



www.ijones.net

Story-telling Technique Utilizing Puppets to Enhance the Learners' Speaking Competence

Muhammad Lukman Syafii 
Muhammadiyah University of Ponorogo, Indonesia

Slamet Santoso 
Muhammadiyah University of Ponorogo, Indonesia

Sri Hartono 
Muhammadiyah University of Ponorogo, Indonesia

To cite this article:

Syafii, M. L., Santoso, S., & Hartono, S. (2021). Story-telling technique utilizing puppets to enhance the learners' speaking competence. *International Journal on Social and Education Sciences (IJonSES)*, 3(2), 304-341. <https://doi.org/10.46328/ijones.70>

International Journal on Social and Education Sciences (IJonSES) is a peer-reviewed scholarly online journal. This article may be used for research, teaching, and private study purposes. Authors alone are responsible for the contents of their articles. The journal owns the copyright of the articles. The publisher shall not be liable for any loss, actions, claims, proceedings, demand, or costs or damages whatsoever or howsoever caused arising directly or indirectly in connection with or arising out of the use of the research material. All authors are requested to disclose any actual or potential conflict of interest including any financial, personal or other relationships with other people or organizations regarding the submitted work.



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.



International Journal on Social and Education Sciences (IJonSES) is affiliated with
International Society for Technology, Education, and Science (ISTES): www.istes.org

Story-telling Technique Utilizing Puppets to Enhance the Learners' Speaking Competence

Muhammad Lukman Syafii, Slamet Santoso, Sri Hartono

Article Info

Article History

Received:

13 September 2020

Accepted:

25 January 2021

Keywords

Process writing approach

Writing

Recount text

Abstract

This study was done to enhance the learners' speaking competence through a story-telling technique utilizing puppets in parlances of value and transmission of the story. The format of the study was classroom action research. The subject of this research was the 38-second semester learners of the management study program at Muhammadiyah University of Ponorogo. The instruments of this study were observation checklists, field notes, self-assessment sheets, peer-assessment sheets, the students' speaking performance measured using scoring rubrics, tape recordings, and questionnaires. The findings indicated that the first criterion was when 65% of the learners get into or are earnestly engaged in the teaching and learning process, and the data analysis told that 83% of learners were earnestly engaged. The second criterion was when 65% of the learners get the score higher than or the same as 65, the result indicated that 87% of the learners got scores higher than 65. The final criterion, if 75% of learners own right feedbacks to the application of the story-telling technique utilizing puppets, the results indicated that 89% of the learners indicated the right feedbacks to the technique. This can conclude that the story-telling technique utilizing puppets is effective in enhancing the learners' speaking ability in learning English.

Introduction

Language is a tool of communication and interaction between individuals and groups. It plays a central role in people's intellectual, social, and emotional development and support for successful learning. Through language, people can convey their ideas and feelings and take part in society. The language also enables someone else to understand what the speakers want to tell. Therefore, studying a language primarily English is hoped to assist learners to allow them to utilize it as a tool of communication. Interacting is understanding and conveying information, thought and feeling, and developing science, technology, and culture. Interacting competence implies allowing them to accept an argument, especially allowing to know and outcome spoken and written texts through the four language skills: listening, speaking, reading, and writing (Usó Juan & Martínez Flor, 2008).

English is a tool of interaction other than the first language, either verbal or non-verbal spoken and utilized by people in the entire world. Several linguists have highlighted the concern of expanding interactive competency—primarily speaking skills—in language instruction. The most necessary common purpose in language instruction

is to assist learners study to interact successfully with other people thru spoken and written languages, and dominating the knack of speaking is the sole most necessary aspect of learning a second or foreign language, the effectiveness of which is gauged in terms of the competence to do a talk in the language (Mei & Masoumeh, 2017). Meanwhile, a large percentage of the world's language learners study English to develop proficiency in speaking (Saputra, 2015). Speaking is utilized for a lot of distinguished objectives, and every objective engages distinguished skills. When we are engaged in discussion with someone, the aim might be to look for or convey ideas, to invite somebody about anything, or to explain some tips. In several circumstances, we speak to describe things, to complain about people's behavior, or to entertain people with jokes or even anecdotes.

In line with the hope of the aim in the speaking skill is not convenient and humble, either for the lectures or for the learners. They encounter several problems in the teaching and learning of speaking. With the investigator's impression and surveillances in classroom activities, he came across several difficulties. First, learners were fearful and confused when they wished to utter or interact utilizing English in front of their classmates. Second, the learners did not own any opinion or handsel to utter unless he requested those inquiries, or when they owned opinions, they did not see how to convey the thoughts. It was because of the short of vocabulary, short of the understanding of grammatical schemes, and short of practicing English speaking. Third, the researcher gave less time for speaking activity than reading and writing due to the fact that the students must be ready to face the national exam. Fourth, the environment of the class did not promote any speaking activity. He employed a boring teaching style that could make the learners tired and miss concern in the subjects affecting the learners' competence. Furthermore, he likewise, rarely created several teaching media to simplify learners to talk. As the effect of those matters, the learners were unwilling and unencouraged in speaking.

Referring to the problems above, it is seemingly to be the same as what the researcher found in the preliminary study. From the surveillance in the teaching-learning activity, the researcher came across that the crummy circumstances were instigated by the boring teaching technique utilized by the lecturer. Likewise, classroom zeals are inclined to be lecturer-centered. The learners were inert in the teaching-learning process. Few students were just responding to the lecturer's questions, while the others just kept quiet and withstood their thoughts and senses in their minds. Then, the researcher conducted an informal interview with both the English lecturer who lectures at the class that the researcher wants to observe later and the students who learn in that class. From the students' point of view, they said that they like English, and among the four language skills that they want to acquire is speaking. However, they said that speaking is considered as a difficult activity to do because they felt that finding ideas to be spoken is not easy. They also said that they have a poor vocabulary and grammatical usage that make them reluctant and unmotivated to speak. Like the students, the English teacher confirmed the same thing toward the students' problems. The speaking activity that she usually asks her students to do is practicing or reading dialogues in front of the class, or if it is about monologues, she asks them to write first what the students want to say, and then they can read it in front of the class. Another evidence shows that the learners' speaking competence is still crummy. The investigator obtained this proof from the English lecturer. He came across that the learners' mean grade for speaking –57.86– was still less than 65 as the minimum mastery criterion. Here were just seven learners, out of thirty-eight learners achieving the minimum mastery criterion.

The indication mentioned looks to be a matter that should be solved by lecturers as they are engaged immediately in the teaching-learning process and they are the conclusive elements controlling the learners' triumph in learning. Usually, the first way of teaching speaking that is done by any lecturer— particularly the researcher herself— is the pre-speaking activity. In this way, the students are given a chance to answer the teacher's questions leading toward the topic. Then, the students read a dialogue and the teacher gives some information related to the grammar and vocabulary stated in the dialogue. After that, the students practice it in pairs in front of the class. In the last step, the students are assigned to complete blank spaces of a written dialogue given by the teacher, or they are assigned to make another kind of dialogue related to the topic discussed. In the researcher's opinion, such kind of teaching speaking does not provide enough influence for the students' speaking improvement and it does not provide enjoyment.

Accordingly, learning English is not only learning words or vocabulary, phrases, and grammatical features but also helping students to develop their ability in communication both in oral and written forms confidently to solve their everyday matters. It is proposed that some considerations in speaking activities especially for beginners (Sheetz, Coldwell, & Coombe, 2018). They say that learning to speak a second language is a lengthy process. In the teaching of speaking, the teacher is a model where students can tenderly reiterate and emulate the lecturer. They might grind primary sentences to obtain trust in their competence to talk in the second language. They might train sentences and conduct spoken drills. These zeals are all precursory to proper converse. Learners are speaking just when they are producing their sentences and using the new language to communicate what they want to say.

Related to the teaching of speaking proposed that in the EFL classroom, lecturers ought to attempt to expand speaking zeals, including guided activities (Nazara, 2011). The lecturers ought to assist their learners by supply written manuscripts to be acquired to improve their awareness. The lecturer ought to guide the students to practice the text orally. The lecturer should be a model for students. Next, the real work or activity begins. Students will participate in free conversation activities if they have something to say and if they feel relatively confident about their ability to communicate. Additionally, the lecturers ought to make the right learning circumstance in creating the learners to be glad, fascinated, and encouraged in learning English. The encouragement of learning the language is able to be increased by making the right media, good circumstances, creative zeals, where the learners are going to be vigorously involved in the learning process.

In line with the teaching of speaking, speaking ability is not only the product of language learning but also a crucial part of the learning process (Malihah, 2010). In the process of teaching-learning activity —especially speaking— a lecturer should be a facilitator and/or a good model in developing students' oral language. He/she needs to utilize a process where learners are provided the occasion and motivation to talk and cruise their opinion, nurture, and receiving neighborhood in which learners are going to sense independence to declare themselves sans afraid of being criticized by peer learners. Lecturers are also expected to be able to portrait the problems in getting learners to talk in the classroom, to help to solve students' speaking problems, and to create oral fluency activities.

Therefore, to overcome the learners' problems and increase their speaking competence, a lecturer must be able to give several manners that can engage learners in rehearsing speaking and as well as encourage. The EFL lecturers ought to make a classroom neighborhood in which learners own actual-life interaction, valid zeals, and significant tasks promoting the utilization of spoken language. The lecturers ought to assist their learners by ascertaining strategies to carry out all formats of interaction to assure that all learners own equitable and impartial chances to expand their interpersonal speaking and listening skills, e.g. thru great and tiny cluster sessions (Weinstein, Curran, & Tomlinson-Clarke, 2003). Relating to the reality, the English lecturer is hoped to adjust more defying techniques in teaching. The teaching is going to be more appealing if the lecturers are able to make attractive activities by adjusting several types of techniques fitting the learners' grades.

A lot of techniques are able to be adjusted in teaching speaking, for example, making a dialogue, doing games, singing songs, story-telling, spoken commentary, role-playing, tiny cluster session, and debates. Seeing the subject of this research, which is the second-second learner, the researcher will use the story-telling techniques. The students at this age or up (to this age) like to listen and enjoy a story. The children at the elementary school age like listening and enjoying a story (Mol, Bus, Jong, & Smeets, 2008). This is also the case for older children. Zeals in listening or reading a story is able to be fit with speaking by telling or retelling the story with the learner's own expressions. Through storytelling techniques, students can demonstrate their comprehension of the story. It helps students by emphasizing the beginning, middle, and end of the story.

Story-telling is a technique or an oncoming to teaching language (Kalantari & Hashemian, 2016). It shows the worth of hard-headed tasks as charitable, motivational, and language teaching means in the learning circumstance. It likewise creates learners to learn the language enjoyably. Thru story-telling, learners with sundry language competences come across a non-endangering medium to join (Solas & Wilson, 2015). Reading or telling stories in class is a natural manner to study a recent language. Here are no proportions of an educated realm but just a wish to join in a fellow or cluster story-telling session. The narrative investigation has been examined as a reserved way of thinking and learning in a manner of grasping, setting, and interacting impression as stories existed and recited (Barkhuizen, 2011). Thru story-telling individuals are able to study to declare themselves and create feel of the external world.

From the explanations above, it can be seen that story-telling is able to be a cozy technique for training both listening and speaking skills. In other words, it is considered to be useful to provide students' opportunities to have an experience with the real language of communication which gives entertainment and amusement.

Seeing the benefit of using a story-telling technique, the researcher is interested in applying it to find a solution for a certain class. She intends to develop the technology that is expected to be able to cope with the problems in speaking. In implementing the technique, she will use puppets as media. Puppet is one of the instructional media that can be matched with the technique to facilitate and enhance students' learning activity to be more interesting.

An ESL guide, puppets are superb types of equipment for releasing learners' fantasy and language usage (Wati &

Fikni, 2018). Lecturers are able to utilize puppets to recite stories that are visually more involving thus engaging learners on several stages. Learners using hand puppets or other kinds of puppets to recite stories to release themselves from their speech. It is "the puppet", and not themselves, who talks. The fun carried out into the classroom thru the puppets is able to revive the learning impression.

Some previous studies on story-telling techniques explain that the use of this technique develops students' achievement in speaking English and can increase students' interest and motivation in learning English (Jasim, 2017). Storytelling and retelling as a manner of the narrative investigation were able to be examined to propose students to obtain indigenous learning impression and to change the entire life in particular and interim contexts. Dealing with the story, that the application of reading adapted stories is more comfortable than other lecturing manners to study English vocabulary and grammatical articles as it is away from being tedious (Boulton, 2010). Meanwhile, the result of the investigation of the use of puppetry in the classroom explains that puppetry holds much power in raising students' interest and increasing their attention and involvement in classroom activities (Simon, Naylor, Keogh, Maloney, & Downing, 2008).

