some setting that has been defined for them.
In conclusion, role play is one of the methods for teaching. The researcher uses this method to know the ability of the student with an interesting method.

2. Procedure of Role Play

Susan House explained that there are several procedures in using role play:

a. Students read and familiarize themselves with the (example) dialogue.

b. Divide the class in pairs, A and B, give A and B roles from the dialogue.

c. Let students act out their role play, not just say them but students should read it loudly.

d. Walk around correcting and checking.

e. Students swap roles and repeat, those whose finish first can be asked to make up their own role play, using different words to fill the gaps.

In conclusion, the procedure of teaching method with role play is a step to make the researcher know about a measure for teaching.

F. Previous Study

First research conducted by Gallis Nawang Ginusti 09202241065. The thesis is Teaching Speaking Skill Through Role Play To The Seventh Grade Students of SMP Negeri Payangan in Academic Year 2013/2014.
The similarities of the research with this research are; (1) the researchers use qualitative and quantitate. The qualitative data were collected by interview, observation, and document. Then, the quantitate data were collected by using test; (2) the studies used classroom action research; (3) the teaching method use each thesis is same. The differences of the research with the research are; (1) this thesis emphasize in teaching method; (2) the setting take place researcher is different.

Second research conducted by Resti Wulandari, this thesis is The Use of Picture To Improve The Students’ Speaking Ability of XI Is 2 of SMA N 1 Kasihan In Academic Year 2011/2012.

The similarities of the research with this research are; (1) the researchers use CAR, (2) the researcher use speaking skill as skill student that want to know the students. The differences of the research are; (1) this thesis use picture not with story to emphasize student ability, (2) the setting take place researcher is different.

G. Rationale

Picture strip story offers some assignments that can make the students active in their class. The assignment enable learns to attain the communicative competence, engage learners in communication, and require the use of such communicative process as information sharing, negoisation meaning, and interaction. Picture strip story can be listed one on the strip provide the students which will require them to recognize it as the riddle to be solved and not as part of the story sequence.
The process of teaching and learning in the classroom has been successful when the students’ scores improve. The materials were given by the researcher through picture strip story as many as possible, giving students’ interest in teaching and learning processes, especially in speaking skill. So, it can be assumed that picture strip story can improve the students’ speaking skill.

H. Hypothesis

Hypothesis is a temporal answer to the researcher problem. Based on the theory and rationale above, the hypothesis is formulated as follows: using picture strip story in teaching speaking can improve the students’ speaking skill at the second grade A class students of SMP Muhammadiyah Tempuran academic year 2015/2016.
CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

This research employs an action research method. The researcher uses classroom action research as the method of the research. According to Pine (2009:30) Classroom action research is a process of concurrently inquiring about problems and taking action to solve them. It is sustained, intentional, recursive, and dynamic process of inquiry in which the teacher takes an action-purposefully and ethically in specific classroom context to improve teaching/learning.

Classroom action research assumes that teachers are the agent’s and source of educational reform and not the objects reform. Action research empowers teachers to own professional knowledge because teachers through the process of action inquiry conceptualize and create knowledge, interact around knowledge, transform knowledge, and apply knowledge.

Based on the explanation above, classroom action research is study to improve of the quality of participant in educational practice,. For practicing classroom action research, there are some characteristics which are used. Burns (1994:30) states that classroom action research has some characteristics:
1. Action research is contextually small-scale and localizes. It identifies and investigates within a specific situation.

2. It is evaluative and reflective as it aims to bring about change and improvement in practice.

3. It is participatory as it provides for collaborative investigation by team colleges, practitioners, and researcher.

4. Change in practices is based on the collection of information or data which provides the impetus of change.

Based on the explanation above, the researcher conclude that action research which is doing by the teacher and the aim of the research is also for the teacher in order to improve teaching and learning process.

B. The Setting of Study

1. The place of study

   This study is conducted at SMP MuhammadiyahTempuran. The school is located at Punduhan, Tempuran. Each class consist 30 students. Each grades have 4 class is A until D. The researcher takes place in eighth grade of A class. The current of curriculum is “Kurikulum KTSP”.

2. The time of study

   The research data were taken from the observation in the classroom. The observation was held in January-June 2016. It includes the research, action and activities after the action. It can be arranged as follow:
<table>
<thead>
<tr>
<th>No.</th>
<th>Activity</th>
<th>January</th>
<th>May</th>
<th>June</th>
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</thead>
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<td></td>
<td>1 2 3 4</td>
<td>1 2</td>
<td>3 4</td>
</tr>
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<td>1</td>
<td>Pre-research</td>
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<td></td>
<td></td>
</tr>
<tr>
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<td>Interview</td>
<td></td>
<td>1 2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Observation</td>
<td></td>
<td>1 2</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Pre test</td>
<td></td>
<td></td>
<td>1 2</td>
</tr>
<tr>
<td>5</td>
<td>Action (cycle I)</td>
<td></td>
<td></td>
<td>1 2</td>
</tr>
<tr>
<td>6</td>
<td>Post test I</td>
<td></td>
<td></td>
<td>1 2</td>
</tr>
<tr>
<td>7</td>
<td>Action (cycle II)</td>
<td></td>
<td></td>
<td>1 2</td>
</tr>
<tr>
<td>8</td>
<td>post test II</td>
<td></td>
<td></td>
<td>1 2</td>
</tr>
<tr>
<td>9</td>
<td>Data analysis</td>
<td></td>
<td>1 2</td>
<td>3 4</td>
</tr>
</tbody>
</table>

3. Subject of The Study

This study was carried out to eight grade A class of SMP Muhammadiyah Tempuran Academic Year 2015/2016. The researcher takes place in A class because this class majority of students are clever, but on the English subject they got lower score. There are 25 students in this class. Its consist of 14 girls and 11 boys.
C. The Technique of Collecting Data

According to Ary et al (2010:212) technique of collecting data in this study is both qualitative data and quantitative data. The writer uses qualitative data consist of interview, observation, and document. While quantitative data consists of students’ final speaking as a pre-test and post-test. The completely explanation as follows:

1. Interview

   Interview occurs when researches ask one or more participant general, open-ended questions and record their answers. The researcher then transcribes and types the data into a computer analysis. In this opportunity, researcher interviews the teacher to get some information such as condition of children or in classroom. Finally make the researcher know about right action when she teaches soon.

2. Observation

   Observation is the process of gathering open-ended, firsthand information by observing people and places at research site. Observation in this opportunities the researcher look at the classroom when the teacher teach in class, and to know condition when the student study in class.

3. Document

   In the document about a site or participant in study, they can include newspaper, minutes of meeting, personal journal, and letter.
Document to collecting the data is the last evaluation test to know result of test.

4. Test

The test used in this study is pre-test and post-test. Pre-test is done before implementing picture strip story. Meanwhile, post-test is implemented after using picture strip story. The test is used to measure students’ speaking ability and to know the effectiveness of picture strip story to improve students’ speaking ability.

D. The Procedure of Action Research

In this study, the model of classroom action research which is used by researcher. It’s based on the model developed by Lewin in Nukamto (2004:22). Procedures of action research are as follow:

1. Identifying the problem

In this step, the research identified the problems faced by student in class. Based on interview to the English teacher, the students had problem on speaking. They had problems in grammar, pronunciation, vocabulary and fluency. It is difficult for students to talk clearly sentence. They also lacked of vocabulary and does not know how to pronounce it.

2. Carrying out the real action research

a. Planning

It includes the following activities
1) Preparing material, making lesson plan, and designing the steps in doing the action

2) Preparing list of students name and scoring

3) Preparing eaching aids (picture and text narrative)

4) Preparing a test

b. Action

The included activities were:

1) Giving pretest

2) Teaching in the classroom

3) Giving occasion to the students to ask any difficulties or problems

4) Asking the students some questions

5) Guiding students to do task

6) Giving a post test

c. Observation

Observation is one of the instruments used in collecting data. The researcher observes the students activities while teaching learning process occurs. The results of the observation were written down as field note.

d. Reflection

Reflection is the process of the reflecting influence in all part of the mechanism in action research. When the implementation does not give improvement for the student learning
motivation, the researcher has to revise the plane for the next cycle. Therefore, in this research the researcher took two cycle to solve the student’s problem on speaking skill.

E. The Technique of Analysis The Data

Having collected data, the researcher then analyzed the data. The data from the observations are analyzed after the teaching process ended. The observation focuses on how teaching and learning process run in classroom, so the teacher is capable to see whether the student’s English achievement can improve after the implementation of the technique is given. Data analysis is the point where statements or assertions about what the research show are produced. Data analysis in classroom action research involves moving away from the action components of the cycle, where the main focus is on planning and acting, to the research aspects, where the focus changes to more systematic observing and reflecting (Burns, 1999: 153).

The data which collected were analyzed by qualitative and quantitative technique.

1. Qualitative data

The qualitative data are observation, interview and document. The researcher observed all activities during the teaching learning speaking. She made field notes based on the result of observation to know the attitudes of the students in the teaching and learning process and also to know the condition of the subject.
The interview was done in the pre research. The researcher interviewed the English teacher and the students to know the problem by the students in the teaching and learning English especially in speaking. The data are statement from the teacher and the students.

In qualitative data, the researcher used interactive model analysis Milles and Huberman 1994 in Sugiyono (2011:246) which consist of three activities, i.e. reducing data, explaining data, and drawing conclusion. In this study, the researcher analyzed data from observation, interview and document. The result of the observation was reflected in field note. The first step is reducing the data the researcher must short, classify, and simplify the data from the field notes, result of interview and document. The second step is explaining the data the researcher arranged the description of the data. The researcher described and discussed the finding of the researcher takes the conclusion and suggestion of the investigation of the data display. The stages of analyzing the data in interactive analysis model would have the researcher to find the specific activities and to conclude them generally, the stages.

a. Data reduction

It means by the process of choosing, centering, sampling, and transforming the data from the field notes. After collecting the data, the data reduction was done continuously. In the observation data collecting the data, there many things
observed. The researcher chooses only the things that represent the problems faced by students and teacher in teaching learning speaking ability.

b. Data serving/ explaining the data

   It was the data that had been arranged. The data was possible to give the possibility of taking the conclusion and action. The data was arranged as the description data in order to describe the phenomena happens.

c. Drawing the conclusion

   Based on the data serving, the researcher took the conclusion. Simply the process of the data analysis could be described as follows:

   **Figure 1 Qualitative data analysis**

   ```
   Data collecting
   └── Data reduction
   └── Data serving
   └── Conclusion
   ```
2. Quantitative data

The researcher determined two aims which would be achieved, they were; (1) How is the implementation of picture strip story in teaching speaking and, (2) How is the improvement of students speaking skill after teach by using picture strip story improve student speaking skill to achieve the aims, the data which were collected would be analyzed. In this research, the researcher used observation, interview, and test to collect the data.

In analyzing the data the researcher used the result of the tests. The researcher gave tests to measure the student’s speaking skill, they are pre cycle test, test cycle I, and test cycle II. Then, comparing the mean score test to know there is improvement of student’s speaking skill or not. The aim is to know the significant differences between the student’s skill before and after the action.

The researcher presents the mean of the sample as follows:

1. Mean

Mean is the average value of a data group. It is gained from summing up all individual data of the group and dividing it by the total of the individuals.

\[ \bar{x} = \frac{\sum x}{n} \]

Where:

\( \bar{x} \) : mean

\( \sum x \) : the total of the value
n: the total of the individuals

(Djiwandono, 2008:212)

F. The Data Validation

Validity is an essential criterion for evaluating the quality and acceptability of research burn, 1999: 160. Furthermore, Brown (2004:22) states the by far the most complex criterion of an effective test and arguably the most important principle is validity.

This research used content validity; content validity is representativeness or sampling adequacy of the content the substance, the matter, the topics of measuring test. It involves gathering the judgment of expert: people whose judgment one prepared to trust, even if it disagrees with one’s own Alderson et al (1995: 173 so the researcher consults to the expert before the test is given to the students. The expert here is Mrs. Ika Aggarawati Budiono as the English teacher.

In this research also used methodological triangulation to check the validity of the data. It can be done by collecting the same data. The same data was collected by using the data collecting technique such as observation, interview, observation and result of test. The data gathered then analyzed whether the data had similarity. Furthermore to know the result of the research the researcher collected the data from the data collection technique such as observation, interview, document and result of the test.
CHAPTER IV
RESEARCH FINDING AND DISCUSSION

This chapter presents the result of the classroom action research about of the implementation of picture strip story in improving students speaking skill of SMP Muhammadiyah Tempuran. Research finding was found from two cycles that every cycle consist 3 meetings.

Every cycle in this research consist of some steps, they are identifying problem and planning, implementing the action, observing and monitoring the action, reflecting the result, and revising plan.

This chapter has three main section, they are research finding, implementation and discussion.

A. Research Finding

1. Identifying The Problem

Based on the result of the pre- research observation done in SMP Muhammadiyah Tempuran, the researcher could identify the problem face by the eighth grade student in learning speaking that the student’s problems were grammar, fluency, pronunciations and vocabulary mastery.

Considering the result of observation and interview conducted on January 14th and 16th 2016, it was revealed that the eight grade of SMP Muhammadiyah Tempuran had some problems in English teaching and learning process. The result of observation showed that 20% students had been passed the KKM, but there are 80% students can not achieve KKM.
The result of interview with the teacher on January 14th, 2016 (appendix2:70), showed that students were still low in speaking skill. Several students do not had a courage to speak in front of class. The teacher also said that the students were difficult to understand the instructions teacher gave. It makes the students were misunderstand what the teacher means.

The result of interview some students on May 16th 2016 (appendix3) showed that most students got difficulties in speaking skill. They said that it was hard for the student’s to speak correctly.

Based on the interview with the teacher and the pre-test result (appendix11:), researcher identified that the student’s speaking skill need to be improved. Researcher decided to improve it using media, called picture strip story. The focus of the use of picture strip story is to improve the students speaking skill since it became the major problem faced by the students. The students speaking skill was measured by the test. The pre-test was given on Monday 14 May, 2016. The rules of pre-test are as follow:

1. Opening

   The English teacher VIIIA of SMP Muhammadiyah Tempuran accompanied the researcher to enter the class. Then the teacher gave greeting to the student and check attendance. Before beginning the lesson, the English teacher asked the reseacher to introduce herself.
The teacher also explains English lesson would be taught by researcher for six meeting.

