

CHAPTER IV

FINDING AND DISCUSSION OF RESEARCH

This chapter contains of the finding and discussion of research. The data of research has collected by using observation, interview and documentation. This chapter is presented based on focus which state in the first chapter. In this section the researcher discuss about the obstacles of using storytelling teaching speaking At seventh grade of SMPI Nurul Islam Pangongsean Sampang.

A. Research Finding

Based on an investigation conducted on seventh grade students of SMP on 20 and 18 october 2021, the results of the study consist of supporting data and main data. Supporting data is divided into two categories, namely.

1. The location at SMPI Nurul Islam PangongseanSampang

SMPI Nurul Islam Pangongsean Sampang is located in one remote hamlets, namely Pangongsean hamlet, Pangongsean village, Torjun district and Sampang regency. The researcher conducted the research about the obstacles of using storytelling teaching speaking At seventh grade of SMPI Nurul Islam Pangongsean Sampang.

2. The Profil of SMPI Nurul Islam Pangongsean Sampang

SMPI Nurul Islam Pangongsean was founded by a young community leader who has a firm, authoritative and very nurturing character, KH. Ah. Junaidi Al Hadori, in the beginning this foundation was founded on the background of rural communities who still lacked education. SMPI Nurul Islam Pangongsean Sampang is a branch of the Tanwirul Islam

foundation. One of the motives for the establishment of this school is based on the needs of people who are far from educational institutions such as access to transportation. This foundation was founded in 2010.

Vision of SMPI Nurul Islam Pangongsean Sampang

The realization of students who have noble character and excel in achievement

Mission of SMPI Nurul Islam Pangongsean Sampang

1. Instilling faith and piety through the practice of religious teachings
2. Develop students' potential to become intelligent and skilled human beings
3. Improve discipline and high enthusiasm for learning
4. Provide motivation to be a creative human spirit and competitive
5. Carry out activities that can adapt to the social, cultural and natural environment.

To get data about how teachers use storytelling in the teaching and learning process. The researcher made the first observations on October 20 and 18, 2021. In this case the researcher is a listener, meaning that he only observes activities in the classroom, not being a teacher. The teacher is the controller and the students carry out the instructions from the teacher in the class, in this meeting find a teacher who wants to teach speaking. Researchers only focus on one class, namely the seventh grade.

In teaching speaking using storytelling to seventh grade students of SMPI Nurul Islam Pangongsean Sampang, the researcher will explain in three steps. They are pre-teaching, while teaching, and post-teaching. To

find out more clearly the explanation, the researcher will explain as follows:

1. The Obstacles of Using Story Telling in Teaching Speaking At Seventh Grade of SMPI Nurul Islam Pangongsean Sampang

a. The First Observation

the researcher made the first observation on 20st September 2021.

The researcher came to the SMPI Nurul Islam Pangongsean Sampang to observe activities in the classroom while the teacher was teaching speaking. In the process of teaching speaking using story telling researcher in to the class and sit down at behind of the class. It was started at 07.00 until 09.00.

in this meeting there are three steps of using story telling in teaching learning activities there are pre-teaching, whilst teaching and post teaching each of them will be explained as follow:

1) Pre teaching

The activity that happens in the classroom, it means that it is the first section of teaching and learning process before the teacher teaches in the classroom, as follow:

- a. The teacher prepared the lesson plan
- b. The teacher says greeting the students. She said “Assalamualaikum, good morning, how are you class? “
- c. The teacher began the lesson by praying together with students.
- d. The teacher checks the student name list.
- e. The teacher gives a warming up the material that will be given

Teacher : Do you know storytelling?

Students : yes miss

Teacher : Do you know what the topic would study today?

Students : no miss

In this activity, the teacher give greeting to the students and the teacher asked students to pray together and checking the students name list, after that the teacher give warming up the material will given.

