DESIGNING STORYTELLING LEARNING ACTIVITIES TO ENHANCE ENGLISH SPEAKING SKILL FOR SENIOR HIGH SCHOOL STUDENTS

A Thesis

Presented as Partial Fulfillment of the Requirements to Obtain the Sarjana Pendidikan Degree in English Language Education

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A Thesis On

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Yogyakarta, 23 May 2009

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(Albertus Valentino Christian)
In The Beginning Was The Word

† JOHN 1:1

I dedicate this thesis to all teachers and students who love storytelling as an art
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With love,

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ABSTRACT

041214012 Christian, Albertus Valentino. 2009. Designing Storytelling Learning Activities to Enhance English Speaking Skill for Senior High School Students. Yogyakarta: English Language Education Study Program, Department of Language and Arts Education, Faculty of Teachers Training and Education, Sanata Dharma University (lama penulisan skripsi 3 semester)

Storytelling is a useful medium for language learning to enhance students’ language skills especially speaking skill. Storytelling motivates the students to speak actively in a lively atmosphere. In storytelling activities, the students will experience public speaking practice which brings the idea that speaking English in front of audiences is not terrifying. Furthermore, storytelling introduces students to the use of words in context which helps them understand unfamiliar words and increase their vocabulary mastery.

This study aimed to help the senior high school teachers provide storytelling learning activities to enhance their students’ English speaking skill. There were two problems to solve in this study: 1) What is the ideal design of storytelling learning activities to enhance English speaking skill for the storytelling club in SMA PL Van Lith Muntilan? and 2) How is the storytelling club members’ English speaking skill enhanced through experiencing the designed storytelling learning activities?

This study was done by conducting the steps of Kemp’s instructional design model which was put under the umbrella of Borg and Gall’s R&D cycle. This study considered relevant theories related to storytelling, learning activities, speaking skill, communicative language teaching and learners’ characteristic to design the storytelling learning activities to enhance English speaking skill for high school students.

This study found the answers to the formulated problems above. First, the ideal design of storytelling learning activities for high school students to enhance English speaking skill is storytelling learning activities design which includes the identification of learners’ characteristics and needs, the statement of purpose of the design, the storytelling learning activities which have been arranged according to the guidance of learning activities, and also the experts’ validation and evaluation for the design revision.

Second, to get the answer to second question, this design had been implemented in a real classroom condition. Through experiencing the storytelling learning activities, the students felt that the design enriched their storytelling experiences and provided chances to increase their confidence in speaking. Furthermore, through experiencing the storytelling learning activities, the students were also motivated to practice their English speaking skill. Last, through experiencing the storytelling learning activities, the students felt that their speaking skill was enhanced through the evaluation activity where they gave and received feedback on their storytelling performances.
ABSTRAK


Storytelling merupakan media pembelajaran bahasa yang berguna dalam meningkatkan ketrampilan berbahasa para siswa terutama di bidang ketrampilan berbicara. Storytelling memmotivasi siswa untuk aktif berbicara dalam situasi belajar yang hidup. Dalam kegiatan storytelling, para siswa dapat merasakan latihan berbicara di depan umum yang mengusung ide bahwa berbicara di depan khalayak ramai tidaklah menakutkan. Lebih jauh lagi, storytelling memperkenalkan para siswa pada penggunaan perbendaharaan kata yang kontekstual yang membantu mereka untuk memahami kata-kata yang sulit dan menambah perbendaharaan kata-kata mereka.

Studi ini bertujuan untuk membantu para guru Bahasa Inggris di Sekolah Menengah Atas (SMA) dengan menyediakan kegiatan pembelajaran storytelling untuk meningkatkan ketrampilan berbicara para siswa. Terdapat dua permasalahan untuk dipecahkan dalam studi ini: 1) Seperti apa desain kegiatan pembelajaran storytelling yang ideal untuk meningkatkan ketrampilan berbahasa bagi anggota kelompok Storytelling di SMA PL Van Lith Muntlan? dan 2) Bagaimana ketrampilan berbicara para anggota kelompok Storytelling ditingkatkan melalui implementasi kegiatan pembelajaran storytelling yang telah didesain?

Studi ini diselesaikan dengan menerapkan langkah-langkah dari model desain materi Kemp yang dimasukkan ke dalam langkah-langkah metode penelitian dan pengembangan pendidikan (R&D) Borg dan Gall. Studi ini juga menggunakan teori-teori yang berkaitan dengan storytelling, kegiatan pembelajaran, ketrampilan berbicara, pengajaran bahasa yang komunikatif, dan karakteristik siswa untuk mendesain kegiatan pembelajaran storytelling untuk meningkatkan ketrampilan berbicara bagi para siswa SMA.

Studi ini telah menemukan jawaban atas permasalahan yang telah dirumuskan di atas. Pertama, desain kegiatan pembelajaran storytelling yang ideal untuk meningkatkan ketrampilan berbicara bagi para siswa SMA adalah desain kegiatan pembelajaran storytelling yang mencakup adanya identifikasi kebutuhan dan karakteristik siswa, pernyataan tujuan desain, kegiatan pembelajaran storytelling yang diatur berdasarkan pedoman kegiatan pembelajaran, dan juga validasi dan evaluasi dari para ahli untuk merevisi desain tersebut.

Kedua, untuk memperoleh jawaban atas pertanyaan yang kedua, desain ini telah dipraktikkan di kondisi kelas yang sesungguhnya. Melalui implementasi dari desain kegiatan pembelajaran storytelling, para siswa merasa bahwa desain tersebut memperkaya pengalaman dalam storytelling dan juga menyediakan kesempatan untuk meningkatkan ketrampilan berbicara mereka. Lebih jauh lagi, melalui implementasi kegiatan pembelajaran storytelling tersebut, para siswa merasa termotivasi untuk melatih ketrampilan berbicara dalam bahasa Inggris. Terakhir,
melalui implementasi kegiatan pembelajaran storytelling tersebut, para siswa merasa ketrampilan berbicara mereka dalam bahasa Inggris mereka berkembang melalui kegiatan evaluasi dimana mereka memberi dan menerima umpan-balik atas penampilan storytelling mereka.
CHAPTER I
INTRODUCTION

This chapter elaborates the research background, problem formulation, problem limitation, research objectives, research benefits and definition of the terms.

A. Background of the Study

Most people believe that the tradition begins when the adults tell stories for children before they go to bed (Irawati, 2006:3). In the children’s bedtime stories, parents, grandparents, or the other adults play the role of the storytellers who can tell so many kinds of stories to the children such as: local folktales, national histories, or their family tree. The adults have introduced the world to the children through stories and they have delivered the values of culture and life within the stories intentionally or even unintentionally. Children would know more about their social culture, histories and they would also learn new language patterns through words and other language expressions they have heard from the stories. The stories, then, are not just some entertainment, but they reflect a basic and powerful form in which we make sense of the world and the experience within it. Indeed, some people claim that the story form reflects a fundamental structure of our minds (Hamilton, 2001). Those ideas show that stories play important roles in human life. Through stories, human beings learn to structure their language. It is more than just understanding the word and everything happened and involved in it. At present, stories are everywhere in our society and culture. They are found in our music, books, movies, news media,
religions, painting, architecture and urban legends/myths (Robinson, 2004). This development brings us to the new era of storytelling. We may use any kind of media to tell stories, and we may tell stories anytime and not merely depends on bedtime story.

Therefore, storytelling can be very helpful for the foreign language teaching in Indonesia especially in improving students’ language skills. According to Collins (1997) storytelling provides a number of benefits in the classroom. Storytelling helps students develop reading skill since it encourages students to understand and to look at various literacy materials in the stories they want to share. It also enhances students’ writing skill when they write their own stories. Storytelling helps students improve their listening skill by understanding meaning, drawing inferences, and interpreting the information. Storytelling would help students practice and refine their speaking skill when they share their stories with others. Furthermore, storytelling introduces students to words in context, which helps them understand unfamiliar words and increases their vocabulary.

Storytelling as a medium of public speaking brings about the idea that speaking English in front of audiences is not terrifying. Jianing (2007) found that many English learners believe if they make mistakes or fail to find suitable words to express themselves, the audience will laugh at them. To protect themselves from being laughed at, they are reluctant to speak English. Now we can see a vicious circle that shows the less the students speak, the less they improve their speaking skill, and the more they are afraid to speak. Storytelling motivates learners to speak in English since it reveals the lively atmosphere and real life environment which encourage
them to talk and discuss with each other. When telling and listening to a story, the learners will be easily plunged into the plots and the scene then forget about them, which will relieve their nervousness. Mason (1996) also commented that storytelling helps English Foreign Language learners become more self-confident to express themselves spontaneously and creatively.

Successful in motivating learners in speaking class, storytelling started to appear in competition. A real example is shown in Sanata Dharma University and other education institutes that hold storytelling competition for high school students every year. The competition on storytelling is more than just a media that looks for winners and talented storytellers; furthermore, it tries to perpetuate this kind of art and to increase students’ motivation in using English as the media of communication.

In Van Lith Senior High School Muntilan, there are some students who are interested in storytelling activities and they want to improve their speaking skills. The students’ interest in storytelling should thus be facilitated. In order to channel the students’ interest, the school gathered all students who are really interested in storytelling and then established a storytelling club for them. The school also provides the facilities required for the routine meetings of the club. The meeting is held every Saturday after school, from 12.00-13.30. This two-hour meeting takes place in one of the classes in the campus building. However, a storytelling club as an organization is not enough to develop their storytelling skills. The students need the right and good learning activities as well as the guidance from the facilitator to enhance their skills in storytelling. Moreover, through the practice of storytelling, students would also enhance their confidence and creativity.
B. Problem Formulation

In this study, the writer would like to find out the answers of the questions formulated as follows:

1. What is the ideal design of storytelling learning activities to enhance English speaking skill for the members of storytelling club in Van Lith Senior High School?
2. How is the students’ speaking skill enhanced through experiencing the storytelling learning activities of the design?

C. Problem Limitation

In this study, the researcher designed a set of learning activities for the storytelling club in Van Lith Senior High School Muntilan for one semester which conducted in ten meetings. Furthermore, the design focused on the storytelling practice activities that strengthen and improve the students’ speaking skill.

D. Objectives of the Study

The objectives of the study can be stated to answer the problems formulated:

1. To find out the ideal design of storytelling learning activities to enhance English speaking skill for the members of storytelling club in Van Lith Senior High School is.
2. To find out how the students’ English speaking skill is enhanced through experiencing the storytelling learning activities.
E. Benefits of the Study

The benefits of the study can be stated as follows:

1. For the story telling club members, this study would help them improve their speaking skill to perform storytelling in front of audience.

2. For teachers, developers and those who are concerned with the idea to improve their students’ speaking skill using story telling, this study helps providing a set of storytelling learning activities which can be applied using unlimited materials.

3. For the researcher, this study helps him learn and know better on how to apply his knowledge and ability to develop teaching and learning activities especially on story telling.

F. Definition of the Terms

1. Story Telling

   Storytelling is defined most simply as using oral language in social context to relate something heard, read, witnessed, dreamt or experienced (Mallan, 1991: 5). In the context of this study, storytelling is an activity to practice speaking skill through many kinds of media.

2. Learning activity
   - Learning

   According to Encarta Webster’s College (EWC) Dictionary, learning is defined as the acquisition of knowledge or skill (2001: 820).
• Activity

Activity is defined as an educational exercise designed to provide direct experience of something (EWC dictionary, 2001: 13).

In this study, learning activity is defined as educational exercise to attain knowledge and skill acquisition.

3. Ideal design

• Ideal

According to Longman dictionary of contemporary English, ideal means “the best that something could possibly be” (2001: 903).

• Design

According to Longman dictionary of contemporary English, design means “the way that something has been planned and made” (2001: 486).

Within this study, ideal design is defined as the best way to plan and develop learning activities.

4. Speaking

Speaking is kind of active and productive interactions that make us use aural mediums (Widdowson, 1979: 58). Aural mediums include mouth, lips, tongue and other activities. Within this study, speaking is defined as an activity which uses aural mediums.
5. Enhance

Enhance can is defined as “increase the good qualities of somebody or something; make somebody or something look better” (Hornby. 1989: 399). Within the context of this study, enhance means to make something become better in quality.
CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter provides information and discusses the theories related to the study. Moreover, a theoretical framework is also included in this chapter to show the relationship between the study and theories applied.

A. Theoretical Description

In the theoretical description, some theories which will be used as the guidance to design the storytelling learning activities are discussed. They are instructional design, educational research and development, storytelling, learning activity, speaking skill, communicative language teaching, and learners’ characteristic.

1. Instructional Design

Instructional design can be defined as “the entire process of analysis of learning needs and goals and the development of a delivery system to meet the needs; includes development of instructional materials and activities; and tryout and revision of all instruction and learner assessment activities” (Briggs, 1977: xx). In this study, this theory becomes the basis information required to be the guidance in designing the learning activities.

There are some theories about instructional design that become the underlying theories for many studies related to pedagogical design. One of them is the theory
which is brought by Jerrold E. Kemp. In the theory, he offers a model of instructional design which is well known as the Kemp’s model. In this model, the design follows the system approach where the goal and evaluation are used for adjustment and improvement. “System approach is the overall plan of the instructional design compiled in order” (Kemp, 1977: 6).

According to Kemp, when the designers plan to design a unit or a course, they must be able to answer three basic questions, they are:

1. What must be learned?
2. What procedures and resources will work best to reach the desired learning levels?
3. How will we know when the required learning has taken place?

In brief, those questions above reflect the existence of objectives, activities and resources as well as evaluation as the basis to create an instructional design which are considered as the essentials elements of instructional technology (Kemp, 1977: 8).

In Kemp’s model design, the plan consists of eight important parts, they are:

1. Considering goals, listing topics, and stating general purposes

   First, instructional design planning establishes with the identification of the broad goals which may be derived from the society, students and subject areas. After identifying the broad goals, major topics within the content area should be listed. Finally, each general purpose should be stated to obtain objectives that will serve as the specific learning outcomes.
2. Identifying the learners’ characteristics

To achieve success in educational program, learners should learn in their own pace, on their own schedule, and with their own learning experiences and materials selection. In order to facilitate that, the designer should obtain information about the learners’ capabilities, needs and interest. Then, the designer must decide what information required for the design.

There are two factors that can be viewed in order to understand learners’ characteristics. The first is academic factor. It includes: number of students and academic background; grade-point average and level of intelligence; study habits and learners’ motivation for studying the subject; expectations of the course; vocational and cultural aspirations. The second is social factors. It includes: age and maturity; attention span; special talent; physical and emotional handicaps; relation among students; socioeconomic situation. Besides the two factors, the designers should also consider the learning conditions and learning style when dealing with the planning.

3. Specifying the learning objectives

The learning objectives should be stated clearly in order to promote the learning itself. This consideration is based on the idea that learning requires active efforts by the learners. To engage actively in the learning activities, the learners need to know and understand the objectives of the learning process that they experience.

There are three categories of objectives for learning. The first is cognitive domain. This category includes objectives concerning knowledge and information. The second is psychomotor domain. This category includes objectives that care for the skills requiring the use and coordination of skeleton muscles, as in the physical
activities of performing, manipulating and constructing. The third is *affective domain*. This category involves objectives such as attitudes, appreciations, values, and all emotions.

4. Listing the subject content that supports each objective

Subject content in the context of instructional design is something which comprises the selection and organization of the specific knowledge, skills and attitudinal factors of any topics (Kemp, 1977: 44). The subject content must be related to the objectives and to the students’ needs. It must involve the selection and organization of specific knowledge, skills, and topics.

5. Developing pre-assessment

Pre-assessment aims to know two major points. The first is to determine the students’ background and present level of knowledge about the topic being presented. The second is to determine which of the objectives that the students have already achieved.

6. Selecting teaching-learning activities and resources

In this part, the designer should select teaching-learning activities and resources that support the instructional activities in order to enable the students achieving the objectives of the course. This selection must be based on consideration to determine the most efficient and effective methods along with the best way to provide the learning experience.

7. Specifying support services for implementing activities and producing materials

In this study, support services for implementing activities and producing materials include matters related to budget, facilities, equipment and personnel
whose time must be scheduled for participation in the instructional plan (Kemp, 1977: 84). These support services must be considered at the same time when the instructional plan is made and the materials is selected.

8. Evaluating students’ learning in terms of their accomplishment of objectives

In this part, the designer should evaluate the students’ learning in terms of their accomplishment of the objectives. As mentioned in the third part, specifying the learning objectives, the objectives involve three domains such as: cognitive, psychomotor and affective domain. The evaluation that is planned should indicate the objectives from each domain.

In the cognitive domain, the objectives test usually appears in the form of: multiple choice, matching, single-word completion, true-false, and essay. The first four forms usually measure knowledge on the lower cognitive levels. Meanwhile, essay tests are more applicable to measure students’ ability to organize, relate, integrate, and evaluate ideas (Kemp, 1977: 94). In psychomotor domain, a performance-type test can be the best way to implement, for example: performing storytelling after the culmination of storytelling practice. However, in some cases, the learning activities themselves are the performance like in the objective that states the learning activity is to prepare stamps collection, then, the result of making collection becomes the measure of success. In affective domain, the tests may require data from the learners. The data can be fulfilled by observing students’ behavior while they are engaged in the learning activities, listening to their opinion and comments and asking the learners to complete the questionnaire.
The eight parts of Kemp’s model comprise a flexible process. There is interdependence among them. One element may affect others and vice versa. It is the planners’ choice to start wherever he/she wants to start and move back and forth to the other steps (Kemp, 1977: 9). The model of Kemp’s instructional design can be seen in Figure 2.1.

Figure 2.1 Kemp’s Instructional Design Model (Kemp, 1977: 9)

2. Educational Research and Development

“Educational research and development (R&D) is a process used to develop and validate educational products” (Borg and Gall, 1983: 772). It is a process which
is used to develop and legalize educational product. Educational product consists of material object, such as textbook, instructional film, etc. and refers to established procedures and processes such as method of teaching. The goal of research and development is to take the research knowledge and put it into a product that can be used in the school. In a sense, the purpose of R & D is to bridge the gap that often exists between educational research and educational practice. R&D consists of research steps which are known as R&D cycle. There are 10 major steps in the R & D cycle:

1. Research and information collecting
   It includes:
   - Review of the literature which is used to collect research findings and other information pertinent to the planned development.
   - Classroom observations
   - Preparation

2. Planning
   It includes:
   - Defining skills
   - Stating objectives determining course sequence
   - Small scale feasibility testing

3. Developing preliminary form of product
   This part includes the preparation of instructional materials, handbooks, evaluation devices. An important principle in delivering this part is to structure the product so as to permit obtaining as much feedback as possible from the field testing.
4. Preliminary field testing

The purpose of this step is to obtain an initial qualitative evaluation of the new educational product. It is conducted from 1 to 3 schools, using 6 to 12 subjects. The expected data are collected through interviews, questionnaires and observations.

5. Main product revision

In main product revision, the data obtained from the preliminary field testing were compiled and analyzed. The collected data are used as feedback in developing and improving the educational product.

6. Main field testing

The purpose of this step is to determine whether the educational product under development meets its performance objectives. Furthermore, it is also used to collect information that can be used to improve the course in its next revision. Therefore, the questionnaire and interview data should be obtained from all participants in the main field testing.

7. Operational product revision

This part compiled the revision of product as suggested by the main field-test results.

8. Operational field testing

The purpose of this step is to determine whether an educational product is fully ready to be used in the schools without the presence of the developer or his staff.
9. Final product revision

This part compiled the revision of product as suggested by operational field-test results.

10. Dissemination and implementation

Dissemination refers to the process of helping potential users to become aware of R&D product. Implementation refers to the process of helping the adopter of R&D product to use it in the way it is intended by the developers.

This part includes:

- Report on product at professional meetings and in journals
- Work with publisher who assumes commercial distribution
- Monitor distribution to provide quality control

3. Storytelling

a. The art of storytelling

Mallan (1991:5) says that storytelling is “defined most simply as using oral language in social context to relate something heard, read, witnessed, dreamt or experienced”. Firstly, we have to differentiate between storytelling and story reading. In storytelling, the interaction between teller and audience is livelier than story reading since the storyteller’s face, voice, body and personality help to convey meaning and mood. Whereas in story reading, both listeners and teller are focusing on the book and their eye contact are occasional.
Storytelling gives more freedom to language and movement. The storytellers learn not only with the language of the story but also with its structures so that chances, adjustments and emphases can be made in response to audience’s reactions.

b. Elements of a good story

Mallan (1991: 24) summarizes the description of the elements of storytelling activity to develop the comprehension and the concept. When looking for a good story to tell, keep the following points in mind:

1) Quick beginning

A quick beginning will get the audience’s attention easily. Try to avoid lengthy beginning. Audience love paying attention to a story that involves action. The beginning of the story is the most difficult part of the storytelling since the teller needs to make sure that the beginning is clear for the audience.

2) Straightforward action

The action needs to be direct, flowing easily and simply from one event to the next. Avoid stories with too many subplots.

3) Definite climax

The plot should have definite climax since this is something that listeners expect from the story. The plots need to be leading somewhere and built up to the climax. This climax can be heightened by the storyteller’s skill and the natural power of the story.
4) Limited numbers of characters

Look for stories where the number of the characters is limited to about three or four which is ideal for the beginners. A beginner storyteller should not try to use different voices for many characters, as this might be difficult to do until the story finished. Try to vary the strength and tone of the voice for different effects.

5) Repetitive pattern

Stories which have repetitive pattern are easy to tell. Repetitive pattern gives emphasis to the events in the story as well as an opportunity for audience participation. The recurring phrases or events also act as aids for understanding and memory, for both teller and listeners.

6) Satisfying conclusion

A satisfying conclusion is most appreciated by young listeners, who like to see justice; they do not like stories that leave the problem unsolved. In some stories, audience may need time to assimilate the ending.

7) Different version

Look for different ways of telling the same story in order to find the version with which you feel most comfortable. Some traditional stories seem ordinary when they are read, but when we tell them orally they come alive. Moreover, the storyteller’s ability to interpret the story gives color and life to the story itself.

c. Checklist for story presentation

Mallan (1991: 53) talks about some aspects that the storytellers need to be aware of in order to prepare the story presentation such as: the story, the story structure, and the storyteller. The followings are the discussion on those aspects.
1) The Story

There are some aspects about the story that are important to consider, they are:

a) Is it interesting?

The storytellers must master and love the story they want to share to the audience. When the tellers are not ready, they will not be able to convey the story successfully.

b) Is it appropriate?

The storytellers must be aware of the content of their story. They must be sure that the story is appropriate to the tellers’ level of experience and to the age and interest level of the audience.

c) Does it appeal to the senses?

The storyteller needs to consider whether the story really makes sense to the audience’s interpretation. Furthermore, the storyteller needs to master the ability to convey and deliver the story when it seems to be abstract for the audience.

d) Length

The storyteller needs to be aware of the length of the story. The basic consideration within that are the audience’s levels of enthusiasm in following short or long story and also the storyteller’s capacity in dealing with the length of the stories, whether it is short or long.
2) **Story structure**

Stories usually have structure. The structure is an organizational framework of the story. A clearer explanation is shown in the Table 2.1 about story structure.

<table>
<thead>
<tr>
<th>Table 2.1 Story Structure (Mallan, 1991: 34)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beginning</strong></td>
</tr>
<tr>
<td>• Setting and characters</td>
</tr>
<tr>
<td>• Introduce problem</td>
</tr>
<tr>
<td><strong>Middle</strong></td>
</tr>
<tr>
<td>• Event sequence</td>
</tr>
<tr>
<td>1. ...............................................</td>
</tr>
<tr>
<td>2. ...............................................</td>
</tr>
<tr>
<td>3. ...............................................</td>
</tr>
<tr>
<td>• Resolution of problem</td>
</tr>
<tr>
<td><strong>End</strong></td>
</tr>
<tr>
<td>• Conclusion</td>
</tr>
<tr>
<td>• Moral values</td>
</tr>
</tbody>
</table>

a) **Beginning**

The storyteller needs to give strong and confident beginning in order to grab audience’s attention. The beginning includes the introduction of characters and setting applied in the story. The teller also begins to bring in the problem or conflicts of the story.

b) **Middle**

The storyteller should maintain the plot sequence within the story and keep it in the right order so that the audience can follow the story easily. The ability of audience to visualize and tag along the story is the indicator of success of this part.
c) End

When the storyteller succeeds in bringing good beginning of the story, he should also deliver excellent ending for the story. This part gives chance for the storyteller to send the conclusion and the moral values reflected from the story.

3) The storyteller

Mallan (1999:54) suggests some important aspects which need to understand in performing as a storyteller, they are:

1) Voice

A teller has to explore full potential of his/her voice. The voice involves the aspects such as: expression and correct pronunciation of words, tone, volume and effective use of pause and timing.

2) Face

A teller with an expressive face, which reflects the mood of the story, will convey the story more effectively than the one who convey the story with strained expression and reflect intense concentration.

3) Eye contact

This is a very important item because sometimes the teller tends to tell the story to the floor, the back of the wall or the ceiling. When the tellers maintain eye contact with the audience, they are indeed giving the story to the listeners and as the result, they will be more confident to tell the story.
4) Gesture  
The gesture can enrich the characterization and dramatic impact of the story. The teller can move his/her head, hands, body and eyebrows.

5) Familiarity with the story  
The storyteller should be very familiar with the story that he/she feels confident to tell in his/her own way, using his/her own words.

6) Posture  
The storyteller needs to be comfortable with their body posture and position whether they choose to sit or stand or move expressively.

4. Learning Activities  
According to Conole and Fill (2005) learning activities consist of three elements. First, learning activity must have context in which the activity occurs, including the subject, level of difficulty, the intended outcomes and the environment in which the activity takes place. Second, it must adapt or adopt the learning and teaching approach. Finally, it must specify the tasks undertaken which include the type of task, the technique applied, tools and resources used, the interaction and roles of who are involved, and the assessments associated with the learning activity. Further discussion on paragraphs below will lead to apparent ideas of those elements.

When we deal with learning context, Conole and Fill (2005) mention more about the aspects which are involved in. They are: aims/goals, learning outcomes, skills, subject, environment, time, and difficulty level. They also explain that the essence of learning activity is that it must have one or more learning outcomes which
are associated with it. This learning outcome which reflects the aims/goals of the learning activity itself is defined as what the learners should know or be able to do after completing the learning activity; e.g. identify, demonstrate, produce, etc.

