



**IMPROVING CLASS II SOCIAL 2 STUDENTS' SPEAKING ABILITY
THROUGH FOLKTALES AT SMA NEGERI TEMPEH IN THE 2011/2012
ACADEMIC YEAR**

THESIS

By

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
2012**

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Composed to fulfill one of the Requirements to Obtain the S-1 Degree
At the English Language Education Study Program, Language and Arts Department,
Faculty of Teacher Training and Education Jember University

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DEDICATION

This thesis is proudly dedicated to my beloved mother, the greatest mother ever on this earth. My lovely husband, thank you for your endless love and patience. My lovely daughter, thank you for giving me power. My lovely brother and sister, thank for your support and patience. I will devote my love and endless prayers for you. May our dream come true and Allah always guides us.

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MOTTO

They are able because they think they are able.

(Vergil)

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CONSULTANT APPROVAL

IMPROVING CLASS II SOCIAL 2 STUDENTS' SPEAKING ABILITY THROUGH FOLKTALES AT SMA NEGERI TEMPEH IN THE 2011/2012 ACADEMIC YEAR

THESIS

Composed to Fulfill One of the Requirements to Obtain the S-1 Degree
at the English Language Education Study Program, Language & Arts Department,
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Jember, January 2012

The writer

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10. Statement Letter for Accomplishing the Research from SMA Negeri Tempeh

SUMMARY

Improving Class II Social 2 Students' Speaking Ability through Folktales at SMA Negeri Tempeh in the 2011/2012 Academic Year, Agustin Tri Hidayat, 040210401270; 36 pages; English Language Education study Program of Language and Art Department of Faculty of Teacher Training and Education of Jember University.

Speaking is a very important skill because it is used to produce and express ideas, feelings and thoughts in the target language. Based on the preliminary study done by the researcher on October 12 in the form of interview with one of the English teachers of SMA Negeri Tempeh, it was known that the result of the speaking test has not been satisfactory yet, especially in class II Social 2. Based on the students' previous score, the mean score of the students speaking test could not achieve the criterion of score requirement (KKM=70). The mean score was 67.4. Additionally, the students tended to get bored in learning speaking. Most of them have the same problem in pronunciation.

Considering the condition above, this research was undertaken to overcome the problem of the students by using folktales as a material for teaching speaking. Folktales belong to stories. It has different characteristics with other stories. It is an interesting story and usually teaches us about the way to survive in our life. Teaching speaking through folktales is very motivating, challenging, and great fun for the students. Folktales can allow the students to be creative and imaginative. It is a great way to express their thinking freely.

This Classroom Action Research (CAR) with cycle model was applied in this research. The action was intended to improve the second grade students' speaking ability through folktales. This classroom action research was conducted in one cycle, the cycle covered four main stages of activities namely; preparation of the action, the implementation of the action, class observation and evaluation, data analysis and reflection of the action. Then, the cycle was conducted in three meetings. Two meetings for the actions and one meeting for the test. The primary data about the students' speaking ability were gained from the speaking test that was done after the actions in each cycle and classroom observation was performed. Meanwhile, the supporting data were gathered from interview and documentation.

From the result of students' speaking test score in the cycle one, it was known that the mean score was 72.4. The result showed that the mean score of the students' speaking test increased from 67.4 (students' previous mean score) to 72.4. Besides, the students' activeness in the teaching and learning process of speaking also improved from 72% in the first meeting to 84% in the second meeting. Thus, the percentage of students' activeness in the teaching and learning process of speaking through folktales achieved the targeted percentage of $\geq 75\%$.

Based on the results above, it could be concluded that the use of folktales could increase the students speaking ability and the students' participation in the teaching learning process of speaking. Then, it was suggested to the English teacher to use folktales as an alternative material in order to improve the students' speaking ability since the folktales could facilitate the students to speak more in an interesting way. Thus the students would be motivated in their learning.

I. INTRODUCTION

This chapter presents background of the research, the problem of the research, the objectives of the research, the operational definition of the term, and the significance of the research.

1.1 Background of the Research

A language is a systematic means of communication by the use of sounds or conventional symbols. It is the code we all use to express ourselves and communicate to others. It is the mental faculty or power of vocal communication. It is a system for communicating ideas and feelings using sounds, gestures, signs or marks. The first foreign language that has to be mastered in Indonesia is English. English is the key to face the globalization era. As an international language, it plays an important role in many aspects of life such as education, economy, international relationship, and technology. Hence, English is needed to be taught from elementary school until university. In this case students should be able to communicate both actively and passively.

In English teaching and learning process, the four language skills namely; reading, listening, speaking and writing should be taught and developed integratedly (Depdiknas, 2004). These skills cannot be separated from one another. Speaking belongs to productive skill. The goal of teaching speaking is to communicative efficiency. It needs the speaker to produce a clear word that is easily understood by the listener. So that, the listeners can receives the message from the speaker clearly. Further, speaking can improve other language skills. It means that while teaching speaking, the students apply their knowledge of vocabulary, structure and pronunciation. Indirectly, they apply these in speaking, the other language skill like writing, reading, and listening will improve automatically (Tarigan, 1986:89).

In relation to the research focus, the students need to practice speaking in the target language. In order to be able to speak English well, the students have to be given many chances to speak. It is because the students still consider that speaking is a difficult activity. They get many problems while practicing speaking. It is not easy for them to

compose some words into a good sentence. In fact, they seldom talk because they felt ashamed.

Based on the informal interview between the researcher and the English teacher of the second grade student of SMA Negeri Tempeh, the students have some problems in speaking class. Most of the students seldom encouraged themselves to challenge their teacher. When the teacher entered the classroom, the students automatically stood up to show their respect. While the teacher wrote all the instructions on the whiteboard, they were busy taking notes or concentrating their mind on receiving them passively. In this case, if the teacher did not ask some questions to them they would not interrupt their teacher speech. Another problem was they were afraid to make vocabulary and pronunciation mistakes. Some of them did not understand the meaning of a new word and another could not pronounce the word correctly. These conditions made them reluctant to practice speaking in front of the classroom.

In order to solve the problems, the researcher tried to find an effective way of teaching speaking in SMA Negeri Tempeh especially for the students from the second grade. After discussing with the English teacher of the second grade students of SMA Negeri Tempeh, the researcher proposes folktales as the media of teaching speaking to improve students' speaking ability. Folktales belong to stories. It has different characteristic with another story. It is an interesting story and usually teaches us about the way to survive in our life. Teaching speaking through folktales is very motivating, challenging, and great fun for the students. Folktales can allow the students to be creative and imaginative. It is a great way to express their thinking freely. Using stories allows the teacher to introduce or revise new vocabulary and sentence structures by exposing the children to language in varied, memorable and familiar contexts, which enrich their thinking and gradually enter their own speech, Ellis and Brewster (2002:2).

Considering the condition above, the researcher was interested in undertaking a classroom action research to improve the students' speaking ability. The title of this research is "Improving Class II Social 2 Students' Speaking Ability through Folktales at SMA Negeri Tempeh in 2011/2012 Academic Year.

1.2 The Problem of the Research

According to McMillan (1992:31), a good research states the problem clearly, explicitly and concisely to communicate the reader and the user of the research. Based on the background of the study above, the problem of the research is formulated as follows:

1. “Can the use of folktales improve class II Social 2 students’ speaking ability at SMA Negeri Tempeh?”
2. “Can the use of folktales improve class II Social 2 students’ activeness during the speaking teaching and learning process at SMA Negeri Tempeh?”

1.3 The Objective of the Research

In order to answer the problem defined above, the objectives of the research were as follows:

1. To improve class II Social 2 students’ speaking ability by using folktales during the speaking teaching and learning process at SMA Negeri Tempeh.
2. To improve class II Social 2 students’ activeness by using folktales at SMA Negeri Tempeh.

1.4 Operational Definition of the Term

In this research, there are two variables that must be explained operationally, they are the students’ speaking ability as a dependent variable and the use of folktales in teaching speaking as an independent variable.

1.4.1 Speaking Ability

Speaking is “the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety contexts” (Chaney, 1998.p.13). In this research, speaking ability means the students’ ability in performing speaking in front of the class by retelling the folktales using their own words.

1.4.2 Folktales

According to Mallikamas (1975, pp.99-100) folktales are traditional stories orally passed down to bring entertainment and relaxations, strengthen faith in gods or the holy

divinity. Regardless of the story's types, they are intimately told. Although many folktales are available in written form, the stories are still similar to those orally told. They are a form of traditional literature which began as attempt to explain and understand the natural and spiritual world. The folktales that are used in this research are fairy tales and talking beast story.

1.5 The Significance of the Research

The result of this research will be expected to provide contributions to the following people.

1.5.1 The Researcher

The results will, hopefully be useful as an input for the researcher as a prospective teacher to enhance the researcher's experience and knowledge about the use of folktales in improving the students' speaking ability.

1.5.2 The English Teacher of SMA Negeri Tempeh

The results of this research can be used by the English teacher as reference or information and consideration to apply folktales in teaching speaking as an alternative material to improve students' speaking ability.

1.5.3 The Students of SMA Negeri Tempeh

The action given to the students can give useful experiences and encourage them to improve their speaking ability. Further, the result of the research hopefully can useful for the students in order to maintain their motivation to improve their ability to speak.

1.5.4 Future Researchers

The results of the research can be used by future researchers as a reference or information to conduct a further research that deals with the speaking ability, by using the same research design in other classes for the purpose of improving the students' speaking ability.

II. REVIEW OF RELATED LITERATURE

This chapter presents the theories related to the teaching of speaking through folktales. They are the definition of speaking ability, the aspects of speaking, the importance of teaching speaking, the concept of folktales, the importance of folktales in language teaching, the application of teaching speaking through folktales in the classroom, and action hypotheses.

2.1 Speaking ability

Speaking as one of the four language skills is regarded as a productive skill. It is the language skill that applies more verbal performance than non-verbal performance. Speaking is more than just a way of making conversation; we use spoken language for a variety of reasons in daily life (Burn and Joyce, 1999). Besides, Brown and Yule (1983: 25) note that learning to talk in the foreign language is often considered to be one of the most difficult aspects of language learning for the teacher to help the students. Therefore, the teacher should create an interesting environment in the classroom in order to obtain the goal of language learning. To enable the students to express their ability in the target language is the main goal of teaching speaking. In addition, Hughes (1989: 101) describes that the objectives of teaching spoken language is the development of the ability to interact successfully in language and this involves comprehension as well as production.

Further, speaking is an activity that may occur any where. Brown and Yule (1983: 8) say that any kinds of human interaction such as in bus or train, meeting or parties, attending a lecture, etc, intently to conduct a type of talk. The main purpose of conducting this activity is creating a living and understandable communication to convey the message of the speaker to the listener. Kramsch (in Rivers, 1987: 17) defines that speaking is a language as more than referring to the world, it also as relating to one's interlocutor. Indeed, the foreign language is not only as a tool for future encounters in the outside world. It is instrument that creates and shapes the social meaning of the class it self. On the other hand, they use words to communicate with others.

According to Johnson (1995: 5) there are four major components generally recognized in the analysis of speech process namely fluency and accuracy of pronunciation, vocabulary and grammar. Therefore, the speaker should know well those major components of speaking besides knowing with whom, when, and where they practice their speaking.

2.2 The aspects of speaking

Underhill (1987:96) states that the aspects which underline the target language speaking ability are fluency, accuracy (pronunciation, vocabulary, grammar) and content of speech.

2.2.1 Fluency

Fluency is the quality or condition of being fluent (Hornby, 1995). Then, Brown and Yule (1995: 13) confirm that the purpose of the speaker in holding a speaking activity is to transfer and communicate some messages. Poor fluency cases communication failure that lead to misunderstanding situation. Fluency is the ability to speak a language smoothly and easily (Manser, 1995:161). A student will be considered as a fluent speaker if he can express the ideas smoothly and easily without any hesitancy or doubt.

