DEVELOPING A SET OF PICTURE-BASED INSTRUCTIONAL MATERIALS FOR STORYTELLING EXTRACURRICULAR PROGRAM IN SMP N 12 MAGELANG

A Thesis

Presented as partial fulfillment of requirements to attain the degree of *Sarjana Pendidikan* in English Education Departement

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ENGLISH LANGUAGE EDUCATION PROGRAM
ENGLISH EDUCATION DEPARTEMENT
LANGUAGES AND ARTS FACULTY
YOGYAKARTA STATE UNIVERSITY
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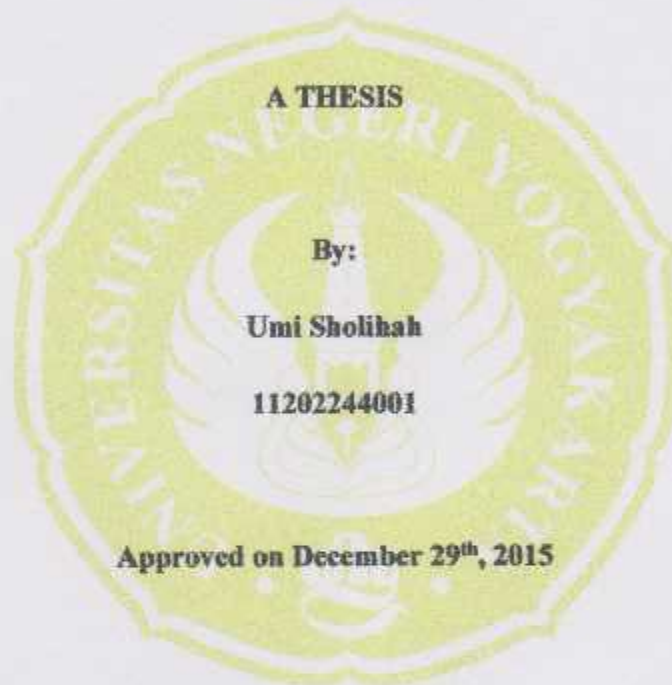
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APPROVAL SHEET

DEVELOPING A SET OF PICTURE-BASED INSTRUCTIONAL MATERIALS
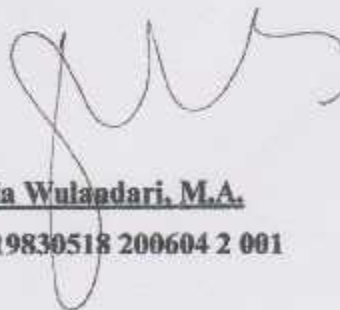## FOR STORYTELLING EXTRACURRICULAR PROGRAM
IN SMP N 12 MAGELANG

A THESIS

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Umi Sholihah

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Approved on December 29th, 2015

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RATIFICATION

DEVELOPING A SET OF PICTURE-BASED INSTRUCTIONAL MATERIALS
FOR STORYTELLING EXTRACURRICULAR PROGRAM
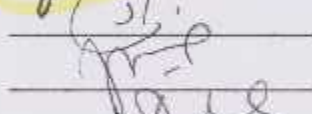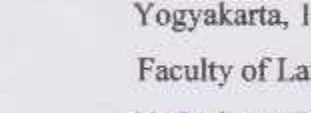## IN SMP N 12 MAGELANG

A Thesis

Presented as a Partial Fulfillment of the Requirement for the Attainment of the
***Sarjana Pendidikan* Degree in the English Language Education**

Umi Sholihah
11202244001

Accepted by the board of examiners of English Education Department, Faculty of Languages and Arts, Yogyakarta State University on January 18th, 2015 and declared to have fulfilled the requirements to attain *Sarjana Pendidikan* Degree in English Language Education.

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Fakultas   : Fakultas Bahasa dan Seni
Judul Skripsi   : *Developing A Set of Picture-Based Instructional Materials for Storytelling Extracurricular Program in SMP N 12 Magelang*

menyatakan bahwa karya ilmiah ini adalah hasil saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti satu cara dan etika penulisan karya ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, Januari 2016

Penulis

Umi Sholihah

DEDICATIONS

I fully dedicate this thesis to my beloved parents, Muhammad Mahdi and
Tiyarsi.

MOTTOS

For indeed, with hardship [will be] ease

-Q.S. Al-Inshirah: 5-

But Allah is your protector, and He is the best of helper.

-Q.S. Ali Imron: 150-

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Alhamdulillahhirobbil'alamin, all praise is due to Allah SWT the Merciful and the Sustainer of this universe who has blessed me with many great things in my life, including the blessing that empowered me to accomplish this thesis. *Sholawat* and *Salam* are proposed to the Prophet Muhammad SAW.

Foremost, I would like to express my deepest gratitude to my supervisor, Ella Wulandari, M.A., for the guidance, suggestions, motivation, and support during the completion process of this thesis. I would also like to express my gratitude to Mr. Suharso, M.Pd for his kindness to validate the materials through expert judgment. My gratitude also goes to the English teachers and the students of the storytelling extracurricular program at SMP N 12 Magelang for the cooperation and help during the observation.

Special words and sincere gratitude are directed to my beloved parents for their love as well as the spiritual support throughout my life. I also give my regard to my classmates of PBI O 2011 for the warm friendship, beautiful memories, supports, and cares for the last four years. I am also grateful to Ayuk, Lathif, Tami, Yani, Sasa for the care, help, suggestion, and motivation. I also give my regard to my partners during the English for Jobseekers course, Novi Ika Setyani, Tias Mafazatu, Ari Putri Haryanti, Richa Awanda, and Nurin Afifah for the great cooperation, support, and care since we met and worked together. Thanks is also sent to Fajrul for the awesome layout design.

Finally, I expect that this thesis will be useful. Any criticism, ideas, and suggestions for the improvement of this research are greatly appreciated realizing that this thesis is far from being perfect.

Yogyakarta, January 2016

The Writer

Umi Sholihah

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FOR STORYTELLING EXTRACURRICULAR PROGRAM
IN SMP N 12 MAGELANG**

**Umi Sholihah
11202244001**

ABSTRACT

The objectives of this research were: (1) to find out the target and learning needs of the storytelling extracurricular students in SMP N 12 Magelang and (2) to develop an appropriate instructional material for the storytelling extracurricular program in SMP N 12 Magelang.

This was a research and development (R&D) study. The subjects were 33 students of storytelling extracurricular program of SMP N 12 Magelang. This research procedure followed Dick and Carey model in Borg and Gall (2003) with some modifications. The steps were conducting needs analysis, developing course grid, writing the first draft of the materials, evaluating the first draft of the materials conducted by an expert, and revising the materials based on the feedback obtained from the evaluation. The instruments to collect the data were the needs analysis and the materials evaluations questionnaire. The data from the need analysis were analyzed quantitatively using frequency and percentage and the data obtained from the materials evaluation were analyzed through descriptive statistics.

Based on the results of the needs analysis, the needs of the students of storytelling extracurricular student are: (1) the students needed the ability to understand stories, summarize stories, and retell stories, (2) the students had difficulties in comprehending stories and pronouncing the words with correct pronunciations, stresses and intonations, (3) in learning vocabulary, the students wanted to practice spelling words with correct pronunciation, (4) in terms of pronunciation, the students expected to have practices in pronouncing words, phrases, and sentence correctly, (5) the students wanted the materials that help them to retell stories, (6) the students wanted to be able to retell stories, (7) the students wanted materials that provide many types of stories, (8) the students mostly liked to have fables, fairytales, and legends as the types of the story, (9) the students mostly preferred to have storytelling practice in group and pairs, (10) students mostly chose classroom as the place of the teaching and learning process, (11) during the teaching and learning process, the students preferred to have practice in group, (12) the students expected that the teacher motivated them and give chance to share and discuss. Considering the needs, this study developed three units of storytelling extracurricular materials considering the results of the needs analysis. Each unit had two main parts: introduction, and main lesson. Based on the analysis of the data from the expert judgment, the developed storytelling extracurricular materials were appropriate in terms of the content, language, presentation, and layout. The mean score of all aspects is 3.52 and can be categorized as "very good".

CHAPTER I
INTRODUCTION

A. Background of the Research

Storytelling is very helpful for second language teaching in Indonesia especially to improve students' speaking competence (Akhyak and Indramawan, 23: 2003). As found in Indramawan's study (2013), when storytelling was implemented in teaching speaking it could improve students' fluency, grammar, pronunciation, vocabulary, and content. The result of the research proved that some sentences from storytelling helped students in making good sentences. By practicing storytelling, the students' vocabulary mastery also improved. Students could use the appropriate vocabulary and they were also able to make sentences using various words. Practicing telling the story also improved the students' understanding about the content of the story. The students' pronunciation and the fluency could also be improved by practicing to retell the story because the students had the chance to practice speaking.

In SMP N 12 Magelang, storytelling is chosen to become an extracurricular activity because it is a medium of learning that enhances student's language skills especially speaking skills. In the storytelling activities, the students will learn public speaking which improves the student's confidence in performing in front of audiences. Besides, the stories will help the students to increase vocabulary mastery, pronunciation, and also the ways to tell to audience. This is in line with Wright (1995: 160) who states that stories are an excellent way to introduce language that learner are not yet familiar with, be it a point of grammar, a function,

an area of vocabulary or pronunciation. Given the importance of storytelling previously mentioned, it is necessary to provide appropriate materials uses various techniques of eliciting oral productions. Yet, in SMP N 12 Magelang the materials used in the extracurricular are limited. The materials that are used are only taken from some videos. Though the students were helped in remembering the stories through some videos of the story, the students still face the difficulties in understanding and memorizing the story because of their ability in English. The students have to retell those without being equipped with relevant language skills. Moreover, the techniques used to elicit the student's speaking are less varied. Actually the student's motivation in joining the extracurricular is potentially high. However, the difficulties faced by the students made them get low motivation even some of them have been chosen as a delegation of storytelling competitions or events.

According to Brown (2004) visual pictures, diagram, and charts are usually used as a stimulus for a longer story description. Furthermore, Harmer (2011: 134) states that picture has been used by teacher in multiple ways, for example for drills, communication games, understanding, ornamentation, prediction and discussion. In explaining and understanding meaning, pictures provide an easy way to the students and the teacher. The teacher will be helped in checking the students understanding of a piece of writing through the pictures. Besides, pictures also help students to predict what is coming next in the story. Looking at the benefits of picture and considering that the materials are less varied to prepare the students to retell stories,

the researcher has motivation to do the research and develop a picture-based instructional materials for storytelling extracurricular in SMP N 12 Magelang.

B. Identification of the Problems

A preliminary observation in storytelling extracurricular of SMP N 12 Magelang revealed that the problem was caused by many factors, such as the input that is used in the storytelling activity, the activities during the storytelling extracurricular, and the media that elicit the students in retelling the story.

The first is related to the absence of skills that are needed in the storytelling which have to be mastered by the students in order to make their performance well. For example, the students should be able to understand the story, summarize the story, and retell the story with correct pronunciation, gestures, intonations, and expressions. The students also need to distinguish the techniques that will help them to retell the story.

The second, the input of the story that will be used as the materials that will be developed should meet with the students' interest and cover the materials that usually used in the storytelling competition. Unfortunately, the materials are still limited. Therefore, the types of the story (myth, legend, or fairy tales), the length of the story, and the topics that meet with the students' interest should be identified.

The third, the input of the stories that will be used in the extracurricular activities should match with the goals of the storytelling extracurricular in SMP N 12 Magelang. The types of the tasks and activities that will be developed also need

to be specified. It includes the setting of the task (the task for individual, pairs, or group), or the task should be done in the classroom or outside the classroom.

The next, the kind of media that will be used to support the students in understanding the story has to be made. Pictures are chosen as the media because it helps the students to visualize the stories so they can summarize easily before retelling the stories. The aspects of developing materials above have to be identified in order to meet the needs of learning English in the storytelling extracurricular. So, the goals of developing picture-based for storytelling extracurricular in SMP N 12 Magelang can be achieved.

C. Delimitation of the Problem

In reference to the background and problem identification above, this study deals with developing a set of instructional materials for storytelling extracurricular using picture series in SMP N 12 Magelang.

D. Formulation of the Problems

The formulation of the problems are as follow:

1. What are the target needs and the learning needs of the storytelling extracurricular students in SMP N 12 Magelang?

2. What are the appropriate instructional materials for the storytelling extracurricular in SMP N 12 Magelang?

E. Objectives of the Research

According to the formulation of the problems, the research has objectives related to learners and storytelling extracurricular materials. Those objectives are:

1. To find out the target needs and the learning needs of the storytelling extracurricular students in SMP N 12 Magelang.

2. To develop a set of instructional materials for the storytelling extracurricular in SMP N 12 Magelang.

F. Significant of the Research

The research is expected to have significant contribution theoretically and practically:

a. The students of storytelling extracurricular of SMP N 12 Magelang

The results of this research are aimed at providing useful input for students to have more practice in the extracurricular activities, and they also serve as learning media for them to retell story well.

b. The teachers of storytelling extracurricular of SMP N 12 Magelang

The results of this research are expected to be one of the resources that inspire teachers of storytelling extracurricular in developing a set of instructional materials for their students in order to prepare the students for some storytelling competition or events.

c. Course designers of materials developers

The results of this research are of great use for course designers or materials developers in developing specific materials that meet the students' needs.

d. Other researchers

The results of this research can be used as a reference for other researchers to conduct a similar study but in different focus discussion.

CAHAPTER II
LITERATURE REVIEW

A. Literature Review

1. Speaking

a.   The Nature of Speaking

There have been some discussions on speaking definition among the experts. Speaking is one of the productive skills of teaching and learning English. Speaking English with fluency and accuracy is the goal of learning English. In fluency, pausing is important because speakers need to take breath (Thornbury: 2001). However, the timing of pausing also needs to be considered. Speakers with too many pauses give sign that they are struggling in speaking English. Thornbury adds that in the nature of speaking, speakers do production and self-monitoring, articulation of their words and should manage their talk accurately and fluently. In addition, Harmer (1998) states that to speak fluently presupposed both knowledge of language features and the ability to process the language and information in the spot meaning that the speakers should be able to express their ideas, interact with others and to process the information the moment they get it.

Cameron (2001) says that speaking is language active use to express meaning so that the others will make sense of them. Appropriateness and correctness in using the words and grammar are needed to convey the meaning accurately. In addition, Harmer (2001; 46) mentions that speaking will happen when there are two people who are communicating each other.

According to Brown (2001) when someone can speak a language, it means that he can carry on a conversation reasonably competently. It means that he can continue the conversation without having trouble with fluency and accuracy.

Based on the definitions above, it can be concluded that speaking skill is the skill to communicate or convey meaning or express meanings to other people while considering fluency and accuracy as well as appropriateness.

b.   Microskills of Speaking

As it has been mentioned that in order to be able to produce fluent speech, the speaker need to develop micro-macro-skills in speaking. According to Brown (2004: 142), there are eleven microskills and five macroskills in English which are mentioned as follows:

Microskills

1. Produce differences among English Phonemes and allophonic variants.
2. Produce chunks of language of different lengths.
3. Produce English stress patterns, word in stressed and unstressed positions, rhymic structure, and intonation contours.
4. Produce reduced forms of words and phrases.
5. Use an adequate number of lexical units (words) to accomplish pragmatic purposes.
6. Produce fluent speech at different rates of delivery.
7. Monitor one's own oral production and use various strategic devices - pauses, fillers, self-corrections, backtracking – to enhance the clarity of the message.
8. Use grammatical word classes (noun, verb, etc.), systems (e.g., tense, agreement, and pluralisation), word order, patterns, rules, and elliptical forms.
9. Produce speech in natural constituents: in appropriate phrases, pause groups breathe groups, and sentence constituents.
10. Express a particular meaning in different grammatical forms.
11. Use cohesive devices in spoken discourse.

Macroskills

12. Appropriately accomplish communicative functions according to situations, participants, and goals.
13. Use appropiate styles, registerers, implicature, redudancies, pragmatics, conventions, conversation rules, floor-keeping and – yeilding , interupting, and other sociolinguistic features in face-to face conversations.
14. Convey links and connections between events and communicate such realtions as focal and peripheral ideas, events and feelings, new information and given information, generalization and exemplification.
15. Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language.
16. Develop and use a battery of speaking strategies, such as emphasizing ky words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlecutor is understand you.

In storytelling, some skills that should be developed as a storyteller adapted from above are:

1. Produce reduced forms of words and phrases.
2. Produce fluent speech at different rates of delivery.
3. Monitor one's own oral production and use various strategic devices - pauses, fillers, self-corrections, backtracking – to enhance the clarity of the message.
4. Use grammatical word classes (noun, verb, etc.), systems (e.g., tense, agreement, and pluralisation), word order, patterns, rules, and elliptical forms.
5. Produce speech in natural constituents: in appropriate phrases, pause groups breathe groups, and sentence constituents.
6. Express a particular meaning in different grammatical forms.
7. Appropriately accomplish communicative functions according to situations, participants, and goals.
8. Use appropiate styles, registerers, implicature, redudancies, pragmatics, conventions, conversation rules, floor-keeping and – yeilding , interupting, and other sociolinguistic features in face-to face conversations.
9. Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language.

In addition, McDrury and Alterio (2002) propose the delivery skills in storytelling. They are:

1. Voices

In term of voice, a storyteller should have an appropriate volume for the audience size and the type of the story, use clear language, try character voices, but they have to make sure to make them consistent.

2. Rate

In telling story, a storyteller should not to rush, comfort with pauses in between the sentences and when the storyteller forget what he/she is saying, also use pauses to build suspense, and take time to breathe.

3. Facial Expressions

A storyteller should make sure that the expressions match the emotions of the characters in the story.

4. Storyteller Movement

In terms of movement, a storyteller should try acting out or miming the different actions of the characters. The movements include hand and gesture, and they have to purposeful.

5. Props and Costumes

The props and the costumes that are used by a storyteller ahould manageable and fit the story:

From the explanation about delivery skills in storytelling, it can be concluded that there are some aspects that should be prepared as a storyteller. They are not only the macro and micro skills of speaking that will support a storyteller, but also the delivery skills. The delivery skills will help a storyteller to control the performances.

c.   Types of Speaking Performance

Storytelling is one of speaking performances which aims to retell stories to audiences. According to Brown (2004:141) there are five types of oral production.

1) Imitative

Imitative is the ability to simply imitate a word or a phrase or possibly a sentence. It belongs to phonetic level of the oral production, a number of prosodic, lexical, and grammatical   properties of language may be included in the criterion performances.

2) Intensive

The second tyype of speaking frequently employed in assessment context is production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships. The speaker must be aware of semantic properties in order to be able to respond. There are some examples of intensive speaking performance task such as, direct response tasks, reading aloud, sentence, and dialogue completion, limited picture-cued task including simple sequence; and translation up to the simple sentence level.

3) Responsive

The next type of speaking performance is responsive. Responsive speaking performance is the ability to do interaction and comprehension but at the somewhat limited level of story short conversations, standart greetings and small talk, simple requests and comments.

 4) Interactive

The differences between responsive and interactive speaking are the length and the complexity of the interaction which sometimes includes multiple exchanges and/or multiple participants. Interactions can take the two forms of transactional language which has the purpose of exchanging specific information or interpersonal exchanges which have the purpose of mantaining social relationships.

5) Extensive (monologue)

Extensive oral production tasks include speeches, oral presentations, and story-telling, during which the opportunity of oral onteraction from listener is either highly limited perhaps to nonverbal responses.

d.   Activities to Promote Speaking

Speaking practice usually emphasizes on transactional act which is question and answer. Similarly, Febriyanti (2011: 136) states that traditional speaking practice often takes the form of drills in which one person asks a question and another gives an answer. The question and the answer are structured and predictable, and often there is only one correct, predetermined answer. In contrast, the purpose of real communication is to accomplish a task, such as conveying a telephone message, obtaining information, or expressing an opinion (Pashaie and Khalaji, 2014: 47). In real communication, speakers must manage uncertainty about what the other speaker will say. Therefore, attractive and communicative activities are needed in learning speaking.

Related to activities of speaking, Harmer (2001: 271-274) proposes six types of speaking activities as follows.

1) Acting from a script

Learners perform speaking activity which is based on the scenario or script that has been practiced before. Through this activity, learners are expected to have better intonation, speed, and stress.

2) Communication games

Communication games frequently depend on an information gap that provokes learners to talk to their pairs or partners to solve the games. For instance, they solve solving the puzzle, arrange things into a good order, and find similarities or differences between pictures.

3) Discussion

Discussion is classified as a productive activity since it demands learners to speak and give their opinion in front of others. This activity usually focuses on certain or familiar topic. By this way, learners are trained to respond fluently and immediately.

4) Prepared talk

This activity allows learners to prepare a script of presentation on a topic of their own preference. However, when the learners perform the presentation, they better speak from notes instead of the script.

5) Questionnaires

Learners can derive questionnaires in any appropriate topic. This activity encourages learners to be creative in selecting sources and developing questionnaires. The results of questionnaires can be developed into prepared talks or discussions.

6) Simulation and role-play

In this activity, learners stimulate a real-life encounter such as a business meeting, a presentation or an interview. Learners pretend to be in a certain situation, whether being themselves or playing the role to be someone else. Then, learners use the language to participate in the situation. This activity can be used to encourage general oral fluency, or to train learners for specific situation.

Meanwhile, Kayi (2006) proposes more varied speaking activities as follows.

1) Discussion

This activity encourages learners to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. This activity fosters critical thinking and quick decision making, and learners learn how to express and justify themselves in polite ways while disagreeing with the others. Lastly, in group discussions, whatever the aim is, learners should always be encouraged to ask questions, paraphrase ideas, express support, check for clarification, and so on.

2) Role play

One other way of getting learners to speak is role-playing. Learners pretend that they are in various social contexts and have a variety of social roles. Learners do role-play based on the certain information such as who they are and what they think or feel.

3) Simulation

Simulations are similar to role-plays, the difference is that learners can bring items to create a realistic environment in simulations.

4) Information gap

In this activity, learners are supposed to be working in pairs. Each learner will have different information so they should exchange information in order to finish the activity. Information gap activities serve many purposes such as solving a problem or collecting information. These activities are effective because everybody has opportunity to talk extensively in the target language.

5) Brainstorming

Individual or group brainstorming is effective since learners generate ideas quickly and freely. The good characteristic of brainstorming is that learners are not criticized for their ideas so they will be open to share new ideas.

6) Storytelling

Learners can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell others. Storytelling fosters creative thinking. It also helps learners to express their ideas in the format of beginning, development, and ending, including the characters and setting a story has to have.

7) Interviews

Learners can conduct interviews on selected topics with various people. It is good to provide them with a guiding rubric that employs the type of questions they can ask or the path to follow. Yet, they should prepare their own interview questions. Conducting interviews with people gives learners a chance to practice their speaking ability outside and helps them become socialized.

8) Story completion

It is a free-speaking activity where each learner is expected to be able to continue a story from the point where the previous one stopped. This activity encourages learners to be creative and trains them to be fluent.

9) Reporting

This activity is based on the interesting news they read, heard, or their own experience in their daily life which is worth telling others.

10) Playing cards

This activity is based on the use of cards with certain command on them. Learners should follow what is asked on the cards. This activity can help learners to handle certain situation and speak spontaneously.

11) Picture narrating

This activity is based on several sequential pictures. Learners are asked to tell the story taking place in the sequential pictures by paying attention to the criteria on provided rubric. Rubrics can include the vocabulary or structures they need to use while narrating.

12) Picture describing

Another way to make use of pictures in a speaking activity is to give learners just one picture and having them describe what is in the picture.

13) Find the difference

For this activity, learners can work in pairs and each couple is given two different pictures. They should discuss the similarities and/or differences in the pictures then presenting the result in front of others.

In brief, there are several speaking activities proposed by experts that can be used to teach speaking. Each activity has its own communicative purpose and

requires learners to do different activity related to the communicative purposes that need to be encountered. Those activities should be developed by considering learners' needs of the target language.

2. Storytelling

a. The Nature of Storytelling

Storytelling has been found in many ancient cultures. According to Davices, the ancient cultures including Sanskrit, Old German, Latin, Ancient, Greek, Icelandic, and Old Salvonic. They use storytelling as a way of making sense of their origins and a way to build a common history. Davices (2007: 3) on her research concludes the importance of storytelling and how it is evolved throughout history. They are:

1. Storytelling grew from the playful elements of human nature and satisfied a need for self-entertainment.
2. It evolved through the intrinsic urge to communicate and share experience. Parts of being human are the desire to form bonds, family units.
3. It developed as a means of explaining and substantiating the supernatural forces believed to be present in the world that time, thus satisfying religious believes.
4. It fulfilled aesthetic needs for beauty, regularity and form through expressive language and music.
5. It was born from a need to record history, to chronicle the deeds of ancestors and in so doing keep them alive for year to come.

Mallan (1991: 5) says that "storytelling is defined most simply as using an oral language in social context to relate something heard, read, witnessed, dreamed, and

experienced". Storytelling is not only reading the stories but also telling the stories using some body languages, such as gesture, facial expressions, and intonations to make the stories interesting.

Thornbury (2005:95) states that storytelling is a universal function of language and one of main ingredient of casual conversation. Through storytelling people practice communicate their idea.

From the explanation above about storytelling, it can be concluded that storytelling is a speaking performance whose purpose is to tell stories using some body language such gesture, facial expressions, and intonations in order to make the stories interesting.

b. The Benefits of Storytelling

The educational value of using storybooks and storytelling has always been acknowledged throughout the world. EFL teachers of young learners are now more familiar with an acquisition-based methodology, and reorganize the true value of using storybooks and storytelling as a way to create an acquisition rich environment and ideal learning condition which provide comprehensible input, or language a little beyond the child's current level of competence (Krashen, 1981: 103).

In addition, according to Wright (1995: 3) stories which rely so much on words, offer a major and consonant source of language experience for children. Stories are motivating, rich in language experience, and inexpensive. Stories should be a central part of the work of all primary teachers whether they are teaching the mother tongue or a foreign language.

Furthermore, McDrury and Alterio (2002) stress that storytelling has considerable advantages for the adult learner who is engaged in learning a professional practice because storytelling offers them a way to reflect on their new experiences, to generalize the experience to other situations, to decide how to translate their learning into future actions, and to evaluate the result of their actions.

From the explanation above, it can be seen that stories support children in learning language. It also provides ideas to the teacher related to the teaching and learning process. Besides, it offers advantages for adults to reflect on their new experiences, translate their learning into future actions, and evaluate the result of their actions

c.   The Benefits of Storytelling in Language Teaching

Stories have also many benefits in language teaching. Besides, they can motivate the learners to produce language, stories provide many various activities in language teaching. Brewster et al (2002: 186) claims that there are some reasons why teacher use storybooks, they are:

- Stories are motivating, challenging, and fun, and can help develop positive attitudes. They can create a desire continue learning.
- Children can become personally involved in a story as they identify with the characteristics and try to interpret the narrative and illustrations. This helps develop their own creative powers
- Linking fantasy and imagination with the child's real world, they provide the way enabling children to make sense of their everyday life and forge links between home and school.
- Storybooks cater for different learning styles and develop the different types of 'intelligences' that contribute to language learning, including emotional intelligence.
- Storybooks provide ideal opportunities for presenting cultural information and encouraging cross-cultural comparison
- Storybooks develop children's learning strategies such as listening for general meaning, predicting, guessing meaning, and hypothesizing.

- Storybooks address universal themes beyond the utilitarian level of basic dialogues and daily activities. Children can play with ideas feelings and think about important issues.
- Stories can be chosen to link English with other subjects across the curriculum.
- Storybooks add variety, provide a springboard for creating complete units of work that constitute mini-syllabus and involve pupils personally, creatively and actively in a whole curriculum approach.
- Storybooks offer positive concrete outcomes in the form of games competition, quizzes, drama, songs, projects, book making, etc.
- Learning English through stories can lay the foundations of secondary school in terms of learning basic language functions and structures, vocabulary and language-learning skills

Wright (2002: 4) states that the most important reason why stories should play a central role in teaching a foreign language to children. They are:

1. Motivation

   Children have a constant need for stories and they always be willing to listen or to read, if the right moment is chosen.

2. Meaning

   Children want to find meaning in stories, so they listen with a purpose. If they find meaning they are rewarded through their ability to understand, and are motivated to try to improve their ability to understand even more.

3. Fluency

   In conversations with native speakers the most important ability is to be able to understand a sustained flow of the foreign language in which there are words which are new to the listener. Listening and reading fluency are based on a positive attitude to not understanding everything, and the skills of searching for meaning, predicting, and guessing. Besides, fluency in speaking and writing are also influenced by stories. Fluency in speaking is not essential in conversation but is, for many people, the spearhead of how they learn. Fluency

is based on a positive attitude to 'having a go' with the language one knows and not being afraid of making mistakes.

4. Language awareness

Stories help children become aware of the general 'feel' and sound of the foreign language. Stories also introduce children to language items and sentence constructions without their necessarily having to use them productivity. They can build up a reservoir of language in this way.

5. Stimulus for speaking and writing

The experience of the story encourages responses through speaking and writing. It is natural to express our likes and dislikes and to exchange ideas and associations related to stories we hear or read.

6. Communication

Listening and reading stories and responding to them through speaking and writing, drama, music, and art develop a sense of being and having an audience and of sharing and collaborating.

7. General curriculum

Most stories can be used to develop the children's power of awareness, analysis, and expression, as well as relating to other aspects of the curriculum, such as cultural and social studies, geography, history, mathematics, and science.

Those are the benefits from using stories in language teaching. Story is very flexible to teach English to children because it met the student's characteristics.

d.   The Techniques of Storytelling

The technique of storytelling that is usually used is memorizing. Wright (1995: 12) states that there are some techniques in remembering the story. First, read the story or listen to it a few times and then try to retell it on to a tape or to a friend. The second, select the key points explicitly, and write them down in bubbles. The bubbled story helps to get into the memory. Here is the example of bubbled story:
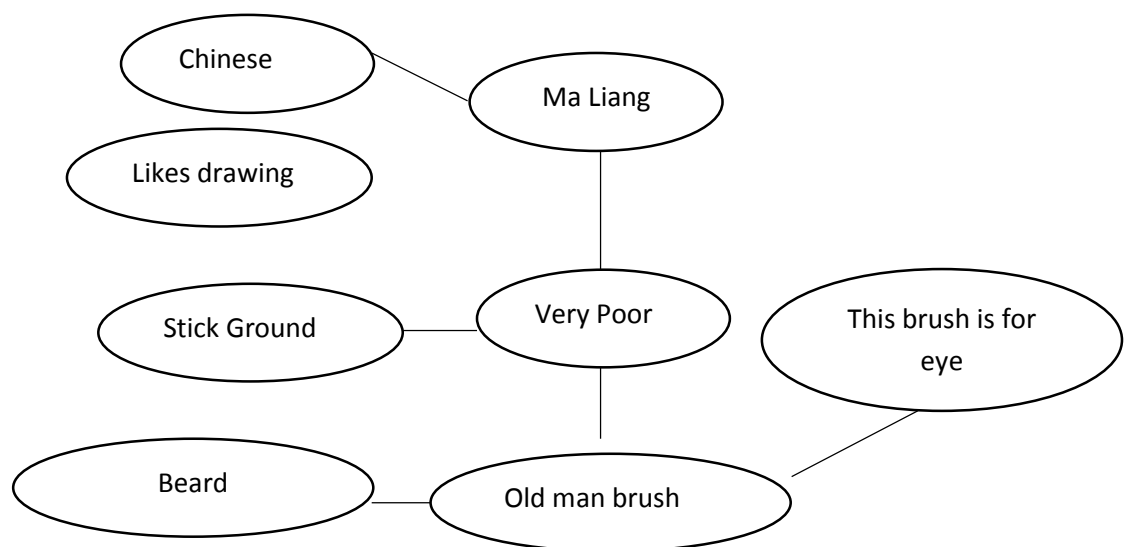
Figure 2.1 First part of bubbled Ma Liang (Wright, 1995:12)

The next is put the key points in bubbles; it might simply to write out the key points. This is called story skeleton. The fourth is seeing the story as a film in the imagination and let the story be guided by the inner vision. And the last is remembering the personalities of the characters and it will remind to the story.

Those are the techniques of remembering story usually used in the storytelling. The techniques are used to help the learners remembering the stories before they tell the stories. Some supports or media also help the learners in remembering the stories.

e. The Types of Story

There are some types of stories. In storytelling, it is important to select the story based on the characteristics, the moral value, and the purpose of the stories. Splauding (2011:35) states that there are some types of stories for those who are looking for tales to tale. They are:

1. Folklore

   Folklore is the generic name for all kinds of folk stories, jokes, and superstition. The example of American folklore are A Gift from Saint Nicholas, and Alicia.

2. Folk Tales

   Folk tales are stories that have been told through many generations for so long that one knows who originally thought them up, who changed them, or how. They represent the values of the culture that they come from. In most European cultures, these included kindness, steadfastness, bravery, and honesty.

   There are some folk tales writer from many different countries such as Charles Perrault's "Tales of Mother Goose" (1697) collected and published in France: first written version of folktales, Wilhelm and Jakob Grimm's "Nursery and Household Tales" (1812) collected and published in Germany, and Andrew Lang's "Fairy Books" (1889-1910) collected and published a series of fairy books containing folktales from around the world.

3. Wonder tales

   Wonder tales are a cross between fairy tales and myths. They are usually literary versions of tales that were originally myths. The example of wonder tales are Cinderella, Snow White and the Seven Dwarfs, and Sleeping Beauty.

4. Pourquoi Tales

Pourquoi tales are tales that explain why something is the way it is. They can be myth or folktales or urban legends. For example, "Why the Sun and the Moon Live in the Sky" (from Southern Nigeria), "Where Stories Come From" (from Zulu).

5. Myths

Myths were once believed as parts of a religious system. The example of myths are Zeus, King of The Gods and Apollo.

6. Legends

Legends supposedly happened. Many have a religious base, but even those that don't usually have a lesson, whether overtly stated or not. The example of Indonesian legends are Malin Kundang and Toba Lake.

7. Fables

Fables are stories that have a lesson, and animals are usually the main characters. The examples of fables are The Tortoise and The Hare and The Ugly Duckling

8. Parables

Parables are teaching stories, usually with a strong moral attached, whether or not it is specifically stated. Both Christ and Buddha are famous for the parables they told. Sufi stories are a kind of parable, but often the moral is something that requires serous pondering. The example of parables are The Boy Who Cried Wolf and All is Vanity.

9. Hero tales

Hero tales are self-explanatory. They are about heroes and heroines who go on search try to right a wrong or find an answer. These are about courage and

bravery and steadfastness. The examples of modern stories of hero tales are Superman and Star Wars.

10. Epics

Epics tend to be cycles of stories about heroes. Often they are constellations of stories, some of which contradict each other. The most famous ones are The Children's Homer, The Golden Fleece and the Heroes Who Lived before Achilles, and The Adventures of Odysseus and the Tale of Troy.

11. Modern Fantasy

Modern fantasy can take on epic issues of good and become a kind of epic. The example of good fantasy is The Lord of The Rings.

f.   Choosing Stories

In using stories to teach English, the teacher should select the appropriate story to the learners. Wright (1995: 11) stated that there are some characteristics of stories that should be considered:

- Which will engage the children within the first few lines (note that children often accept and like a story in the foreign language they might feel was childish in their own language)

- Which you like

- Which you feel is appropriate for the children

- Which the children will understand well enough to enjoy

- Which offers the children a rich experience of language

- Which does not have long descriptive passages

3. Pictures

a. The Definition of Pictures

A medium suggested for helping the success of teaching-learning is picture (Wright, 1989: 2-4). Picture is an effective memory technique to put information into the human brain, because the brain saves picture and meaning, or words. Brown (2004) states that "a picture or a picture series is considered as a stimulus for a longer story or description." It can be used to stimulate students to produce a language especially for speaking.

b. Roles of Picture in Developing Materials

Pictures are flexible to be modified into several activities in the teaching and learning process. Wright (1989) proposed soma role of picture in materials development. They are:

a. Picture and the teaching of meaning

Pictures have been used for centuries to help students understand various aspects of foreign languages. The pictures have motivated the students, made the subject they are dealing with clearer, and illustrated the general idea and forms of an object or action which are particular to a culture. For example, the general idea of 'farm' can be translated verbally, but not physically structure of 'farm' as found in different countries and even areas of countries.

b. Context, pictures, and meanings

When we try to understand someone speaking, we normally take into account not only their verbal language but their appearance, the sound of their voice, their behaviour, their relationship to others, the situation and the setting. The

non-verbal information helps us to predict what the next might be about, and the ability to predict what the text might be about, and this ability help us to recognise meaning more quickly.

However, pictures can represent these non-verbal sources of information. They and what they represent are centrally bound up with the nature of communication itself.

c. Context

The art of the teacher is to create context during the teaching and learning activity. Besides, students' mind are focussed on the meaning and use of the language being taught and experienced by the students. The language must be intrinsic to the context, not forced or artificial.

d. Establishing meaning

Introducing meaning is only the first step in a long process in which students become familiar with an aspect of language and what it represents. The students must be given an opportunity both to experience and use the language in a variety of contexts if it is to become a significant part of their language resources.

The teacher is responsible for introducing new language at a considerable pace. The use of suitable pictures in the introduction of language can speed the process by which students assimilate meaning.

e. Bringing the outside world into the classroom

This part concerns with the role of picture in the teaching of meaning. The limitations of most classrooms mean that the outside world must be stimulated. If the representation and reference to the outside world are

understood by the students in the way intended, then it is hoped that they will understand the new language associated with them.