Bott stated in RELC Journal Supplement (1979) that the goals are very important since the method, technique and procedure are derived from the goals. Burton (1944: 423) also adds that aims/purposes, interest or other motives are the general sources from which approaches may be develop. Furthermore, according to Burton (1944: 423-424), in planning learning activities approach or series of approach should be stated early. These approaches may be derived from the natural on-going activities of the learners, or be developed through the arrangement of the environment and all of them differ in effectiveness with varying levels of maturity, varying backgrounds of experience, varying socio-economic status, and other factors. The tasks involved in the learning activities may vary in type, like the communicative type with discussing, presenting, or debating as the example. As the components of learning activities, tasks include not only the type of tasks but also the teacher-learners interaction and their roles, resources of the materials, tools /equipment applied, and the assessments.

After reviewing the components of learning activities, a planning model of learning activities is proposed by Burton (1944: 449). There are three major steps to plan and construct learning activities, they are:

a. **General preliminary planning.**

In this phase, the idea of the activities is still general. First, the designer should make a general plan for a semester or other time division which considers a
study of the course suggested for the group. This includes listing how many meetings available or should be prepared to conduct the learning activities sequence and the sub topics to be presented during the semester. Second, the designer should make a study of the maturity, interest and abilities of the learners generally found in the group. This study includes obtaining and analyzing general learners’ characteristic which can be obtained from the teacher’s data and personal interests inside the group to get some personal characteristics. Finally, the designer should also study all documents and available aids in the school since the designer must be intimately acquainted with all available resources.

b. Planning specific units

In this phase, the designer should elaborate planning in details. First, the designer makes the overview of the units and meetings. This overview is a brief statement of the nature and scope of the units. In general, it states the complete titling and the statement of objectives which function as a description and explanation on the units and its place in the total course of the study. Second, the designer states the teacher’s and learners’ aims which are presented and listed in complete declarative sentences, not in fragmentary phrases or single words. Third, the designer chooses the approach which is applicable to raise the motivation and the participation of the pupils. This approach or series of approaches will reflect how the designer plans to get the particular teaching-learning situation under way. Fourth, the designer tries to develop initial planning by indicating the details on how to maintain situation or atmosphere of learning and deciding whether to apply individual work or group work
according to the situation. Fifth, the designer prepares the evaluation techniques to see how the objectives have been developed. Furthermore, the designer should show the steps to develop continuous and participatory evaluation from the learners clearly. Last, the designer makes the lists of the bibliography and resources for the learning activities. In this part, the designer states the books, pictures, stories and other instructional aids together with the location of the source clearly.

c. Planning daily sequences within a unit

In this phase, the designer deals with making daily lesson plans and covering all details which are involved in the learning activities. When dealing with the lesson plans, the designer estimates the group and the individual progress and as well as anticipates difficulties, interruptions, and any possible inequalities in the progress. Next, the designer tries to manage the meeting based on the previous specific units planning by preparing all requirements to conduct the learning activities in each meeting.

After succeeding in preparing and planning the learning activities, the designer should be aware of the evaluation for the planned learning activities. Since all planning are merely in the form of estimation, the designer should be ready with any changes and improvements happen in the real process of learning. Therefore, an evaluation system should be prepared to obtain improvements that might develop the learning activities design. (Burton, 1944: 454) The following, are the criteria to evaluate the learning activities.
Find evidence which shows that:

a) The learning activities are closely related to the students’ interest and needs that can be found in the on-going life of the learners.

b) The learning activities will bring learners into contact with aspects of life which are of both immediate and continuous social significance.

c) The learning activities are appropriate to the maturity levels within the group; are challenging the learners but not too difficult; are helping learners to reveal their own unique capacities and limitations.

d) The learning activities are possible within the accessible environment and the available resources of the school.

e) The learning activities will provide naturally for use of materials dealing with other places, other people and other times.

f) The learning activities will provide a great variety of individual and group work activities naturally.

g) The learning activities will lead to socially desirable learning outcomes; understanding and insights, attitudes, appreciation and values, skills and behavior patterns which will very likely be used by citizens in general.

h) The learning activities will stimulate critical thinking of the learners to evaluate the process they are going through.

i) The learning activities will lead to desirable learning experiences.

j) The learning activities are related to the general course of study goals and framework.
5. Speaking skill

Speaking is one of the four language skills besides listening, reading and writing. Together with listening, speaking skill is considered as oral language that differ with reading and writing, which commonly called as written language. According to Luoma (2004: 12) a major difference among two kinds of language is that oral language consists of idea units, which are shorter in phrases and clauses compared to written language. Furthermore, the grammar in oral language is simpler than that of the written language with its long sentences and dependent as well as subordinates clauses since oral language happens in real time, as they are being spoken. In the spoken interaction, generic words are very common compared to the written language which often requires the use of specific words to make the topic being talked about clear. To see brighter perspectives on the characteristic of speaking skill, explanation on the nature of speaking is elaborated below.

Speaking skill applies its own grammar which is commonly called as spoken grammar. As mentioned above that spoken grammar is simpler than the grammar applied in written language, in speaking, the phrases and clauses are usually connected with and, or, but, or, that or even not joined by conjunctions at all but simply spoken next to each other. There are also some words, phrases, and strategies for creating time to speak which sometimes called fillers or hesitation markers, and they include expressions such as ah, you see, kind of, sort of and you know (Luoma, 2004: 18).
The purpose of which the people are talking to each other is one way where speech events differ from each other. There are two extremes speech events: chatting or listener-related talk, and information related talk (Luoma, 2004: 22).

In the chatting or listener-related talk, the primary purpose is to make and maintain social contact. The requirements for this kind of talk are the interesting topic and perspective that can be shared to each other. In language teaching this kind of talk is necessary to involve the learners’ personalities and their social behavior to engage communication. Moreover, it also involves learners to incorporate their culture of communication although it might bring dilemmas for assessing speaking (Luoma, 2004: 22).

Meanwhile, in the information-related talk, dimension of kinds of talk refers to speech aimed to transfer information of a particular topic. This kind of talk occurs in the conversation between a policeman and a witness, a doctor and a patient. This kind of talk is also very much a part of teaching-learning situation. “The most important point about information-related talk is getting the message across and confirming that the listener has understood it.” (Luoma, 2004: 23). In information-related talk, other skills for organizing communication and making it easy to follow are also required. One of them is reflected through storytelling activities (Brown and Yule, 1983).

In storytelling, the speakers need to be able to identify the main characters and refer to them constantly as well as to describe the main events and activities (Luoma, 2004: 25). Furthermore, storytelling involves certain kinds of role plays where liveliness of expression is a central element in task performance. To be able to
convey the nature of the situation and the speakers’ emotion, learners need to practice the basic storytelling skills which can be started from assessing speaking skill that involves numbers of components, they are: speed, intonation, stress and rhythm, accuracy, variations in pitch, as well as tone and volume.

In assessing speaking, Klippel (1983: 3) states some principles in developing and selecting learning activities:

a. Target language is actually used as a mean of communication. A real example of real communication which is developed spontaneously can be viewed as in exchanging comments on TV programme or on someone’s new haircut.

b. The existence of information gap and opinion gap which are considered as helpful devices in helping teachers to make up communicative activities. Information gap exercise like identifying story elements will force the participants to exchange information in order to find solution. Meanwhile, opinion gap is created through the exercise which incorporates controversial texts or ideas that require the participants to describe and perhaps to defend their views on these ideas like the one which is shown in the exercise that allows participants to share their feelings on the activity they have just experienced.

c. Learning foreign language is not just a matter of memorizing a different set of names for the things around us; it is also an educational experience.

d. Learning will be more effective if the learners are actively involved in the process. This can be achieved by providing activities for the learners which allow them to participate actively, and by involving them in the use of learning media.
Learning becomes impossible even for the most extrovert person if the atmosphere in the group is unsympathetic and the learner is afraid of being ridiculed or mocked. The first essential requirement for the use of learner-centered activities is a relaxed and friendly atmosphere in the group.

After viewing the principles in developing and selecting activity, descriptions on the teacher’s role in conducting the activities need to be viewed. Harmer (2001: 275-276) describes three particular roles of the teacher. First, teacher acts as a prompter. In this role, teacher will let students struggle on their own when dealing with problems. This role keeps the students’ concentration on what they are doing. However, when the situation is getting too hard for the students, the teacher may help them by offering discrete suggestion. Second, teacher acts as a participant. In this role, teacher involves into the same situation or activity with the students. The purpose of this role is that the teacher will be able to encourage students to participate in the activity enthusiastically. Teacher can sometimes model the task only to show how the task should be done. However, the teacher must limit his part in the activity in order to avoid his own domination on students’ activity. Last, teacher acts as a feedback provider. In this role, teacher will facilitate students by providing feedback that would be helpful to enhance their speaking. Teacher should also consider the timing in giving the feedback. When the students are in the middle of the speech, over-correction will disturb students’ focus on what they are saying and it also may embarrass them. After students has fulfilled the task, teacher can ask the students to assess the learning that they have been through as the beginning before the teacher gives the feedback.
It is also salient to ensure how to test speaking skill. Luoma (2004: 170) describes the steps to ensure speaking assessment clearly. According to her, speaking is very special for its interactive nature. In assessing speaking, the interactive nature is shown through the fact that test discourse is not entirely predictable and that there is existence of variability in the rating process since it involves human raters. Then Luoma suggests teachers to use special procedure to ensure the reliability and validity of the scores. To get perception on how to develop speaking assessment, the topic of reliability and validity are discussed.

Reliability is usually defined as score consistency (AERA, 1999; Brown and Hudson, 2002). Reliability is important because it implies that the scores are dependable. Then, it is truthful to be the basis of decision making. There are three relevant types of reliability to assess speaking. The first is intra-rater reliability, which means that the raters agree with themselves over a period of a few days about the ratings that they give. The scores being given are based on raters’ standard. The basic consideration is that speaking assessment is based on human rating. The second is inter-rater reliability. This type implies that different raters rate performances similarly. However, the raters do not need to agree completely, as two or more raters might see the importance of different features of performances slightly different. Moreover, if the raters use the same criteria, their ratings should not be widely different. The third type is parallel form reliability. In this type, the test becomes relevant if there are more than one test form that are meant to be interchangeable. The examinees are asked to take two or more of the different forms, and their scores
will then be analyzed for consistency. However, if the scores are not consistent, the form cannot be considered parallel.

To test speaking, the term validity refers to the meaningfulness of the scores. It regards content coverage and comprehensiveness in relation to the definition of the test purpose. It also includes correspondence between the test and the non-test activities that the scores are expected and the impact of the test for the examinees. Unlike reliability, particular aspects inside validity cannot be classified. However, although it is not possible to highlight the particular aspects, validity is not an abstract theoretical concern. It is a practical quality that is part of all test developmental work. In speaking test, validity aspect regards the purpose and the type of test which is going to be implemented. Next, the designer should construct the test and the components within it. When this beginning process has been accomplished, the rating criteria must be evaluated with its definition and coherency with the test purpose. When validation comes to the consistency of the test, the aspect of validity and reliability is clearly interrelated. Finally, validation includes all the planning and the monitoring that the test developers do related to the score use (Luoma, 2004: 196).

6. Communicative Language Teaching

In the late of 1960s, there was a change in the approach applied for teaching English as a foreign language. British proponents such as Christopher Candlin and Henry Widdowson saw the need to focus on language teaching on communicative proficiency rather than on the mastery of structures. Then, the term of
Communicative Language Teaching (CLT) started to emerge as a new approach. In the mid 1970s, both British and American proponents saw CLT as having expanded its aim. The aims of CLT were to “make communicative competence the goal of language teaching and to develop procedures for teaching of the four language skills that acknowledge the interdependence of language and communication” (Richards and Rodgers, 2001: 155). Since then, CLT has become a well-known approach to teach English as a foreign language.

The goal of CLT is to develop the communicative competence. There are some characteristics of The Communicative Approach at the level of language theory, which are:

- Language is a system for the expression of meaning; the primary function of language is to allow interaction and communication; the structure of language reflects its functional and communicative uses; the primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse. (Richards and Rodgers, 2001: 161)

CLT refers to a varied set of principles which reflect a communicative view of language and language learning and which can be used to support a wide variety of classroom procedures (Richards and Rodgers, 2001: 172). It includes some principles of CLT, they are:

- Through using the language, the learners learn to communicate.
- The goal of classroom activities is at authentic and meaningful communication.
- Fluency is an important aspect of communication.
- The integration of different language skills is involved in the communication.
- Learning is a process of creative construction and involves trial and error.
In CLT, focus on the task completion that is mediated through language or involves negotiation of information where it becomes the basic consideration in designing the classroom activities. Littlewood (1981) differentiates two major activity types in CLT between functional communication activities and social interaction activities. Functional communication activities include tasks where learners try to compare sets of pictures and list the similarities and the differences; discover missing features in a map or picture; follow direction; etc. Meanwhile, social interaction activities include conversation and discussion; dialogues and role plays; simulation; debates; improvisation; etc.

Johnson and Johnson (1998) identify five essentials characteristics of communicative methodology application. The first is appropriateness. This aspect states that language use should reflect the purpose of the communication, the roles of the participants, and the situation of its use and it must be appropriate to the situation depending on the setting. The second is message focus. This aspect states that learners need to be able to create and understand the real meaning of the messages. The third is psycholinguistic processing. This aspect states that CLT should engage learners in the use of cognitive and other processes that are important in second language acquisition. The fourth is risk taking. This aspect states that learners are motivated to make guesses and learn from their errors. The fifth is free practice. This aspect states that CLT encourages the use of “holistic practice” which involves the simultaneous use of a variety of sub skills, rather than practicing individual skills in one piece at a time.
It has been mentioned before that the emphasis in CLT is on the processes of communication rather than the mastery of language forms. This notion then put learners as the center of the learning. In CLT, “learners bring preconceptions of what teaching and learning should be like” (Richards and Rodgers, 2001: 166). In classroom activities, the students are expected to interact primarily with each other rather than with the teacher. This leads to the notion that CLT recommends learners learn to see that failed communication is not because of the fault of speaker or listener but it is the joint responsibility of both sides.

Meanwhile, in CLT, the teacher plays role as the facilitator of learning (Littlewood, 1981: 92). In this kind of role, the teacher must be able to facilitate communication process between all participants in the classroom, as well as between these participants and the various activities and texts. Breen and Candlin (1980: 99) add that teacher also plays role as an independent participant within the learning-teaching group. Another role of teacher is that teacher should act as a researcher and a learner at the same time.

Richards and Rodgers (2001:167) assumes deeper role and function of teacher in the learning process. First, the teacher is a need analyst. In this position, the teacher is responsible to determine and respond to learners’ language needs. The teacher may get the required information related to students’ needs through informal interview or a needs assessment instrument. Second, teacher is a counselor. The teacher is expected to demonstrate an effective communicator which is looking for maximum networking of speaker intention and hearer interpretation. Third, the
teacher is a *group process manager*. In this role, the teacher is responsible to organize the classroom as a setting for communication and communicative activities.

In CLT, the practitioners view the instruction materials as ways of influencing the quality of classroom interaction and language use (Richards and Rodgers, 2001: 168). The materials, then, should promote communicative language use in the classroom. There are three kinds of materials that are commonly used in CLT, they are: text-based, task-based, and realia.

Text-based materials make use of textbooks which are designed to direct and support CLT. The materials include: a task analysis for thematic development, e.g. asking questions to obtain clarification; a practice situation description, e.g. getting information and send it to others; a stimulus presentation; comprehension questions; and paraphrase exercises. Meanwhile, the task-based materials make use of varied games, role plays, simulation and other task-based activities that have been prepared to support CLT. Those materials can be applied into some activities like pair-communication practice, cue-card and student-interaction practice booklets. Another type of materials is realia type. The realia materials make use of authentic materials which are based on actual life experiences. The materials include the use of: signs, magazines, advertisement, newspaper and other visual sources like symbols, charts, pictures and map.

7. **Learners’ Characteristic**

The storytelling club members in SMA PL Van Lith Muntilan are high school students who vary in age from 15 up to 18 years old. According to Hurlock
(1980: 185), those students are in the stage age of teenagers. This group is in the final stage of puberty and they are ready to begin their adolescence period. Hurlock in *Psikologi Perkembangan* (1980: 207) also says that adolescence is a transition period that is the period or time in the individuals’ life when they develop from a child into an adult. Students in this group of age are the best language learners (Ur, 1996: 286). The students, if they are motivated, they have a great capacity to learn, a great potential for creativity, and a passionate commitment to things which interest them. However, they are often seemed to be less lively, less humorous and less motivated compare to adult learners. This phenomenon occurs since they try carefully to make good impression of their identity among their relationship with friends and their environment. This attitude really limits students to participate actively in the class. It also bounds the teacher’s role since peer approval may be considerably more important for the student than the attention of the teacher (Harmer, 1988: 39). Moreover, they prefer hanging out with their friends to spending time with their family. Therefore, the individuals will get more influence to their behavior, attitude, interest and appearance from their friends rather than their family (Hurlock, 1980: 213). They also put themselves in the “freedom area”. They do not like if somebody dominate their life.

However, the tendency in rejecting others’ domination has some benefits in positive ways. The students in this phase are stimulated to explore their creativity. In this period, the students are in the stage where they deal with hypothetical subject matter and are able to think logically with abstraction. Their intellectual processes grow from being able to think only about everyday, concrete, here and now
happenings to complex social issues and the meaning of life itself. In addition, they can draw conclusions, offer interpretations, and develop hypothesis. Hamachek (1985: 113) adds that it is during adolescence that one develops the capacity for imagining or hypothesizing that a certain situation exists. This unquestionably will benefit in language learning that requires those ability and capacity mentioned above.

B. Theoretical Framework

This part discusses the steps and procedures to design and develop storytelling activities. The researcher applies the cycle of Educational Research and Development (R&D). The cycle of R&D is “a process used to develop and validate educational products” (Borg and Gall, 1983: 772). Further explanation about R&D is discussed in Chapter III in research method section.

Like other research procedures, R&D has several steps to carry out to obtain the main goals of the study. However, the procedures inside the theory of R&D are very general. The researcher would need more guidance to establish the designing process. Therefore, the researcher applies Kemp’s model as the theory of instructional design and the other theories which had been described in the theoretical description section, such as: theory of Storytelling, Speaking skill, Learning Activities, Communicative Language Teaching, and Learners’ characteristics.

Those theories are put under the umbrella of R&D where R&D becomes the main framework for the study. Next, there are five major steps of the R&D cycle to develop the courses as follows (Borg and Gall, 1983: 775):
1. Research and information gathering

In this step, the researcher applied the identification of learners’ characteristic and the considering goals, topic and purposes steps from Kemp’s model under the research and information gathering step from R&D. The researcher identified the learners’ characteristic by conducting interview with the English teacher who was responsible in facilitating the learning activities and also by distributing questionnaires to the students to find out their capabilities, needs and interests. Those procedures are commonly known as needs analysis process. This process was enriched by the theories that have been collected to support the study such as the theory of learners’ characteristics and also the theory of instructional design.

2. Preliminary product developing

In this step, the researcher applied the specifying the learning objectives step and the listing topic and subject content step from Kemp’s model under the preliminary product developing step from R&D. Within this step, the researcher tried to formulate specific purposes which were derived from the broad goals and the result of needs analysis. After stating the learning objectives, the researcher made lists of topic or the subject content based on the identified learning objectives.

Furthermore, the researcher also developed the pre-design materials by applying the findings from the needs analysis and also by applying salient principles of related theories which supported the study such as: the theory of storytelling, learning activities and speaking skill. In addition, the support services step from
Kemp’s model was also applied in this step. The researcher made some calculation on budget as well as facilities and available equipment to support the designed product as well as the time management to conduct the study. This is important since the availability of those support services helped the designer conduct study in schedule.

3. **Preliminary testing**

In this step, the researcher applied the *pre-assessment* step from Kemp’s model under the preliminary testing step from R&D. In this step, the researcher conducted pretesting of the designed product. The pretest of the product was carried out by having the experts to evaluate the products.

4. **Product revision**

In this step, the researcher applied the *evaluation* step from Kemp’s model under the product revision step from R&D. The designer conducted the revision based on the evaluation from the experts. After that, the researcher prepared to implement the product in a real classroom.

5. **Main field testing**

In this step, the researcher applied the product that had been revised by the experts. In this step, the designer distributed questionnaire to obtain students opinion on the designed learning activities that they had experienced.
To obtain clearer idea on the theoretical framework which is applied in this study, the researcher’s theoretical framework is presented in figure 2.2

**Adapting from Borg and Gall’s R&D cycle**

**Adapting from Kemp’s model**

*Figure 2.2 The Researcher’s Theoretical Framework*

- Research and information collecting
- Identifying Learners’ Characteristics
  - Considering goals, topics and general purposes
- Preliminary product developing
- Listing Subject Content
  - Developing and designing
- Preliminary testing
  - Evaluating
  - Revising
  - Implementing the revised materials
- Product revision
- Main Field testing

continuing to (next step)

providing the basis for

feedback line
CHAPTER III

METHODOLOGY

This chapter presents the methodology which was applied in this study. To get a good order of the explanation, this chapter is divided into six parts, they are: research method, research participants, research instruments, data gathering technique and data analysis technique.

A. Research Method

There were two major problems as stated in Chapter I. Firstly; the research was conducted in order to find out the ideal design of storytelling learning activities to enhance English speaking skills for the members of storytelling club in Van Lith Senior High School. Secondly, the research was aimed to find out how the students’ English speaking skill is enhanced through experiencing the storytelling learning activities. To solve these problems, the researchers would conduct the combination of qualitative and quantitative research (Ary et al, 2002: 25). This research used observation, library study, interview checklist, and questionnaire as the research instruments.

The researcher applied Research and Development (R&D) since the research was an educational research which aimed to develop and validate educational products. R&D has some steps to be followed which are usually called as R&D cycle. It consists of several parts as follows:
1. Research and Information Gathering

In this step, observation and reviewing related literature were conducted to collect pertinent information and knowledge related to the research. The researcher moved toward the observation through questionnaires. The members of the storytelling club became the subject of the questionnaire.

2. Preliminary Product Developing

In this step, the research focused on designing learning activities based on pertinent information and knowledge gathered from the previous step. After collecting the needed data from the questionnaire, the researcher started to design the learning activities for the storytelling club.

3. Preliminary Testing

In this step, the design was qualitatively evaluated by the experts in English teaching especially those who were dealing with speaking skill training. For that reason, the researcher had chosen the English school teacher and the PBI lecturers to be the participants of the preliminary field testing step. The feedback and evaluation from them became the first revision to the design that had been developed by the researcher.

4. Product Revision

In this step, the gathered feedback from the preliminary field testing was compiled and analyzed. The result from the preliminary field testing step was used as the revision to develop the designed product into the ideal design which was needed by the storytelling club.
5. Main Field Testing

In this step, the sample of the product was tested in a form of classroom implementation. The researcher dealt with the whole application of the design directly to see the real learning activities process and the condition of the class. After that, the researcher collected feedback from the students using questionnaire to obtain response related to the learning activities which they had experienced.

Since R&D only gave general steps of educational research, it was lack of steps in designing the learning activities. The research thus required further explanation about the approach and procedures of the research. In order to fill the needs, the researcher applied Kemp’s design model altogether with R&D. As stated in Chapter II of this thesis, Kemp’s model has eight elements which are interdependence to each other. Decisions related to one may affect others (Kemp, 1977: 9). To integrate R&D and Kemp’s model, the researcher would put Kemp’s model under the framework of R&D.

B. Research Participants

In this study, the researcher would make use of purposive sampling (Ary et al, 2002:169). In this method, the researcher chose participants who were considered as the representative of the elements needed in this study. This method really brought benefits in collecting the data required for the study. In addition, this method also made the research went effectively since it facilitated the limited budget, personnel and time of the researcher.
In this study, there were different participants involved. They were classified into the groups below:

1. The participants in the research and information gathering step

The purpose of this step was to collect the information needed to design the learning activities for the storytelling club in Van Lith Senior High School such as: the general purpose of this storytelling club, the learners characteristics, the facilities provided, etc. In order to obtain all the information required, the researcher observed the school and also interviewed the **English teacher** who were in charge in conducting the storytelling activities in the school. Being aware of the entire situation related to the storytelling club was the basic consideration for choosing the English teacher as the one to be interviewed in this step. All **students** who were members of the storytelling club in SMA Van Lith Muntilan also became the participants in the need analysis. The researcher expected to find out their interests which were related to the study. They filled questionnaire about their interest and needs in joining storytelling club.

2. The participants in the preliminary testing step

The purpose of this step was to obtain the feedback and evaluation for the designed learning activities which were compiled and proposed by the researcher. In this step, the researcher interviewed the same **English teacher** in Van Lith Senior High School and some **PBI lecturers** of Sanata Dharma University who were proficient in teaching speaking. The consideration of choosing the same teacher was the fact that she would know what was and what was not suitable for the students.
The PBI lecturers were chosen due to their expertise in English speaking proficiency and for their experiences in teaching English speaking class.

3. The participants in the main field testing step

The purpose of this step was to implement the design and to obtain feedback from the students. There were 12 students from the first and the second grade who joined the storytelling club in SMA PL Van Lith Muntian. All members of the storytelling club were chosen to be the participants to experience the designed learning activities and all of them were asked to fill out the questionnaire to give their opinion about the learning activities. The feedback they gave became the answer to the second question of the research and become evaluation for the final design.

C. Research Instruments

In order to obtain information and data needed in this study, the researcher applied some research instruments. The instruments utilized are presented below:

1. Instruments for the research and information gathering step

In order to obtain data and information of needs’ analysis the researcher conducted interview. Interview is qualitative research that can supply data or information thoroughly and rather quickly. Ary et al (2002: 434) states, “interview provides insight on participants’ perspectives, the meaning of events for the people involved, information about the site, and perhaps information on unanticipated issues. It allows immediate follow-up and clarification of participants’ responses.”
The researcher conducted semi-structured interview checklist which was conducted to interview the English teacher who were in charge in conducting storytelling activities at Van Lith Senior High School. **Semi-structured interview checklist** was chosen because it allowed the researcher to extend the prepared questions where it was necessary since there were many possibilities to ask other questions which came immediately during the interview. The researcher also applied **questionnaire** as the instrument in order to obtain the information related to students’ needs and interest. The researcher used open-ended questions type since there were a great number of possible answers (Ary et al, 2002: 389). Questionnaire was considered as efficient and effective ways in collecting the information from the students since there were more than five students who joined the storytelling club.

