

**TEACHERS' EXPERIENCE IN TEACHING SPEAKING TO
JUNIOR HIGH SCHOOL EFL STUDENTS THROUGH
STORYTELLING WITH BIG BOOKS**

UNDERGRADUATE THESIS

**Submitted to Partial Fulfillment of the Requirements for the Degree
of *Sarjana Pendidikan* in English Education**



by :

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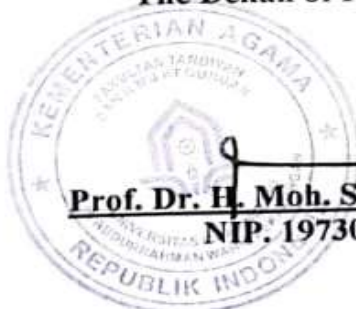
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MOTTO

“Don't stop when you're tired, stop when you're done”

“success is not a final and failure is not an initial”

ABSTRAK

Berbicara merupakan suatu keterampilan kompleks yang perlu dilatih secara terus menerus dan pasti dalam situasi yang kondusif. Bukan hal yang mudah untuk mengajarkan berbicara kepada siswa EFL SMP. Tujuan dari penelitian ini adalah untuk mengetahui pengalaman guru dalam menggunakan storytelling dengan buku besar dalam mengajar berbicara pada siswa EFL sekolah menengah pertama. Penelitian ini menggunakan pendekatan inkuiri naratif. Dua guru dipilih untuk penelitian. Peneliti menggunakan wawancara semi terstruktur untuk mengumpulkan data. Data dianalisis menggunakan analisis tematik Braun dan Clarke. Temuan penelitian menunjukkan pengalaman positif dan negatif dalam menggunakan storytelling dengan buku besar dalam pengajaran berbicara di kelas bahasa Inggris mereka. Selama proses belajar mengajar, guru memperoleh beberapa pengalaman positif dalam menggunakan metode bercerita dengan buku besar. Penggunaan storytelling dengan big book dapat membantu guru dalam proses pembelajaran berbicara, seperti mengembangkan kosakata siswa, melatih pengucapan siswa, mengembangkan imajinasi anak, dan meningkatkan konsentrasi siswa. Sebaliknya, guru mempunyai pengalaman negatif dalam menggunakan big book storytelling untuk mengajarkan keterampilan berbicara, seperti waktu mengajar yang terbatas, siswa merasa minder, dan membutuhkan waktu yang lama dalam mempersiapkan materi.

Keywords: *Pengalaman Guru, Berbicara, Bercerita, Buku Besar*

ABSTRACT

Speaking is a complex skill that needs to be trained continuously and definitely in conducive situations. It is not an easy thing to teach speaking to junior high school EFL students. The aim of this research is to explore teachers' experiences in using storytelling with big book in teaching speaking in junior high school EFL students. This research used a narrative inquiry approach. Two teachers were selected for research. The researcher used semi-structured interviews to collect data. Data were analyzed using Braun and Clarke's thematic analysis. The research findings show positive and negative experiences in using storytelling with big books in teaching speaking in their English classes. During the teaching and learning process, the teachers gained several positive experiences in using storytelling with big book. Using storytelling with big book could help teachers in the speaking learning process, such as developing students' vocabulary, practicing students' pronunciation, developing children's imagination, and increasing students' concentration. Conversely, the teachers had negative experiences in using big book storytelling to teach speaking skills, including limited teaching time, students feeling of insecurity, and longer time allocation for prepare the material.

Keywords: Teachers' Experiences, Speaking, Storytelling, Big Book

PREFACE

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Pekalongan, 7 November 2023

The Researcher

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CHAPTER I

INTRODUCTION

1.1 Background of study

Speaking is one of the complex skills that need to be trained continuously and in a conducive situation. Speaking skills, as an act of language learning, allow speakers to share information through communication and express one's ideas and feelings to others (Efransyah, 2020). The interaction between the teacher and students in the class shows that speaking skills are important in conveying information and knowledge in learning activities (Sari, 2018). English speaking skills are needed to prepare students for a changing world. English is a priority for many second and foreign-language learners (Nunan, 2013).

It is important for teachers to find ways of teaching that are good and effective in learning, especially ways that focus on speaking skills. It is difficult to teach speaking to junior high school EFL students. This is because the learning styles of younger students are different from those of older students. In addition, students also have different learning characteristics (Sinaga & Oktaviani, 2020). Harmer (2007) said that the way junior high school students learn is intervened by their characteristics. The earlier you learn a language, the better your language skills will be (Prayatni, 2019). Here, the teacher needs to be creative in teaching speaking. In addition, teachers must find ways to foster EFL students'

interest in learning English and need to have good teaching preparation. Teachers need to be aware of the challenges of teaching speaking. Sari and Zainil (2020) state that in the teaching and learning process, teachers and students must be good to achieve effective and efficient learning.