2) Whilst teaching

This is the process of teaching and learning in the classroom, which is shown by the activities following:

- a) The teacher informs the topic that will be studied by students, the topic is about greeting and introducing.
- b) The teacher gives expressions about greeting and introduction example as follow:

Greeting	Introducing
Good morning?	My name is.....what's your name? May I know your name? How can I call you?
Hello?	
How are you?	

- c) The teacher will guided the students to read dialogue
- d) The teacher explained the material about greeting and introducing

- e) The teacher guided students to understand phrases and pronunciation of phrases in dialogue
- f) Before learning activities begin, the teacher usually warm up such as asking today's material and telling that the teacher will use storytelling, after that the teacher gives a little view about this material and gives an example. After students understand the teacher asks one student to practice in front of the class and the other students listen, after that all students discuss with their respective seatmates. Finished the discussion one by one practice it.
- g) The teacher asked students to discuss with beside friend their seat.
- h) The teacher guided the students to practice about using storytelling as follow:
 - ” There is a student named aisyah who is participating in a storytelling competition at Bandung. On that occasion he told about his meeting with someone in the international market. The first thing to do is give greeting, said Aisyah“ Assalamualaikumwr.wb...Good morning...How are you?... Then after greeting aisyah asked her to introduce herself, then she is introduced herself. Ok I will introduce my self my name is Dinda Kirana, I from Bandung, I am 16 years old and I study at SMPN 2 Bandung, nice to meet you Aisyah. Thank you. Then aisyah said nice too meet you dinda, you are welcome and see you next time.”

Teacher : Hello, how are you?

student : Hello, I'm fine how about you?

Teacher : I'm fine too, thank you.

Teacher : what do you think about the story?

Student : I think the story is very good, because in this relaxed way can get more knowledge.

Teacher : ok, thank you

- i) Then the teacher asked students to practice speaking by expressing their ideas to greeting or introduce.

After students can better understand the material, the teacher shows expressing greeting and introducing and familiarizes them with using expressions so that students can speak and pronounce them more easily. And also to make students interested in learning the teacher used storytelling.

3) Post teaching

This is the last step of teaching and learning activities in classroom.

- a) The teacher concludes the material that has been explained and is connected to everyday life.
- b) The teacher asks students to prepare the material at the next meeting, they will discuss about greeting and introducing more to make them understand it more that before.
- c) The teacher asks the students to pray together and the last teacher closes the lesson by saying salam.

b. The Second Observation

The second meeting of this research is on 18th October 2021. The research was conducted at 07.00 am. The second observation and meeting where the teacher teaches English subject, it was the same with the first meeting. There are pre-teaching, whilst teaching and post teaching each of them will be explained as follows:

1) Pre teaching

The activity that happens in the classroom, it means that it is the first section of teaching and learning process before the teacher teaches in the classroom, as follows:

- a. The teacher prepared the lesson plan
- b. The teacher says greeting the students. She said “Assalamualaikum, good morning, how are you class? “
- c. The teacher began the lesson by praying together with students.
- d. The teacher checks the student name list
- e. The teacher asked the previous material last week, she said “what was our topic last week?”

In this activity, the teacher gives greeting to the students and the teacher asked students to pray together and checking the students name list, after that the teacher gives warming up of the material will give.

2) Whilst teaching

This is the process of teaching and learning in the classroom, which is shown by the activities following:

a) The teacher explained the material about greeting and introducing to stimulate the students remember it.

b) The teacher gave expressing greeting and introducing.

c) The teacher guided the students to read dialog.

d) The teacher guided students to understand phrases and pronunciation phrases in dialogue.

e) Before learning activities begin, the teacher usually warm up up such as asking today's material and telling that the teacher will use storytelling, after that the teacher gives a little view about this material and gives an example. After students understand the teacher asks one student to practice in front of the class and the other students listen, after that all students discuss with their respective seatmates. Finished the discussion one by one practice it.

f) The teacher asked students to discuss with beside friend their seat.