For example, pictures might illustrate a dialog or story; if the dialogue and pictures are understood then it is hoped that the language which is new to the students will also be understood.

f. Using one example

There are many things which are difficult to bring into the classroom. However, pictures make it possible. A single example of an object is sometimes insufficient to focus the students' minds on the interpretation the teacher wishes to convey. For example, a single picture of duckling, the picture aims could be to say a young duck.

g. Using several examples

In order to focus the students' minds on one aspect of a picture it is helpful to show several pictures which all have one key point in common. For example, the students are given words before they listen. The words are completed with picture that explain they will find the words in the next activity.

h. Comparing Example

In this part, pictures have role to compare two similar object, actions or concepts can focus to the student's minds on the different between them. In the materials that will be developed, it can be used to introduce the different pronunciation of hyponym to the students. So, they can easily see the differences the two different word which have similar pronunciation.

c.   Roles of Picture in Materials

There are some types of picture that can be used as media in the teaching and learning process. As proposed by Wright (1989) the types are:

a.   Pictures with a lot of information

Some pictures are full of information. There may be a lot of people doing different things, or it may be a landscape or cityscape showing lots of objects, building, etc. the complexity of some pictures makes them particularly suitable for some activities, such as, describing and identifying, matching activities, and memory activities.

b.   Sequences Pictures

Carton strips and instruction strips of pictures are potentially useful. The strips can be kept as they are and used to contextualise a story or description of a process. The type of this picture can promote some activities such as, help students to grasp the meaning of the strip, give idea to students to discuss the technique of the cartoonist in his or representation of the people and setting and the relationship between the drawing and the words.

c.   Related Pictures

Picture which are related to each other can be treated as separate pictures and used in mini-dialogues, etc. however, they can also be kept together and provide a basis for topic work involving a variety of skills. For example, theme such as advertising, fashion, holidays, the culture of foreign country, can be kept complete and use as authentic material rather than as separate pictures.

d. Pictures and texts

Some pictures have captions or articles accompanying them, such as, cartoons, newspaper pictures, advertisements, pictures cut out of old books, etc. and it is a shame to throw the text away. Even if the text is above the productive level of the students it could be used for reading for gist.

e. Picture of people in action

Everyday activities such as, describing and naming, what they are saying and/or thinking and feeling; commenting on the people and their actions; giving personal attitude/relationship to/experience of the activity; functions; for example apologising, persuading, complaining, explaining. Besides, picture can also use to ask students about what has happened before the action? What will happen next? Conversion before and after. Further, some situations like accidents; why; how; personal experience; what to do; and precautions also can use pictures. Some activities such as describing and naming; preference; evaluating in relation

f. Single stimulating pictures

Some photographs show images of people in their environment with great sensitivity, which can stimulate speculation and the expression of experiences and feelings. This can lead storytelling

g. Picture of Fantasies

Fantasy picture can be cut out of children's books. They often illustrate everyday activities, for example, eating, sleeping, running, etc, even if the characters are from the world of fantasy. Such picture can also be used in story-telling.

h.   Explanatory pictures

Explanatory pictures can be looked at while the students read or listen to a passage, and can help the students to grasp the meaning of the text. A simplified copy of the picture can be written on and drawn on by the students as they understand the various stages in the process.

d.   The Characteristics of Good Visual Aids

Visual aids are usually used in the teaching and learning process in order to support the teaching and learning activity. According to Macwan (2015) there are a range types of visual aids used in language learning which use different media. Pictures become the simplest and commonly used because pictures are very effective for learning new words. As a result of study that has been done in use of picture an ordinary principle and opinions for human leaning is visual memory (Chun and Pass, 1996 in Macwan 2015). Furthermore, Koren 1999 in Macwan, 2015 points out that learning foreign words with associated of words alone can be easier than words without these associations.

In line with the result of Macwan's study, which are different visuals brought variation in the classroom as they helped to draw the attention of learners towards the topics. Use of different pictures related to the lesson of the class leaded the classes to be lively as well as learners get some outline of the topic. It is always better to have some visuals in front of the learners so that they could understand the point well. From the brief explanations above, it can be seen that visual aids are very helpful in the materials developed because it will elicit the students to learn new words.

Visual aids have many benefit in supporting the teaching and learning process. As proposed by Harford and Nicola (1996) there are some tips in making good visual aids. They are:

1. Visual aids should be clear. Do not overcrowd the poster or board with too many pictures or words.
2. Keep picture as simple as possible. This makes it easier for the students to see and understand.
3. A picture is better understood when it has one clear meaning use a series of pictures to explain more than one thing or sequence of events.
4. Illustrate a person's whole body and not just a part of it. If only a part of a body is shown (for example, a head or hand) the picture may not be easy to understand.
5. Picture will be more successful if they are based on what is familiar locally.
6. Leave out backgrounds as these draw attention away from the message.

Avoid making very small objects or animals too big.

e.   Pictures as Teaching Media

Pictures become one of the teaching media since it can be modified into some various activities. Wright (1989: 17) proposes some roles for picture in speaking and writing. They are:

1. Pictures can motivate the student and make him or her want to pay attention and want to take part.

2. Pictures contribute to the context in which the language is being used. They bring the world into the classroom.

3. The pictures can be described in the objective way.

4. Pictures can cue responses to questions or cue substitutions through controlled practice.

5. Pictures can stimulate and provide information to be referred to in conversation, discussion, and storytelling.

In brief, the role of picture above is to stimulate productive skills in learning language, i.e. speaking and writing. Storytelling is part of speaking skills. Pictures provide motivation and verbal stimulus to the students in order to produce the language when retelling stories. They also stimulates and provides information for conversation, discussion, and storytelling.

4. Materials Development

a. Definition of Learning Materials

Tomlinson (1998: 2) states that "the term of materials is much broader than just a course book." Language learning materials can be in the form of a textbook, a workbook, a cassette, a CD-ROM, a video, even a paragraph written on the whiteboard. In addition, Richards (2001: 251) states that "instructional materials commonly provide the basis of the language input that learners obtain and the language practice that occurs in the classroom." Therefore, materials can be defined as anything which is used by learners to facilitate their learning process as long as it can promote the students in learning a language.

From the explanation above, it can be concluded that materials are everything used by teachers or learners in the teaching and learning process that supports the learners to practice the language and improve their language knowledge. Therefore, materials have important roles in the teaching and learning process

b. Criteria of Good Materials

Hutchinson and Waters (1987: 107) state that "good materials will contain interesting texts, enjoyable activities which involve the learners' thinking

capacities, opportunities for learners to use their existing knowledge and skills, and

content which both learner and teacher can cope with."

In line with Hutchinson and Waters, Tomlinson (1998: 7-22) also states the

criteria of good materials design are:

"a. Materials should achieve impact.
b. Materials should help learners to feel at ease.
c. Materials should help learners to develop confidence.
d. Materials should require and facilitate learner self-investment.
e. Materials should provide the learners with opportunities to use the target language to achieve communicative purposes.
f. Materials should take into account that the positive effects of instruction are usually delayed.
g. Materials should take into account that learners differ in learning style.
h. Materials should take into account that learners differ in affective attitudes.
i. Materials should permit a silent period at the beginning of instruction.
j. Materials should maximize learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right and left brain activities.
k. Materials should not rely too much on controlled practice.
l. Materials should provide opportunities for outcome feedback."

c.   The Aspects of Materials Development

Graves (2000:150) define materials development is creating, choosing or

adapting, and organizing materials and activities so that students can achieve the

objectives that will help them reach the goals of the course. There are five aspect

listed by Graves as in this figure:
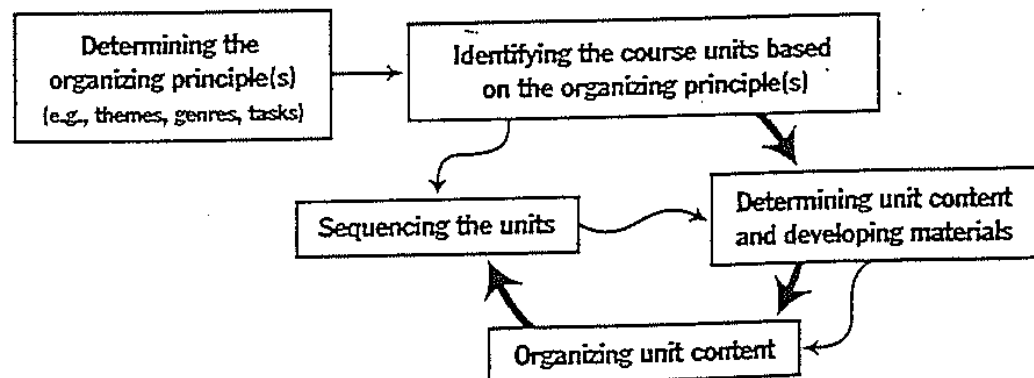
Figure 2.2. The Aspects of Materials Development

d.   Materials Evaluation

After the materials are developed, the materials need to be evaluated in order to check the appropriateness and suitability. According to Tomlinson (1998), "materials evaluation is an attempt to assess the value of the materials. It includes the consideration of whether or not the materials will be used for the students without any difficulties and forces." Further, Hutchinson and Waters (1987) defines that materials evaluation is a matter of judging the fitness of something for a particular purpose. They add that at the end of the evaluation, there will be no absolute good or bad, but there will be a particular degree of the fitness of the material. The result of conducting materials evaluation are getting feedback toward the materials that are developed and considering the next thing to do with the materials.

Littlejohn in Tomlinson (1998) proposes several aspects to be analyzed when evaluating learning materials which are needed to be taken into account.

"1.   Aims
2.   Principles of selection
3.   Principle of sequencing
4.   Subject matter and focus of subject matter
5.   Types of learning/teaching activities:
-    What they require the learners to do
-    Manner in which they draw on the learner's process competence(knowledge, affects, abilities, skills)
6.   Participation included who, what, whom
7.   Learners' roles
8.   Teachers' roles
9.   Role of materials as whole"

From brief explanations above, it can be concluded that materials evaluation is a process of evaluating, assessing and judging particular materials in order to check the fitness. The materials evaluation is conducted in order to investigate the

fitness of the goals with the objectives. In this research, the materials are evaluated by an expert by referring and adapting to the guideline from *Badan Standar Nasional Penilaian (BSNP)* as proposed by government. The aspects of materials evaluation cover; content appropriateness, presentation appropriateness, language appropriateness and layout appropriateness of each unit of the developed materials.

5. Task-Development

a. The Nature of Task Development

There are some expert proposing the definition about task-based language teaching. Branden (2006) states that "task-based language teaching concerns on what the learners are able to perform which do not concern on the grammatical understanding." It is also stated that the task-based language teaching emphasizes on the learners' communicative abilities by supporting them with the real worlds sources, activities and also feedback." In line with Branden, Nunan (2004) states that task-based language teaching is a communicative method in language teaching which is based on tasks used to facilitate the learners to acquire the language.

Besides, Richards (2005: 33) describes that "language learning will result from creating the right kinds of interactional processes in the classroom, and the best way to create these is to use specially designed instructional tasks."

From the definition above, it can be concluded that task-based language teaching is a method in language teaching which concerns on communicative tasks. Furthermore, the learners are expected to acquire language by doing the tasks. In addition, it is necessary to figure out the principle underlying the task-based

language teaching to complete the understanding of task-based language teaching definition.

1) Task Componens

Hutchinson and Waters (1987: 108) state that the model of materials design consists of four elements: input, content focus, language focus, and task.

a) Input

Input may be a text, dialogue, video recording, diagram or any piece of communication data, depending on the needs. The input provides a number of things:

- Stimulus materials for activities;
- New language items;
- Correct models of language use;
- A topic for communication;
- Opportunities for learners to use their information processing skills;
- Opportunities for learners to use their existing knowledge both of the language and the subject matter.

b) Content focus

Language is not an end by itself, but a means of conveying information and feelings about something. Non-linguistic content should be exploited to generate meaningful communication in the classroom.

c) Language focus

Good materials should involve both opportunities for analysis and synthesis. In language focus learners have chance to take the language to pieces, study how it works, and practise putting it back together again.

d) Task

The ultimate purpose of language learning is language use. Materials should be designed to lead towards a communicative task in which learners use the content and language knowledge they have built up through the unit.

Further, Nunan (2004:41) says that a task consists of six components: goals, input, procedure, teacher roles, and learner's roles.

1) **Goals**

Task goal is the general intention or aims behind any learning task. It provides a link between the task and the curriculum. There are four types of task goal:

- Communicative
- Socio-cultural
- Learning-how-to-learn
- Language and cultural awareness

2) **Input**

Input is the spoken, written, and visual data that learners work within the course of completing a task. There are five types of input:

- Genuine: created only for the realm of real life, not for the classroom, but used in the classroom for language teaching.
- Altered: While there is no meaning change, the original has been altered in other ways (for example, the insertion of glosses, visual resetting, the addition of visuals).
- Adapted: Although created for real life, vocabulary and grammatical structures are changed to simplify the text.
- Simulated: Although specially written by the author for purposes of language teaching, the author tries to make it look authentic by using characteristics of genuine texts.
- Minimal / incidental: Created for the classroom with no attempt to make the material appear genuine.

3) **Procedure**

Task procedure is what to do for achieving and processing the input. The characteristics of effective procedure are; developed for the output, rehearsal the real-world task, relevant to the objectives.

4) **Teacher roles**

'Role' refers to the part that learners and teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between the participants. There are some roles of teachers in a task. The teachers can be assistants, developers, facilitators, observers, and controllers.

5) **Learner roles**

Learner roles in a task are includes:

- the learner is a passive recipient of outside stimuli
- the learner is an interactor and negotiator who is capable of giving as well as taking
- the learner is a listener and performer who has little control over the content of learning
- the learner is involved in a process of personal growth
- the learner is involved in a social activity, and the social and interpersonal roles of the learner cannot be divorced from psychological learning processes
- the learner must take responsibility for his or her own learning, developing autonomy and skills in learning-how-to-learn.

6) **Settings**

Settings refer to the classroom arrangements specified or implied in the task. It also requires consideration of whether the task is to be carried out wholly or partly outside the classroom.

b. **Principle of Task Development**

According to Nunan (2004: 35-38) there are several underlying principles that are important to be taken in developing the instructional sequence outlined. They are scaffolding, task dependency, recycling, active learning, integration, reproduction to creation, and reflection. Those principles are presented as follows.

1) **Scaffolding**

Nunan (2004: 35) describes that scaffolding means:

"Lessons and materials should provide supporting frameworks within which the learning takes place. At the beginning of the learning process, learners

should not be expected to produce language that has not been introduced either explicitly or implicitly."

From the description above, it might be concluded that the lesson and provided learning materials should provide the learners reinforcement in acquiring the language by giving them in appropriate stages.

2) **Task Dependency**

Nunan (2004: 35) states that "within a lesson, one task should grow out of, and build upon, the ones that have gone before."

3) **Recycling**

Recycling language maximizes opportunities for learning and activates the 'organic' learning principle (Nunan, 2004: 36). This principle denotes that a topic of language should be reintroduced to the learners in a range time in different situation.

4) **Active Learning**

Nunan (2004: 36) states that "learners learn best by actively using the language they are learning." From the statement, it might be inferred that it has similar goal with the principle of learning by doing that learners should use the language frequently in the classroom. It is believed that when continuously exploiting language in the classroom the learners will be better in acquiring language rather than by getting the language directly from the teacher.

5) **Integration**

Learners should be taught in ways that make clear the relationships between linguistic form, communicative function and semantic meaning (Nunan, 2004: 37). It might be concluded that in the learning process of language learners should be introduced on how the form of language, the function of language, and meaning

are integrated to one another. Furthermore, the learners should be taught the relationship between the three of them explicitly.

6) **Reproduction to Creation**

Nunan (2004: 37) proposes that reproduction to creation means that "learners should be encouraged to move from reproductive to creative language use."

7) **Reflection**

Learners should be given opportunities to reflect on what they have learned and how well they are doing (Nunan, 2004: 37). By giving learners an opportunity to reflect on what they have learnt and how their understanding toward a topic, it might help them become better learners. Through this strategy, the learners might be aware to evaluate how far their language understanding after completing the learning process.

c. **A Framework of Task-Development**

Nunan (2004: 25) offers a model of task-based language teaching as follows:
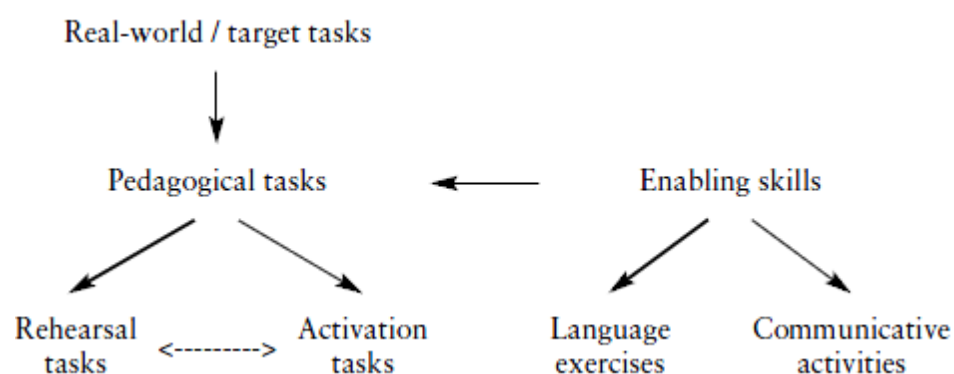
Figure 2.3 A Framework for Task-Based Language Teaching

From the framework presented above, it might be perceived that target tasks which contain everyday functions of language should be adopted in designing pedagogical tasks as a starting point. Pedagogical tasks are derived from real-world

equivalent, however, might create learning opportunities in the classroom. Pedagogical tasks further are divided into two types which are rehearsal tasks and activation tasks. Rehearsal tasks employ several tasks which might be directly and obviously representing to the target tasks through some modifications. In other words, the tasks might prepare learners to do something by employing language for real context inside the classroom. Meanwhile, the activation tasks might be said as the following up activity that help learners for stimulating their emerging language skill. The tasks, however, do not assume the learners to master language by only memorizing its functions and structures in limited specific lexical and grammatical resources rather by reinforcing them to initiate the application by recombining the language elements in novel ways.

d. A Framework of Unit Design

In order to develop effective and efficient unit of materials, a clear framework that underlying the process of materials writing is needed. Nunan (2004: 31) explains six steps of unit design that can be used as a guideline in unit design. Following is the procedure proposed by Nunan.

Table 2.1. Framework of Unit Design (Nunan, 2004)

Step 1 Schema Building	The first step is to develop a number of schema-building exercises that will serve to introduce the topic, set the context for the task, and introduce some of the key vocabulary and expressions that the students will need to complete the task.
Step 2 Controlled Practice	The next step is to provide learners with controlled practice in using the target language vocabulary, structures and functions. This type of controlled practice extends the scaffold learning that was initiated in step 1.
Step 3	

Authentic Listening Practice	The next step involves learners in intensive listening practice. This step would expose learners to authentic or simulated conversation, which could incorporate but extend the language from the model conversation in step 2.
Step 4 Focus on Linguistic Elements	The learners get to take part in a sequence of exercises in which the focus is on one or more linguistic elements. Focus on linguistic elements is presented after the learners are given the example of the texts with the hope this will make it easier for the learners to see the relationship between communicative meaning and linguistics form than when linguistic elements are isolated and presented out of context as is often the case in more traditional approaches.
Step 5 Providing Freer Practice	Providing freer practice means provide learners the opportunity to move beyond simple manipulation. They should be encouraged to extemporize, using whatever language they have at their disposal to complete the task.
Step 6 Introduce the Pedagogical Task	The final step in the instruction sequence is the introduction of the pedagogical task itself.

B. RELEVANT STUDIES

This study is based on relevance studies done by other researchers. The first study was done by Padmaningtyas (2015). She explained that the product, picture series for teaching listening skills through storytelling, were very good and appropriate for teaching English to grade five students of elementary schools.

Second, it was a research done by Christian (2009). The results of the research were,(1) the product, storytelling learning activities, enriched student's storytelling experiences and provided chances to increase their confidence in speaking, (2) through experiencing storytelling learning activities, the students were also motivated to practice their English speaking skills, (3) through experiencing the storytelling learning activities, the students felt that their speaking skills was

enhanced through the evaluation activity where they gave and received feedback on their storytelling performances.

In conclusion, those studies that have been mentioned support the idea to develop a set of picture –based instructional materials for storytelling extracurricular program.

C. CONCEPTUAL FRAMEWORK

Storytelling extracurricular in SMP N 12 Magaleng aims to develop students' English public speaking skills. The skills are needed because the students need to improve their confidence and fluency in speaking performance in terms of speech and storytelling. Some English public speaking competitions or events require the school to delegate the students as the representative.

Therefore, learning materials might become one of the important elements of teaching and learning process. It becomes the main part of or the sources of both teacher and the students in the extracurricular as well. A storytelling extracurricular needs materials that can help the student to improve their English public speaking ability. The materials have to meet the students' need.

By designing picture-based materials for storytelling extracurricular, it is expected that the materials will support the activity in the extracurricular, help the students practice storytelling, and also the teacher in conducting the activity during the extracurricular program.

Furthermore, there are several steps that should be conducted by the researcher in developing storytelling extracurricular materials. The first step is conducting

need analysis in order to obtain anad analyze the information about the target needs and the learning needs.

After conducting the need analysis, the second step is developing course grid. The course grid represents the result of the need analysis and the materials development. The materials should be developed based on the characteristics of good materials. After the materials have been developed, materials evaluation then should be done in order to check their appropiateness. The materials should consider the goals and the objectives. The final steps output gaining from materials evaluation is the appropiate storytelling extracurricular materials in SMP N 12 Magelang.

CHAPTER III
RESEARCH METHOD

A. Research Type

The research is categorized as research and development (R&D) since the aim and the result of the study are to develop instructional materials for storytelling extracurricular that can be used as a source in extracurricular activity. As stated by Gall, Gall, and Borg (2003: 569), the findings of the R & D research are used to design new products and procedures which are systematically field-tested, evaluated, and refined until they meet specified criteria of effectiveness, quality, or similar standards. The types of product can be materials objects such as textbook, learning media, a set of method in teaching, or films. The research was aimed at developing a picture-based instructional materials for storytelling extracurricular in SMP N 12 Magelang.

B. Research Subject

The research subject were 33 students of storytelling extracurricular program of SMP N 12 Magelang.

C. Research Setting

The research was conducted in March-October, 2015 at SMP N 12 Magelang. It is located in Jalan Soekarno Hatta, Magelang, Central Java.

D. Research Procedure

The procedure of this research was following the materials development process proposed by Dick and Carey in Gall and Borg (2003:570). However, some adaptations were made in order to make the research feasible within the setting of the research. Following are the steps and the diagram of the research procedure.
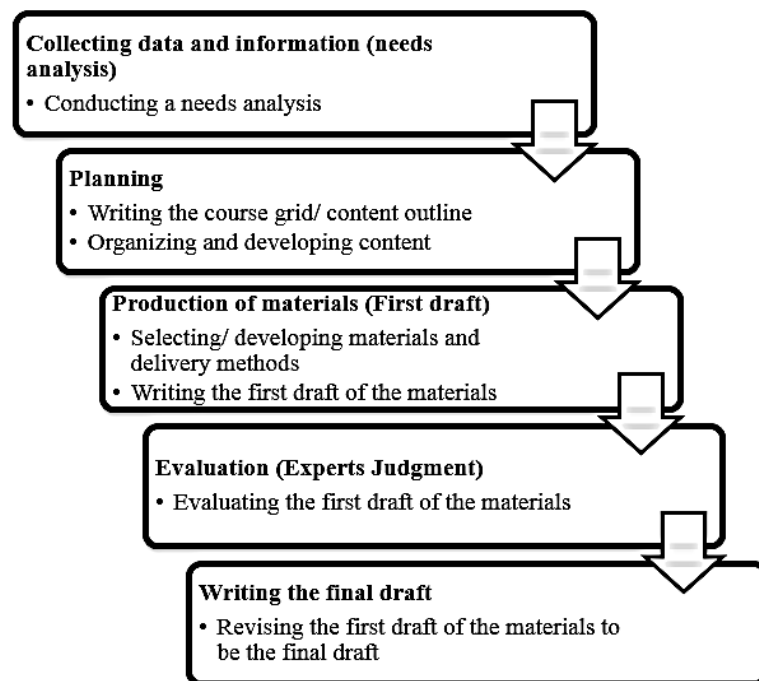
Figure 5: Materials Development Process (Dick and Carey in Gall and Borg, 2003:570)

1. Collecting data and information (needs analysis)

The first step of the research was conducting need analysis. It was conducted in order to gather information about the target and learning needs of storytelling

extracurricular program in SMP N 12 Magelang by distributing questionnaires. Then, the data of the questionnaires were analyzed by calculating the percentage of each answer. The result of the data analysis became the basis to develop the course grid.

2. Planning

The result of the data analysis became the basis to develop the course grid of the materials. It consisted of standart competence, basic competence, the topics and names of the unit, the storytelling skills, the input texts, the indicators, the materials, the activities, the assessments and the resources taken to develop the storytelling extracurricular materials.

3. Production of materials (First draft)

After writing course grid, the first draft of materials was developed. The process of materials writing involved the consideration of layout, type size, visuals, reproduction, tape length, etc. Furthermore, the developed materials consisted of three units. Each unit consists of at least 20 activities which focus on improving learners' storytelling skill.

4. Evaluation (Experts Judgment)

After developing the first draft of the learning materials, they were evaluated by an expert. The expert checked whether there were some parts of the developed materials needed to be changed or revised, in terms of grammatical, practicality, lay-out, and so on as provided in the guideline of materials evaluation. The expert questionnaire which was adapted from the set of materials evaluation by BSNP (2006) which covered four main points of evaluation such as the content appropriateness, the language appropriateness, the presentation appropriateness

and the layout appropriateness. The experts were also provided with some spaces to write down their opinion and suggestion.

5. Writing the final draft

The result of the materials evaluation became the basis to revise the first draft of the developed materials. The suggestions and feedback from the experts will be combined to revise the first draft to be the final draft. The final draft is then considered as the final product of this research.

E. Research Instrument and Data Collection Techniques

In this study, the researcher used questionnaires for collecting the data. The first questionnaire aimed to assess the learner's need. The second questionnaire aimed to evaluate and design the materials and find out if the materials were relevant with the learner's need.

The data were collected by giving questionnaire to the subject. They were asked to answer several questions related to their target and learning needs by answering 22 close-ended questions.

Table 3.1 The Organization of the Needs Analysis Questionnaire for Students

Aspect	Item Number	Question Goal	Reference
Students personal identity	1-2	to find out personal information about the students	
Target Needs			
Necessities	5, 11-13	to find out the students' needs in terms of target situation	Hutchinson and Waters (1987: 55) Brown (2007: 308, 328, 367, 399)
Lacks	14	to find out the gap between students' current proficiency and the target proficiency	Hutchinson and Waters (1987: 55)
Wants	15-16	to find out the students' needs based on their point of view	Hutchinson and Waters (1987: 56)
Learning Needs			
Goals	3	to find out the reason of learning English	Nunan (2004: 41)
Input	4,6- 10	to find out the input, the topic, and the length of the text which is ideal for them	Nunan (2004: 47)
Procedures	21	to find out the activities that the students like most	Nunan (2004: 52)
Setting	22	to find out the setting of doing tasks that the students like most	Nunan (2004: 70)
Teacher's Role	17-19	to find the information about the role that the teacher should perform	Nunan (2004: 64)
Learners' Role	20	to find the information about the role of the students	Nunan (2004: 64)

The second questionnaire was used to assess the developed materials (Expert Judgment). The questionnaire was distributed to an expert of materials of English Education Department. There were three questionnaires distributed to the expert since each unit was evaluated through the questionnaires. There were 28

questions for each questionnaire adapted from *Badan Standar Nasional Penilaian (BSNP)* covered four main points of evaluation such as the content appropriateness, the language appropriateness, the presentation appropriateness and the layout appropriateness.

There were two types of questions presented in the second questionnaire. There were close-ended questions to describe the central tendency of the material experts and open-ended questions to accommodate the experts in delivering their suggestions related to the materials by giving more spaces for them .

F. Data Analysis Techniques

In this research, the type of the data was in the form of quantitative data. The quantitative data were the results of data collection through questionnaires. There were two types of questionnaires used in this research: needs analysis questionnaire and expert judgment questionnaire. Each of the data analysis techniques is presented as follows

a. Need analysis questionaire

The obtained data from need analysis questionnaires were analysed into percentage. The answer which had the highest percentage was considered as the representation of the students' actual conditions.

$$P \, (\%) = f/N \times 100\%$$

P   = Percentage

f   = frequency

N   = total participants

100% = fix number

b. Expert judgment questionnaire

The second questionnaire used *Likert* scale as the measurement. The results of the questionnaire were then calculated by using the formula proposed by Suharto (2006: 52-53).

$$R = \frac{Xh - XI}{4}$$

R : range
Xh : the highest score
XI : the lowest score
4 : range of the *Likert-Scale*

Then, the data resulted were converted into descriptive analysis in terms of its goodness as proposed by Suharto (2006: 52-53). The indicator to measure was the Mean (x). The means were calculated by using the formula of data conversion of:

$$Mn = \frac{\sum fx}{N}$$

Table 3.2 Data Conversion Table (Suharto, 2006: 52-53)

Scales	Interval	Category
4	$3.25 \leq x \leq 4$	Very Good
3	$2.5 \leq x \leq 3.24$	Good
2	$1.75 \leq x \leq 2.49$	Fair
1	$1 \leq x \leq 1.74$	Poor

BAB IV
RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

In this research, some steps were conducted in designing the picture-based instructional materials for storytelling extracurricular in SMP N 12 Magelang. The steps are presented as the findings of the research in order to answer the questions in the formulation of the problem. The findings are presented into five sections. They are the need analysis, the course grid, the materials developed, the expert judgment, and revision of the first draft of the picture-based instructional materials for storytelling extracurricular, and revision of the second draft of the picture-based instructional materials for storytelling extracurricular. Those sections are presented as follows.

1. The Needs Analysis

a. The Result of the Questionnaire to the Students

1) Description of the Students

Storytelling extracurricular is one of extracurricular activities in SMP N 12 Magelang. The extracurricular is for students grade VII and VIII. There are six classes in grade VII and six classes in grade VIII. Each class consists of 32 students.

The respondents were 33 students of storytelling extracurricular program. There were 6 male students and 27 female students. The age of the students varies from 12-15 years old. In short, the profile of the respondents can be seen in the table below:

Table 4.1. Data of the Respondents

Number of the students	Sex		Age
	Male	**Female**	
33	6	27	12-15

2) Description of the Learner's Needs

The questionnaire was administered in order to find the learners' needs to the learning materials. In order to find the learners' needs, there were two components that should be full filed, they are goals and input. The components covered what the students will learn. However, the students' learning goals have been stated in the extracurricular curriculum of SMP N 12 Magelang.

Table 4.2 The Learners' Needs (Goals)

No	Statements	N	A	%
3	**In storytelling extracurricular, you want the materials makes you .....**			
a	Able to understand English words	33	22	68.8 %
b	Able to understand stories	33	10	31.3 %
c	Able to retell story	33	14	43.8 %
d	Able to communicate in English in the daily life	33	23	71.9%
e	Other	33	0	0 %

As seen in the table, the students wanted the materials which make them able to communicate in English in the daily life (71.9 %). Besides 68.8 % of them wanted to understand English words. The last, 43.8 % of them wanted the materials make them able to retell story.

Table 4.3. The Leaners' Needs (Input)

No	Statements	N	A	%
4	**In storytelling extracurricular, the materials that you needs are materials that ....**			
a.	Provides many types of stories	33	11	34.4 %
b.	Provides materials with the pictures	33	11	34.4 %
c.	Provides blank space for drawing story illustration	33	4	12.5 %
d.	Provides vocabularies related to the stories with the meaning	33	22	22%
e.	Provides words pronunciation	33	16	16%
6	**What kinds of storytelling materials input that you like?**			
a.	Picture stories	33	21	65.5 %
b.	Stories	33	15	46.9 %
c.	Video	33	14	43.8 %
d.	Recording	33	8	25 %
e.	Film strips	33	15	46.9%
7	**What kind of learning media that you like?**			
a.	Textbook	33	16	50 %
b.	Power Point	33	6	18.8%
c.	Video	33	13	40.6%
d.	Film	33	22	22 %

As seen in the table, 34.4 % of students preferred materials that provide many types of stories. In the other hand, 34.4 % of students liked to have materials with pictures. Meanwhile 16% of the students expected the materials to provide them with the pronunciation of the vocabulary.

In terms of input, 65 % of students wanted to have picture stories, and 46% of students wanted stories, while 46 % of the students liked to have film strips.

For the learning media, 50% of students wanted video as the learning media. Besides, 40.6% of students wanted video as the media. The last, 22 % of students wanted film.

Those inputs are aimed at supporting the students to learn the story for storytelling including the vocabulary and pronunciation, but they focus on the storytelling skills.

Table 4.4. The Leaners Needs (Types of Stories)

No	Statements	N	A	%
8	**What kinds of stories do you like?**			
a	Myth	33	3	9.09%
b	Legends	33	5	15.15%
c	Fairytales	33	10	30.30%
d	Fables	33	14	42.42%

The students were asked to arrange the types of the story that they like most. The smallest percentage indicates the most students like. The first was Fables, then Fairytales, and the last Legends. The types of stories are aimed to give the students many kinds of stories to enrich their knowledge about stories.

Table 4.5. The Leaners' Needs (Reading and Listening input)

No	Statements	N	A	B
9	**In storytelling extracurricular, how long is the texts input do you want?**			
a	≤50 words	33	10	31.3 %
b	50-100 words	33	12	12.5%
c	100-500 words	33	6	18.8 %
d	> 500 words	33	4	12.5 %
10	**In storytelling extracurricular, how long is the listening input do you want?**			
a	1-3 minutes	33	11	34.4%
b	4-5 Minutes	33	14	43.8%
c	>5 minutes	33	7	21.9%

As seen in the table, for the listening input, 43.8 % students preferred 4-5 minutes for the length of listening. In the other hand, 34.4% of them preferred 1-3 minutes listening input. Furthermore, in terms of text input, 31.3 % students like to have ≤50 words for reading a story, while 18 % students preferred 50-100 words.

3) Description of the Learning Needs

The learning needs covered the knowledge and the abilities required by the students in order to be able to perform in the target situations. They are closely related to necessities, lacks, wants, teachers' roles, learners' roles, setting, and procedures. These are the results of the questionnaire in the form of table.

Table 4.6. The Storytelling skills (Necessities)

No	Statements	N	A	B
5	**In the storytelling extracurricular, the skills that I need to retell stories......**			
a	Understanding the stories	33	5	15.15%
b	Summarizing the stories	33	6	18.18%
c	Retelling the stories	33	9	27.27%
d	Understanding vocabularies in the stories	33	3	9.09%
e	Pronouncing the words with correct pronunciation , stress and intonation	33	5	15.15%
f	Produce fluent speech at different rates of delivery	33	3	9.09%
g	Produce speech in natural constituent: in appropriate phrases, pause groups, breathe groups, and sentence constituents.	33	1	3.03%
h	Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language.	33	1	3.03%

In this question, the students should arrange the skills that they need most to retell the stories. The biggest percentage indicates the skills that the students needed. As seen in the table, the first number was retelling stories (27.27%). Meanwhile, in the second place was summarizing the stories (18.18%). The third was pronouncing the words with correct pronunciation, stress and intonation (15.15%). The next number was taken by understanding the stories (15.15%). The fifth and the sixth number had the same percentage (9.09 %). The fifth placed was taken by produce fluent speech at different rates of delivery, while the sixth was, understanding vocabularies in the stories had the same percentage. The last was produced speech in natural constituent: in appropriate phrases, pause groups, breath groups, and sentence constituents of them need to convey facial features, kinesics, body language with 3.03% . In the other hand other nonverbal cues along with verbal language had the same percentage, 3.03%

Table 4.7. The Skills of Understanding Story (Necessities)

No	Statements	N	A	B
11	**In the storytelling extracurricular, the techniques that help you understanding the story......**			
a.	Understand the plot of the stories	33	23	71.9 %
b.	Understand every scene of the stories	33	17	53.1%
c.	Understand the setting of the stories	33	9	28.1 %
d.	Understand the characters of the stories	33	20	62.5%

Before the students are able to retell story, they need to understand the story. As seen in the table, 71.9 % of students preferred understanding the plot of the stories. Meanwhile, 62.5 % liked to understand the characters of the stories. However, 53.1 % of students considered to understand every scene of the stories as the technique that can help them to understand the story.

Table 4.8. The Skills of Summarizing Story (Necessities)

No	Statements	N	A	B
12	**In the storytelling extracurricular, the techniques that help you summarizing the story ......**			
a	Summarize the story with own words	33	21	65. 6 %
b	Makes story skeleton	33	8	25 %
c	Choose key words of the stories	33	15	46.9%
d	Makes story mapping	33	7	21.9 %
e	Illustrate the stories into pictures	33	12	37.5 %

After understanding the stories, the students need to summarize the story. As seen in the table, 65.6 % of the students liked to summary the story with their own words as the technique of summarizing story that they need the most. Furthermore, 46.9 % of them need to choose the key words of the stories, while 37.5 % of the students liked to make illustration of the stories.

Table 4.9. The Skills of Retelling Story (Necessities)

No	Statements	N	A	B
13	**In the storytelling extracurricular, the techniques that help you retelling the story......**			
a	Paying attention in the beginning and the closing of the story	33	11	34.4 %
b	Repeating some phrases or words	33	11	34.4 %
c	Retelling story using some supports (e.g: puppet dolls)	33	11	34.4 %
d	Having interactions with the audience	33	8	25 %
e	Using various voices, stress, different rates of deliver, and rhythm for every characters in the story	33	12	37.5 %
f	Using expressions, gesture, and nonverbal language based on the story	33	17	53.1%

As seen in the table, in terms of the techniques that help students retelling story, 53.1 % of them liked to use expressions, gesture, and nonverbal language based on the story. Further, 37.5 of them wanted to use various voices, stress,

different rates of deliver, and rhythm for every character in the story. Paying

attention in the beginning of the story, repeat some phrases or words, and retelling

story using puppet dolls were in the same percentage, 34.4 %.

Table 4.10. The Difficulties of Retelling Story (Lacks)

No	Statements	N	A	B
14	**What is the difficulties in retelling story?**			
a.	Understanding the story	33	11	33.33%
b.	Understanding the vocabularies in the story	33	2	6.06%
c.	Pronouncing the words with correct pronunciations , stresses, and intonations	33	9	27.27%
d.	Produce fluent speech at different rates of delivery	33	2	6.06%
e.	Produce speech in natural constituent: in appropriate phrases, pause groups, breathe groups, and sentence constituents.	33	4	12.12%
f.	Conveying facial features, kinesics, body language, and other nonverbal cues along with verbal language.	33	4	12.12%

The students were asked to arrange the difficulties in retelling story from the

most difficult techniques. The biggest percentage indicates the most difficult

techniques. 33.33% of students thought that they had difficulties in understanding

story. Meanwhile, pronouncing the words with correct pronunciations, stresses and

intonations, was in the second place with 27.27%. The third place was producing

speech in natural constituent: in appropriate phrases, pause groups, breathe groups,

and sentence constituents with 12.12%. The next number was conveying facial

features, kinesics, body language, and other nonverbal cues along with verbal

language have the same percentage (12.12 %). The last two choices were producing

fluent speech at different rates of delivery understanding the story and understanding vocabularies in the story had 6.06 %.

Table 4.11. Vocabulary Learning Activities (Wants)

No	Statements	N	A	B
15	**In the storytelling extracurricular, what kind of vocabulary learning activity do you like?**			
a	Matching	33	13	40.6 %
b	Categorizing a sort of words	33		25 %
c	Completing a story with available words	33	8	43.8 %
d	Looking for synonym and antonym	33	5	15.6%
e	Doing English puzzle	33	10	31.3%
f	Spelling the words correctly	33	17	53.1%

In terms of vocabulary learning activity, 53.1 % of them considered practice spelling the words with correct pronunciation as the activity they liked. Furthermore, 43.8 % of them expected to have completing a story with available words. The last, 40.6% of students considered matching as the vocabulary learning activity they wanted to have.