A teacher needs more than theoretical insight to practice teaching. They should share experiences they have had with teaching practice. To become professional teachers, they must be able to combine theory and experience well (Hoban, 2002; Loughran, 2006). Psychological theory defines experience as a developmental unit that involves the inside (emotions, awareness) and the outside (material, social environment) as an inseparable part (Vygotskij, 2001). Many positive teaching experiences were obtained from educators from using storytelling with big books for teaching speaking. This strategy allows educators to make learning more interesting to students. Rizky (2019) argues that storytelling can improve students' speaking skills. Students use more creative and imaginative thinking to show their understanding of the story. They can hone their speaking skills, which keeps them motivated to learn. When the teacher gives the right strategy to students and they respond well, it can produce the expected learning. Because it is more focused on speaking skills, storytelling is used as a learning strategy.

Storytelling is an activity that is not only meant to be heard but also plays a part in it (Setyarini, 2015). Storytelling can make children understand more about the material being presented, can help develop imagination and increase children's knowledge of the value of goodness

(Yunita, 2018). Storytelling can also be used to improve listening, speaking, and writing. Increasing students' vocabulary and acquiring new language structures are some of the things that storytelling does to improve language learning (Dujmovic, 2006). Storytelling can help in teaching foreign languages.

Storytelling can help children acquire new words to improve speaking development, makes it easier for children to communicate verbally, and is a method that can train children in expression (Samantaray, 2014). Story telling has many benefits in the learning process because storytelling can create communication between teachers and students. Story telling can provide a motivating and low-anxiety context for language learning (Shavkatovna & Alibek Kizi, 2020). The application of storytelling is suitable for middle school EFL students, because it has been proven that storytelling activities are quite effective in improving students' English language skills, especially speaking English (Abasi, 2014).

According to Oxford (1990), the process of getting grades from stories that have been completed can improve students' speaking skills. Teachers can implement strategies in a class by using big book because they can stimulate children to develop speaking skills. One of the things that must be considered by the teacher is the teacher must be able to demonstrate how to tell stories (Madyawati, 2016).

Santi et al. (2016) argue that big book is books contain big pictures, words, or sentences and are colorful. Because the size of the big

book is different from normal books, all students in the class can see it. Dayu (2017) states that a big book is a picture book the size of which contains a short story, so it can be applied in storytelling strategies. The advantages of using big book media, according to Arina et al. (2019), can be taken anywhere, can attract students' attention with its attractive, large, colorful appearance and this medium can be used in groups or not in groups, making children not feel bored in learning, and make it easier for students to understand the material. USAID (2014) states that the specialty of big book media is that it involves students to actively participate in reading activities together, gives students the opportunity to be able to see the same writing, allows meaning in each writing in the big book together, and helps students who are slow to read to get to know the writing.

Based on this explanation it is known that appropriate learning must be adapted to the needs of students in learning. Therefore, a teacher should know more clearly the needs of strategy that are in accordance with the goals to be achieved by students. This study focuses on teachers' experience in teaching speaking to junior high school EFL students' through storytelling with big books.

1.2 Formulation of Problems

The formulation of the problem in this research is "Teachers' Experience in Teaching Speaking to Junior High School EFL Students through Storytelling with Big Books?"

1.3 Operational Definition

The researcher provides some definitions related to the study to avoid misunderstanding, the definitions are as follows:

1. Speaking is the ability to pronounce sounds in the form of articulation or words that aim to express, state and convey thoughts, ideas and feelings (Rahmayanti, 2017).
2. Storytelling is communicating events through the use of words and sounds. It is an art of expression and improvisation, which revolves around a plot and or narrative point of view (Coconi, 2013).
3. Big book is a large book containing enlarged writing and pictures (Nurmansyah, 2016).
4. Experience is the process of getting knowledge or skill from doing, seeing, or feeling things.

1.4 Aim of Study

The aim of this study is to describe teachers' experiences in teaching speaking English through storytelling with big books for EFL students in junior high schools.

1.5 Significance of Study

This study focuses on explaining teachers' experiences while teaching speaking using storytelling with a big book. Moreover, the results of this research can provide benefits and contribute to the English language teaching and learning process.

1. Theoretical Use : This study will participate in Lynch's (2018) theory on early speaking ability enhancement with big book and support theories related to teaching speaking through storytelling.
2. Empirical Use : This research will provide empirical insights about the teachers' experiences in fostering junior high school EFL students' speaking through storytelling with big book.
3. Practical Use : This research provides information to readers about the teachers' experiences in fostering junior high school EFL students' speaking through storytelling with big book.

CHAPTER V

CONCLUSION

5.1 Summary of Findings

Based on the research results, it can be concluded that teachers have positive and negative experiences using storytelling with big books in teaching students' speaking skills. During the teaching and learning process, the teachers gained several positive experiences in using storytelling with big books, such as helping teachers develop students' vocabulary, helping teachers train students' pronunciation, helping develop children's imagination, and helping increase students' concentration. The results of this research show that there are implications of using storytelling with big books in teaching speaking. Storytelling with big books helps teachers increase students' enthusiasm for learning to speak. Storytelling with big books as an alternative learning that is fun and not boring for children so that they can be actively and enthusiastically involved in speaking learning activities.