g) The teacher guided the students to practice about using storytelling as follow:

“On Sunday afternoon Dinda accidentally met her old friend Lala at a restaurant and happened to be with her friend, then Dinda greeted them with a friendly greeting, Dinda said “Assalamualaikum, good afternoon and how are you?”. After Dinda greeted them both, Dinda asked Lala to introduce her friend. Then Lala started introducing her friends. Hello, her name is Lia Kartika, you can call her Lia, she is from Surabaya, she is 17 years old and she studies at SMAN 1 Surabaya, she is my cousin. Thank you. After Lala finished introducing her friend, Dinda said thank you, nice to meet you and see you next time.”

Teacher : Hello, how are you?

Students : Hello, I'm fine how about you?

Teacher : I'm fine too, thank you.

Teacher : What's your opinion about the storytelling.

Students : Well, I think storytelling lessons that make you interested so you don't get bored.

Teacher : Ok, thank you

- h) Then the teacher asked students to practice speaking by expressing their ideas to greeting or introducing.

After students can better understand the material, the teacher shows expressing greeting and introducing and familiarizes them with using expressing so that students can speak and pronounce them more easily and also to make students interested in learning the teacher used storytelling.

3) Post teaching

It is the activity that happens in the classroom, meaning that it is the first part of the teaching and learning process before the teacher teaches in the classroom, this is showed as follow:

- a) The teacher concludes the material that has been explained and is connected with daily activity (greeting and introducing)
- b) The teachers ask the students to pray together and the last teacher closes the lesson by saying salam.

In the post-teaching activity, before going home the teacher motivates students to study hard at school and at home, students feel enjoy and happy.

B. Result of Interview

Based on the data observation above, the researcher also takes the data by interview that did for the teacher. There are several activities in teaching learning process as follow:

- 1) What are your preparation before begin teaching and learning process using storytelling in teaching Speaking at Seventh Grade of SMPI Nurul Islam PangongseanSampang?

a) The teacher prepare the lesson plan (RPP)

“ Before began the teaching learning process I always the lesson plan (RPP) to make description of teaching which will do in the classroom”¹

b) The teacher prepare the topic of material

“Before entering to the classroom I always prepare the material to be studied for students and also prepare the needs in classroom”²

c) The teacher prepare the text storytelling

“I always prepare the text of storytelling in my laptop to use in teaching learning process before entering the class because it can be make the students more enjoy in the class”

3

2) How do you use storytelling on student's speaking activities?

a) The teacher explanation the material

“Before I give information about the topic to be studied,I always give views and example, then explain about greeting and introducing, after that ask them to read the dialog about greeting and introducing that has been prepared”⁴

¹Interview with Ahmad Fausi On Monday, 20, September at 07:00, 2021, at Pangongsean Sampang

² Interview with Ahmad Fausi On Monday,20, September at 07:00,2021, at Pangongsean Sampang

³ Interview with Ahmad Fausi On Monday,20, September at 07:00,2021, at Pangongsean Sampang

⁴Interview with Ahmad Fausi On Monday,20,September at 07:00,2021, at Pangongsean Sampang

b) The teacher explained that the teacher will use Storytelling in teaching Speaking by the topic greeting and introducing. “I always give my students material that is related to storytelling because it can make them enjoy in class and can more easily understand the topic. I practice using storytelling starting from telling about myself”⁵

3) What is used when teaching speaking using storytelling

a) The teacher used LCD and Laptop

“I always used the LCD to help all students see the text storytelling that is showed in class. and I always bring my laptop enter the class., because it is very important and it helps me shosed the material to students”.⁶

1. The obstacles of teaching speaking using storytelling

The teacher speaking by using storytelling at seventh grade student of SMPI Nurul Islam Pangongsean Sampang that the teacher applied in the classroom to make the teacher learning process run effectively. The teacher used storytelling to make students interested in learning English. The students will always remember the lesson because they can practice it in their home. The teacher also stimulates students in speaking to that sometimes the storytelling that is used to teach Speaking has some difficulties during the teaching and learning process.