2. Instruments for the preliminary testing step

The researcher applied the same instruments conducted for research and information gathering. The difference was on the objectives. The interview conducted for preliminary testing was aimed to collect feedback from the English teacher in Van Lith Senior High School and two PBI lecturers of Sanata Dharma University on the learning activities designed.

3. Instruments for the main field testing step

The researcher distributed **questionnaires** with open-ended questions to all students who were the members of the storytelling club in order to obtain feedback in form of evaluation from revised design which was conducted in the classroom. To get wider and more complete evaluation from the students, the researcher applied the combination of open and close response questionnaire. In this kind of questionnaire,
the students answered the questions by choosing the appropriate option and added it by filling their reason of choosing the option in short essay. Furthermore, the researcher used students’ first language which was Bahasa Indonesia, to avoid misunderstanding of the questions in the questionnaire.

D. Data Gathering Techniques

The researcher obtained data and information related to the study by conducting three techniques. First, the researcher conducted library study which lead to any information related to designing storytelling learning activities for high school students from books and articles in the Internet. From library study, the researcher expected to obtain theories, principles, and other knowledge and information which were needed to design the product.

Second, in order to gather the data for the needs analysis, the researcher conducted an interview. The interview was directed to the English teacher who was in charge in conducting storytelling activities in school. The interview checklist would cover the questions related to the goals of storytelling club in school, learners’ characteristic, storytelling club’s activities, materials, facilities, method and also teacher and learners’ difficulties in conducting storytelling activities.

Other interviews were also conducted to obtain feedback on the design. The interviews were directed to the same English teacher and two PBI lecturers who were considered as experts in teaching English speaking class and also excellent in English speaking mastery. The interview searched for opinion, feedback and evaluation on the objectives, content quality and layout of the design.
Third, the researcher conducted questionnaire in the study. The questionnaire was directed to all students attending the storytelling club meeting. They were expected to give reflection and evaluation on the designed learning activities which they had experienced. The reflection and evaluation were expected to obtain information about respondents’ opinion on the learning activities they had experienced during the meeting, teacher’s instruction, time allotment for the meeting, their motivation during the meeting, and their enthusiasm in joining the learning activities.

To summarize the information on the previous paragraphs about the data expected from the library study, interview and questionnaire are presented in Table 3.1.

**Table 3.1 The expected data**

<table>
<thead>
<tr>
<th>No</th>
<th>Strategy</th>
<th>The expected data</th>
</tr>
</thead>
</table>
| 1  | Library study             | • Theories in conducting the research  
                                • Principles in developing the design                                                                                                           |
| 2  | Needs analysis interview  | • Objectives of the storytelling club  
                                • Learners’ characteristics  
                                • Recent learning activities and materials which had been applied  
                                • Learning methods and techniques which had been applied  
                                • Available learning facilities                                                                                                                  |
| 3  | Needs analysis questionnaire | • Students’ objectives in joining storytelling club  
                                • Students’ interest in learning activities                                                                                                    |
4 Preliminary testing interview
• Correlation between learning activities with the objectives of the design and the learners’ needs
• Content quality of the design
• Layout of the design

5 Main field testing questionnaire
• Students’ opinion on learning activities, time allotment, and teacher’s instruction
• Students’ motivation and enthusiasm in joining the learning activities

E. Data Analysis Technique

The data and information gathered from the library study, interviews, and questionnaire were analyzed through qualitative data analysis. The qualitative data analysis was obtained by interpreting the data and showing it in description.

From the library study, the researcher interpreted the findings and put them all into a strong framework which was used as the underlying theory to make and develop the design.

From the interviews, the researcher tried to interpret and to organize the results. Then, the researcher reported it into the data which had been analyzed. Similar with the results from the interviews, the findings from the questionnaires would also be interpreted and structured.
F. Research Procedure

The research procedures conducted in this study were based on the integration between R&D and Kemp’s model. As stated in previous section, to integrate R&D along with Kemp’s model, the researcher would put Kemp’s model under the framework of R&D. The listed procedures of the study are as follows:

1. Research and Information Gathering
   a. Identifying research problem
      The researcher looked for research problem that exists in the education world around him. After successfully identifying the research problem, the researcher limited the area of the research and started to formulate the objectives of the research.
   b. Making proposal and asking for permission to conduct the research
      After identifying the research problems, the researcher made the proposal to legalize the research. Once the proposal had been made, the researcher asked permission to the headmaster and the English teacher of SMA PL Van Lith Muntilan to conduct the research.
   c. Collecting new knowledge and information related to the research
      In this step, the researcher attempted to gain new information and knowledge related to the research by finding appropriate books and articles for the literature review which supported the study of the research. The books and articles were used as the guide of this study and the supplier of information for designing the materials.
   d. Designing initial research instruments
The researcher designed the research instruments needed to obtain the needs analysis data. The instruments were in form of interview checklist and questionnaire. The researcher conducted the interview to obtain information from the English teacher and spread the questionnaire to obtain the information from the students.

e. Conducting observation

In this step, the researcher observed all elements related to the study in SMA PL Van Lith Muntilan. By using the research instruments, the researcher obtained the needs analysis data required to explore the research.

f. Analyzing needs analysis data

After collecting the needs analysis data from the observation, the researcher attempted to analyze the data in order to create and to develop the learning activities.

2. Preliminary Product Developing

In this step, the researcher started to create and to develop the design of the research based on the needs analysis data obtained. The design was developed from many references and sources available in the world of education. The design also included the goals, objectives, underlying concepts and implemented procedures of the design.

3. Preliminary Testing

After developing the preliminary design, the researcher asked for some comments from the experts to evaluate the design. The experts chosen in this study
were a English teacher and two PBI lecturers. The comments from those experts were collected through the interview.

4. Product Revision

In this step, the researcher analyzed the data collected from preliminary testing. Next, the researcher developed the design to be tested in real classroom implementation.

5. Main Field Testing

In order to obtain feedback and to see the real application of the design, the researcher implemented one meeting of learning activities in the real classroom. The feedback from the students was collected using questionnaire. The feedback which was obtained from the students was generated to see how well the design facilitated their learning.
CHAPTER IV
RESEARCH RESULT AND DISCUSSION

This chapter presents the research results and discussion of storytelling learning activities for high school students to enhance English speaking skill. This chapter answers the two questions stated in problem formulation. This chapter is divided into two main parts, namely discussion on the ideal design of storytelling learning activities for high school students to enhance English speaking skill and discussion on the use of the storytelling learning activities in facilitating English speaking skill.

A. The ideal design of storytelling activities to enhance English speaking skill for senior high school students.

This part presents the result of designing ideal design of storytelling learning activities to enhance English speaking skill for senior high school students. As mentioned in the definition of the terms in Chapter I, within this context, an ideal design brought the notion of a design which was planned using principle or perfect standard as the best way to plan and develop the learning activities. The principle and standard referred to the underlying theories which were applied as the basis of the study. Moreover, the design was evaluated by some experts of English language teaching.

In this study, the researcher followed the procedure and method of a scientific study in order to present the ideal design of storytelling learning activities for high
school students to enhance their English speaking skill. The procedure chosen for designing the product was from the theories of Educational Research and Development (R&D) proposed by Borg and Gall (1983), and theory of instructional design which proposed by Kemp (1977). As it has been mentioned in Chapter II, the eight steps of instructional design in Kemp’s model were put under the umbrella of steps and research procedure in R&D. Those theories were applied as the theoretical framework and main procedure guideline for the study.

Besides the theories of instructional design and research procedure, the study required more theories to provide knowledge and information related to the process of designing a product. Therefore, theories about storytelling, learning activities, speaking skill, Communicative Language Teaching (CLT), and learners’ characteristics were collected to support the design in order to be the ideal design of storytelling learning materials for high school students to enhance English speaking skill.

The followings present the detailed components of the designed storytelling learning activities for high school students to enhance English speaking skill.

1. **Learners’ Characteristics**

   This part discusses the knowledge and the information related to learners’ characteristics which were obtained by conducting need analysis survey. In the survey, interview checklist and questionnaire were the research instruments applied in order to get all the required information. The interview was conducted to get learners’ characteristics and all information related to the learning activities of
storytelling club. Meanwhile, the questionnaires were distributed to the students to find out their needs and interest in joining storytelling club.

As it has been mentioned before, an interview had been conducted in order to obtain information about learners’ characteristic. The researcher had interviewed the English teacher who was responsible in maintaining activities for the storytelling club in SMA PL Van Lith Muntilan in order to get the general characteristics of the members of the storytelling club in that school.

After interviewing the English teacher who was responsible in maintaining storytelling activities, the researcher obtained a lot of important data about the members of storytelling club. The data were about the general description of members’ academic achievement, motivation and enthusiasm in the classroom and in the storytelling club meeting.

According to the teacher, in general, all members of storytelling club in SMA PL Van Lith Muntilan attained high academic achievement at school, especially in English subject. It is a common phenomenon in SMA PL Van Lith Muntilan that the members of English club like storytelling club consisted of the students with high English academic achievement. The same phenomena happened also to other English club there, NIMZO (English journalistic club) and Debate club. Only students with “good marks” were motivated to join those clubs.

The members of storytelling club in SMA PL Van Lith Muntilan were also highly motivated in learning English subject, especially if the teacher or the facilitator was able to facilitate the learning, maintain conducive learning atmosphere, and convey the materials smoothly. The teacher also added that most of
the storytelling members were also students who were very active during the lesson in the class. This habit was also shown in the activities conducted in storytelling meetings.

Based on the last data gathered in October 2008, there were fifteen students who joined the Storytelling club in SMA PL Van Lith Muntilan. They were from tenth grade, eleventh grade, and twelfth grade. However, by the following semester, started from January 2009, the twelfth graders were not allowed to join the club anymore due to their focus and preparation for the national final examination in the end of the semester.

Here below, a conclusion about the data obtained through interview can be drawn into table 4.1 which will explain about the summary of Learners’ Characteristics.

<table>
<thead>
<tr>
<th>Learners’ Characteristic</th>
<th>Criteria</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level of intelligence</td>
<td>Most storytelling club members attained high academic achievement especially in English subject.</td>
<td></td>
</tr>
<tr>
<td>Learning motivation</td>
<td>Highly motivated in learning English especially when the teacher could facilitate the learning well and maintain conducive learning atmosphere.</td>
<td></td>
</tr>
<tr>
<td>Enthusiasm</td>
<td>Very active in the classroom especially in English class including in the storytelling club.</td>
<td></td>
</tr>
</tbody>
</table>
2. Purpose of the design

This part discusses the specific purposes and general goals of the design. The specific purposes here refer to motivation and the purpose of the students in joining the storytelling club and also the teacher’s objective in maintaining storytelling club activities. The general goals refer to the goal that facilitated all purposes, whether the purposes of the students and purposes of teacher.

From the interview, the English teacher stated that the purpose of the storytelling club in SMA Van Lith Muntian was to facilitate students’ creativity and to enhance their talents in storytelling skills as well as their English language skills. Through storytelling activities, they could express their creativity; practice the storytelling and their English language skills.

From the questionnaires, the storytelling club members stated their motivation and purposes in joining storytelling club. Moreover, they stated their own expectation on the activities they liked to involve in. The researcher successfully collected the information by distributing questionnaires to the members of the storytelling club. This questionnaire became the beginning observation and survey to know the students’ purposes and their interest. The questionnaire employed open-questions in order to facilitate students’ creative opinion. There were 4 questions which were asking students about their purposes and expectations of the storytelling club and also about the favorite and the undesirable activities to implement in the storytelling club meetings.

A summary on the data collected through this questionnaire related to storytelling members’ purposes and their expectation were displayed in table 4.2.
Table 4.2 Learners’ purposes

<table>
<thead>
<tr>
<th>Purposes in joining storytelling club</th>
<th>Expected result by joining storytelling club</th>
</tr>
</thead>
<tbody>
<tr>
<td>• To improve English speaking skill</td>
<td>• Be able to speak fluently and confidently</td>
</tr>
<tr>
<td>• To increase confidence when talking in front of audiences</td>
<td>• Be able to speak accurately</td>
</tr>
<tr>
<td>• To enrich learning experiences through storytelling</td>
<td>• Be able to speak in front of audiences</td>
</tr>
<tr>
<td>• To experience new learning atmosphere</td>
<td>• Be able to become more creative</td>
</tr>
<tr>
<td>• To gain knowledge about stories and folktales from all over the world</td>
<td>• Be able to become more expressive</td>
</tr>
<tr>
<td>• To enrich English vocabulary</td>
<td>• Be able to enhance vocabulary mastery</td>
</tr>
<tr>
<td>• To make use of leisure time by doing useful activities</td>
<td>• Be able to understand speech</td>
</tr>
<tr>
<td>• To have fun with English</td>
<td></td>
</tr>
</tbody>
</table>

All the data above were organized and put in order based on the frequency of appearance. There were eleven respondents filling out the questionnaire. Most often filled more than one answers for each questions. To organize the data, all answers
from all respondents were listed and grouped in a table. The data which are listed down on top numbers (smaller numbers) were the data that often appeared from the questionnaire. On the other hand, when the data are listed down in bigger number, the data rarely appeared in the questionnaire.

From the table 4.2, learners’ need can be identified. In general, the learners aimed to improve their English speaking skill. They wanted to be able to speak confidently in front of audiences. This aspect involved important aspects of speaking skill, such as: fluency and accuracy. It also involved some supporting components to achieve the main goals like the activities, the materials, and also the learning atmosphere.

From the following paragraphs above, the learners’ and teacher’s purposes are clearly seen. To obtain the general purpose or goal, those purposes needed to combine from one to each other. Fortunately, there was no significant difference between teacher’s and learners’ purposes that might disable them to be put together. While the learners’ purpose emphasized on the speaking skill, the teacher’s purposes emphasized on the storytelling skill. Those skills were not discrete skills that stand alone. One of important criteria in storytelling skill is speaking skill. On the other hand, the storytelling practice might also help to enhance learners’ speaking skill.

As the conclusion, the goal of the design could be identified. It was to design storytelling learning activities to enhance English speaking skill for high school students.
3. Subject Content

Subject content is the appropriate topics which are being chosen to facilitate the learning. According to the research procedure, making list of subject content was done in the stage of preliminary product developing. Listing subject content should be based on the purpose of the design and the related theories. Here, the researcher stated some topics to develop using the knowledge and theories of storytelling. The storytelling theories were chosen for a reason. The storytelling skill theories were applied as the main framework for the learning activities. The learning process was going to be conveyed through storytelling activities, therefore the topics chosen should be derived from storytelling skill.

As previously mentioned in Chapter II, there are some aspects on how to be a good storyteller and some elements of good stories proposed by Mallan in a book titled Storytelling with Children (1991). In a glance, here are the aspects on how to be a good storyteller: good quality of voice, expressive face, good eye contact, gesture, familiarity with the story and posture. While in a good story to tell, there are some basic elements: quick beginning, straightforward action, and definite climax, limited number of characters, repetitive pattern, satisfying conclusion and different versions.

From the information and theories provided by Mallan, the researcher chose seven units to design, they are: (1) basic knowledge of storytelling skill, (2) expression practice, (3) knowing and practicing speaking skill components, (4) describing characters inside the story, (5) sequential action inside the story, and (6& 7) creative storytelling. Each topic spent one meeting of storytelling club which lasted
for 90-120 minutes. To obtain clearer idea on the topics, further discussion is presented below for each topic.

The first topic was basic knowledge of storytelling skill. This topic is a kind of introduction to the storytelling skill. The learners were introduced to some basic knowledge and suggestion in practicing storytelling skill. This activity also helped all learners and the facilitator to have the same perspective on storytelling skill. To provide real context of learning, there was also practices to apply the knowledge that learners got at that day.

The second topic was expression. Expression is one of important aspects in storytelling skill. As mentioned in Chapter II, expression of the storyteller brings mood and strong characters in the story. The expression discussed in this topic covered the area of facial expression which is often called mimic and also the expression of our body and hand movement which are known as gesture. It was good for the learners to see some examples of how to maintain mimic and gesture before they practiced it.

The third topic was knowing and practicing speaking skill components. Within this unit the learners were going to identify some aspects in speaking skill like fluency and accuracy. It was important for them to know the components of speaking skill since the goal of the design was to enhance students’ English speaking skill. Besides identifying the components, the more important activity like speaking practice was needed to conduct.

The fourth topic was describing characters inside the story. It is important for storytellers to describe the characters inside the story they are telling to audiences. In
this unit, the learners identified some vocabularies used to describe characters. Moreover, the learners also needed to practice on how to describe characters inside their story.

The fifth topic was sequential actions. It is important for the learners to know the sequential actions since there will be many events happen in a story. In order to link the actions, the learners have to practice on how to deal with sequential actions. Within this unit, the learners were expected to apply time sequence to enable smooth transitions among the events which occur in the story. In addition to identifying the time sequence, the learners also had chances to make use of the time sequence in real practice.

The sixth topic was creative storytelling. It is important for storytellers to tell a creative story which no one has ever heard before. The key for success in creating creative stories is imagination. In this unit, the learners were asked to create a story using various and random pictures.

The seventh topic was the same as the topic in the sixth unit. It was also about creative storytelling. It is important for the storyteller to provide surprising events in the story. In this unit, the learners were asked to create, continue and develop story which was previously started by their friend. The learners were also expected to express their idea freely.

Besides the seven topics discussed in the previous paragraphs, the researcher also conducted pre-test, post-test and reflection. Each of them spent one meeting of storytelling club. The basic consideration for choosing these three activities to be included in the design was the importance of knowing how big the improvement of
each learner had made after joining all the activities in the storytelling club. Although the researcher did not conduct them in the main field testing, these three activities might be helpful for the storytelling club that would experience all the units.

Considering the limited meeting to conduct the learning activities within one semester, the schedule to conduct the subject content is drawn in table 4.3. the subject content was put in particular order which started from the first topic up to the last topic.

<table>
<thead>
<tr>
<th>Meeting</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pre-test</td>
</tr>
<tr>
<td>2</td>
<td>Basic of storytelling</td>
</tr>
<tr>
<td>3</td>
<td>Mimic and gestures</td>
</tr>
<tr>
<td>4</td>
<td>Components of speaking skill</td>
</tr>
<tr>
<td>5</td>
<td>Describing characters inside the story</td>
</tr>
<tr>
<td>6</td>
<td>Applying time sequence in storytelling</td>
</tr>
<tr>
<td>7</td>
<td>Creating stories using various and random pictures</td>
</tr>
<tr>
<td>8</td>
<td>Develop and continue others’ stories</td>
</tr>
<tr>
<td>9</td>
<td>Post-test</td>
</tr>
<tr>
<td>10</td>
<td>Reflection and evaluation</td>
</tr>
</tbody>
</table>
4. Storytelling learning activities

In this part, a further development to the design is discussed. After listing the topic to be presented in the design, it was important for the researcher to look for detailed activities, appropriate tasks and materials for each unit to complete the design. In order to present the ideal design, the researcher needed to obtain some important information related to the students’ interest in activities of learning and the description on the learning process that they had experienced since joining storytelling club in Van Lith Senior High School. Furthermore, the theories of learning activity and speaking skill were considered as the underlying knowledge and information in order to present the design.

In order to find out the students’ interest in activities of learning, open response questionnaires were distributed to all members of the storytelling club to collect their opinion. They were asked to mention the activities which they liked and which they did not like to have in the storytelling club meetings. Here below in table 4.4, the summary of learners’ opinion which is showing their interest in storytelling activities are drawn.

<table>
<thead>
<tr>
<th>Learners’ interests in storytelling activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>The activities expected to be applied in storytelling club meeting</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
6. Drama performances  
7. Mimic/Pantomime  
8. Sharing experiences  
9. Singing various songs  
10. Reading stories  
11. Doing storytelling outside of the classroom  
12. Watching films and videos  
13. Gossiping (talking about other people)

<table>
<thead>
<tr>
<th>The undesirable activities to be implemented in storytelling club meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Lengthy lecturing</td>
</tr>
<tr>
<td>2. Theoretical discussion</td>
</tr>
<tr>
<td>3. Listening to facilitator’s long explanation</td>
</tr>
<tr>
<td>4. Taking homework</td>
</tr>
<tr>
<td>5. Grammar test</td>
</tr>
<tr>
<td>6. Memorizing long stories</td>
</tr>
<tr>
<td>7. Complicated activities</td>
</tr>
</tbody>
</table>

From the table 4.4, learners’ interest can be identified. In general, learners liked activities which provided sufficient time for conducting practice to speaking skill. They also mentioned some activities which might support the learning activities in the storytelling club meetings such as: storytelling performance, games, singing, and drama. Besides the favorite activities, the learners also listed some undesirable activities which they suggested not to be implemented in the storytelling club meetings, such as: lecturing, theoretical discussion and grammar test. This
phenomenon showed that learners tended to avoid passive activities like listening to explanation. Their rejection on the grammar test showed that they preferred communicative activities rather than activities dealing with theory of language.

In order to find out the learning activities that had been experienced by the storytelling club members, the researcher conducted an interview with the English teacher who was in charge of the storytelling club. The interview questions were about the description on things related to the learning activities which had been implemented and experienced by storytelling club members.

From the interview with the English teacher, some important data about the activities of storytelling club were also obtained. The regular meeting of the storytelling club was held once a week on every Saturday. The meeting started at 12.00 a.m. which lasted for 90 up to 120 minutes. There were some exceptions on Saturday in the second week each month when the school gave one day off from all routines for all the students or another Saturday when the school was already prepared the day to hold some important events. On those days, the storytelling meetings were also cancelled. Therefore, there would be three meetings each month in the maximum and ten meetings conducted in one semester in total. Usually, the meeting took place in one of the classrooms. Most often, it took place in the English room where some facilities such as dictionary and computer were provided. However, sometimes, the meeting was also held in the school hall or in the yard to vary and maintain different atmosphere for the activities.

There were common activities held in the storytelling club meeting, such as: story reading, story interpreting and also storytelling performance. These three main
activities became the heart of all storytelling activities conducted in most of the meetings. Story reading was the first. In story reading, the members of the storytelling club were given stories, most often in form of short stories. Each member had one story to read and usually different students have different stories. In story reading, the members tried to understand the story and its components such as: the vocabulary used in the story and the sequential actions inside the story. The second activity was story interpreting. In this activity, the members were expected to find a way, whether to adopt or adapt the story to be retold to the other members of the storytelling club when they had storytelling performances. They might use the same plot and the same style or even their own way to retell the story. Finally, the storytelling performance was the last activity. After the members had finished story reading and story interpreting, they had to retell the story to the other storytelling club members. The other members would act as the audiences of the story.

From those main activities described above, the English teacher informed that storytelling performance was the favorite one, especially when they had opportunities to do storytelling in group. The members looked more confident when they told the story in group rather than to do it by themselves one by one. This phenomenon clearly showed that the members lacked of personal confidence. On the other hand, story reading was the activity they did not like the most. The story reading spent much time for the members to think about their understanding on the story, vocabularies, and other components of the story. The members found it exhausting to think seriously after school.
It is clear that those kinds of activities require many collections and types of stories. The English teacher said that the storytelling club already had a lot of stories collection of many types. They took them from books and the internet. Fortunately, their school provided complete media to facilitate the learning activities. Computer, LCD, Wi-Fi Internet access, handy camera, audio recorder and various kinds of dictionaries were the examples of learning media that were provided to facilitate the storytelling activities.

According to the English teacher, the basic organization of the activities of storytelling club were the same with learning activities planned in the School Based Curriculum that divided the activity into three big parts, which are: pre-activities, whilst-activities and post activities. The pre-activities often applied the warming up activity. In this activity, there would be some explanations from the facilitators (the terms to replace teachers in storytelling club) related to the main activities. This kind of activity was conducted to give basic knowledge or information for brainstorming before the members were involved in whilst activities. Whilst activities are the activities that have been described in the previous paragraph, such as: story reading, story interpreting, and storytelling performance. Feedbacks given from the facilitator for the members often became the post activity for the meeting. However, the teacher did not adopt or adapt the activities and materials from the curriculum since the storytelling club activities were meant only to facilitate students’ interest and talent in the storytelling. Moreover, the storytelling club consisted of various students who ranged from the first year up to the third year students. This became a consideration for teacher to plan general activities and purposes to all students.
When dealing with methods and techniques applied to arrange the storytelling club activities, the English teacher stated that during this time, there were no specific and clear methods and techniques that had been applied. The facilitators did not use certain method and technique. Therefore, occasionally when the English teachers observed the storytelling meetings, the facilitators sometimes jumped from one activity to another without clear link to connect the activities. This often confused the storytelling members to completely understand the ongoing learning process.

The independence of the storytelling activities and materials from the School Based Curriculum brought problems for the English teachers in SMA PL Van Lith Muntilan. The storytelling club then, required English learning for specific purpose design. All English teachers in SMA PL Van Lith were very busy and they did not have more time to design the appropriate activities. Outside the formal teaching-learning activities, they often had to go to seminars, trainings, meetings and other activities that consumed much of their time. Designing learning activities for the storytelling club seemed to be hard and impossible for the English teachers within the semester. In table 4.5, the summary of learners’ experiences in the storytelling club is presented.

**Table 4.5 Learners’ experiences in the storytelling club**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activities</td>
<td>In almost all meetings conducted, learners experienced story reading, story interpreting, and storytelling performance.</td>
</tr>
<tr>
<td>Activities organization</td>
<td>Learners experienced activities that divided into three parts such as: pre-activity, whilst activity, and post-activity.</td>
</tr>
</tbody>
</table>
Methods and Techniques
Learners experienced unstructured methods and techniques in maintaining the storytelling activities.

Materials
Learners experienced stories from books and internet as the materials which facilitated the storytelling activities.

Media
Learners experienced using some media, such as: computer, internet network, audio and video recorder; in the storytelling

After knowing the students’ interests and the learning activities they had experienced, the researcher started to arrange the learning activities based on learners’ characteristics, learners’ need and the subject content which had been arranged. In order to maintain well structured learning activities in each unit of the design, the researcher divided the learning activities into three major sections namely: pre-activities, whilst activities and post-activities. The following paragraphs discussed the application of these three major sections.