Fluency in speaking ability can be obtained through the students' experience in practicing language repeatedly. Brown and Yule (1995: 103) note that one of the main purposes in teaching speaking is making the students able to communicate the information effectively in spoken language. The fluency of the students in speaking ability is not only focused on how students produced the language fluently (smoothly and easily), but they also need to consider the appropriateness of what they want to talk or in other words it is the accuracy.

2.2.2 Accuracy

Byrne (1986: 15) notes that accuracy in speaking English depends on the mastery of the language system. In expressing the ideas in English and the ability of speaking requires the mastery of language system. In this case, the students need to know the

aspects of the language system such as the pronunciation rules, the English grammar pattern and the knowledge of vocabulary.

Therefore, if the students want to improve the speaking accuracy, they do not only bravely in expressing the ideas orally, but they also need the knowledge of the aspects of target language.

a. Pronunciation

Meade, et al (1961: 148) says that pronunciation is vital to the effectiveness of the speech. The aim of teaching pronunciation is not merely to make the students memorize the voice of consonants, vowels, intonations stress, and rhythm, but enable them to produce those things in their utterances so that the listener understand their utterances. In addition, Hornby (1995: 928) defines pronunciation as the way in which a word is pronounced. This aspect plays a crucial role in effectiveness of speech. Then, Brown and Yule (1995: 8) also note the pronunciation becomes very important component in teaching speaking. The students are required to discriminate the sounds or words spoken in isolation. Besides, the students should know and identify the stress or intonation of each vocabulary.

b. Vocabulary

The teacher has never doubted the value of learning vocabulary. They know how communication stops when learners lack of the necessary vocabulary. Hornby (1995: 958) says that vocabulary means a total numbers of words with the rule combining those words to make up a language. To make an effective communication, the students need to know a large number of vocabularies.

The teacher should also realize that without any ability of using the vocabulary. Having some extends of vocabulary would be useless for the students. The students might get difficulties in expressing their idea without good coordination of their vocabulary. They need to practice their ability in spoken language. Therefore, it is necessary for the teacher to motivate the students to be active in using target language. As frequently using as many appropriate vocabularies as possible. They might get difficulties in making

meaningful utterances if they are lazy to practice and enrich their vocabulary in the early stage of their learning of target language.

c. Grammar

Mastering grammar is also the key to be accurate speakers of the target language. Heaton (1988: 97) states that the students' accuracy in speaking the target language does not only concern with the appropriacy of language, but also concern with grammatical acceptability. In teaching spoken language, the teacher does not only teaching how to speech well but also make the students understand the theory of how to produce sentences. Grammar is one of the aspects of the language system and essential element of speaking that relates to whether or not the students use correct form of target language. Radford (1988: 2) explains that grammar of particular language consist of a set of rules of principle of target language properly because the use of grammar will influence the effectiveness of the conversation or communication the students. Then, he (1988: 30) also says that through grammar we will know the way to be fluent in a language so that the listener does not get difficult to understand what they mean.

2.2.3 Content of Speech

The students need to express their ideas or thought while they are practicing to speak in foreign language. It is also important to the students to produce appropriate speech that is relevant to the topic that is given.

Teaching English for Senior High School students, it is supposed that students are able to produce logical thought and able to express it orally after they got the topic from the teacher. The teacher has to give them more chance to practice the language. The teacher should give them enough time to think before practicing to speak. So, the students can explore the content maximally.

In this research, the researcher only use two aspects of speaking they are pronunciation and content of speech because most of the students have the same difficulty in pronounce the words correctly.

2.3 The Importance of Teaching Speaking

Speaking is crucial part of foreign language learning and teaching. Many language learners regard speaking ability as the measure of knowing a language. These learners define speaking ability as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication.

In line with those statements, the goal of teaching speaking skill is communicative efficiency. Learners should be able to make themselves understand, use their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary and to observe the social and cultural rules that apply in each communication situation.

According to Nunan (2003:117), the meaning of teaching speaking is to teach ESL learners to:

1. produce the English speech sounds and sounds patterns.
2. use word and sentence stress, intonation patterns, and the rhythm of the second language.
3. select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
4. organize their thoughts in meaningful and logical sequence.
5. use language as a means of expressing values and judgments.
6. use the language quickly and confidently with few unnatural pauses, which are called as fluency.

Based on the idea above, it can be concluded that teaching speaking is very important in the foreign language learning. The ability to communicate in the foreign language clearly and efficiently contributes to the success of the learner in school and success later in their life. Therefore, teaching speaking differs from teaching the other skills.

2.4 The Concept of Folktales

Folktales belong to fiction stories. Fiction (from the Latin *fictio*, "a shaping, counterfeiting") is the name for stories not entirely factual, but at least partially made up, imagined. It is true that some fiction such as a historical novel, a writer draws upon factual information in presenting scenes, events, and characters, (Kennedy and Dana, 2002:3).

Most tales are told stories but there are also many tales in the written forms. It was further explained that tales are stories generally told with out intention to disclose their actual origins. The objectives are mostly to bring fun and joy while sometimes the moral precept can also be inserted as part of the story. Tales or Folktales are not only for children but also there are adult tales they are appropriate for adult. Folktales can be categorized into several predominant kinds.

1. Cumulative tales

Tales that built upon the action, characters, or speeches within the story until climax is reached are found among all cultures. Most of the tales give their main characters, whether animal, vegetable, or human inanimate objects, intelligence and reasoning ability. These stories are frequently shared with younger children because the structure of the tales allows them to join in with the story as each new happening occurs. *The House That Jack Built*, *The Old Woman and Her Pig*, *There was an Old Lady Who Swallowed a Fly*, and *One Find Day* are good examples of cumulative tales.

2. Talking Beast Stories

These are stories in which animals and creatures talk just as human do. Generally, they teach a lesson such as the rewards of courage, ingenuity, and independence. They are primarily good entertainment due to their lively nature. The examples are *Puss in Boots*, *Story of the Three Little Pigs* and *The Three Billy Goats Gruff*.

3. Humorous Tales

These tales belongs to silly stories. The stories usually fun and nonsense. They revolve around a character who makes unbelievably funny mistakes. In

Russian tales such as The Peasant's Pea Patch and The Falcon under the Hat. Norwegian tale The Husband Who Has to Mind the House.

4. Realistic Stories

This tale has realistic plot and involve people who could have existed. There is a little exaggeration and no magic involved. The examples are *Blue Beard* and *Dick Whittington and His Cat*.

5. Religious Tales

These tales are related to religions, gods, priests, and also historic miracle or supernatural power. Such stories may be humorous and didactic. *Noah's Ark* and *Jesus Christ and Saints* are the examples of that tales.

6. Romantic tales

This type of tale has a long comprising many sub episodes (Arrakorn, 1976, p.15). Its content is more realistic. Characters in the story are rather common people, because of their ordinary lifestyles than those in regality. The core content of the story is related to affection, exasperation, infatuation, fear and adventures. Romantic tales are more sentimental than a myth. The main characters have to show their wisdom and skills in solving problems and get through troubles with bravery and patience for successfully conquering their obstacles and enemies. Example of this tale is *Beauty and the Beast*.

7. Fairy Tales

Prominent characteristics of fairy tales include length of the story in which there are several conflicting situations or sub section. Main content of the story usually involves supernatural power or miracles, which are uncommon to human life. Normally, it does not clearly indicate the location in the story. Besides, the main character possesses extraordinary attributes such as charisma or magic that would finally overcome the obstacles and conquer all the enemies with happy ending. This type of folktale has exciting story proceeding within an imaginary world that contains wonders from supernatural power and miracles of non human characters such as giants, angels or *King of Naga*. *Cinderella*, *The Sleeping Beauty*, *Snow White* and *Jack and the Beanstalk* are the examples of fairy tales.

2.5 The Characteristics of Folktales

Folktales are “rich oral histories grounded in cultural tradition and life experiences” (Samuel, 2005). Cambridge Dictionary defines folktale as “a story that parents have passed on to their children through speech over many years.” Folktales from one country may have the same story with ones from another country. Although folktales may appear in different cultures, there are some common characteristics (Zdybiewska, 2004):

1. The events in folktales are structured chronologically.
2. The plots of the story are predictable so that it is easy to guess what is coming next.
3. There are typical sets of characters that appear in many tales such as a witch, a stepmother, cruel sisters, and a prince.
4. The language used is simple.

Mallikamas (1975, pp.99-100) has summarized several main characteristics of folktales as follows.

1. Folktale is told with ordinary words. It is a prose, not a verse
2. Folktales have been orally passed on for generations. With developed writing, folktales may be written down based on the stories previously told by mouth.
3. There is no indication of the original story teller. It is usually referred that the story has been told from their precedents who were important persons in the past. This differs from contemporary literatures which clearly indicate the authors' names. Even the folktales with names of the authors, such as Grimms' Fairytales, still refer that the stories are based on the original tales, not newly composed.

2.6 The Importance of Folktales in Language Teaching

A folktale has an important role in knowledge transfer and personality development. It also has power to influence person's perception, attitude, behavior, and many others factors important to human's life as well as the society, which can be concluded as follows (Songsin, 1999,p.6).

There are some justifications of using folktales in language classrooms:

1. Folktales can foster language learning by providing rich and varied content (Zdybiewska, 2004). Through repetitive languages, they can facilitate learning of grammatical structures. In many folktales there are series of encounters when the same language structures are used over and over again. For example in *Three Little Pigs*, each pig goes through the same experience and the same dialogue is repeated three times.
2. Folktales contain universal values and plots (Danandjaja, 1984 and Hanlon, 1999). Although each culture has its particular folklore, it is fascinating to recognize that there are some resemblances among certain folklore in different societies. “*Cinderella*” in German folktale and “*Bawang Merah Bawang Putih*” in Indonesian folktale share similar themes of a girl who is being mistreated by her step-mother. Therefore, students can develop their critical thinking by comparing and contrasting those cultures, events or characteristics in these stories.
3. Folktales are enjoyable but meaningful (Kononenko, 1998 and Hanlon, 1999). They represent human experience, values, and history; thus it can provide both entertainment and opportunities for further discussion. Because of its universal values, similar plots and values, most people find it easy to remember folklore.

These advantages show that the use of folktales can encourage learners to participate actively in the learning process, develop their critical thinking, and act as a bridge for arousing cultural awareness among the language learners.

2.7 The Application of Teaching Speaking through Folktales in the Classroom

Teaching and learning speaking are complicated. As we have discussed before, there are some components that should be mastered by the students. They are fluency, accuracy and content. Therefore, if the teacher is not able to motivate and create a good atmosphere in the classroom, the students will get frustrated. Further, in order to improve the students’ speaking ability, the English teacher should provide opportunities for the students to practice speaking in the classroom.

The target language speaking ability can be developed in the form of monologue or dialogue presentation. Hornby (1995:753) notes that monologue is a long speech by

one person in a conversation. It deals with uninterrupted oral presentation done by one person such as story telling, describing something, or delivering speech. Next, Brown and Yule (1983:26-35) explain that dialogue includes both interactional and transactional functions. It means that students speak through mutual participation. For example, the students talk in pairs or participate in interview. In the speaking activity, the students need to experience the language pattern of the target language to develop their speaking ability.

In this research, folktales are used in teaching speaking because of the strength in teaching the target language. The procedures of teaching speaking by using folktales in this research divided into three stages they are:

1. Pre speaking

The activities in these stages are:

- a. Giving the topic to the students.
- b. Telling the students about folktales.
- c. Showing the students the example of folktales.

2. Whilst speaking

The activities in this stage are:

- a. Dividing the class into 5 groups, each group consists of 5 students.
- b. Giving the folktales to each group.
- c. Asking the students to read the folktales.
- d. One student of each groups retell the story in front of the class.
- e. Another student from another group asks some questions after they heard the story.
- f. Another student from the same group answers the questions.

3. Post speaking

The activities in this stage are:

- a. Asking some questions to each group related to the folktales.
- b. Asking each group to tell the conclusion of the story.

In conclusion, teaching and learning speaking are complicated. Therefore, it is expected that folktales can ease the students in learning speaking and facilitate the teacher in teaching speaking in the target language.