2. Informing the students

The researcher gave information on same activities on those six meeting. The activities include pre-test, the teaching material, and then post-test. Then, the researcher gave information the procedure of pre-test.

3. Giving Pre-test

The researcher divided the student into some group every group consist 5 students. The researcher showed piece of picture strip story randomly. After that, the student knew that the story is Timun Mas. The researcher gave picture strip story to each group to be discussed. The students discussed the story given by researcher and asked the student to divide their group based on the rule by Timun Mas. They divided a role each member group, read, change a role with another member, and dialog repetition. Every group came in front of the result of their discussion. The researcher controlled and gives a score to their discussion, before the researcher closed the lesson. The researcher wanted the students to show a mini drama performance of Timun Mas with their group. The researcher gave each group text drama of Timun Mas. Performances of mini drama will be implemented in last meeting on cycle 1 (Mei, 21 2016). Some students want to know
about mini drama. The researcher explained that mini drama is a like drama performance but this drama have around time 5-10 minutes.

4. The result of Pre-test

The result of pre-test can be seen from the scores of the student’s speaking skill as follows:

*Table 2: score of pre-test*

<table>
<thead>
<tr>
<th>No</th>
<th>Nama</th>
<th>L/P</th>
<th>Grade</th>
<th>G</th>
<th>P</th>
<th>V</th>
<th>F</th>
<th>(Sumx5=100)</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>AR</td>
<td>L</td>
<td>70</td>
<td>3</td>
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<td>2</td>
<td>50</td>
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<td>3</td>
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mean 750
30
From the table above, we know the result of pre-test. Mean score of the student’s pre-test on the table is as follows:

\[
\bar{X} = \frac{\sum X}{N}
\]

\[
= \frac{750}{25}
\]

\[
= 30
\]

It can be seen that the mean score of the student’ is very unsatisfying. Therefore, the researcher should do something to change or improve students’ speaking skill.

B. Research Implementation

The implementation on teaching speaking skill using media picture strip story through classroom action research consisted of two cycles. Both cycles, the researcher gave a post test. The test had discuss and present in front of class by using role play. Each cycle consisted of two meeting for delivering the material and group discussion. Each meeting took 45 minutes and 90 minutes. In cycles 1, the title of the text was “Cinderella” and “Malin Kundang”. Every cycle consisted of steps consisting of identifying the problem, planning the action, the implementation of the action, observing or monitoring the action, reflecting and evaluating the result of the observation and revising plan.

1. The First Cycle
a. Identifying the problem

Before making the planning of the action for this cycles, the problems were identified on the pre-research as follow. 1) the score of students very low, 2) the students’ had difficulties in understanding the teacher ‘s lesson, 3) student’s ability in speaking skill had a problems such as grammar, vocabulary, pronunciation, and fluency. Researcher have to solve these problems, therefore the researcher decided to conduct an action research by using a media picture strip story to improve the students’ speaking skill. The researcher believed that teaching speaking skill by using media would improve the students’ speaking skill and changed their assumption toward English lesson especially in speaking skill

b. Planning the Action

By considering of the facts explained above, the researcher planned to solve the problem. The researcher has chosen a media picture strip story with a technique role play on narrative text.

The researcher constructed the lesson plans that consisted of tree terms. They were opening, main activity, and closing. The allocation the time for every meeting was 45 minutes or 90 minutes. The theme was narrative text. In the first cycles used a narrative text with the topic “The Actor “

c. Implementing the Action Research.
Dealing with the implementation of action research, the researcher conducted the research in two cycles consist of four steps such as planning, acting, observing, and reflecting. There was an additional step in cycle one. It was revising the plan. The first cycles based on the problem identifying that had been conducted, while the second cycles based on the revising of the first cycle. There were three meeting in each cycles. Two meetings were for the implementation and one meeting for the post-test.

1) The first meeting on cycle 1 (May, 16 2016 )
   a) Opening
      In the beginning of the lesson, the researcher as the teacher greeted the student’s and checked the student’s attendance. The researcher motivated the students what the important of learning English.
   b) Main Activity
      First, the researchers divided the students into 5 groups. The researcher has chosen different member group every meeting. Division of group was used “Arisan”, every student took a piece of paper in a box, the students gathered to their group that a same a number in piece of paper. Done with a group, the researcher shown a piece a picture strip story narrative “Cinderella”. The students were guessing
what the story was about. After the student knew title of this story, the researcher gave picture strip story to every member group to discuss. The students were discussed about tenses of narrative text. The students establish past tense on whole of the picture strip story.

c) Closing

After conducting the second meeting, the researcher asked the students whether they had difficulty or not, and then researcher summed up the topic of today’s lesson together narrative text. After the researcher found that the students had been understood the lesson, the researcher lead the students to say Hamdallah and closed the class.

2) The second meeting on Cycles 1 (May, 19 2016)

a) Opening

The second meeting was conducted on Thursday, May 19th 2016. The researcher opened the lesson by greeting and checking the students’ attendance. Besides the researcher reminded and checked the students’ understanding about the previous topic. The researcher asked the students’ to submit their home work from the previous meeting. After that, the reseacher continued teaching English lesson.

b) Main Activity
Firstly the researcher asked the students about folktalks around central java, the students’ mentioned one by one. After that the researcher asked to the student the definition of narrative text “what is definition of narrative text?” All of students did not know about narrative text”i do not know miss”. The researcher explained about the students mention before, and then the students knew about the researcher means.

Secondly, the researcher mentioned the meaning of narrative text. Researcher also mentioned kind of narrative text.

c) Closing

Having finished conducting the second meeting, the researcher asked to the students whether they had difficulty or not the then she discussed the topic of today’s lesson together with the students in order to review the students’ understanding in narrative text. The researcher reminded their student to prepare their performance that was mini drama of Timun Mas. Some students wanted to know about mini drama. The researcher explained that mini drama is a like drama performance but this drama have around time 5-10minutes. The researcher found that the students had
understood the lesson, the researcher closed the lesson with say Hamdallah together.

3) The third meeting on Cycle 1 (May 21, 2016)

In this third meeting the researcher conducted a post-test 1. The post-test was aimed to know improvement of student’s speaking skill by using picture strip story through role play method. The result of the post-test showed that the students’ mean score increased from 30 in the pre-test to 52.6 in the post-test

a) Observing and Monitoring The Action

To observe the result of the action done in cycle 1, the researchers carry out interview and observation. The researcher conducted the post-test on May 21, 2016 at the cycle 1 in order to measure how far the improvement the students made was. The improvement of the student’s skill could be seen from the mean score of the test. The researcher also interviewed the students and the teacher. The next technique was observation. it was done during the teaching and learning process and the data was hoted in the field notes.

From observing teaching learning process in the first cycles, the researcher found that the used of picture strip story can motivate the students in learning English,
especially in learning narrative texts. It can be seen from their activities during the lesson when they found difficult words or unfamiliar terms. They were not reluctant to open their dictionary or raise their hands to ask for difficult words. The class can be controlled although sometimes some students were noisy in the lesson. The improvement of the speaking skill is seen from the score or pre-test and post-test 1 below:

*Table 3: score of Post-test 1*

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1315
From the calculation of the students’ speaking skill, we knew that the students’ can improve their speaking skill. There was an improvement on the students’ speaking skill from pre-test to post-test. Then the result of mean score of the students’ post-test 1 on the table is as follows:

\[
\bar{X} = \frac{\sum X}{N}
\]

\[
= \frac{1315}{25}
\]

\[
= 52.6
\]

Analyzing the result of the tests, the mean score of pre-test is 30 and the mean score of the post-test 1 is 52.6. It indicates that the students’ speaking skill increased but it had not satisfied yet. Therefore, the researcher still had to do something to improve the students’ speaking skill.

*Table 4: The improvement of students’ speaking skill in Cycle 1*

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<tr>
<td>The number of the students</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>Students’ mean score</td>
<td>30</td>
<td>52.6</td>
</tr>
<tr>
<td>Mean score improvement</td>
<td></td>
<td>22.6</td>
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</tbody>
</table>
Based on table 3 above, it can be summarized that the skill of the students’ speaking skill, from pre-test to post-test 1. There was an improvement of the students’ speaking skill. It was show from the result of the first test in cycle 1 that was 65 it was higher score than the mean score of the pre-test that was 30 and the improvement in this cycle is 16.1. The researcher used 10 up to 100 in the score.

b) Reflecting and Evaluating the result of the Observation

After observing and evaluating the result of the observation in cycle 1, there was an improvement of the students’ speaking skill. It was shown from the result of the first test in cycle 1 that was 52,6 it was higher than the mean score of the pre-test that was 30. There were changes in the students’ behavior toward teaching and learning process. it could be seen from the students’ interest and motivation during the lesson. They paid more attention to the teacher’s explanation. The researcher concluded that the test was enough and the pictures were interesting and suitable for the eighth grade students of junior high school in learning speaking skill by using picture strip story through role play, even though some students got difficulty in understanding the meaning of the words. Some students had a bad score of English lesson. Even researcher was
giving a score to the student’s ability in pronunciation and grammar was very low. There is a reason of researcher to take cycle 2.

2. The Second Cycle

a. Revised Plan

Based on the first cycle, it was found the some students were still do not understand researcher means, the students also still shy to speak louder because the student felt afraid to wrong. The researcher also found that the students were active and interested in the teaching and learning process when the picture strip story was given to the students it was illustrated by pictures in this cycle, the researcher taught the same topic of narrative text as the one in the first cycle, but researcher taught by using different texts and different approachment. The different activity in this cycle were the researcher gave more pressure to some students in pronunciation, gave a study motivation of English lesson, and gave more lesson to some students that had a problems in learning English. It was different activity from the first cycle. The texts used in cycle II were “Cinderela and Malin Kundang”.

b. Designing the lesson plan

This lesson plan was designed as the result of revised lesson plan at the cycle 1. The researcher made a lesson plan for three meetings at one. It was divided into two meetings for
implementing the action and one meeting for the post test. In this step, the researcher planned pre-teaching, while teaching, and also post-teaching. The researcher prepared “Malin Kudang”

c. Implementing the action

1) The first meeting on cycle II(23 May 2016)

a) Opening

The first meeting was conducted on Monday, 23 May 2016. The researcher opened the class by greeting and checking attendance. Before the researcher started the lesson, the researcher gave the students some motivation to make the student interested in study today. The researcher also gave a script of mini drama Cinderella to ask the students performance in last meeting of cycle II.

b) Main activity

Firstly, the researcher divided to some group consist five students. The researcher chosen a different group member every meeting. Division of group was used number of chair. Done with a group, the researcher shown a piece a picture strip story narrative “Malin Kundang”. The students are guessing what the story was about. Some students knew about this story. After student knew title of story, the researcher gave picture strip story every member group to discuss. Discussion group were about element of narrative
text of Malin Kundang. The students established theme, setting, character, characterization, plot, etc on whole of the picture strip story. Every student had difficulty to establish, the researcher gave an explanation of it.

c) Closing

Having finished conducting the first meeting, the researcher asked to the students whether they had difficulty or not and then researcher summed up the topic of today’s lesson together with the students in order to interview the students’ understanding in narrative text. The researcher found that the students had understood the lesson, the researcher closed the lesson with say Hamdallah together.

2.) The second meeting on cycle II (28 May 2016)

a) Opening

The second meeting of cycle 2 was conducted on Thursday May 28, 2016. The researcher opened the class by greeting and checking the students’ attendance.

b) Main Activity

The researcher asked the students to find the generic structure of Malin Kundang. Some of students cannot establish of generic structure of narrative text in picture strip story. Researcher made explanation with
example the story before. After that the students were to discuss to solve the problem.

c) Closing

Having finished conducting the first meeting, the researcher asked to the students whether they had difficulty or not and then she summed up the topic of today’s lesson together with the students in order to interview the students’ understanding in narrative text. The researcher found that the students had understood the lesson, the researcher closed the lesson with say Hamdallah together..

2) The third meeting on cycle II (Saturday May 28, 2016)

In the third meeting on cycle II there was a test in cycle II. The test in cycle II was aimed to know the implementation of the students speaking skill on narrative text by using picture strip story. The result of the test in cycle II showed that the students mean score increased from 52,6 in test cycle I to 71,2 in the test cycle II.

a) Observing and monitoring the action.

To observe result of the action done in cycle II, the researcher used some techniques which were the same as the technique used in cycle I; they were tested, interviewed
and observed. The researcher conducted the final post-test on Saturday May 28 2016, at the end of cycle II in order to know the students improvement. The improvement of the students, teaching media, and interviews was given in order to know how far the action influenced the students towards the lesson. The observation was done during the text teaching and learning process. The data were written in the form of field notes.

From observing the teaching learning process in the second cycle, the researcher found that the use of picture strip story motivated the students in learning English, especially in learning speaking skill. It could be seen from the student’s activeness during the lesson when they found difficult word of unfamiliar terms. They were not reluctant to open their dictionary and answer the question in front of the class.

b) Reflecting the action

The reflecting was done after analyzing the observation result either from the first meeting or second meeting. There were some improvements based on the result of observation. the students were more enthusiastic than the cycle I. Furthermore; they showed more confident so that it decreased the nervousness of the students. The
The atmosphere also encouraged more the teaching learning process.

The improvement was also shown from the score of post-test. The mean score of the test in cycle I was 52.6 while the pre-test 30 the improvement was quite giving improvement to the students.