Based on the advantages of using the story-telling technique, stories, and puppets, and concerning the previous studies, the researcher intends to apply the story-telling technique using puppets with some adjustment in which the students will also use this technique to produce the story that has been learned to improve students' speaking ability. He believes that speaking through this technique and media can solve the students' problems. In this case, the technique and media will be very helpful for class activities where students' interest and involvement can be increased. Besides, it is also beneficial to the students who usually hesitate and feel shy to express their ideas and rarely have a chance to use the target language. The story-telling technique using puppets will help students speak confidently because they use media-puppets-which can cover themselves as the character of the story, or in another way they can hide while playing the puppets by making a small stage.

Method

Research Design

The study utilized classroom action research as it concentrates on a special matter and a certain cluster of learners in a specific classroom. Action research is a format of collective self-pensive investigation done by entrants (lecturers, students) in charitable (including educational) circumstances to enhance the rationality and fairness of (1) their own charitable or pedagogical praxises, (2) their concept of these praxises, and (3) the circumstances (of institutions) where these praxises are implemented (Reason & Bradbury, 2013). Besides, action research is some systematic investigation done by lecturer investigators, headmasters, or other stakeholders in the lecturing-learning setting to collect output concerning how their certain colleges take action, how they lecture, and how correctly their learners' study (Hagevik, Aydeniz, & Rowell, 2012). The gathered output from the research is aimed to obtain perception, expand pensive praxis, affect absolute alterations in the college neighborhood, and enhance students' products and the existence of those engaged.

The classroom action research was employed in this study since the researcher needs to expand an appropriate

manner to enhance the speaking competence of the management study program of *Muhammadiyah* University of *Ponorogo*. Implementing this design, it was hoped that the lecturer is able to overcome the matters encountered in the classroom by applying the manner in the lecturing-learning process of speaking. For further description is that “action research as an inquiry which is carried out to understand, to evaluate, and then to change to improve educational practice” (Armijos & Natividad, 2015). In line with this, the main focus of action research in classrooms and colleges, however, is to motivate lecturers to get engaged in their praxis and see themselves as investigators in which the purpose of the study is to produce practical knowledge that is useful for people in the everyday context of their lives (Somekh & Zeichner, 2009). Hence, it can be seen that action research is very appropriate to be applied in a certain situation and problem where the lecturer-researcher wants to have a better understanding about the strategy he/she implements in which he/she can do improvement, reforming, solving, circular process and modification to be able to solve students’ problems in learning.

The classroom action research design used in this research was collaborative classroom action research. The action research offers opportunities for collaborative work where the need for collaborators and co-operator is important for the success of a project (Borglund, Prenkert, Frostenson, Helin, & Du Rietz, 2019). In doing the study, the investigator was helped by one of his colleagues in the college. The researcher did collaboratively with one of the English lecturers of *Muhammadiyah* University of *Ponorogo* who was engaged from the starting up to the final of the process of the study activities. The investigator served as the implementer lecturing speaking through story-telling by using puppets, while, the collaborationist served as the observer observing the practice of the action in the classroom.

The design of this study is classroom action research. Action research engages self-pensive helicals of planning, acting, observing, and reflecting (Rossouw, 2009). He states that planning engages the definition of the inquiry needing responding and the strategy to be utilized in responding to it. For the acting phase, the implementer attempts out the strategy. The observation phase inserts noting data on the outcomes of the strategic and safekeeping a journal on the implementer’s thoughts and responses to the whole impression. Eventually, for the reflection phase, conclusions are taken and the genuine purpose is mended dependent upon the conclusions so that a recent rotation is able to start.

Research Setting and Subjects

This research was done at the management study program of *Muhammadiyah* University of *Ponorogo*. The college is located on *Jl. Budi Utomo, No. 10, Ronowijawan, Ponorogo, East Java Indonesia*. The researcher selected the management study program consisting of 38 learners of the second semester as the subjects of the study. This class was selected based on the lecturer’s and investigator’s matter as the English lecturers at this university. Since the investigator once lectured the learners of this class and he monitored that the learners in this class encountered several matters in speaking. The learners’ scores on speaking skills were still less than the minimum mastery criterion, 65. The outcome of the preliminary research indicated that the common grade of learners speaking skills was 57.86.

Research Procedures

This research was predated by preliminary research, adhered by rotation involving some stages. Those are planning, implementing, observing, and reflecting which are adapted from a model (Khoboli & O'foole, 2012). The preliminary study is very important since it is applied to identify and analyze the real problems in the teaching-learning activity as well as to find out a general description of the students' ability in speaking. After identifying the problems, planning in applying the story-telling technique utilizing puppets in the teaching-learning process of speaking can be prepared well.

The planning comprised some activities: determining the technique; designing lesson plans, media, and materials, and setting some criteria of success; and preparing the instruments. With the planning, the carrying out of applying the technique was done by the researcher. The activities were then observed by the collaborator using observation checklists and field notes.

Reflecting was done by analyzing the data collected during the implementation. After analyzing the data, it could be determined whether the applied technique was successful or not. If the criteria of success had been obtained, the researcher stops the cycle and concluded. But if the criteria of success had not been obtained, the technique should be revised and the researcher should go to the next cycle.

Preliminary Study

The investigator did the preliminary research to get data on the obvious circumstance of the lecturer's and the learners' matter in the lecturing-learning activities of English, especially in the lecturing-learning of speaking. Preliminary research was done. In carrying out the preliminary study, the researcher first asked permission to the English lecturer who teaches at the management class to come into his class to inspect the learners' activity in the lecturing-learning process. Afterward, the investigator did a shirt-sleeve debriefing with both the students and the English lecturer. Last, the researcher took a document of students' scores in speaking skills in the first semester from the English lecturer who teaches at that class. The students' average score for speaking is 57.86.

The result of the preliminary study revealed these issues: (1) the students' speaking ability is not satisfactory, (2) only a few of them responded to the teacher's questions, while the others only kept quiet and kept their opinions and sense on their thought, (3) the learners were not vigorously engaged in lecturing-learning zeals of speaking, (4) the learners were reluctant and unmotivated to speak, (5) the learners had the poor vocabulary and grammatical usage, (6) the students lacked practice using English, (7) the teacher was using monotonous/uninteresting techniques. However, almost all of the students like English, and among the four language skills that they want to acquire is speaking. But they said that English is not a piece of cake to be studied and speaking is not easy to be done.

All the data from the preliminary study were utilized as the primary judgment in planning the action to be implemented. Since the preliminary study was done, the investigator starts the study with the succeeding

settings: planning the action, implementing the action, observing the action, and reflecting.

Planning the Action

Concerning the application of action research, in the planning stage, the investigator set up the whole thing related to the application of a story-telling technique using puppets to enhance the learners' speaking competence. The preparation consisted of determining the technique, designing lesson plans, setting the criteria of success, and preparing the instruments.

Determining the Technique

In determining the technique, the researcher saw the benefits of it. In this case, the story-telling technique – based on some previous researchers– can make individuals study to utter themselves and create feelings of the external world. It is a manner of creating meaning or making a feeling of humane life and helps individuals to express themselves. The teacher can use this technique to represent the content and to interact with learners. Learners are also able to utilize this technique to declare their feelings, and ideas in studying and to roam the relationship between the self and the world.

The benefit of story-telling above was a primary reason for the researcher to utilize this technique in the EFL speaking classroom. Besides, stories encouraging and highly appealing are able to well lure listeners and encourage interaction. In applying the technique, the researcher used puppets as instructional media. Such kind of media, it is allowed for children to think about causes of conflict without feeling defensive or blaming others (Delpit, 2006). Puppets can act out common conflict without pointing to a particular student or group of students.

It can be concluded that speaking using puppets can help students express their feelings, and it is less threatening than speaking directly to others. Students can hide behind the puppets indirectly. Those are the reasons why the researcher chose story-telling using puppets as a technique in teaching speaking. The procedures for applying the technique were presented in the lesson plans. In completing the teaching-learning process of speaking, the researcher provided specific activities such as reading, rehearsing, and performing. Before implementing the technique to the students in class A, the researcher tried out the story-telling technique to the students of class B. It was aimed to see whether the students can follow the activity or not. It was done in one meeting. The first activity was reading sessions, the second one was telling the story using puppets by the teacher and the last one was telling the story using puppets by the students in groups.

Designing the Lesson Plans

The lesson plan was designed as a teacher's guideline to conduct the teaching activity. By following the designed lesson plan, it was expected that the process of teaching-learning run well. The lesson plans were developed based on the English syllabus including the succeeding items: (1) the instructional objectives, (2)

instructional material and media, (3) the procedures in teaching-learning activities, and (4) assessment.

Determining the instructional objective is important since it helps the teacher to achieve the criteria of success. Moreover, the instructional objective guides the teacher to use the schedule effectively, so the objective can be achieved successfully. Meanwhile, the general instructional objective of the teaching-learning in this study was to enable the students to express meaning in a simple monologue in narrative texts.

Preparing instructional material and media is also important since they give an effect on students' achievement. Both material and media can facilitate the students to learn the language as well as motivate them to take part actively in the learning activities. In this research, the instructional materials –stories– were taken from English textbooks and other available sources such as the internet. The stories were selected from folktales, fairy tales, and fables. Dealing with the material (stories), they were matched with the students' proficiency level and also with their interest. The researcher provided some stories to the students and they had to choose two of them based on their interest, except one story which was determined by the researcher. In this case, there were three stories that the students learned first before they chose one for their performance later. The title of the three stories was "the Lion and the Mouse", "the Little Mermaid", and "The Ant and the Dove". The stories were presented by using media –puppets– which are related to the stories. In this case, the puppets were card puppets made by the researcher herself, and the glove puppets were bought at the toy shop. The researcher made eight properties for each character excluded the lion and the mouse characters. The researcher made seven properties for these two characters. Both puppets were used in the teaching-learning process that is in telling the story.

The procedure of the story-telling technique in this study was designed to be implemented in six meetings for one round of the implementation of the technique. Three meetings were for reading three stories and discussing all things related to the story. Three meetings were for modeling; here the teacher showed the students how to tell the story. Then the students rehearsed and told the story in their group. The last three meetings were a time for students to perform the story in front of the class. The performance of the story took three meetings because the researcher and the collaborator had to see the students' performance one by one.

In the process of assessment, the researcher employed two kinds of assessments. They were ongoing assessment and performance assessment. The first type of assessment –ongoing assessment– was utilized to assess the learners' progress and indulgence during the lecturing-learning process, beginning from pre-activity to post activity. This assessment was done based on the observation checklists, field notes, and self-assessment sheets. The second type of assessment –performance assessment– was used to assess the students' final product that was their ability to perform the narrative text through a story-telling technique using puppets. Achievement evaluation is composed of some form of evaluation where the learner builds up a reaction orally or in writing (Huxham, Campbell, & Westwood, 2012). Concerning performance evaluation, the researcher employed two kinds of assessment. The first assessment was content. It covered the content of the story. The second one was delivery assessment. It covered how the students deliver the story. To assess the students' performance, the analytical scoring rubrics which provide positive feedback to speaking activity were used. The first rubric was used to know whether the students understand the content of the story or not. The researcher gave weighting;

60% for this rubric since the researcher focuses on the student's ability in producing words related to the story orally. It was illustrated in Table 1. The rubric for the delivery is proposed by McLaughlin et al. (2013). It was used to know or see the student's confidence in delivering the story of their performance. The researcher gave weighting 40% for this rubric. The illustration of the rubric is in Table 2. Both scoring rubrics were used by the teacher to assess the student's performance through the story-telling technique.

The delivery scoring rubric was also used by students to assess their classmate's performance (peer assessment). When telling a story, a storyteller demonstrates some traits which are observed by others. A group of students evaluates the performance of each person dealing with how well students tell a story and include all its elements as stated in Table 2.