Conversely, the teachers have negative experiences in practically the big book storytelling method in teaching speaking skills, such as limited teaching time, students feeling insecure, and requiring quite a long time to prepare the material. The results of this research show that using storytelling with big books to teach speaking skills in the classroom is not an easy thing. There are some challenges that must be faced by teachers so

that speaking learning runs effectively, and because of that teachers must have good abilities and skills in communicating.

5.1 Recommendations

a. EFL Teachers

In this research, it is recommended that EFL teachers to be able to manage the available learning time well and efficiently so that learning can be carried out optimally according to the plan that has been set at the beginning of learning. The teacher gives all students the opportunity to perform storytelling in front of the class to practice speaking.

b. Further Research

In further research, it is hoped that there will be more references and participants in similar research regarding teachers' experiences of using big book storytelling to improve English speaking fluency. As well as exploring teachers' experiences in teaching speaking using storytelling with different media.

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APPENDICES

Appendix 1

Interview Questions

1. Menurut ibu seberapa penting speaking dalam pembelajaran bahasa inggris?
2. Bagaimana ibu mengajar speaking di tingkat smp agar siswanya tertarik dan pembelajaran berjalan dengan lancar?
3. Storytelling seperti apa yang ibu gunakan dalam pembelajaran speaking tingkat smp?
4. Mengapa ibu memilih storytelling dengan big book untuk pembelajaran speaking?
5. Bagaimana pengalaman ibu mengajar speaking menggunakan storytelling dengan big book?
6. Apa kesulitan mengajar speaking agar tetap aktif dikelas?
7. Apakah kesulitan melakukan storytelling dengan big book dalam pembelajaran speaking?

During the interview, there were additional questions as follows:

1. Kosa kata sederhana dan mudah dipahami seperti apa yang terdapat dalam big book untuk melatih speaking mereka?
2. Kenapa dengan storytelling saat pembelajaran speaking siswa lebih tertarik dan focus dalam pembelajaran?
3. Apa yang membuat mereka merasa takut jika diminta untuk storytelling didepan kelas?
4. Bagaimana cara melatih pronunciation siswa dengan storytelling?

Appendix 2

Transcription of the interview (Indonesia Version)

Mrs. DA Interview

Interviewer	Assalamualaikum Mrs, Good morning
Mrs. DA	Waalaikumsalam, Good morning
Interviewer	Mohon maaf jika sedikit mengganggu aktivitas bu guru pagi ini. Perkenalkan saya Meila Mukrotul Rizkiyah atau bisa dipanggil Meila mahasiswa semester 9 dari UIN Gusdur Pekalongan yang sedang melakukan penelitian tugas akhir saya dan meminta izin untuk mengambil data dari sekolah ini dan meminta bu guru untuk menjadi salah satu responden saya untuk di interview
Mrs. DA	Nggih silahkan mba meila
Interviewer	Baik bu terima kasih kesempatannya. Kalau boleh tau, bu DA sudah berapa lama mengajar di sekolah ini?
Mrs. DA	Hmm.. sekitar tahun 2013 saya sudah disekolah ini berarti jika dihitung sampai sekarang sudah 10 tahun ya
Interviewer	Oh sudah lama juga ya ternyata bu. Bu...saat ini mengajar di kelas berapa?
Mrs. DA	Saat ini saya mengajar di kelas 7 dan 8 mba, dikelas 8 tidak semua kelas saya ajar, hanya kelas 8a dan 8b.
Interviewer	Menurut ibu seberapa penting speaking dalam pembelajaran bahasa inggris?
Mrs. DA	Menurut saya sangat penting karena speaking merupakan bagian dari komunikasi.
Interviewer	bagaimana bu DA mengajar speaking agar siswanya tertarik dan berjalan dengan lancar, sedangkan pengetahuan mereka dalam bahasa inggris di tingkat smp kan masih minim apalagi dalam berbicara bahasa inggris?
Mrs. DA	Biasanya saya mengajar dengan cara yang tidak membosankan dan menarik siswa agar siswa tetap fokus, saya menggunakan storytelling.

Interviewer	Storytelling seperti apa yang bu DA gunakan untuk siswa tingkat SMP?
Mrs. DA	Storytelling yang menggunakan teks cerita yang singkat dan bentuk kalimat yang sederhana yang mudah dipahami seperti cerita dalam big book.
Interviewer	Mengapa ibu memilih storytelling dengan big book untuk mengajar speaking?
Mrs. DA	Dengan storytelling menggunakan big book dapat menarik perhatian siswa dalam proses pembelajaran speaking karena storytelling dengan big book itu merupakan kegiatan yang tidak membosankan untuk siswa pemula seperti di siswa smp, dalam big book juga terdapat bentuk teks yang singkat serta ukurannya yang besar dan bergambar sehingga mampu meningkatkan keterampilan berbicara serta memahami isi ceritanya, Storytelling juga sebagai sarana berkomunikasi dengan anak yang paling efektif.
Interviewer	Lalu bagaimana pengalaman ibu mengajar speaking menggunakan storytelling dengan big book?