2.8 Action Hypotheses

Based on the literature review and the research problem, the hypotheses of this research were formulated as follow:

1. The use of folktales in teaching English can improve class II Social 2 students' speaking ability at SMA Negeri Tempeh in the 2011/2012 academic year.
2. The use of folktales in teaching English can improve class II Social 2 students' activeness at SMA Negeri Tempeh in the 2011/2012 academic year.

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III. RESEARCH METHODS

This chapter presents the research methods applied in the research. They cover research design, research area determination, research subject determination, data collection methods, and research procedures.

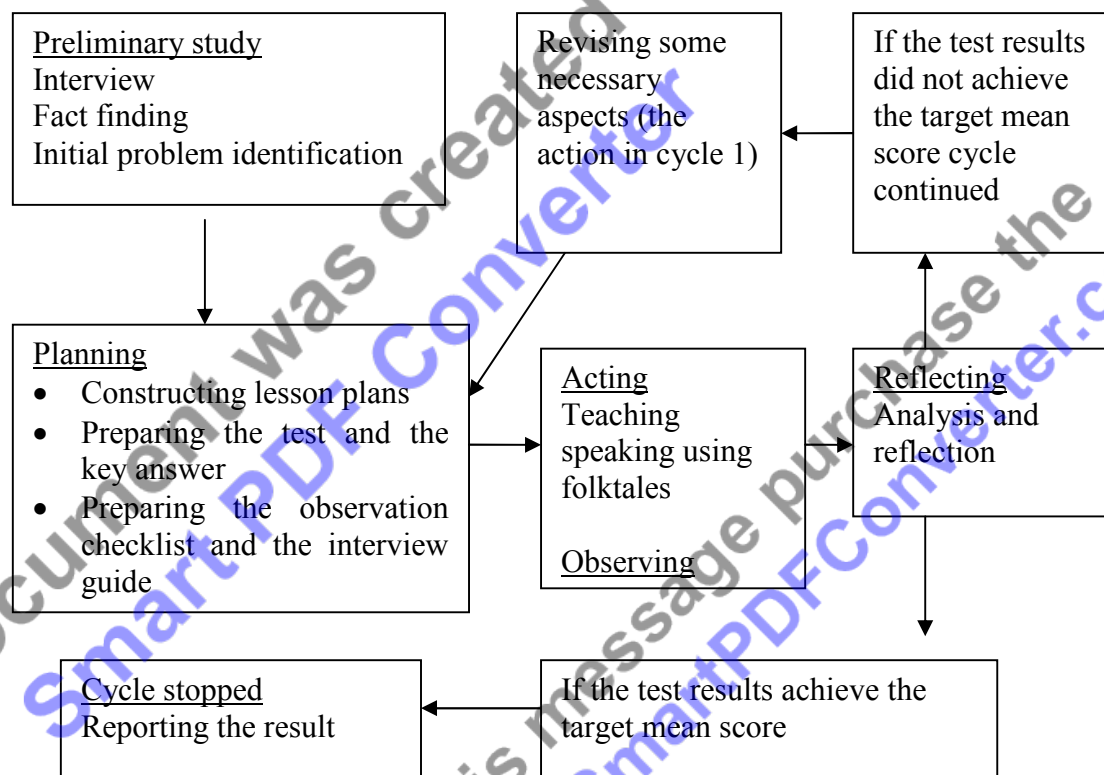
3.1 Research Design

The Classroom Action Research (CAR) design was chosen for this study because one of the CAR objectives is to improve the current class condition or to increase the quality of any educational matters. CAR tells about how the teachers and the researcher collaboratively organize the practical action of their teaching learning process and learn from their own experiences (Suharjono, 2007:57). They could try to apply some techniques or methods to improve or to increase the quality of any educational matters. Thus CAR was intended to overcome the students' problem in the field of speaking ability or was intended to improve the students' speaking ability by using folktales as the media.

The CAR was conducted collaboratively with the English teacher in finding the research problem, planning the action, carrying out the action, doing observation, collecting data and doing reflection. This CAR is used by using cycle model, in which each cycle covers four stages of activities namely, identifying problems, implementing the actions, observation and evaluation doing the reflection of the actions. Each cycle was done in two meetings and the speaking test was done in the third meeting after the actions given. If the students' speaking test average could not achieve the target mean score of the research, the action is continued to Cycle 2. On the contrary, if the students' speaking test average score could achieve the target mean score of this research, the action was stopped.

The design of this classroom action research was illustrated in the following diagram:

The Model of Classroom Action Research



(Adapted from Lewin, 1980, in Elliot, 1991:70)

Based on the research design above, the procedures were as follows:

1. Interviewing the English teacher for finding out the problem in teaching English and students' problem with learning English.
2. Finding out the class which had problems with speaking.
3. Planning the action by constructing the lesson plans for the first cycle (meeting 1 and meeting 2) collaboratively with the teacher.
4. Implementing the first action cycle (teaching speaking by using folktales)

5. Observing the classroom activities was done by the researcher, while implementing the action in the first Cycle 1 was carried out by the English teacher.
6. Giving speaking test to the students after the actions in the first cycle.
7. Analyzing the results of speaking test in Cycle 1 quantitatively, then classify the results qualitatively based on the classification of the score levels.
8. Reflecting the results of class observation and speaking achievement test in Cycle 1 descriptively.
9. Drawing the conclusion to answer the research problem.

3.2 Research Area Determination

The area of this research was selected by using purposive method. The purposive method is used because it has a function to determine the research area to gain certain goal (Hadi, 1989: 82). The research was conducted in class II Social 2 at SMA Negeri Tempeh. The reason to conduct the research at this school was that the students' speaking ability in this class was still low. While speaking, the students were not active to participate in the class interaction, they were afraid of making mistakes. Because they got difficulties in using vocabulary, they had difficulties in expressing their ideas, and they got difficulties in pronouncing the words.

3.3 Research Subject Determination

The subject of this research was class II Social 2 students of SMA Negeri Tempeh in the 2011/2012 academic year. There were 5 classes in the second grade students of SMA Negeri Tempeh. The researcher used the school document in the form of the students' previous speaking test results and the previous interview with the English teacher as the guideline to decide the class as the subjects of the research. One class that has the most complex problem in speaking, that was class II Social 2, this class also has the low mean score that is 67.4. Therefore, this class is chosen as the subject of the research.

3.4 Data Collection Methods

The data collection methods which were applied in this action research include speaking test for collecting the primary data. Primary data are the data which relates to the object of the research (Fraenkel and Wallen 2000: 127). The secondary data were the data to support and equip the primary data. They were collected from observation, interview and documentation.

The methods used to collect the data were explained respectively in the following parts:

3.4.1 Speaking Test

Speaking test was one of the primary methods used to collect data about class II Social 2 students' English speaking ability at SMA Negeri Tempeh Lumajang in the 2011/2012 academic year. Hughes (1989: 9) states that test is used for obtaining information. The test is held in each cycle after giving the actions. Although there are four kinds of tests: proficiency test, achievement test, diagnostic test, and placement test, but achievement test is the only test used in this research. This test is established to know how successful the students in achieving the objective of the teaching of speaking. Furthermore, Hughes (1989: 12) adds that achievement test is divided into two, they are: final achievement test and progress achievement test. In this research, progress achievement test is used, because it measures the students' progress in speaking after being taught speaking through folktales.

Dealing with the test construction, Hughes (1989: 26) mentions two criteria to construct a good test; they are validity and reliability. A test is considered to be valid if it measures accurately what is intended to be measured. The test was constructed to measure the students' speaking ability covering pronunciation and content of speech through folktales. The test material was constructed based on the syllabus used by the English teacher for the second grade students. Before the test is given to the subjects of the research, the test was also consulted to the English teacher and the consultants. Therefore, the content of validity was involved because the content of the test was constructed by considering the indicators to be achieved. As Hughes (1989: 50) says, "to be valid a test must provide consistently accurate measurement. Valid test is mostly

reliable.” In other words, if the test establishes content validity it might be reliable as well.

Indicator of the students based on standard competence of Depdiknas 2006:

Indicator	Test
Students are able to do monologue in the form of narrative.	Retelling the folktales by using their own words.

Concerning with the scoring system, there were two ways to score speaking test, they were by using intra rater and inter rater. Hughes (1989:22) explains that to decrease subjectivity, the test can be scored by two different scorer (inter rater) or one scorer scoring the same test in the different occasion (intra rater). In this research, inter rater was applied, that the speaking test was scored by the researcher and the English teacher. The researcher and the English teacher made score independently, after that the average score was made for two scores. If, in case, the score difference was more than 10 the researcher and the English teacher discussed it. Inter rater was applied to get more reliable score. The test used in this research must therefore be reliable. The test was given in one cycle after the implementation of the action.

The procedures of speaking test were as follows:

1. The teacher divided the students into 5 groups (each groups consist of 5 or 6 students).
2. The teacher delivered the folktales.
3. Each group accompanied by one the English teacher from another level to help the researcher to record their voices.
4. They recorded their voices in other classroom.
5. Asked each group to choose one folktales.
6. Give them 15 minutes to read their folktales.
7. After reading the folktales, the teacher called the students one by one to retell their folktales.
8. The students' voices were recorded by the teacher.

9. The students' recorded voice were scored based on the two aspects of speaking, they are pronunciation and content of speech.

The Aspects of Evaluation

No.	Aspects of Evaluation										Total Score	Final score	
	Pronunciation					Content of speech							
	1	2	3	4	5	1	2	3	4	5			

$$\text{Score} = \frac{\text{Obtained score}}{\text{Maximum score}} \times 100$$

The indicators of speaking performances are as follows:

I. Pronunciation

Level	Indicators
1	Pronunciation frequently unintelligible.
2	Frequent gross errors and a very heavy accent make understanding difficult, require repetition.
3	“Foreign accent” requires concentrated listening, and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.
4	Marked “foreign accent” and occasional mispronunciations which do not interfere with understanding
5	No conspicuous mispronunciation, but would not be taken for a native speaker.

II. Content of Speech

Level	Indicators
1	Content almost entirely unintelligible
2	Difficult to understand, inaccurate and vague

- 3 Few of misunderstanding and frequently producing incoherent statement
- 4 Any a little of topic deviation but still having correct intention
- 5 Content of speech keep in track of the topic, no widen and accurate (Hughes, 1989: 111-112)

3.4.2 Observation

In this classroom action research, observation was done in Cycle 1 during the speaking teaching and learning process. In this research, an observation guide in the form of checklist was used to note the students' participation during the teaching and learning process. The observation was done by the researcher and the English teacher.

3.4.3 Interview

Elliot, (1991:80) states that interview is a good way of finding out what the situation looks like from other point of view. McMillan (1992:132) notes that interview is a form of data collection in which question are asked orally and the subjects' responses are recorded. In this research, interview was carried out to collect the supporting data about the teaching of speaking and the students' problem with speaking in the preliminary study. The interviewee was the English teacher of the second grade students of SMA Negeri Tempeh. The type of interview used was structured interview, in which a list of question were prepared and used as interview guide.

3.4.4 Documentation

In this research, documentation was used to get the supporting data from written documents. Elliot (1991:78) states that documents can provide information, which is relevant to the issues and problem under investigation. In this research, the documents were used to record the students' speaking scores and the names of the research subjects.

3.5 Research Procedures

This research was conducted in one cycle, in which the cycle covers four stages of activities as follows:

1. The planning of the action
2. The implementation of the action
3. Class observation and evaluation of the action
4. Analyzing the data and reflection of the action

(Lewin, in Elliot, 1991: 68)

The researcher implemented the actions in the form of teaching speaking through folktales for the purpose of improving the second grade students' speaking ability. The details research procedures are as follows.

3.5.1 The Planning of the Action

Before the implementation of the action in the class, the following activities are prepared:

1. Choosing the theme used to teach speaking based on the syllabus for the second grade students of SMA Negeri Tempel Lumajang in the 2011/2012 academic year.
2. Preparing folktales based on the theme.
3. Constructing the lesson plans for the first cycle (meeting 1 and meeting 2).
4. Constructing the research instruments (the observation guide in the form of checklist containing the indicators observed and the speaking test).
5. Constructing the scoring guide of the students' speaking test based on the two aspect of speaking (pronunciation and content of speech)
6. Preparing the recorder for recording the students' speaking test.