*Table 5: student’s speaking skill score of post test II*

<table>
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<th>Grade</th>
<th>G</th>
<th>P</th>
<th>V</th>
<th>F</th>
<th>(Sumx5=100)</th>
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<td>1</td>
<td>AR</td>
<td>L</td>
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<td>L</td>
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<td>75</td>
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<td>3</td>
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<td>4</td>
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<td>P</td>
<td>70</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>70</td>
</tr>
<tr>
<td>5</td>
<td>AAM</td>
<td>P</td>
<td>70</td>
<td>4</td>
<td>3</td>
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<td>9</td>
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<td>3</td>
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<td>11</td>
<td>HS</td>
<td>P</td>
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<td>4</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>70</td>
</tr>
</tbody>
</table>
From the calculation of the students reading comprehension
we know that the student’s reading comprehension was more
improved. Then the result of the mean score of students post test II on the table is as follows:

\[
\bar{X} = \frac{\sum X}{N}
\]

\[
= \frac{1790}{25}
\]

\[
= 71.2
\]

Based on the table 2 above, it could be summarized that the skill of the student’s speaking skill, from pre-test to test cycle II. There was an improvement of the student’s speaking skill. It was shown from the result of the first test in cycle II that was 71.2 it was higher than the mean score of the pre-test that was 30 and it could improve 41.6 in pre-test up to test in cycle II. The table showed that the enthusiastic of the students clearly influences the score. The students enjoyed the teaching learning process therefore they could achieve the material enthusiastically.

C. Discussion of the Research

In this part the researcher present the implementation of picture strip story to improve students’ speaking skill use role play method. The implementation of media picture strip story at eight grade of SMP Muhammadiyah Tempuran took into two cycles, every cycle consist tree meeting. First and second meeting were as action n or implementation material to make some students understood in English lesson. In the third
meeting, the researcher took a test that a test called post-test. The researcher carry out the post test wanted to know progressed the students after action.

The procedures of the implementation picture strip story at the class are the researcher devided into some of groups that the group consists of five members. In the theory’s picture strip story as media teaching speaking to divide the group consists of two groups. The researcher took into five group. In the class subject this research was 25 students, if the researcher devided into two groups every group different sum member. After the researcher divided group, the researcher asked to the students to discuss about material’s teacher gave.

Based on the observation in cycle I and cycle II, it could be concluded that reciprocal teaching technique can improve the students’ speaking skill for the Junior High School. It could be seen in the improvement of students’ scores that improved from pre test to cycle I. The result of cycle I unsatisfied for researcer because the score of post test I still low from score of KKM English lesson that was 70. The researcher took cycle II to revise the plan and made different approachment to make prograss score from cycle I to cycle II. In cycle II, the researcher observed some students that they had a problem in studied English lesson. Based on the theory from Burns (1994:30) had some qualities of participant in educational practice. They were characteristics must be had as researcher to do a research. The first, researcher made a specific
situation to identify a problem in small scale. In the case, the researcher concluded that a problem there was speaking skill. Another word, speaking skill was a hard skill among another skill. The teacher just emphasized reading and writing skill that the students need to prepare their examination. Second, as the researcher must be evaluated and reflection as a aim, the researcher to make the students improve in speaking skill. researcher. If some students had some problems in receiving material or teacher’s instructions, researcher must be evaluated to make the students more interested and enjoyed in teaching learning process. The researcher made another approachment cycle II to make improvement in speaking skill for the students got a lower score in cycle I. Third, the researcher participated team colleges, practitioners, and researcher to collaborate this research. It’s like the researcher needed adviser to advise this research. The researcher made previous study to make comparison with another researcher and made addition research in classroom action research. Fourth, the researcher collected information, or the data which provided impetus student’s improvement. In this case, the researcher collected the data from interview with the teacher and the students. The researcher made observation, and asked to the teacher some documents. The last to collect the data, the researcher carry out the test to make a student’s improvement data that displayed on the tables. They were classifications that researcher did on this research. The researcher did the research like a theory that delivered before.
Based on the explanation above, it could be seen that the action hypothesis is accepted. The students’ ability in speaking skill in narrative text using picture strip story can improve the students’ speaking skill in narrative text significantly.

The improvement of the students’ speaking skill in narrative text it found the written test held in cycle I, the mean score of pre-test was 30, and it increased become 52.6 in the test cycle I. While in cycle II, the pre-test mean’s score was 30 it gained higher mean score for the test in cycle II that was 71.2. The result of the test scores indicated that using Picture strip story through was an effective media in improving students’ speaking skill.

Based on the explanation above, the researcher concludes that there is improvement in speaking skill. The researcher can conclude that the implementation of picture-stories in teaching speaking can improve the student’s speaking skill to the VIIIA class of SMP Muhammadiyah Tempuran.
CHAPTER V
CONCLUSION, IMPLICATION, RECOMMENDATION

A. Conclusion

Based on the discussion in the previous chapter, the researcher made conclusion to answer the problem statements that the researcher found based on the research. It can be seen as follows:

1. The implementations of teaching speaking by using media picture strip story consist of two cycles. In every cycle consist of two treatments and one post-test. Therefore, there are treatments 1, treatment 2, and post-test 1 in cycle 1. Then, there are treatment 1, treatment 2, and post-test 2 in cycle 2. Before the cycle occurred, the pre-test was given to the students to know how far their speaking skill before the researcher gives the treatment. In the treatment activity, the students in the class divided into 5 groups consist 5 members. Firstly, the students guess the picture from the researcher, after that the researcher gave this media to ask the students who discussed about simple past tense, kind of narrative text, generic structure and element of narrative text (intrinsik and extrinsik). In every cycle, there is a topic which they have to discuss with their friend in a group. Every third meeting in cycle, the students performance at front of class to role a mini drama not only speak, but reading aloud.

2. The use of media picture strip story can improve the students’ speaking skill. The improvements of the students’ speaking skill could be seen from
the result of the test. The students’ mean score is 30 in pre-test, 52.6 in post-test 1, and 71.2 in post-test 2. It showed the improvement of the students’ mean score after they were given treatment by using picture strip story media.

From the explanation above, it can be concluded that picture strip story media is effective in improving students’ speaking skill. It can be called effective, because by implemented picture strip story media, it can improve the score of the students in speaking. Before the research was conducted, the students’ speaking skill was low. They had difficulties in delivering speaking. They will felt nervous and were afraid if they made mistakes in their language performance. But after they used picture strip story media, they looked more confidence.

B. Implication

The research made some implications in teaching English especially teaching speaking. This media is picture strip that used in this research in the effective media in conducting speaking activity. Picture strip story is one of an effective media teaching, because by applying this media, the students learn to discuss by using English with their friend in a group. Therefore, it can reduce their nervousness and feel more confident. The students looks enjoy when make a discussion in a group. They also asked each other in a group when they got difficulties in English. When they performed their English in front of class, they seemed more confidence, because they had been practiced it first in front of their friends in group.
Based on the implication of this research, it showed that after application of picture strip story, there is an improvement in the students’ speaking skill. The use picture strip story could be an interesting media that can help the students in speaking.

C. Recommendation

Having concluded the result of the research of using picture strip story in teaching speaking, the researcher would like to propose some suggestion as follows:

1. For the English Teacher
   a. It is important to develop enjoyable situation in teaching learning process so that student will be eager to participate in the teaching learning process
   b. Teacher should be more creative in developing new learning study of teaching English in order to make the students more interested in getting involved in the teaching learning process.
   c. It is important to be a self-reflective teacher since it is one of the way to develop teacher professionalism.

2. For the Educational Institution

   As a place to gain knowledge and education, having good facilities that support teaching learning process is not sufficient. There should be effort to teacher professional development. School principals should provide the effort for the sake of students, teacher, and school committee itself
3. To The Students

The students should be more active learners, and not afraid of making mistakes during teaching and learning process. They should improve their ability in learning English. Picture strip story is one of alternative media that can be used in teaching speaking.

4. For Other Researcher

This research is one of the ways in improving students’ speaking skill. It is expected that the findings will be used as starting point to conduct other research. There must be many others media to make teaching learning process more effective.
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Wulandari, Riesty. 2012. *The Use of Pictures To Improve The Students’ Speaking Ability of XI IS 2 of SMA N 1 Kasihan In The Academic Year Of 2011/2012*. Yogyakarta University

Zainatuddar. *Teaching Speaking In English By Using The Picture Series*. Syiah Kuala University, Banda Aceh
APPENDICES
Appendix 1

DATA SISWA VIII A

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<thead>
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<th>No</th>
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</tr>
<tr>
<td>2</td>
<td>Arkan Ahmad Yusuf</td>
<td>L</td>
</tr>
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<td>7</td>
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<tr>
<td>25</td>
<td>Zulfa Nikmaturohmah</td>
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</table>
Appendix 2

INTERVIEW RESULT

Place : Teacher Office
Date : January 14th, 2016
Time : 09.30 am
Teacher : I
Researcher : Septi Eka Damayanti (S)

S : Assalamualaikum bu Ika, maaf septi mengganggu waktunya
S : Begini bu, saya mau berbincang sedikit mengenai keadaan siswa khususnya untuk kelas 8 mata pelajaran bahasa Inggris.
I : Ohh, ya silahkan.
S : Bagaimana kendala dalam mengajar bahasa Inggris terutama untuk speaking skill
I : Kalau kendalanya pada siswa yang masih kesulitan dalam memahami perintah yang saya berikan, boro-boro ngomong bahasa Inggris sep, untuk pelajaran bahasa Inggris saya cuma menekankan di reading dan writing saja. Untuk speaking saya mengambil nilai saat mereka membaca.
S : Untuk mengatasi kendala tersebut ibu apa mempunyai cara khusus atau metode yang jitu
I : Ya kalo metode mengajar banyaklah, Cuma mengundang minat siswa untuk berpartisipasi itu yang sulit.
S: Bagaimana penilaian speaking saat mereka membaca teks tersebut apakah mereka menggunakan grammar, pronounciation, fluency, vocabulary yang bagus dan benar.


S: Ohh, begitu bu. mungkin pertanyaan untuk wawancara kali ini sekian bu. Terima kasih sudah meluangkn waktunya.

I: Iyaa sama-sama.
Appendix 3

FIELD NOTE INTERVIEW

Place : Classroom
Date : Saturday, 16th January 2016
Interviewer : Septi Eka Damayanti (S)
Interviewee : 1. D
2. Y
3. H

A. The First Interview Transcript

The interview conducted in the classroom of VIII A at 09.30 a.m. there are three interviewees. The researcher interviewed them one by one in bahasa indonesia.

S : “Namanya siapa? “
D : “D “
S : “ Rumahnya dimana? “
D : “Wonosobo. “
S : “Suka pelajaran bahasa Inggris apa tidak? “
D : “Agak suka. “
S : “Alasannya kenapa? “
D : “ Karena bahasa Inggris adalah bahasa internasional dan harus bisa. “
S : “Menurut kamu bahasa Inggris penting apa tidak ? “
D : “ Penting. “
S : “Dalam bahasa Inggris ada 4 skill, yaitu listening, reading, writing, speaking. Dari keempat itu menurutmu mana yang paling sulit. “

D : “Listening dan speaking juga agak sulit. “

S : “Yang speaking, alasannya kenapa itu sulit. “

D : “Pengucapannya susah. “

S : “Sering latihan bahasa Inggris di rumah? “

D : “Kadang. “

S : “Pada waktu KBM siswa aktif apa tidak? “

D : “Lumayan aktif. “

S : “Kalau kamu sendiri aktif tidak saat pelajaran bahasa Inggris? “

D : “Saya rasa aktif. “

S : “Dalam KBM apakah guru mendominasi di dalam kelas? “

D : “Tidak juga. “

S : “Menurutmu speaking skill perlu di tingkatkan apa tidak? “

D : “Perlu. “

S : “bagaimana caranya? “

D : “Latihan berbicara dengan bahasa Inggris. “

S : “Seandainya kamu berbicara dalam bahasa Inggris malu apa tidak? “

D : “Tidak. “

S : “Mempresentasikan jawaban kamu di depan teman – teman berani tidak? “

D : “Berani. “

S : “Di sekolah ada ektrakulikuler bahasa Inggris gak? “
D : “Tidak ada. “
D : “Suka, mau. “
S : “Saya kira informasi yang saya dapat cukup, terima kasih. “

B. Second Session

In the second session, the researcher interviewed (Y)

S : “Namanya siapa? “
Y : “Y mbak. “
S : “Rumahnya dimana? “
Y : “Meteseh. “
S : “Suka pelajaran bahasa Inggris apa tidak? “
Y : “Suka. “
S : “Alasanya kenapa? “
Y : “Karena bahasa Inggris adalah bahasa internasional. “
S : “Menurut kamu bahasa Inggris penting apa tidak? “
Y : “Penting. “
S : “Dalam bahasa Inggris ada 4 skill, yaitu listening, reading, writing, speaking. Dari keempat itu menurutmu mana yang paling sulit. “
Y : “Speaking. “
S : “Alasannya kenapa? “
Y : “Kosakatanya. “
S : “Sering latihan bahasa Inggris di rumah? “
Y: “Jarang.”
S: “Pada waktu KBM siswa aktif apa tidak?“
Y: “Lumayan aktif.“
S: “Kalau kamu sendiri aktif tidak saat pelajaran bahasa Inggris?“
Y: “Agak aktif.“
S: “Dalam KBM apakah guru mendominasi di dalam kelas?“
Y: “Tidak juga, kadang murid juga berpatisipasi.“
S: “Menurutmu speaking skill perlu di tingkatkan apa tidak?“
Y: “Perlu.“
S: “Bagaimana caranya?“
Y: “Sering berbicara dalam bahasa Inggris.“
S: “Seandainya kamu berbicara dalam bahasa Inggris malu apa tidak?“
Y: “Tidak, tapi takut salah.“
S: “Mempresentasikan jawaban kamu di depan teman – teman berani tidak?“
Y: “Berusaha berani mbak.“
S: “Di sekolahan ada ektrakulikuler bahasa Inggris gak?“
Y: “Tidak ada.
S: “Seandainya di adakan suka apa tidak? Mau ikut atau tidak seandainya ada?“
Y: “Suka, mau.“
S: “Saya kira informasi yang saya dapat cukup, terima kasih.“
C. Third Session

In the third session, the researcher interviewed (H)