Mrs. DA	Saya merasa senang saat mengajar speaking menggunakan bercerita dengan buku besar karena bercerita dengan menggunakan buku besar membuat banyak orang focus dan konsentrasi pada pembelajaran karena menarik dan tidak membosankan. Konsentrasi dapat membuat siswa lebih efektif menyerap informasi dan mengingat informasi lebih lama, sehingga ketika bercerita mereka akan lancar, dan kemampuan berbicara mereka akan meningkat. Mendongeng siswa akan berpartisipasi lebih aktif di kelas, siswa yang tadinya hanya diam saja pastinya akan ikut berpartisipasi dengan semangat. Dalam penerapannya di kelas, guru berusaha menarik perhatian siswa dengan menggunakan berbagai indra untuk membangkitkan emosi siswa dari suatu peristiwa dalam sebuah cerita.
Interviewer	Kenapa dengan storytelling saat pembelajaran speaking siswa lebih tertarik dan focus dalam pembelajaran?
Mrs. DA	Karena dengan storytelling dapat merangsang imajinasi siswa. Ketika mereka mendengarkan sebuah cerita atau bercerita, mereka akan membayangkan adegan dan karakter dalam cerita tersebut. Imajinasi siswa yang tinggi akan membantu siswa dalam berfikir, biasanya siswa akan mengungkapkan apa saja yang dipikirkan sesuai apa yang dilihat, disini siswa lebih kreatif dalam menyusun kalimat sederhana sesuai dengan bahasa mereka sendiri, kegiatan seperti ini akan membantu siswa dalam pembelajaran speaking, siswa lebih semangat dalam berbicara atau berkomunikasi tanpa ada paksaan dari guru.
Interviewer	Berarti sangat membantu yang bu?

Mrs. DA	Iya betul sangat membantu apalagi dalam mengembangkan vocabulary dan pronunciation, dengan siswa mampu berimajinasi maka banyak kosa kata juga yang akan didapat dan dipahami, Storytelling membantu saya dalam mengajar speaking terutama mengembangkan kosa kata, disini banyak digunakan kata-kata yang sederhana dan mudah dipahami, sehingga anak-anak akan semakin banyak menerima kosa kata baru. Apalagi cerita di buku besar biasanya menggunakan kata-kata yang diulang-ulang.
Interviewer	Kosakata seperti apa ya bu yang sederhana dan mudah dipahami oleh siswa?
Mrs. DA	Contoh kata sederhana yang mudah dipahami itu seperti (big, little, beautiful, today, now, yesterday). Dengan kata-kata sederhana seperti ini mereka lebih cepat mengerti dan memahami jika akan berbicara”
	Selain meengembangkan kosakata, storytelling dengan big book juga dapat melatih pronunciation siswa. Pronunciation siswa dapat dilatih dengan cara saat pembelajaran, saya meminta siswa meniru apa yang saya sampaikan dan terkadang meminta mereka bercerita berdasarkan cerita di buku besar. Jadi menurut pengalaman saya mengajar speaking menggunakan storytelling dengan big book itu sangat membantu dan ini juga termasuk hal yang efektif dalam mengembangkan speaking siswa.
Interviewer	Apa kesulitan mengajar speaking agar tetap efektif dikelas?

Mrs. DA	Saya seorang guru bahasa Inggris tidak memiliki satu sesi keterampilan di kelas bahasa Inggris karena mengajar untuk siswa SMP harus mempelajari semua keterampilan dalam satu pertemuan sehingga untuk belajar berbicara hanya ketika Anda ingin mengajak mereka untuk lebih aktif dalam kelas.
Interviewer	Apakah kesulitan melakukan storytelling dengan big book untuk pembelajaran speaking?
Mrs. DA	Sejujurnya, saya tidak memiliki masalah besar selama saya mengajar di sini tetapi terkadang banyak siswa yang takut disuruh bercerita, Saya melihat ekspresi murid-murid saya di kelas speaking, mereka menunjukkan perasaan khawatir, takut, malu, malas, dan merasa tidak percaya diri dengan kemampuan yang dimilikinya tidak mampu.
Interviewer	Apa yang membuat mereka merasa takut ?
Mrs. DA	Mereka takut teman-temannya tidak mengerti apa yang mereka katakan. Mereka takut temannya akan menertawakannya dan gurunya akan memarahinya jika mereka melakukan kesalahan dalam berbicara.
Interviewer	Apakah ada kesulitan lain selain itu bu?
Mrs. DA	Kalo terkait siswanya tidak ada kesulitan selain itu, tetapi disini kesulitannya itu lebih ke waktu saat pembelajaran sangat minim. Dalam storytelling semua siswa harus berlatih agar siswa terlatih berbicara bahasa Inggris, namun kegiatan seperti ini memakan waktu yang lama, padahal jam pelajaran bahasa Inggris terbatas sehingga terkadang kurang maksimal. Apalagi jika sudah tidak dalam pembelajaran bahasa Inggris siswa tidak akan mempraktikkannya dalam kehidupan sehari-hari.
	serta kesulitan dalam mengajar speaking menggunakan

	storytelling dengan buku besar adalah dalam mempersiapkan bahan ajar yang akan digunakan karena saya harus menyediakan media dan terkadang saya kesulitan menemukan cerita yang cocok untuk tingkat SMP agar mudah dipahami oleh siswa.
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Mrs. NA interview

