

**USING BAYMAX MOVIE TO IMPROVE YOUNG LEARNERS'  
STORYTELLING SKILL  
THESIS**



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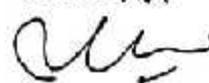
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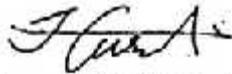
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## ABSTRACT

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To support and to improve young learners' communicative skill, there should be a good strategy that helped the teacher in teaching by using an interesting teaching media. Storytelling is the activity to share the idea or plot summary of the story. The activity of storytelling skill plays an important role for young learners'. They comprehend the story then recount it to others based on their understanding of characters, problems, settings, and solutions. This study aims to design and develop a Baymax movie to improve the storytelling ability of level junior high school students. The subjects were 17 of the third grade Darul Ulum students in academic year 2018/2019. Data collection techniques employed storytelling tests (pretest and posttest scores) and closed-ended questionnaire. Quantitative data analysis was used to examine the scores obtained from the pre and post-tests. The aspects of the storytelling rubric are known the story, voice, acting, duration, audience contact, and pacing. The writer has got the test results by using statistical descriptive. Thus, the finding of the study indicated that the implementation of the technique improve the students' storytelling skill from the pre-test score were 792 and the post test were 1.209. The score of t-test 5.09 is higher than t-table 2.13 score. Supporting the students' score, there were the conclusion from the questionnaire. The students could understand the story of Baymax movie easily. Baymax movie was increased their learning motivation. This technique allowed students to actively participate in the learning process. A baymax movie which has been tested for its effectiveness, efficiency, uses, and practicality in improving student's storytelling skill.

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The writer realizes this thesis is still far from perfection. Therefore, constructive criticisms and suggestions are needed for the sake of future improvement.

Banda Aceh, December 12, 2018

Researcher

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# CHAPTER I

## INTRODUCTION

### **A. Background of Study**

Speaking is the ability of transferring or delivering the information orally. Dolzhykova (2014) stated to support and to improve young learners' communicative skill, there should be a good strategy that helped the teacher in teaching, such as creating an active and fun activities in which young learner learned to use the target language as a means to express their speaking skill. There is a kind of techniques that can be used by the teacher in teaching speaking, such as speech, dialogue, discussion, storytelling, etc.

In this study, the researcher used storytelling in speaking classroom activity. Storytelling is a kind of speaking activities in class. Storytelling was a procedure enables a child to play a large role in reconstructing stories. It underlines both social and academic development. It was an effective teaching tool enables students to focus on comprehending the story. When they told a story, they used language for an extended period of time and constructed the story.

Further, Gibson (2003) storytelling is an active process that encourages children to reconstruct the text; it also allowed for interaction between tutor and child. The teacher could help and facilitate the student reconstructed the meaning of the text by using open-ended questions. For example, if a child paused, needed a help in detailing the main character and seemed confuse, the teacher may ask what is happened next in the story or could you tell me more about this character.

Furthermore, dealing with this study, storytelling was the activity to share the idea or plot summary of the story. The activity of storytelling skill plays an important role

for young learners. They comprehend the story then recount it to others based on their understanding of characters, problems, settings, and solutions. Here, the students were required to do storytelling, consider what they have watched, and formulate their thoughts to express their understanding from what they have watched.

In addition, the reality in daily English learning process, young learner learning style and their learning motivation also became the important factors and considerations in developing and improving students' storytelling skill. Therefore, the teacher should create an enjoyable atmosphere, applied fun activity, and used interesting teaching media to present the materials in the class, such as an animation movie. By using animation movie, it would increase their learning motivation to participate in English class.

Anyhow, based on the explanation above, an animation movie could be a consideration to hold students pretentiously. Donaghy (2014) claimed that movie have been used by the language teacher in the classes for decades, and there were a number of reasons why a movie is an excellent teaching and learning tool. Movie is part of students' life. So it makes perfect sense to bring them into the language classroom. In the same perception, Blasco, Moreto, et.al (2006) declared that cinema is the audiovisual version of storytelling. Thus, the movie provided a narrative model framed in emotions and images that are also grounded in the students' familiar.