⁵ Interview with Ahmad Fausi On Monday,20, September at 07:00,2021, at Pangongsean Sampang

⁶ Interview with Ahmad Fausi On Monday,20, September at 07: 00,2021 at Pangongsean Sampang

Based on observations and interviews that the researcher did there are several obstacles faced by teachers during activities in the teaching and learning process as follows:

1) Did you find any obstacles when you using storytelling in teaching speaking?

a) Teacher dealing with students who are less attentive

“Students are very excited during the teaching and learning process of speaking. Because using storytelling can help students enjoy and not get bored in teaching learning activities, but using storytelling makes me face obstacles in learning for example it makes it difficult for me to make them pay attention to me. There are some students who talk to their friends and don’t pay attention when I give example or explanation on the topic. In addition, when students want to express their ideas, they did not know the vocabularies of the words they want to say. So students mix the English with Indonesian”.⁷

b) Teacher faced different student characters

“During the teaching and learning process using storytelling the teacher found some differences in the characteristics of the students. Such as when the teacher gives explanation and example. There are students who are easy to understand and there are those who still need a long time to understand. So that it takes me a long time to

⁷ Interview with Ahmad Fausi On Monday,20, September at 07:00,2021, at Pangongsean Sampang

repeat the explanation and example so that students who still don't understand so understand".⁸

After the teacher applies storytelling in teaching speaking at seventh grade of SMPI Nurul Islam Pngongsean Sampang, in this case the teacher finds obstacles when teaching speaking using storytelling. But the teacher can still overcome the obstacles faced by the teacher directly. So that the teacher can make the learning process successful, although there are obstacles that occur while using storytelling.

2. The teacher overcome the obstacles in teaching speaking using storytelling

Basically by using storytelling in the teaching and learning process which should help students understand the material given by the teacher in the class. The teacher takes storytelling in the teaching and learning process because it is very suitable to be used in teaching, especially speaking. This is by using storytelling teachers also face obstacles in the teaching and learning process so that teachers overcome the obstacles given to get from the teacher and learning process, also the goal is to make students active and effective for learning in class, help students be interested, not bored, happy, understand the material given and fluent to speak.

⁸ Interview with Ahmad Fausi On Monday, 20, September at 07:00, 2021, at Pangongsean Sampang

Based on the observation and interview that the researcher did, the teacher gave overcome of the obstacles occurred. The overcome as follow;

1) How does to overcome the obstacles when you use storytelling in teaching speaking?

a) The teacher asked the student who don't pay attention to reviewing about the material

“The teacher asks students who don't pay attention to reviewing the material what has been explained by their friends, in this way it make them pay attention in the next explanation. I help students when they don't know English vocabulary and advise students to look up vocabulary in a dictionary, but sometimes I tell them the vocabulary they want to say. I guide them with storytelling to stimulate their minds those who are learning in my own language so they can easy understand”.⁹

b) The teacher gives guidance

“I give guidance outside of English lessons, such as during breaks, students meet me to study, besides that there must be a willingnes from the students themselves, for example, independent study at home”.¹⁰

⁹ Interview with Ahmad Fausi On Monday,20, September at 07:00,2021, at Pangongsean Sampang

¹⁰ Interview with Ahmad Fausi On Monday,20 September at 07:00,2021,at Pangongsean Sampang

After doing the observations and interviews above, the researcher can conclude that the teacher provides a direct solution when there are several obstacles that occur in the teaching and learning process. In this case, the teacher considers that storytelling is very helpful for the teacher in the teaching process because it makes it easier for the teacher to explain the material, especially speaking and to arouse students motivation and their interest in learning, enjoying the class in teaching. Learning process using storytelling.

Based on the statement above, the researcher gives illustration about using storytelling which was very important to be used in the classroom. Therefore, storytelling is a tool that helps teachers and students in classroom learning and students understand English easily especially speaking.