Interviewer	Assalamualaikum Mrs, Good morning
Mrs. NA	Waalaikumsalam, Good morning
Interviewer	Mohon maaf jika sedikit mengganggu aktivitas bu guru pagi ini. Perkenalkan saya Meila Mukrotul Rizkiyaha atau bisa dipanggil Meila mahasiswa semester 9 dari UIN Gusdur Pekalongan yang sedang melakukan penelitian tugas akhir saya dan meminta izin untuk mengambil data dari sekolah ini dan meminta bu guru untuk menjadi salah satu responden saya untuk di interview
Mrs. NA	Nggih silahkan mba meila
Interviewer	Baik bu terima kasih kesempatannya. Kalau boleh tau, bu NA sudah berapa lama mengajar di sekolah ini?
Mrs. NA	Hmm.. saya sudah mengajar sekitar 8 tahun, dari pertama ngajar saya langsung disekolah ini.
Interviewer	Sekarang mengajar di kelas berapa bu?
Mrs. NA	Saat ini saya mengajar di kelas 8 dan 9, dikelas 8 saya hanya sebagian saja karena yang sebagiannya lagi diajar oleh Mrs. DA, saya hanya di kelas 8c dan 8d
Interviewer	Dalam pembelajaran bahasa inggris pastinya kan ada

	speaking ya bu, bagaimana bu NA mengajar speaking agar siswanya tertarik dan berjalan dengan lancar, sedangkan pengetahuan mereka dalam bahasa inggris di tingkat smp kan masih minim apalagi dalam berbicara bahasa inggris?
Mrs. NA	Pembelajaran bahasa inggris itu tidak ada yang khusus untuk speaking saja, tetapi speaking itu pasti ada di setiap pembelajaran apapun, tapi menurut saya jika berlatih speaking hanya pada saat berkomunikasi saja itu pasti ada siswa yang tidak mau berbicara karena takut, jadi saya kadang memakai storytelling untuk melatih mereka berbicara, kadang juga saya mengambil penilaian dari itu.
Interviewer	Storytelling seperti apa yang bu NA gunakan untuk siswa tingkat SMP?
Mrs. NA	Biasanya menggunakan storytelling dengan big book.
Interviewer	Mengapa ibu memilih storytelling dengan big book untuk mengajar speaking?
Mrs. NA	karena big book itu memiliki kalimat yang mudah dipahami siswa dan bergambar, sehingga siswa lebih tertarik dan lebih mudah paham tentang isi cerita tersebut serta siswa tidak kesusahan saat membaca kalimatnya.
Interviewer	Lalu bagaimana pengalaman ibu mengajar speaking menggunakan storytelling dengan big book?
Mrs. NA	Saya merasa sedikit kesulitan saat mengajar speaking, karena ditingkat SMP banyak dari mereka yang baru mempelajari bahasa inggris dari SMP, jadi kadang vocabulary yang sederhana saja mereka tidak tahu dan mereka merasa bahwa bahasa Inggris itu sangat sulit, dengan adanya storytelling dengan big book membantu saya dalam pembelajaran speaking, mereka yang dulunya gak tertarik sama bahasa

	inggris sekarang sudah mulai tertarik dan sangat aktif dalam pembelajaran karena mereka saat belajar itu sangat menyenangkan dan tidak membosankan. Menurut saya bercerita mempunyai banyak kosakata yang belum diketahui siswa, semakin banyak kata yang digunakan maka akan semakin banyak pula kosakata yang dimiliki siswa. Melalui storytelling ini siswa juga akan mempelajari berbagai kata yang dapat digunakan dalam kehidupan sehari-hari dengan cara yang menyenangkan dan tidak membosankan.
Mrs. NA	Selain itu, storytelling dengan big book juga akan merangsang imajinasi siswa. Cerita-cerita yang dibaca akan membuat mereka berimajinasi berbagai cerita. Seolah-olah mereka melihat langsung kejadian tersebut. Hal ini akan membantu anak menjadi lebih imajinatif. berkomunikasi tanpa ada paksaan dari guru. Siswa dapat mencoba menafsirkan setiap gambar dengan pemahamannya masing-masing yang tentunya tidak terbatas pada kata, frasa, atau kalimat yang tersusun rapi seperti yang ada pada teks cerita.
	Serta dengan menggunakan metode bercerita dengan buku besar, siswa dapat berkonsentrasi lebih lama, karena siswa tidak merasa bosan padahal siswa sedang menikmati pembelajaran.
Interviewer	Berarti sangat membantu yang bu ?
Mrs. NA	Iya betul sangat membantu dalam pembelajaran speaking. Satu lagi storytelling dengan big book juga dapat melatih pronunciation.
Interviewer	Bagaimana melatih pronunciation dengan storytelling ?
Mrs. NA	Saya meminta siswa yang lain untuk menulis kalimat dalam bahasanya masing-masing, kemudian saya meminta beberapa