1) Pre-activities

The pre-activity aimed to prepare the learners to be involved and participated effectively in the main learning activity namely whilst activity. In this study, pre-activity was also used as the energizer for the learners that will help learners to keep them motivated after the formal school. There were several activities and materials that were appropriate to facilitate those purposes. In pre-activity, the use of games and song could energize the learners and introduce them to the topic and the purpose of the meeting.

Short discussion on the vocabularies used in the games and the song would make a good bridge for the learners before they started the whilst activities. The
vocabularies discussion could also be prepared in written form that is known as glossary. Glossary is a list of vocabularies and its meaning list to help learners get better understanding on the topic being discussed.

However, since pre-activities were only the introduction and the energizer for the main activities, it should not consume a lot of time that had been allocated for the learning activities. It would help student participate in the main activities effectively.

2) Whilst activities

Whilst activities referred to the main activities that were conducted to facilitate students’ learning. Whilst activities usually consumed most of the time of the meeting. Since it consumed most of the allocated time, varied learning activities were required in order to prevent learners from getting bored. There were numerous activities that could be applied in the storytelling learning activities such as: practice, writing story draft and giving evaluation.

In every meeting of storytelling club, it was important to have practice of storytelling and speaking skill since the purpose of the design was to enhance English speaking skill. This activity should have bigger time allocation since from the need analysis the learners were interested more in doing such activities rather than listening to theories discussion. However, the discussion on the theories, information, and knowledge related to the topic played significant role in gaining learners’ knowledge and also maintaining their critical thinking.

Writing story draft was also one of the storytelling skills. This draft helped learners to organize the story that they made. Moreover, it also built a good habit of
making an organized story. However, since the focus of the design was to enhance the speaking skill, this activity was not really exposed in the design.

Giving evaluation was also an important activity that was implemented in the design. Through this activity, the learners tried to provide feedback required by their friends. They also learnt to accept evaluation from their friends. This activity could also give the learners exposure in practicing their English speaking skill since the evaluation should be conducted in English.

3) Post-activities

Post-activity were conducted before the storytelling club meeting ended. It was in the form of learning reflection. It was a very important activity for some reasons. Learners’ reflection could be an indicator whether the learners had achieved the objectives of the meeting or not. From the reflection, the facilitator could also ask for criticism and suggestions on things related to the learning activities, materials and tasks which was implemented, and also the facilitator’s role during the activity. Through reflection, the facilitator could also assess what storytelling club had achieved so far.

In table 4.6, the summary on the major activities that had been applied in the design is presented.

Table 4.6 Major activities applied in the design

<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pre-activity</td>
<td></td>
</tr>
<tr>
<td>1.1</td>
<td>Games and song</td>
<td>These activities functioned as the learning energizer to</td>
</tr>
</tbody>
</table>
motivate learners to recharge their energy after one day school.

1.2 Glossary

This activity helped the learners to understand the vocabularies used in the materials that were going to be discussed in the whilst activities.

2 Whilst activities

2.1 Practice

This activity provided chances for the learners to enhance their storytelling and speaking skills through varied performance.

2.2 Writing story draft

This activity helped learners arrange their stories to be well structured.

2.3 Giving evaluation

This activity helped learners to give and get feedback on their performance. This activity also provided chances for the learners to practice their speaking skill especially in giving opinion.

3 Post-activity

3.1 Reflection

This activity was conducted to obtain criticism, suggestion and conclusion about the learning activities, materials and task conducted in the meeting.

5. Feedback from the product validation

After finishing the design, the researcher should check whether the design was already good or not. Therefore, the researcher conducted product validation through preliminary testing to evaluate the design. The evaluation obtained from the preliminary testing step became the guidance to revise the design.
The researcher had decided to conduct interview with some experts, in this case, the experts in education field especially dealing with learning activities design. Therefore, the researcher chose three respondents who were considered as experts in English language teaching. Lecturers and teachers were the first to be considered as the right respondents since they got many experiences in designing learning activities and other learning materials. Then, there were two PBI lecturers and one high school English teacher who agreed to involve in this design as the respondents. In table 4.7 a description on the respondents can be seen.

Table 4.7 Description of Preliminary testing respondents

<table>
<thead>
<tr>
<th>No</th>
<th>Participants</th>
<th>Educational background</th>
<th>Teaching experiences (in years)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>S1</td>
<td>S2</td>
</tr>
<tr>
<td>1</td>
<td>Lecturer A</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>2</td>
<td>Lecturer B</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>3</td>
<td>Teacher</td>
<td>✓</td>
<td>-</td>
</tr>
</tbody>
</table>

The researcher conducted the interview during the second week of January 2009. The interview was done in two different places. Interview with the lecturers was held in Campus 1 of Sanata Dharma University, whereas the interview with the English teacher was held in Campus building of SMA PL Van Lith Muntilan. The results of the interview are discussed in the following paragraph.

Before the interview, the researcher had already distributed the interview checklist to the respondents. This procedure was taken to give clear description on what answers that respondents were needed to prepare before the interview. The
researcher believed that it could save much time and it also could help the researcher
to get better answers since the respondents were ready with their answers.

There were several questions prepared and had been grouped into some parts
to find answers related to the objectives, learning activities, materials, method and
technique, and also the difficulty level of design. However, other questions were also
allowed to raise when necessary.

In the part talking about the objectives of the design, all respondents agreed
that the designed learning activities have met students’ needs and matched the
learning objectives. The learning activities had facilitated the students to become
good storyteller and also enhance their speaking skill. The learning activities also had
reflected the objectives of the study. The learning activities and the materials inside
supported the learning objectives.

According to all respondents, the method and technique that were applied in
the design really suited the design. The lecturers said that Communicative Language
Teaching (CLT) helped the design facilitate the learning. The students were
motivated to use the target language without being forced. From the design, the role
of the teacher was obviously seen as the facilitator. Then, it was clearly shown that
the learning activities applied CLT. According to the English teacher, CLT helped
the students communicate with their friend. However applying only one method
would narrow the activities, Total Physical Response (TPR) could be considered as
an alternative. On the other hand, according to the lecturers, within the context of this
study, CLT is the most suitable one.
When all respondents were asked about the learning activities, they also agreed that the learning activities had been varied. According to the lecturers, in one meeting, there were several interesting activities. A good example was shown when the students not only have to tell stories, but also writing the draft. It showed language skills integration. The other lecturer added that there was a good consideration in constructing the order of the meeting. It was clearly seen that all activities were lead into the general purpose of the design. According to the teacher, the activities were very suited the learners’ needs since they reflected learner-centered activities then the students would be active learners in the class. Based on the lecturers’ opinion, not 100% of the learning activities could be adopted by other school since there would be different needs and interest of the students, however, other school might adapt some of the basic principle from this design. The same principle occurred for the materials; other school might only adapt some materials or share the same source for it.

According to the lecturers and the teacher, the evaluation part in the designed learning activities would stimulate students’ critical thinking. The students learnt to give feedback to their friends as well as to receive feedback from their friends. They also practiced their speaking skill too. Providing the evaluation sheet for the students was considered a great idea. It was fair for the students to know in what way they were evaluated.

All respondents agreed that the materials were very interesting. It had to be attractive for the students. There were fun games and interesting songs to be done in
the classroom. However, it was also important to attach the source of the materials, in case that the teachers or the students needed to find some additional materials.

All respondents agreed that there were several vocabularies which were too difficult for the students. The lecturers suggested the researcher to provide glossary and an activity to discuss the vocabularies. Meanwhile, the teacher suggested the researcher to discuss the vocabularies directly when the teacher or students found the difficult vocabularies.

All respondents agreed to state that the difficulty level of the designed learning activities was in accordance with students’ level and needs. All lecturers and teacher stated that it would be the teacher/facilitator’s responsibility in transferring the idea and conducting the activity. When the instruction of the activity was not clear, the problem was not in the design, but on the facilitators themselves.

To summarize the data obtained from the interview, table 4.8 in the next page will described the strengths and weaknesses of the design.

Table 4.8 Strengths and weaknesses of the design

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. There were various interesting learning activities.</td>
<td>1. There was no helpful glossary to help students deal with difficult vocabularies.</td>
</tr>
<tr>
<td>2. The layout of the design was very attractive.</td>
<td>2. There were some unclear fonts because of the font style and the use of too bright colors.</td>
</tr>
<tr>
<td>3. The order of the activities was very good.</td>
<td></td>
</tr>
<tr>
<td>4. The order of the meeting was great.</td>
<td></td>
</tr>
</tbody>
</table>
5. The instruction was very clear
6. The evaluation form really facilitated the students to enhance their speaking skill
7. There were creative activities

In the end of the interview, the teacher suggested the researcher to develop reflection in the end of each meeting orally and in written form to enhance other language skill also. Meanwhile, the lecturers suggested the researcher to limit the colors of the fonts to make it readable.

6. Product revision

The data obtained from the preliminary testing step was very important to evaluate the design. After maintaining the obtained feedback from the respondents in the preliminary testing, the feedback would be used as basic considerations to revise the design. Based on the obtained data, there are some revisions for the design. The data is presented in table 4.9.

Table 4.9 Revision of the design

<table>
<thead>
<tr>
<th>Unit</th>
<th>First design</th>
<th>Revision</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>• No sources for the materials were mentioned in</td>
<td>• Put the source of the materials (handout</td>
</tr>
<tr>
<td></td>
<td>the design and no example of the story.</td>
<td>and song), provide one story titled “The</td>
</tr>
<tr>
<td></td>
<td>• No glossary</td>
<td>Three Billy Goats Gruff” as the example.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>
| 3 | • Light colors for the background of the daily cards activities.  
• No source is available for the song titled “Doe Ray Me”.  
• No glossary | ✓ Put a page of glossary to enriched learners’ vocabularies  
✓ Change the colors of the card’ background into the darker ones.  
✓ Put the source of the song titled “Doe Ray Me”  
✓ Put a page of glossary to enriched learners’ vocabularies |
| 4 | • “Ravie” font type for the handout.  
• Five different font colors for the short story.  
• No glossary | ✓ Change the “Ravie” font type of the handout into “Comic Sans MS”. Change the font colors of the short story into only one main color.  
✓ Put a page of glossary to enriched learners’ vocabularies |
| 5 | • “Freestyle Script” font type for the handout.  
• No source is available for the song titled “Daisy”.  
• The font color for the students’ evaluation sheet was too bright.  
• No glossary | ✓ Change the “Freestyle Script” font type of the handout into “Comic Sans MS”.  
✓ Put the source of the song titled “Daisy”.  
✓ Change the font color for students’ evaluation sheet into a darker one.  
✓ Put a page of glossary to enriched learners’ vocabularies |
<table>
<thead>
<tr>
<th></th>
<th>learners’ vocabularies</th>
</tr>
</thead>
</table>
| **6** | • No source is available for the song titled “Mary had a Little Lamb”.  
       • The handout was highlighted with three different colors.  
       • The font color for the students’ evaluation sheet was too bright.  
       • No Glossary |
|   | ✓ Put the source of the song titled “Mary Had a Little lamb”.  
   | ✓ Remove all the highlights.  
   | ✓ Change the font color for students’ evaluation sheet into a darker one.  
   | ✓ Put a page of glossary to enriched learners’ vocabularies |
| **7** | • No source is available for the song titled “My Bonnie Lies over The Ocean”.  
      • The font color for the students’ evaluation sheet was too bright. |
|   | ✓ Put the source of the song titled “Mary Had a Little lamb”.  
   | ✓ Change the font color for students’ evaluation sheet into a darker one. |
| **10** | • No glossary |
|   | ✓ Put a page of glossary to enriched learners’ vocabularies |
7. **Product implementation**

The last part of the ideal design of storytelling learning activities for high school students to enhance English speaking skill was the implementation of the design. In Borg and Gall’ R &D, this implementation is called main field testing. In the main field testing, the design, which was evaluated by the respondents of preliminary testing, was implemented in real classroom. Further explanation on the implementation of the product is discussed on the next part of this chapter.

**B. The enhancement of students’ speaking skill through experiencing the storytelling learning activities.**

Based on the purpose and the learners’ needs, the design was implemented for the storytelling club in SMA PL Van Lith Muntilan. The implementation was held in two meetings in February 2009. The decision on how many meeting the main field testing could be applied was based on the permission and discussion with the English teacher. The researcher had the opportunity to implement two units from the design, which are: unit seven and unit eight.

The implementation of the product involved the majority of the members of storytelling club in SMA Van Lith Muntilan. There were 11 students on the first day and 12 students on the second day of implementation who came to the storytelling club meeting on those days. They were also the respondents of the questionnaire conducted to obtain learners’ opinion on the designed storytelling learning activities.

In order to answer the second question from the research’ problem formulation, this part was divided into three parts that would discuss the description
of field testing participants, description on field testing learning activities, and discussion on the extent that storytelling enhance learners’ English speaking skill.

1. **Description of field testing participants**

   The participants in the field main testing were the students who were the members of the Storytelling club in SMA PL Van Lith Muntilan. They varied from tenth grade and eleventh grade. The twelfth grade students did not join the storytelling club activities anymore because of their school policy. During the two meetings implementation, there were eleven students who joined the first day implementation and twelve students who actively joined the learning activities on the second day. The total numbers of the storytelling club members were actually more than fifteen. However, due to some dormitory task and other students’ organization activities at school, several members could not come to the storytelling meeting in the first day and the second day.

   Below, table 4.10 showed the personal data description of the students who joined the main field testing.

   **Table 4.10 learners’ personal data**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Unit 7</th>
<th>Unit 8</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Numbers of students</td>
<td>percentage</td>
</tr>
<tr>
<td>Grade</td>
<td>X</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>XI</td>
<td>4</td>
</tr>
<tr>
<td>Gender</td>
<td>Male</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>8</td>
</tr>
<tr>
<td>Age</td>
<td>14 years</td>
<td>0</td>
</tr>
</tbody>
</table>

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
From the table, we can see the fact that in the implementation of unit seven there were eleven students who joined the meeting. The other fact was shown from the table was that the tenth grade students dominated the storytelling club in numbers. 63.63% of the storytelling club members were tenth grade students and the rest 36.37% were the eleventh grade students. Domination was also shown in gender composition. There were more female students rather than male students. 72.73% of storytelling club were female students, and the rest 27.27% were male students. In the last criteria, it was shown that the students varied in three groups of ages that were: group of fifteen, sixteen and seventeen years old. More than a half from the members’ total numbers composition were the students in the age of fifteen with percentage up to 54.54%. Below it, the students in the group age of sixteen took the percentage of 36.37%. The rest, were the students of seventeen with percentage of 9.09%.

From the table, we can see the fact that in the implementation of unit eight there were twelve students who joined the meeting. The other facts show that the tenth grade students dominated the storytelling club in numbers. 83.33% of the storytelling club members were tenth grade students and the rest 16.67% were the eleventh grade students. Domination was also shown in gender composition. There were more female students rather than male students. 83.33% of storytelling club
were female students, and the rest 16.67% were male students. In the last criteria, it was shown that the students varied in four groups of ages that were: group of fourteen, fifteen, sixteen and seventeen years old. More than a half from the members’ total numbers composition were the students in the age of fifteen with percentage up to 58.33%. Below it, the students in the group age of sixteen took the percentage of 25%. The rest, were the students of age fourteen and seventeen.

2. Description on field testing of the storytelling learning activities

The main field testing implemented two units of the design, which were: unit seven and unit eight. Those units were randomly chosen since all units in the design shared the same form of activities, which focused on providing chances for students to practice their speaking skill. To get clearer description on the implementation, the followings discussed the implementation of the product in details started from the pre-activities, whilst activities up to the post-activities. The discussion specified for each meeting.

First, this is the discussion on implementing **unit seven**. The implementation was held on 14 February 2009, started at 12.20 a.m. up to 14.30 p.m. There was 15 minutes late to begin the meeting due to the decision to wait the students who came late to the meeting. After all the eleven students came to the classroom, the meeting began. In general, the learning activities were divided into three important parts, which are: pre-activities, whilst activities, and post-activities.

In pre-activities, the activity started with a song. The purpose was to energize students’ motivation to join the whole activities. They sang a song titled “Chaka-
chiki”. Moreover, the students were expected to dance with the song. They were doing this energizer for three times. At the first turn, it was clearly seen from their facial expression that they were ashamed to do the dancing. The researcher realized it and he tried to encourage the students not to be ashamed in order to feel fun with the activity. At the third turn the students seemed to be happier and more confident. After singing the song, the students listened to the researcher explanation on that day’s meeting learning objectives.

In the whilst activities, the students were expected to create a story from random pictures and then performed it in front of their friends. There were also two supporting activities for the storytelling performance, which are: making story draft and making evaluation for the stories. The researcher began with explaining the procedure of the activities. First, the students should take the pictures and started to make the draft of it. Second, the students should perform their storytelling using the story they had made. Third, they were to give feedback to their friends’ performance and also to listen to the feedback they got from their friends. In order to succeed in giving feedback and evaluation, the researcher provided them evaluation checklist and some explanations on the evaluation components.

The students started with making draft of their story which was done in the classroom. After that, they should practice telling story personally, and they were allowed to find a place outside of the classroom to have the practice. After that, they were divided into three groups, two groups consisted of four members and one group consisted of three members, and they began their storytelling in turn. After all group members had done with the storytelling performance, they started the group
discussion to give and listen to the evaluation of the storytelling performance. After they finished with the whole activities, the students went back to the classroom. During the whilst activities, the researcher played roles as the observer and the facilitator who helped students when they found difficulties in doing the task.

In the post-activities, the students were to give their opinion on the learning activities they experienced on that day’s meeting. There were several students giving their opinion about the activities they had experienced. After that, the researchers added some feedback and evaluation on what students had done. The researcher also made some conclusion and expectation on the learning activities that had been conducted.

After the meeting had over, the researcher asked the students to fill out the questionnaire which had distributed. The purpose of the questionnaire was to obtain students’ opinion and evaluation on the learning activities they had experienced. The discussion on the content of the questionnaire is presented on the second part of the Chapter IV content.

Next, this is the description on the implementation of unit eight. The implementation was held on Sunday, 15 February 2009, started at 10.10 a.m. up to 12.00 a.m. Some students came. This caused the researcher to postpone the implementation. Similar with the implementation of unit seven, in general, the learning activities in unit eight were divided into three parts, namely: pre-activities, whilst activities, and post-activities.

In the pre-activities, the activity began with a song. However, one student raised her opinion about having games rather than a song as the beginning of the
activity. Then, the researcher asked the other students about their friend’s opinion. The other students agreed with the opinion, and then the researcher decided to change the pre-activity by replacing the song with the games in unit four. The students played the game called “repeat after me” which was adopted from well known games namely “chain message”. The purpose of the game was to show the importance of talking fluently, accurately and clearly in order to send the right message to the recipients. This purpose then became the prologue to inform the students on that day’s meeting objective; which are to create and develop others’ stories and also to practice speaking skill through giving evaluation to others.

In the whilst activities, there were several main activities. First, the students were divided into three groups consisting of four students. After that, the researcher explained the procedure of “creating and developing stories from others’ story”. After the researcher was sure that all students had understood their task, the researcher placed the groups in three different places so that the group would not disturb other group’s activities. Second, after they finished the storytelling activity, they discussed the evaluation for each member of the group to revise their mistakes when performing the storytelling. Similar to what they did in the previous meeting, they used evaluation checklist to give feedback to their friends. Third, they repeat the storytelling activities with new stories to revise their first performance. Last, all students gathered back into the classroom and made one big group to do the storytelling. During the first, second and third activity, the researcher played role as the observer and group activity manager. In the last activity, the researcher joined the students as a participant to perform storytelling too.
In the post activity, the researcher gave feedback and evaluation on students’ performance within the last storytelling activity where he also joined as a participant especially to correct students’ mistakes in pronunciation, grammar and vocabulary usage. Next, the researcher asked students’ opinion on the learning activities they had experienced on that meeting. In the end of the meeting, the researcher concluded what students’ had learnt in that day’s meeting.

Similar with the implementation of unit seven, after the meeting the students were asked to fill out the questionnaire he had distributed. The purpose of the questionnaire was to obtain students’ opinion and evaluation on the learning activities they had experienced. Furthermore, the discussion on the content of the questionnaire is presented on the second part of the Chapter IV.

In conclusion, from all implementations which had been conducted, the students experienced learning activities which were divided into three main parts namely: pre-activity, whilst activity and post-activity. In the pre-activities, students were guided and prepared to be ready with the main activities which had been prepared to facilitate their learning. In the whilst activities, students experienced storytelling learning activities to enhance their English speaking skill. Meanwhile, in post-activities, the students were given feedback, evaluation and suggestion to become better English speakers and also better storytellers. During the meeting the role of the teacher was to be the facilitator who observed, gave feedback, and controlled the learning activities.
3. Discussion on the enhancement of students’ speaking skill through experiencing storytelling learning activities.

Within this part, a discussion on the students’ enhancement in English speaking skill through storytelling learning activities would be specified. The enhancement would be viewed from students’ perception. In order to get the required information to answer the second question in problem formulation, the researcher distributed questionnaires to obtain students’ opinion on the product.

The questionnaire was aimed at collecting information to find out in what ways the students feel their speaking skill was enhanced through experiencing the designed storytelling learning activities. The questionnaire was distributed to the students after the researcher had finished conducting the field main testing. The questionnaire was distributed twice; the first one was after the implementation of unit seven, and the second one was after the implementation of unit eight. The table 4.11 in the next page shows the summary of the students’ opinion.
### Table 4.11 Students’ opinion on the main field testing

<table>
<thead>
<tr>
<th>No</th>
<th>Question &amp; Answer</th>
<th>Unit 7</th>
<th>Unit 8</th>
</tr>
</thead>
</table>
| 1  | **Question** What do you get from storytelling club meeting today? | **Answer** • Through storytelling practice, I get chance to practice expressing my ideas using English.  
• I can explore my creativity by telling stories using imagination from the pictures provided in the activity.  
• I learn how to give comment on my friends’ storytelling performance.  
• I get more motivation to practice and develop my speaking skill.  
• I Enrich my storytelling experiences  
• I can get fun with English | **Answer** • I can improve my speaking skill by learning from my own mistakes and also feedbacks and suggestion from my friends.  
• I learn how to be confident when telling stories using English.  
• I can explore my creativity in creating stories using imagination  
• I can improvise spontaneously on the storytelling performance.  
• I Learn how to be a good storyteller |
<table>
<thead>
<tr>
<th>Question</th>
<th>Were today’s learning activities fun and interesting?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Anwer</td>
<td>Yes: 100% Reasons:</td>
</tr>
<tr>
<td></td>
<td>• They encouraged students to be creative.</td>
</tr>
<tr>
<td></td>
<td>• They explored students’ imagination.</td>
</tr>
<tr>
<td></td>
<td>• They challenged students to create interesting stories.</td>
</tr>
<tr>
<td></td>
<td>No: 0% Reasons:</td>
</tr>
<tr>
<td></td>
<td>Yes: 100% Reasons:</td>
</tr>
<tr>
<td></td>
<td>• They challenged students to be confident speakers.</td>
</tr>
<tr>
<td></td>
<td>• They explored students’ creative imagination.</td>
</tr>
<tr>
<td></td>
<td>• The activities were challenging.</td>
</tr>
<tr>
<td></td>
<td>No: 0% Reasons:</td>
</tr>
</tbody>
</table>

- I get fun with English
- I can give my opinion on my friends’ storytelling performance.
<table>
<thead>
<tr>
<th>Question</th>
<th>Did the learning activities motivate you to speak in English?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Answer</strong></td>
<td><img src="image.png" alt="Image of table with answers" /></td>
</tr>
<tr>
<td><strong>Yes</strong></td>
<td><img src="image.png" alt="Image of table with reasons" /></td>
</tr>
<tr>
<td><strong>No</strong></td>
<td><img src="image.png" alt="Image of table with reasons" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question</th>
<th>What activity motivated you to speak English at the most? (if any)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Answer</strong></td>
<td><img src="image.png" alt="Image of table with activities" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question</th>
<th>What activity made you feel bored? (if any)</th>
</tr>
</thead>
</table>

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
<table>
<thead>
<tr>
<th>Question</th>
<th>Did the learning activities provide sufficient chance for you to speak in English?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Answer</strong></td>
<td><strong>Yes:</strong> 72.73%</td>
</tr>
<tr>
<td><strong>Reasons:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Yes:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Reasons:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Yes:</strong></td>
<td>All group members could finish their stories within the provided time.</td>
</tr>
<tr>
<td><strong>Reasons:</strong></td>
<td>Feedback discussion was always using English.</td>
</tr>
<tr>
<td><strong>Yes:</strong></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Question</td>
</tr>
<tr>
<td>---</td>
<td>---------</td>
</tr>
<tr>
<td></td>
<td>Reasons:</td>
</tr>
<tr>
<td></td>
<td>• The song was entertaining.</td>
</tr>
<tr>
<td></td>
<td>• The song stimulated confidence</td>
</tr>
<tr>
<td></td>
<td>• The instruction for the following activities is complete.</td>
</tr>
<tr>
<td>8</td>
<td>Question</td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>Did the feedbacks you get from your friends help you to enhance your English speaking skill?</td>
</tr>
<tr>
<td>----------</td>
<td>--------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Answer</td>
<td>Yes: 100%</td>
</tr>
<tr>
<td></td>
<td>Reasons:</td>
</tr>
<tr>
<td></td>
<td>• The feedbacks helped to</td>
</tr>
<tr>
<td>9</td>
<td>No: 0%</td>
</tr>
<tr>
<td></td>
<td>Reasons:</td>
</tr>
<tr>
<td></td>
<td>• The feedbacks helped</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reasons:</th>
<th>-</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The instructions used common vocabularies.</td>
<td></td>
</tr>
<tr>
<td>• The instructions were translated into Bahasa Indonesia when students did not understand the meaning.</td>
<td></td>
</tr>
<tr>
<td>• The voice was clear and audible</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reasons:</th>
<th>-</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The instructions were translated into Bahasa Indonesia</td>
<td></td>
</tr>
<tr>
<td>• The instructions were well ordered.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reasons:</th>
<th>-</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The feedbacks helped</td>
<td></td>
</tr>
<tr>
<td>• The feedbacks helped</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reasons:</th>
<th>-</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The feedbacks did not</td>
<td></td>
</tr>
</tbody>
</table>

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
<table>
<thead>
<tr>
<th>Question</th>
<th>Did your feedbacks given to your friend help you to enhance your English speaking skill?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answer</td>
<td>Yes: 100%</td>
</tr>
<tr>
<td></td>
<td>Yes: 91.67%</td>
</tr>
<tr>
<td></td>
<td>No: 0%</td>
</tr>
<tr>
<td></td>
<td>No: 8.33%</td>
</tr>
<tr>
<td>Reasons</td>
<td>Giving feedbacks using to other friend also practiced English speaking skill.</td>
</tr>
<tr>
<td></td>
<td>The students were always trying to give feedback using English.</td>
</tr>
<tr>
<td></td>
<td>The students were able to learn from others’ mistakes</td>
</tr>
<tr>
<td></td>
<td>It was hard to give feedback to others using English.</td>
</tr>
<tr>
<td>Question</td>
<td>Was the allocated time sufficient for facilitating learning activities?</td>
</tr>
<tr>
<td>----------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Answer</strong></td>
<td><strong>Yes: 90,91%</strong>&lt;br&gt;Reasons: &lt;br&gt;- All tasks that were given could be done within the allocated time.</td>
</tr>
<tr>
<td></td>
<td><strong>Yes: 66,67%</strong>&lt;br&gt;Reasons: &lt;br&gt;- All students got equal time to speak. &lt;br&gt;- The time allocation was enough to cover all activities</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question</th>
<th>Give your criticism and suggestion on the learning activities that you have experienced in today’s meeting?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Answer</strong></td>
<td><strong>Criticism:</strong>&lt;br&gt;- The meeting should begin and end according to the schedule. &lt;br&gt;- English-English dictionary was not very helpful.</td>
</tr>
<tr>
<td>Suggestions:</td>
<td>Suggestion:</td>
</tr>
<tr>
<td>-----------------------------------------------------------------</td>
<td>-----------------------------------------------------------------</td>
</tr>
<tr>
<td>• Add various interesting activities to avoid boredom.</td>
<td>• Put a song in the middle of activities to energize the students.</td>
</tr>
<tr>
<td>• Use creative ways of teaching and avoid conventional ways</td>
<td>• Keep the storytelling activities within the small group since it facilitates the learning effectively.</td>
</tr>
<tr>
<td>• Use outdoor activities more often.</td>
<td></td>
</tr>
<tr>
<td>• Provide Indonesia-English dictionary since the students lack with various vocabularies.</td>
<td></td>
</tr>
</tbody>
</table>
Based on the information which is showed in table 4.11, it can be summarized that from storytelling meetings, the learners were able to improve their speaking skill by learning from their own mistakes and also feedback from their friends. Furthermore, through storytelling practice, they got chance to practice expressing ideas using English and they could explore their creativity in telling a story. From the storytelling meetings, they learnt to be confident when telling stories using English and could improvise spontaneously on their storytelling performance.