Table 1. Analytic Scoring Rubric for Story-telling Performance in terms of the Content of the Story

No	Angles	Criteria	Grade
1	Introduction	Can relate the recognition containing the necessary details	3
		Can relate several of the primary cases from the recognition	2
		Own trouble in stating how the story started, might provide an inexact explanation	1
2	Setting	Can reflect where the story occurs, including the necessary details about the procedure	3
		Can represent the procedure, yet owns trouble providing description and detail	2
		Cannot clarify the setting for the story, might abandon the setting out of the reporting	1
3	Characters	Can clarify the personalities' ideas, senses, and actions	3
		Can relate the personalities from the story, including several necessary details	2
		Owns trouble relating the personalities in the story, provides retristic or inexact explanation	1
4	Plot	Can represent the series of affairs in the right stream and clarify the holding up details	3
		Can relate the plot in the right stream, yet does not include the whole necessary affairs and details	2
		Cannot represent the series of affairs in the right stream, provides an inexact explanation	1
5	Story Conclusion	Can represent the inference and includes a knotted explanation on the story	3
		Can represent the inference and includes an understandable explanation on how the story over	2
		Owns trouble relating how the story covered and clarifying understandable and knotted explanation	1

Adapted from Gambarato (2013)

Each component of story-telling performance in terms of content was scaled from 1-3. The maximum score was 15 (3x5). In using the analytical scoring rubric, the researcher used the formula below to convert the scale in the scoring rubric.

$$\frac{\text{The score obtained by the student}}{\text{The maximum score}} \times 60$$

Table 2. The Analytic Scoring Rubric for Story-telling Performance in terms of Delivery of the Story

No.	Angles	Criteria	Grade
1	Sound Mechanics	So bright volume with so bright pronunciation, non-boring sound	4
		Bright volume with very bright pronunciation, non-boring sound	3
		Very a bright volume with little bright pronunciation, so non-boring sound	2
		Cryptic volume and pronunciation with a boring sound	1
		Can convey the story utilizing puppets meaningfully promoted by the motion of the body	4
2	Face/Body/ Gesture	Can convey the story using puppets with very meaningfully promoted by the motion of the body	3
		Can convey the story using puppets with the slightly expressive and slight movement of the body	2
		Unspeakably convey the story with no motion of the body	1
3	Focus	So right concentration with so involving eye contact	4
		Right concentration with involving eye contact	3
		Very right concentration but less eye contact	2
		Miss concentration with no eye contact	1
4	Characterization	So right in distinguishing every character's sound	4
		Very right in distinguishing every character's sound	3
		Quite right in distinguishing each character's sound	2
		Cannot differentiate the characters' sounds	1
5	Use of Space	Talks pleasantly, quiet, and confidently in the face of the spectators	4
		Speaks quite comfortably, quite relaxed but less confidently in front of the audiences	3
		Talks minus pleasantly, indicate several alerts of edginess	2
		Jittery and cannot talk obviously	1

The Maximum score is 20

$$\dots = \frac{\text{score obtained by student}}{\text{the maximum score}} \times 40$$

Adapted from Doecke & Parr (2009)

The final score of the student's performance was obtained from the result of two scoring rubrics. The researcher added the score of the students' performance from the content rubric and the delivery rubric.

Setting the Criteria of Success

Criteria of success were prepared to decide if the action in the study was effective or not that were stressed the process and the result of the lecturing-learning zeals. This action research is respected to be effective when it complies with the succeeding criteria: (1) When 65% of the learners take part or are vigorously engaged in the lecturing-learning process from reading zeal to speaking zeal. This means that the action is effective. To know the learners' engagement in the lecturing-learning process, the researcher was helped by the collaborator to observe all the student's zeals for the application of the manner. The researcher set some indicators to know whether the students were active or not in the teaching-learning process. The students were considered active if they fulfilled four to seven of the guides as stated in observing checklists. Besides, the researcher used field notes, and self-assessment; (2) If 65% of the students achieve the score better than or alike as 65 as the lowest level of domination criterion for the English course. This implies that the learners' speaking competence in terms of their powerlessness in generating English (narrative texts) improves and is respected effective due to the implemented technique. The learners' display in telling a story utilizing puppets in face of the class is evaluated by utilizing two scoring guides (See Tables 3.2 & 3.3); (3) If 75% or more of learners own right reaction to the application of the story-telling technique utilizing puppets. In this matter, the learners select the chosen option (*really agree/agree*) for the response of every item in the questionnaire. This implies that the research is effective. The students' answers show that they feel happy toward the implementation of the technique and feel that it helps or enhances their speaking ability. To know the students' response to the story-telling technique using puppets, a questionnaire that consists of 11 questions and an open-ended questionnaire are utilized in the last session.

Preparing the Instruments

To obtain data during the implementation of the "Story-telling technique using puppets" in the process of the lecturing-learning of the story (narrative texts), the researcher prepared several instruments, for example, observation checklist, field notes, self-assessment sheet, peer-assessment sheet, and questionnaire. The details of the instruments are presented in the technique of data collection.

Implementing the Action

The action research was employed collaboratively. The researcher acted as the practitioner who implements the technique –story-telling using puppets– in the lecturing-learning legal action of speaking. The collaborationist served as a bystander observing the learners' zeals and their indulgence for the lecturing-learning process. Before implementing this technique, the researcher introduced and explained all things that will be done concerning the technique to both the observer and the students. Therefore, everything dealing with the teaching-learning process was expected to be covered.

The action was implemented based on the technique prepared in the planning stage. This research was done in one cycle which encompassed three meetings for a reading session, three meetings for speaking sessions (telling a story in groups), and three meetings for telling a story individually in front of the class. The schedule of the application of the action is presented in Table 3.

Table 3. the Timetable of the Implementation of the Action

Topic	Meeting	Activities	Media/Instrument	Time
The Lion and the Mouse	- Meeting 1	- Reading Session	Narrative text, Laptop, Glove puppets	80 Minutes
	- Meeting 2	- Speaking Session (Rehearsing and telling the story in groups)	Narrative text, Laptop, Song with video animation, Rhythm of music, Speakers, Glove and card Puppets	80 Minutes
The Little Mermaid	- Meeting 3	- Reading Session	Narrative text, Laptop, Card puppets	80 Minutes
	- Meeting 4	- Speaking Session (Rehearsing and telling the story in groups)	Narrative text, Laptop, Song with video animation, Rhythm of music, Speakers, Card Puppets	80 Minutes
The Ant and the Dove	- Meeting 5	- Reading Session	Narrative text, Laptop, Card puppets	80 Minutes
	- Meeting 6	- Speaking Session (Rehearsing and telling the story in groups)	Narrative text, Laptop, Song, Rhythm of music, Speakers, Card Puppets	80 Minutes
3 Topic: The Lion and the Dove, the Little Mermaid, and The Ant and the Dove	- Meeting 7,8,9	- Telling a story using puppets individually in front of the class	Puppets	80 Minutes x 3 = 240 minutes

Since the researcher provided reading texts to accomplish classroom speaking activities through a story-telling technique using puppets, she employed four cycles of teaching-learning scenario to build the students' knowledge about narrative texts; they are Building Knowledge of the Field (BKOF), Modeling of the Text (MOT), Joint Construction of the Text (JCOT), and Independent Construction of the Text (ICOT). Furthermore, the four cycles above were developed into the lesson plans that were employed to implement the story-telling technique using puppets in teaching speaking. The application of the action was concentration on what has been suggested in the lesson plans. The lesson plans were carried out through three-stage techniques namely, pre-activity, whilst-activity, and post-activity.

1) Building Knowledge of the Field (BKOF) covered:

- Sharing knowledge. In this session, the lecturer brought learners to a certain topic or subject matter by triggering their background knowledge or daily experience related to the topic. Using visual aids – puppets, students could predict what subject being discussed, or mind mapping helped much to find words as many as possible.
- Giving an example of text. In this part, the teacher distributed an example of text to be produced (spoke) later by the students.
- Reading for comprehension and interpretation. The students read a text silently to extract specific information (intensive reading). The teacher also gave some explanations about the text and asked whether they understood the text or not.
- Vocabulary building. The teacher explained vocabulary knowledge; in this case, the teacher drew attention to the important vocabulary which was found in the written text.
- Grammar focus. This part focused on grammar usage; it discussed dominant grammatical points in the written text, particularly the forms of sentences that were used in expressing the meaning of the written text. In other words, it discussed the language features.
- Identifying and analyzing the text. It discussed the schematic structure (orientation, evaluation, complication, resolution, and re-orientation). To assure that learners had known the story and all aspects of the narrative text, the teacher asked some questions dealing with the story. The questions were 1) What is the title of this story?, 2) Who is/are the characters?, 3) Where did it happen?, 4) When did it happen?, 5) What happened to the main characters?, 6) What are the events?, 7) How was the ending? Sad/happy? Etc.
- Reflecting the text. In this part, the teacher discussed the social function, e.g. discussed the purpose for which the text is used in society, for example, the narrative is to entertain or to deal with actual or various experiences in different ways. In other words, the teacher and the students discussed the message or social value of the text.

2) Modeling of the Text (MOT) covered:

- Reading for accuracy. Students read a text loudly so that the teacher could check their word pronunciation, stress, and intonation. Then, the teacher gave a model on how to pronounce the words correctly.
- Modeling in story-telling. The teacher told the story first before the students told it in a small group and

the face of the class. The lecturer showed the learners how to tell the story in her way in terms of her manner, voice, language, body, and face. The teacher used puppets in telling the story.

3) Joint Construction of the Text (JCOT) covers:

- Constructing stories in the group. Usually in this stage, the teacher and students made a certain type of text together. Since the text was already presented, and this technique aimed to enable the students to tell or perform the story orally, the students had to tell it in the small group first. The students rehearsed the story; it is as a process of developing their confidence. Then, the students in each group told the story to their classmates in turn and they also used puppets in telling it.

4) Independent Construction of the Text (ICOT) covers:

- Constructing stories individually. After the students prepared themselves at home, then, they had to perform the story individually using puppets in front of the class.

Within the story-telling technique, in the 1st, 3rd and 5th meetings of reading three stories, the researcher did Building Knowledge of the Field (BKOF) to develop the students' knowledge of a story (narrative text) as stated above, and the researcher did Modeling of the Text (MOT), in terms of reading for accuracy, here the students read a text loudly to check their word pronunciation, stress, and intonation. Then, the teacher gave a model on how to pronounce the words correctly. In the last session of this part, the researcher gave the student a self-assessment sheet and worksheet to see or record the students' progress in the reading activity. Then, she asked them to study and understand the lesson again at home by reading aloud or they may also memorize the story. In the 2nd, 4th, and 6th meetings of speaking (rehearsing and telling three stories in groups), the researcher still did Modeling of the Text (MOT) in terms of giving a model in story-telling technique. She— as a model— tells the story using puppets and performs it in front of the class to teach students how story-telling technique is done. For the teacher's performance, some groups of students assessed her by giving them a sheet of peer assessment which was also used by them for assessing their classmate's performance later. This was conducted so that the students could feel that they had a responsibility in the teaching-learning activity and also thought that they were involved in it. Besides, the researcher taught or gave an example to the students about the use of the assessment sheet. Next, the researcher did Joint Construction of the Text (JCOT), the students rehearsed the story and told it in a small group first before they performed the story in front of the class. In the last session of this part, the researcher gave the student a self-assessment sheet to see the students' involvement in a speaking activity. In the Independent Construction of the Text (ICOT) activity, the students performed the story using puppets in front of the class individually. Then, some groups of students assessed their classmates' performance by giving them a peer assessment sheet. The performance activity was done in three meetings because the researcher and the collaborator had to assess the students' performance one by one.

Furthermore, the researcher considered classroom management. To this aim, he tried to set the class comfortably and provided songs to make the students learn enjoyably. Above all, the teacher and the collaborator had to encourage the students that they can do their best. By doing this activity, the students would be actively engaged in the learning process. They would be more motivated and facilitated in producing language orally. This is

because they have something in their mind and they get enjoyment during the lesson. Hence they can express their ideas without having hesitation.

Observing the Action

Observing is the process of embroidering and meeting the whole pertinent data. Observation plays an important part in any kind of gathered data (Lasagabaster & Sierra, 2011). It is a process of observing people and incidents all the time to make judgments. In observing the action, the researcher and the collaborator took part based on their responsibility. In this case, the investigator engaged himself in the process of implementing the action, while the collaborationist monitored the learners' zeals in the lecturing-learning legal action by recording and collecting any aspect or event occurring during the implementation of the action. The students' activities in groups were observed by the researcher and the collaborator. The researcher observed 4 groups and the collaborator also observed 4 groups. In observing the implementation, some important aspects should be considered here; those were the source of data, instruments, and techniques of data collection, and instruments used in collecting the data.

Data and Data Sources

Considering the criteria of success stated, there were three types of data in this study. The researcher obtained data from (1) the observation, field notes, and self-assessment about any activities of the students which show the criteria of success, (2) Task (performance in telling the story). The aspects that were assessed from the students' performance are from the content of the story and the delivery of the story, (3) questionnaire about the learners' reactions to the application of the story-telling technique utilizing puppets.

