CHAPTER IV
RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher presents the result finding and discussion about the effect of storytelling to improve the students’ pronunciation at the tenth grade of MAN 2 Gresik. The researcher does direct observation, questionnaire and documentation to answer the research problem which is presented in chapter one.

A. The Result Finding

1. The Result of Observation Checklist

In this research, the researcher does observation three times in the class X-6 of MAN 2 Gresik. The researcher observes the teaching learning process and takes note based on the observation checklist. It is used to find out how the students’ pronunciation after the implementation of folktales storytelling in the speaking class.

a. The first meeting

In the first meeting, the teacher uses folktales titled “Sangkuriang” as material in teaching English. The material makes the students be interested because the folktale “sangkuriang” is a story that they know in Indonesian. The students are soon enthusiasm to read the folktale. When teaching learning process, the teacher gives material well. Before begin the lesson, the teacher
gives warming up such asks the students about their knowledge about folktales and then gives explanation about it. The teacher also asks them to read in their mind first. Then the teacher gives example how to pronounce the English word and sometime drills the students to pronounce the difficult words. The teacher also gives a chance for students to ask question. Then the teacher asks students to come forward to retell folktale. The teacher does not check the students understanding after translated it together, he more focuses on students’ pronunciation. But, most of the students feel shy to retell in front of the class. After students’ presentation, the teacher corrects the students’ error on pronunciation. When the researcher looks at the students, students can follow the learning process but most of them do not understand the meaning of the folktale. The vocabulary is little bit difficult for students, because they lack of vocabulary. The students’ pronunciation ability is so bad. They find it still difficult to pronounce the English words. They still use mother tongue to pronounce it and only some students can pronounce it well. Nevertheless, they are interested to the learning process and still try to pronounce the English words.
b. The second meeting

In the second meeting, the material of folktales that is used by the teacher is “Golden Cucumber”. It makes the students be interested because it is familiar to them. Before the teacher begins the lesson, he reviews little about the last meeting, tells the students that it is the same case like the last meeting, and gives motivation to students that their pronunciation must be improved to pronounce the English words well. When teaching learning process, the teacher gives material just like before. The teacher also asks them to read in their mind. Before the teacher asks students to practice pronounce the words, the students translate the folktales using dictionary. Then the teacher gives a chance for students to ask the difficult words. Because in this case the vocabulary is easier than before, so the students know the vocabulary and can guest the meaning well. Although there are some words that they do not know about the meaning, but it is better than the last meeting. Then the teacher asks some students try to read some paragraph, but they still mispronounce it. Before the teacher asks the students to come forward to retell folktale, the teacher gives example how to pronounce the English word and drills the students to pronounce the difficult words. The next activity is the teacher asks students to come forward to retell folktale. In the second meeting, the students do not feel shy anymore to retell the folktale infront of the class.
They are confident enough to come forward and happy in the learning process. After students’ presentation, the teacher corrects the students’ error on pronunciation. The researcher finds that the students’ pronunciation ability is still bad. However, the students are understand about the meaning of the folktale. The students can guest the meaning because the vocabulary in “Golden Cucumber” is used in the daily activity, and by using folktales the students are motivated to pronounce the English words.

c. The third meeting

In the third meeting, the material of folktale that is used by the teacher is still familiar to the students, the topic is “Malin Kundang”. The students pay attention to the lesson. The teacher gives motivation to students that their ability in pronunciation must be better than before. In teaching learning process, the teacher gives material just like before. The teacher gives material of pronunciation well by drilling the difficult words. The teacher still gives a chance for students to ask the difficult words. In folktale “Malin Kundang”, the vocabulary is easy to understand and most of students know the meaning, although they still find the new word that they do not know the meaning, then the teacher will answers their question. The teacher also gives motivation to students to try to pronounce English words without shyness to make mistakes. Because the vocabulary is easy for students and similar like the folktales
before, so the teacher just asks the students about the pronunciation of English words that they do not know how to pronounce it. The teacher drills the words until the students can pronounce it well. Then the teacher asks the students to come forward to retell the folktale. In the third meeting, students can pronounce the English words without shyness and doubt, they use their expression, and their spelling to pronounce the English words are improved. After students’ presentation, the teacher tells the students that their pronunciation ability is good, although sometime the teacher finds mispronunciation in some words. However, the students ability in pronunciation is improved. The students are happy in the learning process, and in this case, the teacher is success to make students be motivated and can improve their pronunciation.