Next, in his research, Hannam (2015) defined that learners always have a favorite movie or book. By contextualizing units of work within a narrative, lessons become more meaningful, dynamic and engaging for the learner. Further, benefits used movie is to provide a source of authentic and varied language. Movies provided students with examples of English that used in real situations outside of the classroom. The movie

could also expose students to natural expressions and the natural flow of speech. If they are not living in an English speaking environment, perhaps only film and television can provide learners with this real-life language input. (Donaghy, 2014)

Furthermore, Canizares (1997, as cited in Cristie et.al, 2007) supported the statement by arguing that “when the children told the first stories usually involve real-life experiences: they relate something that happened to them. Sharing could be an ideal context to allow children to tell these types of stories in the classroom. Small-group, interactive sharing provided feedback that enables children told the story clearer, better-organized stories about personal experiences”.

Furthermore, the researcher decided to select Baymax movie as the media that used in improving young learner storytelling skill. It was the name of a robot in “Big Hero 6” movie. This is an animation movie that was produced by Walt Disney Animation Studios and released by Walt Disney Pictures on November 7, 2014. It is an American 3D animation. This movie won the Academy Award for Best Animated Feature and the Kids' Choice Award for Favorite Animated Movie in America, 2014. The writer used this movie as the media while teaching and learning process because this movie provided many advantages. This movie described that formal education (school/university) is important for young learner. This movie also presented student learning motivation. This movie described kindly, lovely, and adorable robot which called as Baymax that was created by a smart boy named as Tadashi Hamada. Baymax was a robot whose was sole purpose to take care of people. Hiro and Tadashi lived together in San Fransokyo. Hiro Hamada was the Tadashi younger brother. He is a genius boy and an expert in robotics. Hiro is 14 years old, but he thought that he was smart enough and he doesn't need to continue his study. Then, Tadashi tried to raise his

younger brother motivation by brought him to his university. Tadashi was the student at the robotic university, Hiro was amazed at all of the robots that created by Tadashi and his friends. Tadashi created Baymax as his final project for helping many people. Therefore, Hiro decided to continue his study and tried to make the microbots as his project. Even though he is still 14 years old but now he was a student of robotic university. It was because Hiro is smart enough in his young age. Someday, the fire alarm was ringing from the university Tadashi came in and helped his supervisor. Tadashi died on that incident, Hiro lost his spirit till he founds the videos of his brother that made him strength again. Since that time, Baymax became Hiro's robot. Hiro and his brother friends must fight to save the city from the bad man with the help of Baymax. Thus, this movie is appropriate and acceptable for young learners' life. In this study, the storytelling is telling the story in EFL on the understanding of what students' have got from watching Baymax movie.

Thus, based on the background of study and the previous study, watching movie and storytelling is one of the young learners' life habits. They do storytelling even though they are not supposed to tell it. They also adapt if they watch foreign language as their routines. In fact, the problem is young learners do storytelling in Bahasa, they are not able to tell the story in English. Young learners in this study those students who study English as EFL at their young age. In summary, the researcher has investigated whether the junior high school students of the 3<sup>rd</sup> grade Darul Ulum have the problem with speaking. The English teacher recommended to choose 3C class of the 3<sup>rd</sup> grade student as the respondent. This research begins to know the use of Baymax movie as the media in teaching storytelling. Thus, the aim of this research is to develop young learners' storytelling must be successfully achieved.

## **B. Research Question**

From the background of the study, this research is tried to answer one research question, namely: Does Baymax movie improve students' storytelling skill?

## **C. Research Aim**

The aim of this study is:

To know the use of Baymax movie is improving young learners' storytelling skill.