Concerning the data sources, the students were the data sources who participated in the lecturing-learning legal action and gave responses to the implementation of the technique.

Instruments and Technique of Data Collection

There were some instruments used in conducting this research; they were observation checklists, field notes, self-assessment, task (performance), recording, peer-assessment, and questionnaire.

1. Observation checklists are in the form of short of guidelines which were used by the collaborative teacher and the researcher in every meeting to obtain or record the information from students' activities for the lecturing-learning legal action. The observing checklists covered the students' activities in applying the technique including the aspects that the students should do in every activity (reading and speaking –telling a story in groups– session) in the teaching-learning process). There were seven indicators both reading and speaking sessions for the learners' engagement or participation for the lecturing-learning legal action. The indicators for the reading session were 1) responding to the teacher's instruction, 2) paying attention to the teacher's explanations, 3) actively involved in reading activity, 4) actively involved in group work, 5) asking and answering some questions dealing with the story, 6)

pronounce the words or sentence loudly, 7) expressing what they know about the story. The indicators for speaking session in groups are 1) responding to the teacher's instruction, 2) participating in singing a song, 3) paying attention to the teacher's explanations and performance, 4) observing and giving beneficial feedback to teacher's performance, 5) rehearsing the story, 6) practicing to tell the story in the group using puppets, 7) paying attention to friends who rehearse the story in each group. While the indicators for speaking (telling a story individually in front of the class) are 1) paying attention to the teacher's explanations/instruction, 2) Paying attention to the student who performs the story in front of the class, 3) Observing and giving beneficial feedback to their friends' performance. Then, four categories were for determining whether the students involved actively or not. The students who were categorized "Very Active (VA)" if they fulfilled six to seven of the indicators, "Active (A)" if they fulfilled four to five of the indicators, "Active Enough (AE)" if they fulfilled three of the indicators, and "Not Active (NA)" if they fulfilled two, one or none of the indicators. For these categories, the researcher took the VA and A students as active participants in the teaching-learning process, and the AE and NA were excluded. There were only three indicators that were determined for the speaking activity (telling a story individually in front of the class) different from the two previous activities (reading and speaking in groups), it was because the researcher and the collaborator observed the students' performance in the same time. Furthermore, to see the percentage of the active involvement, the researcher also determined four categories namely, "Very Good (VG)" if 90% - 100% of the students were active involvement, meaning that the action is considered successful, "Good (G)" if 75% - 89% of students were active involvement, meaning that the action is considered successful, and "Fair (F)" if 60% - 74% of students were active involvement, meaning that the action is also considered successful, meanwhile, "Poor (P)" if 45% - 59% of students were active involvement, meaning that the action is considered to fail, and "Very Poor (VP)" if 0% - 44% of students were active involvement, meaning that the action is considered to fail.

2. Field notes were used to gather detailed information that occurred during the implementation of the technique. This instrument was used to record good points and things to be improved from the students that happened for the lecturing-learning legal action. It was rational to the data which might not be covered in the observing checklists. It included the setting of the class, the classroom environment, the interaction between the teacher and students, and the interaction between the students and students, and everything that happened unpredictably. This instrument was used in every meeting.
3. Self-assessment sheets were used to see or know the students' involvement in reading and speaking activities and the students know their learning efforts based on their belief and perception. It covered students' work in reading and speaking activities which consisted of some statements. Students' self-assessment is important to provide students with the skill required to at large observe their studying and sustain them to pick up a larger commitment for their studying (Thomas, Martin, & Pleasants, 2011).
4. Self-assessment utilized in this present study was divided into two forms of self-assessment: self-assessment for a reading session, self-assessment for speaking sessions. The students' self-assessment for

reading sessions covered three issues: the students' perception concerning their liking for reading, their eagerness of accomplishing the task in the reading activity, and their comprehension of the narrative text. It consisted of 17 statements with 3 options namely: *usually*, *sometimes*, and *not much*. These 17 statements were utilized only in meeting 1. Whereas, in meetings 3 and meeting 5, the self-assessment consisted of 13 statements with the same options, revealing two same issues: their eagerness of accomplishing the task in reading activity and their comprehension of the narrative text.

5. Tasks: there were two tasks employed in this study. First, the task for the reading session was used to know whether the students understand the story which has been studied or not. It covered some questions related to the story discussed. Second, the performance task was utilized to gauge the learners' speaking achievement in telling the story (narrative texts). Students told a story in front of the class. They used media –puppets– in their performance. The evaluated aspects from the students' performance were the content of the story (how they reconstructed or recreated the story that had been discussed) and the delivery of the story (how they carried out the story; it focused on the students' traits). Since the percentage for content was 60 and 65% from 60 is 39, so the minimum score that the students should gain for the aspects of content is 39. On the other hand, the percentage for the delivery was 40, and 65% out of 40 is 26, so the minimum score that the students should gain for the aspects of delivery is 26. The aspects which were assessed in the performance are presented in the scoring rubric (see Tables 2 & 3).
6. The embroidering was utilized to embroider the learners' voices as they relate a story in the face of the class. The investigator utilized a tape recorder or another type of recorder like MP4. It was conducted to create the learners' remark in the speaking activity –conveying a story individually in front of the class– simple to be anatomized and differed to the scoring guide in terms of the content. Besides, it was easy to be transcribed.
7. A peer-assessment sheet was used to keep students paying attention to their classmate's performance in telling a story. Through this sheet, the students have an opportunity or responsibility to evaluate their classmate's performance. This makes the students participate in the activity to discuss the students' progress. They feel that they are fully engaged in the lecturing-learning legal action. A group of learners assessed their classmates' performance in terms of delivering the story. The aspects for the delivery are equal with the aspects that the researcher and the collaborator used in the scoring rubric. Peer assessment is an authentic assessment approach that gives others roles as raters to the effectiveness of communication (Tsivitanidou, Zacharia, & Hovardas, 2011). For pair or team activities, students are asked to rate each other as well as their functioning as a group.
8. The questionnaire was used at the end of the cycle. It was done to gain data or explanation on the learners' responses to the application of the action. The questionnaire was composed of 11 items covering 2 aspects; they are the learners' sense or attitudes against reading stories and the application of the story-telling technique utilizing puppets and the influences of the story and the technique to their awareness enhancement and speaking skill. Additionally, an open-ended questionnaire was employed.

9. Each type of data requires different procedures for data collection. Data on the students' activities in every meeting of the story-telling technique were collected by doing direct observations during the teaching-learning process. Through such observations, the collaborator knew the students who participated in the teaching-learning activities (reading and speaking both in groups and individually). At the same time, the collaborator also took notes about all of the events that occur in the lecturing-learning legal action which was not able to be covered in the observation checklist. The data from the other instruments such as self-assessment sheets and peer-assessment sheets were taken into account to give additional information on the students' achievement in the lesson and their involvement in the learning process. Furthermore, the investigator and the collaborator gathered and analyzed the information from the students' activities or progress at every meeting after the implementation of the technique had finished. Finally, the researcher administered the questionnaire to the students to take the students' responses to the application of that manner. All instruments were used as the trustworthiness of the result of data analysis. They were necessary to be used to reduce the informant's bias. Checking the trustworthiness of the data analysis will be done through triangulation. In the study, the triangulation method will be employed by intersecting and comparing the data obtained from the observation checklists, field notes, self-assessment sheets, peer-assessment sheets, recording, and also questionnaires. After the data was crosschecked, the result of the finding is consulted to some theories that support the findings related to the problem investigated. Table 4 presents a description of the research instrument and the variables.

Table. 4 the Description of Research Instruments and the Variables

No	Instruments	Data	Variables
1	Observation Checklists	The students' involvement or indulgence in the lecturing-learning legal action	The learners' activities at every meeting such as responding to the teacher's instruction, paying attention to the teacher's explanations, reading silently, pronouncing words loudly, asking and answering some questions dealing with the story, expressing what they know about the story, participating in singing, paying attention and observing the teacher's performance, rehearsing the story alone and practicing to tell the story in a group, paying attention to friends who tell the story in the group and front of the class individually, observing Variables and giving beneficial feedback to

			their friends" performance.
2	Fieldnotes	The students" involvement or participation in the teaching-learning process	The good points and things to be improved from the students
3	Self-assessment sheet	The students" involvement or participation in reading and speaking activities	The students" perception concerning their liking for reading, their eagerness of accomplishing the task in reading and speaking, and their comprehension of the narrative text.
4	Task	The students" involvement in reading and the students" progress or speaking achievement in implementing the story-telling technique using puppets	The students" work in reading covers some questions related to the story discussed and the students" performance covers the content of the story such as introduction, setting, characters, plot, conclusion and the delivery of the story such as voice mechanics, face/body/gesture, focus, characterization, use of space as stated in scoring rubrics.
5	Recording	The students" involvement or participation in reciting a story	Students" voice when telling a story (content) using puppets in front of the class.
6	Peer-assessment	The learners" participation in the activity of reciting a story to discuss the other students" progress.	The aspects of delivery such as voice mechanics, appearance/body/gesture, concentration, characterization, utilization of room.
7	Questionnaire	The students' reaction to the application of the story-reciting technique utilizing puppets	The students" feelings or attitudes toward reading stories and the application of the story-telling technique utilizing puppets and the influences of the story and the technique to their awareness enhancement and speaking skill.

Reflecting on the Result of the Action

The reflecting stage covered two main points-data analysis and reflection. All relevant data from implementation were analyzed to see if the action was effective or failed. In data analysis, the investigator analyzed the collected data depending on the classification. The information on the learners" participation at

each stage of the teaching-learning process which was obtained through the observation checklist was calculated in percentage using frequency base. Here is the pattern:

$$\frac{\text{The number of active learners}}{\text{The tot number of students (38)}} \times 100 \%$$

Meanwhile, the data obtained from the task (performance) were analyzed by using the analytical scoring rubric. The final score of the student's performance was obtained from the result of two scoring rubrics: content and delivery (See Tables 3 and 3). The recording was used for the students' performance so that the researcher could analyze and contrast to the scoring rubric in terms of the content of the story. Besides, it was easy to make some transcriptions.

The researcher will total up the score of the students' performance from the two scoring rubrics. Thus, the final score of the student A (40 plus 30) is 70. For the second score, since a group of students assess their classmates' performance using the second rubric in terms of delivery of the story, that is peer-assessment, the researcher also considered their assessment by adding the score from 7 groups and divided the total number of the groups. The result of the students' scoring will be compared to the researcher and the collaborator's scoring in terms of the content of the story.

Also, inter-rater is utilized to score the students' performance. The intention of doing this is to avoid bias or subjectivity in the result of the score. So it provides reliability. To estimate the reliability of the 2 raters, a formula of Pearson Product Moment is used (Gisev, Bell, & Chen, 2013).

The information on the learners' reaction to the application of the story-telling technique using puppets was obtained from the questionnaire. It was anatomized by computing it in percentage utilizing frequency basis with the succeeding pattern:

$$\frac{\text{Number of learners selecting a definite choice}}{\text{Tot number of the learners (38)}} \times 100 \%$$

The analysis of the information obtained from field notes was in the form of a description and will be crosschecked to the data from the other instruments. The other instruments such as self-assessment sheets were analyzed in percentage using frequency base and descriptively. The result is used to see the students' understanding of the content of the story.

After the process of data analysis was done, it is time to have a reflection of the action. Reflection is the most important step of the action research. It was employed to evaluate the effect of the technique that has been carried out on the students' speaking ability. The result of the data analysis was checked against the criteria of success predetermined to conclude. If the result of gathered information in the first cycle fulfills the criteria of effectiveness, this means that here is no more cycle to be conducted. Conversely, if the result in the first cycle does not fulfill the criteria of success, another cycle needs to be conducted by revising certain parts of planning and implementing the action.

Results and Discussion

With the outcomes of the data analysis on the learners' participation in the teaching-learning process, the students' speaking achievement (reciting a story individually), and the learners' reactions to the application of the story-reciting technique has already met the 3 criteria of success that have been determined in the previous section. Referring to the criteria of success, this research is told to be effective as reflected in the resume of the results provided in Table 5. A more elaborate explanation of the study results is able to be looked in the succeeding three verses successively pointing to the learners' indulgence, the learners' speaking performance, and the learners' reaction to the technique.