Table 4.12. Pronunciation Activities (Wants)

No	Statements	N	A	B
Pronunciation Activities				
16	**To reinforce my skills in retelling stories, I want to do pronunciation activities such as....**			
a	Repeating the pronunciation after the teacher	33	13	40.6 %
b	Identifying sound of English words correctly	33	17	53.1 %
c	Pronouncing a word, a phrase, and a sentence correctly	33	22	68.8 %
d	Paying attention to the stress in pronouncing English words	33	14	43.8 %

In terms of pronunciation activities, 68.8 % of the students expected to have activities in pronouncing a word, a phrase, and a sentence correctly. Besides, 53.1

% of the students preferred to identify the sound of English words correctly. Meanwhile, 43.8 % of them liked to pay attention to the stress in pronouncing the English words.

Table. 4.13. Teacher's Role

No	Statements	N	A	B
17	**In storytelling extracurricular, the teacher's roles are....**			
a.	Instructor	33	6	18.8 %
b.	Facilitator	33	0	0 %
c.	Motivator	33	17	53.1 %
d.	Teacher who gives feedback to the students	33	15	46.9 %
e.	Teacher who has interaction with the students	33	15	46.9 %
f.	Teacher who monitors the development of students' English competence	33	15	46.9 %
g.	Teacher who gives chance to share and discuss	33	17	53.1 %
h.	I have another idea	33	0	0 %
18	**In storytelling extracurricular, the teacher should.....**			
a.	Explain the materials in detail	33	11	34.4 %
b.	Explain by giving examples	33	19	59.4 %
c.	Give examples by involving the students	33	18	25 %
d.	I have another idea	33	0	0 %
19	**How should the teacher speak in the class?**			
a.	In English	33	2	6.3 %
b.	In *Bahasa Indonesia*	33	0	0 %
c.	Bilingual (English and *Bahasa Indonesia*)	33	30	93.8%

In teaching English through a set of materials especially in extracurricular, students have to choose what are the teacher's and the learner's role as well. Therefore, the students wanted the teachers to act as a motivator (53.1 %). Giving chance to the students to share and discuss was in the second place (53.1 %). Furthermore, in terms of the way the teachers teach, 59.4 % of the students wanted

the teacher to explain by giving examples. Besides, 34.4 % of them asked the teacher to explain the materials in detail. In terms of teacher's language used in the teaching and learning process, 93.8 % of students expected the teacher to teach bilingually, using both English and Indonesia.

Table 4. 14. Learner's Role

No	Statements	N	A	B
20	**What should students be in a teaching and learning process?**			
a	Passive participants	33	0	0 %
b	Active participants	33	17	54.8 %
c	Practice in a group	33	10	32.8 %
d	Practice in front of the class	33	7	22.6 %

During the extracurricular activity, 54.8 % of the students choose to be active in the class. On the other hand, 32.8 % of them liked to have practice in a group. As seen in the table above, it can be concluded that the materials should provide some activities that make the students being active participants in the classroom.

Table. 4. 15. Procedure

No	Statements	N	A	B
21	**I prefer to do practice storytelling.....**			
a	Individually	33	6	18.8 %
b	In pairs	33	6	18.8 %
c	In a group	33	21	65.6%

As seen in the table in doing practice retelling story, the students liked to have practiced in a group (65.6%), while18 % of them preferred to practice in pairs and individually.

Table 4.16. Setting

No	Statements	N	A	B
22	**The setting I need in storytelling extracurricular are...**			
a	In the classroom with sitting arrangement as in the morning class	33	6	18.8 %
b	In the classroom with varied seating arrangement	33	13	40.6 %

c	Outside the classroom which is still in the school area	33	14	43.8 %

In terms of setting, 43.8 % of the students preferred to have out of classroom setting which is in the school area, while 40.6 % of them preferred learning in the classroom with varied seating arrangement.

2. The Course Grid

The next step after the researcher conducted the need analysis and analyzed the results was developing the course grid. The course grid was developed in order to plan, order, and organize the materials.

The course grid was designed based on the result of the needs analysis. The developed course grid contains of the identity of the course grid, the standard competence, the basic competence, the topics and the name of the unit, the indicators/storytelling skills, the materials that are consists of the input stories, expressions, vocabulary, and pronunciation, the activities, the assessments and the resources taken in developing the storytelling extracurricular materials in SMP N 12 Magelang.

a. The Description of the Course Grid

1) Unit 1: "Fables"

As the course grid tells, the storytelling skills of Unit 1 are comprehending story, summarizing story, and retelling story using correct pronunciations, intonations, and body language. The topic of the unit is "Fable" and the focused grammar related to narrative text (what is narrative text, language features in

narrative text, time signal). The pronunciation activities focused on rising and falling intonation practice, and word stress. The complete course grid of Unit 1 is available in the Appendices.

2) Unit 2: "Fairytales"

As the course grid shows, the Unit 2 has some storytelling skills such as comprehending story, summarizing story, and retelling story using correct pronunciations, intonations, and body language. The topic of the unit was "Fairytales" and the focused grammar was imperative sentences. While the focused pronunciation was practice the imperative sentence and word stress. The complete course grid of Unit 2 is available in the Appendices.

3) Unit 3: "Legends"

As the course grid depicts, the storytelling skills in the Unit 3are (comprehending story, summarizing story, and retelling story using correct pronunciations, intonations, and body language). The topic of the unit was "Legends" and the focused grammar were verbal and pronominal questions. Meanwhile, the focused pronunciation were practice rising and falling intonations in interrogatives sentence and word stress. The complete course grid of Unit 3 is available in the Appendices.

3. The Unit Design

After designing the course grid, the next step conducted was developing the materials. The following diagram shows a brief design of each unit.
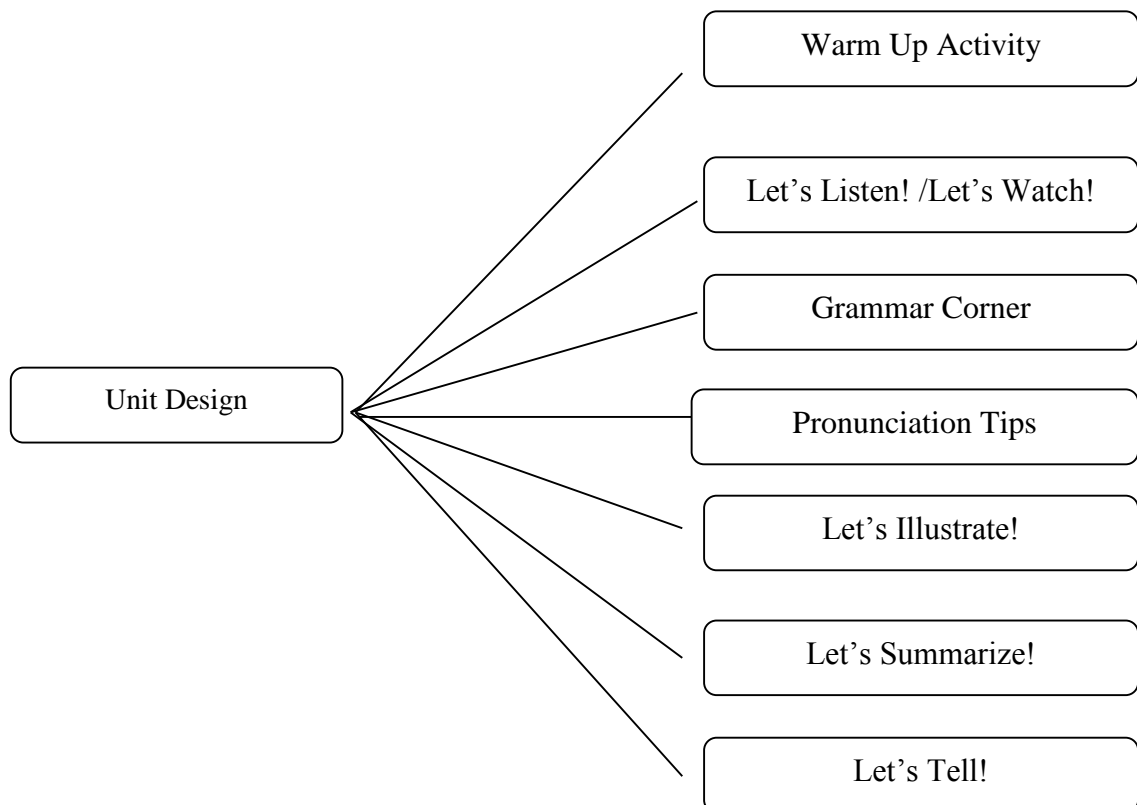
Figure 4.1. Diagram of the Unit

The first draft of the materials consists of three units. Each unit consisted of some activities which cover storytelling skills. In the "Warm up Activity", students were given pre-activity that activated their background knowledge about the topic they were learning and also they provided some words related to the topic. The given words were used in the next following activity.

The main lesson stage is divided into Let's *Listen!/Let's Watch!, Grammar Corner, Let's Illustrate!, Let's Summarize!, Pronunciation Tips, and Let's Tell!.*

Let's Listen!/Let's Watch! Section provides some activities related to input. In this section, the students are provided a recording or a video of a story which purpose to give input and as a model for them. In the *Grammar Corner* students are provided some activities designed to increase their knowledge about grammar related to storytelling. *Let's Illustrate!* Section provides students some spaces to illustrate the story by drawing pictures. This stages aims to express their idea about the parts of the story in terms of drawing pictures and to develop students' creative thinking. The next stage is *Let's Summarize!*. After they draw the parts of the story they are provided an activity to prepare them in retelling story by summarizing. The students learn how to make an outline of a story according to the title, the characters, the setting, the problem, and the solutions. The last section in the *Main Lesson* is *Let's Tell!*. In this stage the students are provided practice retelling activity, in pairs, group, and in front of the class. It is also provided some properties to help the students to retell story. The activity aimed to give free production as the goal of the storytelling extracurricular program.

4. The First Draft of the Materials

The developed materials consist of three units. Each designed unit follows the unit design presented in the Figure 4.1. A brief description of each unit is described as follows.

a. Unit 1

The topic of the first unit was about fables. In this unit students learned about fable stories. The input text was chosen based on the topic. The text were about

"The Ugly Duckling" and "The Tortoise and the Hare". The objective of the unit aimed to develop the students' storytelling skills. The students were expected to be able to comprehend the story; to summarize the story, and to retell story using correct intonations, stresses, pronunciations, and body language.

As the objectives set the students to be able to improve their story comprehension, the unit gave several input and activities that expose the students to improve their skills. Students were given the input in the form of recording in order to comprehend the story and the second input they got was story presented in the form of picture sequence. Through the activities, the students were asked to arrange the picture based on the story. After they comprehend the story, they were provided with activity dealing with illustrating the story given into some pictures. Before they practiced retelling story, they were asked to make a summary based on the story map they have made in the previous activity.

The unit consists of 24 activities, 4 activities belong to the introduction stage, while 20 activities belong to main lesson. Below is the description of each activity in Unit 1.

Table 4.17. The Activity Description of Unit 1

Unit 1. Fables	
Warm Up Activity	
Activity 1	**Instruction:** *Have you ever heard a story about animals? Can you give the example?* **Description:** This Activity is designed as a schema builder to activate students' schemata related to the topic of the unit. By mentioning the example of animal story, it is expected that students will have general view about what they are going to learn in the unit.
Activity 2	**Instruction:** *Look at the pictures below. What are the pictures about? Do you know the story related to these pictures?*

	Description: This activity intends to prepare the students to do the next activity. In this activity the students are expected to be able to predict the story through the picture series given.
Activity 3	**Instruction:** *Study the following words. You will hear the words in Activity 6.* **Description:** This activity is design as a control practice to prepare the students to do activity 6 by introducing some words related to the story. The students are provided the words along with the picture. It aims to help the students remembering the words.
Activity 4	**Instruction:** *Every animal has its sound that is different from another. Please match the sound with the right animals below.* **Description:** This activity gives brief information to the students about sounds of animals. The students are asked to match the picture of the animals and their sounds.
Activity 5	**Instruction:** *After you finish the previous activities, can you guess what the story is about?* **Description:** In this activity, students are asked to guess what story they will learn after they did the four previous activities.
Let's Listen!	
Activity 6	**Instruction:** *Listen to a recording telling you the story about "The Ugly Duckling". Pay attention to the story.* **Description:** This activity belongs to listening practice to give input to the students in the form of story entitled "The Ugly Duckling". Students are asked to pay attention to the story.
Activity 7	**Instruction:** *Read the following statements then decide whether the statements are true or false based on the recording you have heard in Activity 6. Put a tick (√) the correct answer in the right column.* **Description:** This activity aims to check student's comprehension from the previous activity by answering True or False statements. They are asked to put a tick (v) to the correct answer in the right column.
Grammar Corner	
Activity 8	**Instruction:** *Now, please match the pictures in the left side with the story in the right side. Circle the correct simple past form in the bracket. Number 1 has been done for you.* **Description:** This activity is a follow up activity of the Activity 7. In this activity, students are given opportunity to understand the story by matching pictures and story. They are also provided grammar activity related to the past form by circling the correct simple past form in the bracket.

Activity 9	**Instruction:** *Listen again to the recording and check if your answers are correct. Underline the key word that you think may help you get the story.* **Description:** This activity aims to check students' answer of the previous activity. They are also asked to underline key words that help them get the story. They are expected to underline some time signals and adverb of time.
Activity 10	**Instruction:** *You will have another story entitled "The Tortoise and The Hare". Study the following words.* **Description:** This activity aims to give a new story by giving some words related to the story. The activity also provides some pictures related to the words in order to help the students understand the words.
Activity 11	**Instruction:** *Arrange the pictures based on the story by giving number in the box in each picture. Number one has been done for you.* **Description:** This activity, aims to give input of story to the students in the form of pictures. The students are asked to arrange the picture into a good story.
Activity 12	**Instruction:** *Fill in the bubble map with words that describe or tell about a tortoise and a hare.* **Description:** This activity is a follow up activity from the previous activity. The students are asked to write down some words that describe the tortoise and the hare in the bubble map.
Activity 13	**Instruction:** *How many words did you get from the previous activity? Now, put them and the words below in the right table. You may ask your teacher if you find difficulties.* **Description:** This task is aimed to provide the students with information related to word classes (part of speech). In this activity the students have chance to practice their skills in classifying the words that describe The Tortoise and The Hare into noun, adjective, and verb, and adverb. The students may use the words that they get from the previous activity and the words provided in activity 13.
Let's Illustrate!	
Activity 14	**Instruction:** *Draw a picture in each box that shows what happened in the story "The Hare and the Tortoise". Draw the pictures that illustrate the beginning, conflict, and ending.* **Description:** This Activity aims to give chance to the students to draw the story into three parts, beginning, conflict and ending.

Activity 15	**Instruction:** *Now, let's create a story map. Use the following guidelines to help you.* **Description:** This activity is designed as a further activity to ensure students understand the story. In this activity students are given opportunity to create a story map by answering the question guideline related to the story.
Let's Summarize!	
Activity 16	**Instruction:** *Make a summary of the story "The Tortoise and The Hare" in your own words. Use your story map to help you write the summary.* . **Description:** in this activity, the students will have a chance to make a summary of the story in order to prepare the storytelling outline.
Pronunciation Tips	
Activity 17	**Instruction:** *Homonyms are words that sound the same and sometimes are spelt the same but have different meanings. Find the homonyms of these following words by writing the number in the circle.* **Description:** This activity is designed as a pronunciation tip. It is aimed to give students information about homonym and give them opportunity to find the homonym.
Activity 18	**Instruction:** *Have you got all of the answers? Now let's check how to pronounce the words.* **Description:** This is a follow up activity of the previous activity. In this activity students are given opportunity to practice pronouncing the words and check their answer.
Activity 19	**Instruction:** *One of the most important parts in retelling a story is intonation. The functions are to help emphasise the strong stressed word in a sentence, to show the grammatical function of what you are saying, and to show feelings and emotions. Now, let's practice to read the sentences below with correct intonation.* **Description:** This activity is aimed to give the students brief information about intonation
Activity 20	**Instruction:** *Practice the following conversations using the right intonation.* **Description:** After the students study the information about intonations, in this activity they will have a chance to practice reading some sentences with correct intonations.

Activity 21	**Instruction:** *Complete the following sequences of storytelling by drawing a line to complete the statements in column A with the answer in column B. Number one has been done for you.* **Description:** This activity is designed as a storytelling practice. In this activity students are given opportunity to arrange the sequence of storytelling outline in retelling story.
Let's Tell!	
Activity 22	**Instruction:** *Find yourself a partner. Retell the story by turn taking. You may use the sequence in Activity 21 to help you to retell the story.* **Description:** This activity is designed as a semi guided activity. In this activity, the students are given the opportunity to practice retelling story in pairs. They may also use the outline in the previous activity.
Activity 23	**Instruction:** *Give feedback to your friend's performance. Use the guideline below to give the feedback.* **Description:** this activity is a follow up activity of the previous activity. In this activity students will have a chance to give peer feedback about other performances using storytelling rubric or criteria of a good storyteller.
Activity 24	**Instruction:** *After you practice retelling the story in pairs, Now, let's practice in front of the class. Use the finger puppet to help you.* **Description:** This activity is designed as free practice to the students. They have a chance to practice retelling story in front of the class.

b.   Unit 2

The topic of the first unit was about fairytales. In this unit students learned about fairytales. The input text was chosen based on the topic. The texts were about "Hansel and Gretel" and "Jack and the Beanstalk". The objectives of the unit aimed to develop the students' storytelling skills. The students were expected to be able to comprehend the story; to summarize the story, and to retell story using correct intonations, stresses, pronunciations, and body language.

As the objectives set the students to be able to improve their story comprehension, the unit gave several input and activities that expose the students to improve the skills. Students were given the input in the form of video in order to comprehend the story and the second input they were given in the form of picture sequence. Through the activities, the students were asked to arrange the picture based on the story. After they comprehend the story, they were provided activity dealing with illustrating the story given into some pictures. Before they practiced retelling story, they were asked to make a summary based on the story map they made.

The unit consists of 22 activities, 4 activities belong to the introduction stage, and 18 activities belong to main lesson. Below is the description of each activity in Unit 2.

Table 4.18. The Activity Description of Unit 2

Unit 2. Fairytales	
Warm Up Activity	
Activity 1	**Instruction:** *Have you ever heard a story about magical creatures and fairies? Can you give examples?* **Description:** This activity is designed as a schema builder to activate students' schemata related to the topic of the unit. By mentioning the example of stories about magical creatures and fairy, it is expected that students will have general view about what they are going to learn in the unit.
Activity 2	**Instruction:** *Below are the stories about fairytales. Match the clue with correct picture.* **Description:** This activity aims to activate students' background knowledge. By finding the story for every input picture given, it is expected that the students will be able to recall fairy tales that they have learnt or read.

Activity 3	**Instruction:** *Now, find words about fairytales in the word search grid below. You may find the word vertically, horizontally, and diagonally.* **Description:** This task intends to prepare students to do the next activity in main lesson by introducing some words related to fairy tales in the word search grid. By finding the words, it is expected that students will be able to understand the story given in the next task.
Activity 4	**Instruction:** *How many words did you find in the previous activity? Did you find the words below?* **Description:** This activity is a self-check activity. In this activity, students are expected to review their answer in the Activity 3.
Let's Watch!	
Activity 5	**Instruction:** *You will watch a video about "Hansel and Gretel". Look at the pictures below. You will find these characters in Activity 6.* **Description:** This activity is a listening practice activity. In this activity, students are given pre-watching activity by understanding the characters in the story in Activity 6.
Activity 6	**Instruction:** *Watch a video about "Hansel and Gretel". Decide whether the statements are true or false. Put a tick (√) the correct answer in the right column.* **Description:** This activity is a while-watching activity. While watching the video, the students are asked to answer some True or False questions by ticking the correct answer in the right column. The students are expected to understand the story while watching.
Activity 7	**Instruction:** *After watching the video, match the two halves of each sentence.* **Description:** This is after-watching activity. The students are expected to review the story they have watched by matching two halves of sentences related to the video.
Activity 8	**Instruction:** *Watch again the video and pay attention to the imperative sentences. List down the sentence in the space below. Number 1 as the example.* **Description:** In this activity, the students are asked to watch again the video and pay attention to the imperative sentences. The example is provided to give brief information about what answers they need to write.

Activity 9	**Instruction:** *Watch again the video and please check if your answers are correct.* **Description:** This activity is a self-check activity. In this activity, the students are expected to watch the video and check the answer of the previous activity.
Grammar Corner	
Activity 10	**Instruction:** *Study the following explanation.* **Description:** In this activity, the students are given brief information about imperative sentence they have learnt in the activity 8 and 9.
Activity 11	**Instruction:** *Complete the following speech bubble with correct verb.* **Description:** In this activity, the students are given some comic strips to practice imperative sentences they have learnt in the previous activity. The students are expected to do exercise in order to check their understanding on imperative sentences.
Activity 12	**Instruction:** *Please check if the answers are correct. Then, practice the conversation.* **Description:** It is a self-check activity on imperative sentence.
Activity 13	**Instruction:** *You will have another story entitled "Jack and the Beanstalk". Study the following words.* **Description:** This task aims to give a new story by giving some words related to the story. The activity also provides some pictures related to the words in order to help the students understand the words.
Activity 14	**Instruction:** *Arrange the sentences below into a good story based n the pictures.* **Description:** In this activity, aims to give input of story to the students in the form of pictures. The students are asked to arrange the picture into a good story.
Activity 15	**Instruction:** *Now, please describe Jack and Giant by completing the table below with adjectives.* **Description:** This activity is a follow up activity from the previous activity. The students are asked to write down some words that describe Jack and the Giant in the table.
Let's Illustrate!	
Activity 16	**Instruction:** *Draw a picture based on your favorite part of the story.*

	Description: This activity aims to give chance to the students to draw their favourite parts of the story. In this activity, students are expected to illustrate their favourite parts of the story.
Activity 17	**Instruction:** *Now, let's create a story mapping. Use the guideline to help you.* **Description:** This activity is designed as further activity to ensure students understand the story. In this activity students are given opportunity to create a story map by answering the question guideline related to the story.
Let's Summarize!	
Activity 18	**Instruction:** *Now, try to make a summary of the story in your own words. Use your story map to help you write the summary.* **Description:** This activity is designed as further activity to ensure students understand the story. In this activity students are given that opportunity to create a story map by answering the question guideline related to the story.
Pronunciation Tips	
Activity 19	**Instruction:** *Have you got all of the answers? Now, let's practice the pronunciation.* **Description:** This is a follow up activity of the previous activity. In this activity students are given the opportunity to practice all to pronounce the words and check their answer.
Let's Tell!	
Activity 20	**Instruction:** *Work in a group of three. Practice retelling the story "Jack and The Beanstalk".* **Description:** This activity is designed as a semi guided activity. In this activity, the students are given opportunity to practice retelling story in group. They may also use the outline in the previous activity.
Activity 21	**Instruction:** *Give feedback to your friend's performance. Use the guideline in Unit 1 to give feedback.* **Description:** This activity is a follow up activity of the previous activity. In this activity students will have a chance to give pair feedback about other performances using storytelling rubric or criteria of a good storyteller in Unit 1.
Activity 22	**Instruction:** *After you practice in groups, now let's practice in front of the class. You may use your properties to help you to retell the story.*

	Description: This activity is designed as free practice to the students. They have a chance to practice retelling story in front of the class

c. Unit 3

The title of the unit is "Legends" that represents the unit topic. The topic was chosen for the unit based on the needs analysis result. The texts were about "Toba Lake" and "Malin Kundang". The objective of the unit was to develop the students' storytelling skills. The students were expected to be able to comprehend the story; summarizing the story, and retelling story using correct intonations, stresses, pronunciations, and body language.

As the objectives set the students to be able to improve their story comprehension, the unit gave several input and activities that exposed the students to improve their skills. Students were given input in the form of recording in order to comprehend the story and the second input were given in the form of picture sequence of a story. Through the activities, the students are expected to arrange the picture based on the story. After they comprehending the story, they were provided an activity dealing with illustrating the story given into some pictures. Before retelling the story, they were asked to make summary based on the story map they have made.

The unit consisted of 21 activities, 3 activities belong to the introduction stage, and 18 activities belong to the main lesson. The activities in the introduction stage dealt with the components of a story, such as setting, conflict, characters, and plot. The students were asked to recall about Indonesian legends they have ever read or heard. Below is the description of each activity in Unit 3.

Table 4.19. The Activity Description of Unit 3

Unit 3. Legends	
Warm Up Activity	
Activity 1	**Instruction:** *Below are components of a story. Match the explanation with the right components in the box.* **Description:** This activity provides brief information about components of a story. In this activity, the students are expected to understand those components by matching the explanation with the right component.
Activity 2	**Instruction:** *Below are settings of stories. Match the story in the left column with the right setting in the right column. Draw a line. Number one has been done for you.* **Description:** this activity provides brief information about setting of stories. In this activity, the students are expected to understand setting of a story.
Activity 3	**Instruction:** *Have you ever heard a story about how places are made? How do you call it?* **Description:** This activity is designed as a schema builder to activate students' schemata related to the topic of the unit. By mentioning example of legends, it is expected that students will have general view about what they are going to learn in this unit.
Activity 4	**Instruction:** *Below are legends from Indonesia. Put a tick (√) in the box based on the stories you have heard or read.* **Description:** This activity provides brief information about Indonesian Legends. By ticking the story that students have heard or read, it is expected that activateed students' background knowledge about legends.
Activity 5	**Instruction:** *Study the following words. You will find the words in Activity 6.* **Description:** This task intends to prepare students to do the next activity in main lesson by introducing some words related a story "The Legend of Toba Lake". By finding the words, it is expected that students will be able to understand the story given in the next task.
Let's Watch!	
Activity 6	**Instruction:** *You will watch a video of "The Legend of Toba Lake". It's a story from North Sumatra.*

	Description: It is a pre-watching activity. By giving information about the origin of the story, students are expected to activate the background knowledge about the story.
Activity 7	**Instruction:** *Watch the video and decide whether the statements are true or false. Put a tick (√) the correct answer in the right column.* **Description:** This activity is a while watching activity. While watching the video, the students are asked to answer some True or False questions by ticking the correct answer in the right column. The students are expected to understand the story while watching.
Activity 8	**Instruction:** *Watch again the video and listen for the questions. List down the questions in the space below.* **Description:** In this activity, the students are asked to watch again the video and pay attention to the questions in the story.
Activity 9	**Instruction:** *Watch again the video and please check if your answers are correct.* **Description:** This activity is a self-check activity. In this activity, the students are expected to watch the video and check the answer of the previous activity.
Pronunciation Tips	
Activity 10	**Instruction:** *Study the following explanation.* **Description:** In this activity, the students are given brief information about imperative sentence they have learnt in the activity 8 and 9.
Activity 11	**Instruction:** *Practice the following conversations using the correct intonations.* **Description:** After getting the explanation, the students are asked to practice the conversation using correct intonation.
Activity 12	**Instruction:** *You will have another story, "The Legend of Malin Kundang". Study the following words.* **Description:** This activity aims to give a new story by giving some words related to the story. The activity also provides some pictures related to the words in order to help the students understand the words.
Activity 13	**Instruction:** *You will have another story, "The Legend of Malin Kundang". Arrange the pictures by giving a number each picture.* **Description:** This activity, aims to give input of story to the students in the form of pictures. The students are asked to arrange the picture into a good story.
Grammar Corner	

Activity 14	**Instruction:** *Now, please describe Malin Kundang and his mother by completing the table below with the words in the Activity 11. Can you add more words?* **Description:** This Activity is a follow up activity from the previous activity. The students are asked to write down some words that describe Malin and his mother in the table provided.
Lets' Illustrate!	
Activity 15	**Instruction:** *Draw a picture based on your favorite part of the story.* **Description:** This activity aims to provide opportunity to the students to draw their favourite parts of the story. Students are then expected to illustrate their favourite parts of the story.
Activity 16	**Instruction:** *Now, let's create a story mapping. Use the guideline to help you.* **Description:** This activity is designed as further activity to ensure students understand the story. In this activity students are given opportunity to create a story map by answering the question guideline related to the story.
Let's Summarize!	
Activity 17	**Instruction:** *Now, try to make a summary of the story with your own words. Use your story map to help you.* **Description:** This activity is designed as a further activity to ensure that students understand the story. In this activity students are given the opportunity to create a story map by answering the question guideline related to the story.
Pronunciation Tips	
Activity 18	**Instruction:** *Have you got all of the answers? Now let's check how to pronounce the words.* **Description:** This task is a follow up activity of the previous activity. Students are given opportunity to practice pronouncing all the words and check their answer.
Let's Tell!	
Activity 19	**Instruction:** *Work in a group of three. Practice retelling the story "Malin Kundang".* **Description:** This lesson is designed as a semi guided activity. In this activity, the students are given opportunity to practice retelling story in group. They may also use the outline in the previous activity.
Let's Review!	

Activity 20	**Instruction:** *Give feedback to your friend's performance. Use the guideline in Unit 1 to give feedback.* **Description:** This activity is a follow up activity of the previous activity. In this activity students will have a chance to give peer feedback about other performances by using storytelling rubric or criteria of a good storyteller in Unit 1.
Activity 21	**Instruction:** *After you practice in groups, now let's practice in front of the class. Use properties you have to help you to retell the story.* **Description:** This activity is designed as free practice to the students. They have a chance to practice retelling story in front of the class

5. The Expert Judgment

After developing the first draft of the materials, it was then was evaluated by the expert. The expert, examined, evaluated, suggested some revisions and decided whether the materials were appropriate or not to be implemented in storytelling extracurricular program. Those results of the materials evaluation were conducted by distributing an expert judgment questionnaire to the expert.

The expert was an M. Pd. holder with 32 years of working experience in TEFL field and was currently working as a permanent lecturer in English Education Department at Yogyakarta State University.

The expert gave his judgment by completing the expert judgment questionnaire given by the researcher. It was adapted from the *Badan Standar Nasional Penilaian (BSNP)* which consisted of four aspects. They were content appropriateness, language appropriateness, presentation appropriateness, and layout appropriateness. The questionnaire applied the four-scale of *Likert* scale. Further, there were also spaces for the expert to give his comments or suggestions related to

the materials. The result of the expert judgment questionnaires, validations and reviews of the materials and revisions of the materials are elaborated as follows.

a.   The Result of the Expert Judgment and Revisions of Unit 1

1) The Result of the Expert Judgment of Unit 1

There were four aspects of the materials to be evaluated. The aspects were content appropriateness, language appropriateness, presentation appropriateness, and layout appropriateness. The result of the analysis of the questionnaire of expert judgment of the developed materials for unit one are described as follows.

a) The Content Appropriateness

The content appropriateness of the developed materials was the first aspect to be evaluated. The result of the analysis of the content appropriateness of the developed materials for unit one is presented in the following table.

Table 4.20. The Content Appropriateness of the Unit 1

No	Items	Scores
1	The developed materials are in accordance with the competences and objectives of storytelling extracurricular program	4
2	The developed materials meet the course grid.	4
3	The topic of the unit of the developed materials is relevant with Junior High School students	3
4	Materials (text, figures and tables) are relevant to the discussed topic.	3
5	The pictures of the developed materials are relevant with the stories.	4
6	The developed materials lead the students to perform and develop their storytelling skills.	4
7	The developed materials lead the students to perform and develop their vocabulary skills.	3
8	The developed materials lead the students to understand the linguistic features of the discussed text.	4

Mean (ᵡ)	3.62

The table shows that the mean value of the content appropriateness of the unit one is 3.62. This value of $3.25 \leq x \leq 4$ can be categorized as "Very Good"

b) The Language Appropriateness

The language appropriateness of the developed materials was the second aspect to be evaluated. The language evaluated in this context refers to the language used in the instruction of the activities and the texts given in the materials. The result of the analysis of the content appropriateness of the developed materials for unit one is presented in the following table.

Table 4.21 The Language Appropriateness of the Unit 1

No	Items	Scores
9	The language used in the explanations and instructions are clear and understandable.	3
10	The language used in the developed materials is grammatically correct.	3
11	The language used in the developed materials is cohesive and coherent.	3
12	The developed materials consistently use one variation of English.	3
Mean (ᵡ)		**3.00**

Table 4.21 shows that the mean value of the language appropriateness of the unit one is 3.00. In terms of its language appropriateness, it can be concluded this unit is categorized as "Good" by having value in the range of $2.5 \leq x \leq 3.24$.

c) **The Presentation Appropriateness**

The presentation appropriateness of the developed materials was the third aspect to be evaluated. The result of the analysis of the presentation appropriateness of the developed materials for unit one presented in the following table.

Table 4.22 The Presentation Appropriateness of the Unit 1

No	Items	Scores
13	The tasks are arranged systematically from the easiest to the most difficult.	4
14	The tasks support the students to learn individually, in pairs and in group.	4
15	The learning tasks are started from guided activities to the free guided activities.	4
16	The developed materials are balance in terms of texts, illustrations and symbols.	4
17	The developed materials support the students to get information within the texts.	3
18	The developed materials contain opening activities, main activities and closing activities.	4
19	The developed materials are completed with vocabulary list related to the unit topic.	4
20	The developed materials provide evaluation part for the students to check their understanding.	4
21	The learning objectives are stated in every unit of the developed materials.	4
	Mean (x)	**3.89**

Table 4.22 shows that the mean value of the presentation appropriateness of the unit one is 3.89. This value is in the range of $3.25 \leq x \leq 4$ which means "Very Good".

d) **The Layout Appropriateness**

The layout appropriateness of the developed materials was the third aspect to be evaluated. The result of the analysis of the layout appropriateness of the developed materials for unit one is presented in the following table.

Table 4.23 The Layout Appropriateness of the Unit 1

No	Items	Scores
22	The developed materials are printed on ISO-standardized size paper (A4, A5, B5).	4
23	The layout of the developed materials use the appropriate placement of the unit title, sub-title, page number, illustrations and captions.	3
24	The developed materials use the appropriate variation of fonts.	4
25	The fonts used are not too big nor too small.	3
26	The color usage of the developed materials is not disturbing the readers.	4
27	The illustration and graphic design in the developed materials are aesthetic and functional.	4
	Mean (x)	**3.67**

Table 4.23 shows that the mean value of the layout appropriateness of the unit

one is 3.67. In terms of its layout appropriateness, it can be concluded this unit is

categorized as "Very Good" by having value in the range of $3.25 \leq x \leq 4$.

2) The Revisions Unit 1

In general, the expert suggested that the unit of the developed materials should

be revised in terms of the language by recommending some grammatical mistakes,

spelling and word choice revisions. After revising the first draft, the develop

materials were considered as the final draft. The description of the revised unit one

of the developed materials is presented in the following table.

Table 4.24 The Revisions of Unit 1

Parts of the Unit One	Points to Revise	Revisions
Activity 1	No revision	No revision
Activity 2	No revision	No revision
Activity 3	No revision	No revision
Activity 4	No revision	No revision
Activity 5	No revision	No revision

Activity 6	No revision	No revision
Activity 7	A grammatical mistake in the statement "His brothers and sisters has grey feathers."	Revising the statement into "His brothers and sisters have grey feathers."
Activity 8	No revision	No revision
Activity 9	No revision	No revision
Activity 10	No revision	No revision
Activity 11	Some grammatical mistakes in the statements: • "The tortoise came plodding down the road at his usual peace." • "She always bragging to the other animals about how fast she could run." • "The hare a ran for a while and locked back . She could barely see the tortoise on the path behind her."	Revising the statements into: • "The tortoise came plodding down the road at his usual pace." • "She was always bragging to the other animals about how fast she could run." • The hare ran for a while and looked back . She could barely see the tortoise on the path behind her."
Activity 12	Writing mistakes of the words in the bubble map.	Beginning the words is not in capital letters.
Activity 13	Writing mistakes of the words in the table.	Beginning the words is not in capital letters.
Activity 14	No revision	No revision
Activity 15	A grammatical mistake in the statement "What is the an other way the problem could have been solved?"	Revising the statement into "What is another way to solve the problem?"
Activity 16	Writing mistakes in the instruction...*with your own words.* and *The hare slept in the forest while the race.*	Revising the statements *... in your own words.* and *The hare slept in the forest during the race.*
Activity 17	Writing mistakes in the instruction *..... sometimes spelt the same but*	Revising the statements *... sometimes are spelt the same but have*

	have different meanings. and the words in the tables.	*different meanings.* The beginning of words in the table is not in capital letters.
Activity 18	Writing mistakes of the words in the table.	Beginning the words is not in capital letters.
Activity 19	Lacking article *a* in the phrases *retelling story.*	Revising the phrase into *retelling a story.*
Activity 20	No revision	No revision
Activity 21	No revision	No revision
Activity 22	Writing mistake in the instruction *Find yourself a partner. Retell the story by turn taking. You may use the sequence in Activity 21 to help you retelling the story.*	Revising the instruction *Find yourself a partner. Retell the story by turn taking. You may use the sequence in Activity 21 to help you to retell the story.*
Activity 23	No revision	No revision
Activity 24	No revision	No revision

b.   The Result of the Expert Judgment and Revisions of Unit 2

1) The Result of the Expert Judgment of Unit 2

There were four aspects of the materials to be evaluated. The aspects were content appropriateness, language appropriateness, presentation appropriateness, and layout appropriateness. The results of the analysis of the questionnaire of expert judgment of the developed materials for unit two are described as follows.

a) The Content Appropriateness

The content appropriateness of the developed materials was the first aspect to be evaluated. The result of the analysis of the content appropriateness of the developed materials for unit one is presented in the following table.

Table 4.25 The Content Appropriateness of the Unit 2

No	Items	Scores
1	The developed materials are in accordance with the competences and objectives of storytelling extracurricular program	4
2	The developed materials meet the course grid.	4
3	The topic of the unit of the developed materials is relevant with Junior High School students	3
4	Materials (text, figures and tables) are relevant to the discussed topic.	3
5	The pictures of the developed materials are relevant with the stories.	4
6	The developed materials lead the students to perform and develop their storytelling skills.	4
7	The developed materials lead the students to perform and develop their vocabulary skills.	3
8	The developed materials lead the students to understand the linguistic features of the discussed text.	4
Mean (x)		**3.62**

The table shows that the mean value of the content appropriateness of the unit two is 3.62. This value of $3.25 \leq x \leq 4$ can be categorized as "Very Good".

b) The Language Appropriateness

The language appropriateness of the developed materials was the second aspect to be evaluated. The language evaluated in this context refers to the language used in the instruction of the activities and the texts given in the materials. The result of the analysis of the content appropriateness of the developed materials for unit one is presented in the following table.