According to the learners, the learning activities were fun and interesting since the activities encouraged students to be creative and challenged them to be confident speakers. The learning activities also motivated the learners to speak in English since the activities increased learning competitiveness among the learners, enriched English vocabularies, stimulated speaking fluency and provided the chance for the learners to learn from their own mistakes; especially on storytelling performance and evaluation activities. The pre-activities also motivated them to join the following activities since the songs and the games stimulated confidence and motivated active participation. However, explanation on the learning objectives and feedback components activities were considered boring activities.

The learners also stated that the learning activities provided sufficient chance for them to speak in English since the activities provided equal chance for all learners to speak and perform their stories and also the activities encouraged them to speak English all the time. However, some students also stated that they needed more time in brainstorming and practicing activities.
For the learners, during the implementation of the design, the facilitator had given clear and comprehensible instruction about the learning activities since the facilitator used common English vocabularies, bilingual instruction when the learners did not understand the English version of the instruction, well ordered instructions, and the facilitator’s voice was clear and audible.

According to the learners, the feedback they got from their friends helped them to enhance their English speaking skill since the feedbacks helped them to realize their own capacity and weaknesses. It also helped them to revise their mistakes. Furthermore, the feedback they gave to their friend also helped them to enhance their English speaking skill since giving feedback was also a way to practice their English speaking skill.

Although all the learning activities could be done in the allocated time, the learners criticized on the schedule in conducting storytelling club meeting. When the meeting did not start and end on time, the learners would have difficulties in doing other activities such as dormitory routines. They suggested the facilitator to keep the storytelling club meeting in the right schedule. Besides that, the learners also suggested the facilitator to conduct outdoor activities more often, added various interesting activities to avoid boredom and provided Indonesia-English dictionary since the students lacked of various vocabularies.

Based on the data gathered through the questionnaire, the researcher was able to answer the second question in the problem formulation. The data described the benefits and enhancement that students got through experiencing the designed storytelling learning activities.
According to the students, through experiencing the designed learning activities they got a lot of benefits. They could improve their speaking skill by learning from their own mistakes and also feedbacks and suggestion from their friends. They obtained this benefit through experiencing through the storytelling performance and group discussion which evaluate on their own storytelling performance. In the evaluation, the students were provided with evaluation checklist to help them give criticism and suggestion to their friends. This activity also helped the students practice their English speaking skill. They practiced to give opinion on their friends’ performance orally. This kind of activity would enhance their speaking skill in a way that they were able to express their ideas, opinion and comment about everything.

As mentioned in Chapter II, teenagers are the best language learners if they are motivated. This notion put motivation as an important aspect in language learning success. According to the students, by experiencing the designed storytelling learning activities, they were motivated to practice and develop their speaking skill. For them, the learning activities increased learning competitiveness, stimulated them to speak English fluently, enriched their vocabularies and helped them to learn from their own and friends’ mistakes. Those benefits really motivated them to speak in English. The designed learning activities would enhance their speaking skill in a way that they were encouraged and motivated to speak English through the learning activities designed.

Besides motivating the students to speak English, the learning activities enriched their storytelling experiences and also provided chance to increase their
speaking confidence. The students clearly stated the information when they were asked about what they got from the storytelling meeting at that day. These learning experiences were supported by sufficient chance which was provided by the learning activities designed. This experience would enhance students’ English speaking skill in a way that the students got sufficient chance to enrich their speaking experiences, practice their English speaking skill and increase their confidence in speaking through storytelling activities.
CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents two conclusions drawn from the findings and data analysis discussed in chapter IV. This chapter also proposes some suggestions for English teachers and other researchers who would like to use or develop this design.

A. Conclusion

This study sets to investigate two issues: (1) What the ideal design of storytelling learning activities to enhance English speaking skill for the members of storytelling club in Van Lith Senior High School is and (2) How the students’ English speaking skill is enhanced through experiencing the storytelling learning activities. To investigate those issues, the researcher conducted Educational Research and Development which is proposed by Borg and Gall. This Educational Research and Development became the research procedure in designing the product. Furthermore, the researcher also included a number of theories to support this study. There were theories of instructional design which is proposed by Kemp, storytelling, speaking skill, learning activity, learners’ characteristic, and the theory of communicative language teaching. These theories were used as the fundamental information in designing the product. In the end of the study, based on the findings discussed in chapter IV, two conclusions are put forward.
1. The ideal design of storytelling learning activities for high school students to enhance their English speaking skill.

The ideal design of storytelling learning activities for high school students to enhance their English speaking skill is learning activities design which is presented gradually through research procedures and based on reliable theories and data obtained through the research. In this study, the ideal design had seven important aspects. First, the design considered and put the learners’ characteristic and their interests in joining the storytelling club in their school as the basis information to fulfill the learners’ needs. Second, the design clearly stated the purpose of the design which derived from the integration between students’ purpose and motivation in joining the storytelling club and teacher’s purpose in facilitating the storytelling club in Van Lith Senior High School. Third, the design had the list of the subject content which was based on the purpose of the design and the related theories. Fourth, the design stated the process in maintaining and organizing the learning activities. Fifth, the design had been validated by some experts in education field who were represented by two PBI lecturers of Sanata Dharma University and an English teacher of SMA PL Van Lith Muntilan. Sixth, the design had the product revision where the researcher revised and improved the learning activities designed based on the product validation obtained from the lecturers and the teacher. Last, after obtaining product revision, the design had been implemented in real classroom condition.
2. The enhancement of students’ speaking skill through experiencing the storytelling learning activities.

There are three ways that the members feel their speaking skill was enhanced through experiencing storytelling learning activities. First, the members stated that their speaking skill was enhanced through the evaluation activity where they gave and received feedback from their friends’ storytelling performance. Through this activity, they were able to express their ideas, opinions and comments. Second, the members stated that the learning activities designed motivated them to practice their English speaking through storytelling activities. Last, the members felt that the learning activities enriched their storytelling experiences and provided chance to increase their confidence in speaking since there was sufficient chance and time allocated in maintaining the activities.

B. Suggestions

Based on the findings of the study, the researcher would like to give suggestion to those who like to use and develop this storytelling learning activities design:

1. For the teachers

   a. The teachers may use their own materials, such as: stories and songs to be applied in the storytelling learning designed in order to vary the materials and to adapt to the learning atmosphere.
b. The teacher may add some other activities to support all the storytelling learning activities designed.

c. The teachers should pay attention on the time allocation in order not to interrupt the learners’ other schedule since the learners is having busy routines on every day.

d. The teachers should be sure that all the media required in maintaining the storytelling learning activities designed are well prepared and well run since there are several media are required to support the learning activities.

2. **For the other researchers**

   a. Other researchers may conduct a research to measure the effectiveness of this design in fulfilling the purpose of this study.

   b. Other researcher may develop this design which covers only to a one semester program into one year program by enriching the activities for each unit.

   c. Other researchers may develop this design into a new design by applying other methods or techniques which are best fitted to the learners.
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Kemp, J. E. 1977. *Instructional Design: A Plan for Unit and Course Development*. California: FEARON•PITMAN PUBLISHER, INC.


APPENDIX 1

List of Questions for Need Analysis Interview
Raw Data of the Result of Need Analysis Interview
Questionnaire for Needs Analysis
Sample of filled Needs Analysis questionnaire
List Questions for Product Validation
Raw Data of the Result of Product Validation Interview
Questionnaires for Main Field Testing (Reflection for Students)
Samples of Filled-Instruments
A. LATAR BELAKANG
1. Apa yang menjadi tujuan dibentuknya *Storytelling Club* di SMA PL Van Lith Muntilan?
2. Apa yang menjadi harapan (ekspetasi) terhadap siswa yang ikut bergabung dalam *Storytelling Club* ini?
3. Berapa Kali pertemuan *Storytelling Club* ini diadakan setiap minggunya?

B. SISWA
1. Berapa banyak siswa yang tergabung dalam *Storytelling Club* ini?
2. Bagaimanakah gambaran karakteristik umum para anggota *Storytelling Club* ini bila dipandang dari segi prestasi akademik di sekolah (terutama B. Ingris) dan keaktifan mereka selama di kelas dan di dalam pertemuan *Storytelling Club*?
3. Siswa-siswi kelas berapa saja yang ikut tergabung dalam Storytelling Club ini?
4. Menurut anda, kesulitan apakah yang dimiliki oleh para anggota *Storytelling Club* ini dalam ketrampilan berbahasa Inggris, terutama ketrampilan berbicara yang hubungannya dengan ketrampilan *Storytelling*?

C. KEGIATAN PEMBELAJARAN
1. Kegiatan pembelajaran seperti apakah yang selama ini telah diterapkan di *Storytelling Club*?
2. Aktivitas pembelajaran yang seperti apakah yang paling digemari oleh para anggota *Storytelling Club* ini?
3. Aktivitas pembelajaran yang seperti apakah yang paling tidak digemari oleh para anggota *Storytelling Club* ini?
D. MATERI PEMBELAJARAN

1. Materi pembelajaran apa saja yang digunakan untuk memfasilitasi kegiatan pembelajaran di Storytelling Club ini?
2. Sumber apa saja yang digunakan untuk mendapatkan dan menyediakan materi-materi pembelajaran bagi anggota Storytelling Club?
3. Apakah materi pembelajaran yang telah diaplikasikan di dalam Storytelling Club ini menggunakan Kurikulum Tingkat Satuan Pendidikan (KTSP) sebagai referensinya?

E. METODE DAN STRATEGI

1. Metode dan strategi apa yang digunakan dalam pembelajaran di Storytelling Club ini?
2. Dengan metode dan strategi apa para anggota Storytelling Club mampu menerima materi pembelajaran dengan optimal?
3. Dengan metode dan strategi apa para anggota Storytelling Club menjadi sangat terlibat aktif dalam kegiatan pembelajaran?

F. MEDIA

1. Media pembelajaran apa saja yang selama ini digunakan untuk memfasilitasi kegiatan Storytelling Club ini?
2. Media pembelajaran apa saja yang tersedia di sekolah ini yang dapat memfasilitasi kegiatan Storytelling Club ini?
3. Apakah para siswa ikut terlibat aktif dalam pendayagunaan media yang telah disediakan oleh pihak sekolah?

G. SARAN

1. Apa saran anda untuk penyusunan dan pengembangan Learning Activities bagi Storytelling Club di SMA PL Van Lith ini?
Result of Needs Analysis Interview

Raw Data

Date of Interview : October 10, 2008
Respondent : Th. Eka Oktavianti, S. Pd. (English teacher of SMA PL Van Lith)

A. The purpose of Storytelling Club

The purpose of storytelling club in SMA PL Van Lith is to facilitate students’ creativity, especially for the students who are interested in storytelling activities. Furthermore, this storytelling club is aimed at improving students’ English language skills especially in speaking skill.

B. Learners’ characteristics

- There are 15 students who join in the storytelling club in SMA PL Van Lith. They are the students of X, XI and XII grade.
- In general, the students who join in the storytelling club have high academic achievement especially in English subject. They are active students in the classroom, and also, especially in the English subject.

C. Learning activities

- The students have experienced some common storytelling activities which usually were applied in the storytelling meetings. The activities are: story-reading, story-interpreting, and storytelling. Those activities were sequential. First, the students were asked to read the story. Second, the students interpreted and adopted or adapted the story to make a new story. Last, after the students finish interpreting the story, they were given chance to tell the story in front of audiences.
- During the storytelling meeting, the students seemed bored when they had to deal with story-reading. Story-reading was considered as a boring activity. On the other hand, the students seemed to feel excited when they performed their story and when they watched
their friends’ storytelling performances. However, the students seemed to be less confident when they had to perform storytelling individually compared to group storytelling performance.

- The storytelling club meeting was held on every Saturday at 12:00 o’clock and the meeting lasted for 90 minutes up to 120 minutes. However, there was no storytelling club meeting on every Saturday in the second week of the month since the students were given one day off from all school and dormitory routines.

D. Learning materials
- The materials which were applied in the storytelling club were not developed from the School-Based Curriculum since the main purpose of the storytelling club is to facilitate students’ creativity.
- The materials which were used in the storytelling club were collected from stories book collections and Internet. However, the use of the materials was not well organized.

E. Learning method
- There was no certain learning method which was being conducted during the storytelling club meeting. The storytelling instructors often jumped from one activity to another during the meeting without clear correlation among the activities.

F. Learning media
- There were no certain media or properties which were provided for the storytelling club in the school to facilitate the storytelling learning activities. However, the school provided some electronic devices, such as: Computer, Tape Recorder, Television, LCD and video recorder to facilitate and support all students’ activities like storytelling activities.
G. Suggestion

- The storytelling club in SMA PL Van Lith Muntilan needed the design of learning activities and materials which started from the very basic information and practice related to storytelling performances. In the end of the semester, there should be a final project for every member of the storytelling club to perform his/her storytelling.
OBSERVASI

Nama  :
Kelas  :
Jenis kelamin :
Usia  :

1. Apakah tujuan anda bergabung dalam Storytelling Club di sekolah anda ini?

……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………

2. Apa yang anda harapkan dengan mengikuti kegiatan-kegiatan di Storytelling Club ini?

……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………

3. Kegiatan-kegiatan yang seperti apa yang anda harapkan untuk dapat diaplikasikan dalam pertemuan-pertemuan Storytelling Club ini yang dapat memotivasi dan meningkatkan kemampuan berbicara anda dalam Bahasa Inggris? (bisa disebutkan sebanyak-banyaknya)

……………………………………………………………………………………………………
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……………………………………………………………………………………………………
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4. Kegiatan-kegiatan yang seperti apa yang anda harapkan untuk tidak diaplikasikan dalam pertemuan-pertemuan Storytelling Club ini yang tidak dapat memotivasi dan meningkatkan kemampuan berbicara anda dalam Bahasa Inggris?

……………………………………………………………………………………………………
……………………………………………………………………………………………………
<table>
<thead>
<tr>
<th>Nama</th>
<th>Choirita</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kelas</td>
<td>x-3</td>
</tr>
<tr>
<td>Jenis kelamin</td>
<td>Perempuan</td>
</tr>
<tr>
<td>Usia</td>
<td>15 th</td>
</tr>
</tbody>
</table>

1. Apakah tujuan anda bergabung dalam *Storytelling Club* di sekolah anda ini?
   - untuk mengembangkan kemampuan berbahasa Inggris, menambah... informasi, kegiatan, menambah... pengalaman.
   - kegiatan di dalam bahasa Inggris... wed., lat., Film... dll.
   - kegiatan yang mengurangi stres

2. Apa yang anda harapkan dengan mengikuti kegiatan-kegiatan di *Storytelling Club* ini?
   - memahami bahasa Inggris lebih baik, memahami berbicara...
   - berkegiatan dalam bahasa Inggris... lebih, FID... maju...

3. Kegiatan-kegiatan yang seperti apa yang anda harapkan untuk dapat diaplikasikan dalam pertemuan-pertemuan *Storytelling Club* ini yang dapat memotivasi dan meningkatkan kemampuan berbicara anda dalam Bahasa Inggris? (bisa disebutkan sebanyak-banyaknya)
   - berlatih berbicara di depan umum
   - game
   - mengenal bahasa Inggris... lewat lagu, cerita, Film... dll.
   - berkegiatan luar ruangan
   - kegiatan yang mengurangi stres

4. Kegiatan-kegiatan yang seperti apa yang anda harapkan untuk *tidak* diaplikasikan dalam pertemuan-pertemuan *Storytelling Club* ini yang *tidak* dapat memotivasi dan meningkatkan kemampuan berbicara anda dalam Bahasa Inggris?
   - daring
   - teori
   - tugas

---

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
INTERVIEW
List of the questions

Objectives
1. Have the designed learning activities met students’ need? Please give your opinion.
2. Have the designed learning activities matched the learning objectives. What is your opinion?

Method and technique
1. Have the CLT method been reflected through the activities? What is your opinion?
2. Is the method applicable for the learning activities? What is your opinion?
3. Are the method and techniques used able to help the students enhance their speaking skill? What do you think?
4. What are your criticisms and suggestions of the methods and techniques employed?

Learning Activities
1. Have the learning activities been varied? What is your opinion?
2. Have the learning activities provided naturally for use of materials dealing with other places, other people and other times?
3. Have the learning activities provided naturally for a great variety of individual and group work activities?
4. Have the learning activities stimulated critical thinking of the learners to make evaluation on the process they are going through?
5. Are the pre-activity, main activity and post-activity well developed? What do you suggest?
6. Is the instruction for the learning activities clear enough? What is your opinion?

Materials
1. Have the enclosed materials facilitated the learning activities? What do you think?
2. Have the enclosed materials met the students’ need? What do you think?
3. Are the materials being used accessible to school or other community? What do you think?
4. What do you think about the language? Is it easy to understand by the students?
5. Is the vocabulary chosen in accordance with the students’ level? What do you suggest?

**Difficulty level**

In general, is the level of difficulty of the designed learning activities in accordance with the students’ needs (challenging without being too difficult)? What do you think about the level of difficulty of the designed learning activities?

- What are the strengths of the designed learning activities?
- What are the weaknesses of the designed learning activities?
- What are your criticisms and suggestions of the designed learning activities?
Result of Design Validation Interview

Raw Data

Date of Interview : February 5, 2009
Respondent : Yuseva Ariyani Iswandari, S.Pd., M.Ed.
Christina Lhaksmita Anandari, S.Pd., M.Ed.
(PBI Lecturers in Sanata Dharma University)

A. Objectives of the design
• The designed learning activities have matched to the objectives of the design and the learners’ needs. The objectives and the materials are connected and they support each other.

B. Method
• Communicative Language Teaching (CLT) has been reflected from the designed learning activities. CLT facilitates and encourages students to speak and communicate with others. This notion is reflected through the learning activities. The learning activities focus on the learners while the teacher play role as the facilitator.
• In this study and its context, CLT is the most applicable method to facilitate storytelling learning activities. This method facilitates the learning activities which focus more on the learners as the doers of the learning activities.

C. Learning activities
• There are various activities in the design like singing, storytelling and giving feedback. These designed learning activities are well organized from the sequence of the meetings up to the details in each meeting.
• The designed learning activities provide sufficient time for the students to practice their speaking skill. Through the learning activities, the role of the teacher as the facilitator is clearly seen.
• The designed learning activities can stimulate critical thinking since there are brainstorming activities and evaluation activities where the students can criticize their friends using the provided evaluation form.
• Do not put to many activities in one meeting in order to expand students’ speaking skill optimally.
• The designed learning activities are applicable to be implemented in other time an other school as long there is a needs survey to find out the learners’ needs and interest.
• The instructions which are provided in the designed learning activities are clear enough. However, the teacher needs to be creative to adjust to the students’ needs and the learning atmosphere in order to facilitate the learning activities well.

D. Materials
• The materials are very interesting and creative. However, the designer should edit some choices for the font type and font color that a little bit irritating.
• To the meeting 2, there should be an example of real story which is developed through the story structure frame.
• The same types of materials are easily found in the books or Internet as long the designer mentions and put the sources.

E. Difficulty level
• There are some difficult and unfamiliar vocabularies for the high school student’ level in the designed storytelling learning language, therefore, the designer should provide glossary to facilitate the vocabularies learning.

F. The strengths of the design
• This designed storytelling learning activities have a good and interesting layout that will attract and motivate the learners to actively participate the learning activities. The content of the design is also good. There are various activities that will facilitate the students’
learning in new creative ways. Furthermore, the evaluation activities on every meeting teach all the students to be fair. All students will be evaluated by everyone.

G. The weaknesses of the design
- There are some font colors that is irritating to eyes. It might decrease students’ motivation in reading the materials, such as: the handouts and the song lyrics.
- There are no glossary to help students learn difficult vocabularies

H. Criticism and suggestion
- Choose only three types of font types and font colors at the maximum to avoid the unclear font type and irritating font colors.
Result of Design Validation Interview

Raw Data

Date of Interview : February 7, 2009
Respondent : Th. Eka Oktavianti, S. Pd. (English teacher of SMA PL Van Lith)

A. Objectives of the design

- The designed learning activities have matched to the objectives of the design. The learning activities have met the students’ needs to be a good storyteller. There are various activities that include the basic information and practice of storytelling up to the final performance as the last part of the activities in the end of the semester.

B. Method

- Communicative Language Teaching (CLT) has been reflected from the designed learning activities. It can be seen from the learning activities which are based on the learning objectives. The learning activities focus more on students’ role in the communication.
- CLT is an applicable method to facilitate storytelling learning activities. This method facilitates the learning activities which focus more on the learners as the doers of the learning activities. CLT is able to improve students’ English speaking skill since it provides more chances for the students to speak in the classroom.
- Besides CLT, TPR could be a new recommendation to be applied in facilitating students’ English speaking practice.

C. Learning activities

- There are various activities in the design which mostly done by the students. It is clear that the teacher plays role as a facilitator to guide the learning activities.
- The learning activities can be used by anyone as long he/she learn the designed learning activities.
• Through the evaluation activity, the students are able to develop their critical thinking. They may share their opinions about their friends’ storytelling performances.
• The pre-activities, whilst-activities and post-activities are well developed in this design. There is no suggestion about how to develop these components in the design. The instruction in the learning activities is clear enough. All Instructors will be able to follow the instruction.

D. Materials
• The materials have facilitated the learning activities. There are many interesting pictures that will help students to dig out their creativity. The enclosed materials have fulfill the students’ needs.
• The enclosed materials are applicable to be applied in other time or in other place/school as long there is reference of the materials so that the instructors might easily find the required materials.

E. Difficulty level
• In general, the language and vocabularies which are used in the designed storytelling learning activities are accordance with the students’ needs. However, the difficulty level of the language and the vocabularies depend on the instructors themselves.

F. Strength/s of the design
• This is a suitable design for the storytelling club in SMA PL Van Lith Muntilan. There are clear handouts, evaluation sheet, interesting pictures and songs. Furthermore, the strength of the design is the good organization of the Pre-activities, Whilst-activities, and The-post activities.

G. Criticism and suggestion
• To vary the evaluation, the students can be asked to make written evaluation in English to practice their writing skill.
REFLEKSI

Nama : 
Kelas : 
Jenis Kelamin : 
Usia : 

1. Apa yang anda dapatkan dari pertemuan *Storytelling Club* hari ini?
   ……………………………………………………………………………………………………
   ……………………………………………………………………………………………………
   ……………………………………………………………………………………………………

2. Apakah kegiatan-kegiatan dalam pertemuan *Storytelling Club* hari ini menarik dan menyenangkan?
   Ya / Tidak
   Karena…………………………………………………………………………………………
   ……………………………………………………………………………………………………
   ……………………………………………………………………………………………………

3. Apakah kegiatan-kegiatan dalam pertemuan *Storytelling Club* hari ini memotivasi anda berbicara anda dalam Bahasa Inggris?
   Ya / Tidak
   Karena…………………………………………………………………………………………
   ……………………………………………………………………………………………………
   ……………………………………………………………………………………………………

4. Jika ada, kegiatan apakah yang paling memotivasi anda untuk terlibat secara aktif dalam pertemuan *Storytelling Club* hari ini? (sebutkan juga alasannya)
   ……………………………………………………………………………………………………
   ……………………………………………………………………………………………………
   ……………………………………………………………………………………………………

5. Jika ada, kegiatan apakah yang paling membosankan selama dalam pertemuan *Storytelling Club* hari ini? (sebutkan juga alasannya)
   ……………………………………………………………………………………………………
   ……………………………………………………………………………………………………
   ……………………………………………………………………………………………………

6. Apakah kegiatan-kegiatan dalam pertemuan storytelling memberikan kesempatan yang cukup bagi anda untuk berbicara dalam Bahasa Inggris?
   Ya / Tidak
7. Apakah kegiatan pembuka meningkatkan motivasi anda untuk mengikuti kegiatan-kegiatan storytelling selanjutnya?
Ya / Tidak
Karena........................................................................................................................................
........................................................................................................................................
........................................................................................................................................

