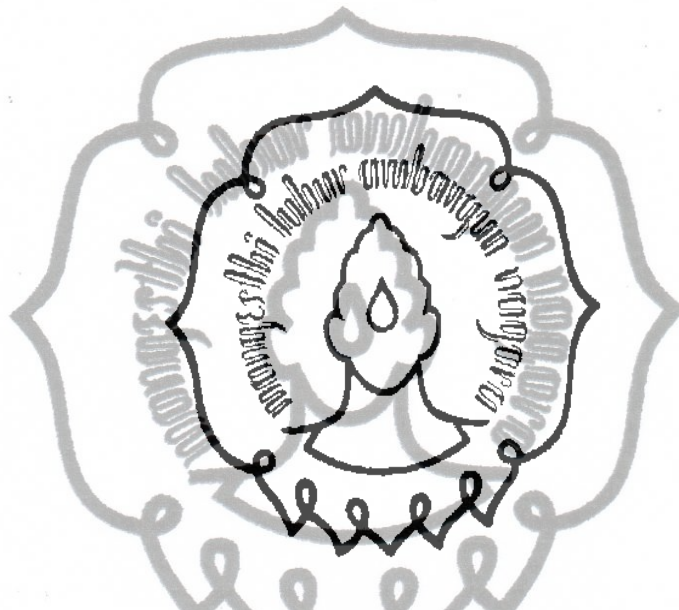


IMPROVING STUDENTS' PRONUNCIATION USING STORYTELLING
(A Classroom Action Research at TK Islam Terpadu Sabilillah Sukoharjo in the
Academic Year of 2012/ 2013)

THESIS



**Submitted to Graduate School Sebelas Maret University as Partial Fulfillment
for Getting the Graduate Degree in English Education**

ENGLISH EDUCATION DEPARTMENT
GRADUATE SCHOOL
SEBELAS MARET UNIVERSITY
2013

commit to user

APPROVAL

**IMPROVING STUDENTS' PRONUNCIATION USING STORYTELLING
(A Classroom Action Research at TK Islam Terpadu Sabilillah Sukoharjo in the
Academic Year of 2012/ 2013)**

THESIS

By:

PRAMITHA SEPTY WULAN
NIM. S891108078

This thesis has been approved by the Consultants of Post Graduate Program of
English Education Department of Sebelas Maret University.

Surakarta, June 2013

Consultant I

Consultant II



Dra. Dewi Rochsantiningsih, MEd, PhD.
NIP. 19600918 198702 2 001



Prof. Dr. Joko Nurkamto, M. Pd.
NIP. 19610124 198702 1 001

Head of Post Graduate Program of English Education Department



Dr. Abdul Asib, M.Pd.
NIP. 19520307 198003 1 005

commit to user

LEGITIMATION FROM THE BOARD OF EXAMINERS

IMPROVING STUDENTS' PRONUNCIATION USING STORYTELLING
(A Classroom Action Research at TK Islam Terpadu Sabilillah Sukoharjo in the Academic Year of 2012/ 2013)

By
PRAMITHA SEPTY WULAN
S891108078

This thesis has been examined by the Board of Thesis Examiners of English Education Department of Graduate School of Sebelas Maret University on June 27th, 2013

The Board of Examiners

Signature

Chairman : Dr. Abdul Asib, M.Pd.
NIP. 19520307 198003 1 005

(.....)

Secretary : Dra. Diah Kristina, M.A., Ph.D.
NIP. 19590505 198601 2 001

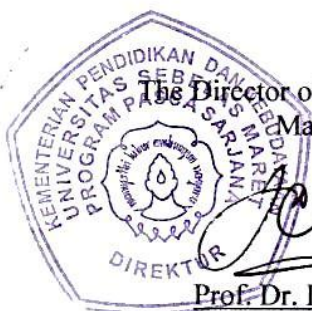
(.....)

Member : 1. Dra. Dewi Rochsantiningsih, M.Ed., Ph.D
NIP. 19600918 198702 2 001

(.....)