Table 4.26 The Language Appropriateness of the Unit 2

No	Items	Scores
9	The language used in the explanations and instructions are clear and understandable.	3
10	The language used in the developed materials is grammatically correct.	3

11	The language used in the developed materials is cohesive and coherent.	3
12	The developed materials consistently use one variation of English.	3
	Mean (͞x)	**3.00**

Table 4.26 shows that the mean value of the language appropriateness of the unit two is 3.00. In terms of language appropriateness, it can be concluded this unit is categorized as "Good" by having value in the range of $2.5 \leq x \leq 3.24$.

c) The Presentation Appropriateness

The presentation appropriateness of the developed materials was the third aspect to be evaluated. The result of the analysis of the presentation appropriateness of the developed materials for unit two is presented in the following table.

Table 4.27 The Presentation Appropriateness of the Unit 2

No	Items	Scores
13	The tasks are arranged systematically from the easiest to the most difficult.	4
14	The tasks support the students to learn individually, in pairs and in group.	4
15	The learning tasks are started from guided activities to the free guided activities.	4
16	The developed materials are balance in terms of texts, illustrations and symbols.	4
17	The developed materials support the students to get information within the texts.	3
18	The developed materials contain opening activities, main activities and closing activities.	4
19	The developed materials are completed with vocabulary list related to the unit topic.	4
20	The developed materials provide evaluation part for the students to check their understanding.	4
21	The learning objectives are stated in every unit of the developed materials.	4
	Mean (͞x)	**3.89**

Table 4.27 shows that the mean value of the presentation appropriateness of the unit two is 3.89. This value is in the range of $3.25 \leq x \leq 4$ which means "Very Good".

d) The Layout Appropriateness

The layout appropriateness of the developed materials was the third aspect to be evaluated. The result of the analysis of the layout appropriateness of the developed materials for two is presented in the following table.

Table 4.28 The Layout Appropriateness of the Unit 2

No	Items	Scores
22	The developed materials are printed on ISO-standardized size paper (A4, A5, B5).	4
23	The layout of the developed materials use the appropriate placement of the unit title, sub-title, page number, illustrations and captions.	3
24	The developed materials use the appropriate variation of fonts.	4
25	The fonts used are not too big nor too small.	3
26	The color usage of the developed materials is not disturbing the readers.	4
27	The illustration and graphic design in the developed materials are aesthetic and functional.	4
Mean (x)		**3.67**

Table 4. 28 shows that the mean value of the layout appropriateness of the unit two is 3.67. In terms of layout appropriateness, it can be concluded this unit is categorized as "Very Good" by having value in the range of $3.25 \leq x \leq 4$.

2) The Revisions of Unit 2

In general, the expert suggested that the unit of the developed materials should be revised in terms of the language by recommending some grammatical mistakes, spelling and word choice revisions. After revising the first draft, the develop materials were considered as the final draft. The description of the revised unit two of the developed materials is presented in the following table.

Table 4.29 The Revisions of Unit 2

Parts of the Unit One	Points to Revise	Revisions
Activity 1	Lacking 's' in the word *creature* and 'es' in the word *fairy*	Revising the words into *creatures* and *fairies*
Activity 2	A grammatical mistake in the statement "I merry the prince, who am I?"	Revising the statement into "I got married with the prince"
Activity 3	A grammatical mistake in the instructions "Now, find wwords about fairytales..."	Revising the instruction into "Now, find words about fairytales...
Activity 4	No revision	No revision
Activity 5	No revision	No revision
Activity 6	Grammatical mistakes in the statements "Hansel and Gretel have stepfather" and "They found their home and bring the jewel."	Revising the statements into Hansel and Gretel have a stepfather" and "They found their home and brought the jewel."
Activity 7	No revision	No revision
Activity 8	No revision	No revision
Activity 9	No revision	No revision
Activity 10	No revision	No revision
Activity 11	No revision	No revision
Activity 12	No revision	No revision
Activity 13	No revision	No revision
Activity 14	Lacking 's' in the instruction *Arrange the sentence below into a good story based on the pictures.*	Revising the instruction into *Arrange the sentences below into a good story based on the pictures.*
Activity 15	No revision	No revision
Activity 16	No revision	No revision
Activity 17	No revision	No revision
Activity 18	A grammatical mistake in the instruction *Now, try to make a*	Revising the instruction into *Now, try to make a*

	summary of the story with your own words.	*summary of the story with in your own words.*
Activity 19	Lacking punctuation in the instruction *Have you got all of the answers*	Revising the instruction into *Have you got all of the answers?*
Activity 20	No revision	No revision
Activity 21	No revision	No revision
Activity 22	A grammatical mistake in the instruction *... You may use your properties to help you retelling the story.*	Revising the instruction into *... You may use your properties to help you to retell the story.*

c. The Result of the Expert Judgment and Revisions of Unit 3

1) The Result of the Expert Judgment Unit 3

There were four aspects of the materials to be evaluated. The aspects were content appropriateness, language appropriateness, presentation appropriateness, and layout appropriateness. The results of the analysis of the questionnaire of expert judgment of the developed materials for unit three are described as follows.

a) The Content Appropriateness

The content appropriateness of the developed materials was the first aspect to be evaluated. The result of the analysis of the content appropriateness of the developed materials for unit three is presented in the following table.

Table 4.30 The Content Appropriateness of the Unit 3

No	Items	Scores
1	The developed materials are in accordance with the competences and objectives of storytelling extracurricular program	4
2	The developed materials meet the course grid.	4

3	The topic of the unit of the developed materials is relevant with Junior High School students	3
4	Materials (text, figures and tables) are relevant to the discussed topic.	3
5	The pictures of the developed materials are relevant with the stories.	4
6	The developed materials lead the students to perform and develop their storytelling skills.	4
7	The developed materials lead the students to perform and develop their vocabulary skills.	3
8	The developed materials lead the students to understand the linguistic features of the discussed text.	4
Mean (x)		**3.62**

The table 4.30 shows that the mean value of the content appropriateness of the unit three is 3.62. This value of $3.25 \leq x \leq 4$ can be categorized as "Very Good".

b) The Language Appropriateness

The language appropriateness of the developed materials was the second aspect to be evaluated. The language evaluated in this context refers to the language used in the instructions of the activities and the texts given in the materials. The result of the analysis of the content appropriateness of the developed materials for unit three is presented in the following table.

Table 4.31 The Language Appropriateness of the Unit 3

No	Items	Scores
9	The language used in the explanations and instructions are clear and understandable.	3
10	The language used in the developed materials is grammatically correct.	3
11	The language used in the developed materials is cohesive and coherent.	3
12	The developed materials consistently use one variation of English.	3
Mean (x)		**3.00**

Table 4.31 shows that the mean value of the language appropriateness of the unit three is 3.00. In terms of language appropriateness, it can be concluded this unit is categorized as "Good" by having value in the range of $2.5 \leq x \leq 3.24$.

c) The Presentation Appropriateness

The presentation appropriateness of the developed materials was the third aspect to be evaluated. The result of the analysis of the presentation appropriateness of the developed materials for unit three is presented in the following table.

Table 4. 32 The Presentation Appropriateness of the Unit 3

No	Items	Scores
13	The tasks are arranged systematically from the easiest to the most difficult.	4
14	The tasks support the students to learn individually, in pairs and in group.	4
15	The learning tasks are started from guided activities to the free guided activities.	4
16	The developed materials are balance in terms of texts, illustrations and symbols.	4
17	The developed materials support the students to get information within the texts.	3
18	The developed materials contain opening activities, main activities and closing activities.	4
19	The developed materials are completed with vocabulary list related to the unit topic.	4
20	The developed materials provide evaluation part for the students to check their understanding.	4
21	The learning objectives are stated in every unit of the developed materials.	4
	Mean (x)	**3.89**

Table 4.32 shows that the mean value of the presentation appropriateness of the unit three is 3.89. This value is in the range of $3.25 \leq x \leq 4$ which categorizes as "Very Good".

d) **The Layout Appropriateness**

The layout appropriateness of the developed materials was the third aspect to be evaluated. The result of the analysis of the layout appropriateness of the developed materials for unit three is presented in the following table.

Table 4.33. The Layout Appropriateness of Unit 3

No	Items	Scores
22	The developed materials are printed on ISO-standardized size paper (A4, A5, B5).	4
23	The layout of the developed materials use the appropriate placement of the unit title, sub-title, page number, illustrations and captions.	3
24	The developed materials use the appropriate variation of fonts.	4
25	The fonts used are not too big nor too small.	3
26	The color usage of the developed materials is not disturbing the readers.	4
27	The illustration and graphic design in the developed materials are aesthetic and functional.	4
Mean (x)		**3.67**

Table 4. 33 shows that the mean value of the layout appropriateness of the unit three is 3.67. In terms of layout appropriateness, it can be concluded this unit is categorized as "Very Good" by having value in the range of $3.25 \leq x \leq 4$.

2) **The Revisions Unit 3**

In general, the expert suggested that the unit of the developed materials should be revised in terms of the language by recommending some revisions on grammatical mistakes, spelling and word choice. After revising the first draft, the develop materials were considered as the final draft. The description of the revised unit one of the developed materials is presented in the following table.

Table 4.34. The Revisions of Unit 3

Parts of the Unit Three	Points to Revise	Revisions
Activity 1	No revision	No revision
Activity 2	Grammatical mistakes in the sentences *A story about princess might take place in the...* *A story about a mermaid might take place on an...*	Revising the sentences into *A story about a princess might take place in the...* *A story about a mermaid might take place on an...*
Activity 3	No revision	No revision
Activity 4	No revision	No revision
Activity 5	No revision	No revision
Activity 6	No revision	No revision
Activity 7	No revision	No revision
Activity 8	No revision	No revision
Activity 9	Grammatical mistakes in the sentences *Why there is a girl in my kitchen?* *Why you eat that?*	Revising sentences into *Why is there a girl in my kitchen?* *Why did you eat that?*
Activity 10	Grammatical mistakes in the phrase *Raising intonation* Grammatical mistakes in the phrase *Falling intonations* Grammatical mistakes in the sentence *Pronominal questions is the one which needs an answer in the form of piece of information. It begins with a questions word.*	Revising the phrase into *Rising intonation* Revising the phrase into *Falling intonations* Revising the sentences into *A pronominal question is the one which needs an answer in the form of piece of information. It begins with a question word.*

Activity 11	Grammatical mistakes in the instruction *Practice the following conversation using correct intonations*	Revising the instructions into *Practice the following conversations using the correct intonations*
Activity 12	Writing mistakes of the words in the vocabulary list.	Beginning the words not in capital letters.
Activity 13	No revision	No revision
Activity 14	Writing mistakes of the words in the vocabulary list table.	Beginning the words not in capital letters.
Activity 15	No revision	No revision
Activity 16	No revision	No revision
Activity 17	A grammatical mistake in the instruction *Now, try to make a summary of the story with your own words.*	Revising the instruction into *Now, try to make a summary of the story in your own words.*
Activity 18	A grammatical mistake in the instruction *Now, let's check how to pronunce the words.*	Revising the instruction into *Now, let's check the pronunciation of the words.*
Activity 19	No revision	No revision
Activity 20	No revision	No revision
Activity 21	No revision	No revision

B. Discussion

Based on the data described in the previous parts in this chapter, this part presents the discussion of the research findings. The result of this research is a set of picture-based instructional materials for storytelling extracurricular program in SMP N 12 Magelang.

The needs analysis was conducted in May, 2015. The researcher collected the data through questionnaire. There were two questionnaires used by the researcher,

yet they consisted of the same questions. Both questionnaires consisted of 22 questions related to the target needs and the student's learning needs about storytelling skills. The first questionnaire was distributed to the 33 students of storytelling extracurricular program, while the second questionnaire was filled by the coordinator of the storytelling extracurricular program. The second questionnaire was to give confirmation for the students' answers. The questionnaires were developed according to the principles of need analysis proposed by Hutchinson & Waters (1987) that covered the target needs and learning needs. In terms of target needs, the questionnaire was divided into three components including necessities, lacks, and wants. Furthermore, learning goals of the students could also be identified in the target needs.   In terms of goals, the goal of the storytelling extracurricular program in SMP N 12 Magelang was to develop the students' English public speaking skills. The students were also prepared for some storytelling competitions and events.

The data from need analysis were analyzed by calculating the percentage of each answer on the questionnaire. The three highest percentages were considered as the data conclusion that would be used to develop the materials.

To cover the storytelling skills, for the necessities, the students thought that the techniques helping them to understand the stories were, 1) understand the plot of the stories, 2) understanding the characters of the stories, and 3) understanding every part of the stories. The techniques that help students to summarize stories were,1) summarizing the stories in their own words, 2) choosing the key words of the stories, and 3) illustrating the story or drawing. The students then claimed that

the techniques that help them to retell stories were,1) using expressions, gesture, and body language based on the stories, 2) using various voices, stresses, different rates of delivery, and rhythm for every characters in the stories. In terms of wants, the students wanted to practice spelling the words with correct pronunciation and to complete a story with the available words as the vocabulary learning activities. To reinforce their skills in retelling stories, the students liked to have pronunciation activities such as pronouncing words, phrases, and sentences correctly. In terms of lack, the students were asked to arrange the difficulties in retelling story from the most difficult techniques to the easier one. The results showed that they had the difficulties in pronouncing words with correct pronunciations, stresses, and intonations. The second constraints was understanding stories, and the last was convey facial expressions, features, kinesics, body language, and other nonverbal language. Furthermore, the result of the target needs was considered as the basis for developing the storytelling materials.

The next part of the target needs refers to the learning needs. They covered some components such as input, procedure, setting, teacher's role, and learners' role (Nunan, 2004). Those components are considered as the components in developing activities of the learning materials.

The first component in the learning needs was input. Input is considered as the source of leaning (Nunan, 2004). In this research, the developed learning materials used the input taken from reliable sources by considering the authenticity of them. Based on the result of the need analysis, the input texts needed by the students are the materials that provide words or vocabulary list related to the stories and words

pronunciation. Moreover, the students liked to have picture stories. In addition, the students liked to have film strips as the learning media.

The second component investigated was procedure which is an activity done by the students. The need analysis result showed that the students wanted to practice retelling story in groups, in pairs, and individually. Considering the result of the need analysis, the activities in the developed materials were in the form of small group that consisted of three, in pairs, and individually. Those activities were designed to give the students more chance to practice and to receive feedback form another students.

The next component was setting which is described as the way to carry out the works (Nunan, 2004). Based on the need analysis result, the setting that the students preferred to have out of classroom setting was in the school area, and they also preferred learning in the classroom with varied seating arrangement. Therefore, considering the result, the activities applied were mostly in class activity.

The last component were teachers' role and learners' role. In terms of teachers' role referring to the need analysis result, the students wanted the teachers acted as a motivator. They also wanted her to give chance to the students to share and discuss the topic discussed. In addition, the students expected the teacher to explain the materials by giving examples and explain the materials in detail. Last, the students wanted the teacher to teach bilingually, using both English and Indonesia.

After conducting the needs analysis and analyzing the results of the need analysis, the next step was developing a course grid. It was conducted in order to plan and to organize the developed materials. The results of the need analysis were

used as a basis to develop the course grid. It consisted of the identity of the course grid, the standard competence, the basic competence, the topics and names of the unit, the indicators or the storytelling skills, the materials included the input stories, expression, vocabulary, and pronunciation, the activities, the assessments and the resources taken to develop the storytelling materials.

The course grid was then used to develop the units as the first draft of the materials. They were developed based on the need analysis results and the input selected. The materials covered what should be learnt by the students. Each unit consisted of around 20 activities. Each unit provided storytelling skills needed by the students. There were also activities called grammar corner where they would have some activities related to grammar used in the story. The pronunciation tips activities were provided in the units in order to give pronunciation practice to the students. In the end of all units, there was a summary in each unit to wrap up all of the materials they have learnt. A reflection space was provided to see student's improvement after learning the materials

The developed activities reflected the students' needs e.g. the topics chosen by the researcher and their preference to have fables, fairytales, and legends to be learnt during their extracurricular activity. The first unit entitled "Fables" exposed the fable stories as the content of the unit. The second unit entitles "Fairytales" exposed the fairytales as the content of the unit. The last unit entitled "Legends" exposed Indonesian legends as the content of the unit. Moreover, the units had several types of input like pictures and stories as the students preferred these types

of input. The unit also consisted of activities related to vocabulary learning activities and pronunciation activities.

To achieve the goals of the program, the materials developed should cover the skills mastered by a storyteller, they are, knowing the stories well, storytellers organizing the stories well, using vocal expressions to bring the stories to be real, using facial expression and body language, and entertaining their audience.

The developed materials consist of three units. Each units consisted of at least 20 activities. Each unit of the developed materials has similar patterns divided into five stages, they are, *Warm Up Activity, Let's Listen!, Let's Illustrate!, Let's Summarize!, Let's Tell!.* The *Warm Up Activity* stages starts with some questions and pictures related to the topic in order to activate their prior knowledge and provide background information to comprehend the stories. In this section, the materials provided some picture related to the story in order to activate their schemata.

Let's Listen! section provides input which had purpose to give a model text to the students and also give them story comprehension activities. In the *Let's Illustrate!* section, the students were provided activities which lead them to illustrate the story from the previous activities through drawing some pictures. After they draw some pictures, the students were provided activities in the form of a story map. They were asked to complete a story map according to a series of guiding section about the characters, the setting, the plot, and the parts of the story. It can be used to help the students plan their story. *Let's Summarize!* section, provided the students activities whose purpose was to make the students summarize the story in

their own words. Those activities were provided in order to prepare the students for later reference. *Let's Tell!* section, provided the students activities which lead them to practice retelling story. Those activities are derived from less guided, guided, and free guided. In the first activity, students were asked to practice retelling story in pairs or in group. The storytelling performances rubric were also provided in order to guide them practiced retelling story. The storytelling performance rubric were also used to provide feedback to one another through peer responses. To meet the storytelling performance criteria, some properties such as finger puppet were also provided for the students. In the last activity, the students were given opportunity to practice retelling story in front of the class as the free guided activity.

The main lesson, also provided *Grammar Corner* and *Pronunciation Tips*. In the grammar corner section, the students were provided materials related to grammar in order to give knowledge about grammar and support them in retelling story. Pronunciation tips section gave the students opportunity to practice spelling words, and read sentence with correct intonations.

After the materials developed, the three units of the developed materials were considered as the first draft of the materials. The next step conducted was materials evaluation. The materials were evaluated by an expert. The material evaluation was done by distributing a questionnaire to the expert. The questionnaire was adapted from *Badan Standar Nasional Penilaian (BSNP)* covering four main points of evaluation such as the content appropriateness, the language appropriateness, the presentation appropriateness, and the layout appropriateness. Based on the results of the expert judgment, the developed materials were appropriate based on the

needs of the students of storytelling extracurricular program. However, there were several aspects needed to be revised. In general, the expert suggested that the unit developed should be revised in terms of the language by recommending some revisions on grammatical, spelling, and word choices. The detailed descriptions of the first draft revisions were available in Table 4. 24, Table 4. 29, and Table 4.34.

Based on the expert judgment result of Unit 1, the mean of the content appropriateness was 3.62. In addition, the language appropriateness was 3.00. The mean of the presentation appropriateness was 3.86. The mean of graphic appropriateness of Unit 1 was 3.67. Unit 1 can be categorized as "Very Good" with interval $3.25 \leq x \leq 4$.

Meanwhile, in Unit 2, the mean of the content appropriateness was 3.62. In addition, the language appropriateness was 3.00. The mean of the presentation appropriateness was 3.86. The mean of graphic appropriateness of Unit 2 was 3.67. Unit 2 can be categorized as "Very Good" with interval $3.25 \leq x \leq 4$.

In Unit 3, the mean of the content appropriateness was 3.62. In addition, the language appropriateness was 3.00. The mean of the presentation appropriateness was 3.86. The mean of graphic appropriateness of Unit 3 was 3.67. Unit 3 can be categorized as "Very Good "with interval $3.25 \leq x \leq 4$.

After revising the first draft, the developed materials were considered as a final draft. The final draft of the materials is available in the appendices.

BAB V
CONCLUSIONS AND SUGGESTIONS

A. Conclusions

The conclusions of this research were derived from the findings and discussion presented in Chapter IV aiming to answer the research questions of the research. The first conclusion is related to the target and learning needs in the need analysis results. The second conclusion is related to the appropriate instructional materials for the storytelling extracurricular in SMP N 12 Magelang.

1. Student's Target and Learning Needs

The target needs for the students of extracurricular storytelling program were expanded into three aspects namely necessities, lacks and wants. The necessities represented what storytelling skills that students needed to retell stories. Based on the findings on the result of needs analysis, the students needed the ability to understand stories, the ability to summarize story, and the ability to retell stories. Related to the technique of understanding stories, they needed the ability to understand the plot of the stories, the characters of the stories, and the scene of the stories. Meanwhile, related to the technique of summarizing story, they needed the ability to summarize story on their own words, choose the key words of the stories, and make illustration of the stories. In addition, the technique of retelling story that the students needed were retelling story using expressions, gesture, and nonverbal language, use various voices, stresses, different rates of deliver, and rhythm for every character in the story.

The results of needs analysis also affirmed that students had difficulties in understanding story. They also faced the difficulties in pronouncing the words with correct pronunciations, stresses and intonations. In addition, they had obstacles in producing speech in natural constituent: in appropriate phrases, pause groups, breathe groups, and sentence constituents. Moreover they needed the ability to convey facial features, kinesics, body language, and other nonverbal cues along with verbal language.

In learning vocabulary, the students wanted to practice spelling words with correct pronunciation. In addition, they liked to practice completing a story with available words. Moreover, they wanted matching activities.

In terms of pronunciation activity, the students expected to have pronunciation practice of pronouncing a word, a phrase, and a sentence correctly. Moreover, the students preferred to identify the sound of English words correctly. In addition, they wanted to pay attention to the stress in pronouncing the English words.

Meanwhile, the learning needs were divided into six parts which were goals, input, procedure, setting, teacher role, and learning role. The goal part had been clearly stated that the students needed the materials that help them to communicate in English in the daily life. They wanted to understand English words. In addition, they wanted to be able to retell story.

In terms of input, they wanted materials that provide many types of stories. In addition, they needed materials that provided pictures. Moreover, the students wanted the materials to provide word pronunciation activity. The kinds of input that they wanted were picture stories, stories, and film strips. The learning media that

they liked most were video and film. The types of story they mostly wanted to have were fables, fairytales, and legends.

In terms of procedure (activities), the students mostly preferred to have storytelling practice in group, in pairs, and individually. Moreover, in terms of setting, students mostly chose classroom as the place of the teaching and learning process.

The last one is about the students' role and teacher's role. In terms of students' role, the students mostly preferred practice in group. However, they also expected that the teacher motivated them and give chance to share and discuss. Further, the students wanted the teacher to explain the materials by giving example. In addition, they mostly liked to have the teacher teach in both English and Indonesia.

2. **Appropriate Instructional Materials for Storytelling Extracurricular Program in SMP N 12 Magelang**

Based on the result of the materials evaluation, the developed instructional materials for storytelling extracurricular program are considered to be appropriate. The developed materials for storytelling extracurricular program in SMP N 12 Magelang have the characteristics as described in the following paragraphs.

The topic discussed within the units in the developed learning materials should be related to the students' need and interest. It has purpose to prepare the students for some storytelling competitions and performances.

The first part of the unit is unit tittle and objectives. The unit title reflects the whole topic of the unit. It is followed by the unit objectives which tell the students

what storytelling skills that they will learn in the unit. Each unit consisted of at least 20 activities which cover storytelling skills.

Each unit of the developed materials follows certain design pattern which consists of *Warm up Activity, Let's Listen! /Let's Watch, Grammar Corner, Pronunciation Tips, Let's Illustrate!, Let's Summarize!, and Let's Tell!*. In the "Warm up Activity", students were given pre-activity activating their background knowledge about the topic they were learning they were also provided some words related to the topic. The given words were used in the next following activity.

The main lesson stage is divided into *Let's Listen!/Let's Watch!, Grammar Corner, Let's Illustrate!, Let's Summarize!, Pronunciation Tips, and Let's Tell!. Let's Listen!/Let's Watch!* section provides some activities related to input. In this section, the students are provided a recording or a video of a story whose was purpose to give input and to serve model for them. Besides, students are provided some activities designed to increase their knowledge about grammar related to storytelling in the Grammar Corner. Pronunciation tips provide some sentence intonations and words stress along with the pronunciation practice to the students. *Let's Illustrate!* section provides students some spaces to illustrate the story by drawing pictures. This stage aims to express their idea about the parts of the story in terms of drawing pictures and to develop students' creative thinking. The next stage is *Let's Summarize!*. After they draw the parts of the story they are provided an activity to prepare them in retelling story by summarizing. The students learn how to make an outline of a story according to the title, the characters, the setting, the problem, and the solutions. The last section in the Main Lesson is *Let's Tell!*. In

this stage the students are provided practice retelling activity, in pairs, group, and in front of the class. It is also provided some properties to help the students to retell story. The activity aimed to give free production as the goal of the storytelling extracurricular program.

B. Suggestion

Based on the findings of the research, there are some suggestions for some parties. The suggestions are presented as follows.

a. The students of storytelling extracurricular of SMP N 12 Magelang

The results of this research are aimed at providing useful input for students to have more practice in the extracurricular activities, and they also serve as learning media for them to retell story well.

b. The teachers of storytelling extracurricular of SMP N 12 Magelang

The results of this research are expected to be one of the resources that inspire teachers of storytelling extracurricular in developing a set of instructional materials for their students in order to prepare the students for some storytelling competition or events.

c. Course designers of materials developers

The results of this research are of great use for course designers or materials developers in developing specific materials that meet the students' needs.

d. Other researchers

The results of this research can be used as a reference for other researchers to conduct a similar study but in different focus discussion.

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APPENDICES

APPENDIX A

The Needs Analysis Instruments

Analisis Kebutuhan Belajar Bahasa Inggris Ekstrakurikuler *Storytelling*

SMP N 12 Magelang

A. Pengantar

Angket ini bertujuan untuk mengetahui kebutuhan belajar siswa kelas VII dan VIII sebagai pertimbangan dalam mengembangkan materi ekstrakurikuler *Storytelling*. Materi yang akan dikembangkan tersebut dimaksudkan sebagai bahan ajar dan mengembangkan kemampuan bahasa Inggris khususnya dalam keterampilan beercerita dalam bahasa Inggris secara verbal.

B. Data Responden

a. Nama Lengkap : ……………………………………………………

b. No.Induk Siswa: ……………………………………………………

c. Kelas : …………………………………………………….

d. Jenis Kelamin : L/P

e. Umur : …………………………………………………….

f. Nomor Kuesioner : …………………………………………………….

C. Petunjuk pengisian kuesioner

Berikut ini adalah beberapa pertanyaan yang menunjukkan keadaan diri anda. Beri tanda centang (√) pada setiap pertanyaan berikut, kecuali pada pertanyaan dengan perintah khusus. Jawaban hendaknya diiisi dengan sebenar-benarnya. Jika anda memilih jawaban lainnya, tuliskan jawaban tersebut dengan singkat dan jelas.

1. Apakah sebelum masuk ke SMP anda pernah belajar bahasa Inggris?

   ☐ Pernah. (jawab pertanyaan no 3)

   ☐ Belum pernah (langsung ke no 4)

2. Jika pernah, sejak kapan anda belajar bahasa Inggris?

   ☐ Taman Kanak-kanak (TK)

☐ Sekolah Dasar (SD) Kelas …. (tuliskan kelasnya)

3. Dalam kegiatan ekstrakurikuler *Storytelling*, anda mengharapkan materi pembelajaran yang menjadikan anda….. (boleh memilih lebih dari satu)

☐ Mampu menguasai kosakata bahasa Inggris dengan baik

☐ Memahami cerita dalam bahasa Inggris

☐ Bercerita menggunakan bahasa Inggris

☐ Mampu berkomunikasi secara lisan menggunakan bahasa Inggris dengan baik dalam kehidupan sehari-hari

☐ Lainnya……………………………………………………………
…………...

4. Dalam kegiatan ekstrakurikuler *Storytelling*, materi yang anda butuhkan adalah materi yang….. (boleh memilih lebih dari satu)

☐ Menyediakan materi cerita yang beragam (banyak jenis cerita)

☐ Menyediakan materi disertai dengan gambar

☐ Menyediakan tempat kosong untuk menggambar ilustrasi cerita

☐ Menyediakan kosa kata dalam bahasa Inggris beserta artinya

☐ Menyediakan cara membaca kosa kata bahasa Inggris

5. Dalam kegiatan ekstrakurikuler *Storytelling*, keterampilan apa yang saya butuhkan untuk bercerita dalam bahasa Inggris….. (urutkan)

☐ Memahami isi cerita

☐ Meringkas isi cerita

☐ Bercerita menggunakan bahasa Inggris

☐ Memahami arti kosakata bahasa Inggris dalam cerita

☐ Mengucapkan kosa kata dalam bahasa Inggris sesuai dengan penekanan, dan intonasi yang benar

☐ Berbicara menggunakan bahasa Inggris dengan lancar pada level kecepatan yang berbeda

☐ Menyusun teks lisan secara alami yaitu dengan menggunakan frasa yang tepat, jeda, dan pernapasan

☐ Mengatur volume suara,kecepatan suara, nada, tekanan, artikulasi, ekspresi, dan gerak tubuh dalam bercerita menggunakan bahasa Inggris

6. Input bahan materi pembelajaran ekstrakurikuler *Storytelling* yang anda sukai adalah…. (boleh memilih lebih dari satu)

☐ Cerita bergambar

☐ Teks cerita tertulis

☐ Video narasi cerita

☐ Rekaman suara

☐ Film/potongan film

7. Media pembelajaran ekstrakurikuler Storytelling yang anda sukai adalah… (boleh memilih lebih dari satu)

☐ Buku

☐ Slide (Power Point)

☐ Video

☐ Film

8. Sebagai materi dalam ekstrakurikuler Storytelling, jenis cerita apa yang anda suka …. (urutkan)

☐ *Myth* (contoh: Roro Jongrang)

☐ *Legend* (contoh: Toba Lake, Main Kundang)

☐ *Fairy Tales* (contoh: Cinderella, The Witch and The Seven Dwarves)

☐ Fable (contoh: The Little Duckling, The Little White Cat)

9. Dalam kegiatan ekstrakurikuler *Storytelling*, berapa panjang input text tulis (cerita) yang anda inginkan?

☐ ≤50 kata (pendek)

☐ 50-100 kata

☐ 100-500 kata

☐ 100-500 kata

☐ > 500 kata (panjang)

10. Dalam kegiatan ekstrakurikuler S*torytelling,* berapa lama durasi input text lisan (cerita) yang anda inginkan?

- ☐ 1-3 menit
- ☐ 4-5 menit
- ☐ >5 menit

11. Dalam kegiatan ekstrakurikuler *Storytelling*, teknik (metode) apa yang mudah membantu anda memahami cerita… (boleh memilih lebih dari satu)

- ☐ Memahami alur cerita
- ☐ Memahami setiap adegan dalam cerita
- ☐ Memahami setting (latar) cerita
- ☐ Memahami setiap karakter tokoh cerita

12. Dalam kegiatan ekstrakurikuler *Storytelling*, teknik (metode) apa yang mudah membantu anda meringkas isi cerita… (boleh memilih lebih dari satu)

- ☐ Meringkas cerita menggunakan bahasa sendiri
- ☐ Membuat kerangka cerita
- ☐ Memilih kata kunci cerita
- ☐ Membuat peta konsep isi cerita
- ☐ Membuat gambar ilustrasi dari setiap adegan cerita

13. Dalam kegiatan ekstrakurikuler *Storytelling*, teknik (metode) apa yang mudah membantu anda dalam bercerita… (boleh memilih lebih dari satu)

- ☐ Memberikan perhatian pada bagian awal dan akhir cerita
- ☐ Menggunakan pengulangan pada ungkapan atau kata-kata tertentu
- ☐ Bercerita menggunakan properti (contoh: boneka jari, boneka)
- ☐ Bercerita dengan berinteraksi (komunikasi) dengan penonton
- ☐ Menggunakan variasi nada suara, tekanan, kecepatan, ritme yang berbeda untuk setiap karakter dalam cerita

☐ Bercerita menggunakan ekspresi dan gerak tubuh yang sesuai dengan cerita

14. Dalam kegiatan ekstrakurikler *Storytelling*, kesulitan apa yang anda hadapi dalam bercerita menggunakan bahasa Inggris…. (urutkan)

☐ Memahami isi cerita

☐ Memahami arti kosakata bahasa Inggris dalam cerita

☐ Mengucapkan kosa kata dalam bahasa Inggris sesuai dengan penekanan, dan intonasi yang benar

☐ Berbicara menggunakan bahasa Inggris dengan lancar pada level kecepatan yang berbeda

☐ Menyusun teks lisan secara alami yaitu dengan menggunakan frasa yang tepat, jeda, dan pernapasan

☐ Mengatur volume suara,kecepatan suara, nada, tekanan, artikulasi, ekspresi, dan gerak tubuh dalam bercerita menggunakan bahasa Inggris

15. Untuk mendukung keterampilan berbicara bahasa Inggris, aktivitas yang anda inginkan agar membantu belajar kosakata (*vocabulary*) dalam kegiatan ekstrakurikuler *Storytelling* adalah… (boleh memilih lebih dari satu)

☐ Menjodohkan kata

☐ Menelompokkan jenis kata

☐ Melengkapi cerita rumpang dengan kosa kata yang disediakan

☐ Mencari sinonim dan antonim

☐ Mengerjakan *puzzle* dalam bahasa inggirs

☐ Mengeja (*spelling*) kata dengan baik dan benar

16. Untuk mendukung keterampilan bercerita menggunakan bahasa Inggris dalam ekstrakurikuler *Storytelling*, aktivitas yang diinginkan dalam belajar pengucapan (*pronunciation*) adalah … (boleh memilih lebih dari satu)

☐ Mengulangi pengucapan kosakata setelah guru mengucapkan

☐ Mengidentifikasi pengucapan kata dalam bahasa Inggris dengan baik dan benar

☐ Mengucapkan kata, frasa, kalimat dalam bahasa Inggris dengan baik dan benar

☐ Memperhatikan penekanan dalam penguacapan kosa kata bahasa Inggris

17. Dalam kegiatan ekstrakurikuler *Storytelling*, anda menginginkan guru yang mengajar di kelas sebagai …. (boleh memilih lebih dari satu)

☐ Instruktur

☐ Fasilitator

☐ Memberi motivasi

☐ Memberikan masukan

☐ Guru yang banyak berinteraksi dengan siswa

☐ Guru yang memonitor perkembangan bahasa Inggris siswa

☐ Guru yang memberi kesempatan berdiskusi dengan siswa

☐ Lainnya ………………………………………………………...

18. Pada saat kegiatan ekstrakurikuler *Storytelling*, anda lebih suka jika guru….

☐ Menjelaskan materi secara detil

☐ Menjelaskan dan memberi contoh

☐ Memberi contoh dengan melibatkan siswa

☐ Lainnya……………………………………………………………
………………..