C. Discussion

This section, the researcher will discuss referred to statement of problems in chapter one. The are the teaching speaking using storytelling at seventh grade of students SMPI Nurul Islam PangongseanSampang. The obstacles faced by the teacher in teaching speaking using storytelling at seventh grade of students SMPI Nurul Islam PangongseanSampang and how did the teacher overcome the obstacles faced by the teacher in teaching speaking using storytelling.

1. How is the Teaching Speaking Using Storytelling at Seventh Grade of SMPI Nurul Islam Pangongsean Sampang

In the teaching and learning process using storytelling is very important because it can help teachers to explain the material easily and students enjoy and easily understand the material. In addition, using storytelling in teaching speaking can stimulate and motivate students to speak easily. It can also make the classroom conditions more lively, fun and all students focus on the teacher instruction and students get the goals of the teaching and learning process.

At the seventh grade students SMPI Nurul Islam PangongseanSampang the students and teacher are always bored with the material before the teacher teaches speaking used storytelling to stimulate students enthusiasm during the teaching and learning process. The teacher used storytelling in the classroom to make the situation more active, students enjoy and are confident to speak. The teacher gives a warm-up, then they can learn and practice what they learn when the teacher guides them by give the material.

According to Asfandiar, using storytelling can give fun, enjoyment develops children imagination, gives new experiences and can gives a good understanding of themselves

and their children other people around them, speaking in a pleasant style and needs new vocabulary.¹¹

So related to the theory the researcher assumes to used storytelling as a stimulation of students interest to talk directly, to make the situation in the classroom fun, enjoyable and not boring.

Then students follow the lesson as usual at 07.00 until 09.00 the researchers conducted research in the classroom because the teacher teaches English subjects. The teacher gives the main material greeting and introducing. In subject they can learn to practice what they learn there. There are several steps during the teaching and learning process using storytelling with a contextual learning approach. The teacher gives intructions after that, the teacher asks the students to pay attention. The teacher gives an explanation of what they should do.

In the first meeting, the teacher informs the material that students will study, provides examples of greeting and introducing dialogue, the teacher guides students to read the dialogue, then explains the material about greeting and introducing, after that the teacher guides students to identify and understand. Key phrases, say the last one the teacher explains that the teacher will used storytelling in teaching speaking with

¹¹Intan Janiar dan Dkk, "Peningkatan Kemampuan Berbicara Dengan Menggunakan Metode Storytelling di Sekolah Dasar", *Program Studi Pendidikan Guru Sekolah Dasar FKIP Untan*, p.2

the topic greeting and introducing in this case they can discuss with friends beside their seats so they can practice speaking by expressing their ideas to ask questions and give their opinion. The second meeting. The teacher explained that the same material was about greeting and introducing, then the teacher explained that the material that students learned last week was clearly that before. In this case, it is the same way from the first meeting but that is different story text given by the teacher in the teaching and learning process. Based on the explanation above, the main points in teaching speaking in the classroom used storytelling. That is proved when the teacher in teaching speaking makes students discuss the material with their friends. This is supported by the statement from EkaYunita is the process of communicating by saying sounds articulation to convey meaning so that the intention can be understood by someone else. The process of communicating so that it is easy to understand then the word spoken, of course, must be clear and fluent so as to make students discuss with their friends who are still related to the material.¹² The teacher asks students to combine the material with experiences or everyday life so that students can easily relate the material to real life and help interest in speaking fluently. So related to Latif A statement that storytelling is

¹²IkaYunita, “*Meningkatkan Keterampilan Berbicara Menggunakan Metode Ber cerita Dengan Media Boneka Tangan Pada Anak Kelompok Aidi TK Kartika III-38 Kentungan, Depok, Slema*” (Program Studi Pendidikan Guru Pendidikan Anak Usia Dini, Fakultas Ilmu Pendidikan, Universitas Negeri : Yogyakarta, 2014), p.10

excellent method in education. Stories are liked by the human soul because have interest, attention of listeners and make someone remember experience in an event quickly.¹³

From the explanation above, the use of storytelling shows that there is a correlation based on key phrases of experience that can make the speaking learning process fun, interesting and successful.