	siswa untuk maju ke depan untuk membacakan hasilnya, jika hal ini dilakukan sesering mungkin ekspresi mereka akan berkembang dan kemampuan berbicara mereka akan berkembang
Interviewer	Apakah kesulitan melakukan storytelling dengan big book untuk pembelajaran speaking?
Mrs. NA	Pasti ada, seperti yang dikatakan oleh bu. DA kendalanya itu siswa merasa takut dan tidak percaya diri ketika berada di masa depan atau ketika disuruh membacakan cerita, takut ditertawakan jika temanya tidak sesuai dengan yang dimaksudkan, karena bahasa Inggris terkadang sulit untuk diucapkan.
	Selain itu kendala yang saya hadapi keterbatasan waktu saat mengajar, belajar bahasa inggris hanya ada waktu 90 menit satu minggu sehingga kadang tidak cukup untuk melatih satu persatu siswa dalam berbicara bahasa inggris, yang lebih sulit lagi bahasa inggris tidak akan diterapkan dalam kehidupan sehari-hari mereka hanya belajar bahasa inggris saat ada pelajarannya saja, sehingga untuk mereka agar fasih dalam bahasa inggris harus maksimal saat pembelajaran, dan guru harus benar-bener mengajar siswa dengan strategi yang tepat agar siswa tidak mudah bosan dan merasa senang, sehingga waktu yang ada bisa digunakan dengan maksima
	serta kesulitan dalam bercerita dengan buku besar adalah mempersiapkan bahan ajar yang akan digunakan, karena ketika pembelajaran speaking dengan buku yang besar, alat dan bahan ajar yang digunakan cukup banyak sehingga memerlukan sedikit waktu sebelum memulai pembelajaran, hal seperti ini menghambat proses pembelajaran.

Transcription of the Interview (English Version)

Mrs. DA Interview

Interviewer	Assalamualaikum Mrs, Good morning
Mrs. DA	Walaikumsalam, Good morning
Interviewer	Sorry if it disturbed the teacher's activities this morning. Let me introduce myself, Meila Mukrotul Rizkiyah or can be called Meila, a 9th-semester student from UIN Gusdur Pekalongan who is doing research for my final assignment and asks permission to take data from this school and asks the teacher to be one of my respondents for interview.
Mrs. DA	yes please
Interviewer	OK ma'am, thank you for the opportunity. If I may ask, how long has DA been teaching at this school?
Mrs. DA	Hmm.. Around 2013 I was at school, which means if you count it up to now it's been 10 years
Interviewer	Oh, it's been a long time, yes, ma'am. Ma'am...what class are you currently teaching?
Mrs. DA	Currently I teach in grades 7 and 8, sis, in grade 8 I don't teach all classes, only grades 8a and 8b.
Interviewer	In learning English, of course, there is speaking, ma'am, how do you teach speaking so that your students are interested and run smoothly, even though their knowledge of English at junior high school level is still minimal, especially in speaking English?
Mrs. DA	Yes, indeed speaking is very important in learning English because it is part of communication, usually, I teach in a way that is not boring and interesting to students so that students stay focused, I use storytelling.
Interviewer	What kind of storytelling does Mrs. DA use for junior high school students?

Mrs. DA	Storytelling uses short story texts and simple sentence forms that are easy to understand, like stories in a big book.
Interviewer	Why did you choose big book storytelling to teach speaking?
Mrs. DA	Storytelling using a big book can attract students' attention in the speaking learning process because storytelling with a big book is an activity that is not boring for beginner students such as junior high school students. speaking skills and understanding the content of the story, Storytelling is also the most effective means of communicating with children.
Interviewer	So what is your experience of teaching speaking using storytelling with a big book?
Mrs. DA	I feel happy when teaching speaking using storytelling using big books because telling stories using big books makes many people focus and concentrate on learning because it is interesting and not boring. Concentration can make students absorb information more effectively and remember information longer, so that when telling stories they will be fluent, and their speaking ability will improve. By telling stories, students will participate more actively in class, and students who were previously silent will definitely participate enthusiastically. In its application in the classroom, teachers try to attract students' attention by using various senses to evoke students' emotions from an event in a story.
Mrs. DA	Apart from that, storytelling with big books will also stimulate students' imaginations. When they listen to a story or tell a story, they will imagine the scenes and characters in the story. High student imagination will help students think, usually, students will express whatever they think according to what they see, here students are more creative in constructing simple sentences according to their own

	language, activities like this will help students in learning speaking, students are more enthusiastic in speaking or communicating without any coercion from the teacher.
Interviewer	Does that mean it's very helpful, ma'am?
Mrs. DA	Yes, it's really very helpful, especially in developing vocabulary and pronunciation, if students are able to imagine, a lot of vocabulary will also be acquired and understood. Storytelling helps me in teaching speaking, especially developing vocabulary, here lots of simple and easy-to-understand words are used, so children will increasingly receive new vocabulary. Moreover, stories in big books usually use repeated words.
Interviewer	What kind of vocabulary, ma'am, is simple and easy for students to understand?
Mrs. DA	Examples of simple words that are easy to understand are (big, little, beautiful, today, now, yesterday). With simple words like these, they understand and comprehend more quickly when they want to speak.
	Apart from developing vocabulary, storytelling with big books can also train students' pronunciation. Students' pronunciation can be trained by asking students to imitate what I say during lessons and sometimes asking them to tell stories based on stories in big books. So in my experience teaching speaking using storytelling with a big book is very helpful and this is also an effective thing in developing students' speaking.
Interviewer	What are the difficulties of teaching speaking so that it remains effective in class?