3.5.2 The Implementation of the Action

The implementation of the action was carried out during the school hours of the English subject. The action was teaching speaking through folktales. The teaching of speaking through folktales was given to the research subjects in every meeting in each

cycle. At this point, the action in each cycle was set in three meetings, including the test in the third meeting. In this case the researcher carried out the actions. The English teacher was as the collaborator that observed and made notes about everything that happened during the teaching learning process. The implementation of the actions in Cycle 1 was based on Lesson Plan 1 and Lesson Plan 2. Each meeting in each cycle took 90 minutes.

3.5.3 Class Observation and Evaluation of the Action

In this stage, the English teacher as the collaborator will observe the application of the action in each meeting. The instrument that was used to record the students' activities in the teaching learning process of speaking through folktales is observation guide in the form of checklist containing the indicators observed. According to Elliot (1991: 81) checklists are basically sets of questions which structured observations by indicating the kinds of information needed to answer the questions. This observation focused on the indicators of the performance of the students' involvement actively and passively in the teaching learning process of speaking. The instrument that was used in this method is a checklist which is enclosed as follows:

Observation Checklist

No	The Names of the Students	Indicators					Active	Passive
		1	2	3	4	5		
1								
2								
3								
...								
25								

Notes:

1. Paying attention to the teacher's explanation.
2. Answering the teacher's oral question.
3. Retelling the folktales.

4. Asking some question to their friends.
5. Answering the question from their friends.

The students were considered as active students if the students fulfilled four indicators above. Evaluation was carried out to find out whether or not the use of folktales can improve the students' English speaking ability. In this research, there are two kinds of evaluation, namely process and product evaluation. Process evaluation was used during the teaching learning process of speaking through folktales in each meeting of each cycle to know whether or not teaching speaking through folktales can activate the students to speak in the teaching learning. The students' activeness was showed by the observation guide in the form of checklist. Meanwhile, product evaluation was used at the end of each cycle to know whether or not the technique can increase the scores of students' speaking test. The criteria used to evaluate the actions could be measured from the result of the speaking test and the results of observation.

3.5.4 Analyzing the Data and Reflection of the Action

The collected data from observation of first cycle was analyzed based on the fact of the students' condition when the teaching learning process is underway. Meanwhile, the data from the students' speaking test was computed. Afterwards, the result of this data was analyzed to answer the research problem. The formula to find the mean score of the students' speaking test is as follows:

$$M = \frac{\sum X}{N}$$

Notes:

M = the mean score of the students' speaking test.

$\sum x$ = the total score of the students' speaking test.

N = the total number of the students.

(Adapted from Hadi, 1989: 37)

To find the percentage of students' active participation, the researcher uses following formula:

$$E = \frac{n}{N} \times 100\%$$

Notes:

E = the percentage of students who are active

n = the total number of students who are categorized as active students

N = the total number of students

(Adapted from Ali, 1998:189)

The criteria of the success of this research were:

1. The teaching of speaking through folktales could improve the students' speaking ability if the mean score of the speaking test was at least 70.
2. The action was considered to be successful if 75% or more students involved actively in the teaching learning process through folktales.

Having analyzed the data of each cycle, the researcher and the English teacher did the reflection. Kasbolah (1999: 100) says that reflection refers to the activities of analysis-synthesis, implementation, and explanation about all the information derived during the implementation of the action. This reflection was intended to know whether the action given in the form of Cycle 1 was successful or not. In other words, both the researcher and the English teacher want to know whether or not the use of folktales can improve class II Social 2 students' English speaking ability at SMA Negeri Tempeh Lumajang in the 2011/2012 academic year.

IV. RESEARCH RESULT AND DISCUSSION

This chapter presents the results of Cycle 1. Each consists of the result of speaking test in Cycle I, the result of observation and the result of reflection. All of them are presented respectively in the following sections.

4.1 The Results of the Action in Cycle 1

The actions in Cycle 1 were conducted in two meetings. The first meeting and the second meeting were conducted on January 10, 2012 because the researcher ignorance. In this research, the English teacher and the researcher did a team teaching. They collaboratively conducted the actions. The stages of activities done in Cycle 1 covered the planning of the action, implementing of the action, observation and evaluation, data analysis method and reflection.

The implementation of Cycle 1 was based on Lesson Plan 1 for the first meeting and Lesson Plan 2 for the second meeting. The material used in the first meeting and the second meeting was folktales. There are five titles of folktales in each meeting.

The process of evaluation was done in each meeting during the teaching learning process through folktales. The observation guide in the form of checklist was used to evaluate the students' participation. Beside process evaluation, the product evaluation was used in the form of speaking test. It was done in the third meeting.

4.1.1 The Implementation of the action in Cycle 1

The action in the first meeting was carried out based on Lesson Plan 1. The doer of the action was the researcher and the observer was English teacher. As the doer of the action, the researcher carried out the teaching and learning process. The first activity in the teaching learning process of speaking through folktales was explaining the students about folktales. The teacher divided the students into 5 groups and distributed the folktales to each group. Each group has different titles. Then, the teacher asked the students to read their folktales. After that, each group has to retell the folktales in front of the classroom. Before the students retell the folktales, the teacher asked them some question related to the story. The question was about the content of the story itself. The

teacher tried to help the students comprehend the story. By giving them some questions the teacher will know whether the students are understand the point of the story or not. Three of them retold the story and other students answered the question from another groups.

The second meeting was done based on Lesson Plan 2. The doer of the action was the English teacher. In the second meeting, the English teacher did not take much time to explain the procedure because they had already known about it. The teacher just rearranged the group to get the different members. The implementation in the second meeting was the same as the first meeting.

4.1.2 The Results of Observation in Cycle 1

The classroom observation in the first meeting was done by the English teacher, but in the second meeting it was done by the researcher. In other word, the classroom observations were conducted collaboratively between the researcher and the English teacher. While the researcher was teaching speaking through folktales in second meeting, the English teacher did the observation. It was done along the teaching learning process of speaking by using folktales. It focused on students' active and passive involvement in the teaching learning process. The observation was carried out by using observation checklist. It was intended to know the students' active participation in teaching and learning process of speaking. It covered five indicators being observed that stated in the observation checklist. The students were considered to be active if they fulfilled at least four indicators and the classroom observation was successful if 75% of the students were actively involved in teaching and learning process. The results of the students' participation of both in the first meeting and the second meeting can be seen in the following table:

Table 4.1 The Result of Observation of meeting 1 and meeting 2 in Cycle 1

NO	Students' Names in Codes	Meeting 1					Meeting 2					Active	Passive				
		Indicators					Active	Passive	Indicators					Active	Passive		
		1	2	3	4	5			1	2	3					4	5
1	AM-M1	√	√	√		√	√		√	√		√	√	√			
2	BE-M2	√	√		√			√			√		√		√		
3	DA-F1	√		√	√	√	√		√	√		√	√	√			
4	DP-F2		√	√	√	√	√		√	√	√		√				
5	DN-F3	√	√	√	√	√	√		√		√	√	√	√			
6	IF-F4	√	√		√	√	√		√	√	√	√					
7	IA-F5	√	√		√	√	√		√	√	√		√				
8	IH-F6		√	√	√	√	√		√	√		√	√	√			
9	ID-F7	√	√	√	√	√	√		√	√		√	√	√			
10	IO-F8		√	√		√		√		√	√		√		√		
11	JS-M3	√		√		√		√	√	√	√	√	√				
12	JF-M4	√			√	√	√		√		√	√	√	√			
13	LK-F9	√			√	√		√		√		√	√				
14	MI-M5	√	√	√		√	√		√		√		√	√			
15	NR-F10	√	√		√	√	√		√		√	√	√	√			
16	NL-F11	√	√	√	√		√		√		√	√	√	√			
17	NA-F12		√		√	√		√		√		√	√	√			
18	NA1-F13	√	√	√		√	√		√		√	√	√	√			
19	RJ-M6	√	√	√	√		√		√		√	√			√		
20	R-F14	√	√	√		√	√		√		√	√	√	√			
21	RA-F15		√	√		√	√		√		√	√			√		
22	SA-F16	√	√		√	√	√		√	√	√		√	√			
23	VR-F17	√	√	√	√	√	√		√		√	√	√	√			
24	WR-F18	√	√	√	√	√	√		√	√	√	√	√	√			
25	WO-M7		√		√	√		√		√	√		√		√		
Total							18	7					21	4			

Notes:

1. Paying attention to the explanation of the teacher.
2. Answering the question from the teacher orally.
3. Retelling the folktales in front of the classroom.
4. Asking the questions to their friend.
5. Answering the questions from their friend.

Table 4.2 The Average Result of the Students' Participation in Cycle 1

No.	Meeting	Percentage (%)	
		Active	Passive
1	Meeting 1	72%	28%
2	Meeting 2	84%	16%
Average		78%	22%

Based on the Table 2, it was known that there were 18 students or 72% of the students who were actively involved in the teaching and learning process in the first meeting while there were 21 students or 84% who were active in second meeting. Thus, the average, the students' active participation in Cycle 1 was 78%. This indicated that the observation results had achieved the standard requirement in this research that was at least 75% of the students were actively involved by fulfilling at least four of the five indicators being observed in the teaching and learning process.

4.1.3 The Results of Speaking Test in Cycle 1

The speaking test was administered in the third meeting. The test was administered on January 11, 2012 aimed to measure the students' speaking ability after the action of teaching speaking through folktales were conducted. The teacher divided the students into 5 groups. Each group has different folktales. Then, the teacher asked them to read for about 15 minutes. After that they retold the story randomly and individually. One group was accompanied by one English teacher from another level in different classroom. The students' voice was recorded by using recorder. Based on the indicators (two aspects) of speaking used in this research, the results were presented in the following table:

Table 4.3 The Students' Speaking Test Scores in Cycle 1 Based on two Indicators of Speaking

NO	NAME	Teacher (T)		Researcher (R)		Total		Score		Average Score
		P	CS	P	CS	T	R	T	R	
1	AM-M1	4	4	3	4	8	7	80	70	75
2	BE-M2	3	4	3	4	7	7	70	70	70
3	DA-F1	3	4	3	4	7	7	70	70	70
4	DP-F2	3	4	3	4	7	7	70	70	70
5	DN-F3	4	5	4	5	9	9	90	90	90
6	IF-F4	3	4	4	4	7	8	70	80	75
7	IA-F5	4	3	4	4	7	8	70	80	75
8	IH-F6	3	4	3	5	7	8	70	80	75
9	ID-F7	3	4	3	4	7	7	70	70	70
10	IO-F8	3	4	3	4	7	7	70	70	70
11	JS-M3	3	4	3	3	7	6	70	60	65
12	JF-M4	3	4	3	4	7	7	70	70	70
13	LK-F9	3	4	3	4	7	7	70	70	70
14	MI-M5	3	4	3	4	7	7	70	70	70
15	NR-F10	3	4	4	4	7	8	70	80	75
16	NL-F11	3	4	3	4	7	7	70	70	70
17	NA-F12	3	4	3	4	7	7	70	70	70
18	NAI-F13	3	4	3	4	7	7	70	70	70
19	RJ-M6	3	4	3	4	7	7	70	70	70
20	R-F14	3	4	3	4	7	7	70	70	70
21	RA-F15	4	4	3	4	8	7	80	70	75
22	SA-F16	4	3	3	4	7	7	70	70	70
23	VR-F17	3	4	3	4	7	7	70	70	70
24	WR-F18	3	5	3	5	8	8	80	80	80
25	WO-M7	3	4	3	4	7	7	70	70	70
TOTAL								1800	1820	1810
MEAN								72	72.8	72.4

Note:

The Lowest score : 65

The Highest score : 90

P : Pronunciation

CS : Content of speech

T : Teacher

R : Researcher

The formula that was used to count the mean score was:

$$M = \frac{\sum X}{N}$$

M = Mean Score

$\sum X$ = The number of the speaking scores obtained by the students

N = The number of the students doing the test (24 students)

The students mean score:

$$M = \frac{\sum X}{N}$$

$$M(T) = \frac{1800}{25} = 72$$

$$M(R) = \frac{1820}{25} = 72.8$$

$$M(T+R) = \frac{1810}{25} = 72.4$$

Based on table 4.3 above, it was found that the mean score of the students' speaking test in Cycle 1 by using folktales as a material was 72.4. As mentioned in chapter 3, the cycle of this research was considered to be successful if the mean score of the students' speaking test had reached 70 or more. It means that the targeted mean score in this research was achieved.