S : “Namanya siapa? “
H : “H“
S : “Rumahnya dimana?
H : “Punduh Sari. “
S : “Suka pelajaran bahasa Inggris apa tidak? “
H : “Suka. “
S : “Alasannya kenapa? “
H : “Karena bahasa Inggris itu bahasa internasioanal, jadi penting untuk di pelajari. “
S : “Menurut kamu bahasa Inggris penting apa tidak ? “
H : “Penting. “
S : “Dalam bahasa Inggris ada 4 skill, yaitu listening, reading, writing, speaking. Dari keempat itu menurutmu mana yang paling sulit. “
H : “Speaking. “
S : “Yang speaking, alasannya kenapa itu sulit. “
H : “karena kadang binggung pengucapannya sama kosakatanya. “
S : “Sering latihan bahasa Inggris di rumah? “
S : “Pada waktu KBM siswa aktif apa tidak? “
S : “Kalau kamu sendiri aktif tidak saat pelajaran bahasa Inggris? “
H : “Tergantung mood mbak. “

S : “Dalam KBM apakah guru mendominasi di dalam kelas? “

H : “Kadang iya, kadang tidak tapi lebih sering iya. “

S : “Biasanya guru dalam pelajaran bahasa Inggris bagaimana, disuruh diskusi, atau dikasih permainan atau bagaimana? “


S : “Menurutmu speaking skill perlu di tingkatkan apa tidak? “

H : “Perlu. “

S : “Bagaimana caranya? “


S : “Seandainya kamu berbicara dalam bahasa Inggris malu apa tidak? “

H : “Kadang malu, kadang tidak. “

S : “Mempresentasikan jawaban kamu di depan teman – teman berani tidak ? “

H : “Berani. “

S : “Di sekolah ada ektrakulikuler bahasa Inggris gak? “

H : “Tidak. “

S : “Seandainya di adakan suka apa tidak? “

H : “Suka. “

S : “Mau ikut apa tidak seandainya ada? “

H : “Tergantung nanti. “

S : “Saya kira informasi yang saya dapat cukup, terima kasih. “
Appendix 4

SILABUS PEMBELAJARAN

Sekolah : SMP Muhammadiyah Tempuran
Kelas : VIII (Delapan)
Mata Pelajaran : Bahasa Inggris
Semester : 2 (Dua)

Standar Kompetensi : Berbicara

1. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk recount, dan narrative untuk berinteraksi dengan lingkungan sekitar

<table>
<thead>
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<th>Kegiatan Pembelajaran</th>
<th>Indikator Pencapaian Kompetensi</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
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</table>

- **Karakter siswa yang diharapkan:** Dapat dipercaya (Trustworthiness)
  - Rasa hormat dan perhatian (respect)
  - Tekun (diligence)

Mengetahui;

Kepala SMP Muhammadiyah Tempuran

(Pahrur, S.Pd)

NBM. 748039

Guru Mapel Bahasa Inggris,

(Ika Anggrawati Budiono, S.Pd)

NIP /NIK : ; .........................
RENCA PELAKSANAAN PEMBELAJARAN
(RPP)

SMP/MTS : SMP Muhammadiyah Tempuran
Kelas/Semester : VIII (Delapan) / 2
Standar Kompetensi :

10. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk recount, dan narrative untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar :

10.2 Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk recount dan narrative

Jenis teks : monolog narrative/recount
Tema : The Actor
Aspek/Skill : Berbicara
Alokasi Waktu : 2 x 45 menit (1xpertemuan)

A. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat merespon makna dalam:

a. Menceritakan kembali teks tersebut dengan bahasa mereka sendiri
b. Mengungkapkan pronunciation untuk teks narrative
c. Penggunaan struktur kalimat yang tepat dan benar

B. Karakter siswa yang diharapkan:
- Dapat dipercaya (Trustworthiness)
- Rasa hormat dan perhatian (respect)
- Tekun (diligence)

C. Materi Pembelajaran

Cerita narrative
- Timun mas

D. Metode Pembelajaran

roleplay

E. Langkah-langkah Kegiatan

1. Kegiatan Pendahuluan
   a. Salam pembuka
   b. Mengecek kehadiran siswa
   c. Memotivasi siswa
   d. Memberitahu siswa mengenai materi yang akan dibahas

2. Kegiatan Inti
   a. Guru membentuk kelompok siswa yang anggotanya 5orang
   b. Guru menunjukan potongan gambar dari teks narrative yang diacak
   c. Guru memberikan picture strip story kepada setiap kelompok untuk berdiskusi
   d. Murid-murid berdiskusi untuk memecahkan masalah dengan car membagi peran, membaca, bertukar peran, dan pengulangan dialog
   e. Setiap kelompok tampil kedepan kelas untuk menampilkan hasil diskusi kelompoknya.
   f. Guru mengkontrol jalannya diskusi

3. Kegiatan Penutup

Dalam kegiatan penutup, guru:
a. Bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran
b. Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram
c. Memberikan umpan balik terhadap proses dan hasil pembelajaran

F. Sumber belajar
a. Buku teks yang relevan.
b. Gambar-gambar yang relevan

G. Penilaian
1. Teknik : tes lisan/oral test
2. Bentuk : performance
3. Pedoman penilaian
   Accuracy : 1-5
   Fluency : 1-5
   Pronunciation : 1-5
   Grammar : 1-5

Rubrik Penilai dari Ur (1996: 135)

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<tr>
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Magelang, 1 Mei 2016
Researcher,

(Septi Eka Damayanti)
RPP Cycle I

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

SMP/MTS : SMP Muhammadiyah Tempuran
Kelas/Semester : VIII (Delapan) / 2
Standar Kompetensi :

10. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk recount, dan narrative untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar :

10.2 Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk recount dan narrative

Jenis teks : monolog narrative/recount
Tema : The Actor
Aspek/Skill : Berbicara
Alokasi Waktu : 5 x 45menit ( 3xpertemuan )

A. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat merespon makna dalam:

d. Menceritakan kembali teks tersebut dengan bahasa mereka sendiri
e. Mengungkapkan pronunciation untuk teks narrative
f. Penggunaan struktur kalimat yang tepat dan benar

B. Karakter siswa yang diharapkan:
   Dapat dipercaya (Trustworthiness)
   Rasa hormat dan perhatian (respect)
   Tekun (diligence)

C. Materi Pembelajaran
   Cerita narrative
   - Cinderella
   - Past tense
   - Jenis-jenis teks narrative

D. Metode Pembelajaran
   roleplay

E. Langkah-langkah Kegiatan

2. Kegiatan Pendahuluan
   a. Salm pembuka
   b. Mengecek kehadiran siswa
   c. Memotivasi siswa
   d. Memberitahu siswa mengenai materi yang akan dibahas

4. Kegiatan Inti
   a. Guru membentuk kelompok siswa yang anggotanya 5 orang
   b. Guru menunjukan potongan gambar dari teks narrative yang diacak
   c. Guru memberikan picture strip story kepada setiap kelompok untuk berdiskusi
   d. Murid-murid berdiskusi dengan arahan guru
   e. Murid-murid menentukan S+P+O/Keterangan waktu pada teks narrative
   f. Murid-murid dengan arahan guru mempelajari macam-macam teks narrative
g. Murid-murid berdiskusi untuk memecahkan masalah dengan cara membagi peran, membaca, bertukar peran, dan pengulangan dialog
h. Setiap kelompok tampil kedepan kelas untuk menampilkan hasil diskusi kelompoknya.
i. Guru mengkontrol jalannya diskusi

C. Kegiatan Penutup
Dalam kegiatan penutup, guru:

j. bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran
k. melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram
l. memberikan umpan balik terhadap proses dan hasil pembelajaran

F. Sumber belajar

m. Buku teks yang relevan.

n. Gambar-gambar yang relevan

G. Penilaian

4. Teknik : tes lisan/oral test
5. Bentuk : performance

6. Pedoman penilaian
   Accuracy : 1-5
   Fluency : 1-5
   Pronunciation : 1-5
   Grammar : 1-5

Rubrik Penilian dari Ur (1996: 135)

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Magelang, 1 Mei 2016
Researcher,

(Septi Eka Damayanti)
RPP Cycle 2

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

SMP/MTS : SMP Muhammadiyah Tempuran
Kelas/Semester : VIII (Delapan) / 2
Standar Kompetensi :

10. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk recount, dan narrative untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar :

10.2 Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk recount dan narrative

Jenis teks : monolog narrative/recount
Tema : The Actor
Aspek/Skill : Berbicara
Alokasi Waktu : 5 x 45 menit (3 x pertemuan)

A. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat merespon makna dalam:

a. Menceritakan kembali teks tersebut dengan bahasa mereka sendiri
b. Mengungkapkan pronunciation untuk teks narrative
c. Penggunaan struktur kalimat yang tepat dan benar

B. Karakter siswa yang diharapkan:
- Dapat dipercaya (Trustworthiness)
- Rasa hormat dan perhatian (respect)
- Tekun (diligence)

C. Materi Pembelajaran
Cerita narrative
- Malin Kundang
- Generic structure
- Unsur Intrinsik
- Unsur Eksrinsik

D. Metode Pembelajaran
roleplay

E. Langkah-langkah Kegiatan
3. Kegiatan Pendahuluan
a. Salam Pembuka
b. Mengecek kehadiran siswa
c. Memotivasi siswa
d. Memberitahu siswa mengenai materi yang akan dibahas

5. Kegiatan Inti
a. Guru membentuk kelompok siswa yang anggotanya 5 orang
b. Guru menunjukan potongan gambar dari teks narrative yang diacak
c. Guru memberikan picture strip story kepada setiap kelompok untuk berdiskusi
d. Murid-murid berdiskusi dengan arahan guru
e. Murid-murid menentukan unsur intrinsik dan ekstrinsik pada teks narrative
f. Murid-murid dengan arahan guru mempelajari generic structure pada teks narrative
g. Murid-murid berdiskusi untuk memecahkan masalah dengan cara membagi peran, membaca, bertukar peran, dan pengulangan dialog
h. Setiap kelompok tampil ke depan kelas untuk menampilkan hasil diskusi kelompoknya.
i. Guru mengontrol jalannya diskusi

C. Kegiatan Penutup

Dalam kegiatan penutup, guru:
a. bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran
b. melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram
c. memberikan umpan balik terhadap proses dan hasil pembelajaran

F. Sumber belajar

a. Buku teks yang relevan.
b. Gambar-gambar yang relevan

G. Penilaian

1. Teknik : tes lisan/oral test
2. Bentuk : performance
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   Accuracy : 1-5
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Magelang, 1 Mei 2016
Researcher,

(Septi Eka Damayanti)
TIMUN MAS

Long time ago, living a widow. The name is Mbok Rondo. She lived in a village near the forest. Every day she prayed to the God. She prayed to have a child.

One day, Mbok Rondo met the giant to propose a child. Giant then provide she with seeds cucumber. “Plant seeds of this, Later you will soon get a female child,” said the giant. “Thank you, giant,” said Mbok Rondo “But there is condition, at the age of 17 years the child must be submitted with you to me,” the giant reply. Without thinking long Mbok Rondo agree, because it wanted a child.

Mbok Rondo want to plant the seeds cucumber. Every day Mbok Rondo start caring for the plants that grow with it as best as possible. Many months and then bear a cucumber with golden color. Fruit cucumber that the longer became larger and heavier. When the fruit is ripe, she took it, carefully slit the fruit.
Suddenly, in the fruit is found in infants of women who are very beautiful. Mbok Rondo were very happy, she gave the name of the baby Timun Mas.

Year after year passed, Timun Mas grown into a beautiful girl. Mbok Rondo is very proud of her. But she became very afraid, because in the anniversary Timun Mas at 17, the giant will back. The giant take back that promises to take Timun Mas. Mbok Rondo found it immediately to her daughter. “My girl, take this,” she said while giving a cloth bag. “This will help fight the giant. Now flee as soon as possible,” she said. So even Timun Mas immediately fled.

Giant waiting long time. He was not a patient. He knew, was that lied by Mbok Rondo. Then it was to pursue Timun Mas to forest. Giant run chase immediately Timun Mas. Near the gian, Timun Mas immediately take the handful of salt from the cloth pouch. Then salt spread it to the giant. Suddenly a wide sea also unfold.
Timun Mas ran again. But then most successful giant come closer. Timun Mas again taking bizarre objects from a cloth bag. He took the handful chili. Chili threwed to the giant. At once the tree branches and sharp thorns of the giant trap. Giant cried in pain. Timun Mas while running to save herself.

But the giant is really strong. He was again nearly captured Timun Mas. So Timun Mas is also a third issue of miraculous. She sow seeds Cucumber magic. At once grow the cucumber garden very knowledgeable. Giant very tired and hungry. He also eat the fresh cucumber with oneself. Because of too much eating, giant was slept.

Timun Mas again fled. She ran for dear life. But long run power out. More unlucky again because a giant awakened from sleep. Giant again almost catch her. Timun Mas very terrified. He also threw the last tool handful shrimp paste. Again, miracles happen. A lake of mud spread wide. Giant fall into it. Hands almost reach Timun Mas. But the lake mud is basic to withdraw it. Giant panic, he can not breathe, then submerged.
Timun Mas relieved. She has survived, Timun Mas is also return to home to her parents. Mother’s Timun Mas happy to see Timun Mas be save. She held, “Thank you, God. You have to save my girl,” said Mbok Rondo. Since that time Timun Mas can live quietly with her parent. They can be happy without living in fear again.
Cinderella

One day, there was a beautiful girl named Cinderella. She lived with a wicked stepmother and her two stepsisters. They treated Cinderella very bad and did not appreciate her.

Near from her home, there was a king’s palace which was so beautiful and there would be held a big party. Her stepmother and her sisters were invited to attend the party. However, they did not allow her to go to the party. She was ordered to sew the party dresses that would be worn by her mother and sisters. While, she did not have time to sew her dress. Her mother and her sisters went to a party and left Cinderella alone at home.