2. Prof. Dr. Joko Nurkamto, M.Pd
NIP. 19610124 198702 2 001

(.....)



**The Director of Graduate School Sebelas
Maret University,**

Prof. Dr. Ir. Ahmad Yunus, MS
NIP. 19610717 198601 1 001

**The Head of English Education
Department of Graduate School of
Sebelas Maret University,**

Dr. Abdul Asib, M.Pd
NIP. 19520307 198003 1 005

PRONOUNCEMENT

This is to certify that I myself write this thesis entitled **Improving Students' Pronunciation Using Storytelling (A Classroom Action Research at TK Islam Terpadu Sabilillah Sukoharjo in the Academic Year of 2012/ 2013)**. It is not a plagiarism or made by others. Anything related to other's work is written in quotation, and the source of which is listed on the references.

If this pronouncement then proves incorrect, I am ready to accept any academic punishment, including the withdrawal or cancellation of my academic degree.

Surakarta, 2013




Pramitha Septy Wulan

Email: pramithasepty@yahoo.com

ABSTRACT

PRAMITHA SEPTY WULAN. NIM: S891108078. 2013. Improving Students' Pronunciation Using Storytelling (A Classroom Action Research at TK Islam Terpadu Sabilillah Sukoharjo in the Academic Year of 2012/ 2013). THESIS. Consultant I: Dra. Dewi Rochsantiningih, MEd, PhD; Consultant II: Prof. Dr. Joko Nurkamto, M. Pd. English Education Department, Graduate School, Sebelas Maret University.

The aims of the thesis are; (1) to reveal Storytelling can improve students' pronunciation proficiency; and (2) to identify the strengths and weaknesses of the Storytelling used in implemented at the research.

This action research consists of three cycles, in which the procedures include identifying the problem, planning the action, implementing the action, and reflecting the result of the research. The research was conducted in TK Islam Terpadu Sabilillah from June to November 2012. The subject of the research was class B 2 and the age was about 5,5 to 7 years old. This research employed the qualitative data and quantitative data. The qualitative data were collected through observation and interview, while the quantitative data obtained through pre - test, test in cycle 1, test in cycle 2, and post - test in cycle 3. The qualitative data were analyzed through Constants Comparative Method. Meanwhile, to analyze the quantitative data were used descriptive statistic.

The result of the research showed that using Storytelling could improve students' pronunciation. The improvements of the students' pronunciation include: (1) Students were able to pronounce the certain initial syllables; (2) Students were able to pronounce the certain ending syllables; (3) Students were able to pronounce the name of the things in the picture in correct word stress; (4) Students were able to use appropriate intonation in telling simple sentence; (5) Students were able to pronounce linking word in simple sentence. In addition, the improvement also appeared in the scores. The mean scores increased from 42, 26 in the pre - test; 54, 26 in the test in cycle 1; 63, 83 in the test in cycle 2; and 75, 13 in the post - test in cycle 3. Beside that, there are some strengths of Storytelling after implemented in the research; (1) Storytelling method helps students to be more speak up in speaking, (2) provides more fun and enjoyable learning pronunciation, (3) creates interactive and alive class atmosphere. Anyhow, there were also some weaknesses of Storytelling to be implemented in the research; (1) time consuming; (2) the need for the teacher to have very strong classroom management skill. Based on the result of the research, it can be concluded that Storytelling can improve the students' pronunciation for young children at the kindergarten.

It is important for the teachers to understand the suitable method to improve the students' motivation in learning speaking particularly pronunciation. Storytelling is an appropriate method in teaching kindergarten students that provide motivating learning to encourage their ability to communicate thoughts and feelings and improve their ability in speaking skill particularly pronunciation. Storytelling method can help the students in pronouncing certain initial syllables, certain ending syllable, the words stress, the intonation and pronunciation of the linking words.