2. The Result of Questionnaire

In this research, the researcher presents questionnaire to 36 students, in this case are the students in the class X-6 of MAN 2 Gresik to get their response about the use of folktales storytelling to their pronunciation in the speaking skill. The researcher gives the questionnaire to the students which is contained of 10 questions, then the researcher collects it to evaluate the students’ response. The formula that is used to calculate the percentage are: (number of response/number
of students) x100%. Then the researcher concludes and describes them descriptively. The questionnaire are:

1. Do you like to learn English?

Table 4.1

<table>
<thead>
<tr>
<th>Question Number</th>
<th>Answers</th>
<th>Total Respondents</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 a.</td>
<td>Very like</td>
<td>2</td>
<td>5,56</td>
</tr>
<tr>
<td>b.</td>
<td>Like</td>
<td>4</td>
<td>11,11</td>
</tr>
<tr>
<td>c.</td>
<td>Less</td>
<td>24</td>
<td>66,67</td>
</tr>
<tr>
<td>d.</td>
<td>Do not like</td>
<td>6</td>
<td>16,67</td>
</tr>
<tr>
<td>Explanation</td>
<td>36</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

For question number 1, it can be concluded that:

a. 2 students (5,56%) in the class X-6 of MAN 2 Gresik say that they very like to learn English.

b. 4 students (11,11%) in the class X-6 of MAN 2 Gresik say that they like to learn English.

c. 24 students (66,67%) in the class X-6 of MAN 2 Gresik say that they less like to learn English.
d. 6 students (16.67%) in the class X-6 of MAN 2 Gresik say that they do not like to learn English.

So, according to the data above, the researcher can concludes that only 5.56% of the students that very like English and 66.67% of the students less like to learn English. It means that there are many students that do not have motivation to learn English.

2. What do you feel when folktales in English are used in learning process to pronounce English words?

Table 4.3

<table>
<thead>
<tr>
<th>Question Number</th>
<th>Answers</th>
<th>Total Respondents</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>a. Very interested</td>
<td>2</td>
<td>5.56</td>
</tr>
<tr>
<td></td>
<td>b. Interested</td>
<td>23</td>
<td>63.89</td>
</tr>
<tr>
<td></td>
<td>c. Less Interested</td>
<td>11</td>
<td>30.56</td>
</tr>
<tr>
<td></td>
<td>d. Uninterested</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Explanation</td>
<td>36</td>
<td>100</td>
</tr>
</tbody>
</table>

For question number 3, it can be concluded that:
a. 2 students (5.56%) in the class X-6 of MAN 2 Gresik say that they are very interested when folktales in English are used in learning process to pronounce English words.

b. 23 students (63.89%) in the class X-6 of MAN 2 Gresik say that they are interested when folktales in English are used in learning process to pronounce English words.

c. 11 students (30.56%) in the class X-6 of MAN 2 Gresik say that they are less interested when folktales in English are used in learning process to pronounce English words.

d. There is no students in the class X-6 of MAN 2 Gresik say that they are uninterested when folktales in English are used in learning process to pronounce English words.

So, according to the data above, the researcher can conclude that most of the students in the class X-6 of MAN 2 Gresik (63.89%) say that they are interested when folktales in English are used in learning process to pronounce English words.

3. Do you ever heard or read folktales before?

Table 4.2

<table>
<thead>
<tr>
<th>Question Number</th>
<th>Answers</th>
<th>Total Respondents</th>
<th>%</th>
</tr>
</thead>
</table>

For question number 2, it can be concluded that all of the students in the class X-6 of MAN 2 Gresik (100%) say that they ever heard or read folktales. So, according to the data above, it can makes easy to conduct the research because the research uses the folktales as the media in teaching learning.