8. Apakah instruksi kegiatan yang diberikan pembimbing mudah dipahami?
Ya / Tidak
Karena........................................................................................................................................
........................................................................................................................................
........................................................................................................................................

9. Apakah feedback yang anda terima dari teman satu kelompok membantu anda untuk mengevaluasi kemampuan berbicara anda dalam Bahasa Inggris secara efektif?
Ya / Tidak
Karena........................................................................................................................................
........................................................................................................................................
........................................................................................................................................

10. Apakah feedback yang anda berikan kepada teman satu kelompok ikut membantu meningkatkan kemampuan berbicara anda dalam Bahasa Inggris?
Ya / Tidak
Karena........................................................................................................................................
........................................................................................................................................
........................................................................................................................................

11. Apakah waktu yang dialokasikan untuk kegiatan-kegiatan dalam pertemuan Storytelling Club hari ini sudah cukup?
Ya / Tidak
Karena........................................................................................................................................
........................................................................................................................................
........................................................................................................................................

12. Berilah saran dan kritik anda berkaitan dengan kegiatan-kegiatan yang dilaksanakan dalam pertemuan Storytelling Club hari ini?
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................

_Terima kasih_
REFLEKSI

Nama: 
Kelas: x-x
Jenis Kelamin: Perempuan
Usia: 15

1. Apa yang anda dapatkan dari pertemuan Storytelling Club hari ini?

2. Apakah kegiatan-kegiatan dalam pertemuan Storytelling Club hari ini menarik dan menyenangkan?
   Ya / Tidak
   Karena, ____________________________

3. Apakah kegiatan-kegiatan dalam pertemuan Storytelling Club hari ini memotivasi anda berbicara anda dalam Bahasa Inggris?
   Ya / Tidak
   Karena, ____________________________

4. Jika ada, kegiatan apakah yang paling memotivasi anda untuk terlibat secara aktif dalam pertemuan Storytelling Club hari ini? (sebutkan juga alasannya)
   ____________________________
   Karena, ____________________________

5. Jika ada, kegiatan apakah yang paling membosankan semua dalam pertemuan Storytelling Club hari ini? (sebutkan juga alasannya)
   ____________________________
   Karena, ____________________________

6. Apakah kegiatan-kegiatan dalam pertemuan storytelling memberikan kesempatan yang cukup bagi anda untuk berbicara dalam Bahasa Inggris?
   Ya / Tidak
   Karena, ____________________________
7. Apakah kegiatan pembuka meningkatkan motivasi anda untuk mengikuti kegiatan-kegiatan storytelling selanjutnya?

Ya / Tidak
Karena... 

8. Apakah instruksi kegiatan yang diberikan pembimbing mudah dipahami?

Ya / Tidak
Karena... 

9. Apakah feedback yang anda terima dari teman satu kelompok membantu anda untuk mengevaluasi kemampuan berbicara anda dalam Bahasa Inggris secara efektif?

Ya / Tidak
Karena... 

10. Apakah feedback yang anda berikan kepada teman satu kelompok ikut membantu meningkatkan kemampuan berbicara anda dalam Bahasa Inggris?

Ya / Tidak
Karena... 

11. Apakah waktu yang dialokasikan untuk kegiatan-kegiatan dalam pertemuan Storytelling Club hari ini sudah cukup?

Ya / Tidak
Karena... 

12. Berilah saran dan kritik anda berkaitan dengan kegiatan-kegiatan yang dilaksanakan dalam pertemuan Storytelling Club hari ini?

Saran: 
Kritik: 

_Terima kasih_
**REFLEKSI**

Nama : Pulkria Proprieta D.E  
Kelas : X 5  
Jenis Kelamin : Perempuan  
Usia : 16 tahun

1. Apa yang anda dapatkan dari pertemuan Storytelling Club hari ini?
   - Kekayaan, pengetahuan, dalam kegiatan Storytelling Club hari ini adalah...
   - Saya belajar berbicara bahasa Inggris, sedang sementara, kegiatan...
   - Peserta aktif, saya belajar bahasa Inggris...

2. Apakah kegiatan kegiatan dalam pertemuan Storytelling Club hari ini menarik dan menyenangkan?
   - Ya / Tidak
   - Karena: ...

3. Apakah kegiatan kegiatan dalam pertemuan Storytelling Club hari ini memotivasi anda berbicara anda dalam Bahasa Inggris?
   - Ya / Tidak
   - Karena: ...

4. Jika ada, kegiatan apakah yang paling memotivasi anda untuk terlibat secara aktif dalam pertemuan Storytelling Club hari ini? (sebutkan juga alasannya)
   - Kegiatan...

5. Jika ada, kegiatan apakah yang paling membosankan selama dalam pertemuan Storytelling Club hari ini? (sebutkan juga alasannya)
   - Kegiatan...

6. Apakah kegiatan kegiatan dalam pertemuan storytelling memberikan kesempatan yang cukup bagi anda untuk berbicara dalam Bahasa Inggris?
   - Ya / Tidak
   - Karena: ...


7. Apakah kegiatan pembuka meningkatkan motivasi anda untuk mengikuti kegiatan-kegiatan storytelling selanjutnya?
   Ya / Tidak
   Karena...kami...menjadi...tertarik...untuk...ikut...Enggian...Club
   ...
   ...

8. Apakah instruksi kegiatan yang diberikan pembimbing mudah dipahami?
   Ya / Tidak
   Karena...pedoman...menggunakan...bahan...logis...eksplisit...dan...menyenangkan...memberikan...instruksi...kaidah...dikemungkinan...ke...bermain...bila...lebih...
   ...bila...mengacu...

9. Apakah feedback yang anda terima dari teman satu kelompok membantu anda untuk mengevaluasi kemampuan berbicara anda dalam Bahasa Inggris secara efektif?
   Ya / Tidak
   Karena...kami...menjadi...kepercayaan...teman...dan...teman...sebagai...kami...pur...harmonis...mengingat...mengingat...bahasa...
   ...
   ...

10. Apakah feedback yang anda berikan kepada teman satu kelompok ikut membantu meningkatkan kemampuan berbicara anda dalam Bahasa Inggris?
    Ya / Tidak
    Karena...menekan...mengajak...sadar...oken...beberapa...hal...yang...perlu...ditemukan...dalam...tanggapan...menerima...berbicara...Inggris...
    ...
    ...

11. Apakah waktu yang dialokasikan untuk kegiatan-kegiatan dalam pertemuan Storytelling Club hari ini sudah cukup?
    Ya / Tidak
    Karena...waktu...kini...ini...bila...bermain...logis...ima...sementara...kerus...sementara...sekolah...bila...semring...sekolah...bila...meningkat...2...bila...semring...
    ...
    ...

12. Berilah saran dan kritik anda berkaitan dengan kegiatan-kegiatan yang dilaksanakan dalam pertemuan Storytelling Club hari ini?
    Saran...kegiatan...yang...menyenangkan...yang...melahirkan...kepergaman...cari...dalam...bahasa...Inggris...perlu...diterjemahkan...agar...teman...tahu...menjadi...membantu...bisa...dan...bebas...logis...tahu...menjadi...menjelaskan...
    ...
    ...

   _Terima kasih_
The Designed Learning Activities
Storytelling Learning Activities to Enhance English Speaking Skill for High School Students

The Contents of this Document:
- Syllabus
- Lesson Plan
- Learning Materials
- Songs
- Games

Storytelling Club
Van Lith Senior High School
Syllabus

“Storytelling club in Van Lith Senior High School”

Meeting 1 : PRETEST
Meeting 2 : Basic of storytelling
Meeting 3 : Mimic and gestures
Meeting 4 : Components of speaking skills competencies
Meeting 5 : Describing characters inside the stories
Meeting 6 : Applying “time sequence” in storytelling
Meeting 7 : Create a new story using pictures
Meeting 8 : Develop and continue others’ stories
Meeting 9 : TEST (Performance Day)
Meeting 10 : Evaluation
Lesson Plan
Meeting 1
Pre Test

Objectives:
1. Teachers are to know the average speaking skill competence of the students in general.
2. Teachers are to know each student’s speaking skill competence.
3. Teachers are to know what components to develop during the course to improve students’ speaking skill.

Methods:
Observation, evaluation, student’s individual storytelling performance

Instruments:
Storytelling performance, evaluation sheet, stopwatch, green-yellow-red flags

Learning activities:

<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><em>(In the previous meeting)</em> Teacher described what students must do in storytelling performance briefly and explained the regulation of storytelling performance. Then, the students were given chance to ask questions as many as they need to understand what they should prepare due to their individual storytelling performance in the next meeting.</td>
<td>30’</td>
</tr>
<tr>
<td>2</td>
<td>Each student performs a storytelling which last for 5-10 minutes. Meanwhile, the other students watch and play role as the audience of the storytelling.</td>
<td>150’ (± 15 students)</td>
</tr>
<tr>
<td>3</td>
<td>Teacher notes down the evaluation of each student on the evaluation sheet during the storytelling performance.</td>
<td>10’ (each student)</td>
</tr>
<tr>
<td>4</td>
<td>After all students have finished performing their storytelling, the teacher gives general comment and evaluation on students’ performance.</td>
<td>10’</td>
</tr>
</tbody>
</table>

Enclosed Materials:
Storytelling performance rules, teacher evaluation sheet, grading guideline
TEACHER’S MANUAL

PREPARATION
1. Prepare the lottery number for the students
2. Provide the stopwatch to manage the performance
3. Copy the evaluation sheet according to the total numbers of the students

PRE – ACTIVITIES
1. Ask the students to gather around you. Read aloud the storytelling performances rules for them and check whether the students have already understood all the rules or not.
2. Ask the students to take the lottery number and tell them to wait for the call. Tell them that while their friends are performing storytelling, the other should be the audience and they must keep silent during the performance.

MAIN ACTIVITIES
1. Sit behind the audience and prepare the evaluation sheet. When you are ready, you can start from the first student with lottery number 1.
2. Grade your students’ performance based on the grading guideline. You can fill in the evaluation sheet during the performance or after the performance. If one student has finished, then continue to the next student and so on and so forth.

POST – ACTIVITIES
1. After all students have finished showing their performances, ask students’ opinion about their own and their friends’ storytelling performance.
2. Give some comments on the strengths and weaknesses of the students’ storytelling performance which would encourage them to improve their storytelling skills.
STORYTELLING PERFORMANCE

-RULES-

1. Each student must prepare one story. It can be folktale, fairytale, or any other story.
2. Each student is given 5 to 10 minutes to perform the story.
3. A time keeper will let the student start performing by showing a green flag. When the student has performed for 5 minutes (the minimum time), the time keeper will show a yellow flag. Thirty seconds before the 10th minute (the maximum time) the time keeper will show a red flag.
4. All students are allowed to bring and use any kind of media/properties to support the performances.
5. Each student is not allowed to borrow properties from the other students.
6. All students are not allowed to bring any notes or outline during the performance.
7. While one student is performing the story, the others must keep silent and stay in the room until all students have finished performing their story.

Grading criteria
A. Speaking skill
   ✓ Fluency: how smooth the student performing the story
   ✓ Accuracy: the accuracy of vocabulary and grammar usage
   ✓ Clarity: the speech clarity in delivering the story
   ✓ Intonation: the appropriateness of intonation
   ✓ Volume: whether the voice is audible or not

B. Expression
   ✓ Mimic: whether showing strong facial expression or not
   ✓ Gesture: whether showing good posture, strong hand and body movement or not

C. Content of the story
   ✓ The creativity of the story
   ✓ Clear plot
   ✓ Existence of surprising event(s)
<table>
<thead>
<tr>
<th>No</th>
<th>Aspects Graded</th>
<th>4 Excellent</th>
<th>3 Good</th>
<th>2 Poor</th>
<th>1 Very poor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Speaking skill</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Fluency</td>
<td>Very smooth with no pauses</td>
<td>Smooth enough with very few pauses</td>
<td>Normal speed with few pauses</td>
<td>The pace is very slow with too many pauses</td>
</tr>
<tr>
<td>2</td>
<td>Accuracy</td>
<td>Excellent grammar with various words used (Correctness 81%-100%)</td>
<td>Very few mistakes in grammar with enough variety of vocabulary (Correctness 61%-80%)</td>
<td>Few mistakes in grammar with very limited vocabulary but still understandable (Correctness 41%-60%)</td>
<td>Very poor diction and grammar which lead to misunderstanding (Correctness 0%-39%)</td>
</tr>
<tr>
<td>3</td>
<td>Clarity</td>
<td>Very clear articulation with good pronunciation (native-like pronunciation)</td>
<td>Good pronunciation with very few mistakes and clear articulation</td>
<td>Few mistakes in pronunciation with inconstant articulation but still understandable</td>
<td>Many mistakes in pronunciation with unclear articulation and difficult to understand</td>
</tr>
<tr>
<td>4</td>
<td>Intonation</td>
<td>Exact tone for the words/sentences which lead to perfect intonation</td>
<td>Very few mistakes in words/sentences intonation</td>
<td>Inconstant intonation and often put inappropriate tone for the words/sentences</td>
<td>Very flat intonation with no difference tone for different sentences</td>
</tr>
<tr>
<td>5</td>
<td>volume</td>
<td>Very good in maintaining volume that every word can be heard easily</td>
<td>Loud enough</td>
<td>Inconstant volume and make the story often hard to listen</td>
<td>Speak too low that audience can hardly listen to the story</td>
</tr>
<tr>
<td></td>
<td>Expression</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Mimic</td>
<td>Very confident, strong and convincing facial expression for the story and characterization inside it. Good eye contact</td>
<td>Quite confident and convincing facial expression</td>
<td>Quite confident but still flat in facial expression</td>
<td>Unconfident and flat in facial expression. Avoid eye contact</td>
</tr>
<tr>
<td>2</td>
<td>Gesture</td>
<td>Good posture with body and hand movement effectively and efficiently</td>
<td>Good posture and body/hand movement</td>
<td>Few body/hand movement and often with unconscious body/hand movement because of feeling nervous</td>
<td>Slump and standing upright with no body/hand movement</td>
</tr>
<tr>
<td></td>
<td>Content of the story</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Creativity</td>
<td>Using attractive, efficient &amp; effective properties. Applied unique point of view never been shown/ seen before</td>
<td>Using appropriate properties and extraordinary point of view/stories or vice versa</td>
<td>Using limited properties but using extraordinary point of view/story or vice versa</td>
<td>Well known story with common point of view. Using no properties to support the story</td>
</tr>
<tr>
<td>2</td>
<td>Plot</td>
<td>Very well organized with coherence and unity with strong and satisfying climax</td>
<td>Introduction, body &amp; conclusion are well organized. The climax of the story can be felt</td>
<td>The story is not clearly arranged but the plot can be followed &amp; understood</td>
<td>The story is not well organized with confusing plot</td>
</tr>
<tr>
<td>3</td>
<td>Surprising event</td>
<td>Very convincing &amp; revealed in the right time</td>
<td>Convincing and entertaining</td>
<td>Not convincing &amp; quite predictable</td>
<td>There’s no surprising event</td>
</tr>
</tbody>
</table>

References:
**EVALUATION**

Name : 
Class : 

<table>
<thead>
<tr>
<th>No</th>
<th>Evaluation Components</th>
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<th>Poor</th>
<th>Very poor</th>
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<tr>
<td></td>
<td><strong>Speaking skills</strong></td>
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<td>Fluency</td>
<td>4</td>
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<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Accuracy</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>Clarity</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>Intonation</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>Volume</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>Expression</strong></td>
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<tr>
<td>6</td>
<td>Mimic</td>
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<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td>Gesture</td>
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<td>3</td>
<td>2</td>
<td>1</td>
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<tr>
<td></td>
<td><strong>Content of the story</strong></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Creativity</td>
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<td>3</td>
<td>2</td>
<td>1</td>
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<tr>
<td>9</td>
<td>Plot</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>10</td>
<td>Surprising event</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

TOTAL SCORE :

Teacher's comment:

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Lesson Plan
Meeting 2
Basic of storytelling
“I am a storyteller!”

Objectives:
1. Students are able to identify the component of storytelling performance.
2. Students are able to make a storytelling performance draft.
3. Students are able to perform a short storytelling performance using their funny experience in the past.

Methods:
Watching video, Speaking practice, peer evaluation

Instruments:
Storytelling performance videos, papers, handouts, evaluation sheet

Learning Activities:

<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Energizer</td>
<td>Students are to sing and dance with a song titled “eensy weensy spider”</td>
<td>12’</td>
</tr>
<tr>
<td>Main activities</td>
<td>Students are to watch a storytelling performance video.</td>
<td>8’</td>
</tr>
<tr>
<td></td>
<td>Students are to identify the components of storytelling performances from the video that they have just watched.</td>
<td>10’</td>
</tr>
<tr>
<td></td>
<td>Students are to read handouts about how to perform a storytelling.</td>
<td>10’</td>
</tr>
<tr>
<td></td>
<td>Students are to make a draft of a short storytelling performance based on their favorite story during their childhood.</td>
<td>10’</td>
</tr>
<tr>
<td></td>
<td>Students are to be divided into small groups, each group consist of 3-4 students.</td>
<td>3’</td>
</tr>
<tr>
<td></td>
<td>Students are to perform their storytelling inside the group. The other members play role as the audience and note down their comment, suggestion and evaluation on their friend’s performance in the evaluation sheet.</td>
<td>20’ (± 5’ each)</td>
</tr>
<tr>
<td></td>
<td>Students are to give feedback on their friends’ performance based on the evaluation sheet. The students may share their feeling during performing the storytelling and watching their friends’ performance and give comments to each other.</td>
<td>10’</td>
</tr>
</tbody>
</table>

Reflection

1. Students are to mention what they have learnt from today’s meeting and to share their feelings during the meeting. | 7’ |

Enclosed Materials:
Song, storytelling videos, students’ handout, story draft, students’ evaluation sheet
TEACHER’S MANUAL

PREPARATION
2. Prepare the required media player to play storytelling videos.

PRE-ACTIVITIES
1. Distribute the lyric of “Eensy, Weensy Spider” song to the students. Ask them to sing and dance with it. If necessary, you can repeat it for several times.
2. Explain the objectives/purposes of the meeting.
3. Look at the glossary. Pronounce the words and discuss the meaning with the students.

MAIN ACTIVITIES
1. Play the storytelling video. Ask the students to pay attention to the storytelling skills shown by the actor/actress. If necessary, replay the video or play other storytelling videos.
2. Distribute the students’ handouts. Ask them to read carefully. After that, discuss the elements of being a good storyteller and compare it with the storytelling from the videos.
3. Ask the students to make a story draft. The topic is: my favorite story when I was a little kid!
4. After the have finished making the story draft, divide the students into small groups with 3 to 4 members in each group. Tell them to stick around with their group in a circle.
5. Ask the students to tell their story to their friends inside the group. Distribute also the students’ feedback to the students. Ask the group members who play roles as the audience to evaluate their friends’ performance by filling out the students’ feedback paper during the performance. Ask the students to perform their story in turn. The other members of the group should pay attention on their friend’s performance so that they may be able to give evaluation correctly.
6. Move around the class and observe the students’ performance. Note down your observation if necessary.
7. When all students have finished, ask them to discuss their performances and the evaluation of the performances in their group. Each student gets comments
and suggestion to improve his/her storytelling skills from the other group members.

POST – ACTIVITIES

1. Share your observation on the students’ performances. Give comments on the strengths and weaknesses of the performances to encourage them. Give also some suggestion so that the students will be able to perform better in other opportunities.

2. Ask the students about their comments on the activities they have done. Ask them also to evaluate the learning process in general (whether they found the activity is helping to increase their confidence or not, etc)
SONG

THE ENSY WEENSY SPIDER

The eensy weensy spider
Crawled up the water spout
Down came the rain
And washed the spider out
Out came the sun
And dried up all the rain
And the eensy weensy spider
Crawled up the spout again.

New verse:
The itsy-bitsy spider
Stuck out two spinnerets
Out came a web
made-up of tiny threads
Along came the wind
That blew so far away
Where the itsy-bitsy spider found
A brand new place to play!

Source: http://bussongs.com/search.php?query=the+itsy+bitsy+spider&x=o&y=o
| **GLOSSARY** |
| **MEETING 2** |

| **Crawled (V)** | : merayap |
| **Spout (V)** | : menyembur |
| **Tiny (Adj)** | : kecil sekali |
| **Enunciation (N)** | : ucapan |
| **Pronunciation (N)** | : pengucapan |
| **Convey (V)** | : menyampaikan |
| **Strain (N)** | : ketegangan |
| **Intense (N)** | : hebat, kuat |
| **Maintain (V)** | : menjaga |
| **Scratch (V)** | : menggaruk |
| **Fiddle (V)** | : memainkan |
| **Gestures (N)** | : sikap, gerak isyarat |
| **Aid (V)** | : membantu |
| **Grab (V)** | : mengambil, merebut |
| **Lengthy (Adj)** | : lama, panjang |
| **Avoid (V)** | : menghindari |
| **Definite (Adj)** | : pasti |
| **Sustain (V)** | : menahan |
| **Gingerbread (N)** | : roti jahe |
| **Recurring (N)** | : pengulangan |

V : Verb / *kata kerja*

N : Noun / *kata benda*

Adj : Adjective / *kata sifat*

Adv : Adverb / *kata keterangan*
What makes a good storyteller?

? **Voice**
You need to explore the full potential of your voices. Consider the following aspects: expression, enunciation, correct pronunciation of words, tone, volume, effective use of pause and timing.

? **Face**
A storyteller with an expressive face which reflects the mood and the changes of mood of the story will help to convey the story more effectively than one who shows the strain of intense concentration.

? **Eye contact**
Many storytellers tend to tell the story to the floor, the back wall, their feet or the side of the room. When you learn to maintain eye contact with your audience you are indeed giving the story to the audience and your telling will be more confident.

? **Gesture**
Through nervousness, storytellers often scratch their noses, play with their hair and fiddle with their fingers. Positive gestures with the hands and body (e.g. turning one’s head slowly to indicate the presence of another & pointing a finger in the distance) can add to the characterization and dramatic impact of the story.

? **Familiarity with the story**
Storytelling is not story reading, so you should not have notes or a book to help you when you are presenting your story. Storytelling is not like acting where script has to be word perfect. Storytellers should be familiar with the story that they feel confident to tell it in their own way, using their own words where necessary.

? **Posture**
You need to observe how experienced storytellers position themselves when telling a story. Good posture will also aid correct breathing. You need to look comfortable with your body posture and position, whether you choose to sit or stand or move about.

**Elements of good story**

? **Quick beginning**
A quick beginning will grab the audience’s attention. Avoid lengthy, obscure beginnings. The beginning is often the most difficult part of storytelling and the storyteller needs to make sure that the beginning is clear and confidently told.
Straightforward action
The action needs to be direct, flowing easily and simply from one event to the next. Avoid stories with too many subplots and digressions.

Definite climax
The plot should have a definite climax. This is something that listeners expect of a story. The plot needs to be leading somewhere.

Limited numbers of characters
Look for stories where the number of characters is limited to about three or four, the storyteller should not try to use a different voice for each character as this might be too difficult to sustain. Instead, try modulating the voice for different effects. Many folktales have a limited number of characters and are ideal for beginners.

Repetitive pattern
Stories which have a repetitive pattern (e.g. “Run, run, run as fast as you can! You can’t catch me, I’m the gingerbread man”) are easy to tell. The recurring phrases or events also act as aids for understanding and memory, for both storyteller and listener.

Satisfying conclusion
A satisfying conclusion is most appreciated by young children, who like to see justice win and wrongdoers receive bad effect. They do not like stories that leave the problem unresolved. With some stories, the audience may need time to assimilate ending. It is important for the storyteller to allow sometimes for this and not be disappointed if there was not the expected reaction at the end of the storytelling.

Different versions
Look for different telling of the same story in order to find the version with which you feel most comfortable.

Example of the story

The Three Billy Goats Gruff

**Beginning**

*Setting and characters*
Once upon a time there were three Billy Goats who were to go up to the hillside to make themselves fat, and the family name the three goats was “Gruff”

*Problem*
The Billy Goats had to cross a bridge under which lived a great ugly troll.

**Middle**

*Sequence of events*
1. The youngest Billy Goat Gruff goes to cross the bridge-trip, trap! trap! trap! trap!
2. The troll lets him pass after he hears that second Billy Goat is bigger.
3. The second Billy Goat Gruff goes to cross the bridge- Trip, Trap! Trip, Trap! Trip, Trap!
4. The troll lets him pass when he hears that the third Billy Goat is bigger.
5. The biggest Billy Goat Gruff goes to cross the bridge- TRIP, TRAP! TRIP, TRAP! TRIP, TRAP!
6. He and the troll fight

*Resolution of the problems*
The troll is tossed in the river and drowns

**End**

*Conclusion*
Finally, the Billy Goats Gruff went up to the hillside and got so fat that they were scarcely able to walk home again! Snip-Snap-Snout! This tale’s told out
STORY DRAFT

Name :
Class :

Make the draft of your story using "story structure"
FEEDBACK

Name :
Class :

**The storyteller**

<table>
<thead>
<tr>
<th>No.</th>
<th>Evaluation components</th>
<th>Very poor</th>
<th>Poor</th>
<th>Good</th>
<th>excellent</th>
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<tbody>
<tr>
<td>1</td>
<td>Voice</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>Facial expression</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>Eye contact</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>Gesture and posture</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Suggestion:

........................................................................................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................

**The Story**

Give your comments on:

- The beginning :
..................................................................................................................................................................

- The action (plot) :
..................................................................................................................................................................

- The climax :
..................................................................................................................................................................

- The ending :
..................................................................................................................................................................