Key word: *storytelling, pronunciation, kindergarten students, classroom action research*

commit to user

MOTTO

Learn from yesterday, live for today, hope for tomorrow

Anonymous



commit to user

DEDICATION

With deep love, this thesis is dedicated to:

- *My beloved father and mother
Ir. Suparmin and Dra. Suhardiningsih, MM*
- *My beloved brother
Kharisma Imam Adinata, S.Pt*
- *My would be husband
Ardiles Arya Perdhana, S.E*

commit to user

ACKNOWLEDGMENT

In the name of ALLAH SWT, the Almighty God, the deepest thanks for the blessing, health, and aspiration in leading her to complete this thesis. In addition, I would like to express my sincerest gratitude to Dra. Dewi Rochsantiningsih, MEd, Ph.D as my first consultant, for invaluable guidance, unceasingly encouraged me and granted priceless advice and suggestions. My sincerest respect is addressed to Prof. Dr. Joko Nurkamto, M. Pd, my second consultant for all the guidance and given many useful suggestions. Without them, this hard work would not have taken the shape.

My honor also goes to Director of Graduate School of Sebelas Maret University must be thanked for the permission to write this thesis and for the time to allow me to have the thesis examination. I also would like to express my gratitude to Dr. Abdul Asib, M.Pd, the Head of English Department for having approved this thesis

My sincerest thank is due to Chusni Chomsiatun, S. Pd, the headmistress of TK Islam Terpadu Sabilillah for her generosity in allowing me to conduct the research and the students of class B 2.

Finally, I hope this thesis will be useful for teachers especially who teach children in kindergarten. However, it also needs suggestions and criticisms for its betterment. This thesis hopefully will be beneficial and helpful for all the readers.

Surakarta, 2013

Pramitha Septy Wulan
NIM. S891108078

commit to user

TABLE OF CONTENTS

TITLE	i
THE APPROVAL PAGE	ii
LEGITIMATION.....	iii
PRONOUNCEMENT	iv
ABSTRACT	v
MOTTO	vi
DEDICATION	vii
ACKNOWLEDGMENT.....	viii
TABLE OF CONTENTS	ix
LIST OF TABLES	xii
LIST OF FIGURES	xiii
LIST OF APPENDICES	xiv
LIST OF ABBREVIATION	xv
CHAPTER I INTRODUCTION	
A. Background of the Research	1
B. Research Problems	8
C. The Objectives of the Research	8
D. The Benefits of the Research	8
CHAPTER II LITERATURE REVIEW	
A. Teaching English to Young Learners	11
1. The Nature of Young Learners	11
2. The Characteristic of Young Learners.....	13
3. Child Development	15
4. The Advantages for Young Learners to Learn English Earlier	19
B. Pronunciation <i>commit to user</i>	20

1. The Notion of Pronunciation.....	20
2. Difficulties in Pronunciation.....	26
3. Factors that Affect to Pronunciation Learning.....	28
4. Teaching Pronunciation to Young Learner.....	30
5. Evaluating Pronunciation.....	31
C. Storytelling as a Method in Teaching English to Young Learner.....	34
1. The Notion of Storytelling.....	34
2. The Principle of Storytelling.....	38
3. The Advantages and Disadvantages of Storytelling.....	41
D. Teaching Pronunciation using Storytelling.....	43
E. Review of Related Research.....	46
F. Rationale.....	50
CHAPTER III RESEARCH METHODOLOGY	
A. Context of the Research.....	52
1. Place of the Research.....	52
2. Subject and Profile of the Class of the Research.....	52
3. Time of the Research.....	53
B. Research Method.....	54
1. The Definition of the Classroom Action Research.....	54
2. The Principle of the Classroom Action Research.....	56
3. The Stages of the Classroom Action Research.....	58
C. Techniques of Collecting Data.....	59
D. Techniques of Analyzing Data.....	62
E. Procedures of the Research.....	65
CHAPTER IV RESEARCH FINDINGS AND DISCUSSION	69
A. Research Process.....	69
1. Pre – research.....	70
2. Research Implementation.....	73