4.1.4 The Result of Reflection in Cycle 1

The reflection was done after the results of observation and the result of speaking test were known. It was done by both the researcher and the English teacher. From the result of the speaking test, it was showed that the students had fulfilled the criteria for process evaluation. It means the target score in Cycle 1 achieved. Meanwhile, the result of observation showed that the percentage of active students increased from 72% in the first meeting to 84% in the second meeting. It could be concluded that the students

achieve the target requirement of the process evaluation because 75% of the students were actively involved in the teaching and learning process.

4.2 The Results of Supporting Data

4.2.1 The Result of Interview

The interview was conducted with the English teacher of SMA Negeri Tempeh, especially the second grade teacher as the interviewee in the preliminary study. It was intended to obtain the supporting data. The interview guide was enclosed (Appendix 2). The result of interview was described as follows:

The teacher said that there were many problems in speaking class. They were afraid to make vocabulary and pronunciation mistakes. Some of them did not understand the meaning of the words and another could not pronounce the words correctly. These conditions made them reluctant to practice speaking. He said that teaching speaking through folktales had never been applied and he gave positive respond.

4.2.2 The Result of Documentation

Documentation was used to get the supporting data about the list of respondents. The respondents of this research were the second grade students (class II Social 2) of SMA Negeri Tempeh in the 2011/2012 academic year which consists of 25 students. Beside that information, the students' speaking scores were also used as a basic score of the students' ability. The name of the respondents was enclosed.

4.3 Discussion

After the researcher did the process and product evaluation in one Cycle, it could be said that teaching speaking through folktales could improve the students' speaking ability. Folktales as the material of teaching speaking were able to attract the students to be more active during the speaking teaching and learning process.

Based on the results of observation in meeting 1 and meeting 2, it was known that the students were active in the teaching and learning process of speaking. It was proved by the fact that in the Cycle 1, for the first meeting 72 % of the students were active. In the second meeting there were 84% of the students were active. The students' activeness

was improved from 72% to 84%. It could be said that retelling the folktales could improve their way of speaking and their speaking ability could be better. From the result of the speaking test that was given by the teacher, it could be said that the mean score of the speaking test improved from 67.4 (previous score) to 72.4 in the Cycle 1.

This means that teaching and learning process of speaking through folktales was able to improve the students' speaking ability. By retelling folktales the students would not get bored. All of them had the same chance to speak up in front of the classroom. According to Taylor (2000:16), "Story telling is related to tale one or more listener through voice and gestures." This statement is also supported by Ellis and Brewster (2002:2), "Listening to stories helps children become aware of the rhythm, intonation, and pronunciation of language". From the data above, it can be said that the use of folktales in the teaching and learning process of speaking could improve the students' speaking ability both in process and product evaluation.

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V. CONCLUSION AND SUGGESTIONS

This chapter presents conclusion of the research and suggestions. The suggestions are given to English teacher, the students and other researchers.

5.1 Conclusion

Based on the results of the data analysis and discussion, it could be concluded that teaching speaking ability through folktales could improve the second grade students speaking ability and the students' activeness in teaching and learning process. The improvement was indicated by following results. First, the mean score of the students previous score was 67.4 and 72.4 after did Cycle 1. The last, the result of class observation in Cycle 1 achieved the target, there was more than 75% of the students who were active during the teaching and learning process of speaking.

From the conclusion above, it could be said that the use of folktales could make the students actively participate in teaching learning process of speaking and improve their speaking ability.

5.2 Suggestions

The result showed that the application of folktales could improve the students' speaking ability and the students' activeness in the teaching and learning process. Considering the results, some suggestions are given to the English teacher, the students and other researchers.

1. The English Teacher

The English teachers are suggested to use folktales as one of the alternative media in teaching speaking because it was able to improve the students' speaking ability and students' active participation during the teaching and learning process of speaking. The teacher can make some modification of class activities to avoid a boredom situation in the classroom.

2. The Other Researchers

The other researchers who have the same problems in speaking are suggested to use this research result to conduct a further research with different research design, by focusing on more meaningful and interactive activities in the speaking class.

3. The Students

The students who have the same problems in speaking are suggested to increase their ability in speaking by using folktales because the result of this research give the students a new learning experience and can motivate the students to speak English in this class.

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Appendix 1

RESEARCH MATRIX

Title	Problem	Variables	Indicators	Data Resources	Research Method	Action Hypotheses
Improving Class II Social 2 Students' Speaking Ability through Folktales at SMA Negeri Tempeh in the 2011/2012 Academic Year	<ol style="list-style-type: none"> Can the use of Folktales improve Class II Social 2 students' speaking ability at SMA Negeri Tempeh in the 2011/2012 academic year? Can the use of Folktales improve Class II Social 2 students' activeness at SMA Negeri Tempeh in the 2011/2012 academic 	<ol style="list-style-type: none"> Independent variable: Teaching speaking through folktales Dependent variable: a. The students' speaking ability b. The students' active participation in the speaking teaching and learning process 	<ol style="list-style-type: none"> Teaching speaking through folktales: <ol style="list-style-type: none"> Retelling the folktales Answering the question from their friend Asking the question The students' scores of the speaking test are evaluated based on: <ol style="list-style-type: none"> Pronunciation Content of speech The students' active participation: <ol style="list-style-type: none"> Paying attention to the teacher Answering the teacher's oral question Retelling the folktales 	<ol style="list-style-type: none"> Research subjects: Class II Social 2 students of SMA Negeri Tempeh in the 2011/2012 academic year Informant: The English teacher of the second grade students of SMA Negeri Tempeh Documents: a. The names of the students b. Students' 	<ol style="list-style-type: none"> Research Design Classroom Action Research with the cycle model. The stages of each cycle: <ol style="list-style-type: none"> The planning of the action The implementation of the action Classroom observation Reflection of the action and evaluation (Adapted from Tim Pelatihan Tindakan, 2000:11) Area Determination Method Purposive Respondent Determination Method Purposive Data Collection Method <ol style="list-style-type: none"> Primary Data - Speaking test, Observation Secondary Data - Interview - Documentation Data Analysis Method The primary data taken from speaking test in each cycle are analyzed by the following formula: $M = \frac{\sum X}{N}$ $E = \frac{n}{N} \times 100\%$ <p>M = The mean score of students' speaking test $\sum x$ = The total score of the students' speaking test N = The total number of the students (Adapted from Hadi, 2002:246)</p> 	<ol style="list-style-type: none"> The Use of Folktales in teaching English can improve Class II Social 2 students' speaking ability at SMA Negeri Tempeh in the 2011/2012 academic year The Use of Folktales in teaching speaking can improve Class II Social 2 students' active participation at SMA Negeri Tempeh in the 2011/2012 academic year

	year?		d. Asking question to their friend e. Answering question from their friend	previous speaking score	E = The percentage of active students n = The total number of active students E = The total number of students (Adapted from Ali, 1998: 189)	
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THE GUIDELINES OF RESEARCH INSTRUMENTS

a. Interview Guide

Questions	Data Resources
1. What kind of method or technique do you usually apply in teaching speaking?	English teacher of the second grade students of SMA Negeri Tempeh in the 2011/2012 academic year
2. What kind of media do you usually use in teaching speaking?	
3. What kind of difficulties do the students usually have in speaking class?	
4. How do you overcome the students' difficulties in speaking?	
5. Have you ever used folktales as media in teaching speaking?	

b. Documentation Guide

No	The Supported Data Taken	Data resources
1	Names of the research subjects	Document
2	The students' previous score of speaking test administered by the teacher	Document

Appendix 3

NAME OF THE STUDENTS OF CLASS II SOCIAL 2

No.	Name of Research Subjects	Gender
1.	Ahmad Marjan R.	Male
2.	Bakharuddin Elmiakadhavi Sudiran	Male
3.	Dewi Anggraini Putri	Female
4.	Dewi Putri Kurniawati	Female
5.	Dian Nur Afifah	Female
6.	Ikke Faridhotul Jannah	Female
7.	Imro'atul Azizah	Female
8.	Imroatun Hasana	Female
9.	Inke Dania Putri Mardika	Female
10.	Intan Oktavi Permata Sari	Female
11.	Ja'far As Shodiq	Male
12.	Junaedi Fauzan Amien	Male
13.	Lutfiatul Khoiroh	Female
14.	Muhammad Ishaq Habibi	Male
15.	Nikelis Rojanah	Female
16.	Nina Lailatul Munawaroh	Female
17.	Nur Afifah	Female
18.	Nurul Alfiah	Female
19.	Rakhmat Jugia Jabar	Male
20.	Rini	Female
21.	Rizka Andini Putri Lubis	Female
22.	Sigit Ayu Ambarwati	Female
23.	Vivi Ruthmianingsih	Female
24.	Warantika Rikma Yuniarini	Female
25.	Willys Octavian Hamzah	Male

(Source: School Document)

Appendix 4

STUDENTS' PREVIOUS SCORE IN SPEAKING (CLASS II SOCIAL 2)

No.	Name of Research Subjects	Scores
1.	Ahmad Marjan R.	65
2.	Bakharuddin Elmiakadhavi Sudiran	60
3.	Dewi Anggraini Putri	65
4.	Dewi Putri Kurniawati	67
5.	Dian Nur Afifah	85
6.	Ikke Faridhotul Jannah	67
7.	Imro'atul Azizah	65
8.	Imroatun Hasana	70
9.	Inke Dania Putri Mardika	68
10.	Intan Oktavi Permata Sari	65
11.	Ja'far As Shodiq	60
12.	Junaedi Fauzan Amien	65
13.	Lutfiatul Khoiroh	70
14.	Muhammad Ishaq Habibi	68
15.	Nikelis Rojanah	70
16.	Nina Lailatul Munawaroh	70
17.	Nur Afifah	60
18.	Nurul Alfiah	68
19.	Rakhmat Jugia Jabar	65
20.	Rini	65
21.	Rizka Andini Putri Lubis	68
22.	Sigit Ayu Ambarwati	68
23.	Vivi Ruthmianingsih	70
24.	Warantika Rikma Yuniarini	75
25.	Willys Octavian Hamzah	65
	Total score	1684
	Mean score	67,4

(Source:School Document)

Appendix 2

The Observation Checklist

The Observation Checklist for Process Evaluation

No	The Names of the Students	Indicators					Active	Passive
		1	2	3	4	5		
1								
2								
3								
...								
25								

Notes:

6. Paying attention to the teacher's explanation.
7. Answering the teacher's oral question.
8. Retelling the folktales.
9. Asking some question to their friends.
10. Answering the question from their friends.

Appendix 5**LESSON PLAN (CYCLE 1)
(MEETING 1)**

Subject	: English
School	: SMA Negeri Tempeh
Level/semester	: 2 nd grade / 1
Skill	: Speaking
Genre	: Narrative
Time	: 2x 45 minutes

A. Standard Competence

Mengungkapkan makna dalam teks fungsional pendek dan monolog yang berbentuk narrative, spoof, dan hortatory exposition dalam konteks kehidupan sehari – hari.

B. Basic Competence

Mengungkapkan makna dalam teks monolog menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari – hari dalam teks berbentuk: narrative, spoof, dan hortatory exposition.

C. Indicators

1. The students are able to identify general and specific information of the folktales.
2. The students are able to ask and answer the questions orally according to the text that are given.
3. The students are able to retell the folktales by using their own words.