19. Pada saat kegiatan ekstrakurikuler *Storytelling*, anda menginginkan guru menjelaskan dengan bahasa…..

☐ Inggris

☐ Indonesia

☐ Inggris dan Indonesia

20. Peran apa yang anda inginkan dalam kegiatan ekstrakurikuler
Storytelling di kelas?

☐ Peserta didik pasif

☐ Peserta didik aktif

☐ Peserta didik berlatih bercerita dalam kelompok

☐ Peserta didik berlatih bercerita di depan kelas

21. Pada saat kegiatan ekstrakurikuler *Storytelling*, anda lebih suka
berlatih …

☐ Secara individu

☐ Berpasangan

☐ Secara berkelompok

22. Anda menginnginkan setting kegiatan ekstrakurikuler *Storytelling*
seperti ….

☐ Di dalam kelas dengan susunan tempat duduk seperti kelas pagi

☐ Di dalam kelas dengan susunan tempat duduk secara berkelompok

☐ Di luar kelas tetapi masih di dalam area sekolah

APPENDIX B

The Needs Analysis Data

The Need Analysis Data

No	Statements	N	A	%
3	**In storytelling extracurricular, you want the materials makes you .....**			
a	Able to understand English words	33	22	68.8 %
b	Able to understand stories	33	10	31.3 %
c	Able to retell story	33	14	43.8 %
d	Able to communicate in English in the daily life	33	23	71.9%
e	Other	33	0	0 %
4	**In storytelling extracurricular, the materials that you needs are materials that....**			
	Provides many types of stories	33	11	34.4 %
b.	Provides materials with the pictures	33	11	34.4 %
c.	Provides blank space for drawing story illustration	33	4	12.5 %
d.	Provides vocabularies related to the stories with the meaning	33	22	22%
e.	Provides words pronunciation	33	16	16%
5	**In the storytelling extracurricular, the skills that I need to retell stories......**			
a	Understanding the stories	33	5	15.15%
b	Summarizing the stories	33	6	18.18%
c	Retelling the stories	33	9	27.27%
d	Understanding vocabularies in the stories	33	3	9.09%
e	Pronouncing the words with correct pronunciation , stress and intonation	33	5	15.15%
f	Produce fluent speech at different rates of delivery	33	3	9.09%
g	Produce speech in natural constituent: in appropriate phrases, pause groups, breathe groups, and sentence constituents.	33	1	3.03%
h	Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language.	33	1	3.03%
6	**What kinds of storytelling materials input that you like?**			
f.	Picture stories	33	21	65.5 %
g.	Stories	33	15	46.9 %
h.	Video	33	14	43.8 %

i.	Recording	33	8	25 %
j.	Film strips	33	15	46.9%
7	**What kind of learning media that you like?**			
e.	Textbook	33	16	50 %
f.	Power Point	33	6	18.8%
g.	Video	33	13	40.6%
h.	Film	33	22	22 %
8	**What kinds of stories do you like?**			
a	Myth	33	3	9.09%
b	Legends	33	5	15.15%
c	Fairytales	33	10	30.30%
d	Fables	33	14	42.42%
9	**In storytelling extracurricular, how long is the texts input do you want?**			
a	≤50 words	33	10	31.3 %
b	50-100 words	33	12	12.5%
c	100-500 words	33	6	18.8 %
d	> 500 words	33	4	12.5 %
10	**In storytelling extracurricular, how long is the listening input do you want?**			
a	1-3 minutes	33	11	34.4%
b	4-6 Minutes	33	14	43.8%
c	>5 minutes	33	7	21.9%
11	**In the storytelling extracurricular, the techniques that help you understanding the story......**			
e.	Understand the plot of the stories	33	23	71.9 %
f.	Understand every scene of the stories	33	17	53.1%
g.	Understand the setting of the stories	33	9	28.1 %
h.	Understand the characters of the stories	33	20	62.5%
12	**In the storytelling extracurricular, the techniques that help you summarizing the story......**			
a	Summarize the story with own words	33	21	65. 6 %
b	Makes story skeleton	33	8	25 %
c	Choose key words of the stories	33	15	46.9%
d	Makes story mapping	33	7	21.9 %
e	Illustrate the stories into pictures	33	12	37.5 %
13	**In the storytelling extracurricular, the techniques that help you retelling the story......**			
a	Paying attention in the beginning and the closing of the story	33	11	34.4 %

b	Repeating some phrases or words	33	11	34.4 %
c	Retelling story using some supports (e.g: puppet dolls)	33	11	34.4 %
d	Having interactions with the audience	33	8	25 %
e	Using various voices, stress, different rates of deliver, and rhythm for every characters in the story	33	12	37.5 %
f	Using expressions, gesture, and nonverbal language based on the story	33	17	53.1%
14	**What is the difficulties in retelling story?**			
g.	Understanding the story	33	11	33.33%
h.	Understanding the vocabularies in the story	33	2	6.06%
i.	Pronouncing the words with correct pronunciations , stresses, and intonations	33	9	27.27%
j.	Produce fluent speech at different rates of delivery	33	2	6.06%
k.	Produce speech in natural constituent: in appropriate phrases, pause groups, breathe groups, and sentence constituents.	33	4	12.12%
l.	Conveying facial features, kinesics, body language, and other nonverbal cues along with verbal language.	33	4	12.12%
15	**In the storytelling extracurricular, what kind of vocabulary learning activity do you like?**			
a.	Matching	33	13	40.6 %
b.	Categorizing a sort of words	33		25 %
c.	Completing a story with available words	33	8	43.8 %
d.	Looking for synonym and antonym	33	5	15.6%
e.	Doing English puzzle	33	10	31.3%
f.	Spelling the words correctly	33	17	53.1%
Pronunciation Activities				
16	**To reinforce my skills in retelling stories, I want to do pronunciation activities such as....**			
A	Repeating the pronunciation after the teacher	33	13	40.6 %
B	Identifying sound of English words correctly	33	17	53.1 %
C	Pronouncing a word, a phrase, and a sentence correctly	33	22	68.8 %
D	Paying attention to the stress in pronouncing English words	33	14	43.8 %

17		In storytelling extracurricular, the teacher's roles are....			
	i.	Instructor	33	6	18.8 %
	j.	Facilitator	33	0	0 %
	k.	Motivator	33	17	53.1 %
	l.	Teacher who gives feedback to the students	33	15	46.9 %
	m.	Teacher who has interaction with the students	33	15	46.9 %
	n.	Teacher who monitors the development of students' English competence	33	15	46.9 %
	o.	Teacher who gives chance to share and discuss	33	17	53.1 %
	p.	I have another idea	33	0	0 %
18		In storytelling extracurricular, the teacher should.....			
	e.	Explain the materials in detail	33	11	34.4 %
	f.	Explain by giving examples	33	19	59.4 %
	g.	Give examples by involving the students	33	18	25 %
	h.	I have another idea	33	0	0 %
19		How should the teacher speak in the class?			
	d.	In English	33	2	6.3 %
	e.	In *Bahasa Indonesia*	33	0	0 %
	f.	Bilingual (English and *Bahasa Indonesia*)	33	30	93.8%
20		What should students be in a teaching and learning process?			
a.		Passive participants	33	0	0 %
b.		Active participants	33	17	54.8 %
c.		Practice in a group	33	10	32.8 %
d.		Practice in front of the class	33	7	22.6 %
21		I prefer to do practice storytelling.....			
a		Individually	33	6	18.8 %
b		In pairs	33	6	18.8 %
c		In a group	33	21	65.6%
22		The setting I need in storytelling extracurricular are...			
a		In the classroom with sitting arrangement as in the morning class	33	6	18.8 %
b		In the classroom with varied seating arrangement	33	13	40.6 %
c		Outside the classroom which is still in the school area	33	14	43.8 %

APPENDIX C

Course Grid

COURSE GRID OF PICTURE-BASED INSTRUCTIONAL MATERIALS FOR STORYTELLING EXTRACURRICULAR PROGRAM

School : **State Junior High School 12 Magelang**

Subject : **Storytelling Extracurricular**

Grade : **VII & VIII**

Standard Competence: **Developing self-confidence and English public speaking skills in students**

Basic Competence : **Retelling story with correct pronunciation (stresses, intonations, facial expressions, movement, and body language)**

Topics/Units	Indicators/ Story-telling skills	Materials				Activities		Assessment	Resources
		Story	Expression	Vocabulary	Pronunciation	Listening	Speaking/Writing		
Fable	• Understanding the stories • Summarizing the stories • Understanding vocabularies in the stories • Produce fluent speech at different rates of delivery • Produce speech in natural constituent: in appropiate phrases, pause groups, breath groups, and	• **The Ugly Duckling** • **The Tortoise and The Hare**	• Expressions of asking question, exclamation, making request, and giving commands.	• Animals: Duck, duckling, swan, rooster, tortoise, hare. • Adjective: Slow, quick, smart, lazy, etc • Verbs:. Run, crawl, sleep, etc • Adverb: Slowly, quickly, fastly, etc	• Homonyms • Falling tone • Raising tone • Words stress	*1. Have you heard a story about animals? Can you give the example?* *2. Look at the pictures below. What are the pictures are about?* *3. Study the following words. You will hear the words in Activity 6.* *4. Every animal has its sound*	*10. You will have another story, "The Hare and The Tortoise". Study the following words.* *11. Arrange the pictures by giving a number each picture.* *12. Fill in the bubble map with words that describe or tell about a tortoise and a hare.* *13. How many words did you get from the previous activity? Now, put them and the words below in the right table.* *14. Draw a picture in the boxes that show what*	*24. After you practice in groups, now let's practice in front of the class. Use properties you have to help you retelling the story.*	• www.educa tion.com • speakaboo s.com • Elis, Gail and Jean Brewster. 2014. Tell It Again!: The Storytelling Handbook for Primary English Language Teachers. British Council.

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sentence constituents. • Convey facial features, kinesics, body language, and oter nonverbal cues along with verbal language.			• Noun: Tail, shell, ear, etc • Adverb of time: Once upon a time, one morning, one night, etc.		*that is different from one another's. Please match the sound with the right animals below.* 5. *After you finish the previous activities, can you guess what the story is about?* 6. *Now, listen to a recording telling you the story about "The Ugly Duckling". Pay attention to the story.* 7. *Read the following statements then decide whether the statements are true or false based on the recording you have heard. Put a tick (☐) in correct answer.* 8. *Now, please match the pictures with the story. Change the vocabularies in the bracket into the*	*happened in the story "The Hare and The Tortoise". Draw the pictures that illustrate the beginning, conflict, and ending.* 15. *Now, let's create a story map. Use the guideline to help you.* 16. *Now, try to make a summary of the story with your own words. Use your story map to help you write the summary.* 17. *Find the homonyims by writing the number in the circle.* 18. *Have you got all of the answer? Now let's check how to pronounce the words.* 19. *Now, let's practice to read the sentences with correct intonation.* 20. *Practice the following conversations using the right intonation.* 21. *Complete the following outline by drwaing line to complete the statements in column A with the answer in the column B. Number one has been done for you.* 22. *After you finished writing your summary, work in pairs. It is time to practice retelling story. Take*		• http://sbt.bl ob.core.win dows.net/st oryboards • www.storyt elling.com

							simple past form. 9. *Listen again the recording and please check if your answers are correct. Underline the key word that you think help you get the story.*	*turn.* 23. *Give feedback to your friend's performance. Use the guideline below to give the feedback.*	
Fairytales	• Understanding the stories • Summarizing the stories • Understanding vocabularies in the stories • Produce fluent speech at different rates of delivery • Produce speech in natural constituent: in appropiate phrases, pause groups, breath groups, and sentence constituents. • Convey facial features,kinesics, body language, and oter nonverbal cues along with verbal language.	• **Hansel and Gretel** • **Jack and the Beanstalk**	• **Imperatives:** Affrirmatives, negatives, Instructions, warnings, offers, advices, requests, invitations	• Vocabulary related to fairytales: Characters, children, demons, elves, witches, magic, giants • Adjective: Poor, brave, angry, greedy, strong, scary.	• Words stress	1.*Have you ever heard a story about magical creature and fairy? Can you give the example?* 2.*Below are the stories about fairytales. Match the clue with correct picture.* 3.*Now, find vocabularies about Fairytales in the word search grid below. You may find the vocaulary vertically, horizontally, and diagonally.* 4.*How many vocabularies did you find in the previous activity? Did you find the*	13. *You will have another story, "jack and the Beanstalk". Study the following words.* 14. *Arrange the sentence below into a good story based n the pictures.* 15. *Now, please describe Jack and Giant by completing the table below with adjectives.* 16. *Draw a picture based on your favorite part of the story.* 17. *Now, let's create a story mapping. Use the guideline to help you.* 18. *Now, try to make a summary of the story with your own words. Use your story words to help you write the summary.* 19. *Have you got all of the answers? Now let's check how to pronunce the words.* 20. *Work in a group*	21. *Give feedback to your friend'spe rformance . Use the guideline in the Unit 1 to give feedback.* 22. *After you practice in groups, now let's practice in front of the class. Use properties you have to help you retelling the story.*	• http://www.earlylearninghq.org.uk/ • www.busyteacher.com • http://youthvoices.net • http://displays.tpet.co.uk • http://education.scholastic.co.uk • www.cricksoft.com • http://cdnpix.com/ •

						vocabularies below? 5. You will watch a video abut "hansel and Gretel". Look at the pictures below. You will find these characters in Activity 6. 6. Watch a video about "Hansel and Gratel". Decide the statements are true or false. Put a tick (√) in correct answer. 7. After watchingto the video, match the two halves of each sentence. 8. Watch again the video and pay attention to the imperrative sentence. List down the sentence in the space below. 9. Watch again the video and please check if your answers are correct. 10. Study the following explanation 11. Complete the following speech bubble with correct	of three. Practice retelling the story "Jack and The Beanstalk". Give feedback to your friend's performance. Use the guideline in Unit 1 to give feedback.		

Legend						verb. 12. Please check if the answer are correct. Then, practice the conversation			
Legend	• Understanding the stories • Summarizing the stories • Understanding vocabularies in the stories • Produce fluent speech at different rates of delivery • Produce speech in natural constituent: in appropiate phrases, pause groups, breath groups, and sentence constituents. • Convey facial features,kinesics, body language, and oter nonverbal cues along with verbal language.	• **The Legend of Toba Lake** • **Malin Kundang**	• Verbal questions • Pronominal Questions	• Components of a story: Setting, conflict, character, plot • Legends from Indonesia: Banyuwangi, Roro Jongrang,Danau Toba, Talaga Warna, Tangkuban Perahu • Verb:: Shout, catch, run away, etc	• Raising and falling intonations in interrogatives • Word stress	1. *Below are components of a story. Match the explanation with the right components in the box.* 2. *Below are setting of stories. Match the story in the left column with the right place in the right colum. Draw a line.* 3. *Have you ever heard a story about how places are made? How do you call it?* 4. *Below are legends from Indonesia. Put a tick (√) in the stories you have heard or read in the box.* 5. *Study the following words. You will find the words in the*	12. *You will have another story, "The Legend of Malin Kundang". Study the following words.* 13. *You will have another story, "The Legend of Malin Kundang". Arrange the picture by giving a number each picture.* 14. *Now, please describe Malin Kundang and his mother by completing the table below with the words in the Activity 11. Can you add more words?* 15. *Draw a picture based on your favorite part of the story* 16. *Now, let's create a story mapping. Use the guideline to help you.* 17. *Now, try to make a summary of the story with your own words. Use your story map to help you write the summary.* 18. *Have you got all of the answer? Now let's check how to pronunce the words.*	22. *After you practice in groups, now let's practice in front of the class. Use properties you have to help you retelling the story.*	• *www.youtube.com* • *www.learner.org* • *http://bogglesworldesl.com* • *http://segitiga.net/* • *http://competition-storytelling.blogspot.co.id/*

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| | | | | | | | *Activity 5.*
6. *You will watch a video of "The Legend of Toba Lake". It's a story from North Sumatra.*
7. *Watch the video and decide whether the statements are true or false. Put a tick (√) in correct answer.*
8. *Watch again the video and pay attention to the interogative sentences. List down the sentence in the space below.*
9. *Watch again the video and please check if your answers are correct.*
10. *Study the following explanation.*
11. *Practice the following conversation using correct intonations.* | 19. *Work in a group of three. Practice retelling the story "Malin Kundang"*
20. *Give feedback to your friend's performance. Use the guideline in the previous Unit 1 to give feedback.*
21. *After you practice in groups, now let's practice in front of the class. Use propertie you have to help you retelling the story.* | | |

APPENDIX D

The First Draft of the Materials

A Storytelling Book

Let's Tell!

for Junior High School Students
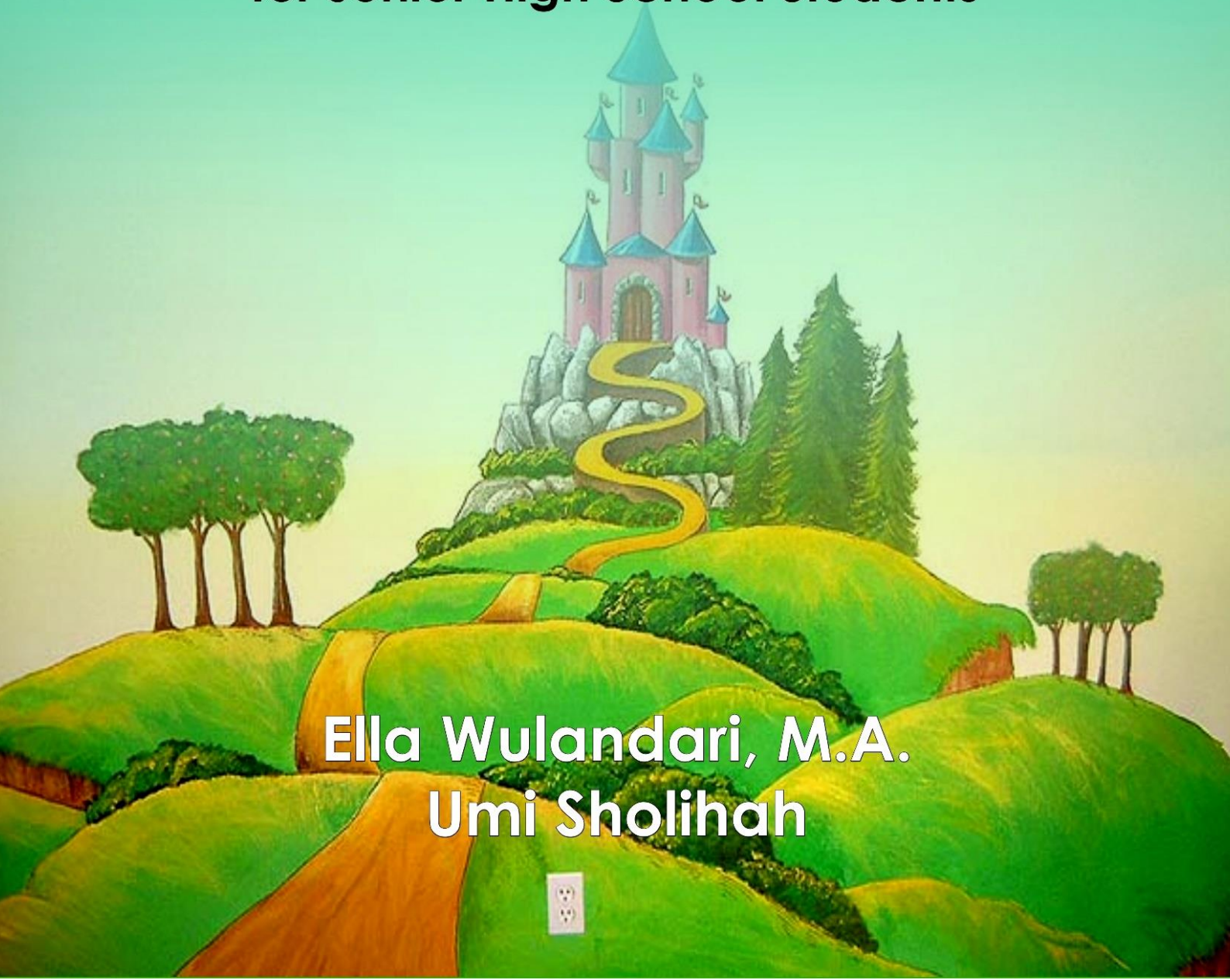
Ella Wulandari, M.A.
Umi Sholihah

UNIT 1

Fable

In this unit you will learn:

- Comprehending story about fable
- Summarizing story
- Retelling story using correct intonation, stress, pronunciation, facial expression, and body language

The Hare and the Tortoise

RACE

UNIT 1 FABLES

Warm Up Activity

ACTIVITY 1

Have you ever heard a story about animals? If yes, can you give the example? If no, let's look at the next activities.

ACTIVITY 2

Look at the pictures below. What are the pictures about?

Do you know the story related to these pictures?

(Source: http://www.storyboardthat.com/)

ACTIVITY 3

Study the following words. You will hear the words in Activity 6.

Cat
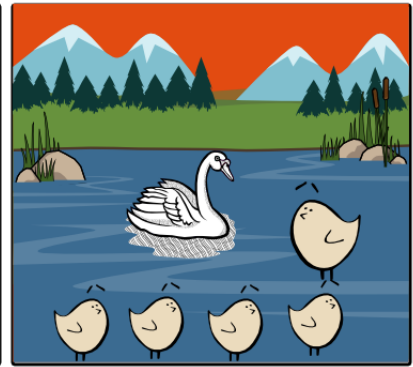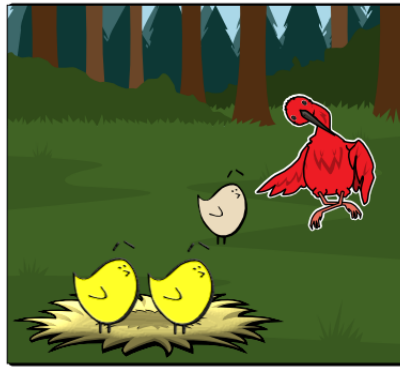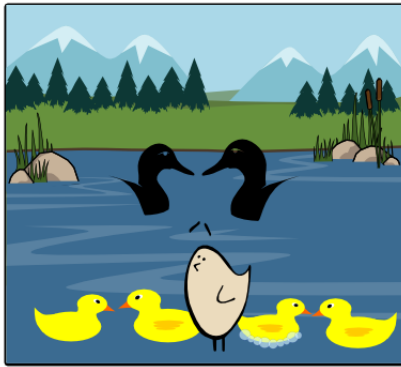
Duckling

Duck

Swan

Rooster

Farm

UNIT 1 FABLES

ACTIVITY 4

Every animal has its sound that is different from another. Please match the sound with the right animals below.

A.

Quack/Quack quack

B.

Honk/ honk honk

C.

Crow/ cock-a-doodle-

ACTIVITY 5

After you finish the previous activities, can you guess what the story is about?

Let's Listen!

ACTIVITY 6

Listen to a recording telling you the story about "The Ugly Duckling". Pay attention to the story.

ACTIVITY 7

Read the following statements then decide whether the statements are true or false based on the recording you have heard in Activity 6. Put a tick (√) the correct answer in the right column.

No	Statements	True	False
1	The Ugly duckling was born in the quiet farm.	T	
2	His brothers and sisters has grey feathers.		
3	He lived in a home with an old woman and her roaster and cat.		
4	The duckling grew smaller than the roaster and the cat.		
5	He had grown into a beautiful duck		

UNIT 1 FABLES

ACTIVITY 8

Now, please match the pictures in the left side with the story in the right side. Circle the correct simple past form in the bracket. Number 1 has been done for you.

1. **Once upon a time**, there (is/was) a duckling born on a quiet farm. His brothers and sisters (were) small, and (cover/covered) in downy yellow feathers.

2. The duckling (is/was) bigger than the rest of them. Instead of soft and yellow, his feathers (are/were) rough and gray. Instead of quacking, the duckling (honk/honked). Instead of walking gracefully, he (waddle/waddled).

3. All of the animals on the farm (tease/teased) him for being so strange. "He's so ugly," his neighbors (whisper/whispered) wen they thought he wasn't listening.

   This (make/made) the duckling so sad that **one night**, as the other ducks (sleep) near the barn, he (sneak) away to find a new home.

4. **Time passed**, and the duckling (grow/grew) and (grow/grew). He (grow/grew) until he (is/was) bigger than the cat.

5. He (is/was) happy in his new home, but he still (feel/felt) like he didn't belong. His new home (is/was) full of wonderful friends, but they (aren't/weren't) big or grey, or even
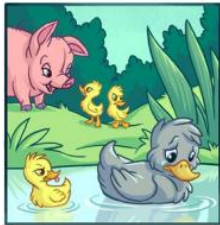
 ◯

 ◯

 ◯

 ◯

ducklings. He wish he could be as red as Rooster. He wish he could be as soft as cat. He wish he could quack.

6. He (waddle/waddled) over the hills and through the woods, until he (come/came) upon a cozy little house. Inside, he (find/found) a kind old woman, who (live/lived) with a rooster and a cat.

"You're not ugly," they (tell/told) him. "You're just different. And you're wonderful just the way you're."

7. **One morning,** as he (watch/watched) the sun sparkling on the pond, he (see/saw) a family of beautiful swans float by. "Lucky birds," he (think/thought).

He looked into the water and (see/saw) his reflection for the first time.

8. "Is that me?" he (says/said), shaking his feathers in disbelief. He wasn't a funny looking duckling anymore... he had grown into a beautiful swan!

9. He (jump/jumped) into the water, honking his loudest honk. "I'm not ugly at all," he (says/said). "I'm just different." "and I'm wonderful just the way I am."

(*Adapted from: www.education.com*)

> **MORAL** | Be proud of yourself.

Narrative Text

A narrative text tells a story from a particular point of view and can be presented using words, images, and/or sounds.

- Its purpose is to entertain and engaged the reader in an imaginative experience.

Parts of the Text		
1.	Orientation	Telling who is in the story, when it is happening, where it is happening, and what is going on.
2.	Complication	Telling something that will begin a chain of events. These events will affect one or more of characters.
3.	Resolution	The problem is solved.

The characteristics/language features of narrative

- Past form
  e.g: His brothers and sisters **were** small, and **covered** in downy yellow feathers.
- Adverb of time
  e.g: **Once upon a time**, there was a duckling born on a quiet farm.
- Time conjunction.
  e.g: **Time passed**, and the duckling grew and grew.
- Direct speech. It is to make the story lively.
  e.g: **"You're not ugly,"** they told him. **"You're just different. And**

UNIT 1 FABLES

Listen again to the recording and check if your answers are correct. Underline the key word that you think may help you get the story.

ACTIVITY 10

You will have another story entitled "The Tortoise and The Hare". Study the following words.

(*Sources: https://twinkl.co.uk/image/*)

UNIT 1 FABLES

Arrange the pictures based on the story by giving number in the box in each picture. Number one has been done for you.

The hare sprinted down the road while the tortoise crawled away from the starting time.

The tortoise came plodding down the road at his usual slow peace.

The confused hare crossed the finish line.
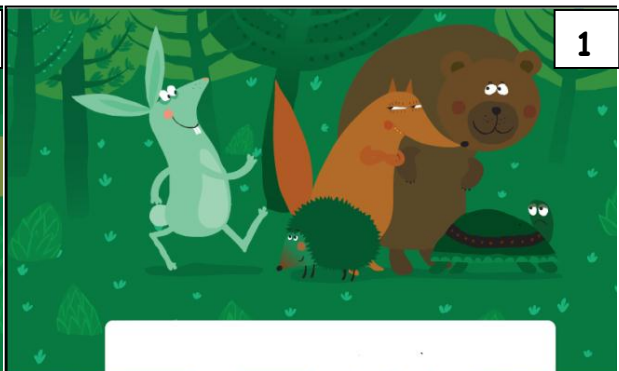
A speedy hare lived in the woods. She always bragging to the other animals about how fast she could run.

UNIT 1 FABLES
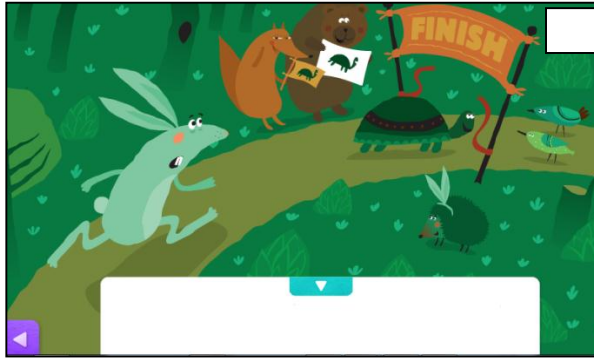
As the hare rounded the last curve, she was shocked by what she saw.
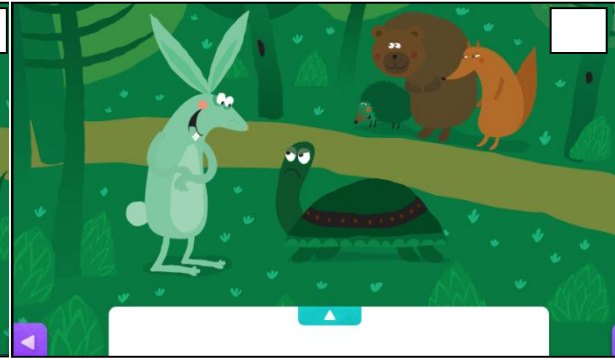
The animals grew tired of listening to the hare.
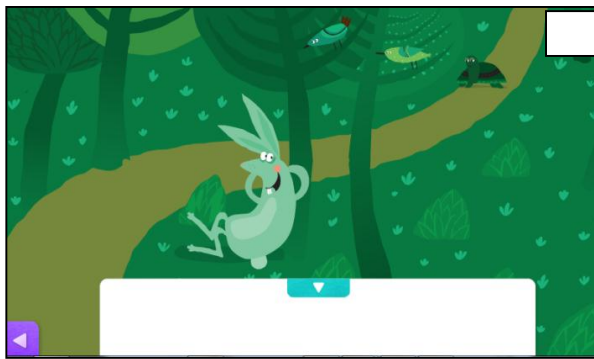
The hare ran a for a while and locked back. She could barely see the tortoise on the path behind her.
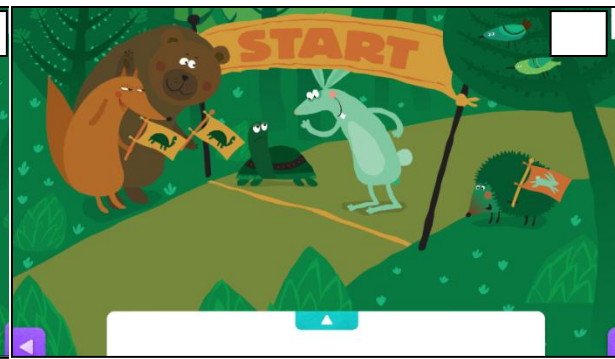
"Race you? I can run circles around you!" the hare said.
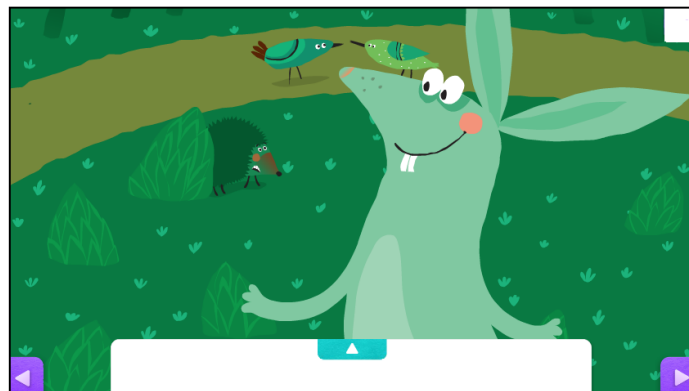
The hare woke up and stretched her legs.

(*Adapted from: speakaboos.com*)

MORAL | Slow and steady wins the race.

UNIT 1 FABLES

Fill in the bubble map with words that describe or tell about a tortoise and a hare.

Smart

Sleep

UNIT 1 FABLES

ACTIVITY 13

How many words did you get From the previous activity? Now, put them and the words below in the right table. You may ask your teacher if you find difficulties.

Quickly

Run

Lose

Fast

Slowly

Sleep

Slow

Crawl

Lazy

Finish

Crawl

Shell

Smart
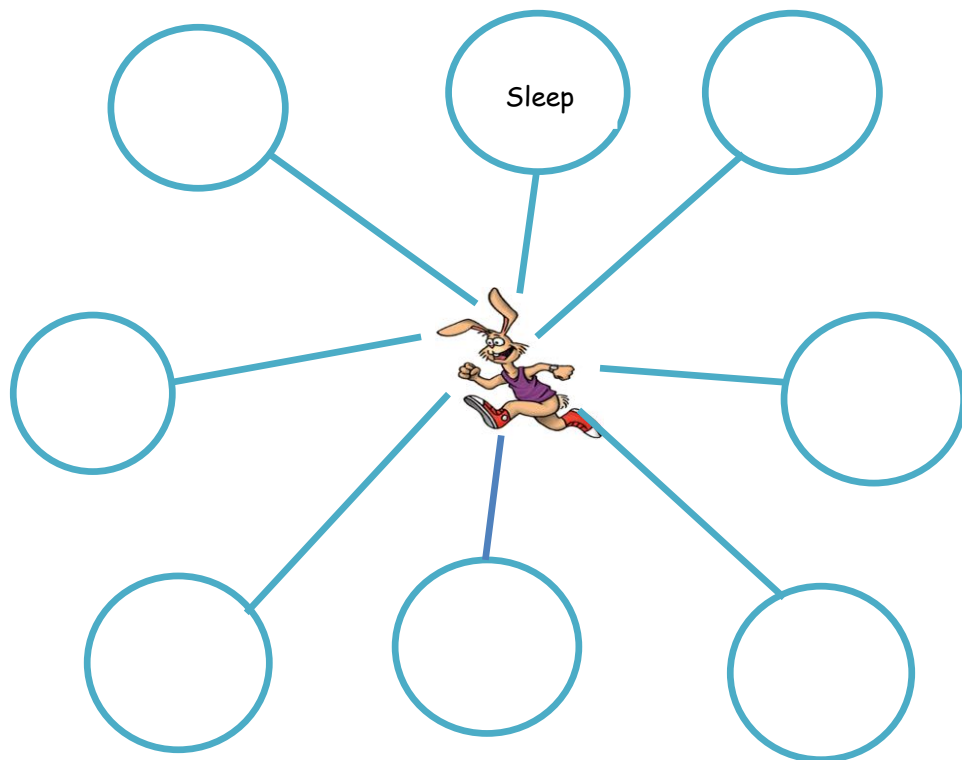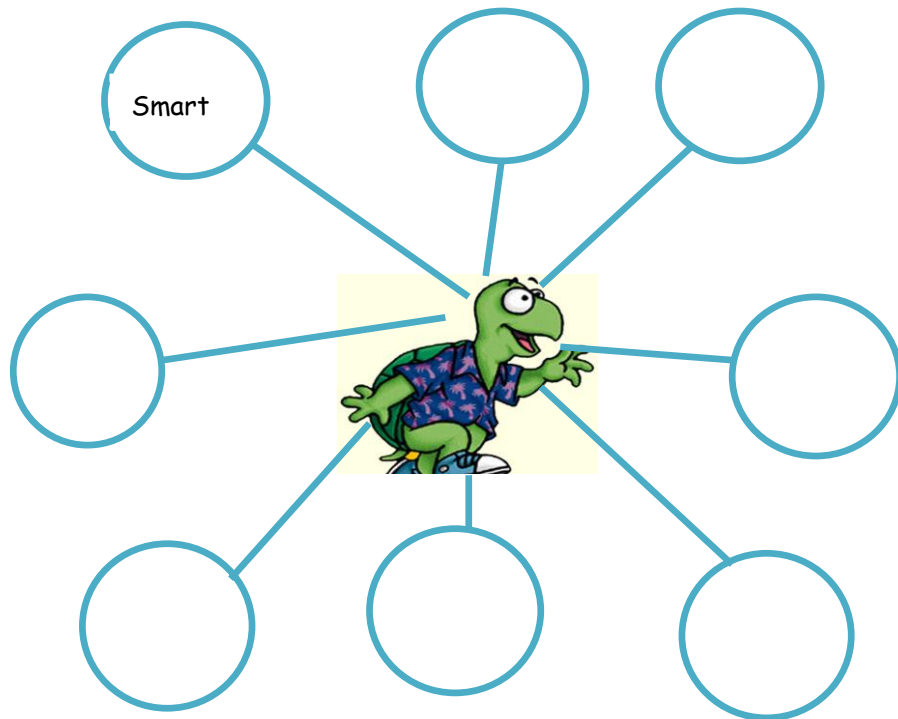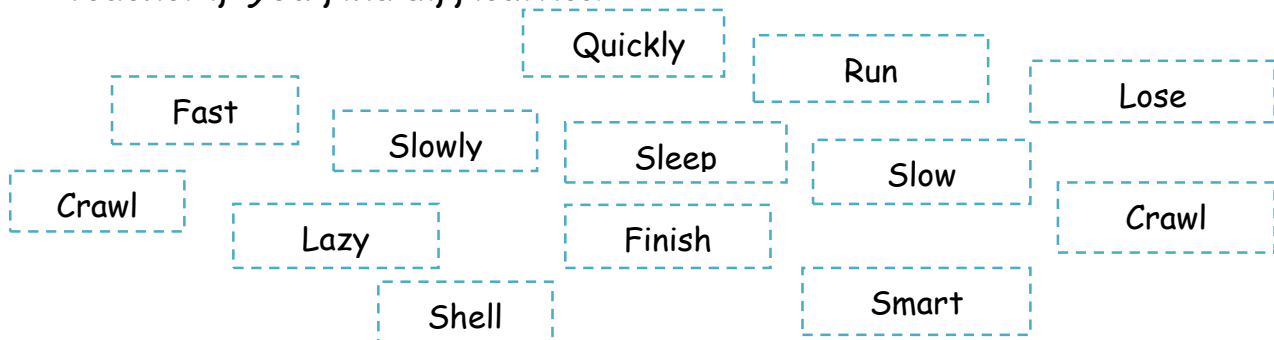
Tortoise

Hare

Adjective	Adverb	Noun	Verb
Slow	Slowly	Shell	Crawl

Adjective	Adverb	Noun	Verb
Quick	Quickly	Tail	Run

Let's Illustrate!

ACTIVITY 14

Draw a picture in each box that shows what happened in the story "The Hare and The Tortoise". Draw the pictures that illustrate the beginning, conflict, and ending.

Beginning

Conflict

Ending

UNIT 1 FABLES

ACTIVITY 15

Now, let's create a story map. Use the following guidelines to help you.

Who is your favorite character and why?

What is the plot of the story?

What is the theme of the story?

What is the another way the problem could have been solved?

Title/Author

Who are the characters of the story?

What is the setting of the story?

What is the problem of the story?

What is the solution to the problem?
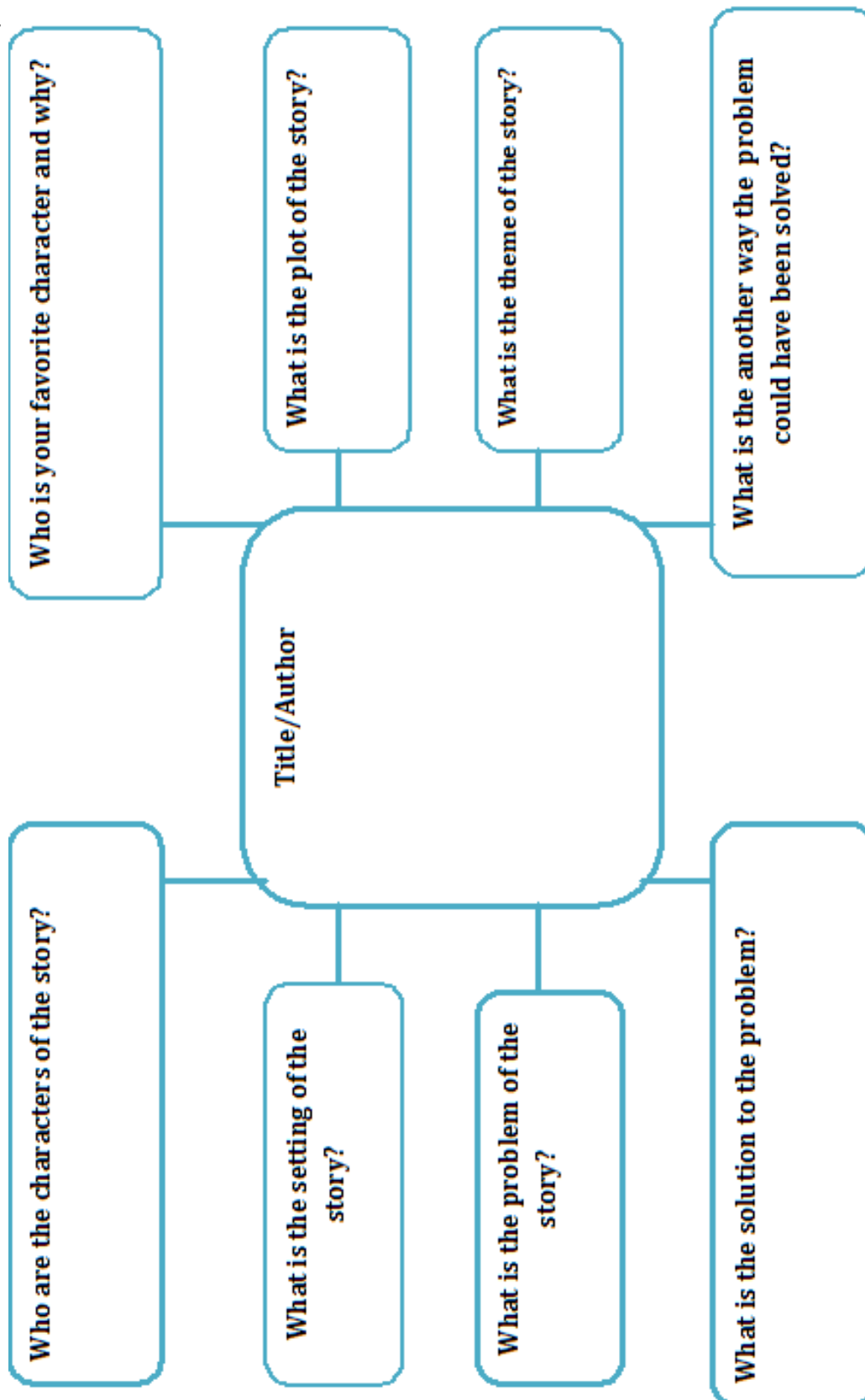
UNIT 1 FABLES

Let's Summarize!