4. Do you feel difficult to pronounce the English words?

Table 4.4

<table>
<thead>
<tr>
<th>Question Number</th>
<th>Answers</th>
<th>Total Respondents</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>a. Very easy</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>b. Easy</td>
<td>2</td>
<td>5,56</td>
</tr>
<tr>
<td></td>
<td>c. Difficult</td>
<td>23</td>
<td>63,89</td>
</tr>
<tr>
<td></td>
<td>d. Very difficult</td>
<td>11</td>
<td>30,56</td>
</tr>
<tr>
<td></td>
<td>Explanation</td>
<td>36</td>
<td>100</td>
</tr>
</tbody>
</table>
For question number 4, it can be concluded that:

a. There is no students in the class X-6 of MAN 2 Gresik say that they feel very easy to pronounce the English words.

b. 2 students (5,56%) in the class X-6 of MAN 2 Gresik say that they feel easy to pronounce the English words.

c. 23 students (63,89%) in the class X-6 of MAN 2 Gresik say that they feel difficult to pronounce the English words.

d. 11 students (30,56%) in the class X-6 of MAN 2 Gresik say that they feel very difficult to pronounce the English words.

So, according to the data above, the researcher can concludes that most of the students (63,89%) in the class X-6 of MAN 2 Gresik say that they feel difficult to pronounce the English words. It means that they are lack of the ability to pronounce the English words.

5. Do you shy to retell folktales in front of the class?

<table>
<thead>
<tr>
<th>Question Number</th>
<th>Answers</th>
<th>Total Respondents</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 a. Very brave</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>5 b. Brave</td>
<td>21</td>
<td>58,33</td>
<td></td>
</tr>
<tr>
<td>5 c. Shy</td>
<td>15</td>
<td>41,67</td>
<td></td>
</tr>
</tbody>
</table>
For question number 5, it can be concluded that:

a. There is no students in the class X-6 of MAN 2 Gresik say that they are very brave to retell folktales in front of the class.

b. 21 students (58,33%) in the class X-6 of MAN 2 Gresik say that they are brave to retell folktales in front of the class.

c. 15 students (41,67%) in the class X-6 of MAN 2 Gresik say that they are shy to retell folktales in front of the class.

d. There is no students in the class X-6 of MAN 2 Gresik say that they are very shy to retell folktales in front of the class.

So, according to the data above, the researcher can concludes that most of the students (58,33%) in the class X-6 of MAN 2 Gresik say that they are brave to retell folktales in front of the class.

6. Do you often to make mispronunciation in retelling folktales in front of the class?

Table 4.6

<table>
<thead>
<tr>
<th>Question number</th>
<th>Answers</th>
<th>Total Respondents</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>d. Very shy</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

| Explanation     | 36      | 100               |   |
For question number 6, it can be concluded that most of the students in the class X-6 of MAN 2 Gresik say that they often to make mispronunciation in retelling folktales in front of the class. So, the teacher must help students to minimize mispronunciation.

7. Is the folktale that is used in speaking learning process help you to pronounce the English words?

Table 4.7

<table>
<thead>
<tr>
<th>Question number</th>
<th>Answers</th>
<th>Total Respondents</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>a. Very help me</td>
<td>6</td>
<td>16,67</td>
</tr>
<tr>
<td></td>
<td>b. Help me</td>
<td>24</td>
<td>66,67</td>
</tr>
<tr>
<td></td>
<td>c. Help me enough</td>
<td>6</td>
<td>16,67</td>
</tr>
<tr>
<td></td>
<td>d. Did not help</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Explanation</td>
<td>36</td>
<td>100</td>
</tr>
</tbody>
</table>
For question number 7, it can be concluded that:

a. 6 students (16.67%) in the class X-6 of MAN 2 Gresik say that the folktale that is used in speaking learning process very help them to pronounce the English words.

b. 24 students (66.67%) in the class X-6 of MAN 2 Gresik say that the folktale that is used in speaking learning process help them to pronounce the English words.

c. 6 students (16.67%) in the class X-6 of MAN 2 Gresik say that the folktale that is used in speaking learning process help them enough to pronounce the English words.

d. There is no students in the class X-6 of MAN 2 Gresik say that the folktale that is used in speaking learning process did not help them to pronounce the English words.