Table 5. Description of the Criteria of Success and the Results of the Research

No.	Criteria of Success	Results of the Study	Note
1.	65% of the learners or more participants or are vigorously engaged in the lecturing-learning legal action.	83% of learners conducted four to seven indicators slated in the observation checklist implying that the learners were vigorously engaged in the lecturing-learning legal action.	The criterion was obtained.
2.	65% of the learners achieve a grade better than or equal to 65 when the minimal domination criterion for the English subject.	87% of learners already achieved scores greater than 65.	The criterion was achieved.
3.	75% of learners own the right reaction to the application of the story-telling technique using puppets.	89% of the learners indicated right or good responses to the technique.	The criterion was achieved.

The Learners' Indulgence in the Lecturing-Learning Legal Action

In obtaining the information on the learners' indulgence in the lecturing-learning legal action, the investigator used observing checklists, field notes, and self-assessment sheets and worksheets. The observation checklists consisted of 7 indicators for the reading session which encompassed three meetings – meeting 1, 3, and 5. While, 7 indicators for speaking session in groups which covered three meetings (meeting 2, 4, and 6), and the other three indicators were utilized for the audiences (other students) when a speaker was performing the story individually. These three indicators were taken in three meetings (meeting 7, 8, and 9). Those indicators had been explained more in the previous section in the part of Instruments and Technique of Data Collection. All the indicators were used to know the learners' engagement for the application of the technique. The researcher categorized the very active and active students as active participants.

Based on the information gained from the observing checklist, it was apparent that the learners vigorously took part in the lecturing-learning legal action. For the three meetings of the legal action of reading stories (The Lion and the Mouse, The Little Mermaid, and The Ant and the Dove) majority of the learners entirely noticed the lecturer's clarification. The learners were passionate about requesting and responding questions against the stories, especially when the researcher provided vouchers to those who wanted to answer or explain the stories. For reading a story of the Lion and the Mouse in meeting 1, the researcher found that 16 learners (47.1%) were very active (VA); as they fulfilled six to seven of the indicators in the observing checklist, 9 learners (26.5%) were active (A) as they fulfilled four to five of the indicators, 2 learners (5.9%) were active enough (EA) as they fulfilled three of the indicators, and 7 learners (20.6%) were not active (NA) as they fulfilled just two of the indicators. 4 learners did not attend this meeting. With this information, it was able to be told that here were 25 learners (74%) classified as active participators –so active plus active– and vigorously engaged in the lecturing-learning legal action.

The other two stories –The Little Mermaid in meeting 3 and The Ant and the Dove in meeting 5– were quite the same as the one in the previous meeting. The difference was just in making groups, in which that in the previous meeting the students made their groups by counting numbers from 1 to 8, and they had to find out those who had the same numbers. The students who had the same numbers then became one group. In grouping the students for the rest next meetings, the researcher just asked the students in the first row to turn back their body to see their classmates in the second row and the rest did this too. The researcher did not do the activity –making groups like in the previous meeting– because it took much time although the students enjoyed doing it. Concerning the four meetings for the other two stories, those are meant to optimize the students' ability in understanding and practicing the story that could develop the students' confidence and reduce the students' reluctance. Besides, there were variations of the story, not only one story to be told by all students.

The data from meeting 3, reading session of „the Little Mermaid“, showed slight progress of indulgence in the lecturing-learning legal action from the prior reading session. The observing checklist for this session indicated that 18 learners (50%) were very active as they fulfilled six to seven of the indicators, 11 learners (30.6%) were active as they fulfilled four to five of the indicators, and 7 learners (19.4%) were active enough as they fulfilled three of the 7 indicators. In this meeting, 2 students were absent, and 29 students (81%) were categorized as active participants. In meeting 5, reading session of „The Ant and the Dove“, it was found that 22 students (62.9%) were very active, 9 students (25.7%) were active, 2 students (8.6%) were active enough, and 2 students (8.6%) were not active. As a result, there were 31 students (89%) who were categorized as active participants, and 3 students were absent.

With the observing checklists for three meetings of reading sessions, it is able to be decided that there was slight progress in the learners' engagement. In meeting 1, 74% of the learners were vigorously engaged in the lecturing and learning legal action, while in meeting 3, it was 81% of the learners. It implies that the progress of their engagement from meeting 1 to meeting 3 was 7%. Meantime, in meeting 5, 89% of the learners were vigorously engaged. It showed that the progress from meeting 3 to meeting 5 was 8%. On the contrary, the progress of meeting 1 to meeting 5 was 15%. Their involvement in the reading session is given in Figure 1.

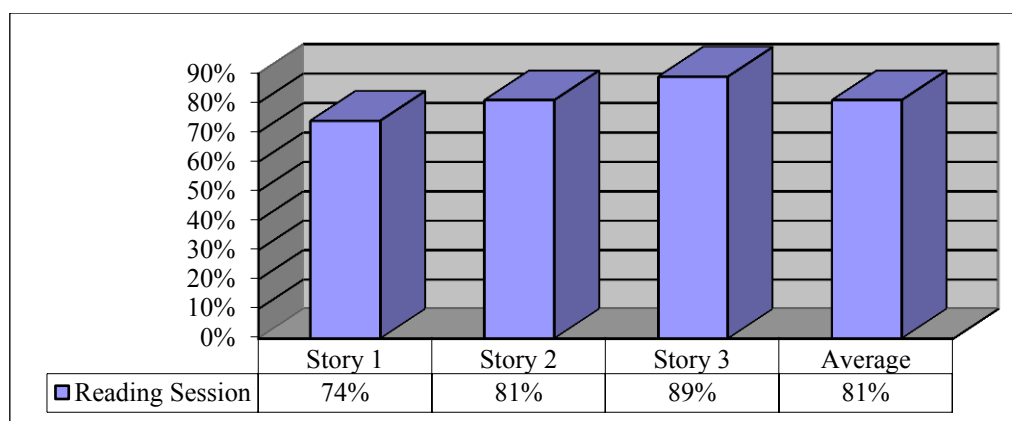


Figure 1. Students' Involvement in Reading Session

These findings were also supported by the result of self-assessment sheets for reading. The assessments were focused on the students' belief or perception toward reading and teaching-learning zeals for the application of the manner. The self-assessment sheets for the reading session in the meeting 1 consisted of 17 statements with 3 options namely: *usually*, *sometimes*, and *not much*. Furthermore, the self-assessment sheet revealed three issues: the students' perception concerning their liking for reading, their eagerness of accomplishing the task in the reading activity, and their comprehension of the narrative text. Whereas, in meetings 3 and 5, the self-assessment sheet consisted of 13 statements with the same options, revealing two same issues: their eagerness of accomplishing the task in reading activity and their comprehension of the narrative text. The results of the students' perception or belief on the issues above were summarized in Table 6 part of stories 1, 2, and 3 for the details.

Table 6. Result of Students' Perception or Belief on Three Issues in Reading Sessions

Meeting	Perception/ Belief							
	The students' liking for reading			The students' eagerness of accomplishing the task in the reading activity			The students' comprehension of the narrative text	
	U/Y	S	NM/N	U/Y	S	NM/N	Yes	No
1	38.2	53.7	8.1	58.8	29.0	12.2	94.1	5.9
3	-	-	-	61.9	31.7	6.3	94.4	5.6
5	-	-	-	64.9	29.0	6.1	94.4	3.8
Total	38.2	53.7	8.1	185.6	89.7	24.6	282.9	15.3
Average	38.2	53.7	8.1	61.9	29.9	8.2	94.3	5.1

Notes: U/Y means Usually/Yes

S means Sometimes

NM/N means Not Much/No

Table 6 shows that the first issue indicated that only 38.2% of students usually like reading, 53.7% sometimes

like reading, and 8.1% of students did not like reading much such as lesson books, storybooks in Indonesian, or English storybooks. For the second issue, it showed that 61.9% of students chose “usually” in the case of accomplishing the tasks, 29.9% of students chose “sometimes” in accomplishing the tasks, and 8.2% of students chose “not much” in accomplishing the tasks. The researcher categorized that the students chose “usually” and “sometimes” as an active participant. In this case, 91.8% of students accomplished the task in a reading session. The last issue of the reading session, which determined the students’ comprehension of the text given, revealed that 94.3% of students chose “yes” on 6 statements in the self-assessment (statements 12-17). Meanwhile, 5.1% of students chose “no” to those statements. This showed that the learners were engaged in the learning legal action. Besides, this information is also supported by the students’ work on the reading comprehension task. It was proven that almost all of the students could answer and understand all questions related to reading texts given.

Dealing with the speaking session, it encompassed three meetings –meeting 2, 4, and meeting 6. In meeting 2, the students worked in groups. The observing checklist for this meeting indicated that 24 learners (64.9%) were very active as they fulfilled six or the whole seven indicators, 8 students (21.6%) were active as they fulfilled four to five of the 7 indicators, and 5 learners (13.5%) were active enough as they fulfilled three of the indicators. Thus, in this meeting, 32 students (86.5%) were categorized as active participants. In meeting 4, the observation checklist showed that 29 students (78.4%) were very active, 3 students (8.1%) were active, and 5 students (13.5%) were active enough. It indicated that there were 32 learners (87%) classified as active and 1 student was absent in this meeting. Meanwhile, in meeting 6, 26 students (72.2%) were very active, 6 students (16.7%) were active, and 4 students (11.1%) were active enough. In this meeting, there were 32 students (89%) who were categorized as active participants and 2 students were absent.

In this case, the progress of the learners’ engagement in the speaking meeting as shown in the observation checklists, here was no progress from meeting 2 to meeting 4 after the number of active learners was likewise. It was 86%. On the contrary, since employing meeting 6, here was little progress. It got 89% of learners taking part in the lecturing-learning legal action. It implies that the progress of meeting 4 to meeting 6 was only 3%. Then, the average percentage of the three meetings for speaking sessions in groups was 87%. The students’ participation during the speaking session in groups is illustrated in Figure 2.

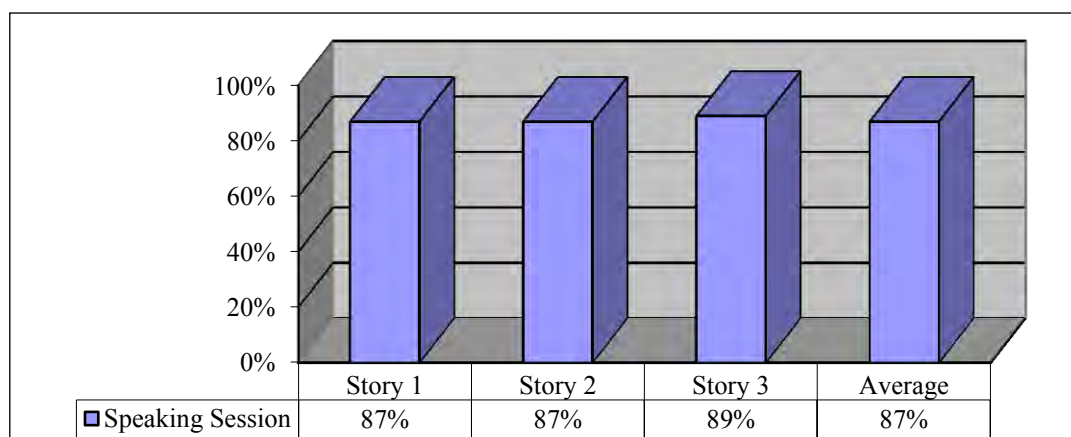


Figure 2. Students’ Involvement in Speaking Session

These findings were also supported by the result of self-assessment sheets for the speaking session. In the meetings 2, 4, and 6 for speaking sessions, the self-assessment sheet consisted of 6 statements but 5 statements were taken into account in the frequency-count base with two options: *yes* or *no*. It revealed two issues: the students' eagerness to pay attention and to say or pronounce something related to the stories discussed. The results of the students' perception or belief on the issues above were summarized in Table 7.

Table 7. Result of Students' Perception or Belief on Two Issues in Speaking Sessions

Meeting	Perception/Belief			
	The students' eagerness of paying attention		The students' eagerness of saying or pronouncing something	
	Percentage			
	Yes	No	Yes	No
2	100.0	0.0	81.1	18.9
4	100.0	0.0	83.8	16.2
6	100.0	0.0	84.3	15.7
Total	300.0	0.0	249.2	50.8
Average	100.0	0.0	83.1	16.9

Table 7 shows that the average percentage of the first issue indicated 100.0% of students chose "yes" in the case of paying attention to the teacher's performance and their friends' rehearsal in groups. For the second issue, it was found that 81.1% of students chose "said or pronounced something such as sing a song or tell a story. With the outcomes of the analysis of the learners' self-assessment, the researcher concluded that it supported the result of other instruments. In this case, all the instruments indicated that the learners were vigorously involved in the lecturing-learning legal action for the implementation of the story-telling technique using puppets. The students' participation in groups was recorded in the form of photographs.

