

## **THE USE OF KAMISHIBAI TO TEACH SPEAKING NARRATIVE TEXT TO THE EIGHTH GRADERS OF SMPN 40 SURABAYA**

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### **Abstrak**

Berbicara adalah salah kemampuan penting dalam pembelajaran Bahasa Inggris karena siswa perlu untuk dapat berbicara secara lancar dan mampu untuk berkomunikasi dengan baik dengan orang lain menggunakan Bahasa Inggris tersebut. Ur(1996:120) menyatakan bahwa dari empat kemampuan dalam Bahasa Inggris, mendengarkan, berbicara, membaca dan menulis; salah satu yang paling penting adalah kemampuan berbicara. Faktanya, terdapat banyak kendala dalam pengajaran kemampuan berbicara. Salah satu faktornya adalah kurangnya kemampuan siswa dalam berbicara menggunakan Bahasa Inggris karena Bahasa Inggris merupakan bahasa asing. Kebanyakan dari mereka tidak hanya takut untuk berbicara namun juga merasa malu dan khawatir dalam mengekspresikan gagasan-gagasan mereka menggunakan Bahasa Inggris. Kebanyakan dari mereka kurang merasa percaya diri dalam melakukan kemampuan ini dari pada kemampuan yang lain. Mereka berfikir bahwa jika mereka salah mengeja atau melakukan kesalahan yang lain pada saat menggunakan Bahasa Inggris, teman-teman yang lain atau mungkin bahkan gurunya akan menertawakannya. Berdasarkan masalah diatas, selama kelas berbicara, guru seharusnya menemukan cara baru yang sesuai dan menarik dalam pengajaran Bahasa Inggris untuk memotivasi mereka untuk berbicara dan merasa enjoy selama berlangsungnya program belajar mengajar di kelas. Salah satu media yang sesuai yang dapat digunakan oleh guru untuk mengajar kemampuan berbicara Bahasa Inggris adalah dengan menggunakan *Kamishibai*. Untuk menerapkan media pembelajaran menggunakan *Kamishibai* dalam pengajaran kemampuan berbicara dalam Bahasa Inggris, guru dapat meminta siswa untuk membentuk kelompok atau bekerja secara individu kemudian meminta mereka untuk membuat teks naratif dalam bentuk *Kamishibai*, membuat beberapa gambar kemudian menampilkannya di depan kelas. Setelah itu, penampil akan melontarkan beberapa pertanyaan kepada teman-teman di kelas untuk mengetahui pemahaman mereka tentang cerita yang baru saja ditampilkan.

**Kata kunci:** pengajaran kemampuan berbicara, berbicara dalam Bahasa Inggris, teks naratif, *Kamishibai*

### **Abstract**

Speaking is one of the most difficult and important skills in learning English since students need to get fluency and able to communicate well with the other use this language. Ur (1996:120) stated that from all the four skills, listening, speaking, reading and writing; one seems as the most important is speaking. Factually, there are problems in teaching speaking. One of the main factors is that the students' lack ability in speaking English since English is foreign language. Most of them are not only afraid to speak up but also shy and anxiety to express their ideas in English. Most of students are less confident doing this skill rather than another. They think that if they get misspelling or other mistakes in their speaking English the other students or perhaps the teacher will laugh them. Based on the case above, during the speaking class, the teacher should find out new, appropriate and interesting way in teaching speaking in order to make them learn to speak and enjoy the teaching and learning activity. One of the suitable media that can be used by the teacher to teach speaking English is *Kamishibai*. To apply *Kamishibai* in speaking class, the teacher can ask students to work in group or individually and make a narrative text in form of *Kamishibai*, draw some pictures and present it in front of the class. After presenting it, the presenter will have some questions for audience to check their understanding about the story.

**Keywords:** teaching speaking, speaking English, Narrative text, *Kamishibai*.

## **INTRODUCTION**

Language is a tool of communication that people use. Language is used as their way to deliver or express their ideas, or feeling. One of the international languages is English; English is an important language that most of people use to communicate with in the world. Nowadays,

English becomes a dominant language in technology, science, and education, therefore English is determined as "window on the world". English is also one of gates to international education, business, science and technology

since English as one of international language in the world has a chance as a medium to communicate between people in different cultures with different languages.

In Indonesia, English is one of the foreign languages that people learn about. English is taught in every level of school. Moreover, to enhance the quality of English education in Indonesia, for several times, the government changes the curriculum in education system to find the appropriate and right system for the teaching and learning process in the schools. Mulyasa (2006:4) stated that the development of education system should deal with the needs and the growth of that happens in the local, national or global level.