Based on the observation of the data above related to the results of interviews with teachers as follow:

In the teaching and learning process the teacher always makes preparations before teaching in class. The teacher prepares the lesson plan, because it can help him make a summary of all the material that will be given to students. Its support by IsnawardatulBararah state that, the lesson plan is an effort to develop a plan learning that will be carried out in learning activities for achieve the goals set in the curriculum in accordance with the needs of students and school.¹⁴ This means that before starting the teaching and learning process the teacher always prepare a lesson plan to make an overview of the teaching that will be carried out in the classroom. Then the teacher prepare the material (greeting and introducing) because it can help the

¹³ Rosalina Rizki Pratiwi “*Penerapan Metode Storytelling Untuk Meningkatkan Keterampilan Berbicara Siswa Kelas II SDN S4 Bandung*” (Jurnal Pendidikan Guru Sekolah Dasar, Vol.I, No.I (2016),P.201

¹⁴Isnawardatul Bararah,”*Efektifitas Perencanaan Pembelajaran Dalam Pembelajaran Pendidikan Agama Islam di Sekolah*”, (UIN Ar-Raniry, Banda aceh, Indonesia),p.143

learning process. The teacher also always prepare a laptop to be used in the teaching and learning process before entering the class because that is the goal of the teaching and learning process.

In the use of storytelling in students speaking activities, the teacher shows the material and reads it, because it can help teachers and students easily in the speaking process. This is supported by Isna wardatul Bararah, that the lesson plan contains matters that are directly related to learning, learning activities in an effort to achieve mastery of a basic competencies, so that the purpose of the delivery of the material is achieved.¹⁵ Means that he shows the greeting and introducing material on the LCD after the students already to learn in the classroom. The teacher gives example of a greeting and introducing dialogue, then the teacher guides them to read the dialogue so that they can practice well.

In the teaching learning activities the teacher used LCD and Laptop, because it can help them in the learning process in the class. Means that the teacher always used LCD to help all students see clearly the text stories in the classroom. Teacher always bring laptop before enter the class, because it is very important the things that must be brought to show the material and story texts that will be given to students so that they can develop their curiosity and interest.

¹⁵ Ibid, p.143

Based on teaching by using storytelling at seventh grade of SMPI Nurul Islam PangongseanSampang is implemented well. The students participated well in the teaching learning process. It was proved when the teacher asked the students at the next meeting, the students could answer the question by speak English well.

From the explanation above, the researcher get the point that the use of storytelling in the teaching and learning process makes students confident to speak, enjoy, increase their vocabulary and make teaching and learning benefit to their daily life.

2. The Obstacles of Teaching Speaking Using Storytelling at Seventh Grade of SMPI Nurul Islam Pangongsean Sampang

In the teaching learning speaking by using story telling at seventh grade of SMPI Nurul Islam Pangongsean Sampang, the researcher found that obstacles faced by the teacher in the teaching learning process.

From observation and interviews with teachers conducted by researchers, researchers can conclude that there are obstacles that occur in the teaching and learning process as long as teachers use storytelling to teach speaking. That is the teacher dealing with students who are less attentive makes it difficult for

me to make them pay attention to me. There are some students who talk to their friends who are not speakers. Students don't pay attention when the teacher give an example or explanation about the topic. In addition, when students want to express their ideas, they don't know the vocabulary of the words they want to say. Sometimes students confuse English with Indonesia. In their teaching and learning process they cannot be effective because students misunderstand the teachers explanation of the material given by him. Because students pay less attention when the teacher explains the material. Therefore the teacher guides them and also the teacher stimulates students to practice expressing greeting and introducing using their own opinions. It support by Tarigan, speaking is the ability to pronounce articulation sounds or words to express, state, convey thoughts, ideas and feelings.¹⁶Nurgiyantoro added that speaking is a second language activity that humans do in language life after listening. To be able to speak a language well, the speaker must master the pronunciation, structure and vocabulary. Concerned. In addition, it is also necessary to master the problem or idea that will be conveyed and the ability to understand the other persons language¹⁷. And the last obstacles is the teacher takes a very long time to launch students to speak. In the learning process using