She felt very sad and cried. Between her tears, suddenly a fairy godmother appeared and said “do not cry, I can send you to the ball now!” But she kept crying and looked so sad. She said, “I do not have a dress to wear in the ball”.
Furthermore, that fairy godmother touched Cinderella’s foot with the wand and suddenly Cinderella had beautiful glass slippers. Cinderella was shocked and said, “wow, thank you, but how I could go to the ball?”. Fairy godmother then went into the kitchen and saw four rats. She turned it into golden four horses and into a beautiful buggy. Before leaving home, the Fairy Godmother said “Cinderella, you have to go home at middle of the night, because this magic will works only until midnight!”

When Cinderella entered the palace, everyone was stunned by her beautiful face. In fact, no one recognized her because she was so different. Cinderella was so pretty with the dress and the glass slippers. A handsome prince also saw Cinderella and he fell in love. He met Cinderella and asked, “Do you want to dance?” And she said, “yes, I want to dance with you”.

The fairy godmother of course would not be worry and waved the wand to transform the Cinderella’s old clothes into the new dress which was very beautiful.
Prince and Cinderella danced during the night and she was so happy at that night. She forgot the fairy godmother warning that she should go home in the middle of the night. At the last moment, Cinderella remembered her promise to the fairy godmother and went home. “I must go!”, said her. She ran quickly and one of her glass slippers left but she did not come back to pick it up.

In the next day, the prince and his bodyguards went to all the existing home. They wanted to find a woman whose foot matched with the size of the shoe. Cinderella stepsisters also tried the glass slipper but their feet do not match. When Cinderella wanted to try, her stepmother prevented and forbidden her. However, the prince said, “let her trying!”.

When Cinderella wore a glass slipper, she had a perfect leg for the shoe. The prince then recognized her and he was convinced that she was a woman who danced with him at the dance. He married Cinderella and they lived happily.
Once upon a time, there was a young lived in West Sumatra named Malin Kundang. He lived with a poor fisherman family. His father went to sea to make a living for his family and he never came back to home. People made an issue about his father’s death. This issue made his mother anxious every day.

Several months later, his mother chose to forget about his father. She realized that she had to work hard. She did a lot of works all day and night. Unfortunately, she still didn’t get enough money for her family.

Malin couldn’t stand with his mother’s suffering. He decided to go sailing and made money. He wanted to become a rich man so he could help his mother. At first, his mother didn’t allowed him to go. She was afraid Malin did not come back like his father did. At the last, Malin got his mother allowance to go

Several years later, he became a rich sailor. He had many ships and crews. He was married with a beautiful girl and had three children.
One day, he had a business in an island which is his hometown. In this island he met an old lady. She hugged Malin very tightly. However, Malin scolded and pushed her.

He realized that old woman is his mother. But, he was afraid if his wife knew about his mother. So, he told the old lady to go away. He said his mother was from a rich family. Noticing about his son bad attitude, she was sad and angry. She prayed and said that Malin had to change into stone. Malin kundang even scolded her more.

After finishing his business, he went sailing back with his wife and children. On the sea, the sky instantly overcast. Heavy lighting and rain was failing. Their ship hit the rocks and crashed. Malin swayed to the shore. The magic happened. He turned into stone liked her mother wish. It was known as Malin Kundang stone by people of West Sumatra.
Act 1
Narrator: Once upon a time, in a place deep inside the forest, there were a green giant named Buto Ijo and a sacred hermit. They were best friends since toddlers. One day, the hermit came to the grotto to see his best friend.
Hermit: Is anyone inside? [Walks inside the grotto]
Buto Ijo: I’m here.
Hermit: There you are my best friend, what are you doing?
Buto Ijo: Eating. Isn’t it obvious?
Hermit: Oh… I see. What are you eating?
Buto Ijo: [No response, just continue eating]
Hermit: You’re so annoying! Can I have some?
Buto Ijo: [Turns his body away, not willing to share his foods with the hermit]
Hermit: [angry] As usual, you never share me your foods though I always shared mine to you! You stingy giant! I loathe you!
Buto Ijo: As if I care! [Continue eating]
Hermit: Someday your greed will get its return! Don’t regret it! I’m leaving! [Gets out of the grotto with anger]

Act 2
Narrator: One day, there was a pleasant couple. They lived in a village near the forest. They lived happily. Unfortunately, they didn’t have any children yet. Every day they prayed to God for a child.
Mother: Oh God… please give us a child. I promise I will always protect my child. Please answer our prayer. Thank you God.
Narrator: The green giant, Buto Ijo, coincidentally passed by the couple’s house. He heard what they were praying for.
Buto Ijo: Whoa…ha…ha…ha! I heard that!
Mother: [gasp] Oh my God! Who are you?
Buto Ijo: I’m Buto Ijo.
Father: [comes toward his wife] What’s with the noise? Who is that, honey?
Mother: [gasp] Oh my God! W-Who are you?
Buto Ijo: I’m Buto Ijo.
Father: [comes toward his wife] What’s with the noise? Who is that, honey?
Mother: Oh my husband, Buto Ijo is in front of our house. I’m scared. He will kill both of us!
Buto Ijo: Whoa…ha…ha…ha… I’m not going to kill you. But I will fulfill your request to have a child.
Father: You are just joking, aren’t you?
Buto Ijo: No…No… I’m serious, yes, I’m really serious. If you don’t believe me it doesn’t matter.
Mother: All right… All right. My husband, let’s see what he can do to help us.
Buto Ijo: [Gives the seeds] Look, here are some cucumber seeds. Plant these seeds, then you’ll get a daughter.
Father: Do you mean it? It’s so easy.
Buto Ijo: Yes, I mean it. But remember, on her seventeenth birthday, I’ll come
back to take the girl.
Mother: Oh, husband… please I want a child! Let’s try his offer!
Father: But… Oh well, if you insist, I’ll take his offer.
Mother: [Bows down] Oh, thank you, husband! Thank you a lot, Buto Ijo!
Buto Ijo: Whoa…ha…ha…ha. See you again seventeen years from now, humans.
And remember your promise. [Go away]

Act 3
Narrator: The next day, the couple planted the seeds. Months later, a golden cucumber grew in the yard. The cucumber was getting bigger and bigger each day.
Mother: Look! Look! The cucumber grew very big! It’s so fantastic!
Father: Yeah, you right. What a very big one.
Mother: It’s ripe already. Does it work? How can this big thing give us a daughter?
Father: I don’t know. Don’t ask me.
Mother: I think it’s time for us to open it up. I wonder what makes it’s so big.
Don’t you think so?
Father: Yes. Let’s cut it into two.
Narrator: Carefully, they cut the cucumber into two. To their surprise, they found a beautiful baby girl inside the cucumber. How joyful they were.
Mother: [gasps] Oh my goodness! There is a baby girl inside this cucumber! Is it for real? Or am I dreaming?
Father: Yes it is. You want me to pinch you to prove it?
Mother: Err… No thanks. [Holds the baby out] This baby is so cute! God, thank you so much! Thank you so much!
Father: What will we name her?
Mother: I think I will name her Timun Mas, husband. Because she came from the cucumber and she is cute. That name really suits her, isn’t it?
Father: I agree with you.

Act 4
Narrator: Years passed by and Timun Mas grew into a lovely girl. Her parents were very proud of her but their hearts hurt so badly when they remembered their promise to Buto Ijo. The couple then remembered that there was a sacred hermit living inside the forest. So they went there for the help.
Mother: [Knocking the door] Excuse us.
Hermit: [Comes toward the door and opens it] May I ask who you both are?
Mother: My name is Sarni. This is my husband. We both are farmers living in the village near the forest.
Hermit: What do you want from me?
Father: We need your help.
Hermit: Okay, please come in. Tell me the whole story.
Narrator: The couple told the hermit about their wish and how Buto Ijo fulfilled it. And also the promise they made with the Giant. The hermit listened to them carefully as him nodded for the umpteenth time, until the couple finished their story.

Hermit: As expected, Buto Ijo did horrible thing as he wished. His greed explained everything. We need to do something.

Mother: Please, good Hermit, help us. Don’t let Buto Ijo take one dearest daughter. She’s been with us for seventeenth years.

Father: My wife is right, good hermit. What shall we do?

Hermit: Please be still and stop crying. Look, here is the bundle. There are four things and messages inside. They will help Timun Mas run away from the giant.

Father: [Takes the bundle] Are you sure they will work?

Hermit: Believe me, it will. Buto Ijo must be punished for his action.

Mother: Thank you very much, good hermit!

Act 5

Narrator: It so happened that one day on Timun Mas’s seventeenth birthday, Buto Ijo came for the couple’s promise.

Buto Ijo: Whoa...ha...ha... Hey, peasant, where is your lovely daughter? I come here to pick her up. Remember the promise you said to me!

Father: Please be patient, Buto Ijo. Timun Mas, my daughter, is playing in the field.

Buto Ijo: What a shit! I know you’re lying! But never mind, I’ll find her by myself! [Turns away to find Timun Mas]

Father: I’m glad he’s gone. Timun Mas, come here, child.

TimunMas: Yes, daddy, I’m coming. Who’s that?

Mother: He is Buto Ijo, the green giant. For some reason, he’s looking for you. I’m sure he’ll come back here soon.

TimunMas: Oh my God, what’ll he do to me?

Father: Listen to me, Timun Mas, all you have to do is run away from him. [Gives the bundle to Timun Mas] Take this bundle with you. It contains chili seeds, salt, cucumber seeds, and shrimp paste.

TimunMas: What should I do with these?

Father: Throw each of them when the giant gets closer to you. These will help you get away from the giant.

TimunMas: What about you, mom and dad?

Mother: Don’t worry about us. Oh my God, the giant is coming! Now, run, Timun Mas! Run as fast as you can! Please be careful!

TimunMas: Thank you, mom and dad! You too please take care of yourselves! [Runs away]

Act 6

Narrator: After that, the giant chased Timun Mas and he was getting closer and
closer. Timun Mas then took a handful of salt from the bundle. She spread out the
salt and magically a wide sea appeared between them.
TimunMas : Take that you evil giant!
Buto Ijo : [Smirks] Ho...ho...ho. You think you can run away from me! No way
in hell! Whoa...ha...ha...ha. C’mon I’ll get you! [Swims through the sea]
TimunMas : Oh my God! How did he do that?? I don’t know he can swim!
Buto Ijo : Wait for me, you little girl!
TimunMas : Oh no! He’s getting closer to me. There’s no other choice! Take this,
giant!
Narrator : And then she took the chili seeds and threw them at the giant. Suddenly
the seeds grew into some trees and trapped him. The next thing he knew, the trees
grew some thorns as sharp as a knife.
Buto Ijo : Ouch...Ouch! How the hell these trees grew into thorns?? It hurts
badly!
TimunMas : Take that one too, evil creature!
Buto Ijo : So, you want to play with me huh? You’ll regret it when you lose!
TimunMas : Oh no! He is still chasing me! I must run faster!
Narrator : Once again, the giant almost caught Timun Mas. So, Timun Mas took
the cucumber seeds and threw them onto the ground.
Buto Ijo : What now? What’s this? Cucumbers are everywhere! They look
delicious! I guess it’s better for me to have appetizers first.
TimunMas : Hosh...Hosh...Oh I’m out of breath. But the giant was eating the
cucumbers. This is my chance to run away!
Buto Ijo : [Yawns] Whooaaah...I’m very sleppy. I want to sleep first. After that I’ll
find Timun Mas. Wait for me girl, I’ll come and make you my dinner tonight!
Narrator : Timun Mas kept on running as fast as she could. But soon she was very
tired herself. And things were getting worse as the giant had woken up.
Buto Ijo : Whooaah...I’m fresh again! Hey, Timun Mas, you can’t run away from
me. I’ll get you! Hohoho...
TimunMas : Oh, God, he has woken up! What shall I do, God? Please help me!
Buto Ijo : So, you want to play hide and seek, don’t you? Where are you? C’mon,
c’mon little girl... come to your papa!
TimunMas : God! Please help me!!
Buto Ijo : There you are, little girl! One more step and I’ll catch you!
TimusMas : This is my last hope! [Throws something] Take that, Buto Ijo!
Narrator : Desperately she then threw her last weapon, the shrimp paste.
Magically, the paste turned into a big swamp.
Buto Ijo : Oh, no, what’s this? It’s so sticky and smells fishy! Timun Mas...! I
swear I will swallow you as soon as I catch you!
Narrator : The giant fell into the swamp but his hands almost reached Timun Mas.
Suddenly the swamp pulled him to the bottom and his hands lost her.
TimunMas : Finally I’m free!
Buto Ijo : Oh, no... help! Help me! Someone help me!
TimunMas : No one will help you, giant, because you’re a bad person.
Buto Ijo : Please help me…!! I swear I won’t do something bad again! Promise me!
Hermit : [comes out of the blue] Are you sure about your words?
Buto Ijo : Arghh… Hermit! Finally you come! Please help me!
TimunMas : [shocks] Who are you?
Hermit : [Turns his face to Timun Mas] Ah, am I scared you? Let me introduce myself. I am a hermit. So just call me hermit. You don’t need to know my real name. And this giant is my best friend.
Buto Ijo : Yes, I am his best friend! Please get me out of here!
Hermit : [Turns back to Buto Ijo] I will help you out if you promise you won’t do bad things again and stop being a greedy person.
Buto Ijo : Yes, I promise! I promise I will be a good person! You can count on me!
Narrator : Finally, the good hermit helped Buto Ijo, his best friend. As soon as the giant got out of the swamp, it was disappear. Then the giant apologized to Timun Mas as well as to the hermit. Fortunately they both forgave him. From then on, Buto Ijo lived as a good giant and always helped the peasants with their fields. As for Timun Mas, she lived happily with her parents with no fear anymore.
Naskah Drama Cinderella

#Scene 1 : in the Cinderella’s house

Alice : Cinderella…, Cinderella…, Cinderella…!

Cinderella : Wait, I’m coming. Why do you call me?

Alice : look at that. The floor is dirty. Clean it quickly.

Cinderella : okay i will take a broom in terrace

Alice : no ... no.. you must ironing my dress first.

Cinderella : i will ironing your dress after cleaning the floor

Alice : you didn't hear me. you must ironing my dress first . i have rule that you must obey. If you didn't duty you know what will happened to you !

Step mother : What’s happen in here?