So, according to the data above, the researcher can concludes that most of the students (66.67%) in the class X-6 of MAN 2 Gresik say that the folktale that is used in speaking learning process help them to pronounce the English words. It means that the implementation of folktales is success to help students pronounce the English words.

8. Are you motivated when folktales are used in learning English pronunciation?
Table 4.8

<table>
<thead>
<tr>
<th>Question Number</th>
<th>Answers</th>
<th>Total Respondents</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>a. Very motivated</td>
<td>6</td>
<td>16,67</td>
</tr>
<tr>
<td></td>
<td>b. Motivated</td>
<td>24</td>
<td>66,67</td>
</tr>
<tr>
<td></td>
<td>c. Less motivated</td>
<td>6</td>
<td>16,67</td>
</tr>
<tr>
<td></td>
<td>d. Did not motivated</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Explanation</td>
<td></td>
<td>36</td>
<td>100</td>
</tr>
</tbody>
</table>

For question number 8, it can be concluded that:

a. 6 students (16.67%) in the class X-6 of MAN 2 Gresik say that they are very motivated when folktales are used in learning English pronunciation.

b. 24 students (66.67%) in the class X-6 of MAN 2 Gresik say that they are motivated when folktales are used in learning English pronunciation.

c. 6 students (16.67%) in the class X-6 of MAN 2 Gresik say that they are less motivated when folktales are used in learning English pronunciation.

d. There is no students in the class X-6 of MAN 2 Gresik say that they are not motivated when folktales are used in learning English pronunciation.
So, according to the data above, the researcher can concludes that most of the students (66.67%) in the class X-6 of MAN 2 Gresik say that they are motivated when folktales are used in learning English pronunciation.

9. According to your opinion, is your ability in English pronunciation improve after using folktales as media in learning process?

Table 4.9

<table>
<thead>
<tr>
<th>Question Number</th>
<th>Answers</th>
<th>Total Respondents</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>a. Very improve</td>
<td>6</td>
<td>16.67</td>
</tr>
<tr>
<td></td>
<td>b. Improve</td>
<td>24</td>
<td>66.67</td>
</tr>
<tr>
<td></td>
<td>c. Less improve</td>
<td>6</td>
<td>16.67</td>
</tr>
<tr>
<td></td>
<td>d. Did not improve</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Explanation</td>
<td>36</td>
<td>100</td>
</tr>
</tbody>
</table>

For question number 9, it can be concluded that:

a. 6 students (16.67%) in the class X-6 of MAN 2 Gresik say that their ability in English pronunciation is very improve after using folktales as media in learning process.
b. 24 students (66.67%) in the class X-6 of MAN 2 Gresik say that their ability in English pronunciation is improve after using folktales as media in learning process.

c. 6 students (16.67%) in the class X-6 of MAN 2 Gresik say that their ability in English pronunciation is less improve after using folktales as media in learning process.

d. There is no students in the class X-6 of MAN 2 Gresik say that their ability in English pronunciation is not improve after using folktales as media in learning process.

So, according to the data above, the researcher can concludes that most of the students, 24 students, in the class X-6 of MAN 2 Gresik (66.67%) say that their ability in English pronunciation is improve after using folktales as media in learning process.