Besides observing the students in the reading and speaking sessions, the observation was also done when the students performing their story individually in front of the class. The observation was to see the students' involvement when their friends (the storytellers) presenting their story. The result of analysis on the observation checklist for the students' involvement in observing their classmates in meeting 7 showed that 25 students (67.6%) were very active, 8 students (21.6%) were active, 3 students (8.1%) were active enough, and 1 student (2.7%) was not active. This means that here were 33 learners (89%) classified as active participators in the process of observing their classmates' performance.

Furthermore, the observation checklist in meeting 8 revealed that 22 students (59.5%) were very active, 7 students (18.9%) were active, and 8 students (21.6%) were active enough. The data indicated that here were 29 learners (78%) classified as active participators in a process of observing their classmates' performance. In meeting 9, the observation checklist exposed that 17 students (45.9%) were very active, 11 students (29.7%) were active, and 9 students (24.3%) were active enough. The data proved that 28 learners (76%) were classified as active participators in a process of observing their classmates' performance. The students' participation

during the performance session is illustrated in Figure 3.

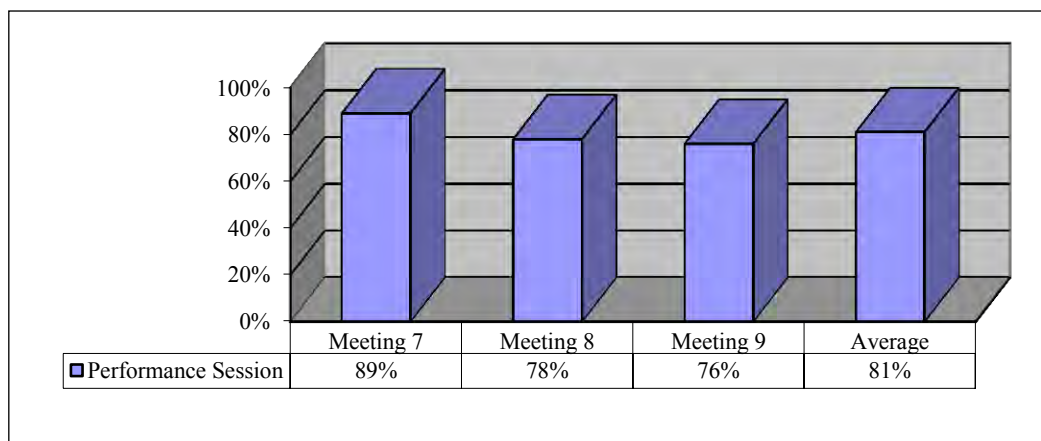


Figure 3. Students' Involvement in Performance Session

There was somehow a diminished number of the students who paid attention to their friends when they were performing the story. Based on the result of the observation checklist, 89% of students were actively involved in meeting 7. It decreased because 78% of students in meeting 8 and in meeting 9 it also decreased because 76%. This was due to the students were busy preparing their performance. However, less attention did not happen continuously. Regarding this diminish, it was not a serious problem since the percentage of students' involvement is still higher than the criteria of success that had been said. The learners' participation in the nine meetings is summarized in Table 8.

Dealing with the results of all observation checklists for a reading session, speaking session in groups, and the process of observing the classmates' performance in front of the class, the researcher took the average percentage of them. Consequently, the percentage of students taking part in the lecturing-learning legal action – the average percentage of the reading session (81%), speaking in groups (87%), and observing the classmates' performance in front of the class (81%) – was 83%. In telling a story individually in front of the class, all students participated excluding 1 student, because he was sick. Further information can be seen in section 2 of this section. Meanwhile, the field notes revealed that some points to be considered in the application of the story-reciting manner utilizing puppets in the teaching-learning process of speaking. At the reading and speaking sessions, the researcher saw that the same students seemed to be vigorously engaged in the lecturing-learning legal action in terms of discussing the stories in group work and expressing what they know about the story. Besides, some students found many difficult words in the text, so it made them difficult to understand the story and share their ideas.

Besides, field notes also exposed some right points from both the learners and the lecturer. From the students' side, along with the implementation of the technique, the students entirely noticed the lecturer's clarification and to his performance in telling the three stories. They were encouraged and savored the lecturing-learning legal action, primarily as singing three songs and telling three stories using such kinds of media (puppets). From the lecturer's side, the teacher helped the students in doing the tasks, provided them some copies of materials such

as a list of difficult words, songs, and self-assessment sheets. Besides, she provided LCD to display the lesson discussed and the puppets which were used as instructional media in learning. In the teaching-learning process, she circulated among the groups to check whether or not the students found difficulties in doing the tasks.

Table 8. Students' Participation Result on the Teaching-learning Process

Meetings	Sessions	Story	Student %	Categories				Total	Total very active and active students
				Very Active	Active	Active Enough	Not Active		
1	Reading	1	Student	16	9	2	7	34	25
			%	47.1	26.5	5.9	20.6	100	74%
2	Speaking in a group	1	Student	24	8	5	0	37	32
			%	64.9	21.6	13.5	-	100	87%
3	Reading	2	Student	18	11	7	0	36	29
			%	50.0	30.6	19.4	-	100	81%
4	Speaking in a group	2	Student	29	3	5	0	37	32
			%	78.4	8.1	13.5	-	100	87%
5	Reading	3	Student	22	9	2	2	35	31
			%	62.9	25.7	5.7	5.7	100	89%
6	Speaking in a group	3	Student	26	6	4	0	36	32
			%	72.2	16.7	11.1	-	100	89%
7	Observing the classmates' performance	1,2	Student	25	8	3	1	37	33
			%	67.6	21.6	8.1	2.7	100	89%
8	Observing the classmates' performance	1,2 and 3	Student	22	7	8	0	37	29
			%	59.5	18.9	21.6	-	100	78%
9	Observing the classmates' performance		Student	17	11	9	0	37	28
			%	45.9	29.7	24.3	-	100	76%

Additionally, the researcher also gave the students motivation frequently. He believed that the improvement of the students' involvement and the score could be influenced by the advice or reward. He gave the students reward (vouchers) if they wanted to speak or gave comments to the stories discussed either Indonesian or in English. The students could change the vouchers later on after the whole activities were accomplished in the lecturing-learning legal action. The investigator gave the vouchers in the reading session of the last two stories (the Little Mermaid and the Ant and the Dove). In the meeting 1 of the reading session of the Lion and the

Mouse, she did not give the vouchers. It was meant to see whether the vouchers giving influence the students' involvement in learning. It was proven that there was a slight improvement in the reading session due to the vouchers provided. The students were more actively involved in answering the questions and explaining something related to the story discussed. To conclude, the outcome of the information analysis showed that the learners' indulgence or engagement in the lecturing-learning legal action –83%– was a success, as it met the criterion of success that was 65%. Additionally, the self-assessment sheet illustrated that the learners were engaged in the lecturing-learning legal action.

The learners' Speaking Achievement (Telling a Story Individually)

The information on the learners' speaking performance was gained from the learners' show and voice recording. The information, afterward, was anatomized by utilizing an analytic scoring guide which gives different weighting for a different aspect of speaking (telling a story), which is 60% for the content of the story and 40% for the delivery of the story. Further description of the rubric can be seen in designing the Lesson Plan or in the Lesson Plan, section assessment. Besides, inter-rater was also employed to avoid subjectivity. Rater 1 was the researcher herself and Rater 2 was his collaborator. The students' final scores were the result of summing up the students' 2 scores from the 2 raters and dividing the total sum by 2. Meanwhile, the students' assessment in terms of delivery of the story was taken into account to be contrasted to the two raters' assessments. In calculating the students' scores of the delivery aspect, the researcher summed up the students' scores from the 7 groups and divided the total sum by 7. The researcher came across that the medium grade of the shipment aspect from Scorer 1 was 27.62, and Scorer 2 was 28.05, meantime, Rater 3 (groups of students) was 26.32. There were just a few differences between the three average grades, indicating that the consistency of the grades was great.

The outcome of the analysis –learners' show– indicated that the progress of learners' medium grade was better than the medium grade in the preliminary research. It expressed that 33 learners (86.8%) gained a grade of equal to and/or better than 65 and 5 learners (13.2 %) obtained grades under 65. With the outcome of the learners' show (telling a story), the mean grade was 77.8 and the mean grade in the preliminary research was 57.9. This implies that on average there was a 20% grade progress. The learners' progress in speaking –telling a story from the preliminary study to this cycle is shown graphically in Figure 4. While the number of students who got the score greater than or equal to 65 is illustrated in Figure 5. To be more specific, the students' speaking ability was explained in detail. It covers two aspects of speaking (story-telling) covering content and delivery. Since the percentage for content was 60 and 65% from 60 is 39, so the minimum score that the students should gain for the content is 39. On the other hand, the percentage for the delivery was 40, and 65% out of 40 is 26, so the minimum score that the students should gain for the delivery is 26. Base on the result of the analysis of the students' final product, it was found that 86.8% of students obtained a score higher than 39 for content. Meanwhile, 68.4% of students obtained a score higher than and/or equal to 26. The percentage of the students' speaking ability in these two aspects is illustrated in Figure 6.

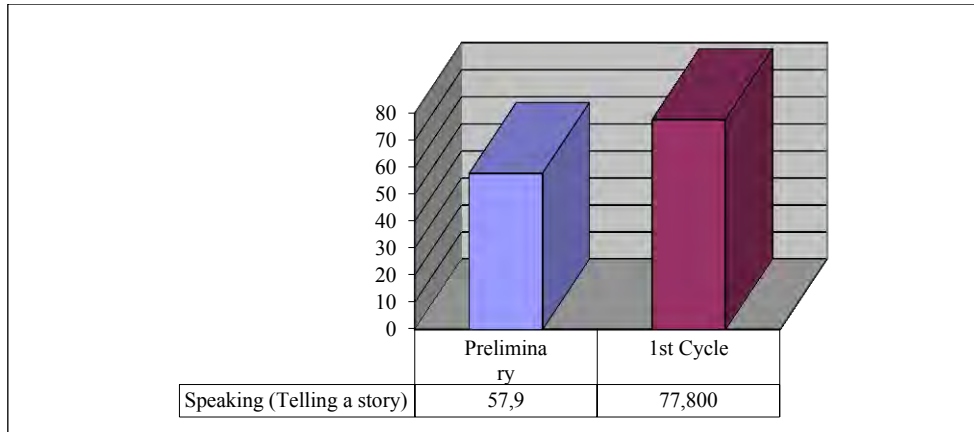


Figure 4. the Students' Improvement in Speaking

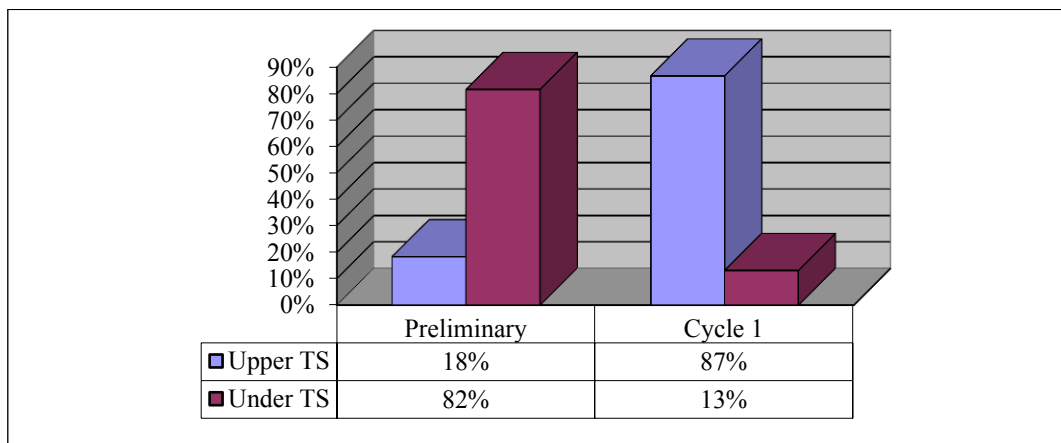


Figure 5. the Number of Students who Obtained Equal to or More than 65

Note: Upper TS means Upper the Target Score (greater than or equal to 65)

Under TS means Under the Target Score (lower than 65)

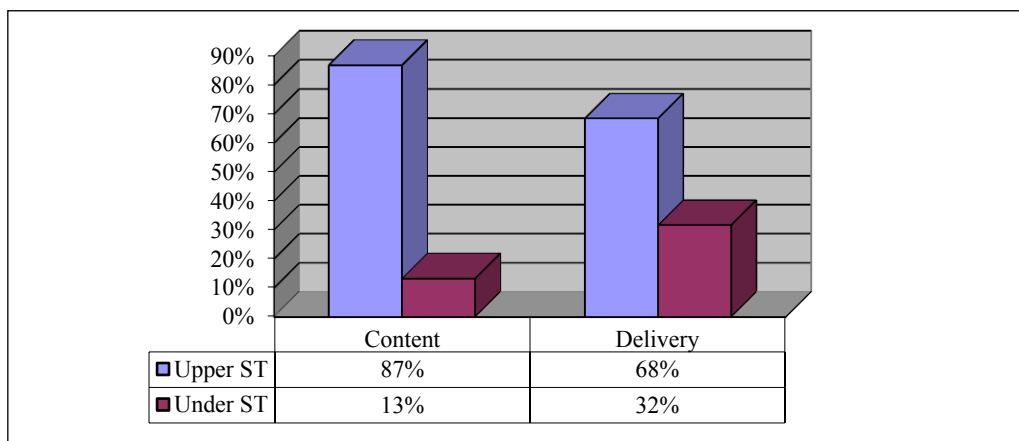


Figure 6. the Number of Students who Obtained Equal to or More than 65% for Two Aspects of Story-telling.