Mrs. DA	I am an English teacher who does not have one skills session in English class because teaching for junior high school students has to learn all the skills in one meeting so to learn to speak only when you want to invite them to be more active in class.
Interviewer	Is it difficult to do storytelling with a big book for learning speaking?
Mrs. DA	To be honest, I didn't have any big problems while I was teaching here, but sometimes many students were afraid of being asked to tell stories. I saw the expressions of my students in speaking class, they showed feelings of worry, fear, embarrassment, laziness, and feeling insecure about their abilities. what he has cannot afford it.
Interviewer	What makes them feel afraid?
Mrs. DA	They are afraid that their friends will not understand what they are saying. They are afraid that their friends will laugh at them and their teachers will scold them if they make mistakes in speaking.
Interviewer	Are there any other difficulties besides that ma'am?
Mrs. DA	When it comes to students there are no difficulties other than that, but here the difficulties are more related to times when learning is very minimal. In storytelling, all students have to practice so that students are trained to speak English, but activities like this take a long time, even though English lesson hours are limited so sometimes they are not optimal. Moreover, if students are not learning English anymore, they will not practice it in everyday life.
	And the difficulty in teaching speaking using storytelling with big books is in preparing the teaching materials that will be used because I have to provide the media and sometimes I

	have difficulty finding stories that are suitable for middle school level so that they are easy for students to understand.
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Mrs. NA Interview

Interviewer	Assalamualaikum Mrs, Good morning
Mrs. NA	Waalaikumsalam, Good morning
Interviewer	Sorry if it disturbed the teacher's activities this morning. Let me introduce myself, Meila Mukrotul Rizkiyaha or can be called Meila, a 9th-semester student from UIN Gusdur Pekalongan who is doing research for my final assignment and asks permission to take data from this school and asks the teacher to be one of my respondents for an interview.
Mrs. NA	Yes please
Interviewer	OK ma'am, thank you for the opportunity. If I may know, how long has NA been teaching at this school?
Mrs. NA	Hmm.. I have been teaching for about 8 years, from the first time I taught directly at this school.
Interviewer	What class do you teach now, ma'am?
Mrs. NA	Currently I teach in grades 8 and 9, I only teach part of class 8 because the other part is taught by Mrs. DA, I'm only in class 8c and 8d.
Interviewer	In learning English, of course, there is speaking, ma'am, right? How does Mrs. NA teach speaking so that her students are interested and run smoothly, even though their knowledge of English at junior high school level is still minimal, let alone speaking English?
Mrs. NA	There is nothing special about learning English for speaking, but speaking is definitely present in every lesson, but in my opinion, if you practice speaking only when communicating, there will definitely be students who don't want to speak