D. Teaching Learning Activities

- Procedures (Teaching and Learning Activities)

No	Teacher's activities	Students' activities	Time
	I. Introduction 1. Greeting 2. Checking the student's attendance 3. Pre speaking - Giving leading questions related to the topic: a. Do you like a story? b. What kind of story do you like? c. Have you ever heard about folktales?	- Greeting - Paying attention - Answering the questions	5'
	II. Main activities (<i>whilst- speaking</i>) 1. Showing the students the examples of folktales. 2. Dividing the students into 5 groups (each group consists of 5 students). 3. Giving the folktales to each group. 4. Asking the students to read the folktales. 5. Asking each group of the students to retell the folktales in front of the classroom. 6. Asking the students from another group to ask some questions to their friend. 7. Asking the students from same group to answer the questions from their friends. 8. Discussing about the folktales that they have been read.	- Paying attention - Doing the teacher instructions - Paying attention - Doing the teacher instruction. - Doing the teacher instruction. - Doing the teacher instruction. - Doing the teacher instruction. - Discussing with the teacher.	80'
	III. Closing 1. Post listening - Asking the students some questions related to the folktales.	- Answering the teacher's questions.	5'

2.	Parting.	- Parting.	
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E. Source and media

- Folktales taken from <http://indonesianfolklore.blogspot.com>

D. Evaluation

- Process evaluation: conducted during the teaching learning process of speaking by retelling folktales

Jember, 28 December 2011

Researcher,

Agustin Tri Hidayat
NIM. 040210401270

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MATERIAL

Subject	: English
Skill	: Speaking
Time allocation	: 80 minutes
Level	: Second Grade Senior High School Students
Material	: Folktales
Preparation	: Divide the students into 5 groups. Give each group different folktales.

The procedures of retelling the folktales:

1. Give the students 8 minutes to read their folktales.
2. Ask one group to retell their folktale in front of the classroom. One student as the leader, two of them as storyteller and the other students have to answer the questions from another group.
3. Other students from different group have to ask some questions, at least one question from each group.
4. After each group finished the action, the researcher asks the conclusion of the story.
5. The group that has interesting way in retelling the folktale and the result of their speaking fulfill the two aspects of speaking (pronunciation and content of speech) should get highest score.

FOLKTALES

1. Mother

A Folktale from Maluku

Maluku, a fisherman and his wife lived with their two children, a daughter and a son. The children are naughty. They never listen to their parent's advice. But the parents still love their children very much.

One day, the father goes fishing as usual. Before he goes, he tells his children not to eat the fish-egg.

"If you are hungry, eat something else. Do not eat this fish-egg."

The children are just laugh. They do not pay attention to their father.

The mother has to leave the house to do something. Once again, she remains the children about the fish-egg.

"Your father asked you not to eat the fish egg. So please, don't eat it."

Again, the children do not listen to their mother. They continue playing. After they finish playing, the children have lunch. The son eats the fish-egg. His sister reminds him, "Hey...don't eat the fish-egg. Father forbids us to eat that."

"But father is not here...so I can eat this fish egg."

Not longer after that, the mother comes home. She is so surprised when the fish-egg is gone.

The mother is suspicious. On the son's teeth there is some fish-egg left. She knows that her son just ate it. She is very angry.

"We have told you not to eat the fish-egg. But why do you still eat that? Why do you never listen to us?"

The mother runs. She goes to sea.

The children run after her. They scream, "Mother...Mother...please don't leave us!"

The mother then stops in front of the big stone. She says, "Open up!"

The big stone opens up. The mother then goes into the big stone. After that the big stone closes.

The children shouts, "Mother please forgives us!" But their mother never returns home.

<http://indonesianfolklore.blogspot/2008/02/mother.html>

2. Sidomukti

A Folktale from East Java

SIDOMUKTI and his father live in Widorokandang, East Java. Right now, Sidomukti is sad. His father is seriously ill. His father asks him to go to a jungle to take some special leaves for his medicine. Sidomukti then immediately goes to the jungle.

In the jungle, Sidomukti goes here and there to find the leaves. While he is busy searching the leaves, suddenly he finds a hut. He goes to the hut and knocks the door.

An old woman opens the door. "What can I do for you, young man?" asks her.

"My father is very ill. I want to find some special leaves for his medicine."

"Well, it's getting late outside and going to be dark soon. Why don't you stay here and spend the night in my place. You can continue searching for the leaves tomorrow," the old woman offers him a help.

Sidomukti agrees. He feels very tired and wants to sleep. While he sleeping, he feels something moving on his leg. The spider stings him. Sidomukti screams in pain.

"Ouuuchh. That's hurts!!!"

He is looking around the bed room. He wants to use something to kill the black spider.

He takes a broom in the corner of the room.

"Gotcha?" He kills the black spider.

Suddenly a beautiful woman comes to his room. Sidomukti is confused. He asks her.

"Who are you?"

The beautiful woman answers. "Don't be afraid, young man. I was the old woman. A witch cursed me into an old woman. She also put a black spider to guard me. Actually I'm a princess. Because you already helped me, I will tell my father the King to help you."

Sidomukti and the princess then go to the kingdom. The king is very happy his daughter is back. To show his gratitude to Sidomukti, the king gave him gold. He also orders his people to help Sidomukti find the special leaves. ***

<http://indonesianfolklore.blogspot/2008/03/sidomukti.html>.

3. Timun Emas

Long time ago in the Island of Java, Indonesia, lived a couple of farmer. They had married for some years but they had no children. So they prayed to a monster called Buta Ijo to give them children. Buta Ijo was a ferocious and powerful monster. He granted their wish on one condition. When their children had grown up, they had to sacrifice them to Buta Ijo. He liked eating fresh meat of human being. The farmers agreed to his condition. Several months later the wife was pregnant.

She gave birth to a beautiful baby girl. They named her **Timun Emas**. The farmers were happy. Timun Emas was very healthy and a very smart girl. She was also very diligent. When she was a teenager Buta Ijo came to their house. Timun Emas was frightened so she ran away to hide. The farmers then told Buta Ijo that Timun Emas was still a child. They asked him to postpone. Buta Ijo agreed. He promised to come again. The following year Buta Ijo came again. But again and again their parents said that Timun Emas was still a child.

When the third time **Buta Ijo** came their parents had prepared something for him. They gave Timun Emas several bamboo needles, seeds of cucumber, dressing and salt. "Timun, take these things" "What are these things?" "These are your weapons. Buta Ijo will chase you. He will eat you alive. So run as fast as you can. And if he will catch you spread this to the ground. Now go!" Timun Emas was scared so she ran as quickly as she could. When Buta Ijo arrived she was far from home. He was very angry when he

realized that his prey had left. So he ran to chase her. He had a sharp nose so he knew what direction his prey ran.

Timun Emas was just a girl while Buta Ijo was a monster so he could easily catch her up. When he was just several steps behind Timun Emas quickly spread the seeds of cucumber. In seconds they turned into many vines of cucumber. The exhausted Buta Ijo was very thirsty so he grabbed and ate them. When Buta Ijo was busy eating cucumber Timun Emas could run away.

But soon Buta Ijo realized and started running again. When he was just several steps behind Timun Emas threw her bamboo needles. Soon they turned into dense bamboo trees. Buta Ijo found it hard to pass. It took him some time to break the dense bamboo forest. Meanwhile Timun Emas could run farther.

Buta Ijo chased her again. When he almost catch her again and again Timun Emas threw her dressing. This time it turned into a lake. Buta Ijo was busy to save himself so Timun Emas ran way. But Buta Ijo could overcome it and continued chasing her.

Finally when **Timun Emas** was almost caught she threw her salt. Soon the land where Buta Ijo stood turned into ocean. Buta Ijo was drowned and died instantly. Timun Emas was thankful to god and came back to her home.

<http://indonesianfolklore.blogspot/2008/03/timunemas.html>.

4. Glutinous Rice

A Folktale from North Sumatra

Olih and her mother live in a village in North Sumatra. They are poor. Their neighbors love them because they are kind and always help other people.

In the evening, seven old women come to Olih's house. Those women look dirty, and they are wearing ragged clothes. They are also very hungry.

"Good evening. We are hungry. Could you please give us some food?" ask one of the old women.

"Don't worry, Ma'am. We have some food for you. Just wait for a moment."

Olih then goes to his house. He opens the cupboard then takes some food. A moment later he gives the food to those old women.

"Thank you very much, Kid. It's very kind of you. We are also very tired. Would you let us stay here to spend the night? Nobody wants to let us stay in their house. We are strangers here, we have no place to go."

"Don't worry. You all can stay here,"says Olih's mother.

“Thank you very much. You two are very kind to us.”

In the morning, those seven old women are still sleeping. Olih’s mother asks Olih to wake them up to have breakfast.

Suddenly Olih screams! “Mom! Come here!!!”

Olih’s mother then runs to the bedroom. She finds the room full of rice. The old women are gone. But there is one beautiful girl sitting on the bed.

“Don’t be afraid. I am one of the women. My father sent me here. He has a great super natural power. He changed me into an old woman and ask me to deliver this special rice to a family that helped me, “says the girl.

Olih and her mother are very happy. Now they have enough rice to eat. They also share the rice to the neighbors. The rice is so delicious. They call it beras pulut or glutinous rice, it means sticky and delicious rice. ***

http://indonesianfolklore.blogspot/2008/05/glutinous_rice.html.

5. Biwar

A Folk tale from Papua

PEOPLE in a village in Mimika are busy. They want to find sago. They prepare 12 boats to sail in the river. After three days, their boats are full with sago and now they want to go back to their hometown.

While they are sailing, suddenly a dragon comes! The dragon uses his tail to attack people. The tail makes a very big wave in the river. Most of them are drawn. Only one person survives. The person is a woman. She is hanging to her boat and finally arrives in a land.

She is very sad. She is pregnant and her husband is killed. Her boat is broken so she cannot go back to her hometown. Later she gives birth to a son. She names her son Biwar. She raises Biwar and gives skills, like how to make weapons, set traps to catch animals, and how to make fire.

Biwar becomes a handsome, strong, and healthy man. One day she asks his mother.

"Mother, where is my father? And how do we live alone? Where is everybody?"

Biwar's mother cries. "Your father is killed by the dragon. I'm the only one survived from the incident. That's why we live alone here, Son."

Biwar is very sad. His father has died. Then he plans to take his mother to go back to their hometown.

Biwar makes a big boat. He also makes a lot of weapons. He wants to protect his mother from the dragon. After the boat is ready, they are sailing in the river. While they are sailing, suddenly there is a big wave. The dragon is coming!

From his boat, Biwar uses his arrow to attack the dragon. After several times, he finally kills the dragon.

When they arrive in the village, people are happy to welcome Biwar. Thanks to him, they are not afraid to sailing in the river anymore. ***

<http://indonesianfolklore.blogspot/2008/02/biwar.html>.

The question from the students for group 4:

1. How many characters are there in the story?
2. Who are they?
3. Where did they live?
4. What is the condition of her family?
5. What do you think about their attitude?

Appendix 6**LESSON PLAN (CYCLE 1)
(MEETING 2)**

Subject	: English
School	: SMA Negeri Tempeh
Level/semester	: 2 nd grade / 1
Skill	: Speaking
Genre	: Narrative
Time	: 2x 45 minutes

A. Standard Competence

Mengungkapkan makna dalam teks fungsional pendek dan monolog yang berbentuk narrative, spoof, dan hortatory exposition dalam konteks kehidupan sehari – hari.

B. Basic Competence

Mengungkapkan makna dalam teks monolog menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari – hari dalam teks berbentuk: narrative, spoof, dan hortatory exposition.

C. Indicators

1. The students are able to identify general and specific information of the folktales.
2. The students are able to ask and answer the questions orally according to the text that are given.
3. The students are able to retell the folktales by using their own words.