There are two basic elements in learning English; they are language skills and language components. Language skills consist of listening, speaking, reading and writing, and the three components of English itself are vocabulary, grammar and pronunciation. According to the English Curriculum 2006 and its supplement, the emphasis of curriculum is that the students are able to communicate in English by mastering all skills.

Speaking is one of the most difficult and important skills in learning English since students need to get fluency and able to communicate well with the other use this language. Ur (1996:120) stated that from all the four skills, listening, speaking, reading and writing; one seems as the most important is speaking. According to Chenfeld (1978), the essential to achieve the success of communication in everyday life is through speaking skill however learning to speak is obviously more difficult than any other skills because speaking happens in real time and spontaneously (Nunan, 2003: 48).

Factually, there are problems in teaching speaking. One of the main factors is that the students' lack ability in speaking English since English is foreign language. Most of them are not only afraid to speak up but also shy and anxiety to express their ideas in English. Most of students are less confident doing this skill rather than another. They think that if they get misspelling or other mistakes in their speaking English the other students or perhaps the teacher will laugh them.

In addition, speaking English in the classroom usually is hard to do since the students still accustomed to use their native language to communicate in English class and also teacher uses his mother tongue in teaching and learning process in English class commonly, therefore the students do not find the sense to communicate well in speaking class and hard to apply it in daily life.

Based on the case above, during the speaking class, the teacher should find out new, appropriate and interesting way in teaching speaking in order to make them learn to speak and enjoy the teaching and learning activity. It should be able to enhance and encourage the

students to be more active in speaking class. The teacher needs to determine the conditions when he teaches; teacher needs to set the speaking class in relaxing condition in order to reduce many problems, therefore they can enjoy the joyful learning.

The teacher also needs to pay attention to the students' readiness, mood and motivate them in learning to speak. As stated by Llinares Garcia (2007), young learners can communicate in the target language if the teacher motivates them with activities that lead them to use the language for some purposes. In order to motivate the students, the teacher should facilitate and encourage them in speaking class, moreover, the teacher also should create new atmosphere in the class in order to get students feel free and not bored.

To create new atmosphere in teaching and learning process of speaking skill, the teacher can use an appropriate media as the medium of the teaching and learning process. The teacher needs a new way to improve the students' speaking skill; therefore it can motivate and engage the students in the class activities.

One of the suitable media that can be used by the teacher to teach speaking English is *Kamishibai*. It is an ancient paper drama used by monks to teach their followers. *Kamishibai*, an ancient narrative art form used by Japanese monks between the 9th and 10th century. *Kamishibai* is actually like manual power point, since it has many slides with some pictures as the tool to tell the story.

To apply *Kamishibai* in speaking class, the teacher can ask students to work in group or individually and make a narrative text in form of *Kamishibai*, draw some pictures and present it in front of the class. After presenting it, the presenter will have some questions for audience to check their understanding about the story.

## METHOD

In conducting this study, the researcher used experimental research as the design. The purpose of the design was to find out the effectiveness of the media that was used to help students of eight graders in their speaking skill of narrative texts. Therefore, the researcher conducted two groups or classes to do this research; they were experimental group and control group. The researcher gave pre test and post test to both groups. They also got the same test on pre test and post test, however, the treatment was only given to the experimental group. In this study, first the researcher decided what class that would be used as an experimental group and what class that would be a control group. The researcher used random sampling in this research to get the sample. After deciding the class, the researcher gave pre test to both of groups. Pre test was conducted to measure students'

speaking ability before the treatment. After pre test was conducted, the treatment was given to the experimental group, teaching speaking by using *Kamishibai* as the media. After the treatment was given to the experimental group two times, a *post test* was administered to both groups.

The researcher collected the data from pre test and post test that she had done. First, the researcher administered spoken test in front of the class to both of those classes. The test was asking them to tell a narrative text that they know well. The researcher took score and analyzes the student's performance. After that, the researcher gave treatment, using *Kamishibai* as the media to teach speaking text, to the experimental group while the control group is not. After giving treatment to experimental group, the researcher gave a post test to see whether there was a significant different in term of speaking ability between the control and experimental groups. The post test was also a spoken test. For an experimental group, the students were asked to have presentation tell a narrative text using media that the researcher used during the treatment class.

The calculation of T-test was measured to compare two means to see the level of significance for null rejection hypothesis. In this study the level of significance ( $p$ ) was set up equal or less than .05 ( $p \leq .05$ ). Null hypothesis is rejected if the level of significance or probability of  $p$  is equal or higher than .05 ( $p \geq .05$ ) and it is accepted if the level of significance is lower than .05 ( $p < .05$ ).