## **D. The Significance of Study**

This research focused on improving young learner storytelling skill through learning activities by watching the movie. This research hopefully could contribute to English teaching and learning process. The writer hopes this study can help the writer on this research. For the English teachers, this study provides information that the movie could be used to improve students' storytelling skill. For the students, this study makes the students interested in improving their storytelling skill.

## **E. Terminologies**

There are some terms to make the reader comprehend with this writing as follows:

### ***1. Baymax Movie***

A movie is a series of moving pictures recorded with the sound that tells a story. Baymax is the name of the technological robot in "big hero 6" movie. The genre of this movie is an action movie about brilliant robotics prodigy Hiro Hamada. Therefore, the writer used Baymax movie as the media in teaching-learning process of this research.

## **2. *Young Learner***

Young learners were those students under 14 years old. Therefore, young learners are the children who study at the elementary level. In transmitting the language, children cannot decide for themselves what to learn. Young learners were different from adults in their way to learn a foreign language. The young learner has their own characteristics, which was different from adults. The characteristics cover their ways of thinking, their attitude, their aptitude, etc.

## **3. *Storytelling***

Storytelling is an activity of tells the story. Storytelling is relating a tale to one or more listeners through voice and gesture. Use gesture and facial expression, body language, eye contact, dramatic placement of a character within a scene, use of character voices and variety in the tone of voice to get the story across. If the students spent time rehearsing a story, they became more comfortable using a variety of techniques. Storytelling is one of teaching speaking skill. However, it is important to remember that storytelling is communication from the teller to the audiences, the audiences also got the message from the story.

## **F. Hypothesis**

The hypotheses in this research are:

H0: There is no improvement in students' storytelling by using Baymax movie.

H1: There is an improvement in students' storytelling by using Baymax movie.

## CHAPTER II

### LITERATURE REVIEW

#### A. Movie

There are definitions of using the movie in teaching English proposed by experts and those would be clarified in the following paragraphs:

In definition, a story is a description of events and people that the writer or speaker has invented in order to entertain people: adventure, detective, love, etc” (Oxford Dictionary). Movie is a moving picture which provide the meaningful passage.

Part of Movie:

##### 1. *Genre*

To paraphrase, according to Keith (2012) defined that genre is the characters and situation in the movie. Genre is describing the characteristics of the movie. kind of movie genre are action, comedy, drama, horror, etc.

##### 2. *Plot*

Every story has a plot that involves a problem or situation that must be resolved. In another word, Mekas (2016) declared that plot provided readers with a conceptual referent when reading about films that could be described and made the story of movie is more meaningful.

##### 3. *Scenes*

According to Fadeev and Pavel (2015) that scenes of a movie can look from a different point of view. Each part of movie has difference plays and then viewed a corresponding video clip from a stage or movie production.

#### **4. *Setting***

In definition Brett (2015) stated that a setting is where the story occurs or the action takes place. The setting can be identified by the time, place, and social environment that frame the characters. Every scene in a movie has different settings. Thus, it can be concluded that setting is also an important part of the film because all of the elements (time, place, etc) would be the best effort to produce the best movie. Choosing the right setting is the crucial consideration.

Based on the explanation above, movie has genre, plot, scenes, and setting to support the story and to produce the best movie. Dealing with this statement Donaghy (2014) stated movie is the flexible resources in the language classroom. For example, a whole film or sequence could be used to drill listening and reading, and as a model for speaking and writing to develop all four communicative skills. Kind of tasks that can be applied through the movie such as discussions, debates on social issues, role plays, reconstructing a dialogue or summarizing.

On choosing the movie, the teacher should pay attention that the topics gathered the student's interest. Also, we need also to consider their age. Characters of stories also play an important role in a successful teaching and learning process. the genre movie in this research is . this movie is appropriate for young learners' age and interest.