- The story structure :
..................................................................................................................................................................
Lesson Plan
Meeting 3
Mimic and gestures
“Look at Me”

Objectives:
1. Students are able to express their idea through pantomime confidently.
2. Students are able to use appropriate mimic and gesture in their story.

Methods:
Pantomime, student’s performances, peer evaluation

Instruments:
Pantomime video, listed daily activities, evaluation sheet

Learning Activities:

<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Energizer</strong></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Students are to sing and dance with a song titled “Do Re Mi”</td>
<td>9’</td>
</tr>
<tr>
<td></td>
<td><strong>Main Activities</strong></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Students are to watch a pantomime video.</td>
<td>11’</td>
</tr>
<tr>
<td>2</td>
<td>Students are to be divided into small groups consist of 4-5 members.</td>
<td>5’</td>
</tr>
<tr>
<td>3</td>
<td>Students are to take one card from the “daily activities” card collection</td>
<td>5’</td>
</tr>
<tr>
<td>4</td>
<td>Students are to express the daily activity listed in the card to the other members of the group using pantomime. The other students try to guess the daily activity performed by their friend.</td>
<td>15’ (± 3’ each)</td>
</tr>
<tr>
<td>5</td>
<td>Students are to give opinion and suggestions to their friends’ pantomime performance about the use of appropriate mimic and gestures for the story.</td>
<td>10’</td>
</tr>
<tr>
<td>6</td>
<td>Students are to perform storytelling in the same group using the same short story or taking new cards to perform new daily activities by applying the appropriate mimic and gestures for the story based on suggestion given to them.</td>
<td>15’ (± 3’ each)</td>
</tr>
<tr>
<td>7</td>
<td>Students are to give evaluation on their friends’ latest performance.</td>
<td>10’</td>
</tr>
<tr>
<td></td>
<td><strong>Reflection</strong></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Students are to mention what they have learnt from today’s meeting and to share their feelings during the meeting.</td>
<td>10’</td>
</tr>
</tbody>
</table>

Enclosed Materials:
Song, Pantomime videos, “daily activity” cards, students’ evaluation sheet
TEACHER’S MANUAL

PREPARATION
2. Cut and split the “Daily Activity” cards
3. Prepare the required media player to play pantomime videos.

PRE – ACTIVITIES
1. Distribute the lyric of “Do, Ray, Me” song to the students. Ask them to sing and dance with it. If necessary, you can repeat it for several times.
2. Explain the objectives/purposes of the meeting.
3. Look at the glossary. Pronounce the words and discuss the meaning with the students.

MAIN ACTIVITIES
1. Play the pantomime video. Ask the students to pay attention on the actions and expression shown by the actor/actress. If necessary, replay the video or play other pantomime videos.
2. Discuss briefly the mimic and gestures shown from the pantomime with the students.
3. Divide the students into small groups with 4 to 5 members in each group. Tell them to stick around with their group.
4. Move around the groups and distribute the “Daily Activity” cards to each student. Each student gets one card and they should read it silently. Tell them not to let other students know what is written in their card. After they have finished reading it, tell each group to make a circle.
5. Tell your students that they are about to practice pantomime using the cards given previously. They must do the actions written on the card. Meanwhile, the other member of the group will try to guess the actions when one student has finished performing the pantomime. Ask them to do it in turn. Each student has 3 minutes to perform the pantomime. Observe the activities. If necessary, you can note down some details that you think important to discuss and evaluate in the end of the meeting.
6. When all students have finished, ask them to discuss their performances in their group. Ask them to share their feelings when they were doing
pantomime. Ask them to give comments and suggestions to each other in order to make a better pantomime performance.

7. Tell the students that they get the second chance to perform a pantomime. They may use the same actions from the card or new actions from their own imagination or creation. Ask them to improve their pantomime skills in doing the performance based on the comments and suggestions they get from their group. Observe the activities. If necessary, you can note down some details that you think important to discuss and evaluate in the end of the meeting.

8. When all students have finished performing their second performances, distribute the student’s feedback paper. Make sure that each student gets 3 to 4 pieces (based on the number of the members of the group). Ask them to write down their comments on their friends’ second performances. Then, give it to their friends as the evaluation on their pantomime performances.

POST – ACTIVITIES

1. Share your observation on the students’ performances. Give comments on the strengths and weaknesses of the performances to encourage them. Give also some suggestion so that the students will be able to perform better in other opportunities.

2. Ask the students about their comments on the activities they have done. Ask them also to evaluate the learning process in general (whether they found the activity is helping to increase their confidence or not, etc)
SONG

DOE, RAY, ME

Doe, a deer a female deer
Ray, a drop of golden sun
Me, a name I call myself
Far, a long, long way to run
Sew, a needle pulling thread
La, a note to follow so
Tea, a drink with jam and bread
That will bring us to Do! Oh,Oh,Oh....
Doe-Ray-Me-Far-Sew-La-Tea-Doe
GLOSSARY
MEETING 3

Explode (V) : meledak (marah)
Gown (N)   : gaun
Poisonous (Adj) : beracun

V : Verb / kata kerja
N : Noun / kata benda
Adj : Adjective / kata sifat
Adv : Adverb / kata keteranga
DAILY ACTIVITY CARDS

You are having a meeting with a dentist to check your painful toothache. But when you arrive, you have to wait in line for more than an hour. The nurse is busy with her "mani-pedi" cure rather than her main job, and the children screaming in the waiting room makes things heavier for you. You are going to explode but suddenly you get not only toothache but also a headache.

You are telling your life as an orphan. You live with your stepmother and your stepsister. Your life is exactly the same as Cinderella’s story. You become a slave in your own house. Finally, you get the chance to be free as a slave if the prince chooses you as his bride. You come to the party and dance with the prince, and at 12 o'clock you run away like usual since your amazing gown turns into a bad one.

You are a 10-year-old child who begins to feel sleepy at night. Then, right after you lie down in bed, you start to hear strange sounds and voices from your window. You also see shadows of a woman flying over your window and she stays there. Then, you scream loudly calling out your parents but you get no response. It’s getting stranger when you hear someone is approaching your room, but in the end, you figure it out that it is your mother wanting to check your condition and accompany you.

You are a babysitter in a big family. You have to take care of all 5 naughty children in that family. First, you have to ask them to take a bath. Soap and water are everywhere, which makes the floor slippery. You fall down many times. After that, you have to feed them in the dining room. They keep running in the house, so you have to catch them one by one. After that, you have to accompany them playing in the garden. Absolutely, they make you exhausted. Last, you have to teach them mathematics. Good luck!

You are a professional thief. Now, you are going to steal a gold medal in the museum. The medal is top secure priority in the museum. You are to knock down all the guards on the ground floor, turn off the alarms on the basement, turn off the laser and infra red detector on every room. Don't forget to turn off all cameras to protect your identity. The medal is on the third floor. Be careful also with darts attack on the second floor and poisonous smoke on the third floor. Good luck!
# STUDENTS FEEDBACK

<table>
<thead>
<tr>
<th>ASPECT</th>
<th>COMMENTS AND SUGGESTION</th>
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<tbody>
<tr>
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</tbody>
</table>
Lesson Plan  
Meeting 4  
Components of speaking skill competence  
“Speak Up”

Objectives:
1. Students are able to identify the components of speaking skill in storytelling.
2. Students are able to speak fluently, accurately and clearly with appropriate volume and speed.

Methods:
Speaking practice, lecture, peer evaluation

Instruments:
Handouts, short stories, evaluation sheet

Learning Activities:

<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Energizer</strong></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Students are to play games titled “Repeat After Me”</td>
<td>12’</td>
</tr>
<tr>
<td></td>
<td><strong>Main activities</strong></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Students are to listen to teacher’s explanation about applying appropriate components of speaking skills in storytelling.</td>
<td>15’</td>
</tr>
<tr>
<td>2</td>
<td>Students are to be divided into small groups consist of 3-4 members. Each group gets one short story to perform.</td>
<td>3’</td>
</tr>
<tr>
<td>3</td>
<td>Each member of the group is responsible to read aloud one paragraph of the short story clearly, fluently with appropriate volume and speed. The other member will continue by reading the next paragraph and so on and so forth until the story ends. Each member must make distance at least 2 meters from the other member of the group.</td>
<td>20’</td>
</tr>
<tr>
<td>4</td>
<td>Students are to give comment and suggestion on their friends’ performance by reading their evaluation written on the evaluation sheet. Students are expected to share their previous public speaking (if there any).</td>
<td>12’</td>
</tr>
<tr>
<td>5</td>
<td>Students are to try to read aloud the other paragraphs from the short story by switching the turn.</td>
<td>20’</td>
</tr>
<tr>
<td></td>
<td><strong>Reflection</strong></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Students are to mention what they have learnt from today’s meeting and to share their feelings during the meeting.</td>
<td>8’</td>
</tr>
</tbody>
</table>

Enclosed Materials:
Games procedure, students’ handout, short story, students’ evaluation sheet
TEACHER’S MANUAL

PREPARATION
1. Copy the enclosed materials: glossary, students’ handout “Speak Up”, story “Oh no, I’m a cat!” and student feedback.

PRE-ACTIVITIES
1. Divide the students into small groups with 5-7 students as the members. Ask them to play “Repeat after me!” games (read the procedure on page 156). After they have done with the games, explain the conclusion of the game: fluency, accuracy and clarity are important aspects in delivering communication in spoken language.
2. Explain the objectives/purposes of the meeting.
3. Look at the glossary. Pronounce the words and discuss the meaning with the students.

MAIN ACTIVITIES
1. Distribute the students’ handout “Speak Up!” to the students. Ask them to read carefully in a while. After they have finished reading it, give some explanation on the materials written in the handout and discuss the content of it in a form of question-answer session with the students.
2. Divide the students into small groups with 3 to 4 members in each group. Tell them to stick around with their group in a circle. Then, distribute the story “Oh no, I’m a cat!” to every student.
3. Ask the students to read the story silently for a while. When they finished, distribute the students’ feedback paper to all the students. Make sure that each student gets 3 to 4 pieces (based on the number of the members of the group).
4. Within each group, the students should make a distance to each other for about 2 meters. Ask the students to read aloud the story in turn. Each student is responsible to read at least one paragraph. Ask them to read it correctly according to the right manner of public speaking as it written in the students’ handout. Then, ask students to observe and evaluate their friends’ performances based on the criteria written on the students’ feedback.
5. Move around the class and observe the students’ performances. Note down your observation if necessary. Check for the students’ pronunciation and note down the mistakes.

6. When all students have finished, ask them to discuss their performances in their group. Ask them to share their feelings when they are doing the reading. Ask them to give comments and suggestions to each other in order to speak more fluently, accurately, and clearly with the appropriate volume and intonation.

7. Ask the students to repeat the performances. Switch the turn so that the students will not get the same paragraph to read. Ask them to improve their reading aloud skills based on comments and suggestion given to them.

8. Move around the class and observe more the students’ performance. Check for details the aspects of their speaking skills. Note it down if you think it’s necessary.

9. When all students have finished performing their second performances, distribute the student’s feedback paper. Ask them to write down their comments on their friends’ second performances. Then, give it to their friends as the evaluation on their performances.

**POST – ACTIVITIES**

1. Share your observation on the students’ performances. Give comments on the strengths and weaknesses of the performances to encourage them. Give also some suggestion so that the students will be able to perform better in other opportunities. Then, give some correction on their pronunciation on the words from the story (if there are some mistakes in the pronunciation).

2. Ask the students about their comments on the activities they have done. Ask them also to evaluate the learning process in general (whether they found the activity is helping to increase their confidence or not, etc)
TIME ALLOTMENT: 15 MINUTES

PROCEDURE!
1. Divide the class into 3 groups.
2. Then, each group should make a line (you will have 3 lines of students). Each student should make 1 meter distance from other members of the group.
3. Tell them that they are going to be a messenger to a friend in front of them.
4. Each student of the group who stand in the fifth/last line is going to be the first messenger. They get the message from the teacher and read it carefully and after that they have to memorize it so that they are able to tell the message to a friend in front of them. The paper containing the message should be returned back to the teacher right after they have successfully memorized it.
5. Then, the next student does the same thing. They listen carefully for the message from their friend standing behind them and continue the message to the next student.
6. This process continues until reach the last student in front.
7. The last student of the group receiving the message speaks out loudly the message they've heard.
8. After all groups have finish, the teacher read out the original message.
9. The fastest group with the right message won the game!

THE MESSAGE: FIVE BAD MEN IN THE BACK WITH BIG BAG BEG TO SLEEP IN THE BED
GLOSSARY
MEETING 4

Tend (V) : cenderung
Hesitant (Adj) : ragu – ragu
Clarity (N) : kejelasan
Adjust (V) : mengatur
Audible (Adj) : dapat di dengar
Horrible (Adj) : menjijikan
Against (Prep) : melawan

V : Verb / kata kerja
N : Noun / kata benda
Adj : Adjective / kata sifat
Adv : Adverb / kata keterangan
Prep: Preposition / kata hubung
There are several aspects can be viewed to measure how good our speaking skill is. They are:

- **FLUENCY**
  This aspect measures how smooth you tell the story. Often, when you are not ready or when you become so nervous, you would stop in the middle of the story and tend to be hesitant. The more you make stops/pauses the less you gain the grade for this aspect. Moreover, your audience will get difficulties in following your story.

- **ACCURACY**
  This aspect measures your grammar and vocabulary usage (whether you use them appropriately or not). Wrong diction and grammar usage would make your words and sentences misunderstood by the audiences.

- **CLARITY**
  This aspect measures the clarity of your words and sentences (whether you clearly say these vowels: A, I, U, E, O or the consonants to differentiate them from each other). Usually, to show this clarity, you have to open and shape your mouth perfectly to what sound you produce.

- **INTONATION**
  This aspect measures the way you put raising or falling or even flat intonation to your words and sentences. In general, when you create a question sentence, you will put raising intonation in the end of the sentence. But in normal sentence (e.g. statement), you will put falling intonation in the end of the sentence.

- **VOLUME**
  This aspect measures the volume of your voice. When you perform storytelling, you often deal with a lot of audience. For that reason, you have to adjust your volume to make your story audible for nearest and even the farthest audience from your position.
Now, you and your friend may practice your speaking skill. Please consider those aspects in the previous page when you are practicing. Here's a grading guideline to help you in giving feedback and evaluation to your friend.

<table>
<thead>
<tr>
<th>ASPECT</th>
<th>1 - Very poor</th>
<th>2 - Poor</th>
<th>3 - Good</th>
<th>4 - Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fluency</td>
<td>The pace is very slow with too many pauses</td>
<td>Normal speed with few pauses</td>
<td>Smooth enough with very few pauses</td>
<td>Very smooth with no pauses</td>
</tr>
<tr>
<td>Accuracy</td>
<td>Very poor diction and grammar which lead to misunderstanding (Correctness 0%-39%)</td>
<td>Few mistakes in grammar with very limited vocabulary but still understandable (Correctness 41%-60%)</td>
<td>Very few mistakes in grammar with enough variety of vocabulary (Correctness 61%-80%)</td>
<td>Excellent grammar with various words used (Correctness 81%-100%)</td>
</tr>
<tr>
<td>Clarity</td>
<td>Many mistakes in pronunciation with unclear articulation and difficult to understand</td>
<td>Few mistakes in pronunciation with inconstant articulation but still understandable</td>
<td>Good pronunciation with very few mistakes and clear articulation</td>
<td>Very clear articulation with good pronunciation (native-like pronunciation)</td>
</tr>
<tr>
<td>Intonation</td>
<td>Very flat intonation with no difference tone for different sentences</td>
<td>Inconstant intonation and often put inappropriate tone for the words/ sentences</td>
<td>Very few mistakes in words/sentences intonation</td>
<td>Exact tone for the words/sentences which lead to perfect intonation</td>
</tr>
<tr>
<td>Volume</td>
<td>Speak too low that audience can hardly listen to the story</td>
<td>Inconstant volume and make the story often hard to listen</td>
<td>Loud enough</td>
<td>Very good in maintaining volume that every word can be heard easily</td>
</tr>
</tbody>
</table>
It was a warm summer’s day. David and Maggie, his sister, were in the garden. Maggie wanted to read her book, but David wanted to talk.
‘That cat is amazing! Look it walks beautifully!’
‘Be quiet. I’m reading. I’m going to be a TV star,’
‘Watch me. I’m a cat! I’m going to jump on that wall.’
‘Be careful. That’s the one-eyed man’s wall. He can see you!’

David walked along the wall. The one-eyed man didn’t see him. But something started to happen to David...
‘You’ve got hairs on your hands!’
‘I feel ill!’
‘You’re getting smaller! You’ve got hairs on your face! You’re horrible! Urrhhh!’
‘I’m changing into a cat! Help me, Maggie!’
‘What can I do?’

David changed into a cat! He was very unhappy.
‘Tell Mum and Dad! Quick! Help! HEL…IAOW!’
‘You’re a cat!’  ‘Miaow!’
‘Can you understand me?’  ‘Miaow!’

Maggie was very pleased. She had a clever cat. She wanted to be a rich and famous TV star.
‘David, you are a wonderful cat. We can go on television.’
‘We are going to be rich and famous.’  ‘Miaow!’
‘Now, let’s practice. Lift your paw!’  ‘Miaow!’
‘Jump ten times!’
‘David, jump ten times! OK! I’m going to tell Mum. You’re a horrible cat! You can’t live in this house if you’re not nice.’

Maggie was very happy and excited! David was hungry, he saw Gilbert, Maggie’s canary. Its door was open.
‘Hello, Gilbert. How is my little Gilbert?’  ‘Miaow!’
‘David, stop it! Leave Gilbert alone!’  ‘Tweet! Tweet!’
‘Poor Gilbert! Gilbert! David, you are a stupid cat. You horrible, stupid cat! Get out of the house!’

David parents came home. David was very pleased. He miaowed and rubbed against their legs. He was their son, and He wanted his mum and dad to know.
‘Oh look, there’s a cat!’  ‘Miaow!’
‘What a nice little cat!’  ‘Miaow! Miaow!’
‘All right, get down now. You must go home. Go home to mummy!’
‘Go on! Shoo! Go away! Go home!’

--- the end ---
## EVALUATION

**Name:**

**Class:**

<table>
<thead>
<tr>
<th>No</th>
<th>Evaluation Components</th>
<th>Very poor</th>
<th>Poor</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Fluency</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>Accuracy</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>Clarity</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>Intonation</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>Volume</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

**TOTAL SCORE:**

Write down your comment here!

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**Name:**

**Class:**

<table>
<thead>
<tr>
<th>No</th>
<th>Evaluation Components</th>
<th>Very poor</th>
<th>Poor</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Fluency</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>Accuracy</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>Clarity</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>Intonation</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>Volume</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

**TOTAL SCORE:**

Write down your comment here!

……………………………………………………………………………………………
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……………………………………………………………………………………………

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
Lesson Plan
Meeting 5
Describing characters inside the stories
“Tell Me about Those People”

Objectives:
1. Students are able to identify the components of human physical appearance and human personality.
2. Students are able to describe other people’s physical appearance and personality orally.
3. Students are able to create a story about other people using their physical and personality orally.

Methods:
Speaking practice, lecture, peer evaluation

Instruments:
Handouts, pictures of various people, blank papers

Learning Activities:

<table>
<thead>
<tr>
<th>No.</th>
<th>Activities</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Energizer</strong></td>
<td>Students are to sing a song titled “Daisy”</td>
<td>5’</td>
</tr>
<tr>
<td><strong>Main activities</strong></td>
<td>Students are to listen to teacher’s explanation and to read handouts about describing human physical appearance and personality.</td>
<td>15’</td>
</tr>
<tr>
<td></td>
<td>Students are to be divided into small groups consist of 3-4 members.</td>
<td>3’</td>
</tr>
<tr>
<td></td>
<td>Students are to describe the physical appearance and personality of one of the group members. Each member of the group does this activity in turn until all members have finished.</td>
<td>10’</td>
</tr>
<tr>
<td></td>
<td>Students give comment and suggestion on their friends’ performance.</td>
<td>6’</td>
</tr>
<tr>
<td></td>
<td>Students are given pictures of people. Each student gets one picture.</td>
<td>3’</td>
</tr>
<tr>
<td></td>
<td>Students are to create a story about the people from the picture they have got.</td>
<td>10’</td>
</tr>
<tr>
<td></td>
<td>Students are to perform their story in front of their group members</td>
<td>20’</td>
</tr>
<tr>
<td></td>
<td>Students are to give comments and suggestion on their friends’ performances.</td>
<td>12’</td>
</tr>
<tr>
<td><strong>Reflection</strong></td>
<td>Students are to mention what they have learnt from today’s meeting and to share their feelings during the meeting.</td>
<td>6’</td>
</tr>
</tbody>
</table>

Enclosed Materials:
Song, students’ handouts, pictures of various people, story draft, and students’ evaluation sheet
TEACHER’S MANUAL

PREPARATION
1. Copy the enclosed materials: the “Daisy” song, glossary, story draft and the student feedback.
2. Print the pictures of various people according to the numbers of the students. If there is problem with the printing layout, you can just try to find various pictures of people from the magazines, newspaper or any other media.

PRE – ACTIVITIES
1. Distribute the lyric of “Daisy” song to the students. Ask them to sing and dance with it. If necessary, you can repeat it for several times.
2. Explain the objectives/purposes of the meeting.
3. Look at the glossary. Pronounce the words and discuss the meaning with the students.

MAIN ACTIVITIES
1. Distribute the students’ handout “Tell me about these people!” to the students. Ask them to read carefully in a while. After they have finished reading it, give some explanation on the materials written in the handout and discuss the content of it in a form of question-answer session with the students.
2. Divide the students into small groups with 3 to 4 members in each group. Tell them to stick around with their group in a circle. Ask them to describe their friend’s physical appearance using the vocabularies from the students’ handout. Then, ask them to discuss the use of those vocabularies.
3. Move around the class and observe the students’ performances. Note down your observation if necessary.
4. When all students have finished, distributes the various pictures of people and the story draft. Each student gets one picture to describe and one piece of story draft.
5. Ask the students to create a story of the person in the picture. The story should include the description of the physical appearance and the characterization of the person. When they have finished preparing their story, they should perform the story in front of their small group members.
6. Move around the class and observe more the students’ performance. Check for details the aspects of their speaking skills. Note it down if you think it’s necessary.

7. When all students have finished performing their second performances, distribute the student’s feedback paper. Ask them to write down their comments on their friends’ performances. Then, give it to their friends as the evaluation on their performances.

**POST – ACTIVITIES**

1. Share your observation on the students’ performances. Give comments on the strengths and weaknesses of the performances to encourage them. Give also some suggestion so that the students will be able to perform better in other opportunities. Then, give some correction on their pronunciation on the words from the story (if there are some mistakes in the pronunciation).

2. Ask the students about their comments on the activities they have done. Ask them also to evaluate the learning process in general (whether they found the activity is helping to increase their confidence or not, etc)
SONG

DAISY

Daisy, Daisy,
Give me your answer true.
I'm half-crazy
All for the love of you.
It won't be a stylish marriage.
I can't afford a carriage.
But you'll look sweet upon the seat
Of a bicycle built for two.
### GLOSSARY
#### MEETING 5

<table>
<thead>
<tr>
<th>Afford (V)</th>
<th>: memberikan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carriage (N)</td>
<td>: kereta kuda</td>
</tr>
<tr>
<td>Dimple (N)</td>
<td>: lesung pipi</td>
</tr>
<tr>
<td>Freckle (N)</td>
<td>: bintik- bintik coklat</td>
</tr>
<tr>
<td>Pimpled (N)</td>
<td>: bintik – bintik merah</td>
</tr>
<tr>
<td>Slanted (Adj)</td>
<td>: sipit</td>
</tr>
<tr>
<td>Snub (Adj)</td>
<td>: pendek tapi mancung</td>
</tr>
<tr>
<td>Hooked (Adj)</td>
<td>: hidung (seperti) kakak tua</td>
</tr>
<tr>
<td>Kinky (Adj)</td>
<td>: keriting</td>
</tr>
<tr>
<td>Tan (Adj)</td>
<td>: coklat</td>
</tr>
<tr>
<td>Stout (Adj)</td>
<td>: tegap</td>
</tr>
</tbody>
</table>

**V** : Verb / *kata kerja*

**N** : Noun / *kata benda*

**Adj** : Adjective / *kata sifat*

**Adv** : Adverb / *kata keterangan*
We can explain more about the characters inside the story by describing their physical appearance and their personalities. Please consult your dictionary if you find difficult vocabularies!

**Appearance**

**Face**
- oval, round, square, diamond
- chubby, dimpled, freckled, pimpled
- beautiful, handsome, gorgeous, ugly

**Eyes**
- big, slanted, droopy, sharp, wide, narrow
- blue-black-grey-yellowish-brown eyes

**Nose**
- pointed, flat, big, pug, long, snub, hooked, crooked

**Lips**
- pout, thin, thick, full, sensual

**Hair**
- wavy, curly, kinky, straight, blonde, short, long, black, bald, bangs, braids, ponytail

**Facial hair**
- beard, moustache, whiskers, sideburns

**Complexion**
- fair, dark, brown, pale, yellowish, tan

**Height**
- short, fairly short, medium, pretty tall, tall

**Body**
- slim, well shaped, muscular, fat, stout, plumb

*You may add some others!*
### Personalities

<table>
<thead>
<tr>
<th>Positive</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nice, good, kind</td>
<td>Evil, wicked</td>
</tr>
<tr>
<td>polite</td>
<td>Impolite</td>
</tr>
<tr>
<td>willful</td>
<td>stubborn</td>
</tr>
<tr>
<td>Cheerful, happy</td>
<td>Gloomy, miserable</td>
</tr>
<tr>
<td>Funny, humorous</td>
<td>Ridiculous, silly</td>
</tr>
<tr>
<td>Flexible, easy going, supple</td>
<td>Stiff, strict</td>
</tr>
<tr>
<td>Patient, tolerant</td>
<td>Intolerant, impatient</td>
</tr>
<tr>
<td>Open minded</td>
<td>Narrow-minded</td>
</tr>
<tr>
<td>Smart, clever, bright, intellectual</td>
<td>Stupid, dull, brainless</td>
</tr>
<tr>
<td>Honest, frank, truthful</td>
<td>Liar, fraud, pretender, hypocrite</td>
</tr>
</tbody>
</table>

*You may add some others!*
Create a story about this person!
Create a story about this person!
Create a story about these people!
Create a story about this person!
Create a story about these people!
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
## EVALUATION

**Name:**  
**Class:**

<table>
<thead>
<tr>
<th>No</th>
<th>Evaluation Components</th>
<th>Very poor</th>
<th>Poor</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Fluency</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>Accuracy</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>Clarity</td>
<td>1</td>
<td>2</td>
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<td>4</td>
<td>Intonation</td>
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<td>8</td>
<td>Creativity</td>
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<td>9</td>
<td>Plot</td>
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<td>Surprising event</td>
<td>1</td>
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</tbody>
</table>

**TOTAL SCORE:**

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**TOTAL SCORE:**

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Lesson Plan
Meeting 6
Applying “time sequence” in storytelling
“Once upon a Time…”

Objectives:
1. Students are able to identify the “time sequence” used in stories.
2. Students are able to create a story with appropriate “time sequence”.