Note: 1. Content: Upper TS means Upper the Target Score (greater than or equal to 39)

Under TS means Under the Target Score (lower than 39)

2. Delivery: Upper TS means Upper the Target Score (greater than and/or equal to 26)

Under TS means Under the Target Score (lower than 26)

In addition to the analysis of the improvement of students' scores, some transcriptions of students' speaking final product are provided.

1. Sample Story 1:

The Lion and the Mouse

By Student 6

Assalamu alaikum wr,wb. My name is...I would like to tell you about the lion and the mouse. One day a lion slept in the jungle. Suddenly, a tiny mouse ran over the lion's head and made him awake. ooeerrr...The lion was very angry. He paw caught the little mouse, and then, he opened his huge jaws to swallow the little mouse. *Pardon me, O King, I beg of you*, cried the frightened mouse. *If you forgive me this time, I will never forget...Ehm...(mention two times) your kindness. I didn't mean to disturb your Majesty. So, if you let me stay alive, I can do you a good turn, too.* The Lion began to laugh and laugh. Ho..ho..ho..ho... "How could a tiny creature like you can do anything to help me? *Oh well. You're not so much of a meal anyway. Now, you may go.* The mouse ran away quickly. Sometime after this, some hunters tried to come to capture you..ee..to capture the lion alive. They set up rope nets in the jungle. The lion fell into the trap. Ee..He roared and roared. The tiny mouse heard the lion's roars. *That may be the lion who once freed me.* He ran to see whether he could help. The mouse said to him, stop, stop! You must not roar. If you make so much noise, the hunters will come and capture you. *I'll get you out (mention twice)...of this trap.* With his sharp little teeth, the mouse gnawed at the ropes until they broke. The lion stepped out of the net and he was free. And then the mouse said, *Now, was I not right king? Yea...you are right, thank you good mouse*, said the lion gently. *You did help me. I see now that kindness is always worthwhile.* And then the lion and the mouse friends forever. (The storyteller's natural voice was differentiated from character voices).

2. Sample Story 2:

The Little Mermaid

By Student 24

Assalamu alaikum wr,wb. Good morning friends. I would like to tell you a story about the little mermaid. Deep in the sea, there was a beautiful mermaid live in the seashell, her name was Ariel. She had a grandmother, three sisters. One day, Ariel swam to the surface of the sea. And she saw a prince on the ship. Suddenly a storm came huuuuss...and big waves swept the prince off the ship. ee...And she quickly swam and carried the prince to the beach. *I can't forget the prince*, and she talked to herself. *I wish I had legs like him* and she asked her grandmother for a pair of legs. *Grandma, I want to have a pair of legs.* Huk..huk...*No Ariel, you cannot have them*, said her grandmother. Ariel was very sad. Then, she decides to visit the evil sea-witch. *I can give you legs, Ariel, but you must give me ..ee your voice*, said the witch. *Well, I agree.* Then, she swallowed the magic potion and she fell unconscious. When she awoke, she found herself on the beach. And the prince was beside her. *Who are you?* Ariel could not talk. Her voice was gone. *Who are you? please tell me.* But Ariel still silent. Finally, the prince brought Ariel back to his ship. One day, ee..the prince met a beautiful princess and he wants to marry her. Poor Ariel. Her heart was broken. She made a foolish choice. That night, Ariel's sisters come to the ship.

They gave ee.. Ariel a knife to kill the prince. *Ariel...please take this knife and kill the prince.* But Ariel could not do that. And she threw the knife into the water. And slowly, she turned into a sea spirit, and she lived as a guardian of the sea forever. Thank you for your attention. (The storyteller's natural voice was differentiated from character voices).

3. Sample Story 3:

The Ant and the Dove

By Student 12

Assalamu alaikum wr,wb. I tell you a story about the ant and the dove. One day an ant went to the river to get a drink. The water rushed along so fast that he...was washed off the bank into the river. I shall drown! he cried. Help! help! help me! but his voice was so tiny that it could not be heard. At that time a dove was sitting on a tree that...overhung the water. She saw the ant struggling and she quickly nipped off a leaf and let it fall into the river. Reach the leaf ant, you can do it. Come on, said the dove. The ant climbed upon it and floated down the river until the leaf reached over the bank. Thank you, kind dove, you have saved my life, but of course, the dove could not hear him. Several days after this, the dove was again sitting on a tree. A hunter crept carefully to the tree. His gun was pointed to the dove and he wants to shoot, I'll catch you a nice bird, but his leg...(mention twice) was bitten by an ant. Oh...shit", he cried out with pain and dropped his gun. This frightened the dove and she flew away. Thank you, kind ant, you helped me too, cooed the dove. The ant heard and he was very glad. Then the ant also said with his tiny voice, don't mention it dove, you once saved my life. And finally the ant and the dove friends forever. (The storyteller's natural voice was slightly differentiated from character voices)

Regarding the content of the story as shown in the transcriptions above, in general, the students who acquired good scores produced the story completely and meaningfully which covers all aspects of the story: introduction, setting, characters, plot, and conclusion. The students could relate the recognition inclusive of the necessary intricacies. They could reflect where the story occurs, inclusive of the necessary intricacies on the locus and the rest of the aspects of the story as stated in the scoring rubric. It seemed that the students did not miss a single word or sentence. The researcher knew that the students prepared themselves before their performance and they might memorize the story; besides, she provided them with puppets to take home.

To ensure the students' comprehension of the story, in the last meeting of their performance, she offered two or three questions related to the story they told individually. It was found that the students could answer the questions. This meant that the students understood the story not only memorized it. The problems that happened during the performance were on the pronunciation of the words and the word stress. As the researcher made some signals on the transcriptions above, such as the bold type words mean that the students misspell: a small mouse ran over the lion's head; the word "ran" was read with "ran" (Indonesian pronunciation), another example is the lion was very angry; the syllable "a/æ" of the word "angry" was read with "a" (Indonesian pronunciation), something like that; besides, ungrammatical tense with the underlined word as the signal in the transcription such as "the lion get out of the net, it should be "got", and another example like the lion and the mouse lives in the jungle, it should be "lived" etc. Then, the words in italic mean that the storyteller's voice was

differentiated from each character's voices, showing that the students made improvisation.

Further, the researcher found three students added something in their performance. One student made the characters of three Ariel's sisters, one student made a boat, and another one made a tree in the story of the ant and the dove, to make the setting more interesting. The researcher thinks that it was a great thing that happened at that time. What the students wanted to do was just performing what they have prepared.

Since 2 raters assessed the students' performance for all aspects in story-telling, estimation of the reliability of the scores was needed. Following the Pearson Product Moment formula in (Puth, Neuhäuser, & Ruxton, 2014), it was found out that the reliability value of the scores was 0.75. Considering the interpretation of the value given, the score of 0.75 was classified as quite high, meaning that the scores reflected the true show of the learners (Cook & Beckman, 2006).

To conclude, the story-telling technique increased the learners' ability in speaking (telling narrative text) successfully. It was indicated by many students who obtained scores more than 65, implying that it has already fulfilled the criteria of success.

The Learners' Reactions to the Application of Story-reciting Technique Utilizing Puppets

To obtain information on the learners' responses to the application of the technique, the investigator used a questionnaire consisting of 11 declarations. The declarations embroiled three problems: the first problem was on the learners' sense against reading (declarations number 1-2), the second problem was on the learners' sense of the utility of the story (declaration number 3- 5), and the third problem was on the learners' sense to the implementation of the technique (declarations number 6-11). Likewise, an open-ended questionnaire was given for the learners to compose on their commendations on the technique which was not embroiled by the close-ended questionnaire.

The questionnaire was administered one day after the students' performance was finished. Appointing to the outcome of the information analysis which was carried out based on frequency count, it was found out that the students gave great reactions to the application of the story-reciting technique utilizing puppets. The outcome of the questionnaire expressed that from the first issue 27.0% of students strongly agreed and 45.9% of learners agreed to statement number 1.

The total number of learners who chose the preferred answers was 72.9%. To statement number 2, 21.6% of learners strongly agreed and 67.6% of learners agreed, and the total was 89.2%. Relating to the second issue, 62.2% of students strongly agreed and 32.4% of students agreed to the statement number 3, and the total was 94.6%. For statement number 4, 75.7% of learners strongly agreed, and 24.3% of learners agreed, the total of which was 100.0%. Then, for statement number 5, 37.8% of learners strongly agreed, and 54.1% of learners agreed, and the total was 91.9%.

The last issue of the questionnaire which consisted of six statements revealed that for statement number 6, 54.1% of students strongly agreed, 29.7% of students agreed, and the total was 83.8%. For statement number 7, 67.6% of students strongly agreed, 27.0% of students agreed, and the total was 94.6%. The reactions for the following declaration, number 8, indicated that 43.2% of learners strongly agreed, 48.6% of learners agreed, and the total was 91.9%. To statement number 9, 27.0% of students strongly agreed, 54.1% of students agreed, and the total was 81.1%.

Responding to the next statement number 10, 48.6% of students strongly agreed, 37.8% of students agreed, and the total was 86.5%. The reactions to the final declaration, number 11, indicated that 56.8% of students strongly agreed, 40.5% of students agreed, and the total number of students who chose the preferred answers was 97.3%. The detailed percentage of the students' responses to the implementation of the story-telling technique is presented in the form of the chart shown in Figure 4.7

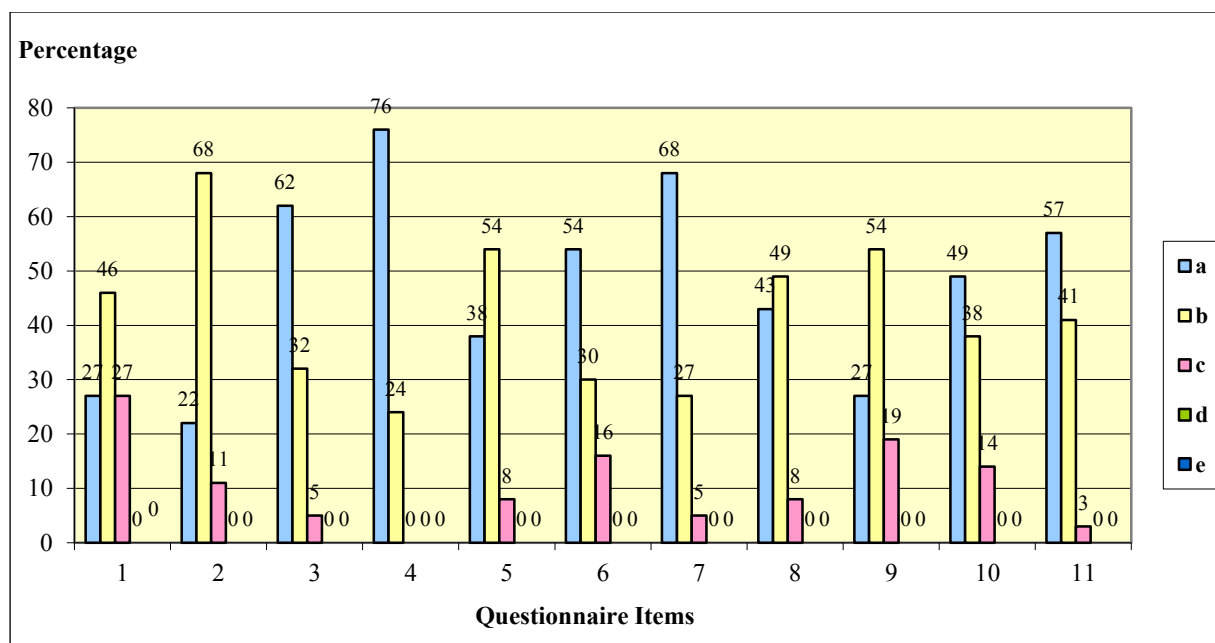


Figure 7. Students' Responses to the Questionnaire in Percentage

Besides, the close-ended questionnaire exposed that 34 students wrote their opinions in the space provided. In general, all students felt joyful with the application of the story-reciting manner utilizing puppets and they pointed out that the manner was useful in looking up the speaking competences. About the learners' responses to the application of the technique, 89.4% of the students responded positively.