Furthermore, the researcher decided to select Baymax movie as the media that used in improving young learner storytelling skill. The writer used this movie

as the media while teaching and learning process because this movie provided many advantages. One of the advantages in this movie presented student learning motivation. This movie described kindly, lovely, and adorable robot called as Baymax which was created by a smart boy named as Tadashi Hamada. Baymax was a robot which sole purpose to take care of people. Hiro and Tadashi lived together in San Fransokyo. Hiro Hamada was the Tadashi younger brother. He is a genius boy and an expert in robotics. Even Hiro is 14 years old but he was the student of the robotic university, Hiro amazed all of the audiences with his microbots that he created by himself. Thus, this study, the storytelling is telling the story in EFL on the understanding of what students' have got from watching Baymax movie.

### **B. Learning Through Watching Movie**

Watching animation movie in a foreign language provided various pedagogical advantages. It is really appropriate for teaching EFL (Clark, 2000 as cited in Abuzahra, 2016) concluded that “unlike other audiovisual materials, watching animation movie as a source of authentic language enables teachers to involve students, attract their attention, and it has the potential to enhance critical thinking.” Forceful statement above point out that using the animated cartoon as an educational tool in the language classroom has an influence on language learners' performance. Furthermore, innovative learning tools must not be separated from creative teaching strategy. In conclusion, the aim of this study is to discuss how animated cartoon as a material could be employed in language classroom.

Furthermore, dealing with this study the use of the movie in the teaching and learning process has important roles to improve the four language skills, especially speaking. Video can attract students' attention through the sounds and moving pictures. Therefore, the students more motivated, interested, and communicative in storytelling.

### **C. Storytelling**

Storytelling is an activity of tells the story. Rokhayani (2010) stated storytelling is relating a tale to one or more listeners through voice and gesture. Story telling use facial expression, body language, eye contact, dramatic placement of a character within a scene, use of character voices and variety in the tone of voice to get the story across. If the students spent time rehearsing a story, they became more comfortable using a variety of techniques. Storytelling is one of teaching speaking skill. However, it is important to remember that storytelling is communication from the teller to the audience, not just acting or performing. Storytelling is very flexible. Every teller has their own style and unique while doing storytelling. Even the same story told by the same teller could be different in the way they are storytelling every time. Certainly, the same story that told by different teller will produce a wide variety of story.

Almost the same as (Marie Clay, 1989 as cited in Cristie et.al, 2007) stated that storytelling is more direct than story reading. The meaning could be closer to the children's own experiences because the teller could change the words, add a little explanation, or translate loosely into a local experience. However, based on the study of (Gonzalez, 2010 cited in Kalantaril and Hashemian 2015) have put a

storytelling approach into practice as a teaching tool in teaching English for young learners. Therefore, the main objective of this study is to use storytelling to teach English to young learners in a fun and meaningful way.

#### **D. Students as a Young Learner**

Otherwise, age was strongly related to learning foreign languages. It is experimentally proven that children were more likely to develop native-like proficiency before age 10. Scott and Ytreberg (1990) defined that young learners are those students under 14 years old. Moreover, young learners are the children who study at Elementary level. In transmitting the language young learners are difference from adults, children cannot decide for themselves what to learn. Strozer (1994 as cited in Dolzykhova 2014) stated the young learner is a natural language learner where the target language is easier in receiving. Young learners learned English based on their stage, the way how the teachers teach them has an important role in how they learn.

(Larson-Hall, 2008 cited in Dolzykhova 2014). Young learners' emotions have primary importance. Young learners always put their emotional, feeling and moods when they are learning. Rothenberg and Fisher (2007) declared that young learner must learn English by using a simple language, concrete, and full of context. Young learner is not expected to use a high level of language in order to sound like native speakers in their age.

Supported the statment above Dolzykhova (2014) declared that as a young learners of a foreign language, children have their own psychological characteristics, it is including their ways of thinking, their attitude, their aptitude,

etc. Then, it influenced the way of their thinking. So, their teachers needed to know and understand the children before giving a lesson. For instance, created a friendly activity and enjoyable in their lessons was one of the alternative ways which must be provided by the teacher in the classroom.