Alice : No, mom. Nothing. Look at that, that’s rat, rat…

Step mother : Kill it now!

Cinderella : Don’t touch it. Let it go away

Step mother : Cinderella, are you sure….

Cinderella : I’m sure mom. If we let it go, it won’t come back to here.

Step mother : What do you talking about? I wouldn’t say it. I would say ‘are you sure want to get new punish?'

Cinderella : a..., a..., a...

Step mother : Okay, let it go away. Then clean the floor and cook some food quickly. And you can’t dinner tonight

Cinderella : okay, mom.

It usually happen everyday. Cinderella got big punishes everyday

#Scene 2

One day in the castle, there was a charming prince.
His named Prince. His parents wanted him to marry quickly. But he always disagree. After that, The kingdom will make a party to choose a wife for prince. Then the Castle Guard spread that party to all houses in that country. Every lady could come to that party.

Then, the Guard had come to the Cinderella’s house.

The Guard 1: Attention, for all ladies in this country. Prince invited you to come to his dance party. Every lady can come. That party will be at Saturday night this week. Thanks for your attention.

Cinderella wanted to come to that party. Unluckily, her step mother didn’t give her permission to go there and always gave her heavy tasks and punishes.

At the time for party, Cinderella felt very sad. She wanted come there, but she couldn’t do it. Her step mother didn’t let her went there.

Cinderella: Mom, I have finished to wish the dashes and clean the floor.
Step mother: Alright…, now, clean the window.
Cinderella: But I have done last three hours, mom
Step mother: Oh…, DO IT AGAIN!!

Cinderella felt very sad by do the task. Suddenly, a kind fairy came to her. The Fairy wanted to help Cinderella.

Cinderella: Oh, God. I want to come to that party. But I can’t. I have to finish it first. Hey, what is that? W-who a-are y-you?
Fairy: Don’t be afraid. I’m just a fairy. I come to help you.
Cinderella: Thank you.
Fairy: Now, wish your face.
Cinderella: Okay
Fairy: Then, this…
Fairy: Now, you can go there. But, remember, my magic just can until twelve o’clock this midnight. So, you have to go home before the bells ring.
Cinderella: Okay, Miss. But how about my task and punishes?
Fairy : Don’t worry. I will have done when you go.

Cinderella : Thank you.

Fairy : You’re welcome. Let’s wear it! I’m in here. Then, you can go there.

#scene 3

In the palace there was a big party. many beautiful young lady attended the party. In that party, the Prince bored. All ladies invited Prince to dance with them. But the Prince didn’t want to do it.

Alice : Will you dance with me?

Prince : I’m sorry, but I can’t. Thanks for your invitation.

Alice : Don’t worry. I can dance with my friends.

Alice : That’s impossible. I’m more beautiful than the other girls in the room, but he didn’t want with me.

Step mother :honey maybe the prince was nervous because youre very beautifull

Cinderella went to the party Cinderella came lately; the Prince surprised with her and felt falling in love to her. But, no one knew if she was Cinderella, except Cinderella, God and the Fairy. Cinderella looked very beautiful. She looked like a beautiful Princess from the Castle in other Country.

Prince : Oh, God. Thanks. You give me a pretty woman.

Prince : Hi, lady. Will you dance with me?

Cinderella : Sure

Alice : Look at that mom. The girl try to attracted my prince.

Mom ,what must i do?

Stepmother : be calm my honey , u must still calm down. My beautiful daughter must look elegant in prince’s eyes.

Alice : but mom, the girls is beautiful. Look the dress is expensive and beautiful And i....??
Stepmother: u know honey in this whole party, who is the most prettiest girls?

Alice: who’s mom?

Stepmother: hello honey .. its you. My daughter is the most beautiful girl. Because your mother is really beautiful.

the music begins again and everyone is dancing. Time is running so fast and then they hear the clock strike 12 midnight.

Cinderella: oh, its midnight already. I have to go. No, I have to run. Goodbye. I really had a great time.

Prince: Wait! What is your name? Where do you live? Do I know you’re your parents?

As Cinderella is running, she loses one of her glass slippers. The prince picks it up and decides to keep it so that he can find this beautiful lady again. Prince commanded to all the guard to take around the glass slippers and go to every houses to find the mysterious lady.

#scene 4

In the next day, Prince and his guards looked for the owner of that glass shoe. But, no one can use that shoe. Then they came to the Cinderella’s house.

The Guard: Excuse me….excuse me….excuse me.

Step mother: wait…wait… I’m coming. Oh, Prince why are you come here?

The Guard: Prince will look for the owner of it. Prince will marry with the owner. Did your daughter come to the party last night?

Step mother: Oh, yes. They came to that party

The Guard: Call them now.

Step mother: Alice…, come here!

Step Sister: Why do you call me, Mom? Oh, Prince.

The Guard: Okay, try it.

Alice: Look at me The princess is me. (Alice couldn’t fit)
(Something felt in the kitchen)

Prince : What is that? Let me check it.

Prince : Hey, who are you?

Cinderella : I’m Cinderella.

Prince : Who is she?

Step mother : ‘A… just a servant

Prince : Try it.

Step mother : But, Prince, she just a servant.

Prince : I don’t care. (Cinderella could use it)

The Guard : Wonderful!! Prince, she is your lady.

Prince : Cinderella, will you marry me?

Cinderella : Sure.

Prince : Okay. Lets we go to the castle!

Cinderella : yah, but…. 

Prince : hmm. Okay. If in your depend it’s good for you, why not?

Cinderella : Thanks, Prince.

Prince : I’ll do anything for you.

Step mother : a…., Cinderella. Now you can live happily with him and live in the castle. So, we’re sorry for our pretended to you.

Alice : Yes, Cinderella i have been jealous to you.

Cinderella : Don’t worry. I have forgiven you in the first time. And I want you to live in the castle with us.

Alice : Oh, Cinderella. You are a perfect lady. Thank you very much,

Cinderella : You’re Welcome.
Prince: Cinderella! Let’s go.

Cinderella: Yes, Prince.
I. Learning Objectives

By the end of this lesson, students are able to:

1. Identify the main information of the text (skimming)
2. Find a certain information from the text (scanning)
3. Find a reference word

II. Learning Material

Definition of Narrative

Narrative text is a text which contains about story (fiction/non fiction/tales/tales/fables/fables/myths/epic) and its plot consists of climax of the story (complication) then followed by the resolution.

Generic Structure of Narrative

A narrative text will consists of the following structure:
1. Orientation: Introducing the participants and informing the time and the place
2. Complication: Describing the rising crises which the participants have to do with
3. Resolution: Showing the way of participant to solve the crises, better or worse

Example of Narrative Text (Fable)

A long time ago in East Java there were two strong animals, Sura and Baya. Sura was a shark and Baya was a crocodile. They lived in a sea. Actually, they were friends. But when they were hungry, they were very greedy. They did not want to share their food. They would fight for it and never stop fighting until one of them gave up.

It was a very hot day. Sura and Baya were looking for some food. Suddenly, Baya saw a goat.
"Yummy, this is my lunch," said Baya.
"No way! This is my lunch. You are greedy! I had not eaten for two days!" said Sura.
Then Sura and Baya fought again. After several hours, they were very tired. Sura had a plan to stop their bad behavior.

"I'm tired of fighting, Baya," said Sura.
"Me too. What should we do to stop fighting? Do you have any idea?" asked Baya.
"Yes, I do. Let's share our territory. I live in the water, so I look for food in the sea. And you live on the land, right? So, you look for the food also on the land. The border is the beach, so we will never meet again. Do you agree?" asked Sura.
"Hmm... let me think about it. OK, I agree. From today, I will never go to the sea again. My place is on the land," said Baya.

Then they both lived in the different places. But one day, Sura went to the land and
looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise.

"Hey, what are you doing here? This is my place. Your place is in the sea!"
"But, there is water in the river, right? So, this is also my place!" said Sura.
Then Sura and Baya fought again. They both hit each other. Sura bit Baya’s tail.
Baya did the same thing to Sura. He bit very hard until Sura finally gave up. He went back to the sea. Baya was very happy. He had his place again. The place where they were fighting was a mess. Blood was everywhere. People then always talked about the fight between Sura and Baya. They then named the place of the fight as Surabaya, it’s from Sura the shark and Baya the crocodile. People also put their fight as the symbol of Surabaya city. ***

1. What is the major complication of the story?
   a. The greediness of two strong animals for their habitat.
   b. The fight between a shark and a crocodile for their food.
   c. Sura broke the promise not to have food on land
   d. Baya’s plan to stop fighting
   e. The big fighting that make the place look mess with blood.

2. These are the character of the two animals, except:
   a. strong                                           d. cruel
   b. selfish                                          e. greedy
   c. foolish

3. Why did the two animals do fighting again after an agreement?
   a. Because Sura broke the promise.
   b. Because Sura and Baya found a goat.
   c. Because they love fighting.
   d. Because nothing left to eat in the sea.
   e. Because Sura had much more food than Baya.

4. Which of the following statement is true?
   a. Sura broke the promise there was not much food on the land
   b. Sura should find its food on the land while Baya should be in the sea.
   c. The two animals didn’t want to share their territory.
   d. The symbol of Surabaya city describes the fighting between a crocodile and a shark.
   e. At the end Sura could beat Baya for the food.

5. Baya did the same thing to Sura. (paragraph 5)
   the same thing refers to:
   a. bit Baya’s tail                                   d. Baya hit Sura
   b. Sura hit Baya                                    e. bit Sura’s tail
   c. Sura beat Baya
Narrative prose and its different types

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INTRODUCTION: PROSE FORMS OR FRAMEWORKS

In general, prose is a written word which is near to an ordinary, colloquial and oral speech and lack of a literary explanation; for example, the prose of several inscriptions which is in a form of Dari language and literary explanation in them that indicates the aim of creating a work in the form of Persian Prose is not clear (Zarih Koob, 1996). In particular, prose is a word, although it is not a usual thing in poetry (be particular about rhythm and metric or tune), but involves a literary explanation which is common between poetry and prose, discriminates unusual prose from usual one and colloquial language and extracts speech from the scope of perceptions and ordinary explanations. Based on the view of deceased Malekol Shoorae Bahar (1958) “prose is a word or statement in which there is nothing except simple explanation and fulfilling the aim, free of internal emotions and feelings, for the speaker as the guidelines of the great ones to the subordinates, explaining an accident by someone to the other or reporting an event that all of them should be simple.”

Khatibi (1987) defines “Mosai Written Prose” which is in the first stage of prose development as: “it is word in which concepts and meanings are being explained with intellectual arrange, clearly and logically and the only task in speech is explaining the meaning, sentences connect or link each other by observing the grammar points, the meanings are being stated without any cut or deviations, directly, and connecting or separating the sentences depends on the thoughts’ sequence, natural method and considering the grammar points.” Ate (1972) divides Persian prose into two parts: narrative and poetic ones and scientific or technical ones as the following:

- Narrative prose is in a relation with poetry, directly,

- Scientific knowledge, policy and moral, philosophy and proverbs,
- Translation from the other languages,
- History,
- Scientific prose includes encyclopedia, scientific contents, scientific publications and writings of religious books, interpretations, medical books, etc.

In Europe, prose was divided into four types (historical, narrative or fictional, educational and pertains to sermon or speech) (بخش إحصائيات) as the following:

- Which is pertinent to sermon or speech divided into religious, panegyric and satirical type.
- Historical type includes historiography, yearbooks or calendars and diary (memories).
- Narrative or fictional one involves the stories as accidental, criminal, emotional or pertains to love.

1 Bahar, Mohammad Taghi, Prose stylistics, V.2, P. 229.
2 Prose techniques in Persian literature, p. 29.

3 K. At, Haft, Iran Literature History, pp. 214 – 239.
Educational type includes human, scientific and philosophical culture and also literal and cultural researches.

Narrative and non-narrative prose

Human being during his life, for presenting the inner or internal concepts and his thoughts in order to using the tongue, handwriting, creation, and prose creates various patterns of prose; these patterns divided into two parts: narrative and non-narrative ones.

In the second type, the writer does not write based on the personal thoughts and imagination force and also does not create a written work based on this. This type of prose is a result of accurate and perfect studies of a writer about a subject, place, life of a person; a fact which is available and etc. that all of them must be created or written by him/her.

Historical events or analysis of an event in the history is as a report about something which is on hand or had been available, it is a report of trip, travel, political or social letter, memories or stories like which are in this domain (this type of prose).

Narrative texts:
- having narrator,
- personality-oriented,
- having epical, lyrical and educational themes,
- having indirect message delivery,
- having narrative structure,
- being written in the form of myths, story, tale, play or drama.

Non-narrative texts:
- without narrator,
- person-oriented,
- having lyrical, educational, mystical, and philosophical themes,
- having direct message delivery,
- having reporting structure,
- having real nature,
- being written in the form of letter, travel account and biography.

Non-narrative prose forms and frameworks

These texts are not personality-oriented; the writer in these texts organizes his/her thought in the appropriate ways and directions, makes a logical line among them, creates a conceptual arrangement (like a network) for presenting his thoughts to the addressees (persons spoken to) and delivers his message, in detail, to them directly.

The patterns such as compositions, writings, letters, theses, history, travel account, and biography — for special addressees with various subjects — were current from the beginning of Persian prose (fourth century of A.H.) to Ghajar era (12th and 13th century of A.H.). In this era, memories, articles, and reports — for common or ordinary addressees — are being added to the previous ones and in the contemporary time, monographs, description of condition’s and types of letters are being considered in these sets with a modern style.

Common patterns or forms in this type of prose include letter, travel accounts, biography, memories, articles, reports, mono-writing, historiography, literary pieces and etc.