Make a summary of the story "The Tortoise and The Hare" with your own words. Use your story map to help you write the summary.

The hare said that he could run very fast.

………

………

………

……

The hare slept in the forest while the race.

………

………

………

………

The hare shocked by what he saw.

………

………

………

………

UNIT 1 FABLES

ACTIVITY 17

Homonyms are words that sound the same and sometimes spelt the same but have different meanings. Find the homonyms of these following words. For example:

Glasses	Glasses	Deer	Dear

Find the homonyms by writing the number in the circle.
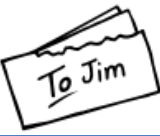
1. Hare	◯ To
2. Know	◯ Can
3. Two	◯ Hair
4. Can	◯ No

(Adapted from: Tell It Again! The Storytelling Handbook for Primary English Language Teachers)

UNIT 1 FABLES

ACTIVITY 18

Have you got all of the answer? Now let's check how to pronunce the words.

Hare: /heə r /	Hair : /heə r /
Know : /nəʊ/	No : /nəʊ/
Two : /tuː/	To : /tuː/
Can : /kæn/	Can : /kæn/

ACTIVITY 19

One of the most important parts in retelling story is intonation. The functions are to help emphasise the strong stressed word in a sentence, to show the grammatical function of what you are saying, and to show feelings and emotions. Now, let's practice to read the sentences below with correct intonation.

The falling tone:

- **A short statement :** "Yes, I'll race you," said the clever tortoise.
- **Questions:** "What should we do now?"
- **Commands:** "Ready. Steady. Go!"
- **Exclamations:** "How did he get ahead of me?" the hare asked himself.

The rising tone:

- **To make request:** "Can you help me?"
- **Yes/No questions:** "Is that me?" he said

UNIT 1 FABLES

ACTIVITY 20

Practice the following conversations using the right intonation.

(Source: http://sbt.blob.core.windows.net/storyboards)

ACTIVITY 21

Complete the following sequences of storytelling by drawing a line to complete the statements in column A with the answer in column B. Number one has been done for you.

A		B
1.	Greeting	Today, I want to tell a story entitled "The Tortoise and The Hare"
2.	Introducing a story	Well, I think that's all the story about "The Tortoise and The Hare". I hope you enjoy the story.
3.	Telling the story	Good morning, my friends.
4.	Pre-closing	Thank you for your attention.
5.	Closing	Here is the story. One day, a speedy hare lived in the woods.

UNIT 1 FABLES

Let's Tell!

ACTIVITY 22

Find yourself a partner. Retell the story by turn taking. You may use the sequence in Activity 21 to help you retelling the story.

ACTIVITY 23

Give feedback to your friend's performance. Use the guideline below to give the feedback.

Criteria	4	3	2	1
Story Comprehension	☐ Knows the story well; has obviously practiced telling the story; uses no notes; speaks with confidence	☐ Knows the story pretty well; some practice; may use notes; fairly confident	☐ Knows some of the story; has not practiced; relies on notes; appears uncomfortable	☐ Does not know story; reads from notes
Voice	☐ Always speaks loudly, slowly, and clearly ☐ Correct pronunciation; explains unfamiliar words	☐ Usually speaks loudly, slowly, and clearly ☐ Correct pronunciation; does not explain unfamiliar words	☐ May speak too soft or too rapidly; mumbles occasionally ☐ Incorrect pronunciation of some words; does not explain unfamiliar word**s**	☐ Speaks too softly or too rapidly; mumbles ☐ Incorrect pronunciation; does not know what unfamiliar words mean
Audience Contact	☐ Storyteller looks at all the audience; involves them with questions	☐ Storyteller looks at a few people in the audience; involves only a few with questions	☐ Story told to only 1 to 2 people in the audience; little audience involvement	☐ Storyteller does not look at audience; no attempt to involve audience with questions
Pacing/Speed	☐ Story told at the appropriate pace, depending on the story line	☐ Story told well, but some parts may be rushed or dragged in some parts	☐ Story rushed or dragged in several parts	☐ Story told at one pace; no excitement

(Adapted from: www.storytelling.com)

UNIT 1 FABLES

After you practice retelling the story in pairs, Now, let's practice in front of the class. Use the finger puppet to help you.

UNIT 1 FABLES

Finger Puppet

—————————— (cut)
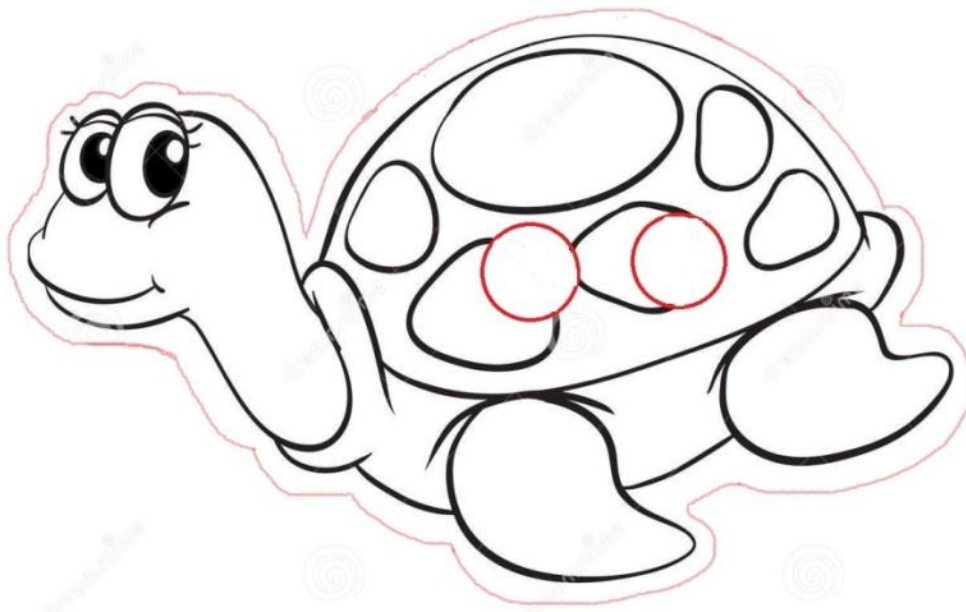
UNIT 1 FABLES

Summary

1. One of the most important parts in retelling story is **intonation**. The functions are to help emphasise the most strongly stressed word in a sentence, to show the grammatical function of what you are saying, and to show feelings and emotions.

   There are two kinds of intonation, they are:

   The falling tone:

   - **A short statement** : "Yes, I'll race you," said the clever tortoise.

   - **Questions:** "What should we do now?"

   - **Commands:** "Ready. Steady. Go!"

   - **Exclamations:** "How did he get ahead of me?" the hare asked himself.

   The rising tone:

   - **To make request:** "Can you help me?"

   - **Yes/No questions:** "Is that me?" he said.

2. In retelling story, there are some parts that have to coped based on the storytelling outline.

No.	Organization/outline	Example
1.	Greeting	Good morning, my friends.
2.	Introducing a story	Today, I want to tell a story entitled "The Tortoise and Hare".
3.	Telling the story	Well, I think that's all the story about "The Tortoise and The Hare". I hope you enjoy the story.
4.	Pre-closing	Thank you for your attention.
5.	Closing	Here is the story. One day, a speedy hare lived in the woods.

UNIT 1 FABLES

3. There are some criteria that should be coped in the storytelling performance

Criteria	4	3	2	1
Story Comprehension	☐ Knows the story well; has obviously practiced telling the story; uses no notes; speaks with confidence	☐ Knows the story pretty well; some practice; may use notes; fairly confident	☐ Knows some of the story; has not practiced; relies on notes; appears uncomfortable	☐ Does not know story; reads from notes
Voice	☐ Always speaks loudly, slowly, and clearly ☐ Correct pronunciation; explains unfamiliar words	☐ Usually speaks loudly, slowly, and clearly ☐ Correct pronunciation; does not explain unfamiliar words	☐ May speak too soft or too rapidly; mumbles occasionally ☐ Incorrect pronunciation of some words; does not explain unfamiliar word**s**	☐ Speaks too softly or too rapidly; mumbles ☐ Incorrect pronunciation; does not know what unfamiliar words mean
Audience Contact	☐ Storyteller looks at all the audience; involves them with questions	☐ Storyteller looks at a few people in the audience; involves only a few with questions	☐ Story told to only 1 to 2 people in the audience; little audience involvement	☐ Storyteller does not look at audience; no attempt to involve audience with questions
Pacing/Speed	☐ Story told at the appropriate pace, depending on the story line	☐ Story told well, but some parts may be rushed or dragged in some parts	☐ Story rushed or dragged in several parts	☐ Story told at one pace; no excitement

(Adapted from: www.storytelling.com)

Reflection

Reflect on your learning in this unit. Put a tick (√) in the right column to indicate how much you have learnt.

No	Aspect	Very Much	Much	Little
1.	Comprehending story about fable			
2.	Summarizing fable story			
3.	Retelling story using correct intonation, stress, propunciation, facial expression, and body language.			

UNIT 2

Fairytales

In this unit you will learn:

- Comprehending fairytales
- Summarizing story
- Retelling story using correct intonation, stress, pronunciation, facial expression, and body language

Jack And The Beanstalk

UNIT 2 FAIRYTALES

Warm Up Activity

ACTIVITY 1

Have you ever heard a story about magical creatures and fairies? If yes, can you give the example? If no, let's look at the next activities.

ACTIVITY 2

Below are the stories about fairytales. Match the clue with correct picture.

1. My dad is Neptune. I live in the sea, I've got a tail, who am I?

2. I've got two stepsisters. My fairy grandmother helps me, I marry the prince, who am I?

3. I'm a puppet. I've got a long nose. My dad is Geppetto, who am I?

4. I've got a magic carpet, I've got a magic lamp, I love Jasmine, who am I?

(Adapted from:http://classroom.hrcatholicschool.org/)

UNIT 2 FAIRYTALES

Now, find words about Fairytales in the word search grid below. You may find the word vertically, horizontally, and diagonally.

S	T	N	E	M	T	N	A	H	C	N	E	F	A	I
L	A	R	O	M	R	Y	T	A	S	L	E	S	U	R
S	L	E	A	D	T	S	O	B	P	T	E	S	O	P
R	K	G	E	A	E	D	B	S	R	W	N	M	F	Y
W	I	O	R	I	D	O	N	F	I	M	A	A	C	O
C	N	U	R	T	Y	O	T	T	N	N	R	H	I	B
E	G	I	F	O	M	R	C	S	C	F	R	E	R	G
T	A	H	E	E	O	H	O	E	E	Y	W	E	O	R
F	N	E	D	L	E	E	V	T	S	V	E	B	L	R
W	I	R	L	S	D	I	C	T	S	T	L	E	K	N
D	M	S	O	W	N	H	N	A	N	I	D	E	L	W
H	A	P	P	Y	E	N	D	I	N	G	E	R	O	E
M	L	E	A	D	G	N	T	S	F	O	R	A	F	D
U	S	L	S	R	E	T	C	A	R	A	H	C	T	S
A	N	E	R	D	L	I	H	C	N	D	K	I	D	S

1. Witch	7.	13. ....
2.	8.	14. ....
3.	9.	15. ....
4.	10.	16. ....
5.	11.	
6.	12.	

(Taken from: https://myvocabulary.com)

UNIT 2 FAIRYTALES

How many words did you find in the previous activity? Did you find the words below?

FAIRY TALES WORD LIST

CHARACTERS	HAPPY ENDING
CHILDREN	LEGEND
DEMONS	MAGIC
ELVES	MORAL
GOBLINS	PRINCESS
FAIRIES	ROMANCE
WITCH	STORY
GIANT	TROLL

Let's Watch

You will watch a video about "Hansel and Gretel". Look at the pictures below. You will find these characters in Activity 6.

Hansel   Gretel   Father   Stepmother   Witch

(Adapted from: http://www.earlylearninghq.org.uk/)

Watch a video about "Hansel and Gretel". Decide whether the statements are true or false. Put a tick (√) the correct answer in the right column.

No	Statements	True	False
1	The two children were named Hansel and Gretel.		
2	Hansel and Gretel have step father.		
3	Hansel and Gretel were left in the forest.		
4	Hansel pushed the witch into the oven.		
5	They found their home and brought the jewel.		

UNIT 2 FAIRYTALES

After watching the video, match the two halves of each sentence.

1. The two children, a boy and a girl, ...	.... she was soon turned into her own magic gingerbread! ( )
2. "Tomorrow morning, we'll take Hansel and Gretel deep into....................	.... the witch grabbed Hansel and locked him in a closet. ( )
3. Hansel tried to find the way home, but he and Gretel..........	..........were named Hansel and Gretel. (1)
4. Early in the morning before the children were awake,............	.... were soon lost in the forest. ( )
5. The witch shrieked loudly, but it was no good;.............	.... the forest and leave them there." ( )

Watch again the video and pay attention to the imperative sentences. List down the sentence in the space below. Number I as the example.

1. Get up! We're going into the forest to collect firewood."

2. ....

3. ....

4. ....

5. ....

6. ....

7. ....

MORAL| Don't trust strangers till you get to know them better.

UNIT 2 FAIRYTALES

Watch again the video and please check if your answers are correct.

1. **Get up!** We're going into the forest to collect firewood." (Instructions)
2. "Hansel, why do you keep stopping? **Get moving!**" (Instructions)
3. "Here's your lunch; **don't eat it right away**, because you won't get anything else." (Negatives)
4. **"Let's eat, Gretel!** (request)
5. "**Get up**, lazy thing, and help me get the oven ready. I'm going to bake your brother into gingerbread!" (Instruction)
6. **"Wait until the moon rises,** and then we'll follow my trail of breadcrumbs home." (Request)
7. **"Creep inside,"** **said the witch,** "and see if the oven is hot enough." (Instruction)

Grammar Corner

ACTIVITY 10

Study the following explanation

Imperative

-The Imperative is the Infinitive without **to**.

Affirmative: Sit down!

Negative: Don't sit down!

-We **use** the Imperative in:

- **Instructions**: Get moving!
- **Warnings**: Look out!
- **Offers**: Have some juice.
- **Advices**: Stay at home. Don't go to school if you are ill.
- **Requests**: Let's eat, Gretel!
- **Invitations**: Come for dinner.

(Adapted from: busyteacher.com)

UNIT 2 FAIRYTALES

Complete the following speech bubble with correct verb.

Let's	leave	go	let's	don't
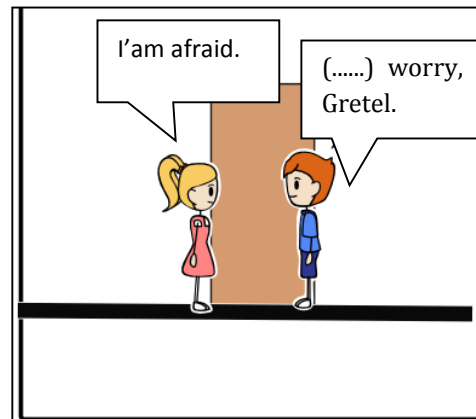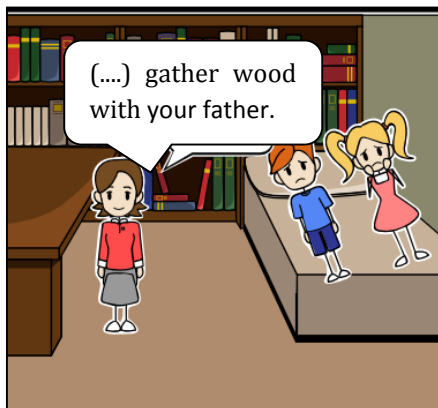
I can't sleep. (....) go get some water.

(........) the kids in the woods!

(....) gather wood with your father.

I'am afraid.

(......) worry, Gretel.

I'll go start a fire while you gather some wood.

We're lost!! (...) go look for father!

(Adapted from: http://youthvoices.net/)

ACTIVITY 12

Please check if the answers are correct. Then, practice the conversation.
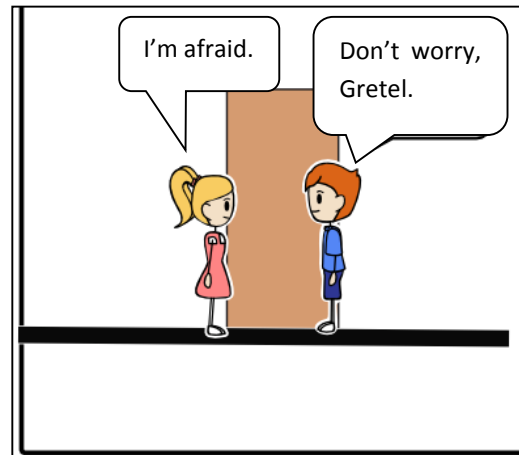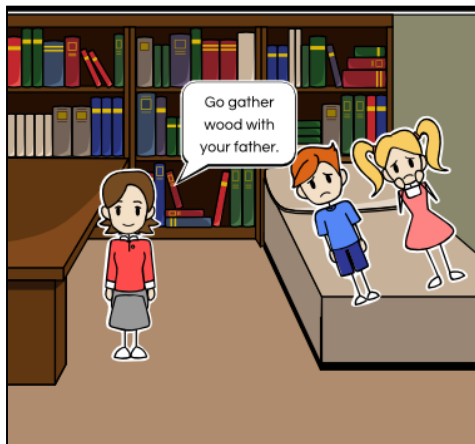
UNIT 2 FAIRYTALES

ACTIVITY 13

You will have another story entitled "Jack and the Beanstalk". Study the following words.

(Adapted from: http://displays.tpet.co.uk/)

UNIT 2 FAIRYTALES

Arrange the sentences below into a good story based n the pictures.

(Adapted from: *http://education.scholastic.co.uk/*)

UNIT 2 FAIRYTALES

He saw a giant. ( )

Jack climbed the beanstalk. ( )

Jack planted the magic beans. ( )

The beans grew into a giant beanstalk. ( )

They lived happily ever after. ( )

He took the gold. ( )

Jack cut down the beanstalk. ( )

A man gave him magic beans for the cow. (1)

ACTIVITY 15

Now, please describe Jack and Giant by completing the table below with adjectives.

Jack	The giant
brave	angry
	greedy

(Taken from: www.cricksoft.com)

UNIT 2 FAIRYTALES

Let's Illustrate

ACTIVITY 16

Draw a picture based on your favorite part of the story.

UNIT 2 FAIRYTALES

Now, let's create a story mapping. Use the guideline to help you.

Story Map

Title →

Characters →

Setting →

Problem →

Solution →

(Taken from: http://cdnpix.com/)

Let's Summarize

ACTIVITY 18

Now, try to make a summary of the story with your own words. Use your story map to help you write the summary.

Jack and the Beanstalk

UNIT 2 FAIRYTALES

ACTIVITY 19

Have you got all of the answers? Now, let's practice to pronunce the words.

poor: /pɔː r /

brave: /breɪv/

smart : /smɑːrt/

happy: /ˈhæp.i/

angry : /ˈæŋ.gri/

greedy: /ˈgriː.di/

strong: /strɒŋ/

scary: /ˈskeə.ri/

Let's Tell

ACTIVITY 20

Work in a group of three. Practice retelling the story "Jack and The Beanstalk".

ACTIVITY 21

Give feedback to your friend's performance. Use the guideline in Unit I to give feedback.

ACTIVITY 22

After you practice in groups, now let's practice in front of the class. You may use your properties to help you retelling the story.

Summary

Imperatives

1. The Imperative is the Infinitive without **to**.

   Affirmative: Sit down!

   Negative: Don't sit down!

2. We **use** the Imperative in:

   - **Instructions**: Open your books.

   - **Warnings**: Look out!

   - **Offers**: Have some juice.

   - **Advices**: Stay at home. Don't go to school if you are ill.

   - **Requests**: Pass the sugar, please.

   - **Invitations**: Come for dinner.

3. In the negative form we **put don´t before the main verb.**

   E.g.: **Don´t** open the window.

(Adapted from: busyteacher.com)

UNIT 2 FAIRYTALES

Reflection

Reflect on your learning in this unit. Put a tick (√) in the right column to indicate how much you have learnt.

No	Aspect	Very Much	Much	Little
1.	Comprehending fairytales			
2.	Summarizing story			
3.	Retelling story using correct intonation, stress, propunciation, facial expression, and body language.			

UNIT 3

Legend

- In this unit you will learn

  - Comprehending legend story
  - Summarizing story
- Retelling story using correct intonation, stress, pronunciation, facial expression, and body language

UNIT 3 LEGENDS

Warm Up Activity

ACTIVITY 1

Below are components of a story. Match the explanation with the right components in the box.

```
    a.  setting          b. conflict          c. characters          d. plot
```

1. The time and the place of the story. (....)
2. All of the actions that take place during the stories. (....)
3. The people, animals, or other creatures in the story. (....)
4. The situation where the characters are againtS each other. (....)

(Adapted from: www.learner.org)

ACTIVITY 2

Below are settings of stories. Match the story in the left column with the right setting in the right colum. Draw a line. Number one has been done for you.

1. A story about princess might take place in the.....	haunted house
2. A story about a ghost might take place in the	sea
3. A story about mermaid might take place under the...	island
4. A story about pirates might take place on an....	castle

(Adapted from: http://bogglesworldesl.com)

UNIT 3 LEGENDS

Have you ever heard a story about how places are made? If yes, how do you call it? If no, let's do the next activities.

ACTIVITY 4

Below are legends from Indonesia. Put a tick (√) in the box based on the stories you have heard or read.

☐   ☐

☐   ☐

☐   ☐

☐   ☐

(Adapted from: http://segitiga.net/)

UNIT 3 LEGENDS

Study the following words. You will find the words in Activity 6.

| Sam | Fish | Farmer | Village | Flood |

Let's Watch

ACTIVITY 6

You will watch a video of "The Legend of Toba Lake". It's a story from North Sumatra.

ACTIVITY 7

Watch the video and decide whether the statements are true or false. Put a tick (√) the correct answer in the right column.

No	Statements	True	False
1	The Legend of Toba Lake is a story from South Sumatra.		
2	The farmer catched a fish that could speak.		
3	The fish turned into an old woman.		
4	The farmer married the fish woman and had one son.		
5	The farmer broke his promise		

ACTIVITY 8

Watch again the video and listen for the questions. List down the questions in the space below.

I. ....

2. ....

3. ....

MORAL | There is no greater fraud than a promise not kept.

UNIT 3 LEGENDS

Watch again the video and please check if your answers are correct.

I. "Who are you?", he asked the girl.

2. "Why there a girl in my kitchen?"

3. "Where is my lunch?", he asked.

4. "Why you eat it?

Study the following explanation.

> There are two kinds of questions. They are verbal questions and pronominal questions.
>
> 1. Verbal Questions ➔ Raising intonation
>   Verbal questions are usually called **yes-no** questions because these are simple questions eliciting the answer yer or no only.
>   Example:
>   - **Be+S+C/A**
>
>   Are you kind of genie or something ?"
>
> 2. Pronominal Questions ➔ Falling intonations
>   Pronominal questions is the ones which need an answer in the form of piece of information. It begins with a questions word.
>   Example:
>   **Question word+auxiliary+S+V+O/C/A**
>   "Where is my lunch?"
>   "Why did you eat it?"

UNIT 3 LEGENDS

Practice the following conversation using correct intonations.

I am sorry, dad. I am really sorry for that!
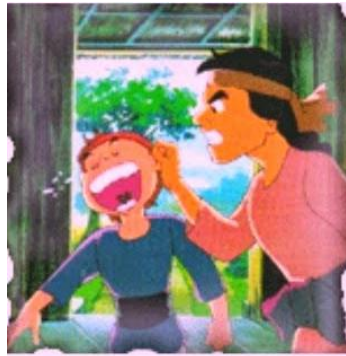
You're really a bad boy. Why are you doing this? I am really hungry, you know?

But, who are you? Are you kind of genie or something?

Don't be afraid, Toba. I will not hurt you.

UNIT 3 LEGENDS

You will have another story, "The Legend of Malin Kundang". Study the following words.

Poor	Old
Widow	Curse
Pirates	Wealthy
Lonely	Merchant
Sail	Ship
Seashore	Worry
Wait	Pray
Stone	Wife
Sad	Greedy
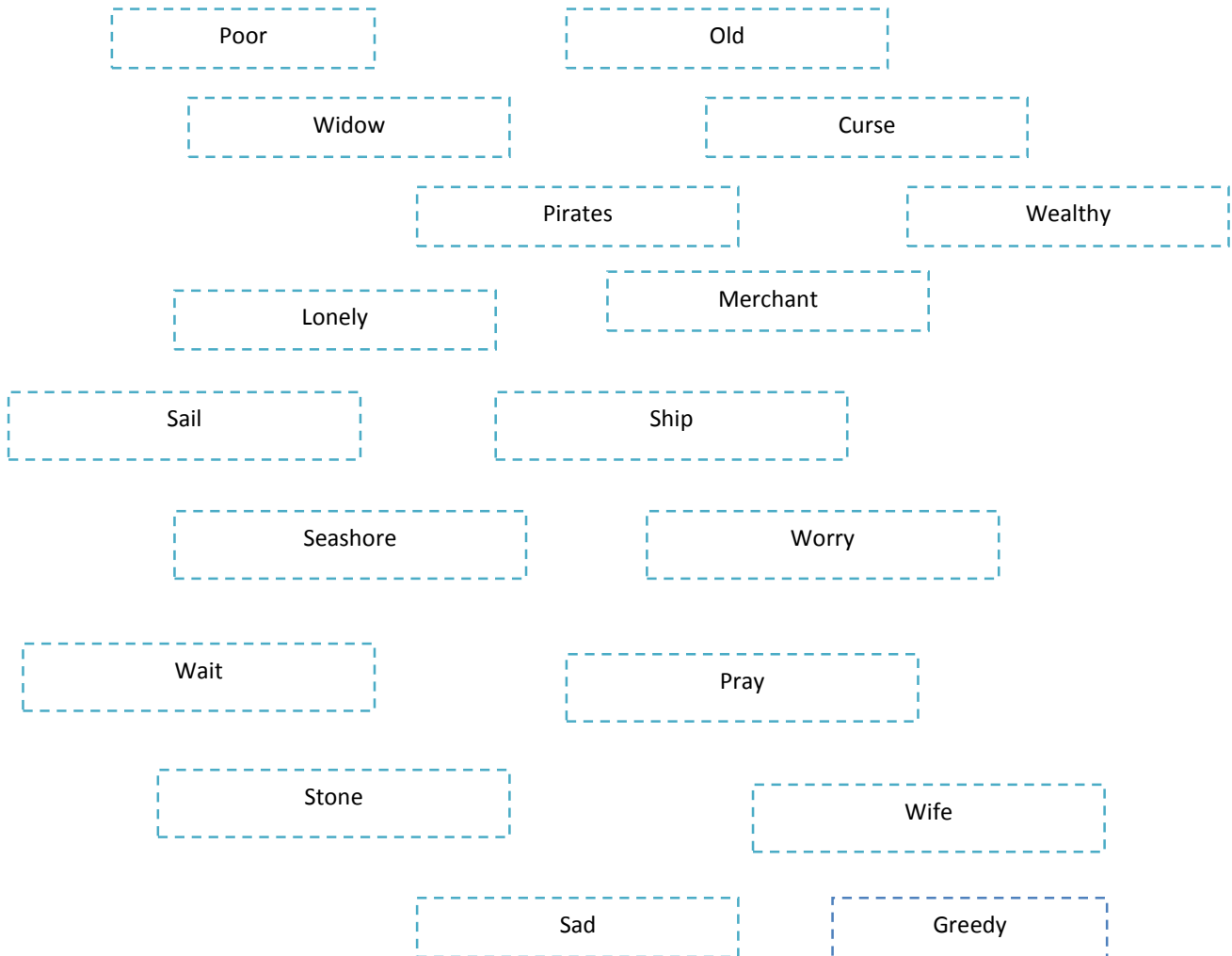
UNIT 3 LEGENDS

You will have another story, "The Legend of Malin Kundang". Arrange the pictures by giving a number each picture.

The old woman wanted to hug Malin.

An old woman ran to the beach to meet the new rich merchant.

A long time ago, in a small village near the beach in West Sumatra, lived a woman and her son.

Malin ignored his mother.

Malin would leave her mother for several years.

Her mother felt sad and lonely.

Malin turned into a stone.

Many years later, Malin Kundang became wealthy.

One day, when Malin Kundang was sailing,
he saw a merchant's ship which was being raided by a small band of pirates.

(Adapted from: http://competition-storytelling.blogspot.co.id/)

<u>MORAL</u> You have to be respectful towards your parents.

UNIT 3 LEGENDS

ACTIVITY 14

Now, please describe Malin Kundang and his mother by completing the table below with the words in the Activity 11. Can you add more words?

Malin Kundang

Mother

Adjective	Noun	Verb
Wealthy	Stone	Sail
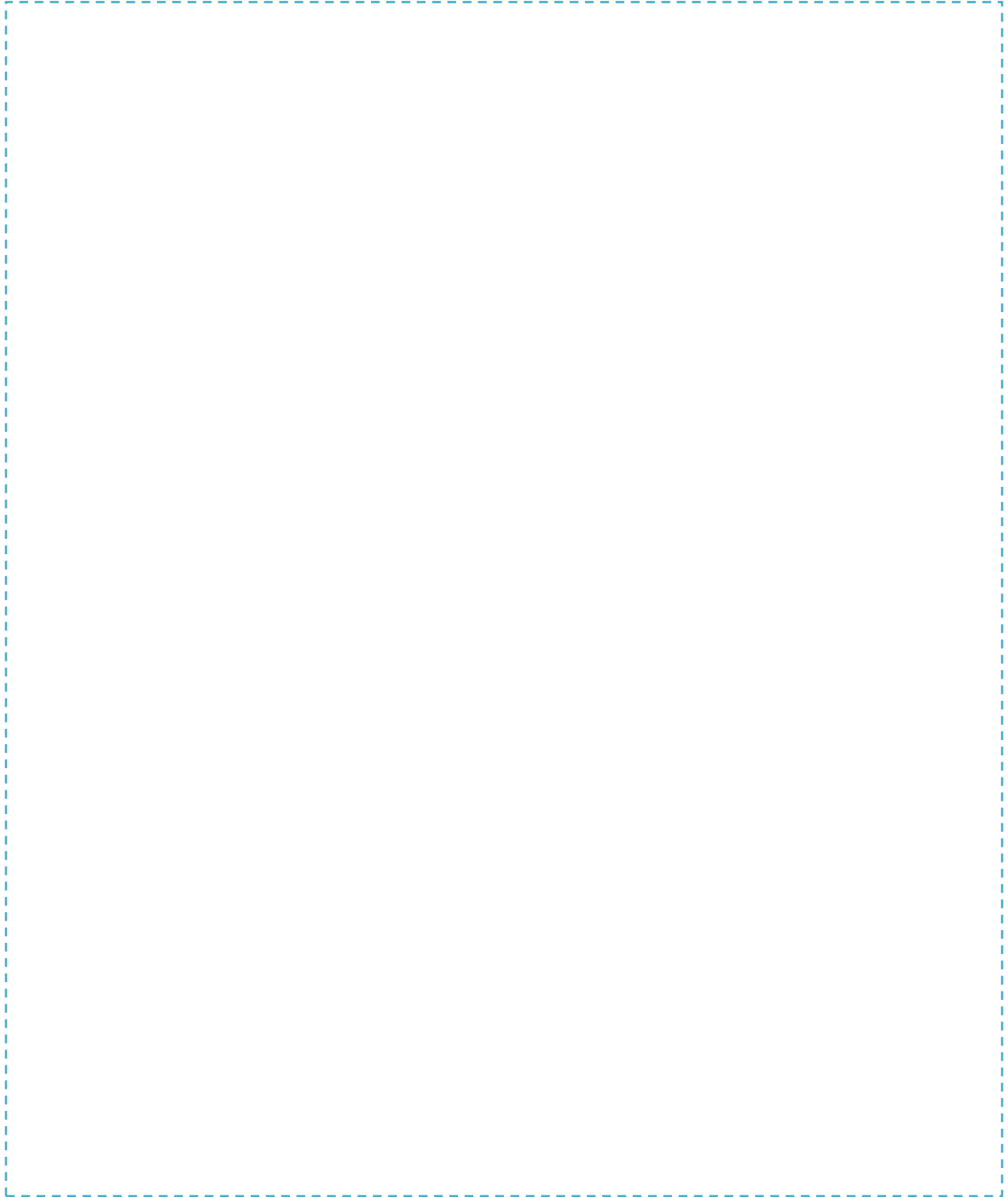
Adjective	Noun	Verb
Sad	Widow	Curse

Let's illustrate

ACTIVITY 15

Draw a picture based on your favorite part of the story.

UNIT 3 LEGENDS

Now, let's create a story mapping. Use the guideline to help you.

Story Map:

Characters:

Setting:

Problem:

Conflict:

Resolution:

Whitneyslp

UNIT 3 LEGENDS

Let's Summarize

Now, try to make a summary of the story with your own words. Use your story map to help you.

(Malin left her mother)

....
....
....
....

(Malin became a rich man)

....
....
....
....

(Turned into a stone)

....
....
....
....

UNIT 3 LEGENDS

ACTIVITY 18

Have you got all of the answer? Now let's check how to pronunce the words.

poor (adj)	: /pɔː r /
widow (n)	: /ˈwɪd.əʊ/
pirates (n)	: /ˈpaɪ.rət/
old (adj)	: /əʊld/
curse (v)	: /kɜːs/
wealthy (adj)	: /ˈwel.θi/
greedy (adj)	: /ˈgriː.di/
sad (adj)	: /sæd/
stone (n)	: /stəʊn/
wait (v)	: /weɪt/
wife (n)	: /waɪf/
pray (v)	: /preɪ/
worry (v)	: /ˈwʌr.i/
seashore (n)	: /ðəˈsiː.ʃɔː r /
sail (v)	: /seɪl/
ship (n)	: /ʃɪp/
lonely (adj)	: /ˈləʊn.li/
merchant (n)	: /ˈmɜː.tʃ ə nt/

Let's Tell   55

ACTIVITY 19

Work in a group of three. Practice retelling the story "Malin Kundang"

ACTIVITY 20

Give feedback to your friend's performance. Use the guideline in Unit 1 to give feedback.

ACTIVITY 21

After you practice in groups, now let's practice in front of the class. Use properties you have to help you to retell the story.

UNIT 3 LEGENDS

Summary

1. There are some components of a story. The are:

    a. (Setting)

    The time and the place of the story.

    b. (plot)

    All of the actions that take place during the stories.

    c. (characters)

    The people, animals, or other creatures in the story.

    d. (conflict)

    The situation where the characters are againts each other.

2. There are two kinds of questions. They are verbal questions and pronominal questions.

    a. Verbal Questions ➔ Raising intonation
    Verbal questions are usually called **yes-no** questions because these are simple questions eliciting the answer yer or no only.
    Example:
    -   **Be+S+C/A**

        "Are you kind of genie or something ?"

    b. Pronominal Questions➔ Falling intonations
    Pronominal questions is the one which needs an answer in the form of piece of information. It begins with a questions word.
    Example:
    Question word+ auxiliary+S+V+O/C/A
   "Where is my lunch?"
    "Why you eat it?"

UNIT 3 LEGENDS

Reflection

Reflect on your learning in this unit. Put a tick (√) in the right column to indicate how much you have learnt.

No	Aspect	Very Much	Much	Little
1.	Comprehending legend story			
2.	Summarizing legend story			
3.	Retelling story using correct intonation, stress, pronunciation, facial expression, and body language.			

APPENDIX E

The Expert Judgement

Questionnaire

SURAT PERMOHONAN *EXPERT JUDGEMENT*

Hal : Permohonan Kesediaan *Expert Judgement*

Lampiran : 1 bendel

Kepada Yth.

_____

Dosen Jurusan Pendidikan Bahasa Inggris

Fakultas Bahasa dan Seni UNY

di Yogyakarta

Dengan hormat,

Sebagai salah satu syarat dalam pembuatan Tugas Akhir Skripsi, bersama ini saya:

Nama : Umi Sholihah

NIM : 11202244001

Judul Penelitian : *Developing A Set of Picture-based Instructional Materials for Storytelling Extracurricular Program in SMP N 12 Magelang*

Memohon kesediaan Bapak/Ibu untuk memberikan *Expert Judgement* pada produk yang telah saya buat berupa tiga unit materi *STORYTELLING* bahasa Inggris untuk siswa kelas VII-VIII untuk kegiatan ekstrakurikuler.

Demikian permohonan saya sampaikan, atas bantuan dan kesediaan Bapak/Ibu, saya ucapkan terima kasih.

Yogyakarta, Oktober 2015

Pemohon

Umi Sholihah

NIM 11202244001

ANGKET EVALUASI

MATERI PEMBELAJARAN *STORYTELLING* BAHASA INGGRIS

UNTUK KEGIATAN EKSTRAKURIKULER SMP N 12 MAGELANG

A. DATA RESPONDEN

Nama   : ....

Jenis Kelamin   : L/P (lingkari salah satu)

Pekerjaan   : ....

Pendidikan   : ( ) D3   ( ) S1   ( ) S2   ( ) S3

LamaBekerja   : ....

B. EVALUASI MATERI PEMBELAJARAN

Berilah tanda centang (√) pada salah satu kolom SS/S/TS/STS yang sesuai dengan pendapat Bapak/Ibu. Bapak/Ibu juga dapat menuliskan pendapat tambahan pada kolom yang disediakan.

Keterangan:

SS : Sangat Setuju (4)   TS   : Tidak Setuju (2)

S   : Setuju (3)   STS : Sangat Tidak Setuju (1)

UNIT 1
"FABLE"

No	Pernyataan	SS	S	TS	STS
KELAYAKAN ISI					
1	Topik unit materi pembelajaran relevan dengan konteks kehidupan siswa SMP.				
2	Teks dalam materi pembelajaran sesuai dengan konteks kehidupan siswa SMP.				
3	Gambar yang disusun sesuai dengan cerita.				
4	Materi yang disusun mengarahkan siswa untuk mengembangkan *storytelling skills* sesuai dengan analisa kebutuhan.				
5	Materi yang disusun mengarahkan siswa untuk mengembangkan *vocabulary skills* analisa kebutuhan.				
6	Materi yang disusun mengarahkan siswa untuk memahami fitur-fitur linguistik dari teks yang dibahas.				
KELAYAKAN BAHASA					
7	Bahasa yang digunakan dalam penjelasan dan instruksi jelas dan mudah dipahami.				
8	Bahasa yang digunakan dalam materi pembelajaran sesuai dengan kaidah Bahasa Inggris yang tepat.				
9	Bahasa pesan atau materi yang disajikan dalam satu bagian/bab/subbab/paragraf kalimat mencerminkan keruntutan penyampaian makna.				