D. Teaching Learning Activities

- Procedures (Teaching and Learning Activities)

No	Teacher's activities	Students' activities	Time
1. 2. 3.	I. Introduction Greeting Checking the student's attendance Pre speaking - Giving leading questions related to the topic: a. Do you remember the story we have studied yesterday? b. Do you ever heard about Indonesian fairytales? c. Can you mention it?	- Greeting - Paying attention - Answering the questions	5'
1. 2. 3. 4. 5. 6. 7.	II. Main activities (<i>whilst- speaking</i>) Dividing the students into 5 groups (each group consists of 5 students). Giving the folktales to each groups. Asking the students to read the folktales. Asking each group of the students to retell the folktales in front of the classroom. Asking another group to give some questions. Asking the students from the same group to answer the questions. Discussing about the folktales that they have been read.	- Doing the teacher instructions - Receiving the folktales from the teacher - Doing the teacher instruction. - Doing the teacher instruction. - Doing the teacher instruction. - Doing the teacher instruction. - Discussing with the teacher	80'

	III. Closure		5'
1.	Post listening - Asking the students some questions related to the folktales.	- Answering the teacher's questions.	
2.	Parting.	- Parting.	

E. Source and media

- Folktales taken from <http://indonesianfolklore.blogspot.com>

F. Evaluation

- Process evaluation: conducted during the teaching learning process of speaking by using folktales.

Jember, 28 December 2011

Researcher,

Agustin Tri Hidayat
NIM. 040210401270

MATERIAL

Subject	: English
Skill	: Speaking
Time allocation	: 80 minutes
Level	: Second Grade Senior High School Students
Material	: Folktales
Preparation	: Divide the students into 5 groups. Give each group different folktales.

The procedures of retelling the folktales:

1. Give the students 8 minutes to read their folktale.
2. Ask one group to retell their folktale in front of the classroom. One student as the leader, two of them as storyteller and the other students have to answer the questions from another group.
3. Other students from different group have to ask some questions, at least one question from each group.
4. After each group finished the action, the researcher asks the conclusion of the story.
5. The group that has interesting way in retelling the folktale and the result of their speaking fulfill the 2 aspects of speaking (pronunciation and content of speech) should get highest score.

FOLKTALES

1. Sendang Sani

A Folktale from Central Java

Once upon a time, Sunan Kalijaga planned to visit Sunan Muria in Pati, Central Java. He asked his friend, Ki Rangga, to go with him. Several servants also joined them to carry their luggages. And they began walking to Sunan Muria's house. Of course there were no cars or trains, so they walked. Several hours later, Ki Rangga felt tired.

“Are we still far from Sunan Muria's house?” asked Ki Rangga to Sunan Kalijaga.

Sunan Kalijaga answered, “We are already in Kadipaten Pati Pesantenan. We will arrive in Sunan Muria's house shortly. Please be patient.”

Ki Rangga was embarassed to be walking together with Sunan Kalijaga because Sunan Kalijaga did not look tired while Ki Rangga was very tired and thirsty. Finally Sunan Kalijaga asked Ki Rangga to take a rest under a big tree. It was time for Zuhur pray. But there was no water around for them to clean up or wudu. Ki Rangga was confused.

He said, “I don't see any water nearby. Where should we take wudu?”

Sunan Kalijaga only smiled and said, "We should pray to Allah SWT for water. Now you must guard this big tree, Ki Rangga. It might bring water to us. But remember, everything happens because of Allah SWT. Don't act alone. You must inform me when water comes out. I will be behind that hill."

Ki Rangga promised Sunan Kalijaga to inform him when water came out. So Sunan Kalijaga went behind the hill and Ki Rangga with his servants sat under the big tree. They quickly fell asleep.

Suddenly water came out from the big tree. Ki Rangga and his servants became wet. They woke up. They were very happy to see the water because they were very tired and thirsty. They drank and played in the water. Ki Rangga forgot Sunan Kalijaga's message to inform Sunan Kalijaga when water came out.

Behind the hill, Sunan Kalijaga was worried. So he went to the big tree. He was surprised to see Ki Rangga and his servants were playing in the water.

"You forgot my message to inform me when water comes out. Instead, you are playing in the water like a turtle," said Sunan Kalijaga, softly.

A miracle happened. Ki Rangga and his servants turned into turtles. Ki Rangga was sad. He changed into turtles because he did not keep his promise. The water formed a pond. It is now called Sendang Sani, in Pati, Central Java. Many people still visit Sendang Sani now. ***

<http://indonesianfolklore.blogspot/2007/10/sendangsani-folktale-from-central-java.html>.

2. Baturaden

A Folktale from Central Java

Suta is a servant in a kingdom in Central Java. His duty is to look after the king's horses. Suta likes to take a walk after doing his chores.

One day, when Suta is walking near a lake, he hears a woman screaming. So, Suta hurries to find the source of the scream. Finally, he arrives near a big tree. He sees the king's daughter screaming. Above her, there's a giant snake about to strike.

Suta was afraid, but he is worried about the princess. So he takes a big stick and hit the snake in its head. The snake hisses in pain and finally dies.

"Thank you, Suta. You've saved my life," says the princess.

"No needed for that princess. It's my duty as your father's servant to help you."

Since that day, Suta and the princess become good friends. They even fall in love with each other. So, the princess tells Suta to go to her father and ask his permission to marry her.

The king is furious to hear about their plans.

"Suta is just a servant while you are my daughter, the princess. It is unacceptable for you to marry a servant."

The princess is sad to hear her father's answer, especially after her father throws Suta in jail for having the nerve to ask her to marry him.

In jail, Suta is not given anything to eat or drink. Hearing that, the princess makes a plan to break her lover out of jail. They succeed and they run far away. They rest near the river. There they get married and start a family.

The place where Suta and the princess raise their family is called Baturraden. Batur means servant while raden means noble. Nowadays, Baturaden is very interesting tourism spot. It's located at the foothill of Mount Slamet in Purwokerto, Central Java. ***
<http://indonesianfolklore.blogspot/2008/02/baturaden.html>.

3. The Wise King

A Folktale from West Kalimantan

"Hello everybody, come and visit my restaurant. I have delicious food for you," Pak Razak is standing in front of his restaurant. He is inviting people to come and eat in his place.

A moment later a farmer comes. He is standing in front of the restaurant. He smells the aroma of the delicious food.

"Hmm...yummy," says the farmer.

"Hey! What are you doing? Do you want to come to my restaurant or not?" asks Pak Razak.

"No, I don't. Smelling the aroma of your delicious food makes me full," says the farmer.

"But you still have to pay! You smell my delicious food," Pak Razak is angry.

"No way! I don't want to pay! It's impossible!" The farmer is also angry.

Then Pak Razak and the farmer have an argument. People come and ask to calm down. They suggest Pak Razak and the farmer go to the King to solve the problem.

"Please tell me what happened," asks the King.

Pak Razak and the farmer tell the King about the problem.

"Hmm...I have the solution. Now put your coins into this bottle."

"Do you hear the sound of the coins?" asks the King to Pak Razak.

"Yes, I do," answers Pak Razak.

"Then, the farmer has just paid you. He pays your delicious aroma with the sound of his money," explains the King.

Pak Razak is silent. He knows the King is right. The King just gave him a lesson. He then apologizes to the farmer. ***

<http://indonesianfolklore.blogspot/2008/02/wise-king.html>.

4. The Crying Stone

A Folktale from West Kalimantan

IN a small village, a girl lives with her mother. The girl is very beautiful. Everyday she puts make-up and wears her best clothes. She doesn't like to help her mother work in a field. The girl is very lazy.

One day, the mother asks the girl to accompany her to go to the market to buy some food. At first the girl refuses, but the mother persuades her by saying they are going to buy new clothes. The girl finally agrees. But she asks her mother to walk behind her. She doesn't want to walk side by side with her mother.

Although her mother is very sad, she agrees to walk behind her daughter.

On the way to the market, everybody admires the girl's beauty. They are also curious. Behind the beautiful girl, there is an old woman with a simple dress. The girl and her mother look very different!

"Hello, pretty lady. Who is the woman behind you?" asks them. "She is my servant," answers the girl.

The mother is very sad, but she doesn't say anything. The girl and the mother meet other people. Again they ask who the woman behind the beautiful girl. Again the girl answers that her mother is her servant. She always says that her mother is her servant every time they meet people.

At last, the mother cannot hold the pain anymore. She prays to God to punish her daughter. God answers her prayer. Slowly, the girl's leg turns into stone. The process continues to the upper part of the girl's body. The girl is very panicky.

"Mother, please forgive me!" she cries and asks her mother to forgive her.

But it's too late. Her whole body finally becomes a big stone. Until now people still can see tears falling down the stone. People then call it the crying stone or *batu menangis*.

<http://indonesianfolklore.blogspot/2008/02/crying-stone.html>.

5. The Origin of Pantai Karang Nini

A Folktale from West Java

ONCE upon a time in a village in Ciamis, West Java lived a couple of elderly husband and wife. The elderly husband was called Aki and the elderly wife was called Nini. They had two sons and one daughter. Their sons lived across the ocean and their daughter lived in another place far away from Aki and Nini.

Every Lebaran, their two sons visited Aki and Nini. But their daughter never did. Aki and Nini missed their daughter. Two days before Lebaran day, Aki told Nini that he wanted to visit their daughter. Nini wanted to come along, but Aki refused.

“You should stay home and wait for our two sons,” said Aki to Nini. Aki promised that he would return two days after Lebaran day. Nini was sad when Aki left the village on a boat with other passengers. She looked at the boat as it sailed away on the ocean. She imagined meeting her daughter, together with Aki.

On the day Aki promised to return, Nini dressed up and went to the beach, to wait for the boat to return. She couldn't wait to meet her husband. Hours passed by. Days passed by. Nini still sat on the beach, waiting for her husband. The boat was never seen. But Nini kept waiting on the beach. Several days later, the people of the village heard that the boat sank into the ocean. They quickly went to Nini's house to tell her about the bad news. But she was not there. Then they looked for her at the beach. Nobody was there either. Only the wind and the sand.

They kept searching for Nini, calling her name. Finally they found a rock that looked like an old woman sitting down on the beach. They believed it was Nini, who was sitting down on the beach, waiting for her husband, Aki, to return.

The rock symbolizes a wife's faithfulness to her husband. The beach is then called Pantai Karang Nini. Which means the beach's of Nini's rock.***

<http://indonesianfolklore.blogspot/2008/02/origin-of-pantai-karang-nini.html>.

The questions from the students for group 5:

1. How many characters are there in the story?
2. Who are they?
3. How many children do they have?
4. What happen to their daughter?
5. What did they do after losing their daughter?

Appendix 7

Test 1	
Subject	: English
Level	: Second Grade Senior High School
Skill	: Speaking
Time	: 2 x 45 minutes

Procedures of the test:

1. Divide the students into 5 groups; each group consists of 5 students.
2. Give the folktales to each group, each group has different folktales.
3. Each group was recorded by one teacher in different class.
4. Give them 15 minutes to read the folktales.
5. The students have to retell the folktale one by one maximal in 2 minutes.
6. The teacher has to record voice of the students.
7. The teacher and the researcher gave the score to the students.
8. The students who fulfill the two aspects of speaking (pronunciation and content of speech) will get the highest score.

Choose one of the folktales below!

I. Ungrateful Son

A Folktale from East Java

JANTUR and Menur are twins. Jantur is a boy and Menur is a girl. Jantur and Menur are very different. Jantur is lazy and gets angry easily. When Jantur is angry, he always says bad things. On the other hand, Menur is kind, diligent, and patient girl.

When their parents are working in a paddy field, Jantur asks Menur to cook. He is hungry. Menur then cooks for her brother. After the food is served, Jantur eats. Suddenly he throws the food on the floor. "What food is this? Yuck! It's not delicious!"

Menur cries. She is very sad. But she is not angry to her brother. Slowly she collects the food on the floor and put it in the trash bin.

When their parents return home, Menur tells about the food. The father advises Jantur, "Why did you do that to your sister? She already helped you."

Jantur is angry, "I don't care! Her food is not delicious! I hate her."

"Lease don't say that. She is your sister," father tries to calm him down.

“Why did you defend her? Why didn’t you support me? If you don’t love me anymore, go away! I hate you all!”