Narrative prose forms or frameworks

These texts are personally-oriented; the writer in these texts chooses appropriate personalities, distributes his/her thoughts among them, encourages interaction among them — based on his/her thought, creates adventures until the addressees discover his thought, arm and his message in the emotional space — which can be concealed in the heart of events or adventures by a simple mechanism and makes (creates) a permanent or everlasting work in their mind. Types of this prose are as follows: myths, stories, narrations and articles which were current or common from the beginning of Persian prose in the Sassanian era (4th century of A.H.) to the beginning of Safavieh era (10th Century of A.H.) with various themes. In this era, story-writing is being added to these patterns and in the Ghajar era (12th and 13th century of A.H.), European stories — by translation prose — became prevalent in the Persian prose and finally in the Pahlavi era, form or frame of story became widespread in the Persian prose and abundant stories — short or long stories — were being written in different themes; afterwards, novel became prevalent, then, dramas and scenarios or scripts with various themes were added. Current forms in this type of prose are tale, kinds of stories, novels, dramas and scripts.

Themes of all kinds of prose

Theme of prose in the narrative forms could be lyrical, epical, lyrical — epical (romance), educational, mystical, social — criticism and etc. with serious style or tone. Theme of prose in the non-narrative forms could be informative, educational, mystical, historical, social — criticism and etc with serious style or tone.

INTRODUCING THE NARRATIVE PROSE FRAMES OR PATTERNS

Ancient Persian texts are the valuable inheritance of the past as if it puts a sea full of knowledge, culture and wisdom for the survivors. Concealed points in the heart of tales and narrations needs an active and lively soul, "the path of righteous-
ness" relieves by drinking a sip of this winglass (cup) and directs them to drinking another cup, eagerly. Passing of time did not decrease the concealed magic in its words and concepts and did not influence on the manifestation of bright lights of its sentences and very likely, its value increased as a gem in the shell.

Now, this is a large sea of culture and thought in front of us! Which warp and wool in the pattern of a left narration by a narrator's pen could find a novel narration in the form of new media as television with special pronunciation of this space and time in the other wear?

Persian tales of oral stories or tales' inheritors

Iranian telling – story has a long background; it is very long, delicate and artistic that attributed to Iranians. Its roots could be related to pre-Islam period among the anonymous storytellers and narrators of old alays which found its listeners in the paths and entertained their heart or soul with its content for a short time. These ancient oral narrations in the splendid period of Islam were transferred onto the papers, as a class was formed in the society which was called book – writers. There are prose written stories from Sassanian Era and after Islam, these samples (prose samples) are not less but in a brief look, it can be said that story - telling in Iran (after Islam) was being directed by poets; because they believed that hearing story with rhythm and time has another sweetness, thus it is an appropriate belief and it is better to attribute it to the habit of people in hearing stories from the tongue of story – teller who explain their description by mythological methods. These tales which found new explanations by the taste of different writers and composers each time show the common and oral roots of tales as Khasrow and Shinh, Liel and Majnoon, and Yusuf and Zoleikha.

In the 6th century, "Monaqeef Khanan" by pointing the life of prophets (P.B.U.H) and description of their courage, wars and suffers provided the field of creating works as "Rozatol Shohada" in the Safavieh Era. Their counterparts, in this era, decide to write story books with different contents in a form of prose. Works such as Tuti Nameh, Abimolemen Nameh and the story of Maryam Shah, daughter of Portegal shah are the products of Iranian writing in this era.

Rendering the oral stories into verse or prose indicates the art of story – telling and story – writing among the people of Iran. It is a tradition which has a long background in Iran and nowadays, it has manifested in a new form by novel and innovative communication tools and continues its life (Shamina, 1998).

DEFINITION OF NARRATION

Element of narration is the root and the basis of each story. There are different definitions about narration. In simplest meaning, narration is a text which explains a story and has a story – teller. For example, Scottokel, in "narration – identity", defines narration as "all literary texts have two features: story and story – teller." Persian tales are formed from two elements; narration and educational point. In comparison with the forms of narrative structures in these days, a story is similar to short story and longest ones are similar to long stories and novels. In any case, the element of narration in each fictional work allows its story to be present in the different fictional and performing forms and being narrated from tongue of several narrators. Narration is a succession of events but it should not be thought, if a succession of events put or place next each other, it can form a narration, although, one of the main conditions is the succession of events, but the important point is that they should not be connected to each other, accidentally. In the other words, narration is a regular succession of events which has a deductive relation.

This definition is the same as one which is being presented in the literal terminologies for defining story and its general plot. Most interpreters believe that Persian tales have a weak fictional plot. Therefore, the understanding and knowledge of writers or composers of the above works about narration element and story – telling and its usage in concepts' transfer caused educational tales, satire and Persian allegorical works profiled (by) narration element, story – telling and story – teller and provide the creative field for their addresses, as in the Colestan Saled, we encounter some tales, frequently, that not only have a perfect description of an event, but also the writer is present in the form of one person such as: "I saw an Arab in the circle of Bansa who narrated, when I have lost my way in the desert and there were nothing else for me and I was sure that I will die, suddenly, I have found a bag full of pearls. I have never forgotten this joy and happiness, though, I thought it might be wheat; but, it was full of pearls." In the dry desert with moving sand, Whether shell or pearl for a thirsty man, The man without provision will fall (die).

TALE AND ITS TYPES

Tale, in the classical Persian literature, is the same as a short story that its writer or composer (poet) describes a main point in the time of explaining an event. These points which have moral, philosophical and mythical doctrines or teaching (s) dominate the fictional features of a tale and without considering an ending for the fate of story – characters, revealing these points.
converted to the rise of the story and only consider the content transfer. Usually, tales are in an episodic form in the text of a long story or in an independent form. In Masnavi (in the 7th century), each general story has several unimportant tales, but in the Javanpo Hekayat from Cufi (7th century) or Coelstian Saeedi (7th century), there are a collection of tales that each of them maintained their independence.

In any case, all tales are common in explaining an intellectual point or explanation and description an especial concept and moral result that writers will obtain it by a uncomplicated language and by defining a simple event such as this tale from Saeedi:

"If you do not know the word is absolutely right, do not say and if you know the reply is not right, do not say." 4

In whole, Persian tales divides into two general groups: educational and satirical. In the first group, described event is in appropriate with moral or mystical point or advice and in the other words, speaker or writer present this point in the form of an event.2

In the second group, we encounter an event which is along with laughable point and causes the addressee to laugh. In the simplest way, this type of tale is satirical or laughable one. Based on this view, these tales are similar to epigrams5 as the below tale from Obaid Zakani (1957):

"A man stole a dress and decided to sell it in the bazaar, but it was stolen by another person. They asked him, how much did you sell it? He said: based on the first price."6

It is clear that these types of tales are not only for laughing or entertaining, but there are educational and moral points in them which are being presented in an effective way, such as satire samples from Moli in Masnavi.

Allegorical tales are the other parts of Persian tales which are being presented by an especial language and different content. It seems that they are in an educational group and are being formed with the aim of educating the principles of behavior and Gnostics.

SUBJECT AND CONTENTS IN THE PERSIAN TALES

the concepts and contents of Persian tales are very vast and different, such as religious and Islamic contents – that their long background in the Persian literature is as the background of Iran Literature History after Islam – moral, educational and training contents and also amatory and satirical contents that each of them were formed by the essence of maker or creator's mind in an enjoyable work.

The subject of tales is very different as contents and it might be about a historical personality (as Asranî Tond tales, Manâqebol Perin or Taqzareti Oliya), the life of great men in religion and Gnostics or about the general and ordinary people (as Golestani tales and Maghamat from Hamidi) or a fiction with inhuman characters which is being called "Tale" (as Parrot and merchant (Masnavi Ma'navi from Mosavi), or some tales from Baharestan Jamii).12

STORY

Story (its plural form is stories) describes fictional or imaginary events in which main point (focus) is the extraordinary events which are beyond the evolution of humans.

In a story, the main path of an incident is on the spontaneous events. Events make a story and in fact, they form the main and central column of it, without playing a role in the development of its characters (human) re- generation, in the other words, heroes and characters are changing less and mostly will expose different events and incidents.

Stories have simple and tosic forms and their narrative structure is near to the speech of ordinary people and is full of colloquial proverbs, words and expressions.

The main aim in writing some colloquial / informal stories is to entertain the readers and attract their attention to the extraordinary works of some faces who are the actors of strange events. The existence of metaphysical supernatural powers such as Diving Voice, Angle, Simorgh (Roc), and rectification of heroes in stories, mysterious stones, enchanting gardens, dark wells and places, devils, foxes, dragons, spell or magic, eclipse of the sun and lunar eclipse, thunderstorm, the effect of lucky and unlucky or ominous numbers, evil eye, different dreams, geomancy, astrological, magic lantern, aesthetics drug, and etc are the main elements or features of some Iranian stories and all tales which were created in the Orient and lands such as India.

Characters in stories are often the symbols of desires, wishes, happiness and illness or unhappiness of people, and the story – teller as a narrator (speaker) of that people express their feeling and emotions and their moral values and also good qualities with a simple language.

The other main features of stories are absolutism toward good or badness and showing desirable and undesirable characters as general samples and patterns, vagueness of time and place, similarity of heroic behaviors, astonishing (unpredictability) of events and oddness of subjects.1

In tale, plot and plan of events does not depend upon the cause and effect relationship, general unity and analysis of mental and psychological features, spiritual
place and social situation of heroes, based on this reason, it is different from story.

**TYPES OF TALE**

**Legends**

Legend in terminologies refers to tale and myth, but based on the literary meaning, it refers to an imaginary event in the life of humans, animals, birds or creatures such as devils, fairies, and dragons associated with moral and educational points and its type of writing is only done for entertaining the readers.

**Difference between myth and legend**

There are differences between myths and legends because myths have a root in religious thought, superstitions, spell and magic, necromancy and enchantment and due to the symbolic aspects, they will be created beyond the humans and Divine power will be given to them. Therefore, one of these differences is that legends are not the religious sources and national belief and merely are from imagination and mostly are creating for entertaining the mind of readers, whereas, myths are with miracles, religious believers and have implications which are from real events. In the other words, myths have some narrations from the extraordinary actions of human or ideal creatures which were from people's imagination or tribes and they are only originated from real and historical events which were transformed during the time.

Difference between tale and legend is that legend is as a frame in which all verbal features of tale are, but the existence of fictional and imaginary elements and extraordinary actions is so high.

Most enriched folklore and our belief are formed by Iranian legends and our life and traditions in our society (Iranian society) is full of myths and tales.

In general, legends are so important in the life of each tribe and nation. Some folklore's scholars (scientists) believe that India is the cradle of most legends that we can find them in most countries of the world especially in Iran. It is necessary to mention that various translations (from Pahlavi works to Arabian and Dari) about legends were done by Iranians (after Islam) and they were effective in maintaining most of these legends.

**Type of Persian legends**

Legends in Persian language and literature – as its tales based on the subject, type of writing and its heroes – divides into different kinds as colloquial, literary, epical, satirical, moral, religious, national for children, fairies, animal and etc.

**Allegorical legends**

This type of legend is about animals which were called animal – legend. In this kind, sometimes animal and human are the main characters; allegorical legend has two levels: real and virtual ones. In the real one, a tale about a real subject is expressed but in the second level, theme of a tale or its characters' nature refers to another subject. Real level often deals with animals and animals behave as human, for example, they talk, but in the other level (virtual), an aspect of human behavior is seen, for example, heroes appear as animals with desirable and superior characters or bad characters with undesirable features. Innocent girls or maidens are in the form of a group of pigeons, swans and rabbits but the dishonest and deceitful persons are as vulture, wolf and fox. The best sample of this type is Kīle - va - Demneh.

**Moral tales or narrations**

This type of tales or narrations has some features of allegorical legends (which describes above) but its characters are the people. This kind has been written for promoting religious principles and moral lessons or learning (is). It is a simple and short story which presents the general facts, and its structure not only develops for its conditions of internal elements but also for confirming and reinforcing the moral targets, so this aim is clear and explicit. Some tales of Golestan from Sīrādī and some tales of Kīle - va - Demneh and Marzban Nameh are from this kind.

**Faeries legend**

These tales are about fairies, devils, jinn, monsters, dragons and the other supernatural creations which create extraordinary and astonishing events and make changes from different behaviors as kindness or meaness in the life of human. This kind of legend which is from a colloquial literature usually has a happy ending and was from oral tradition of story - telling of nations from generation to generation. Some believe that the origin of this kind is from Hezaro Yek Shab (a thousand and one nights) book.

**Heroic legend**

These tales are suspended among the world of myths, science, and real world about a fight among real, historical and legendary heroes and strongmen. Some heroes in these legends are involved in the actual events of history are real but their actions are always overblown that they seem as myth or epic and nowadays, it is impossible to believe that they are ordinary characters. Some samples of this type are Samake Ayar, Eskandar
Nameh, Aboomeslem Nameh and etc. Some said that Shahnameh Ferdosii is divided into three periods; 1st period refers to mythical heroes, 2nd period is the legendary strongmen and 3rd part refers to historical heroes; therefore, the characters such as Kyomars, Rostam and Bahram Gooz are in the mythical, legendary and historical group, respectively.

Myths

These are about Gods and supernatural creations that their main root is attributed to the religious beliefs of old people and express the origin and beginning of life, religious beliefs, supernatural powers and the actions of ideal heroes. Myth has not a historical fact, its creators (writers) are not well known (the main creators are anonymous), it has moral aspect less, and it is different from tales and narrations. In myths, personification term which is allocated to the symbols of nature and natural events is seen; it means that some events were created for them, as in Iranian myths, Anahita is the symbol of war who is keeping water and Izad is the guardian or keeper of rain.

Novels

Novel, these days, is the most important and well-known form in literature. It has been said that the origin of novel refers to the work of Servants (Spanish writer) in 1547 - 1616). "Don Chicot", in the years of 1605 - 1615 and it has been produced / formed by the novel of "Kila Princess" (by Madam Du La Fith in 1634 - 1693) and the novels of Allen René Loues (French writer in 1668 - 1747), especially the "Zhi Della" and was changed with some well-known novel writers as Daniel Detoe (1660 - 1731), Samuel Richardson (1689 - 1761), Henry Fielding (English writer 1707 - 1754) and Walter Scott (Scottish writer, 1771 - 1832). However, it is necessary to mention that the best novels as Don Chicot in the world in this domain of literature could not be seen.