10	Bahasa yang digunakan dalam materi pembelajaran konsisten menggunakan satu variasi bahasa Inggris.				
KELAYAKAN PENYAJIAN					
11	Materi disusun secara teratur dan sistematis, berurutan dari yang paling mudah ke yang lebih sulit.				
12	Materi disusun memiliki keseimbangan dalam bentuk teks, ilustrasi dan lambang.				
13	Materi disusun mendukung siswa untuk mendapatkan informasi dari suatu teks.				
14	Terdapat bagian pendahuluan, materi inti dan penutup pada materi yang disusun.				
15	Materi disusun dilengkapi dengan kosakata yang sesuai dengan materi yang dibahas.				
16	Materi disusun mencakup evaluasi bagi siswa untuk mengukur tingkat pemahaman siswa terhadap materi yang sudah dipelajari.				
17	Dalam tiap unit materi dilengkapi dengan pernyataan tujuan pembelajaran.				
KELAYAKAN KEGRAFIKAN					
18	Materi pembelajaran yang dikembangkan dicetak dengan kertas ukuran standar ISO (A4, A5, B5)				
19	Desain isi buku menggunakan unsur tata letak judul bab, sub judul, angka halaman, ilustrasi dan keterangan gambar (*caption*) yang baik.				
20	Penggunaan *font* dalam penyajian materi tidak berlebihan.				

21	Pemilihan ukuran *font* penyajian materi tidak terlalu kecil dan tidak terlalu besar.				
22	Pemilihan warna dalam penyajian materi tidak mengganggu penyampaian makna.				
23	Penyajian gambar bersifat estetik dan fungsional.				

TANGGAPAN UMUM TENTANG MATERI PEMBELAJARAN

Tuliskan jawaban Bapak/Ibu pada tempat yang telah disediakan.

1. Secara umum, bagaimana pendapat Bapak/Ibu tentang materi yang telah disusun?

    _____

    _____

    _____

    _____

    _____

2. Menurut Bapak/Ibu, apakah kekurangan dari materi yang telah disusun?

    _____

    _____

    _____

    _____

    _____

3. Apakah saran Bapak/Ibu untuk memperbaiki materi yang telah disusun?

    _____

    _____

    _____

    _____

    _____

REKOMENDASI

Mengacu kepada hasil penilaian di atas, materi pembelajaran *STORYTELLING* bahasa Inggris untuk kegiatan ekstrakurikuler UNIT I dengan judul "FABLE" dinyatakan:

☐ Layak tanpa revisi

☐ Tidak layak

☐ Layak dengan revisi sebagai berikut:

_____

_____

_____

_____

_____

_____

_____

*Berilah tanda centang (√) pada pilihan yang sesuai dengan pendapat Anda.

Yogyakarta, Oktober 2015

Evaluator materi,

_____

NIP.

UNIT 2

"FAIRYTALES"

No	Pernyataan	SS	S	TS	STS
KELAYAKAN ISI					
1	Topik unit materi pembelajaran relevan dengan konteks kehidupan siswa SMP.				
2	Teks dalam materi pembelajaran sesuai dengan konteks kehidupan siswa SMP.				
3	Gambar yang disusun sesuai dengan cerita.				
4	Materi yang disusun mengarahkan siswa untuk mengembangkan *storytelling skills* sesuai dengan analisa kebutuhan.				
5	Materi yang disusun mengarahkan siswa untuk mengembangkan *vocabulary skills* sesuai dengan analisa kebutuhan.				
6	Materi yang disusun mengarahkan siswa untuk memahami fitur-fitur linguistik dari teks yang dibahas.				
KELAYAKAN BAHASA					
7	Bahasa yang digunakan dalam penjelasan dan instruksi jelas dan mudah dipahami.				
8	Bahasa yang digunakan dalam materi pembelajaran sesuai dengan kaidah Bahasa Inggris yang tepat.				

9	Bahasa pesan atau materi yang disajikan dalam satu bagian/bab/subbab/paragraf kalimat mencerminkan keruntutan penyampaian makna.				
10	Bahasa yang digunakan dalam materi pembelajaran konsisten menggunakan satu variasi bahasa Inggris.				
KELAYAKAN PENYAJIAN					
11	Materi disusun secara teratur dan sistematis, berurutan dari yang paling mudah ke yang lebih sulit.				
12	Materi disusun memiliki keseimbangan dalam bentuk teks, ilustrasi dan lambang.				
13	Materi disusun mendukung siswa untuk mendapatkan informasi dari suatu teks.				
14	Terdapat bagian pendahuluan, materi inti dan penutup pada materi yang disusun.				
15	Materi disusun dilengkapi dengan kosakata yang sesuai dengan materi yang dibahas.				
16	Materi disusun mencakup evaluasi bagi siswa untuk mengukur tingkat pemahaman siswa terhadap materi yang sudah dipelajari.				
17	Dalam tiap unit materi dilengkapi dengan pernyataan tujuan pembelajaran.				
KELAYAKAN KEGRAFIKAN					
18	Materi pembelajaran yang dikembangkan dicetak dengan kertas ukuran standar ISO (A4, A5, B5)				
19	Desain isi buku menggunakan unsur tata letak judul bab, sub judul, angka halaman, ilustrasi dan keterangan gambar (*caption*) yang baik.				

20	Penggunaan *font* dalam penyajian materi tidak berlebihan.				
21	Pemilihan ukuran *font* penyajian materi tidak terlalu kecil dan tidak terlalu besar.				
22	Pemilihan warna dalam penyajian materi tidak mengganggu penyampaian makna.				
23	Penyajian gambar bersifat estetik dan fungsional.				

TANGGAPAN UMUM TENTANG MATERI PEMBELAJARAN

Tuliskan jawaban Bapak/Ibu pada tempat yang telah disediakan.

1. Secara umum, bagaimana pendapat Bapak/Ibu tentang materi yang telah disusun?

    _____

    _____

    _____

    _____

    _____

2. Menurut Bapak/Ibu, apakah kekurangan dari materi yang telah disusun?

    _____

    _____

    _____

    _____

    _____

3. Apakah saran Bapak/Ibu untuk memperbaiki materi yang telah disusun?

    _____

    _____

    _____

    _____

    _____

REKOMENDASI

Mengacu kepada hasil penilaian di atas, materi pembelajaran *STORYTELLING* bahasa Inggris untuk kegiatan ekstrakurikuler UNIT II dengan judul "FAIRYTALES" dinyatakan:

- ☐ Layak tanpa revisi

- ☐ Tidak layak

- ☐ Layak dengan revisi sebagai berikut:

_____

_____

_____

_____

_____

_____

_____

_____

*Berilah tanda centang (√) pada pilihan yang sesuai dengan pendapat Anda.

Yogyakarta, Oktober 2015

Evaluator materi,

_____

NIP.

UNIT 3
"LEGEND"

No	Pernyataan	SS	S	TS	STS
KELAYAKAN ISI					
1	Topik unit materi pembelajaran relevan dengan konteks kehidupan siswa SMP.				
2	Teks dalam materi pembelajaran sesuai dengan konteks kehidupan siswa SMP.				
3	Gambar yang disusun sesuai dengan cerita.				
4	Materi yang disusun mengarahkan siswa untuk mengembangkan *storytelling skills* sesuai dengan analisa kebutuhan.				
5	Materi yang disusun mengarahkan siswa untuk mengembangkan *vocabulary skills* analisa kebutuhan.				
6	Materi yang disusun mengarahkan siswa untuk memahami fitur-fitur linguistik dari teks yang dibahas. (teks naratif)				
KELAYAKAN BAHASA					
7	Bahasa yang digunakan dalam penjelasan dan instruksi jelas dan mudah dipahami.				
8	Bahasa yang digunakan dalam materi pembelajaran sesuai dengan kaidah Bahasa Inggris yang tepat.				
9	Bahasa pesan atau materi yang disajikan dalam satu bagian/bab/subbab/paragraf kalimat mencerminkan keruntutan penyampaian makna.				

10	Bahasa yang digunakan dalam materi pembelajaran konsisten menggunakan satu variasi bahasa Inggris.				
KELAYAKAN PENYAJIAN					
11	Materi disusun secara teratur dan sistematis, berurutan dari yang paling mudah ke yang lebih sulit.				
12	Materi disusun memiliki keseimbangan dalam bentuk teks, ilustrasi dan lambang.				
13	Materi disusun mendukung siswa untuk mendapatkan informasi dari suatu teks.				
14	Terdapat bagian pendahuluan, materi inti dan penutup pada materi yang disusun.				
15	Materi disusun dilengkapi dengan kosakata yang sesuai dengan materi yang dibahas.				
16	Materi disusun mencakup evaluasi bagi siswa untuk mengukur tingkat pemahaman siswa terhadap materi yang sudah dipelajari.				
17	Dalam tiap unit materi dilengkapi dengan pernyataan tujuan pembelajaran.				
KELAYAKAN KEGRAFIKAN					
18	Materi pembelajaran yang dikembangkan dicetak dengan kertas ukuran standar ISO (A4, A5, B5)				
19	Desain isi buku menggunakan unsur tata letak judul bab, sub judul, angka halaman, ilustrasi dan keterangan gambar (*caption*) yang baik.				
20	Penggunaan *font* dalam penyajian materi tidak berlebihan.				

21	Pemilihan ukuran *font* penyajian materi tidak terlalu kecil dan tidak terlalu besar.				
22	Pemilihan warna dalam penyajian materi tidak mengganggu penyampaian makna.				
23	Penyajian gambar bersifat estetik dan fungsional.				

TANGGAPAN UMUM TENTANG MATERI PEMBELAJARAN

Tuliskan jawaban Bapak/Ibu pada tempat yang telah disediakan.

1. Secara umum, bagaimana pendapat Bapak/Ibu tentang materi yang telah disusun?

   _____

   _____

   _____

   _____

2. Menurut Bapak/Ibu, apakah kekurangan dari materi yang telah disusun?

   _____

   _____

   _____

   _____

3. Apakah saran Bapak/Ibu untuk memperbaiki materi yang telah disusun?

   _____

   _____

   _____

   _____

REKOMENDASI

Mengacu kepada hasil penilaian di atas, materi pembelajaran *STORYTELLING* bahasa Inggris untuk kegiatan ekstrakurikuler UNIT III dengan judul "LEGEND" dinyatakan:

☐ Layak tanpa revisi

☐ Tidak layak

☐ Layak dengan revisi sebagai berikut:

_____

_____

_____

_____

_____

_____

_____

_____

*Berilah tanda centang (√) pada pilihan yang sesuai dengan pendapat Anda.

Yogyakarta, Oktober 2015

Evaluator materi,

_____

NIP.

APPENDIX F

The Expert Judgement Data

The Result of the Expert Judgement of Unit 1

No	Items		Scores
	The Content Appropriateness		
1	The developed materials are in accordance with the competences and objectives of storytelling extracurricular program		4
2	The developed materials meet the course grid.		4
3	The topic of the unit of the developed materials is relevant with Junior High School students		3
4	Materials (text, figures and tables) are relevant to the discussed topic.		3
5	The pictures of the developed materials are relevant with the stories.		4
6	The developed materials lead the students to perform and develop their storytelling skills.		4
	The developed materials lead the students to perform and develop their vocabulary skills.		3
8	The developed materials lead the students to understand the linguistic features of the discussed text.		4
	Mean (x)		**3.62**
	The Language Appropriateness		
9	The language used in the explanations and instructions are clear and understandable.		3
10	The language used in the developed materials is grammatically correct.		3
11	The language used in the developed materials is cohesive and coherent.		3
12	The developed materials consistently use one variation of English.		3
	Mean (x)		**3.00**
	The Presentation Appropriatenes		
13	The tasks are arranged systematically from the easiest to the most difficult.		4
14	The tasks support the students to learn individually, in pairs and in group.		4
15	The learning tasks are started from guided activities to the free guided activities.		4
16	The developed materials are balance in terms of texts, illustrations and symbols.		4
17	The developed materials support the students to get information within the texts.		3

18	The developed materials contain opening activities, main activities and closing activities.		4
19	The developed materials are completed with vocabulary list related to the unit topic.		4
20	The developed materials provide evaluation part for the students to check their understanding.		4
21	The learning objectives are stated in every unit of the developed materials.		4
	Mean (x̄)		**3.89**
	The Layout Appropriateness		
22	The developed materials are printed on ISO-standardized size paper (A4, A5, B5).		4
23	The layout of the developed materials use the appropriate placement of the unit title, sub-title, page number, illustrations and captions.		3
24	The developed materials use the appropriate variation of fonts.		4
25	The fonts used are not too big or too small.		3
26	The color usage of the developed materials is not disturbing the readers.		4
27	The illustration and graphic design in the developed materials are aesthetic and functional.		4
	Mean (x̄)		**3.67**

The Result of the Expert Judgement of Unit 2

No	Items	Scores
	The Content Appropriateness	
1	The developed materials are in accordance with the competences and objectives of storytelling extracurricular program	4
2	The developed materials meet the course grid.	4
3	The topic of the unit of the developed materials is relevant with Junior High School students	3
4	Materials (text, figures and tables) are relevant to the discussed topic.	3
5	The pictures of the developed materials are relevant with the stories.	4
6	The developed materials lead the students to perform and develop their storytelling skills.	4
7	The developed materials lead the students to perform and develop their vocabulary skills.	3
8	The developed materials lead the students to understand the linguistic features of the discussed text.	4
	Mean (ᵡ)	**3.62**
	The Language Appropriateness	
9	The language used in the explanations and instructions are clear and understandable.	3
10	The language used in the developed materials is grammatically correct.	3
11	The language used in the developed materials is cohesive and coherent.	3
12	The developed materials consistently use one variation of English.	3
	Mean (ᵡ)	**3.00**
	The Presentation Appropriatenes	
13	The tasks are arranged systematically from the easiest to the most difficult.	4
14	The tasks support the students to learn individually, in pairs and in group.	4
15	The learning tasks are started from guided activities to the free guided activities.	4
16	The developed materials are balance in terms of texts, illustrations and symbols.	4
17	The developed materials support the students to get information within the texts.	3

18	The developed materials contain opening activities, main activities and closing activities.	4
19	The developed materials are completed with vocabulary list related to the unit topic.	4
20	The developed materials provide evaluation part for the students to check their understanding.	4
21	The learning objectives are stated in every unit of the developed materials.	4
	Mean (x̄)	**3.89**
	The Layout Appropriateness	
22	The developed materials are printed on ISO-standardized size paper (A4, A5, B5).	4
23	The layout of the developed materials use the appropriate placement of the unit title, sub-title, page number, illustrations and captions.	3
24	The developed materials use the appropriate variation of fonts.	4
25	The fonts used are not too big or too small.	3
26	The color usage of the developed materials is not disturbing the readers.	4
27	The illustration and graphic design in the developed materials are aesthetic and functional.	4
	Mean (x̄)	**3.67**

The Result of the Expert Judgement of Unit 3

No	Items	Scores
	The Content Appropriateness	
1	The developed materials are in accordance with the competences and objectives of storytelling extracurricular program	4
2	The developed materials meet the course grid.	4
3	The topic of the unit of the developed materials is relevant with Junior High School students	3
4	Materials (text, figures and tables) are relevant to the discussed topic.	3
5	The pictures of the developed materials are relevant with the stories.	4
6	The developed materials lead the students to perform and develop their storytelling skills.	4
7	The developed materials lead the students to perform and develop their vocabulary skills.	3
8	The developed materials lead the students to understand the linguistic features of the discussed text.	4
	Mean (x)	**3.62**
	The Language Appropriateness	
9	The language used in the explanations and instructions are clear and understandable.	3
10	The language used in the developed materials is grammatically correct.	3
11	The language used in the developed materials is cohesive and coherent.	3
12	The developed materials consistently use one variation of English.	3
	Mean (x)	**3.00**
	The Presentation Appropriatenes	
13	The tasks are arranged systematically from the easiest to the most difficult.	4
14	The tasks support the students to learn individually, in pairs and in group.	4
15	The learning tasks are started from guided activities to the free guided activities.	4
16	The developed materials are balance in terms of texts, illustrations and symbols.	4
17	The developed materials support the students to get information within the texts.	3

18	The developed materials contain opening activities, main activities and closing activities.	4
19	The developed materials are completed with vocabulary list related to the unit topic.	4
20	The developed materials provide evaluation part for the students to check their understanding.	4
21	The learning objectives are stated in every unit of the developed materials.	4
	Mean (x)	**3.89**
	The Layout Appropriateness	
22	The developed materials are printed on ISO-standardized size paper (A4, A5, B5).	4
23	The layout of the developed materials use the appropriate placement of the unit title, sub-title, page number, illustrations and captions.	3
24	The developed materials use the appropriate variation of fonts.	4
25	The fonts used are not too big or too small.	3
26	The color usage of the developed materials is not disturbing the readers.	4
27	The illustration and graphic design in the developed materials are aesthetic and functional.	4
	Mean (x)	**3.67**

APPENDIX G

The Final Draft of the Materials

A Storytelling Workbook

Let's Tell Stories!

For Junior High School Students

Umi Sholihah

Validator:
Suharso, M.Pd.

Supervisor:
Ella Wulandari, M.A.

A Storytelling Workbook

Let's Tell Stories!

For Junior High School Students

Umi Sholihah

Validator: Supervisor:

Suharso, M.Pd.   Ella Wulandari, M.A.

Preface

Let's Tell Stories! is a storytelling workbook designed for storytelling extracurricular progam. This book is developed in order to equip the students to develop their self-confidence and English public speaking skills, especially the storytelling skill.. It is made based on the students' needs and interest and can be one of the learning materials specified for the students of storytelling curricular.

Let's Tell Stories! covers materials for the students to practice retelling stories. There are some storytelling skills such as comprehending stories, summarizing stories, and retelling stories using correct intonations, stresses, pronunciations, facial expressions, and body language. Many types of stories such as Fables, Fairytales, and Legends are provided in this book.

Through this book, students are expected to develop their storytelling skills and English public speaking. We believe that students will enjoy the book and become more confident in retelling stories.

Good Luck!

Writers

Map of the Book

Topics /Unit	Materials			
	Story	Expression	Vocabulary	Pronunciation
Fables	• The Ugly Duckling • The Tortoise and The Hare	• Expressions of asking question, exclamation, making request, and giving commands.	• Animals • Parts of animals • Adjectives • Adverbs of manner • Adverbs of time	• Homonyms • Falling tones • Raising tones • Words stresses
Fairytales	• Hansel and Gretel • Jack and the Beanstalk	• **Imperatives:** Affirmatives, negatives, Instructions, warnings, offers, advices, requests, invitations.	• Words related to fairytales • Adjectives	• Word stresses • Imperatives
Legends	• The Legend of Toba Lake • Malin Kundang	• Verbal Questions • Pronominal Questions	• Components of a story • Legends from Indonesia • Adjectives	• Raising and falling intonations in interrogatives • Word stresses

Key to Pronunciation

Vowels

Symbols	E.g.	Pronunciation
iː	see	/siː/
i	any	/ˈen.i/
ɪ	sit	/sɪt/
e	ten	/ten/
æ	hat	/hæt/
ɑː	arm	/ɑːm/
ɒ	got	/gɒt/
ɔː	saw	/sɔː/
ʊ	put	/pʊt/
uː	too	/tuː/
u	usual	/ˈjuː.ʒu.əl/

Symbols	E.g.	Pronunciation
ʌ	cup	/kʌp/
ɜː	fur	/fɜː r /
ə	ago	/əˈgəʊ/
eɪ	pay	/peɪ/
aɪ	five	/faɪv/
əʊ	home	/həʊm/
aʊ	now	/naʊ/
ɔɪ	join	/dʒɔɪn/
ɪə	near	/nɪə r /
eə	hare	/heə r /
ʊə	pure	/pjʊə r /

Consonant

Symbols	E.g.	Pronunciation
b	pen	/pen/
b	bad	/bæd/
t	tea	/tiː/
d	did	/dɪd/
k	cat	/kæt/
g	got	/gɒt/
tʃ	chin	/tʃɪn/
dʒ	june	/dʒuːn/
f	fall	/fɔːl/
v	van	/væn/
θ	thin	/θɪn/
ð	than	/ðæn/

Symbols	E.g.	Pronunciation
s	so	/səʊ/
z	zoo	/zuː/
ʃ	she	/ʃiː/
ʒ	vision	/ˈvɪʒ. ə n /
h	how	/haʊ/
m	man	/mæn/
n	no	/nəʊ/
ŋ	sing	/sɪŋ/
l	leg	/leg/
r	red	/red/
j	yes	/jes/
w	wet	/wet/

Table of Contents

UNIT 1

Fables

In this unit you will learn to:
- comprehend fables
- summarize fables
- retell fables using correct pronunciations (intonations, stresses, facial expressions, and body language)

The Hare and the Tortoise

RACE

Unit 1: Fables

Warm Up Activity

Activity 1

Have you ever heard a story about animals? If yes, mention the example. If no, let's look at the next activities.

Activity 2

Look at the pictures below. What are the pictures about? Do you know the story related to these pictures?

(Source: http://www.storyboardthat.com/)

Activity 3

Study the following words. You will hear the words in Activity 6.
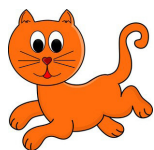
Cat	Duckling	Duck

Swan	Rooster	Farm

Activity 4

Every animal has its sound that is different from another's. Please match the sound with the right animals below.

A. Quack / Quack quack	B. Honk / honk honk	C. Crow / cock-a-doodle-doo

 ☐   ☐   ☐

Activity 5

After you finish the previous activities, can you guess what the story you will listen is about?

Let's Listen!

Activity 6

Listen to a recording telling you the story about "The Ugly Duckling". Pay attention to the story.

Activity 7

Read the following statements then decide whether the statements are true or false based on the recording you have heard in Activity 6. Put a tick (√) the correct answer in the right column.

NO.	STATEMENTS	TRUE	FALSE
1.	The Ugly duckling was born in the quiet farm.	√	
2.	His brothers and sisters have grey feathers.		
3.	He lived in a home with an old woman and her roaster and cat.		
4.	The duckling grew smaller than the roaster and the cat.		
5.	He had grown into a beautiful duck.		

Activity 8

Now, please match the pictures in the left side with the story in the right side. Circle the correct simple past form in the bracket. Number 1 has been done for you.

1. Once upon a time, there (is/was) a duckling born on a quite farm. His brothers (are/were) small, and covered in downy yellow feathers.

2. The duckling (is/was) bigger than the rest of them. Instead of soft and yellow, his feathers (are/were) rough and gray. Instead of quacking, the duckling (honk/honked). Instead of walking gracefully, he (waddle /waddled).

3. All of the animals on the farm (tease/teased) him for being so strange. "He's so ugly," his neighbors (whisper/whispered) when they thought he wasn't listening.

This (make/made) the duckling so sad that one night, as the other ducks (sleep/slept) near the barn, he (sneak/sneaked) away to find a new home.

4. Time passed, and the duckling (grow/grew) and (grow/grew). He (grow/grew) until he (is/was) bigger than the cat.

5. He (is/was) happy in his new home, but he still (feel/felt) like he didn't belong. His new home (is/was) full of wonderful friends but they (aren't/weren't) big or grey, or even ducklings. He wish he could be as red as Rooster. He wish he could be as soft as cat. He wish he could quack.

6. He (waddle/waddled) over the hills and through the woods, until he (come/came) upon a cozy little house. Inside, he (find/found) a kind old woman, who (live/lived) with a rooster and a cat.

"You're not ugly," they (tell/told) him. "You're just different. And you're wonderful just the way you're."

7. One morning, as he (watch/watched) the sun sparkling on the pond, he (see/saw) a family of beautiful swans float by. "Lucky birds," he (think/thought).

He looked into the water and (see/saw) his reflection for the first time.

8. "Is that me?" he (says/said), shaking his feathers in disbelief. He wasn't a funny looking duckling anymore... he had grown into a beautiful swan!

9. He (jump/jumped) into the water, honking his loudest honk. "I'm not ugly at all," he (says/said). "I'm just different and I'm wonderful just the way I am."

(Adapted from: www.education.com)

MORAL:
Be proud of yourself.

Grammar Corner

Narative Text

A narrative text tells a story from a particular point of view and can be presented using words, images, and/or sounds.

- Its purpose is to entertain and to engage the reader in an imaginative experience.

Parts of the Text		
1.	Orientation	Telling who is in the story, when it is happening, where it is happening, and what is going on.
2.	Complication	Telling something that will begin a chain of events. These events will affect one or more of characters.
3.	Resolution	The problem is solved.

The characteristics/language features of narrative

- **Past Form**
  e.g: *His brothers and sisters* **were** *small, and* **covered** *in downy yellow feathers.*

- **Adverb of Time**
  e.g: **Once upon a time**, *there was a duckling born on a quiet farm.*

- **Time Conjunction**
  e.g: **Time passed**, *and the duckling grew and grew.*

- **Direct Speech**
  It is to make the story lively, e.g: *"You're not ugly,"* they told him. *"You're just different. And you're wonderful just the way you're."*

(Adapted from: Britishcourse.com)

Unit 1: Fables

Activity 9

Listen again to the recording and check if your answers are correct. Underline the key word that you think may help you get the story.

Activity 10

You will have another story entitled "The Tortoise and The Hare". Study the following words.

(Sources: https://twinkl.co.uk/image/)
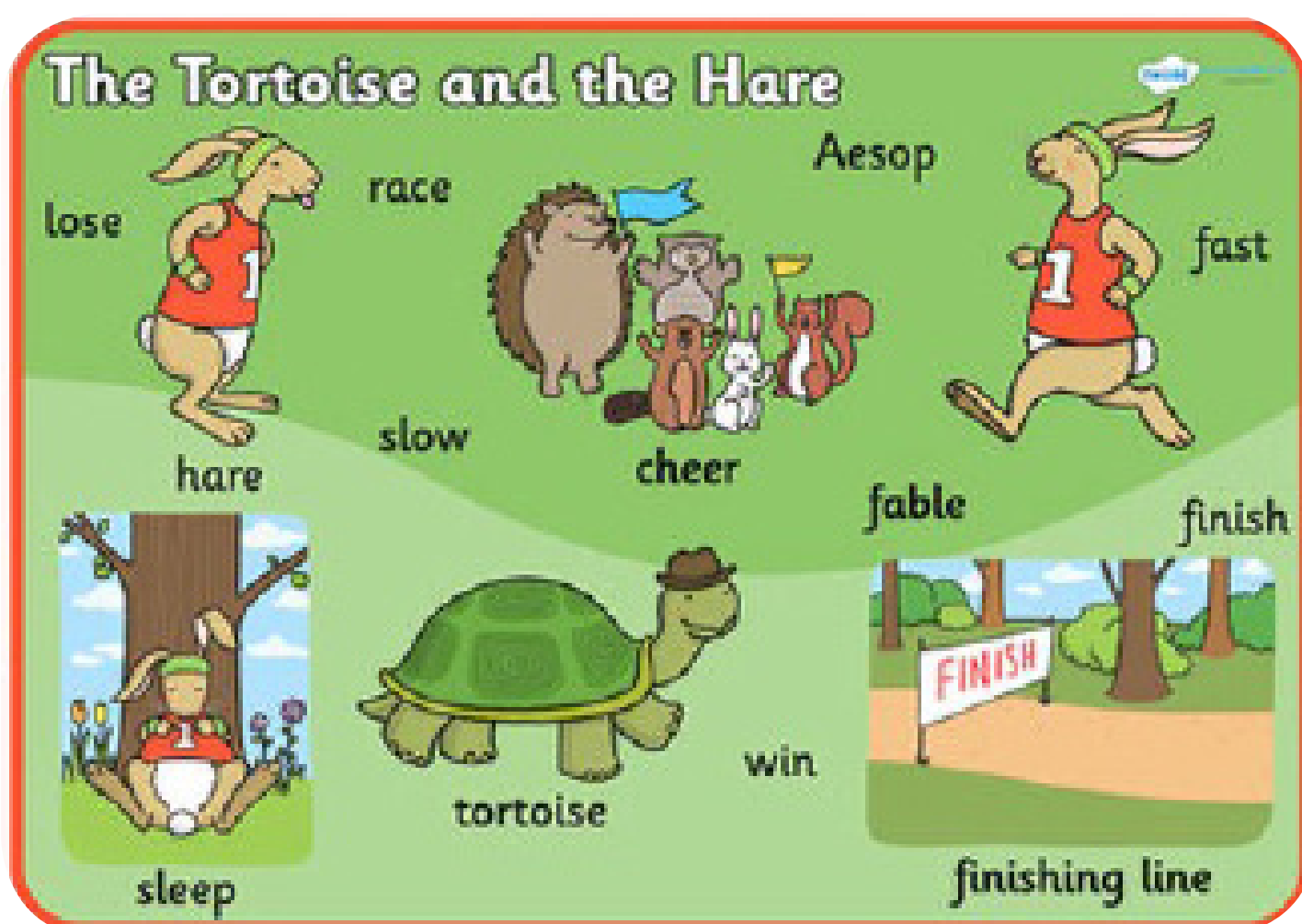
Activity 11

Arrange the pictures based on the story by giving number in the box in each picture. Number one has been done for you.
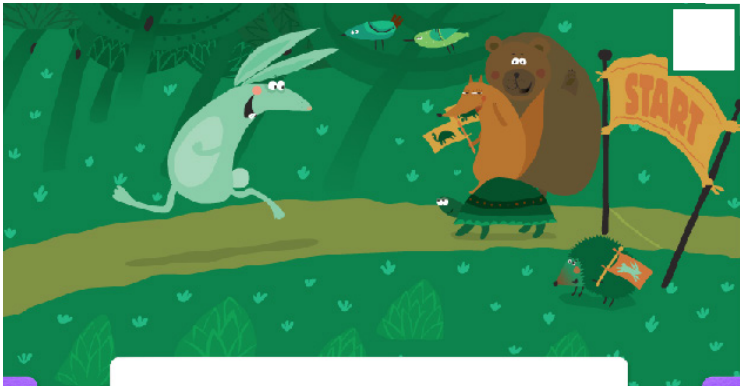
The hare sprinted down the road while the tortoise crawled away from the starting time.
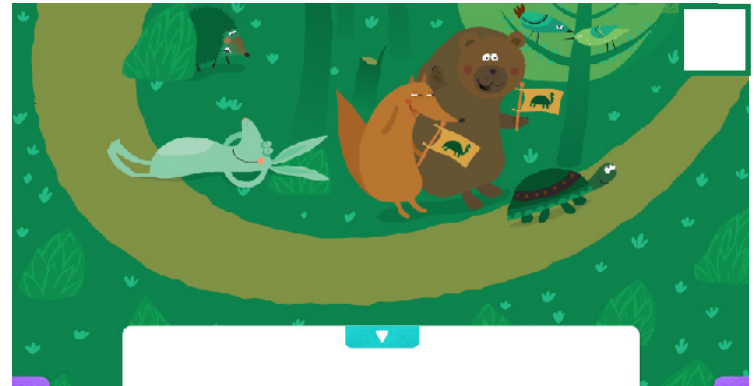
The tortoise came plodding down the road at his usual slow pace.
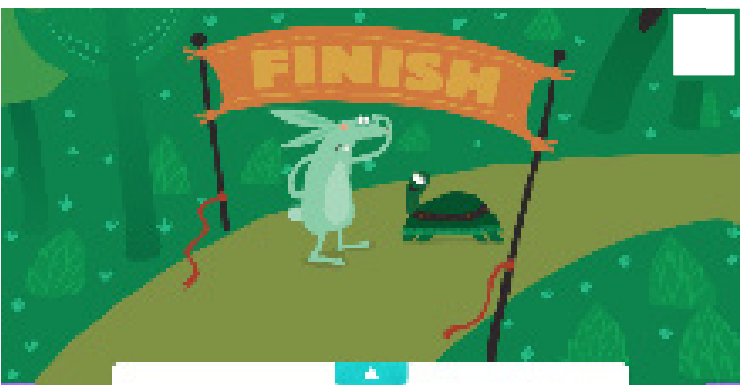
The confused hare crossed the finish line.
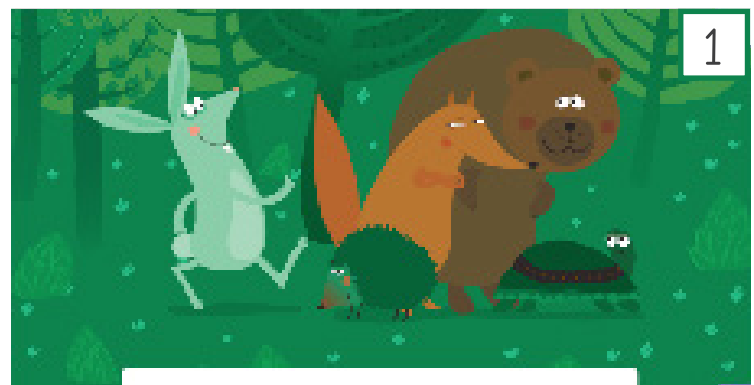
A speedy hare lived in the woods. She was always bragging to the other animals about how fast she could run.
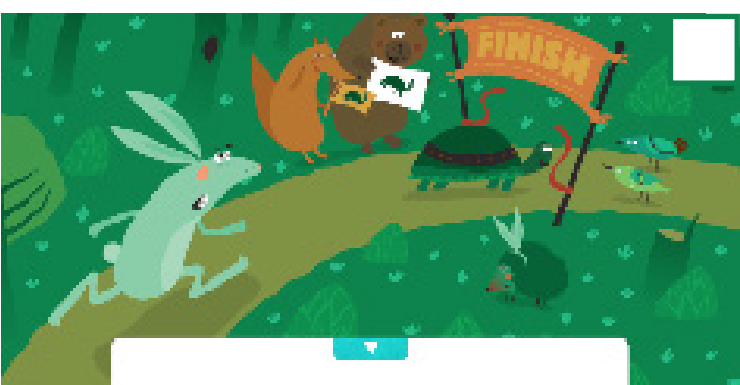
As the hare rounded the last curve, she was shocked by what she saw.
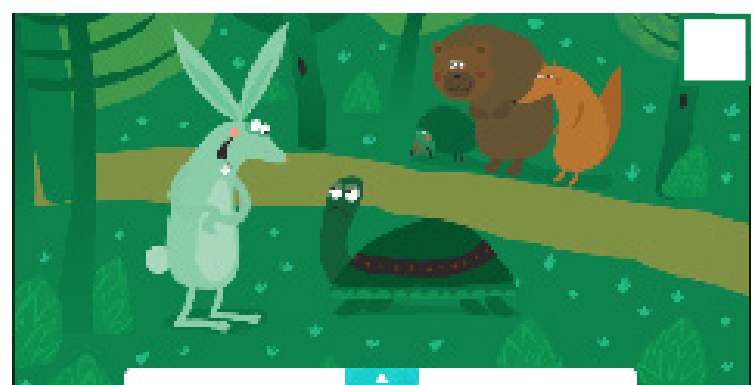
The animals grew tired of listening to the hare.

The hare ran for a while and looked back. She could barely see the tortoise on the path behind her.

"Race you? I can run circles around you!" the hare said.

The hare woke up and stretched her legs.

(Adapted from: speakaboos.com)

MORAL:
Slow And Steady Wins The Race.

Fill in the bubble map with words that describe or tell about a tortoise and a hare.

smart

sleep
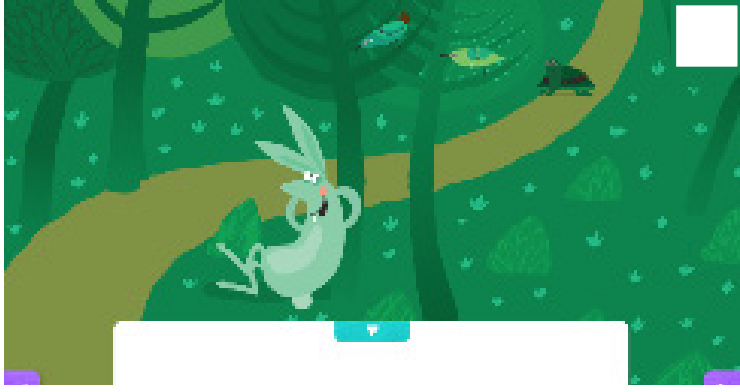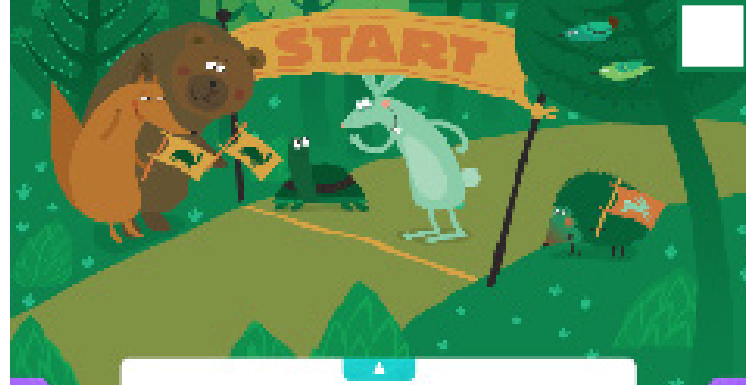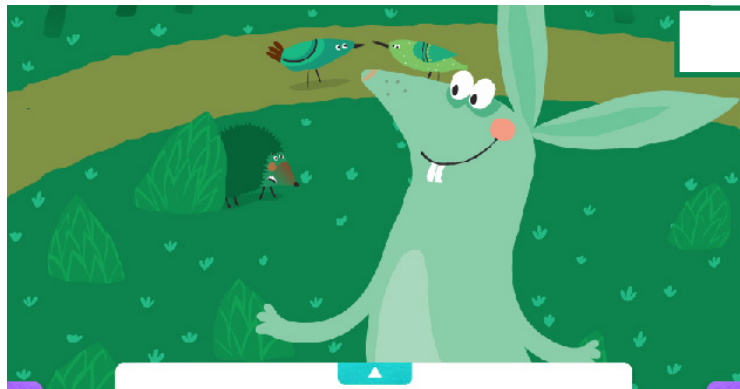
Grammar Corner

Activity 13

How many words did you get from the previous activity? Now, put them and the words below in the right table. You may ask your teacher if you find difficulties.

crawl   fast   quick
slowly   lazy   sleep   quickly
shell   run   slow
tail   smart   finish   lose   crawl

Tortoise

Adjective	Adverb	Noun	Verb
slow	slowly	shell	crawl

Hare

Adjective	Adverb	Noun	Verb
quick	quickly	tail	run

Let's Illustrate!

Activity 14

Draw a picture in each box that shows what happened in the story "The Hare and The Tortoise". Draw the pictures that illustrate the beginning, conflict, and ending.