## RESULT AND DISCUSSION

### Result

The researcher used experimental study to find out whether there is significant difference between the students who are taught narrative text by using *Kamishibai* and those who are taught without using *Kamishibai*. In this study, the samples of the study are VIII E as the control group and VIII G as the experimental group.

The researcher conducted pre test before she conducted the research. Then she gave treatment to the experimental group, while the control group did not get the treatment. After that she conducted post test to both group. The scores of both experimental and control groups were analyzed to get the means of the scores.

After calculating the means of both groups, the researcher calculated the means by using t- test formula to know the difference between the two means. Here is the table.

### The Result of Pre Test Scores of Experimental and Control Groups

To know the prior speaking ability of the experimental and control groups, the researcher conducted the pre test before the treatment was given. Then, the data obtained from the two groups were analyzed by calculating the pre test scores of both experimental and control class. The table below shows the mean of pre test scores of both groups. .

Group	N	Scores	Mean
Experimental Group	32	1966	61.44
Control Group	33	2024	61.33

The result of pre test scores of experimental and control groups

Based on the table above, there are two groups that involves in this research, they are, experimental group consist of 32 students and control group that has 33 students. The pre test scores of both groups are almost the same, the score for the experimental group is 1966 and the mean is 61.44, while the scores of the control group are 2024 and the mean is 61.33.

After conducting the pre test to both experimental and control groups, the researcher taught experimental group using *Kamishibai*.

### The Result of Post test Scores of Experimental and Control Groups

After the pre test was conducted to both experimental and control group, the researcher gave *Kamishibai* to the experimental group as the treatment. Meanwhile the control group was taught as usual without treatment as the researcher did in experimental class. After the treatment was given, the post test was administered to both experimental and control groups. The result is in the table below.

Group	N	Scores	Mean
Experimental group	32	2564	79.81
Control group	33	2332	71.33

The result of post test scores of experimental and control groups

Based on the table above, it can be seen that post test scores of experimental group is 2564 and the mean is 79.81 while the post test scores of the control group are 2332 and the mean is 71.33. The post test scores and the mean of control group are lower than the post test scores and the mean of experimental group since the control group did not get the treatment. It shows that there is a significant difference between students who are taught using *Kamishibai* and those who are taught without *Kamishibai*.

### The Result Calculation of Standard Deviation (SD) and t-Value

Group	N	Mean	SD	t-value	t-table
Experimental	32	79.81	4.32	20.19	2.0
Control	33	71.33	3.05		

The result calculation of standard deviation and t-value

Based on the result above, the mean of the experimental group is 79.81 with the standard deviation is 4.32, while the mean of control group is 71.33 and the standard deviation is 3.05. The t-value was compared with the t-table with the level of significance of .05 and the degree of freedom was 63. The t-value was 20.19 and the t-table was 2.0. The t-value was higher than the t-table. It means that there is a significant difference between the post test and pre test scores of the experimental group. It can be concluded that the students' ability of experimental group is higher than the control group.

### The Result of Pre Test and Post Test Calculation of Experimental Group

Group	N	Mean	t-value	t-table
Pre test	32	61.44	6.11	2.04
Post test	32	79.81		

The result of pre test and post test calculation of experimental group.

Based on the table above, the mean of the post test is higher than the pre test of experimental group, the mean of experimental group in the pre test is 61.44, while the mean of the post test is 79.81. The t-value is 6.11; it means that it is higher than t-table. From the distribution, it can be seen that t-table with degree of significance .05 and degree of freedom 31 is 2.04. It shows that there is a significant difference of pre test and post test scores of speaking narrative text between students who were taught using *Kamishibai* for the eighth grade students.

### The Result of Pre Test and Post Test Calculation of Control Group

Group	N	Mean	t-value	t-table
Pre test	33	61.33	3.09	2.04
Post test	33	71.33		

The result of pre test and post test calculation of control group.

Based on the table above, the mean of the post test is higher than the pre test of control group, the means of the control group in pre test is 61.33, while the mean of the post test is 71.33. The t-value is 3.2 with the t-table is 2.04; it means that the t-value is higher than t-table. From the distribution, it can be seen that t-table with degree of significance .05 and degree of freedom 32 is

2.04. It means that there is a significant difference of the pre test and post test scores of control group in speaking narrative text.