a) CYCLE 1.....	74
1) Planning the Action.....	74
2) Implementing the Action.....	75
3) Observing the Action	90
4) Reflecting the Observation Result	92
5) Revising the Plan.....	94
b) CYCLE 2.....	94
1) Planning the Action.....	94
2) Implementing the Action	95
3) Observing the Action	110
4) Reflecting the Observation Result	112
5) Revising the Plan	114
c) CYCLE 3.....	114
1) Planning the Action.....	114
2) Implementing the Action.....	115
3) Observing the Action	130
3. Summary of the Finding Research	134
B. Research Findings and Discussion.....	138
1. Improving students' pronunciation proficiency using Storytelling	139
2. The strength and weakness of storytelling when it is implemented in this research.....	142
CHAPTER V CONCLUSION, IMPLICATION AND SUGGESTION	145
A. Conclusion.....	145
B. Implication.....	148
C. Suggestions.....	148
BIBLIOGRAPHY.....	152
APPENDICES	156

commit to user

LIST OF TABLES

Table 2. 1	Table of English Phonemes List	24
Table 2. 2	Pearson Test of English Academic's Scorin Rubric	33
Table 3. 1	Time Schedule of Research	53
Table 3. 2	Technique of Collecting Data	59
Table 3. 3	Scoring of Pronunciation Test	62
Table 4. 1	The Pre – Test Score Test	71
Table 4. 2	Situation Before the Research	72
Table 4. 3	Procedures of the Research	73
Table 4. 4	The Implementation of Cycle 1	93
Table 4. 5	The Implementation of Cycle 2.....	113
Table 4. 6	The Implementation of Cycle 3	133
Table 4. 7	The Summary of Research Question and The Findings	135
Table 5. 1	The Summary of Research Finding	146

LIST OF FIGURES

Figure 2. 1	Chart of feature of Pronunciation	22
Figure 3. 1	The Model of Action Research	59
Figure 4. 1	Photograph at meeting 1 in the Cycle 1	80
Figure 4. 2	Photograph at meeting 2 in the Cycle 1	85
Figure 4. 3	Photograph at meeting 3 in the Cycle 1	90
Figure 4. 4	Photograph at meeting 1 in the Cycle 2	100
Figure 4. 5	Photograph at meeting 2 in the Cycle 2	105
Figure 4. 6	Photograph at meeting 3 in the Cycle 2	109
Figure 4. 7	Photograph at meeting 1 in the Cycle 3	119
Figure 4. 8	Photograph at meeting 2 in the Cycle 3	125
Figure 4. 9	Photograph at meeting 3 in the Cycle 3	130
Figure 5. 1	Graph of the Result of Students' Pronunciation Test	141

LIST OF APPENDICES

Appendix 1	The Schedule of the Research Implementation	156
Appendix 2	Interview Question to Collaborator in Pre - Research	157
Appendix 3	Interview Question to Collaborator after Action	158
Appendix 4	Interview Data of the Students in Pre - Research	159
Appendix 5	Interview Data of the Students after Action	165
Appendix 6	Blueprint of Pronunciation Proficiency	172
Appendix 7	Pre-test Instrument	173
Appendix 8	Lesson Plan of Cycle 1, 2, and 3	174
Appendix 9	List of Activities	204
Appendix 10	The Result of the Test in Cycle 1, 2, and 3	209
Appendix 11	The Diary of the Action Research	213
Appendix 12	Initial Reflection	216
Appendix 13	Observation Checklist	219
Appendix 14	Students' Attendance List	220
Appendix 15	Transcription of Students' Pre - test and Post Test in Cycle 1, 2, and 3	221
Appendix 16	The Collaborator Score of Test in Cycle 1, 2, and 3	258
Appendix 17	Syllabus of TK Islam Terpadu Sabilillah	262
Appendix 18	Photographs	276
Appendix 19	Letter of Permission	280
Appendix 20	Letter of Having Conducted the Research	281

LIST OF ABBREVIATION

TK : Taman Kanak – Kanak

Ss : Students

T : Teacher

EPH: English Teacher Collaborator

SDS: Students participated in this research

