
Key Words: folktales, story telling, pronunciation.

The researcher conducted this thesis by formulating the research problems of: (1) How is the students’ pronunciation after implementing storytelling in the learning process? (2) What are the students’ response about storytelling to improve their pronunciation? The researcher applied qualitative research design. It took three observation checklists to find out the material, the teacher and the students activity in teaching learning process. To support the observation, the researcher used questionnaire and documentation as additional data, and then the researcher analyzed by describing the data.

The result of this study showed that the students’ pronunciation improves after three times implementation. First, they find it still difficult to pronounce the English words. They still use mother tongue to pronounce it, but because the teacher gives motivation and drills the students with difficult words to pronounce it, so the students can pronounce the English words correctly after three times implementation their spelling to pronounce the English words improves.

According to the student’s score, the researcher found that most of the students get good score after three times implementation and only few students get low score. It is indicate that many of the students’ pronunciation improves after three times implementation. The result of the questionnaire also indicate that the students are interested to the learning process if using folktales storytelling in the speaking class to improve the students’ pronunciation. So, the researcher concludes that the implementation of storytelling give good effect to improves the students’ pronunciation at the tenth grade of MAN 2 Gresik.