

APPENDIX C

Diary Notes

The first meeting (Monday, November 30th 2009)

In the first meeting the researcher applied the identification phase. The writer introduced herself and told the students her aim in doing the research. The students welcomed the researcher kindly. The writer started with collaborative research between the writer and the observer by interviewing the teacher of the same subject who continuously taught in the class. The teacher argued that the class was so potential and had good attitude in teaching learning process. The students showed their high enthusiasm with the project. In order to know the background of students' listening skill, the researcher interviewed the students. Most of the students felt it was difficult to listen. Without giving any treatment, the listening test was given to the students.

The second meeting (Wednesday, December 9th 2009)

The students were taught about the function of narrative text, the generic structure and the language features of it. They were taught how to listen effectively by using storytelling technique. They listened to the researcher's explanation seriously. There were three students who asked question in this meeting related to the storytelling technique. Others were a bit shy to ask the question.

The third meeting (Thursday, December 10th 2009)

The students looked more seriously than before. They felt that it was important to bring their dictionary. It indicated their enthusiasm to learn English. The writer asked the students to take notes when listen to stories. The students paid attention, concentrated to the speaker, and seemed relax during listening.

The fourth meeting (Wednesday, December 16th 2009)

The writer explained more about the storytelling technique. The students paid attention seemed so interested when the writer used the pictures and puppets while giving the presentation.

The fifth meeting (Thursday, December 17th 2009)

This was the last meeting. The researcher still kept motivating the students. During teaching and learning process, the students participated and gave good response. They started becoming familiar to the storytelling technique. All of the students had significant improvement of score. And based on the interview that the researcher had done, the students stated that the technique help them to improve their listening skill.

APPENDIX D

Observation Sheet

Focus	Indicator	Very bad	Bad	Good	Very good
The teacher	<ul style="list-style-type: none"> - The teacher greet the students and do warming up activity - The teacher explain the generic structure and language features of narrative text - The teacher explain the function of narrative text - The teacher introduces and explains the storytelling technique procedure - The teacher gives students chances to ask question - The teacher observes students' activities and behaviors while the running class - The teacher discusses with the observer while facing the problem - The teacher motivates students to show their best in listening skills 			<ul style="list-style-type: none"> √ √ √ √ √ √ √ √ 	√
Students	<ul style="list-style-type: none"> - The students listen and pay attention to the teacher's explanations and instructions - The students deliver questions while teacher gives them chances - The students deliver questions while students have problems or do not understand the lesson. - All the students come to follow the test - The students use dictionary to help them to know the meaning of the story - The students give good response to the activities in the classroom - The students interest to the teacher's explanation/story - Students pay attention and concentrate during teaching learning process 			<ul style="list-style-type: none"> √ √ √ √ √ √ √ √ 	

THE RESULT OF THE OBSERVATION SHEET

FIRST CYCLE	SECOND CYCLE
<ul style="list-style-type: none"> - Many student did not understand about narrative text, generic structure and languages features of narrative text - Many student were not brave to ask question. They were afraid to make mistakes - Some students still could not pay attention and concentrate when the researcher as storyteller presented the story. They still kept talking with their friend beside them - Some students still could not reach better score in listening test, because they vocabulary still low, so they could not understand the story well. 	<ul style="list-style-type: none"> - Most of students have understood about narrative text, the generic structure and languages features of it. - Many students more confidence to ask the questions and sometimes they made joke to the researcher after listened to stories. It means that storytelling technique was good to improve their listening skills. - 100 percent of the students got better score from the second cycle. It means that their score improved from the first cycle.

APPENDIX E

INTERVIEW

Interview with the students in the first time

The writer : What difficulty do you have in listening?

Student I : I can't hear the pronunciation clearly.

Student II : The speaker speaks too fast and I can't control over it or have the speaker repeated his/her utterance.

Student III : My vocabulary is so low so it's hard for me to understand what the speaker said.

The writer : What do you know about storytelling?

Student I : I think it's a story

Student II : I don't know miss. I never hear the word

Student III : Maybe it likes narrative

The writer : Have you ever listened to a story tale or fable like " Kancil dan Buaya"

Student I : Yes, my grandmother ever told about it when I was kid

Student II : Yes, but I've ever read it from the book

Student III : Yes, I've ever heard from radio or TV

Interview the students in the end of the research

The writer : Does the storytelling technique help you in listening?

Student I : Yes, it does. It makes me entertained

Student II : Yes, it does. It helps me enrich my vocabulary

Student III : Yes, it does. I get many benefit from it such as I can paid attention to the speaker, concentrate, and it is motivated me to write my own story.

Interview with the teacher in the first meeting

The writer : How long have you been teaching English in this school?

The teacher : I've been teaching here more than 5 years

The writer : What do you think about this class?

The teacher : this is the favorite class. Most of the students in this class are very talented ones. They have good motivation to learn new things.

The writer : How do you teach listening ?

The teacher : I usually ask them to listen to the tape then I ask them to answer the question as listening comprehension.

Interview the teacher in the end of the research

The writer : What do you think about storytelling technique to improve students' listening skills?

The teacher : It is good. It is easy for the students to apply the procedure of the technique. Someday I will use this technique in teaching listening. I'm impressed with this.