10. Do you agree if folktales are used in learning English pronunciation?

Table 4.10

<table>
<thead>
<tr>
<th>Question number</th>
<th>Answers</th>
<th>Total Respondents</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>a. Very agree</td>
<td>6</td>
<td>16.67</td>
</tr>
<tr>
<td></td>
<td>b. Agree</td>
<td>24</td>
<td>66.67</td>
</tr>
<tr>
<td></td>
<td>c. Less agree</td>
<td>6</td>
<td>16.67</td>
</tr>
</tbody>
</table>
For question number 10, it can be concluded that:

a. 6 students (16.67%) in the class X-6 of MAN 2 Gresik say that they are very agree if folktales are used in learning English pronunciation.

b. 24 students (66.67%) in the class X-6 of MAN 2 Gresik say that they are agree if folktales are used in learning English pronunciation.

c. 6 students (16.67%) in the class X-6 of MAN 2 Gresik say that they are less agree if folktales are used in learning English pronunciation.

d. There is no students in the class X-6 of MAN 2 Gresik say that they are disagree if folktales are used in learning English pronunciation.

So, according to the data above, the researcher can concludes that most of the students in the class X-6 of MAN 2 Gresik (66.67%) say that they are agree if folktales are used in learning English pronunciation. It means that folktales can be used as media or material in English pronunciation learning process.

3. The Result of Documentation

The researcher uses students’ score as the result data for documentation. The students’ score is about their pronunciation, because the researcher focuses on the students’ pronunciation ability. The researcher discusses with
the teacher about the criteria to assess the students’ pronunciation. The criteria that are used to assess the students’ pronunciation ability are:¹

Table 4.11

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>SCORE</th>
<th>PRONUNCIATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very good</td>
<td>80-90</td>
<td>Correct, distinct and clear pronunciation.</td>
</tr>
<tr>
<td>Good</td>
<td>70-79</td>
<td>Pronunciation which is fairly and consistently correct.</td>
</tr>
<tr>
<td>Fair</td>
<td>60-69</td>
<td>Pronunciation which is sufficient to maintain communication.</td>
</tr>
<tr>
<td>Poor</td>
<td>50-59</td>
<td>Much unclear and incorrect pronunciation which significantly impedes understanding.</td>
</tr>
<tr>
<td>Very Poor</td>
<td>10-49</td>
<td>A lack of ability to pronounce the basic sounds of the language.</td>
</tr>
</tbody>
</table>

The explanations of those criteria are:

1. The students will get 80-90 score by the criteria: Very good in pronunciation if the students can pronounce the words correctly and can be

¹Adapted from www.aber.ac.uk/.../assessment-crietria-oral.pdf
listen clearly, and if the students make mispronunciation only 5% of the folktales.

2. The student will get 70-79 score by the criteria: Good pronunciation, if the pronunciation is fairly and consistently correct, sometimes make mistakes (only 15% mispronunciation).

3. The students will get 60-69 score by the criteria: Fair, pronunciation which is sufficient to maintain communication, often make mispronunciation until 30%.

4. The students will get the score 50-59 by the criteria: Poor in pronunciation, much unclear and incorrect pronunciation, also if the students make mispronunciation until 50%.

5. The last score is 10-49 by the criteria: Very poor, a lack of ability to pronounce the basic sounds of the language and the students are unable to pronounce the words and until 70% make mispronunciation.

The researcher discuss with the teacher to assess the students’ pronunciation. From the result of the student’s score after three times implementation, the researcher can conclude that:

a. Most of the students (77,78%) get good score after three times implementation, the students that get very good score are 6 students (16,67%) and the students that get good score are 22 students (61,11%).
Based on the students’ score, it means that the implementation of folktales storytelling can improve the students’ pronunciation.

b. Only some students (8 students) that get fair score (22,22%). It is because they find it still difficult to pronounce English, that is why the teacher often drill the students to pronounce English.

B. The Discussion of the Research Finding

When the researcher does observation, in the first meeting, the students are looked shy to retell folktales in front of the class. Actually the students can follow the learning process but most of them do not understand the meaning of the content of folktale, because they are lack of vocabulary. The students also say that the teacher only gives material about tenses before. The researcher thinks that it causes the students find difficulties to pronounce English words. In this meeting, the students’ pronunciation ability is very poor. They find it still difficult to pronounce the English words. They still use mother tongue to pronounce it and only some students can pronounce it well.