¹⁶Nawawi dan Dkk, *keterampilan Berbicara* (Sebagai Suatu Keterampilan Berbahasa:Uhamka Press, Jakarta),p.22

¹⁷ Ibid,p.22

storytelling in teaching Speaking. So it makes it difficult for me to manage the time so that students are fluent in pronouncing it, because they find it difficult to pronounce English words that make them confused. The written form is different from the way they are pronounced, they become insecure to speak in English, the teacher always asks them to speak or discuss the material because they are afraid to speak a little. Then the teacher always guides them to speak first so that they can speak fluently so it takes a long time for me to speak in front. Its support by Nawawi, state that, the essence of the purpose of speaking itself is speaking activities to entertain, inform, stimulate, convince and move. To be able to convey thoughts effectively, the speaker must understand the meaning of everything he wants to communicate.¹⁸In learning activities by entertaining can increase the enthusiasm of students to speak.

After the teacher applied storytelling in teaching speaking to the seventh grade students of SMPI Nurul Islam Pangongsean Sampang. In this case the teacher found obstacles during teaching speaking with storytelling in teaching speaking. However, the teacher can still overcome the obstacles faced by the teacher directly. So that the teacher can make the teaching and learning process a success, even though there are obstacles that occur during the lesson.

¹⁸ Ibid,p.23

3. The Teacher Overcome The Obstacles In Teaching Speaking Using Storytelling

In the teaching speaking using storytelling in the seventh grade of SMPI Nurul Islam Pangongsean Sampang, the teacher found obstacles that occurred in the teaching and learning process of speaking. Here the researcher also finds that the teacher provides a direct solution to overcome the obstacles that occur during the use of storytelling. The solution given by the teacher is to achieve the objectives of the teaching and learning process. It is also to stimulate students to be active in the classroom.

Based on the observation and interview with the teachers, there are several obstacles that occur in the teaching and learning process but the teacher provides direct solutions. Likewise, the teacher asked the student who don't pay attention to reviewing about the material, after the teacher asked students to stand in front of the class to choose one of their friends to come forward so as to make students pay attention. The teacher helps the students when they don't know the vocabulary. The English teacher and suggests the students to look up the vocabulary in the dictionary, but sometimes the teacher tells them the vocabulary they want to say. The teacher guides them by storytelling to stimulate their thoughts about the subject. Then the teacher used storytelling to stimulate them to get the points

learned in my own language so they can easily understand. Most of the students in the class have difficulty in vocabulary because they lack vocabulary, the teacher asks all students to memorize the vocabulary with the given material. Therefore, the teacher guides them by storytelling to stimulate their mind about the subjects and the vocabulary they learn can show what they learned. The teacher corrected and guided the students who mistake to pronounce words by directly give example of how to pronounce vocabulary, then ask all students to repeat it. When students have difficulty arrange words into good sentence, the teacher corrected directly what students want to say, after students can say in the teacher applies interesting stories so that the atmosphere is more active and fun. In the teaching and learning process the teacher guides students who cannot pronounce well. The teacher repeats to make students remember and pronounce the speaking well. After students can say it, the teacher applies the story to make the situation more active and fun. It was stated by me because of it. The teacher approaches the students about the students pronunciation before speaking, the teacher asks the students to repeat following his speak until the students can pronounce it well. After students can say it, the teacher applies it with stories in turn to make the situation more active and fun.