Methods:
Speaking practice, lecture, peer evaluation

Instruments:
Handouts, blank papers, evaluation sheet

Learning Activities:

<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>Duration</th>
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<tbody>
<tr>
<td></td>
<td><strong>Energizer</strong></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Students are to sing a song titled “Mary had a little lamb”</td>
<td>8’</td>
</tr>
<tr>
<td></td>
<td><strong>Main activities</strong></td>
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</tr>
<tr>
<td>1</td>
<td>Students are to listen to teacher’s explanation and to read handouts about the “time sequence” used in stories.</td>
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<tr>
<td>2</td>
<td>Students are to be divided into small groups consist of 3-4 members.</td>
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</tr>
<tr>
<td>3</td>
<td>Students are to make a storytelling draft. The topic for the story is “My Funny Experience in the Past”. Each student must use his/her own experience. The duration for the story is 5-10 minutes to be perform.</td>
<td>10’</td>
</tr>
<tr>
<td>4</td>
<td>Students are to practice their storytelling performance.</td>
<td>10’</td>
</tr>
<tr>
<td>5</td>
<td>Students are to perform their stories in turn inside the small group in turn.</td>
<td>30’</td>
</tr>
<tr>
<td>6</td>
<td>Students are to give comments and suggestion on their friends’ performances.</td>
<td>12’</td>
</tr>
<tr>
<td></td>
<td><strong>Reflection</strong></td>
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</tr>
<tr>
<td>1</td>
<td>Students are to mention what they have learnt from today’s meeting and to share their feelings during the meeting.</td>
<td>7’</td>
</tr>
</tbody>
</table>

Enclosed Materials:
Song, Students’ handouts, story draft, students’ evaluation sheet
TEACHER’S MANUAL

PREPARATION
1. Copy the enclosed materials: the “Mary had a little lamb” song, students’ handout “Once upon a time”, glossary, story draft and the student feedback.

PRE-ACTIVITIES
1. Distribute the lyric of “Mary had a little lamb” song to the students. Ask them to sing and dance with it. If necessary, you can repeat it for several times.
2. Explain the objectives/purposes of the meeting.
3. Look at the glossary. Pronounce the words and discuss the meaning with the students.

MAIN ACTIVITIES
1. Distribute the students’ handout “Once upon a time” to the students. Ask them to read carefully in a while. After they have finished reading it, give some explanation on the materials written in the handout and discuss the content of it in a form of question-answer session with the students.
2. Divide the students into small groups with 3 to 4 members in each group. Tell them to stick around with their group members in a circle.
3. Distribute the story draft to all of the students. Ask them to create a story with the topic: My funny experience in the past. The students should apply the time sequence in their story. They have 10 minutes to create the story, another 10 minutes to practice the storytelling and another 10 minutes to perform the storytelling in front of their group members.
4. Move around the class and observe the students’ performances. Note down your observation if necessary. Help the students if they find difficulties in developing their story.
5. When all students have finished performing their performances, distribute the student’s feedback paper. Ask them to write down their comments on their friends’ performances. Then, discuss their comments and suggestions in the group to get feedback from each other orally. They may share also their feeling and their storytelling skills progress so far. In the end, give it to their friends as the evaluation on their performances.
POST – ACTIVITIES

1. Share your observation on the students’ performances. Give comments on the strengths and weaknesses of the performances to encourage them. Give also some suggestion so that the students will be able to perform better in other opportunities. Then, give some correction on their pronunciation on the words from the story (if there are some mistakes in the pronunciation).

2. Ask the students about their comments on the activities they have done. Ask them also to evaluate the learning process in general (whether they found the activity is helping to increase their confidence or not, etc)
SONG

MARY HAD A LITTLE LAMB

Mary had a little lamb,
Little lamb, little lamb,
Mary had a little lamb,
Its fleece was white as snow.

And everywhere that Mary went,
Mary went, Mary went,
Everywhere that Mary went
The lamb was sure to go.

It followed her to school one day
School one day, school one day
It followed her to school one day
Which was against the rules.

It made the children laugh and play,
Laugh and play, laugh and play,
It made the children laugh and play
To see a lamb at school.

And so the teacher turned it out,
Turned it out, turned it out,
And so the teacher turned it out,
But still it lingered near.

And waited patiently about,
Patiently about, patiently about,
And waited patiently about
Till Mary did appear.

"Why does the lamb love Mary so?"
Love Mary so? Love Mary so?
"Why does the lamb love Mary so?"
Th bef e eager children cry

"Why, Mary loves the lamb, you know."
Loves the lamb, you know, loves the lamb, you know
"Why, Mary loves the lamb, you know."
The teacher did reply.
GLOSSARY
MEETING 6

Fleece (N) : mantel
Lingered (V) : tidak beranjak pergi

V : Verb / kata kerja
N : Noun / kata benda
Adj : Adjective / kata sifat
Adv : Adverb / kata keterangan
When we are telling stories to others, we often use ‘time sequence’ to indicate succession/series of actions. Here below, you may read some suggestion about it.

**Introduction**

We can start an interesting ‘hook’ to grab your audience’s attention. Provide a quotation, unique fact, creative analogy, thought-provoking question, etc. don’t just begin by saying ‘my story is about...’ or ‘today I will tell you about...’

**Body Organization**

Use ‘time sequence’ that help your listener understand the flow of your story. these following terms should be helpful:

<table>
<thead>
<tr>
<th>First...</th>
<th>Second...</th>
<th>Third...</th>
<th>Fourth...</th>
<th>Fifth...</th>
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<tbody>
<tr>
<td>Firstly...</td>
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<td>Then,...</td>
<td>After that,...</td>
<td>Later,...</td>
<td>Soon,...</td>
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</table>

In the beginning... In the end...

Let me begin with... Let me end with...

There are some conjunctions can be used to support your story:

| after as as long as as soon as | before now (that) once since before now (that) once since |
|-------------------------------|----------------------|----------------------|----------------------|
| before while until (till)     | while until (till)   |

**Conclusion**

Since you start with something interesting, you need to balance your story by ending or concluding with something interesting, too. You can provide the moral of the story, summarize the main points, give a final comment that the listener want to remember, say something related to your introduction, etc. don't end with ‘That's all!’ or ‘that's it’ or ‘I'm finished’.
EVALUATION

Name : 
Class :

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TOTAL SCORE:

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EVALUATION

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TOTAL SCORE:
**Lesson Plan**

Meeting 7

Create a new story using pictures

“Beyond Our Imagination”

Objectives:
1. Students are able to create new stories using their imagination using various pictures.
2. Students are to practice their English speaking skill using storytelling.

Methods:
Students’ storytelling performance, Teacher’s evaluation, peer evaluation

Instruments:
Various pictures, blank papers

Learning Activities:

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<th>Duration</th>
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<tbody>
<tr>
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<tr>
<td>1</td>
<td>Students are to sing a song titled “My Bonnie Lies Over the Ocean”</td>
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<tr>
<td></td>
<td><strong>Main activities</strong></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Students are to be divided into small groups consist of 3-4 members.</td>
<td>3’</td>
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<tr>
<td>2</td>
<td>Students are to be given envelopes with some pictures inside it. Each</td>
<td>2’</td>
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<tr>
<td></td>
<td>student gets one envelope with five various pictures.</td>
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<tr>
<td>3</td>
<td>Students are to make a storytelling draft. Students must create a story</td>
<td>12’</td>
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<tr>
<td></td>
<td>by combining their interpretation on the five pictures they have got into</td>
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<td></td>
<td>one good story. The duration for the story is 5-10 minutes to be</td>
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<td></td>
<td>perform.</td>
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<tr>
<td>4</td>
<td>Students are to practice their storytelling performance.</td>
<td>10’</td>
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<tr>
<td>5</td>
<td>Students are to perform their stories in turn inside the small group in</td>
<td>35’</td>
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<td></td>
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<td>Students are to give comments and suggestion on their friends’</td>
<td>10’</td>
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<td>Students are to mention what they have learnt from today’s meeting and</td>
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<tr>
<td></td>
<td>to share their feelings during the meeting.</td>
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<tr>
<td>2</td>
<td>Students are to listen to teacher’s evaluation on students’ speaking</td>
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<tr>
<td></td>
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</table>

Materials:
Song, various pictures of people, story draft, students’ evaluation sheet
TEACHER’S MANUAL

PREPARATION
1. Copy the enclosed materials: the “My bonnie lies over the ocean” song, glossary, story draft and the student feedback.
2. Print the random pictures from the enclosed materials according to the numbers of the students. If you want to get more various pictures, you can just try to find various pictures of people from the magazines, newspaper or any other media. The main consideration of choosing the pictures are: 3 out of 5 pictures are showing human activities and 2 out of 5 pictures are showing the time/place as the setting of the story.
3. Prepare big envelopes to keep those pictures. In each envelope there are five pictures.

PRE – ACTIVITIES
1. Distribute the lyric of “My bonnie lies over the ocean” song to the students. Ask them to sing and dance with it. If necessary, you can repeat it for several times.
2. Explain the objectives/purposes of the meeting.
3. Look at the glossary. Pronounce the words and discuss the meaning with the students.

MAIN ACTIVITIES
1. Distribute the pictures inside the big envelopes to the students. Each student receives one envelope. Ask them to open the envelope and to pay attention to the pictures that they receive.
2. Distribute the story draft to each student. Ask them to create a story based on their imagination and interpretation on the pictures that they receive. They should be able to find and create a joint to put the random ideas from the random pictures into one smooth plot.
3. Inform the students that they have 12 minutes to create the story, another 10 minutes to practice the storytelling, and another 10 minutes to perform their storytelling in front of their group members.
4. When the students have finished all the preparation and the practice, divide them into small groups with 3 to 4 members in each group. Tell them to stick around with their group in a circle.
5. Ask the students to begin the storytelling performances. They should perform it in turn.

6. Move around the class and observe the students’ performances. Note down your observation if necessary.

7. When all students have finished performing their second performances, distribute the student’s feedback paper. Ask them to write down their comments on their friends’ performances. Then, discuss their comments and suggestions in the group to get feedback from each other orally. They may share also their feeling and their storytelling skills progress so far. In the end, give it to their friends as the evaluation on their performances.

POST – ACTIVITIES

1. Share your observation on the students’ performances. Give comments on the strengths and weaknesses of the performances to encourage them. Give also some suggestion so that the students will be able to perform better in other opportunities. Then, give some correction on their pronunciation on the words from the story (if there are some mistakes in the pronunciation).

2. Ask the students about their comments on the activities they have done. Ask them also to evaluate the learning process in general (whether they found the activity is helping to increase their confidence or not, etc)
My Bonnie Lies Over the Ocean

My bonnie lies over the ocean
My bonnie lies over the sea
My bonnie lies over the ocean
Oh bring back my bonnie to me

Bring back, bring back
Bring back my Bonnie to me, to me
Bring back, bring back
Bring back my Bonnie to me

Last night as I lay on my pillow
Last night as I lay on my bed
Last night as I lay on my pillow
I dreamed that my bonnie was dead

Bring back, bring back
Bring back my Bonnie to me, to me
Bring back, bring back
Bring back my Bonnie to me

Oh blow ye the winds o'er the ocean
And blow ye the winds o'er the sea
Oh blow ye the winds o'er the ocean
And bring back my bonnie to me

Bring back, bring back
Bring back my Bonnie to me, to me
Bring back, bring back
Bring back my Bonnie to me

***the end***
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
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PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
# EVALUATION

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**Kelas:**

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<td>8</td>
<td>Creativity</td>
<td>1</td>
<td>2</td>
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</tr>
<tr>
<td>9</td>
<td>Plot</td>
<td>1</td>
<td>2</td>
<td>3</td>
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</tr>
<tr>
<td>10</td>
<td>Surprising event</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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</tbody>
</table>

**TOTAL SCORE:**
Lesson Plan
Meeting 8
Develop and Continue Others’ Stories
“Free Your Mind”

Objectives:
1. Students are able to create and develop stories from others’ stories.
2. Students are to practice their English speaking skill using storytelling.

Methods:
Students’ storytelling performance, Teacher’s evaluation, peer evaluation

Instruments:
Evaluation sheet

Learning Activities:

<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>Duration</th>
</tr>
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<tbody>
<tr>
<td></td>
<td><strong>Energizer</strong></td>
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</tr>
<tr>
<td>1</td>
<td>Students are to sing a song titled “Chaka-Chiki”</td>
<td>7’</td>
</tr>
<tr>
<td></td>
<td><strong>Main activities</strong></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Students are to be divided into small groups consist of 5 members.</td>
<td>3’</td>
</tr>
<tr>
<td>2</td>
<td>Students are to make a creative storytelling without any draft.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Students are to tell a story in turn. Each group creates one story without any draft. The story begins with the story of the first student. Then, the second student continues and develops the story using his/her imagination and so on and so forth with the third and fourth student. Each student has one minute to tell his/her story and get 3 chances to develop the stories.</td>
<td>15’</td>
</tr>
<tr>
<td>4</td>
<td>Students are to give comments and suggestion on their friends’ performances.</td>
<td>10’</td>
</tr>
<tr>
<td>5</td>
<td>Students are to make one big group.</td>
<td>3’</td>
</tr>
<tr>
<td>6</td>
<td>Students are to do the same thing with previous activity in the small group. Each student has one minute to tell his/her story and get 3 chances to develop the stories.</td>
<td>40’</td>
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<tr>
<td>7</td>
<td>Students are to listen to teacher’s evaluation on students’ speaking performance</td>
<td>7’</td>
</tr>
<tr>
<td></td>
<td><strong>Reflection</strong></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Students are to mention what they have learnt from today’s meeting and to share their feelings during the meeting.</td>
<td>5’</td>
</tr>
</tbody>
</table>

Enclosed Materials:
Song, students’ evaluation sheet
TEACHER’S MANUAL

PREPARATION

PRE – ACTIVITIES
1. Distribute the lyric of “Chaka-Chiki” song to the students. Ask them to sing and dance with it. If necessary, you can repeat it for several times.
2. Explain the objectives/purposes of the meeting.
3. Look at the glossary. Pronounce the words and discuss the meaning with the students.

MAIN ACTIVITIES
1. Divide the students into small groups with 5 members in each group. Tell them to stick around with their group members in a circle.
2. Tell the students that they are going to have a new storytelling activity where they will not use any story draft to prepare their story. In this new activity they are going to practice and improve their spontaneity and creativity in developing a story.
3. Inform the students that in this activity they are going to continue and develop a story which is created and started by other students. Each student has one minute to tell his/her story. For example: the first student tells a story about Spiderman who is fighting the Venom on the top of building. After 1 minute, the second student continues the story that the Spiderman is almost dead when Venom uses his poisonous jaws. After the next 1 minute, the third student will continues the story from the second student and so on and so forth.
4. Move around the class and observe the students’ performances. Note down your observation if necessary. Help the students if they find difficulties in developing their story.
5. When all students have finished performing their performances, ask them all to make on big group consists of all students. Now, the same activity is applied to this big group with the same rules. Each student has 1 minute to tell the story then the next student will continues.
6. You may also join the activity in order to get closer to your students.
7. After all students have the opportunities to express their ideas and tell their stories, ask them to gather around with their small group to discuss this activity. Ask them also to give feedback in form of comments and suggestions on their friends’ performances using the students’ feedback paper.

**POST – ACTIVITIES**

1. Share your observation on the students’ performances. Give comments on the strengths and weaknesses of the performances to encourage them. Give also some suggestion so that the students will be able to perform better in other opportunities. Then, give some correction on their pronunciation on the words from the story (if there are some mistakes in the pronunciation).

2. Ask the students about their comments on the activities they have done. Ask them also to evaluate the learning process in general (whether they found the activity is helping to increase their confidence or not, etc)
SONG

Chaka-Chiki

We are in the train of love, Hoo...!
We are in the train of love, Hoo...!
We are in the train of love fantasy
We are in the train of love

When I say chaka
When I say chiki
When I say chaka-chaka-chaka-chaka-chaki-chiki
When I say chiki
When I say chaka
When I say chiki-chiki-chiki-chiki-chiki-chaka
## EVALUATION

<table>
<thead>
<tr>
<th>No</th>
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<th>Poor</th>
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<td>5</td>
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<td></td>
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<td>Surprising event</td>
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<td>2</td>
<td>3</td>
<td>4</td>
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</table>

**TOTAL SCORE:**

199
Lesson Plan
Meeting 9
TEST
(Performance Day)

Objectives:
1. Students are able to perform storytelling in front of audiences.
2. Students are able to make improvement on story they have perform in the first meeting.

Methods:
Students’ storytelling performance

Instruments:
Costumes, storytelling properties, teacher’s evaluation sheet, stopwatch

Learning Activities:

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<th>No</th>
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<tbody>
<tr>
<td>1</td>
<td>Students are to perform the same story they have performed in the Pre-test (meeting 1).</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>Each student performs a storytelling which last for 5-10 minutes. Meanwhile, the other students watch and play role as the audience of the storytelling.</td>
<td>150’ (± 15 students)</td>
</tr>
<tr>
<td>3</td>
<td>Teacher notes down the evaluation of each student on the evaluation sheet during the storytelling performance.</td>
<td>10’ (each student)</td>
</tr>
<tr>
<td>4</td>
<td>After all students have finished performing their storytelling, the teacher gives general comment and evaluation on students’ performance.</td>
<td>10’</td>
</tr>
</tbody>
</table>

Materials:
Storytelling performance rules, teacher’s evaluation sheet
TEACHER’S MANUAL

PREPARATION
1. Prepare the lottery number for the students
2. Provide the stopwatch to manage the performance
3. Copy the evaluation sheet according to the total numbers of the students

PRE – ACTIVITIES
1. Ask the students to gather around you. Read aloud the storytelling performances rules for them and check whether the students have already understood all the rules or not.
2. Ask the students to take the lottery number and tell them to wait for the call. Tell them that while their friends are performing storytelling, the other should be the audience and they must keep silent during the performance.

MAIN ACTIVITIES
1. Sit behind the audience and prepare the evaluation sheet. When you are ready, you can start from the first student with lottery number 1.
2. Grade your students’ performance based on the grading guideline. You can fill in the evaluation sheet during the performance or after the performance. If one student has finished, then continue to the next student and so on and so forth.

POST – ACTIVITIES
1. After all students have finished showing their performances, ask students’ opinion about their own and their friends’ storytelling performance.
2. Give some comments on the strengths and weaknesses of the students’ storytelling performance which would encourage them to improve their storytelling skills.
3. Try to compare the result of the storytelling performance between the first meeting and today’s meeting. Analyze and report it in a piece of paper to be the overall evaluation for each student in the next meeting.
STORYTELLING PERFORMANCE

-RULES-

1. Each student must prepare one story which is the same story that had been performed in the first meeting. Moreover, the student are expected to make some improvements from the first performance in the first meeting.

2. Each student is given 5 to 10 minutes to perform the story.

3. A time keeper will let the student start performing by showing a green flag. When the student has performed for 5 minutes (the minimum time), the time keeper will show a yellow flag. Thirty second before the 10th minute (the maximum time) the time keeper will show a red flag.

4. All students are allowed to bring and use any kind of media/properties to support the performances.

5. Each student is not allowed to borrow properties from the other students.

6. All students are not allowed to bring any notes or outline during the performance.

7. While one student is performing the story, the others must keep silent and stay in the room until all students have finished performing their story.

Grading criteria

A. Speaking skill
   ✓ Fluency: how smooth the student performing the story
   ✓ Accuracy: the accuracy of vocabulary and grammar usage
   ✓ Clarity: the speech clarity in delivering the story
   ✓ Intonation: the appropriateness of intonation
   ✓ Volume: whether the voice is audible or not

B. Expression
   ✓ Mimic: whether showing strong facial expression or not
   ✓ Gesture: whether showing good posture, strong hand and body movement or not

C. Content of the story
   ✓ The creativity of the story
   ✓ Clear plot
   ✓ Existence of surprising event(s)
### EVALUATION

Name:  
Class:  

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<th>No</th>
<th>Evaluation Components</th>
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<th>Good</th>
<th>Poor</th>
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<td>Fluency</td>
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<tr>
<td>2</td>
<td>Accuracy</td>
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<td>4</td>
<td>Intonation</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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<tr>
<td>5</td>
<td>Volume</td>
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<td>3</td>
<td>2</td>
<td>1</td>
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<td><strong>Expression</strong></td>
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<td>7</td>
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<tr>
<td>9</td>
<td>Plot</td>
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<tr>
<td>10</td>
<td>Surprising event</td>
<td>4</td>
<td>3</td>
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**TOTAL SCORE:**

Teacher’s comment:

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PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
Lesson Plan
Meeting 10
Evaluation Day

Objectives:
1. Students are able to identify their strength and weaknesses on their storytelling performance.
2. Students are able to identify their strength and weaknesses on their speaking skill.

Methods:
Teacher’s evaluation, teacher’s sharing, students’ sharing

Instruments:
Teacher’s evaluation sheet, students’ reflection sheet

Learning Activities:

<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>Duration</th>
</tr>
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<tr>
<td></td>
<td><strong>Energizer</strong></td>
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<tr>
<td>1</td>
<td>Students are to sing a song titled “Polly Woolly Doodle”</td>
<td>3’</td>
</tr>
<tr>
<td></td>
<td><strong>Main activities</strong></td>
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</tr>
<tr>
<td>1</td>
<td>Students are to be given the written teacher’s evaluation of their</td>
<td>2’</td>
</tr>
<tr>
<td></td>
<td>performance on the first meeting and on the performance day.</td>
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</tr>
<tr>
<td>2</td>
<td>Students are to read and compare their performance on the first meeting</td>
<td>10’</td>
</tr>
<tr>
<td></td>
<td>with their last performance on the performance day.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Students are to listen to teacher’s general evaluation on the</td>
<td>15’</td>
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<tr>
<td></td>
<td>comparison between their first storytelling performance with the last</td>
<td></td>
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<tr>
<td></td>
<td>performance.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Students are to give comments on their own and friend’s storytelling</td>
<td>15’</td>
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<tr>
<td></td>
<td>performance during the last nine meetings</td>
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<tr>
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<td><strong>Reflection</strong></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Students are to give comments, suggestion and evaluation on the</td>
<td>15’</td>
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<tr>
<td></td>
<td>storytelling activities they had experienced for the last ten meetings</td>
<td></td>
</tr>
<tr>
<td></td>
<td>orally and in written form.</td>
<td></td>
</tr>
</tbody>
</table>

Materials:
Song, Students’ reflection sheet
TEACHER’S MANUAL

PREPARATION
1. Prepare and copy the enclosed materials: “Polly, Woolly, Doodle” song, reflection sheet for the students

PRE – ACTIVITIES
1. Distribute the lyric of “Polly, Woolly, Doodle” song to the students. Ask them to sing and dance with it. If necessary, you can repeat it for several times.
2. Explain the objectives/purposes of the meeting.
3. Look at the glossary. Pronounce the words and discuss the meaning with the students.

MAIN ACTIVITIES
1. You read aloud the overall result of the performances in the previous meeting. You mention the strength and weaknesses of students’ performances in general. State clearly the things that they still need to improve to be a good storyteller.
2. Distribute the result of the storytelling performances in the previous meeting and the first meeting to the student. Let them read it for a while to see the comparison of their own performances.
3. Inform the students of your analysis on the comparison of the storytelling performances results between the first and the ninth meeting. Then discuss it with all the students.
4. Ask the students to give comments on their own and their friends’ storytelling performances. After all students have given their comments, summarize and give conclusion on it.

POST – ACTIVITIES
1. Ask the students to fill out the reflection sheet to give comments on their friends’ performances and also evaluation for the storytelling activities in the storytelling club in their school.
SONG

**Polly Woolly Doodle**

Oh, I went down South
For to see my Sal
Sing Polly wolly doodle all the day
My Sal, she is a spunky gal
Sing Polly wolly doodle all the day

Fare thee well, Fare thee well,
Fare thee well my fairy fay
For I’m going to Lou’siana For to see my Susyanna
Sing Polly wolly doodle all the day

Oh, my Sal, she is a maiden fair
Sing Polly wolly doodle all the day
With curly eyes and laughing hair
Sing Polly wolly doodle all the day

Fare thee well, Fare thee well,
Fare thee well my fairy fay
For I’m going to Lou’siana For to see my Susyanna
Sing Polly wolly doodle all the day
GLOSSARY
MEETING 10

Spunky (Adj) : bersemangat
Maiden (N) : perawan
Sneeze (V) : bersin
Whooping cough (V) : sesak nafas
Grasshopper (N) : belalang

V : Verb / kata kerja
N : Noun / kata benda
Adj : Adjective / kata sifat
Adv : Adverb / kata keterangan
<table>
<thead>
<tr>
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REFERENCES


http://bussongs.com/search.php?query=the+itsy+bitsy+spider&x=0&y=0


http://bussongs.com/songs/mary_had_a_little_lamb.php


APPENDIX 3

Documentation of Design Implementation
PHOTOGRAPHS

Implementation of Unit 7

Brain-storming activity

Making story draft activity

Storytelling practice activity

Storytelling practice activity
Implementation of Unit 7

Storytelling performance activity

Giving feedback activity

Writing reflection activity
PHOTOGRAPHS
Implementation of Unit 8

Games activity

Brain-storming & discussion activity

Storytelling practice and performance activities
PHOTOGRAPHS

Implementation of Unit 8

Storytelling practice and performance activities

Reflection activity

Reflection activity

Reflection activity

Reflection activity