### The Result of Difference between Pre Test and Post Test Scores of Experimental and Control Group

Group	N	Scores	Mean
Experimental group	32	598	18.69
Control group	33	308	9.33

The result of difference between pre test and post test scores of experimental and control group

Based on the table above, the experimental group has score 598 and the mean is 18.69, while the score of control group is 308 and the mean is 9.33. The scores and the mean of experimental group is higher than the control group although there is a different number of students between each group, the control group has more students than the experimental group. (see appendix 8).

### The Result Calculation of Deviation Square and t-Test

Subject	N	Deviation Square		t-value	t-table
		Experiment	Control		
Experimental	32	9308.33	-	2.20	2.00
Control	33	-	9629.33		

The result calculation of deviation square and t-test

Based on the table above, the calculation of t-value was compared with the level of significant is .05. It can be seen that the t-value was 2.20 while the t-table was 2.00. It means that the null hypothesis which said that there is no significant difference between students who are taught using *Kamishibai* and those who are taught without *Kamishibai* was rejected. The null hypothesis was rejected because the result of the calculation showed that the t-value was higher than t-table. Therefore, the hypothesis of this study which states that there is a significant difference in speaking ability between students who are taught using *Kamishibai* and those who are taught without using *Kamishibai* can be accepted. The alternative hypothesis was accepted because the t-value was higher than the t-table. It can be concluded that in this research, the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted.

### Discussion

From the analyzed data, the researcher concludes that there is no significant difference between the students' scores in pre test. They show similar results. Their t- values are higher than t table.

In this research, the researcher gave treatment to the experimental group three times by using *Kamishibai*. However, the researcher only gave treatment to the experimental group only, not the control group. In the

treatment, she taught the experimental group using *Kamishibai* as the technique in teaching. While in control group, she taught narrative text to the students without using *Kamishibai*; therefore the students get bored and lost their interest to learn English more. After the treatment was done, she gave post test to both groups, and she concluded that the students who are taught using *Kamishibai* got higher score than the students who are taught without *Kamishibai*. As stated by Harmer (2001:134), Teaching using media or technique helps the teacher to explain the language meaning construction, engaging the students in the topic, and can be the basis of whole activity.

As discussed in the results above, there is improving test score in experimental and control group. Although both groups' scores are increasing however the experimental group's score is higher than control group. The higher scores of experimental group can be achieved since they were taught using *Kamishibai* from the researcher.

In the experimental group, the students were so interested to the technique that the researcher used during the teaching and learning process, therefore they got fun learning and paid more attention when the researcher explained the material and also when she asked them to practice their speaking skill while the treatment. They had been more motivated. As stated by Linares Gracia (2007), young learners can communicate in the target language if the teacher motivates them with activities that lead them to use the language for some purposes.

In the control group's teaching and learning process, the researcher only used the classical way. She gave explanation and asked them to follow her instruction. In this case, students felt bored with the monotonous way of teaching. It made them pay less attention to the teacher's explanation and instruction. The students' mind was set that they would do boring activity, so they got nothing from the lesson but boredom. Therefore, in the post test their score was not as high as experimental group's.

Based on the result, the researcher concludes that *Kamishibai* helps the students to get higher scores in speaking narrative text. It shows from their result in post test and the value of t-test that after treatment, the experimental group has higher achievement than control group which without using *Kamishibai*.

## CONCLUSION AND SUGGESTION

### Conclusion

The researcher concluded that the use of *Kamishibai* in teaching speaking narrative text was successful. It was showed from the scores of pre tests and

post test from both groups. In pre test, the scores of experimental were 1966 and the mean was 61.44, while in the control group the scores was 2024 and the mean was 61.33. After the treatment was done, the scores of the experimental group were 2564 and the mean was 79.81, while the scores of the control group 2332 and the mean was 71.33. In this calculation, the t-value was compared to the table of .05 significance level and the degree of freedom is 63. In this case, the t-table is 2.0. From the comparison, it shows that the t-value is higher than t-table. It can be concluded that there was significant difference of scores between students who were taught using *Kamishibai* and those who were taught without *Kamishibai*.

From the explanation of the previous paragraph, it can be concluded that the hypothesis of the research which said that "there is significant difference of the ability between students who are taught using *Kamishibai* and those who are taught without *Kamishibai*" is tested.

### Suggestion

For the teachers, the researcher suggested that they should motivate students to get enthusiasm while following the teaching and learning process. The teacher also can use media or technique that can be used to attracts students' attention to get fun learning.

The researcher recommended the teacher to use this media as one of the medium that could improve the students' speaking skill, especially in narrative text. The researcher also suggested for the next researchers to use this media to teach different language skill and also different kind of text type. This media also can be applied for another grade not only for Junior high school but also for Senior high school students.

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