And prior to this work, there were prose and verse epics, epigrams and narrations or tales in the form of allegory, colloquial tales, myths and legends of Gods such as Iliad and Odyssey from Homer and romances which were different from the novel in these days (based on the meaning and structural quality).

Romance

Romance - expression, in the beginning of Middle Ages, referred to the meaning of new local languages which was being derived from Latin language. Romance also referred to the meaning of books which were translated from Latin or written into the local languages. In the earliest centuries, strange events, astonishing incidents, emotional loves and the heroic fights were being called romance.

Romance shape / form was under the influence of "A thousand and one nights" tales and in the 12th century, it has been developed and changed from one country to the other country of the west. It was, at first, in the form of a narrative poem but gradually it was changed into prose.

Romance shows an imaginative and unreal world; in contrast to epic, it allocates not only to fights and warfields, but also it is about the fictional tales that their aim is only for entertainment, and it attributes to good - families or blue - blooded heroes who were far from the facts of daily life, resorting to exaggerated amatory events, tried to achieve their beloved, courageously, and fought with bad characters or antagonists. Romance does not have educational and moral points so it is different from myths.

Tales have a long age and their origin date is as old as human history. But the new form and literary shape of novel, means creating a long prose story with emphasis on reality, personal imagination, nobility and experiences, has never had a long background and its emerging date (in the literary culture of the world) does not exceed from three centuries. In fact, when human found his personal identity, novel was formed. Old tales were focused on absolutism and general samples. Heroes of tales or stories were the general characters from general accounts and symbols, as examples or the symbols of bad and good features of human. Characters in these works were divided into two distinct groups:

- Divine group with all good and desirable virtues and
- Devil group with bad and undesirable virtues.

The conflict between these two groups caused the existence of romances and tales events. From the end of 17th century, human separated from heroic. People recognition was changed and the subject of novels was under the influence of these changes. And for the first time, internal and emotional features and spiritual analysis was entered into literature and novel was created.

Definition of novel

Based on the definition of William Hazlitt (English critic and essay writer) about novels:

"a novel is a story which has been written from human and his habit and also the modes of human (based on approximate criticism) and by any one of the means, reflects society".

So, this definition is general that covers short stories and mostly, is compatible with realistic novels such as Eyre,
Neighbors, and Husband of Mrs. Ahoob, because their main elements resulted from the facts which are similar to the real life and the social environment of its characters are pictured in them.

But it is not compatible with allegorical, symbolic and surrealistic novels for example, it is not in accordance with these novels; Small Princess (by Saint Exupéry), French writer in 1900 – 1944), Palace (by Kafka), Bird Owl (by Hedaya) and Yekka and her loneliness (by Taghi Madaressi). Although, these novels were written based on an approximate criticism and reality from humanity, habits and his modes and do not present a picture from real society, but their characters are from the mind of "writers and the governed events, space / places and colors on the conditions and environment of these stories have allegorical, symbolic and surrealistic aspects.

The other definitions which are presented about novels are in compatible with novels and sometimes are not. Therefore, this study is not limited to only one definition. Other definitions were extracted from encyclopedias and literary terminologies. These definitions are limited to some novels and none of them utter the last words.

CONCLUSION

What is being called prose in literature is a word and speech which is not limited to the extent of rhythm and ordinary rhyme in poetry, so long as the usual colloquy or conversation does not involve a literary explanation, it would be a prose in return (for) poetry. Literary explanation is an issue which is common between prose and poetry, separates both of them from colloquial language and extracts speech or word from the domain of ordinary perceptions and explanation whether rhythmic or not. Prose which is from the literary explanation separates from poetry domain (only by lack of commitment to observing whatever rhythm and rhyme has in it) and this point will remove the necessity of health and psyche. Prose, when changes from colloquial type to sermon and then to epistle and missionary (prophet) type until achieves technical prose (ornate prose), will reach (become near to) prose poetry (poems which are written in prose) that possess all features of verse and rhymed speech, with respect to the quality of words’ selection, sentences, statements, usage of verbal terms, stages of rhythms and etc will traverse its perfection and evolution way (more or less).

Based on the saying (s) of the great men, narrative prose, throughout its evolution or change time, was changed increasingly and can be seen clearly. But in the words of Sufi, this aspect is so obvious as in these works; some writings of Khajeh Abdolah Ansari, words of Ahmad Ghazali, Hamedani, Abdol Raham Jami and the other. Also rhyme in their speeches of words is rhythmic, but it is different from the current rhythm in poetry. In these works, the existence of pictures and images give an especial manifestation to them.

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## Elements of Narrative Text

*(Vaughn Gross Center for Reading & Language – pg. 315)*

### Examples
- **Fiction**
  - Autobiographies
  - Legends
- **Historical Fiction**
  - Biographies
  - Folktales
- **Science Fiction**
  - Fantasies
  - Myths
- **Plays**
  - Mysteries

### Purpose
To entertain or inform

### Characteristics
- **Beginning:** Introduction of setting, characters, background information, and conflict
- **Middle:** Progression of plot, which includes rising actions, climax, and falling action
- **End:** Resolution or solution to the problem

### Narrative Terms (student-friendly definition)

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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<td>Exposition</td>
<td>Introduction of setting, characters, background information, and conflict</td>
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<tr>
<td>Setting</td>
<td>Time and place</td>
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<td>Characters</td>
<td>People, animals, or other entities in the text</td>
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<td>Conflict</td>
<td>Problem</td>
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<tr>
<td>Interval Conflict</td>
<td>A character’s struggle within himself/herself</td>
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<td>External Conflict</td>
<td>A character’s struggle with another character</td>
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<td>Rising Action</td>
<td>Events leading up to the climax; trying to solve the problem</td>
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<td>Climax</td>
<td>Emotional high point of the story; conflict is addressed</td>
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<td>Falling Action</td>
<td>Consequences or events caused by the climax</td>
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<td>Resolution</td>
<td>Final outcome</td>
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(Researcher)

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| Total score | 750 | 1315 | 1790 |
| Mean        | 30  | 52.6 | 71.6 |
**Result Score of VIII A**

*(Teacher)*

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<td>Passed</td>
</tr>
</tbody>
</table>

**Total score**

|     | 888 | 1390 | 1820 |

**Mean**

|     | 35.5 | 55.6 | 72.8 |
FIELD NOTE PRE OBSERVATION

Date : Monday, 18 January 2016

Place : VIII A class

Time : 10.00 am

First day met with student of A class of Eighth grade of SMP Muhammadiyah. They were curious about the researcher. The researcher observe the students activity in class when their teacher was teaching. The students follow instructions their teacher. Some students talked with noisy with their friends. After class over, the researcher approach the students to ask them. Some students said, the English lesson was boring because they were always following the teacher instructions. Some students felt that speak English is very difficult to speak clearly. Some students said habits of they were to speak Javanese than Bahasa make them very difficult to transfer Bahasa to English that make some students less vocabulary.
FIELD NOTE PRE-TEST

Date : Saturday, May, 14 2016

Place : VIII A class/

Time : 07.00 am

a. Opening

The day met a students of A class of eighth grade of SMP Muhammadiyah Tempuran they were very excited when they met with the researcher. The researcher opened the meeting by saying “Assalamualaikum”, the students answered “wa’alaikumsalam”. The researcher also asked the students of the students by saying “how are you?”, then the students answered “I am fine”. At the time, the researcher introduce herself and gave some questions when the students want to know the researcher. After that, the researcher checked the student attendance. Before beginning the lesson, the researcher asked the leader of the class to lead him friends to pray together.

b. Main Activity

In the main activity, the researcher gave some directions to the students. First, the researcher divided the students into some groups. Every group consists of 5 member students. After that the researcher showed a piece of picture strip story randomly and asked the student to guess title of story. Every student know that the story given by researcher is Timun Mas. In second activities, the researcher gave a picture strip story to the students. The student discussed it with their group about plot of the story with their own word. The instruction of the researcher, every member of the group had two sentences with their own word to describe the plot of the story. Third activities, when the students finished their
discussion. The students perform mini drama in on front of class. The researcher and the teacher gave a different score to every member.

c. Closing

In the closing, the researcher asked the difficulties of the meeting. The researcher finished the meeting by saying hamdallah and goodbye
FIELD NOTE CYCLE 1

1. First Meeting

Date: Monday, 16th May 2016
Place: VIII A
Time: 10.00 am

a. Opening

In this meeting, the researcher opened the lesson by saying “Assalamu’alaikum”. The students answered “wa’alaikumsalalm”. The researcher also asked the condition of the students by saying “how are you today?”, then the students answered “I am fine Miss”. After the researcher asked their condition, the researcher checked the student’s attendance by calling the student’s name one by one at the attendance list.

After the researcher finished on checking the students attendance, the researcher mentioned about material we learn, and announce about the test in last cycle to make mini drama. The researcher explained about mini drama. Mini drama such a drama but it is little duration, maybe conduct to 10 minutes.

b. Main Activity

In the main activity, the researcher divided the students into a new group that divided use “arisan” (piece of paper that roll in a class than the students take one in a glass). The researcher shown pieces of picture strip story then the student guess it. The researcher asked the students “what is the title?” the students said together “Cinderella”. The researcher gave the picture strip story to discuss about simple past tense on the picture strip story. More students confuse about the intructions from researcher “what do you mean miss?”, then the researcher explained the simple past tense before the students start discuss. After that the students understood about the purpose the researcher, and then all of students discussed to establish simple past tense on the picture strip story.
c. Closing

In closing activities the researcher made the students assignment as their homework. Before ended the classroom activity, the researcher evaluated the teaching learning process. The researcher asked the students about how is their feeling in teaching learning process on that day. They answered that the teaching learning process on that day was so interesting. The researcher also gave a motivation to the students that English is fun and easy lesson. They researcher said that they have to love and practice English in their daily life, if they want to be able to speak English.
2. **Second Meeting**

**Date**: Thursday, 19th May 2016  
**Place**: VIII A  
**Time**: 08.30 am

a. **Opening**

The researcher opened the lesson by saying “Assalamu’alaikum”. The students answered “wa’alaikumsalalm”. The researcher also asked the condition of the students by saying “how are you today?”, then the students answered “I am fine miss”. After that the researcher checked the students attendance one by one. Then the researcher asked to submit their homework from the previous meeting.

b. **Main Activity**

In the main activity, firstly the researcher asked the students folktales around central java. Students mentioned one by one. Then the researcher asked the students’ definition of narrative text. The entire students said together “I don’t know miss”. After that the researcher mentioned the meaning of narrative text and kind of narrative text. Second activity, researcher mentioned kinds of narrative text.

c. **Closing**

Before the researcher ended the classroom process, the researcher asked about the students, opinions and difficulties. The researcher also asked the students to prepare the test for next meeting.
3. **Third Meeting (Post test 1)**

**Date**: Saturday, 21th May 2016  
**Place**: VIII A  
**Time**: 07.00 am

In this meeting, the researcher gave post-test 1 for the student’s to know the students, achievement in speaking after given treatment.

a. **Opening**

The researcher opened the meeting by saying “Assalamu’allaikum” to the students and they answered “wa’alaikumsalam”. The researcher asked the condition of the students by saying “how are you?” and the students answered “I am fine, thank you”. After that, the researcher checked the students attendance one by one.

b. **Main activity**

In the main activity, the researcher gave some directions to the students. The students present the mini drama in front of the class. In this meeting, the students produced sentences in their speaking more than before. But several students still a shame to speak in front of the class. Some students still make mistakes.

c. **Closing**

The researcher does some evaluations and gave motivations to the students. The researcher closed the meeting by asking the students to say “Hamdallah” together. Then the researcher said goodbye.
Appendix 13

FIELD NOTE CYCLE 2

1. First Meeting

Date : Monday, 23th May 2016
Place : VIII A
Time : 10.00 am

a. Opening

In the first meeting, the researcher said “Assalamu’allaikum” and the students answered Wa’alaikumsalam”. The researcher asked the students condition and checked the students attendance. Before start the main activity, the researcher mentioned the student to make mini darama of Cinderella, that can performance at third meeting of cycle 2.

b. Main Activity

The researcher divided the student to some of group. Division of group was used number of chair. The researcher was shown pieces of picture strip story. The students must guess the title of story. Then the researcher asked the student to discuss about the element of story on picture strip story of “Malin Kundang”. Before the students begin their discussion, the researcher explained element of story. Then, the student can discuss with their group. After discussion every group must to read result their discussion in front of the class.

c. Closing

The researcher asked the students to study hard and practice their English. The researcher also gave motivation for the students to study English at their home. At the end, the researcher asked the students to say “Alhamdulillah” for today and said “Wassalamu’allaikum, see you next day”.

2. Second Meeting

Date : Thursday, 26 May 2016.
Place : VIII A
Time : 08.30 am

a. Opening

In the opening of activity, the researcher said “Assalamu’allaikum, how is your feeling today?” the students answered “Wa’alaikummusalam, then any students also answered so sleepy miss”.

b. Main activity

In this stage, the researcher asked the students to discuss the generic structure of Malin Kundang. Some of students cannot establish the generic structure of narrative text in picture strip story. The researcher made explanation with the example of the story before. After that the students have to discuss story to solve the problem.

c. Closing

In the end of the meeting, the researcher asked the students opinions. The researcher also gave motivation to the students to study hard and prepare their self for the test. After that, the researcher finished the meeting by saying “Alhamdulillah”.
3. Third meeting

Date: Saturday, 28 May 2016
Place: VIII A
Time: 07.00

a. Opening

The researcher opened the meeting by saying “Assalamu’allaikum” to the students and they answered “Wa’alaikumsalam”. Then the researcher asked the condition of the students by saying “How are you?” and the students answered “I am fine thank you”. After that, the researcher checked the student attendance one by one.

b. Main activity

In the main activity, the researcher gives some direction of the students. The students present what happened in the mini drama in front of the class. In this meeting, the students who produce the sentences in their speak much than before. Most of the students speak better in this meeting.

c. Closing

The researcher does some evaluation and gives motivation to the students. The researcher finished the meeting by asked the students to say “Hamdallah” together. The researcher also thanked to the students that they have been help her in this research. Then the researcher said goodbye.