Jantur is very angry. He cannot control himself. Menur and her parents then leave the house. They now stay in a mountain. Everyday they pray to God to make Jantur becomes a good person.

Not long after that, Jantur suffers a disease. His body is full of tumors. It’s very bad. Nobody wants to see him. He looks very ugly. Jantur realizes that God punishes him. He regrets. Then he leaves his house to look for his parents and his sister.

Finally he finds them. He asks for their forgiveness. “I’m sorry, Mom and Dad. I’m sorry Menur. I have done bad things to you all. Now please forgive me,” Jantur says.

“We all already forgave you, Son. Everyday we pray for you. Now God hears our pray. Come here...” Mom then hugs Jantur.

Suddenly all the tumors in Jantur’s body are gone! Jantur is very happy. “Thank you, God! Thank you, Mom, Dad, and Menur. I promise I will be a good person.***
<http://indonesianfolklore.blogspot/2008/02/ungrateful-son.html>.

II. Putri Kemuning

A folktale from East Java

Putri Kemuning and her mother live in a jungle. They are poor. Putri Kemuning always helps her mother collect woods in the jungle and sell them in the market.

In the jungle, Putri Kemuning has animal friends. One day, Putri Kemuning's mother is ill. Putri Kemuning is very sad because she does not have enough money to buy medicine. She then collects many woods and plans to sell them. She wants to spend the money to buy medicine.

While She collects the woods, Putri Kemuning meets her animal friend, the rabbit. He is worried because Putri Kemuning looks very sad.

Putri Kemuning tells the problem to the rabbit.

"I can help you. Take this ring and then sell it," says the rabbit.

"Is this your ring?" asks Putri Kemuning.

"No. This is the King Ngarancang Kencono's ring. I fell when he washunting here."

Putri Kemuning hesitates. She really needs the money but it is not her ring. Finally she says, "No, I have to return this ring to the king."

Putri Kemuning then goes to see the king at his palace.

"What is your name and what is your purpose here?" says the king.

"My name is Putri Kemuning. I want to return your ring," says Putri Kemuning.

"Thank you very much. Now, I want to give you something. What do you want?"

"I don't anything. I just want to go home. My mother is very ill," says Putri Kemuning.

"You are a very kind girl. Now, take this gift."

Putri Kemuning goes home. When she arrives, Putri Kemuning tells her mother about the king's ring. Her mother is very proud of her. When they open the gift, they see a bag full of gold coins. They are very happy because they can buy medicine. ***

<http://indonesianfolklore.blogspot/2008/02/putri-kemuning.html>.

III. The Calf and the Crocodile

A Folktale from Central Kalimantan

A Calf wants to play outside his house. "Mom, can I play outside?"

"OK. But don't play near the river. A crocodile lives there. He will eat you if he is hungry," says mother cow.

The calf then goes outside. He doesn't realize now he is near the river.

Suddenly he hears an animal asking for help. He sees a crocodile pinned down a big trunk of a tree. He cannot move. He asks the calf to remove the trunk.

"Help me. It really hurts me. Please remove the trunk," the crocodile is crying.

The calf then removes the trunk. After the crocodile is free, suddenly he bites the calf's leg.

"Hey, what are you doing Mr. Crocodile?" the calf is very shocked.

Thanks for your help, now you have to help me becoming my lunch. I'm really hungry," says the crocodile. He is still biting the calf's leg.

The calf is very sad, now he remembers his mother advice, not to play around the river. Suddenly, a monkey passes by. He asked what happens to them.

"The crocodile is bad to me. I already helped him but now, he wants to eat me," explain the calf to the monkey.

"Is it true? Well I cannot say if the crocodile is bad or not. I didn't see the accident. Now

can you repeat your help?" asked the monkey.

He has a plan to help the calf.

The crocodile then opens his mouth. The calf and the monkey put the big trunk of the tree to crocodile's body.

And then the monkey whispers to the calf, "Now run! That stupid crocodile cannot eat you!"

"Thank you, Mr. Monkey. You are very clever. I always remember your help!"

The calf then runs as fast as he can. And the crocodile regrets his stupidity. ***
<http://indonesianfolklore.blogspot/2008/02/calf-and-crocodiles.html>.

IV. The King of the River

A Folktale from Maluku

"The snake is coming!" screams a fish to his friends.

A frog, a turtle, a snail, and all other animals are surprised. They are immediately hiding. They are afraid of the snake. They are worried the snake will harm them.

"Hey! Where is everybody!" says the snake.

He is looking around for all the animals.

"I'm hungry. Give me some food. Come on, get out now!"

The snake goes here and there. Finally he finds them.

"Ha...ha...ha...What are you doing here? Why are you hiding? Are you afraid of me? You should be afraid of me. I'm the biggest animal in this river. I'm your king."

"You are not our king. There is no king here. Everybody is equal," says the turtle.

"Let's prove it! Who wants to fight me? I can beat you easily. With my big body, I can twist you easily. Ha...ha...ha! Now, give me some food!"

The animals are afraid. They don't have any courage to fight the snake. They then prepare some food for him. After the snake finishes eating and leaves them, they have a meeting.

"We can't be like this all the time. I want to live peacefully," says the frog.

"I have an idea. Let's go to the alligator's house. Talk to him about our problem. We ask him to help us," says the fish.

All the animals agree with his idea. Finally, the alligator meets the snake.

"I heard what you do to the animals in the animals in this river. You have to stop your bad behavior," says the alligator.

"I'm not afraid of you. I will twist your body." The snake and the alligator than are fighting.

The alligator uses his tail to hit the snake. He does that several times.

"Mercy me, mercy me!" the snake screams in pain.

"Are you still the king in this river? Are you going to harm the animals again?"

"No. I'm not the king and I promise I will be good to them," says the snake.***
<http://indonesianfolklore.blogspot/2008/05/king-of-river.html>.

V. The Parakeet King

A folktale from Nangroe Aceh Darussalam

In the jungle of Aceh, parakeet birds live peacefully with their wise king. However, now their peaceful life is disturbed. A hunter goes into their jungle and plans to catch them. It's a beautiful morning. The parakeets and their king perch on a branch of tree. They do not know that the hunter is hiding. The hunter wants to catch the parakeets with his net.

The hunter throws his net towards the parakeets. Some parakeets and the parakeet king are caught under the net. The parakeets are scared but the parakeet king tells them what to do.

"Relax. I have a plan. We all pretend to be dead. When the hunter lifts the net up, we fly fast to the sky," advise the parakeet king. The hunter goes to his net. He is upset! He thinks all the parakeets are dead.

"Oh no! I can't sell dead birds to people." He then lifts the net up.

Not long after that, the parakeets free themselves and fly to the sky. But the parakeet king is still trapped. He does not want to fly to the sky until the parakeets are free.

The hunter is surprised when he sees the parakeets are flying. He sees there is one parakeet left in the net.

He moves quickly. "Gotcha!" he catches the parakeet king.

And then the hunter goes home. He puts the parakeet king in a birdcage.

In the jungle, all the parakeets are sad because their king is locked in a birdcage. They set a plan to free their king. All the parakeets fly to the hunter's house. With their beaks, the parakeets peck the birdcage. Slow but sure, the birdcage is destroyed. Then the parakeet king can free himself.

"Thank you. You all are very kind to me. Without your help, I'm still trapped in this birdcage," says the parakeet king. ***

<http://indonesianfolklore.blogspot/2008/03/parakeet-king.html>.

Appendix 8

THE SAMPLES OF SCORING THE STUDENTS' SPEAKING TEST

RESULT TEST CYCLE 1

1. DIAN NUR AFIFAH (5):

Phonetic Transcription:

/ˈhelow/ /frend/

/may/ /neim/ /iz/ /dian/ /nur/ /afifah/. /ai/ /wɒnt/ /tuw/ /tel/ /yow/ /əbɒt/ /ə/ /fowkteil/ /frʌm/ /iɛst/ /ˈjava/.

/thə/ /ˈtitle/ /iz/ /putrid/ /kemuning/.

/putrid/ /kemuning/ /ænd/ /hər/ /ˈmʌθər/ /liv/ /in/ /thə/ /ˈjʌŋgəl/. /thei/ /ar/ /ˈverie/ /pur/.

/wʌn/ /dei/, /putri/ /kemuning/ /ˈmʌθər/ /wʌs/ /il/. /putri/ /kemuning/ /wʌs/ /ˈverie/ /sæd/

/biˈkɔz/ /syie/ /ˈdidnənt/ /hæv/ /ˈmʌnie/ /tuw/ /bai/ /ˈmedəsən/. /In/ /thə/ /ˈjʌŋgəl/.

/putrid/ /kemuning/ /miets/ /thə/ /ˈræbit/. /hie/ /geiv/ /hər/ /ə/ /ring/. /bʌt/ /syie/ /returned/

/it/ /tuw/ /thə/ /king/ /ʌv/ /ŋgarancang/ /kencono/. /thə/ /king/ /geiv/ /hər/ /ə/ /gift/. /it/

/wʌs/ /ə/ /bæg/ /ful/ /ʌv/ /gowld/ /koin/. /thei/ /ar/ /ˈverie/ /ˈhæpie/ /biˈkɔz/ /thei/ /kæn/

/bai/ /ə/ /ˈmedəsən/ . /hər/ /ˈmʌθər/ /ˈverie/ /prəwd/ /of/ /her/.

The scores:

- Pronunciation: 4

Marked “foreign accent” and occasionally mispronunciation which do not interfere with understanding.

- Content of speech: 5

Content of speech keep in track of the topic; no widen and accurate.

2. JA'FAR AS SHODIQ

Phonetic Transcription:

/ˈhelow/ /frend/!

/may/ /neim/ /iz/ /jaˈfar/ /ss/ /shodiq/. /ai/ /wud/ /lek/ /tuw/ /tel/ /yow/ /əbɒt/ /ə/ /fowkteil/

/frʌm/ /Kʌlimantan/ /ə/ /kæf/ /ən/ /ə/ /ˈcrocodail/.

/wʌns/ /əˈpan/ /ə/ /taim/ /thær/ /wʌs/ /ə/ /kæf/ ... /wʌns/ /əˈpan/ /ə/ /taim/ /thær/ /wʌs/ /ə/

/kæf/ /huw/ /lived/ /with/ /hər/ /ˈmʌθər/ /in/ /ə/ /hawz/. /wʌn/ /dei/ /thə/ /kæf/ /wɒnted/

/tuw/ /**plai**/) /awt'said/ /thə/ /hawz/. /thə/ /'mʌθər/ /**alo**/ /him/ /ən/ /**si**/ /æd'vaizəd/ /him/ /nat/ /tuw/ /**plai**/ /nir/ /thə/ /**raiver**/ /**bicoz**/ /θær/ /wʌs/ /ə/ /**crocodail**/ /lived/ /θær/. /thə/ /kæf/ /then/ /wen/ /owt'said/. /hie/ /didənt/ /'rieəlaiz/ /θæt/ /hie/ /hæd/ /bin/ /nir/ /thə/ /'rivər/ /naw/. /'sʌdənli/ /hie/ /**saw**/ /ə/ /'krakədail/ /pin/ /dawn/ /ə/ /big/ /trʌŋk/ /ʌv/ /ə/ /trie/. /hie/ /æsk/ /thə/ /kæf/ /helping/. /thə/ /kæf/ /then/ /ri'muɪvəd/ /thə/ /trʌŋk/.. /thə/ /'krakədail/ /wʌs/ /frie/. /'sʌdənli/, /mister/ /mʌŋkie/ /keim/. /hie/ /hæd/ /ə/ /plæn/ /tuw/ /help/ /thə/ /kæf/ /bai/ /'triking/ /'krakədail/. /**finelly**/ /thə/ /kæf/ /wʌs/ /seiv/ /frʌm/ /thə/ /'krakədail/ /**bicos**/ /thə/ /mʌŋkis/ /'trikie/.

The scores:

- Pronunciation = 3

Foreign accent requires concentrated listening, and mispronunciation lead to occasionally misunderstanding and apparent errors in grammar and vocabulary.

- Content of Speech = 3

Few of understanding and frequently producing incoherent statement.

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