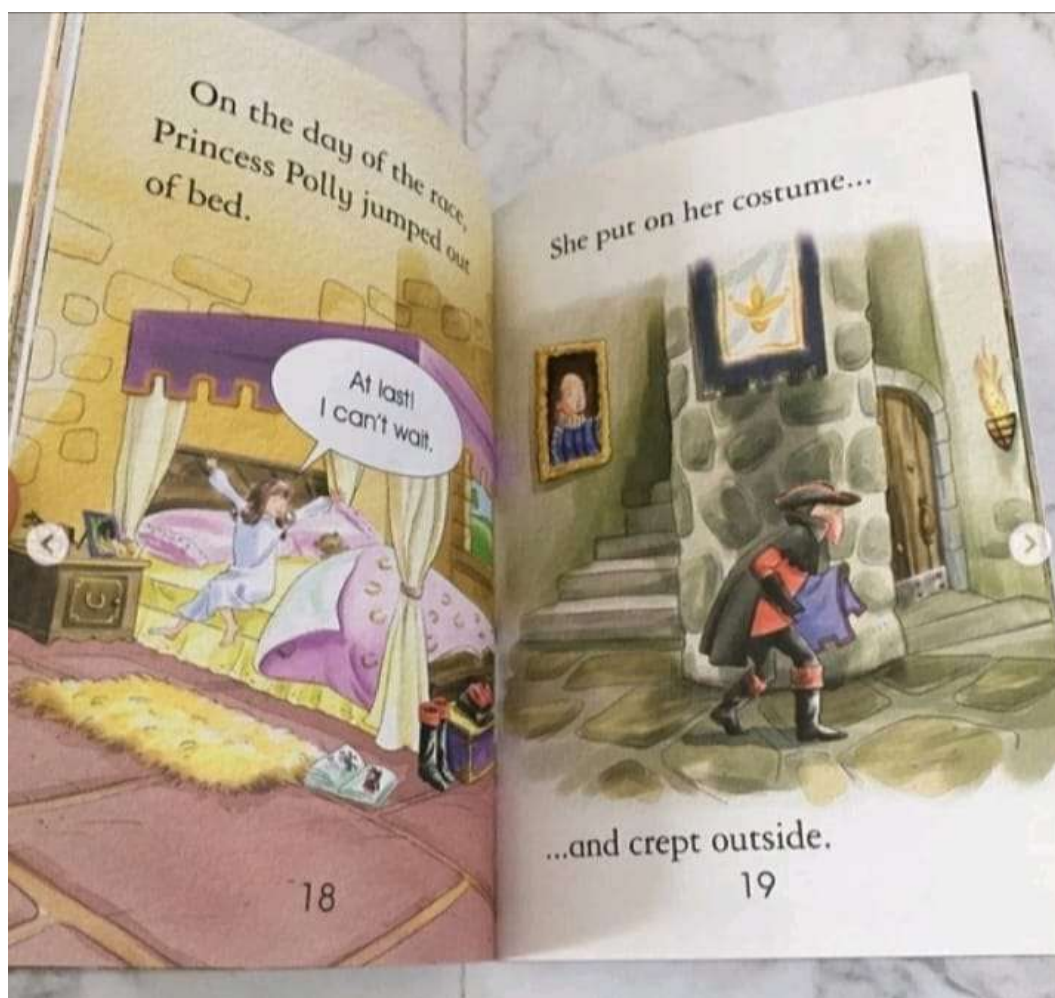
	because they are afraid, so I sometimes use storytelling to train them to speak, sometimes I also take judgment from that.
Interviewer	What kind of storytelling does Mrs. NA use for junior high school students?
Mrs. NA	Usually using big book storytelling.
Interviewer	Why did you choose big book storytelling to teach speaking?
Mrs. NA	Because the big book has sentences that are easy for students to understand and has pictures, so students are more interested and understand the contents of the story more easily and students don't have difficulty reading the sentences.
Interviewer	So what is your experience of teaching speaking using storytelling with a big book?
Mrs. NA	I find it a little difficult when teaching speaking, because at the junior high school level many of them have just learned English from junior high school, so sometimes they don't know even simple vocabulary and they feel that English is very difficult, with storytelling with a big book helps me in speaking learning, those who previously were not interested in English are now starting to be interested and very active in learning because when they learn it is very fun and not boring. In my opinion, storytelling has a lot of vocabulary that students don't know, the more words you use, the more vocabulary the students have. Through this storytelling, students will also learn various words that can be used in everyday life in a way that is fun and not boring.

Mrs. NA	Apart from that, storytelling with big books will also stimulate students' imaginations. The stories they read will make them imagine various stories. It was as if they saw the incident directly. This will help children become more imaginative. Communicate without any coercion from the teacher. Students can try to interpret each image with their own understanding which is of course not limited to neatly arranged words, phrases or sentences like those in the story text.
	And by using the storytelling method with a big book, students can concentrate longer, because students don't feel bored even though they are enjoying learning.
Interviewer	Does that mean it's very helpful, mam?
Mrs. NA	Yes, it's really very helpful in learning to speak. Another storytelling with a big book can also train pronunciation.
interviewer	How to train pronunciation with storytelling?
Mrs. NA	I asked other students to write sentences in their respective languages, then I asked several students to come forward to read the results, if this is done as often as possible their expressions will develop and their speaking skills will develop.
Interviewer	Is it difficult to do storytelling with a big book to learn to speak?
Mrs. NA	There must be, as said Mrs. DA's problem is that students feel afraid and not confident when they are in the future or when asked to read a story, afraid of being laughed at if the theme does not match what was intended because English is sometimes difficult to pronounce.
	The obstacle I face is limited time when teaching, learning

	English only takes 90 minutes a week so sometimes it is not enough to train students one by one in speaking English, what is even more difficult is that English will not be applied in their daily lives only learn English when there are lessons, so that in order for them to be fluent in English they must maximize their learning time, and teachers must really teach students with the right strategies so that students don't get bored easily and feel happy, so that the available time can be used maximally.
	And the difficulty in telling stories with a big book is preparing the teaching materials that will be used because when learning speaking with a big book, quite a lot of tools and teaching materials are used so it takes a little time before starting the lesson, things like this hinder the learning process.

Appendix 3

Picture Big Book



CURRICULUM VITE

Nama : Meila Mukrotul Rizkiyah

Student Number : 2519110

Place and date of Birth : Batang, 6th Mei 2001

Gender : Female

Address : Dk. Keteleng Rt 01 Rw 01 Kec. Blado Kab. Batang 51255

Education background :

1. *SD Negeri Keteleng 3* (2013)
2. *SMP Negeri 3 Blado* (2016)
3. *SMA Negeri 1 Bandar* (2019)
4. English Education Study Program Faculty of Education And Teacher Training UIN K.H. Abdurrahman Wahid Pekalongan (2023)