It can be concluded that the result of the questionnaire has already met the criterion of success in that 75% of the learners should give good responses to the technique implemented. In a nutshell, considering the findings of the study which already met the criteria of success determined, there was no need for the researcher to have another cycle. It is evident that several students were involved and motivated in the teaching-learning process, they reached a good score determined, and they gave good responses to the technique.

Conclusion

Based on the results of the information analysis, it concludes that the story-telling technique utilizing puppets is effective in progressing not only the speaking ability of the students in terms of telling a story (narrative texts) but also their participation in the teaching-learning process and their fun in learning English. The utility of medium (puppets) helped both the lecturer and the learners. They simplified learners' learning activities making the zeal more appealing. The effectiveness was shown by the performance of the criteria of success dealing with the learners' engagement in the lecturing-learning legal action, the students' scores for their performance, and the students' responses to the implementation of the manner. The story-telling manner utilizing puppets in lecturing speaking covers some manners: 1) showing pictures on the slide or puppets, 2) asking about the pictures or the puppets, 3) dividing the students into groups, 4) giving the students a copy of a narrative text, 5) assigning the students to read the story silently, 6) discussing the text in groups dealing with the topic and the difficult words, 7) questioning about the story or/and discussing the vocabulary and grammar items (the language features) to the students by showing them the complete text on the slides, 8) providing the students with a copy of list of vocabulary related to the story, 9) identifying and analyzing all aspects of the narrative text –introduction, setting, characters, plot, conclusion– together with the students by showing some questions on the slides, 10) discussing the word or social worth of the text or/and providing a time for the students to have some questions dealing with the story discussed, 11) giving some vouchers to those who want to answer and explain something toward the story, 12) asking the students to read the text loudly, especially the difficult words, 13) giving a model to students on how to pronounce the words correctly, 14) administering the self-assessment sheets and reading work sheets, 15) singing a song related to the discussed story together through video animation, 16) modeling in story-telling by using the rhythm of music, 17) administering peer-assessment sheets to the students to assess the teacher's performance, 18) asking the students to rehearse the story and tell it using puppets in a small group first, 19) encouraging the students to rehearse the story again at home, 20) asking the students to tell the story using puppets individually in front of the class, 21) administering peer-assessment sheets, 22) recording the students' voice and assessing their performance.

Recommendations

For future researchers, particularly those who are interested in applying storytelling techniques using puppets, it is recommended to conduct classroom action research or other designs on the use of this technique in the teaching of other language skills, for instance, listening and writing and also other types of genre.

Acknowledgments

The author would like to thank the Management Study Program of the Faculty of Economics of *Muhammadiyah* University of *Ponorogo* in providing the class for the accomplishment of this research. Hereinafter, it was likewise expressed to partners primarily collaborators giving significant feed-in and explanation in supplementing guide material to this research.

References

- Armijos, V., & Natividad, M. (2015). Applying songs to improve listening skills in the English language learning with the students of the seventh year of basic education, at "Andrés Machado Montero" school. Academic period 2013-2014. Retrieved from <https://dspace.unl.edu.ec/handle/123456789/12414>
- Barkhuizen, G. (2011). Narrative Knowledging in TESOL. *TESOL Quarterly*, 45(3), 391–414. <https://doi.org/10.5054/tq.2011.261888>
- Borglund, T., Prenekert, F., Frostenson, M., Helin, S., & Du Rietz, S. (2019). External facilitators as „Legitimizers“ in designing a master’s program in sustainable business at a Swedish business school – A typology of industry collaborator roles in RME. *The International Journal of Management Education*, 17(3), 100315. <https://doi.org/10.1016/j.ijme.2019.100315>
- Boulton, A. (2010). Data-Driven Learning: Taking the Computer Out of the Equation. *Language Learning*, 60(3), 534–572. <https://doi.org/10.1111/j.1467-9922.2010.00566.x>
- Cook, D. A., & Beckman, T. J. (2006). Current Concepts in Validity and Reliability for Psychometric Instruments: Theory and Application. *The American Journal of Medicine*, 119(2), 166.e7-166.e16. <https://doi.org/10.1016/j.amjmed.2005.10.036>
- Delpit, L. (2006). *Other People’s Children: Cultural Conflict in the Classroom*. The New Press.
- Doecke, B., & Parr, G. (2009). „Crude Thinking“ or Reclaiming Our „Story- Telling Rights“: Harold Rosen’s Essays on Narrative. *Changing English*. (world). <https://doi.org/10.1080/13586840802653034>
- Gambarato, R. R. (2013). Transmedia Project Design: Theoretical and Analytical Considerations. *Baltic Screen Media Review*, 1(1), 80–100. <https://doi.org/10.1515/bsmr-2015-0006>
- Gisev, N., Bell, J. S., & Chen, T. F. (2013). Interrater agreement and interrater reliability: Key concepts, approaches, and applications. *Research in Social and Administrative Pharmacy*, 9(3), 330–338. <https://doi.org/10.1016/j.sapharm.2012.04.004>
- Hagevik, R., Aydeniz, M., & Rowell, C. G. (2012). Using action research in middle-level teacher education to evaluate and deepen the reflective practice. *Teaching and Teacher Education*, 28(5), 675–684. <https://doi.org/10.1016/j.tate.2012.02.006>
- Huxham, M., Campbell, F., & Westwood, J. (2012). Oral versus written assessments: A test of student performance and attitudes. *Assessment & Evaluation in Higher Education*, 37(1), 125–136. <https://doi.org/10.1080/02602938.2010.515012>
- Jasim, A. F. (2017). The Effect of Talking Chips Technique on Iraq EFL Students’ Achievement in Speaking Skill. *Journal of Misan Researches*, 13(25), 295–329.
- Kalantari, F., & Hashemian, M. (2016). A Story-Telling Approach to Teaching English to Young EFL Iranian Learners. *English Language Teaching*, 9(1), 221–234.
- Khoboli, B., & O’toole, J. M. (2012). The Concerns-Based Adoption Model: Teachers’ Participation in Action Research. *Systemic Practice and Action Research*, 25(2), 137–148. <https://doi.org/10.1007/s11213-011-9214-8>
- Lasagabaster, D., & Sierra, J. M. (2011). Classroom observation: Desirable conditions established by teachers. *European Journal of Teacher Education*, 34(4), 449–463. <https://doi.org/10.1080/02619768.2011.587113>
- Malihah, N. (2010). The Effectiveness of Speaking Instruction through Task-Based Language Teaching.


- Register Journal, 3(1), 85–101. <https://doi.org/10.18326/rgt.v3i1.85-101>
- McLaughlin, J. E., Griffin, L. M., Esserman, D. A., Davidson, C. A., Glatt, D. M., Roth, M. T., ... Mumper, R. J. (2013). Pharmacy Student Engagement, Performance, and Perception in a Flipped Satellite Classroom. *American Journal of Pharmaceutical Education*, 77(9). <https://doi.org/10.5688/ajpe779196>
- Mei, L. L., & Masoumeh, A. S. (2017). AN ANALYSIS OF FACTORS INFLUENCING LEARNERS' ENGLISH SPEAKING SKILL. 2(1), 34–41.
- Mol, S. E., Bus, A. G., Jong, M. T. de, & Smeets, D. J. H. (2008). Added Value of Dialogic Parent-Child Book Readings: A Meta-Analysis. *Early Education and Development*, 19(1), 7–26. <https://doi.org/10.1080/10409280701838603>
- Nazara, S. (2011). Students' Perception on EFL Speaking Skill Development. *JET (Journal of English Teaching)*, 1(1), 28–43. <https://doi.org/10.33541/jet.v1i1.50>
- Puth, M.-T., Neuhäuser, M., & Ruxton, G. D. (2014). Effective use of Pearson's product-moment correlation coefficient. *Animal Behaviour*, 93, 183–189. <https://doi.org/10.1016/j.anbehav.2014.05.003>
- Reason, P., & Bradbury, H. (2013). *The SAGE Handbook of Action Research: Participative Inquiry and Practice*. SAGE.
- Rossouw, D. (2009). Educators as action researchers: Some key considerations. *South African Journal of Education*, 29(1), 1–16. <https://doi.org/10.4314/saje.v29i1.25178>
- Saputra, J. B. (2015). Communicative Language Teaching: Changing Students' Speaking Skill. *Premise Journal*, 4(1). <https://doi.org/10.24127/pj.v4i1.277>
- Sheetz, D., Coldwell, S., & Coombe, C. (2018). Speaking Assessment. In *The TESOL Encyclopedia of English Language Teaching* (pp. 1–8). American Cancer Society. <https://doi.org/10.1002/9781118784235.eelt0338>
- Simon, S., Naylor, S., Keogh, B., Maloney, J., & Downing, B. (2008). Puppets Promoting Engagement and Talk in Science. *International Journal of Science Education*, 30(9), 1229–1248. <https://doi.org/10.1080/09500690701474037>
- Solas, E. C., & Wilson, K. (2015). Lessons Learned and Strategies Used While Teaching Core-Curriculum Science Courses To English Language Learners At A Middle Eastern University. *Journal of Turkish Science Education*, 12(2), 81–94.
- Somekh, B., & Zeichner, K. (2009). Action research for educational reform: Remodelling action research theories and practices in local contexts. *Educational Action Research*, 17(1), 5–21. <https://doi.org/10.1080/09650790802667402>
- Thomas, G., Martin, D., & Pleasants, K. (2011). Using Self- and Peer-Assessment to Enhance Students' Future-Learning in Higher Education. *Journal of University Teaching and Learning Practice*, 8(1). Retrieved from <https://eric.ed.gov/?id=EJ940101>
- Tsivitanidou, O. E., Zacharia, Z. C., & Hovardas, T. (2011). Investigating secondary school students' unmediated peer assessment skills. *Learning and Instruction*, 21(4), 506–519. <https://doi.org/10.1016/j.learninstruc.2010.08.002>
- Usó Juan, E., & Martínez Flor, A. (2008). Teaching intercultural communicative competence through the four skills. <https://doi.org/10.14198/raei.2008.21.09>
- Wati, L., & Fikni, Z. (2018). Improving EFL Learners' Speaking Ability through Storytelling Using Puppets.

VELES Voices of English Language Education Society, 2(1). Retrieved from <http://www.e-journal.hamzanwadi.ac.id/index.php/veles/article/view/609>

Weinstein, C., Curran, M., & Tomlinson-Clarke, S. (2003). Culturally Responsive Classroom Management: Awareness Into Action. Theory Into Practice, 42(4), 269–276. https://doi.org/10.1207/s15430421tip4204_2


Author Information

Muhammad Lukman Syafii

 <https://orcid.org/0000-0003-4296-8602>


Muhammadiyah University of Ponorogo
Jl. Budi Utomo No.10, Ronowijayan, Kec. Siman,
Kabupaten Ponorogo, Jawa Timur 63471
Indonesia
Contact e-mail: muhhammadlukmansyafii@umpo.ac.id

Slamet Santoso

 <https://orcid.org/0000-0002-5125-9966>

Muhammadiyah University of Ponorogo
Jl. Budi Utomo No.10, Ronowijayan, Kec. Siman,
Kabupaten Ponorogo, Jawa Timur 63471
Indonesia

Sri Hartono

 <https://orcid.org/0000-0002-5247-8685>

Muhammadiyah University of Ponorogo
Jl. Budi Utomo No.10, Ronowijayan, Kec. Siman,
Kabupaten Ponorogo, Jawa Timur 63471
Indonesia