Begining

Conflict

Ending

Unit 1: Fables

Now, let's create a story map. Use the following guidelines to help you.

What is the solution of the problem?

What is the problem of the story?

What is the setting of the story?

Who are the characters of the story?

Title / Author

What is another way to solve the problem?

What is the theme of the story?

What is the plot of the story?

Who is your favorite character and why?

Let's Summmarize!

Make a summary of the story "The Tortoise and The Hare" in your own words. Use your story map to help you write the summary.

The hare said that he could run very fast.

....
....
....

The hare slept in the forest during the race.

....
....
....
....

The hare was shocked by what he saw

....
....
....
....

Pronunciation Tips

Activity 17

Homonyms are words that sound the same and sometimes are spelt the same but have different meanings. Find the homonyms of these following words. For example:

glasses	glasses	deer	dear

Find the homonyms by writing the number in the circle.

1. hare	to
2. know	can
3. two	hair
4. can	no

(Adapted from: Tell It Again! The Storytelling Handbook for Primary English Language Teachers)

Activity 18

Have you got all of the answers? Now let's check how to pronunce the words.

hare : /heə r /	hair : /heə r /
know : /nəʊ/ Do you know Jack?	no : /nəʊ/ Is your name Jack? No, it's Jim
two : /tu:/ 2	to : /tu:/ To Jim
can : /kæn/ Yes, I can	can : /kæn/

(Adapted from: Tell It Again! The Storytelling Handbook for Primary English Language Teachers)

Activity 19

One of the most important parts in retelling a story is intonation. The functions are to help emphasise the strong stressed word in a sentence, to show the grammatical function of what you are saying, and to show feelings and emotions. Now, let's practice to read the sentences below with correct intonation.

The falling tone:
- *A short statement:* "Yes, I'll race you," said the clever tortoise.
- *Questions:* "What should we do now?"
- *Commands:* "Ready. Steady. Go!"
- *Exclamations:* "How did he get ahead of me?" the hare asked himself.

The rising tone:
- *To make request:* "Can you help me?"
- *Yes/No questions:* "Is that me?" he said

Unit 1: Fables

Activity 20

Practice the following conversations using the right intonation.

(Source: http://sbt.blob.core.windows.net/storyboards)

Activity 21

Complete the following sequences of storytelling by drawing a line to complete the statements in column A with the answer in column B. Number one has been done for you.

A	B
1. Greeting	Today, I want to tell a story entitled "The Tortoise and The Hare"
2. Introducing a story	Well, I think that's all the story about "The Tortoise and The Hare". I hope you enjoy the story.
3. Telling the story	Good morning, my friends.
4. Pre-closing	Thank you for your attention.
5. Closing	Here is the story. One day, a speedy hare lived in the woods.

Let's Tell!

Activity 22

Find yourself a partner. Retell the story in turn. You may use the sequence in Activity 21 to help you retell the story.

Activity 23

Give feedback to your friend's performance. Use the guideline below to give the feedback.

Criteria	4	3	2	1
Story comprehension	• Knows the story well; has obviously practiced telling the story; uses no notes; speaks with confidence	• Knows the story pretty well; some practice; may use notes; fairly confident	• Knows some of the story; has not practiced; relies on notes; appears uncomfortable	• Does not know story; reads from notes
Voice	• Always speaks loudly, slowly, and clearly. • Correct pronunciation; explains unfamiliar words.	• Usually speaks loudly, slowly, and clearly. • Correct pronunciation; does not explain unfamiliar words.	• May speak too soft or too rapidly; mumbles occasionally. • Incorrect pronunciation of some words; does not explain unfamiliar words.	• Speaks too softly or too rapidly; mumbles. • Incorrect pronunciation; does not know what unfamiliar words mean
Audience Contact	• Storyteller looks at all the audience; involves them with questions	• Storyteller looks at a few people in the audience; involves only a few with questions	• Story told to only 1 to 2 people in the audience; little audience involvement	• Storyteller does not look at audience; no attempt to involve audience with questions
Pacing/ Speed	• Story told at the appropriate pace, depending on the story line	• Story told well, but some parts may be rushed or dragged in some parts	• Story rushed or dragged in several parts	• Story told at one pace; no excitement

Unit 1: Fables

Activity 24

After you practice retelling the story in pairs, now, let's practice in front of the class. Use the finger puppets on page 21 to help you.

(cut)
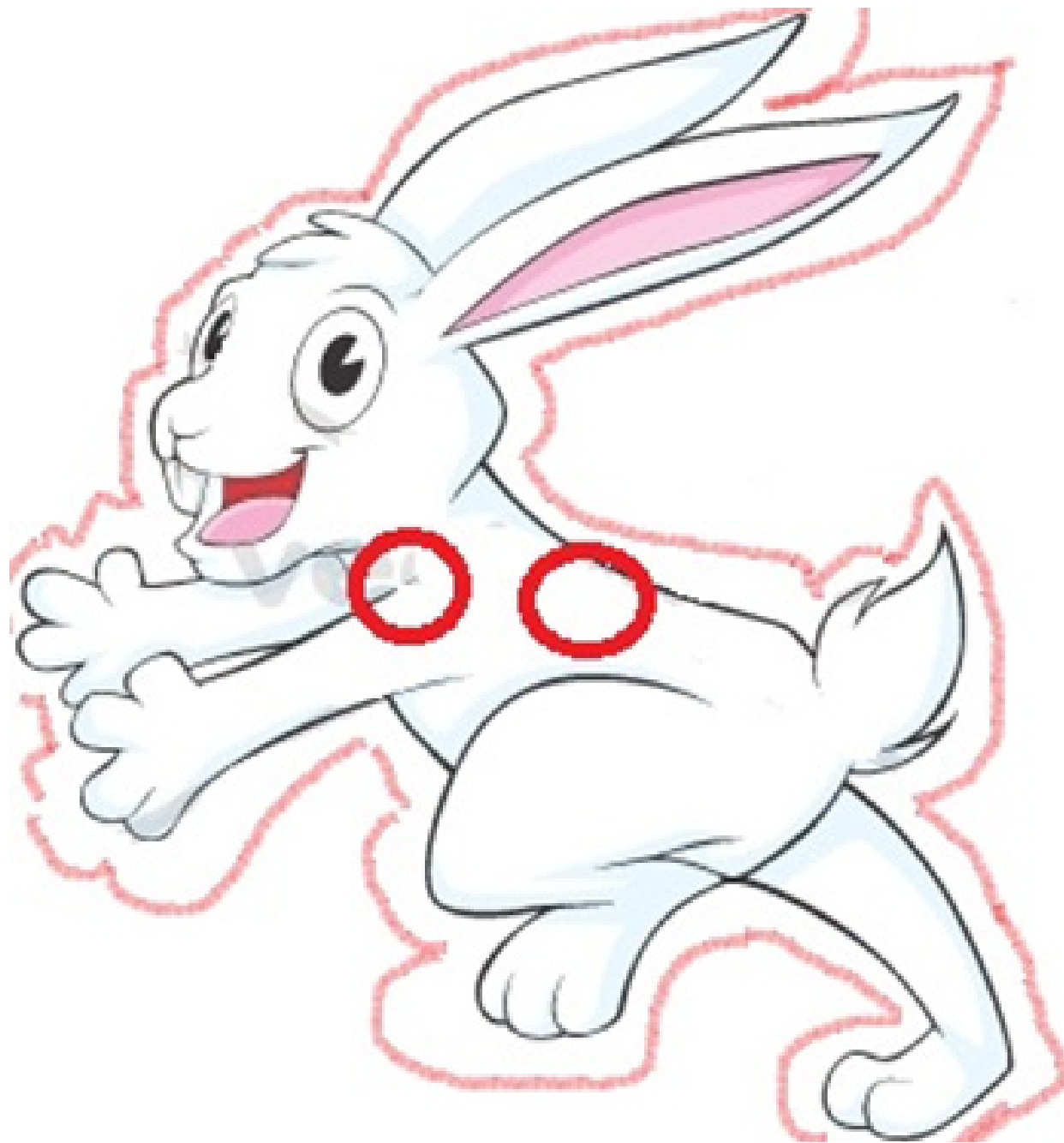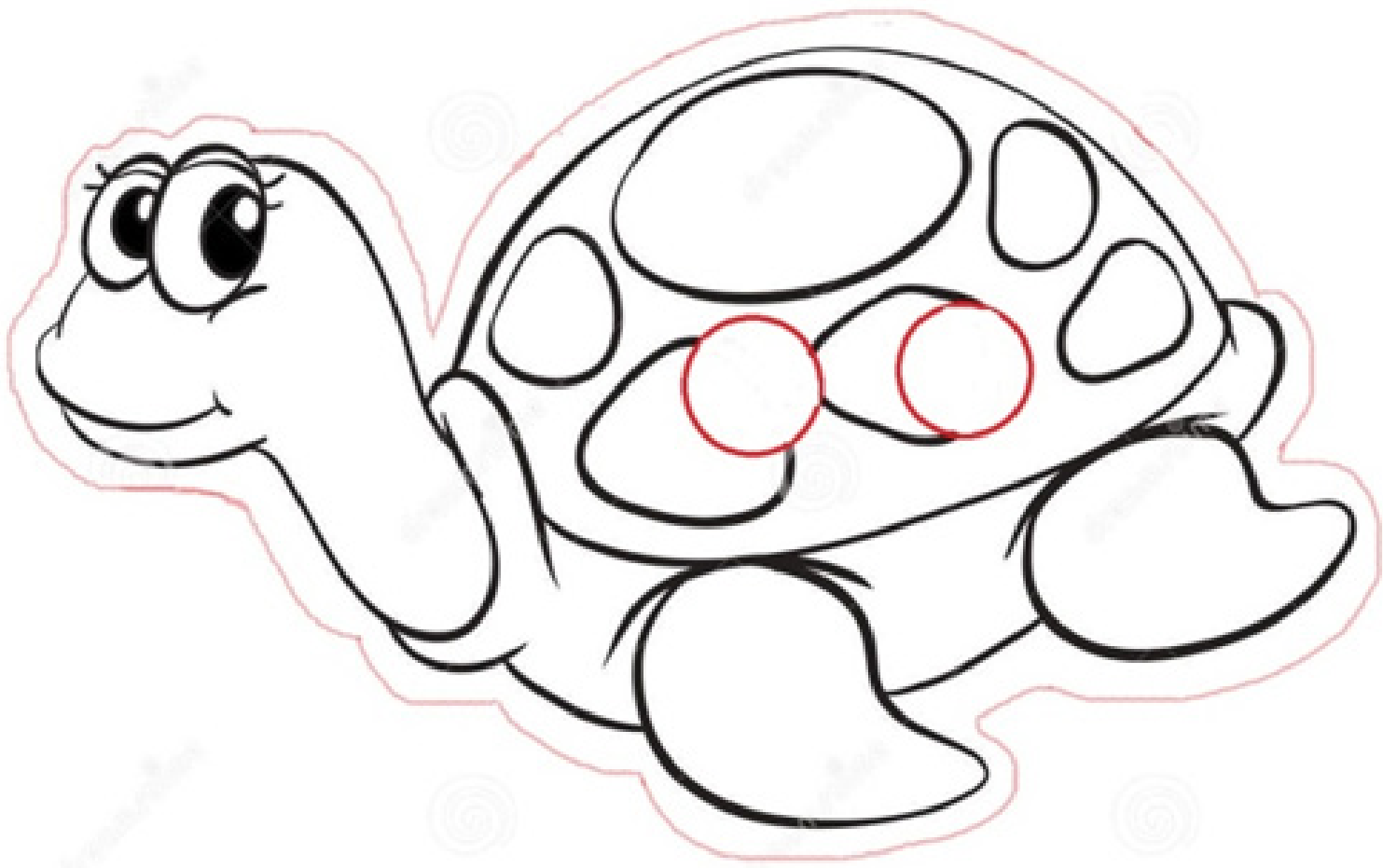
Summary

1. One of the most important parts in retelling story is **intonation**. The functions are to help emphasise the most strongly stressed word in a sentence, to show the grammatical function of what you are saying, and to show feelings and emotions.

   There are two kinds of intonations, they are:

   The falling tone:

   • *A short statement :* "Yes, I'll race you," said the clever tortoise.

   • *Questions:* "What should we do now?"

   • *Commands:* "Ready. Steady. Go!"

   • *Exclamations:* "How did he get ahead of me?" the hare asked himself.

   The rising tone:

   • *To make request:* "Can you help me?"

   • *Yes/No questions:* "Is that me?" he said.

2. In retelling a story, there are some parts that have to cope base on the storytelling outline.

No.	Organization/ outline	Example
1.	Greeting	Good morning, my friends.
2.	Introducing a story	Today, I want to tell a story entitled "The Tortoise and Hare".
3.	Telling the story	Here is the story. One day, a speedy hare lived in the woods.
4.	Pre-closing	Well, I think that's all the story about "The Tortoise and The Hare". I hope you enjoy the story.
5.	Closing	Thank you for your attention.

3. There are some criteria that should be cope in the storytelling performance.

Criteria	4	3	2	1
Story comprehension	• Knows the story well; has obviously practiced telling the story; uses no notes; speaks with confidence	• Knows the story pretty well; some practice; may use notes; fairly confident	• Knows some of the story; has not practiced; relies on notes; appears uncomfortable	• Does not know story; reads from notes
Voice	• Always speaks loudly, slowly, and clearly. • Correct pronunciation; explains unfamiliar words.	• Usually speaks loudly, slowly, and clearly. • Correct pronunciation; does not explain unfamiliar words.	• May speak too soft or too rapidly; mumbles occasionally. • Incorrect pronunciation of some words; does not explain unfamiliar words.	• Speaks too softly or too rapidly; mumbles. • Incorrect pronunciation; does not know what unfamiliar words mean
Audience Contact	• Storyteller looks at all the audience; involves them with questions	• Storyteller looks at a few people in the audience; involves only a few with questions	• Story told to only 1 to 2 people in the audience; little audience involvement	• Storyteller does not look at audience; no attempt to involve audience with questions
Pacing/ Speed	• Story told at the appropriate pace, depending on the story line	• Story told well, but some parts may be rushed or dragged in some parts	• Story rushed or dragged in several parts	• Story told at one pace; no excitement

(Adapted from: www.storytelling.com)

Reflection

Reflect on your learning in this unit. Put a tick (√) in the right column to indicate how much you have learnt.

No	Aspect	Very Much	Much	Little
1.	Comprehending fable stories			
2.	Summarizing fable stories			
3.	Retelling fables using correct pronunciations (intonations, stresses, facial expressions, and body language)			

UNIT 2

Fairytales

In this unit you will learn to:
- comprehend fairytales
- summarize fairytales
- retell fairytales using correct pronunciations (intonations, stresses, facial expressions, and body language)

Jack And The Beanstalk

Unit 2: Fairytales

Warm Up Activity

Activity 1

Have you ever heard a story about magical creatures and fairies? If yes, mention the example. If no, let's look at the next activities.

Activity 2

Below are the stories about fairytales. Match the clues with the pictures.

1. My dad is Neptune. I live in the sea, I've got a tail, who am I?

2. I've got two stepsisters. My fairy grandmother helps me. I marry the prince, who am I?

3. I'm a puppet. I've got a long nose. My dad is Geppetto, who am I?

4. I've got a magic carpet, I've got a magic lamp, I love Jasmine, who am I?

(Adapted from:http://classroom.hrcatholicschool.org/)

Activity 3

Now, find words about Fairytales in the word search grid below. You may find the word vertically, horizontally, and diagonally.

S	T	N	E	M	T	N	A	H	C	N	E	F	A	I
L	A	R	O	M	R	Y	T	A	S	L	E	S	U	R
S	L	E	A	D	T	S	O	B	P	T	E	S	O	P
R	K	G	E	A	E	D	B	S	R	W	N	M	F	Y
W	I	O	R	I	D	O	N	F	I	M	A	A	C	O
C	N	U	R	T	Y	O	T	T	N	N	R	H	I	B
E	G	I	F	O	M	R	C	S	C	F	R	E	R	G
T	A	H	E	E	O	H	O	E	E	Y	W	E	O	R
F	N	E	D	L	E	E	V	T	S	V	E	B	L	R
W	I	R	L	S	D	I	C	T	S	T	L	E	K	N
D	M	S	O	W	N	H	N	A	N	I	D	E	L	W
H	A	P	P	Y	E	N	D	I	N	G	E	R	O	E
M	L	E	A	D	G	N	T	S	F	O	R	A	F	D
U	S	L	S	R	E	T	C	A	R	A	H	C	T	S
A	N	E	R	D	L	I	H	C	N	D	K	I	D	S

1. Witch
2. ....
3. ....
4. ....
5. ....
6. ....

7. ....
8. ....
9. ....
10. ....
11. ....
12. ....

13. ....
14. ....
15. ....
16. ....

(Taken from: https://myvocabulary.com)

Activity 4

How many words did you find in the previous activity? Did you find the words below?

FAIRY TALES WORD LIST

CHARACTERS	HAPPY ENDING
CHILDREN	LEGEND
DEMONS	MAGIC
ELVES	MORAL
GOBLINS	PRINCESS
FAIRIES	ROMANCE
WITCH	STORY
GIANT	TROLL

Let's Watch!

Activity 5

You will watch a video about "Hansel and Gretel". Look at the pictures below. You will find these characters in Activity 6.

Hansel   Gretel   Father   Stepmother   Witch

(Adapted from: http://www.earlylearninghq.org.uk/)

Unit 2: Fairytales

Activity 6

Watch a video about "Hansel and Gretel". Decide whether the statements are true or false. Put a tick (√) the correct answer in the right column.

NO.	STATEMENTS	TRUE	FALSE
1.	The two children were named Hansel and Gretel.		
2.	Hansel and Gretel had a step father.		
3.	Hansel and Gretel were left in the forest.		
4.	Hansel pushed the witch into the oven.		
5.	They found their home and brought the jewel.		

Activity 7

After watching the video, match the two halves of each sentences below.

1. The two children, a boy and a girl, ...	.... she was soon turned into her own magic gingerbread! ( )
2. "Tomorrow morning, we'll take Hansel and Gretel deep into ...."	.... the witch grabbed Hansel and locked him in a closet. ( )
3. Hansel tried to find the way home, but he and Gretel	.... were named Hansel and Gretel. (1)
4. Early in the morning before the children were awake, ...	.... were soon lost in the forest. ( )
5. The witch shrieked loudly, but it was no good;	.... the forest and leave them there." ( )

Let's Tell Stories!: A Storytelling Workbook

Activity 8

Watch the video again and pay attention to the imperative sentences. List down the sentences in the space below. Number 1 as the example.

1. Get up! We're going into the forest to collect firewood."

2. ....

3. ....

4. ....

5. ....

6. ....

7. ....

MORAL:
Don't trust strangers till you get to know them better.

Activity 9

Watch the video again and please check if your answers are correct.

1. **Get up!** We're going into the forest to collect firewood." (Instructions)
2. "Hansel, why do you keep stopping? **Get moving!**" (Instructions)
3. "Here's your lunch; **don't eat it right away**, because you won't get anything else." (Negatives)
4. "**Let's eat**, Gretel!" (request)
5. "**Get up**, lazy thing, and help me get the oven ready. I'm going to bake your brother into gingerbread!" (Instruction)
6. "**Wait until the moon rises**, and then we'll follow my trail of breadcrumbs home." (Request)
7. "**Creep inside,**" **said the witch**, "and see if the oven is hot enough." (Instruction)

Grammar Corner

Activity 10

Study the following explanation

Narative Text

The Imperative is the Infinitive without to.
Affirmative: Sit down!
Negative: Don't sit down!

We use the Imperative in:

- **Instructions:** Get moving!
- **Warnings:** Look out!
- **Offers:** Have some juice.
- **Advices:** Stay at home. Don't go to school if you are
- **Requests:** Let's eat, Gretel!
- **Invitations:** Come for dinner.

(Adapted from: busyteacher.com)

Activity 11

Complete the following speech bubble with correct verbs.

| let's | leave | go | let's | don't |
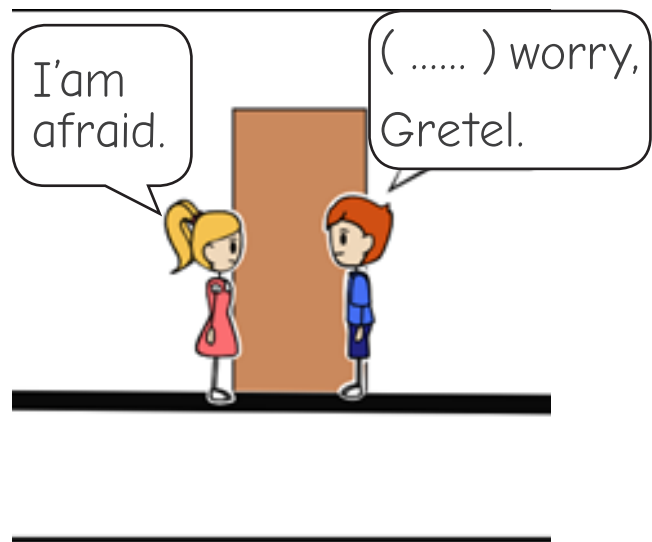
I can't sleep. (.....) go get some water.

(........) the kids in the woods!

(........) gather wood with your father.

I'am afraid.

(......) worry, Gretel.

I'll go start afire while you gather some wood.

We're lost!! (.......) go look for father!

(Adapted from: http://youthvoices.net/)

Activity 12

Please check if the answers are correct. Then, practice the conversation.

Activity 13

You will have another story entitled "Jack and the Beanstalk". Study the following words.

(Adapted from: http://displays.tpet.co.uk/)

Activity 14

Arrange the sentences on the next page into a good story based on the pictures below.

He saw a giant. (   )

Jack climbed the beanstalk. (   )

Jack planted the magic beans. (   )

The beans grew into a giant beanstalk. (   )

They lived happily ever after. (   )

He took the gold. (   )

Jack cut down the beanstalk. (   )

A man gave him magic beans for the cow. (1)

Activity 15

Now, please describe Jack and Giant by completing the table below with adjectives.

Jack	The giant
brave	angry
	greedy

(Taken from: www.cricksoft.com)

Let's Illustrate!

Activity 16

Draw a picture based on your favorite part of the story.

Activity 17

Now, let's create a story mapping. Use the guideline to help you.

Story Map

Title →

Characters →

Setting →

Problem →

Solution →

(Taken from: http://cdnpix.com/)

Unit 2: Fairytales

Let's Summmarize!

Activity 18

Now, try to make a summary of the story in your own words. Use your story map to help you write the summary.

Jack and the Beanstalk

....
....
....
....
....
....

....
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....
....
....
....

....
....
....
....
....
....

Pronunciation Tips

Activity 19

Have you got all of the answers? Now, let's practice the pronunciation.

poor	/pɔː r /
brave	/breɪv/
smart	/smɑːrt/
happy	/ˈhæp.i/
angry	/ˈæŋ.gri/
greedy	/ˈgriː.di/
strong	/strɒŋ/
scary	/ˈskeə.ri/

Let's Tell!

Activity 20

Work in a group of three. Practice retelling the story "Jack and The Beanstalk".

Activity 21

Give feedback to your friend's performance. Use the guideline in Unit 1 to give feedback.

Activity 22

After you practice in groups, now let's practice in front of the class. You may use your properties to help you to retell the story.

Summary

IMPERATIVES

1. The Imperative is the Infinitive without 'to'.

   Affirmative: Sit down!
   Negative: Don't sit down!

2. We use the Imperative in:

   - *Instructions:* Open your books.
   - *Warnings:* Look out!
   - *Offers:* Have some juice.
   - *Advices:* Stay at home. Don't go to school if you are ill.
   - *Requests:* Pass the sugar, please.
   - *Invitations:* Come for dinner.

3. In the negative form we put don´t before the main verb.

   E.g.: Don´t open the window.

   (Adapted from: busyteacher.com)

Reflection

Reflect on your learning in this unit. Put a tick (√) in the right column to indicate how much you have learnt.

No	Aspect	Very Much	Much	Little
1.	Comprehending fairytales			
2.	Summarizing fairytales			
3.	Retelling fairytales using correct pronunciations (intonations, stresses, facial expressions, and body language)			

UNIT 3

Legends

In this unit you will learn to:
- comprehend legends
- summarize legends
- retell legends using correct pronunciations (intonations, stresses, facial expressions, and body language)

Unit 3: Legends

Activity 1

Below are components of a story. Match the explanation with the right components in the box.

a. setting	b. conflict	c. characters	d. plot

1. The time and the place of the story.   (….)
2. All of the actions that take place during the stories.   (….)
3. The people, animals, or other creatures in the story.   (….)
4. The situation where the characters are against each other. (….)

(Adapted from: www.learner.org)

Activity 2

Below are settings of stories. Match the stories in the left column with the right settings in the right column. Draw a line. Number 1 has been done for you.

A story about a princess might take place in the…..	haunted house
A story about a ghost might take place in the ….	sea
A story about a mermaid might take place under the…	island
A story about pirates might take place on an….	castle

(Adapted from: http://bogglesworldesl.com)

Unit 3: Legends

Activity 3

Have you ever heard a story about how places are made? If yes, how do you call it?. If no, let's look at the next activities.

Activity 4

Below are legends from Indonesia. Put a tick (√) in the box based on the stories you have heard or read.

(Adapted from: http://segitiga.net/)

Activity 5

Study the following words. You will find the words in Activity 6.

Sam	Fish	Farmer	Village	Flood

Let's Watch!

Activity 6

You will watch a video of "The Legend of Toba Lake". It's a story from North Sumatra.

Activity 7

Watch the video and decide whether the statements are true or false. Put a tick (√) the correct answer in the right column.

NO.	STATEMENTS	TRUE	FALSE
1.	The Legend of Toba Lake is a story from South Sumatra.		
2.	The farmer catched a fish that could speak.		
3.	The fish turned into an old woman.		
4.	The farmer married the fish woman and had one son.		
5.	The farmer broke his promise		

Activity 8

Watch the video again and pay attention to the questions. List down the questions in the space below.

1. ....

2. ....

3. ....

MORAL:
There is no greater fraud than a promise not kept.

Unit 3: Legends

Activity 9

Watch the video again and please check if your answer are correct.

1. "Who are you?", he asked the girl.

2. "Why is there a girl in my kitchen?"

3. "Where is my lunch?", he asked.

4. "Why did you eat it?

Activity 10

Study the following explanations.

There are two kinds of questions. They are verbal question and pronominal question.

1. **Verbal Questions → Rising intonation**
   Verbal questions are usually called yes-no question because these are simple questions eliciting the answer yes or no only..

   Example:
   Be + S + C / A
   "Are you kind of genie or something ?"

2. **Pronominal Questions → Falling intonation**
   Pronominal questions are the ones which need an answer in the form of piece of information. It begins with a question word.

   Example:
   Question word + auxiliary + S + V + O / C / A
   "Where is my lunch?"
   "Why did you eat it?"

Activity 11

Practice the following conversations using the correct intonations.

I am sorry, dad.
I am really sorry
for that!

You're really a bad
boy. Why are you
doing this?
I am really hungry,
you know?

But, who are you?
Are you a kind
of genie or
something?

Don't be afraid,
Toba. I will not
hurt you.

You will have another story, "The Legend of Malin Kundang". Study the following words.

poor	old
widow	curse
pirates	wealthy
lonely	merchant
sail	ship
seashore	worry
wait	pray
stone	wife
sad	greedy

Activity 13

You will have another story, "The Legend of Malin Kundang". Arrange the pictures by giving each picture a number.

The old woman wanted to hug Malin.

An old woman ran to the beach to meet the new rich merchant.

A long time ago, in a small village near the beach in West Sumatra, lived a woman and her son.

Malin ignored his mother.

Malin would leave her mother for several years

Her mother felt sad and lonely.

Malin turned into a stone.

Many years later, Malin Kundang became wealthy.

One day, when Malin Kundang was sailing, he saw a merchant's ship which was being raided by a small band of pirates.

(Adapted from: http://competition-storytelling.blogspot.co.id/)

MORAL:
You have to be respectful towards your parents.

Grammar Corner

Activity 14

Now, please describe Malin Kundang and his mother by completing the table below with the words in the Activity 11. Can you add more words?

Malin Kundang

Mother

ADJECTIVE	NOUN	VERB
wealthy	stone	sail

ADJECTIVE	NOUN	VERB
wealthy	stone	sail
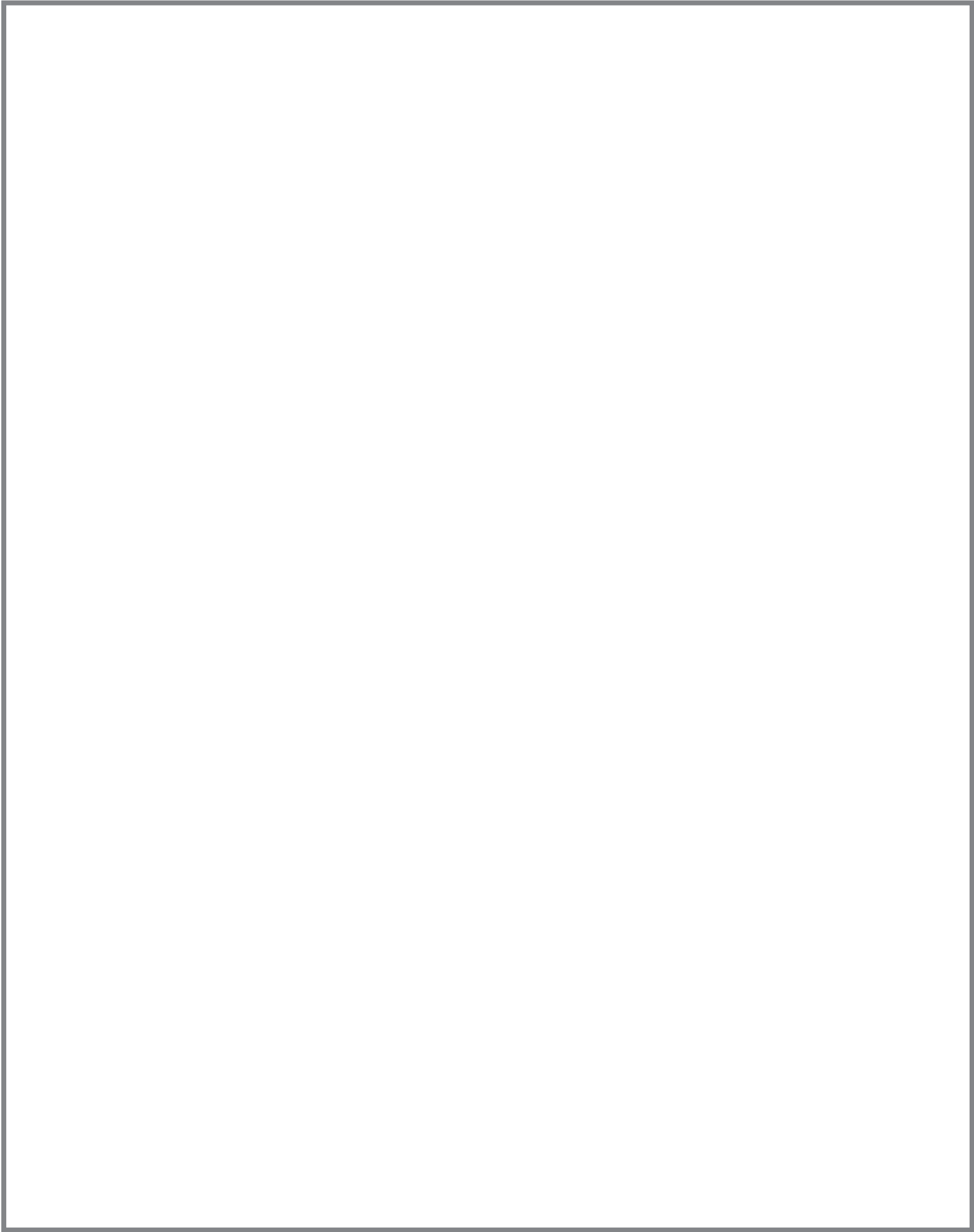
Let's Illustrate!

Activity 15

Draw a picture based on your favorite part of the story.

Activity 16

Now, let's create a story mapping. Use the guideline to help you.

Story Map:

Characters:

Setting:

Problem:

Conflict:

Resolution:

Whitneyslp

Let's Summmarize!

Activity 17

Now, try to make a summary of the story with your own words. Use your story map to help you
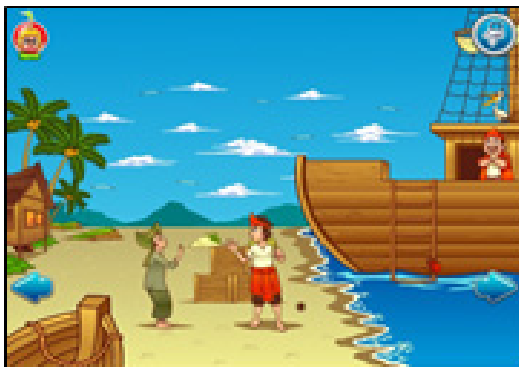
(Malin left her mother)
....
....
....
....
....
....

(Malin became a rich man)
....
....
....
....
....
....

(Turned into a stone)
....
....
....
....
....
....

Pronunciation Tips

Activity 18

Have you got all of the answer? Now let's check how to pronunce the words.

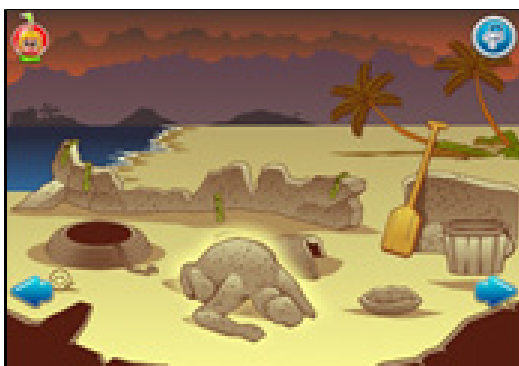|				
poor (adj)	/pɔː r /		wait (v)	/weɪt/
widow (n)	/ˈwɪd.əʊ/		wife (n)	/waɪf/
pirates (n)	/ˈpaɪ.rət/		pray (v)	/preɪ/
old (adj)	/əʊld/		worry (v)	/ˈwʌr.i/
curse (v)	/kɜːs/		seashore (n)	/ðəˈsiː.ʃɔː r /
wealthy (adj)	/ˈwel.θi/		sail (v)	/seɪl/
greedy (adj)	ˈgriː.di/		ship (n)	/ʃɪp/
sad (adj)	/sæd/		lonely (adj)	/ˈləʊn.li/
stone (n)	/stəʊn/		merchant (n)	/ˈmɜː.tʃ ə nt/

Let's Tell!

Activity 19

Work in a group of three. Practice retelling the story "Malin Kundang"

Activity 20

Give feedback to your friend's performance. Use the guideline in Unit 1 to give feedback.

Activity 21

After you practice in groups, now let's practice in front of the class. Use properties you have to help you to retell the story.

Summary

1. There are some components of a story. They are:
   a. Setting
      The time and the place of the story.
   b. Plot
      All of the actions that take place during the stories.
   c. Characters
      People, animals, or other creatures in the story.
   d. Conflict
      The situation where the characters are against each other.

2. There are two kinds of questions. They are verbal question and pronominal question.
   a. **Verbal Questions   Rising intonation**
      Verbal questions are usually called yes-no question because these are simple questions eliciting the answer yes or no only.
      Example:
      Be + S + C / A
      "Are you kind of genie or something ?"

   b. **Pronominal Questions   Falling intonation**
      Pronominal questions are the ones which need an answer in the form of piece of information. It begins with a question word.
      Example:
      Question word + auxiliary + S + V + O / C / A
      "Where is my lunch?"
      "Why did you eat it?"

Reflection

Reflect on your learning in this unit. Put a tick (√) in the right column to indicate how much you have learnt.

No	Aspect	Very Much	Much	Little
1.	Comprehending legends			
2.	Summarizing legends			
3.	Retelling legends using correct pronunciations (intonations, stresses, facial expressions, and body language)			

List of Irregular Verbs

Simple Form	Simple Past	Past Participle
A		
awake	awakened / awoke	awakened / awoken
B		
be (is, am, are)	was, were	been
beat	beat	beaten / beat
become	became	become
begin	began	begun
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
C		
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
D		
dig	dug	dug
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
E		
eat	ate	eaten
F		
fall	fell	fallen
feed	fed	fed
feel	felt	felt

List of Irregular Verbs

Simple Form	Simple Past	Past Participle
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
G		
get	got	gotten
give	gave	given
go	went	gone
grow	grew	grown
H		
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
K		
keep	kept	kept
know	knew	known
L		
lay	laid	laid
lead	led	led
learn	learned / learnt	learned / learnt
leave	left	left
let	let	let
lie	lay	lain
lose	lost	lost
M		
make	made	made
mean	meant	meant
meet	met	met

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Simple Form	Simple Past	Past Participle
mistake	mistook	mistaken
P		
pay	paid	paid
put	put	put
R		
read	read	read
rid	rid	rid
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
S		
say	said	said
see	saw	seen
seek	sought	sought
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
show	showed	showed/shown
sing	sang	sung
sink	sank / sunk	sunk
sit	sat	sat
sleep	slept	slept
slide	slid	slid
smell	smelt	smelt
spend	spent	spent
speak	spoke	spoken
spend	spent	spent
spin	spun	spun
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
swear	swore	sworn

List of Irregular Verbs

simple form	simple past	past participle
sweep	swept	swept
swim	swam	swum
T		
take	took	taken
teach	taught	taught
tear	tore	torn
think	thought	thought
throw	threw	thrown
thrust	thrust	thrust
U		
upset	upset	upset
understand	understood	understood
W		
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

Let's Tell Stories!: A Storytelling Workbook

APPENDIX H

Permit Letter

FRM/FBS/33-01
10 Jan 2011

Nomor   : 590e/UN.34.12/DT/V/2015   Yogyakarta, 26 Mei 2015
Lampiran   : 1 Berkas Proposal
Hal   : **Permohonan Izin Penelitian**

Kepada Yth.
Kepala SMP Negeri 12 Magelang

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul:

DEVELOPING A SET OF PICTURE BASED INSTRUCTIONAL MATERIALS FOR STORYTELLING EXTRACURRILULAR IN SMP N 12 MAGELANG

Mahasiswa dimaksud adalah :

Nama   : UMI SHOLIHAH
NIM   : 11202244001
Jurusan/ Program Studi   : Pendidikan Bahasa Inggris
Waktu Pelaksanaan   : Mei-Juni 2015
Lokasi Penelitian   : SMP Negeri 12 Magelang

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
Kasubag Pendidikan FBS,

Indun Probo Utami, S.E.
NIP 19670704 199312 2 001