In the second meeting, the students do not shy anymore to retell the folktale infront of the class. They are confident enough to come forward. The reseracher finds that the students’ pronunciation ability is still poor. However, the students still want to try to pronounce English words, the students also
understand about the meaning of the folktale and they can guest the meaning. It is because the vocabulary of the folktales are used in the daily activity and by using folktales, the students are motivated to pronounce the English words.

In the third meeting, the teacher gives motivation to students that their ability in pronunciation must be better than before. The teacher gives material of pronunciation well by drilling the difficult words. In the third meeting, students can pronounce the English words without shyness and doubt, they use their expression, and their ability to pronounce English words improves. Most of the students can pronounce English words correctly, although sometimes some students still mispronounce it.

The list of words that are difficult to pronounce by the students are:

1. In the first meeting (Sangkuriang)
   a. Time /taim/
   b. Name /neim/
   c. Son /sɔn/
   d. Day /dei/
   e. Began /biˈɡɔn/
   f. Desperate /dɛsˈpɔrit/
   g. Hunted /hɔnt/
   h. Deer /dər/
   i. Found /fɔwn/
   j. Arrived /ˈraiv/
   k. Village /ˈvilj/
   l. Recognized /ˈrekənai北海
   m. Actually /ˈækkuˈli北海
   n. Mother /ˈmərθɚ/
   o. Decided /diˈsaid/
   p. Realized /ˈriəlaiz/
q. Became /biˈkeim/
2. In the second meeting (Golden Cucumber)
   a. Alone /ˈlown/
   b. Felt /felt/
   c. Giant /ˈjænt/
   d. Sacrifice /ˈsəkrəfais/
   e. Cucumber /ˈkjuwkəmbər/
   f. Seed /sied/
   g. Splitted /split/
   h. Appeared /ˈpər/ 
   i. Promise /ˈpramis/
   j. Chased /ˈkeis/
   k. Caught /kət/
   l. Wounded /ˈwounwd/

3. In the third meeting (Malin Kundang)
   a. Poor /pur/
   b. Harbor /ˈhɑrbər/
   c. Meet /miet/
   d. Pretended /priˈtend/
   e. Stone /ˈstoun/
   f. Storm /ˈstɔrm/

Most of the students’ pronounce English words like Indonesian spelling. The students pronounce English words use mother tongue. In the learning process when correct the students’ pronunciation, the researcher use the phonetic symbol like in the dictionary. After three times implementation, the researcher can concludes that the students’ pronunciation improves, it is because there are the same words that are repeated in three folktales (Sangkuriang, Golden Cucumber, and Malin Kundang) they are time, name, village, lived, son, ship,

day, came, become; and also because the teacher drills the students to pronounce the difficult words, so the students can pronounce English words well.

The students’ ability in pronunciation also can be proved by the students’ score that the researcher gets from the teacher. From the students’ score, the researcher finds that the students’ score improves from the low score become good score after three times implementation. Most of the students (77,78%) get good score after three times implementation and only few students (30,56%) get low score. It is indicate that many of the students’ pronunciation improves after three times implementation. So, according to the result of observation and students’ score that the implementation of story telling give good effect to improve the students’ pronunciation.

From the questionnaire that the researcher does to the students after the teaching-learning process, the researcher knows that the students are interested to the learning process if using folktales storytelling in the speaking class, in this case to improve the students’ pronunciation. It can be proved that 66,67% of the students say that they are interested when folktales are used in the speaking learning process. Based on the students’ opinion that they are motivated when folktales are used in learning English pronunciation. The students say that the folktales that is used in speaking learning process help them to pronounce the English words. They also say that their ability in English pronunciation is
improve after using folktales as media in learning process. The students also agree if folktales are used in learning English pronunciation. It means that the students give good response about the implementation of folktales storytelling to improve pronunciation.