### **E. Teaching Storytelling for Young Learner**

Teaching English for young learners was not as same as teaching English for adults. Young learners' needs, environment, interests, their cognitive level and also their mental process should be as a consideration for the teachers.

Resemble, according to Morozova (2013), speaking skill is teaching young learners how to communicate effectively. To encourage students in speaking, it could be developed by another skill (integrated skill). Learning English through storytelling will step the student into a new level where they could comprehend the story, then recount it to others.

Another opinion by Watkins (2005) most young learners more prefer to listen than perform because they are shy to speak in front of the class. So to build students confidence, give them the opportunity to speak or storytelling in pair work. Rothenberg and Fisher (2007) supported the statement by arguing that personality traits such as shyness, risk-taking, and self-confidence could influence the language acquisition process. Some students which were shy to speak in the class, they are more preferred to the written language than the spoken language in order to learn English. Dissimilarly with the students who are not afraid to make a mistake and an unavoidable occurrence when learning a new language, they were more speak up, practice language, and receive more feedback. Generally

speaking, personality influences the rate at which students acquire language, not the level they will eventually achieve.

Therefore, there were the following task that could help students' storytelling imaginatively. (Gallas, 1992 as cited in Cristie et.al, 2007) stated that open up the sharing period that include fantasy stories. Once teachers begin permitting their children to tell "fictional" stories, the children may begin sharing imaginative, creative stories.

Almost the same as (Morrow, 1985 as cited in Cristie et.al, 2007) point out that to improve young learners storytelling was contained in their favorite storybooks as same as their favorites movie. Books and movies remove the burden of creating an original story to tell. Storytelling provides many benefits for young learners, including enhanced oral fluency and expression and improved story comprehension.

As proof, another approach from Ahlquist (2012) stated that the storyline is a fun activity. The students describe their families in the class, in the storyline the learners created characters and wrote about the character and drew a self-portrait from the evaluations also show a sense of awareness of how much the children individually felt they contributed, how much or how little English they spoke. One of the storyline strength is enhancing their vocabulary.

In other words, supported the statement above by arguing that Ahlquist (2013) "storyline: A task-based approach for the young learner in the classroom. It was a method which combines the used of language skills with practical work". The topic often used by participants in a Storyline is `fun . This article reported on

a study in which to identify the features that particularly appealed to a class of Swedish 11– 13-year-olds, and how the impact on their English learning. The data showed that learners were strongly motivated by particular tasks and the experience.

Otherwise, there was another approach to build students critical thinking in storytelling by using animation movie. Abuzahra et.al (2016) defined that the constructivist approach can be defined as the way how the young learners give their own solution. Thus, the aims of this learning activity were to make the students active in participating, problem-solving and critical thinking. The forceful statement above pointed out the concept of an animation movie was working as an incentive tool that enhances learners' social involvement. It could be concluded by using the cartoon in the language classroom from a constructivist point of view in storytelling was so interesting.

Due to Rokhayani (2010) declared that in general, students of young learners like stories. Teachers might use storytelling as an appropriate way of enhancing students' skills. Storytelling is an effective way for young learners. It provides an outstanding opportunity for young learners to master the foreign language.

Naoua (2017) based on Communicative language ability (CLA) has 3 strategies in assessing, goal setting, assessment, and planning. In the goal-setting phase, test takers decide what goals they are going to achieve, identify, and select the task, and finally decide whether to complete doing that task. To measure the level of student language ability based on their age, gender, and background

knowledge of the students in order to determine the appropriate task for the testing. The identification of these factors tends to minimize their effect on test performance on the one hand and to strengthen the quality of validity on the other. Thus, characteristics of the rubric test include those the structure (how the text is organized), instructions telling what to do, the duration of the test and its different sections, and how the responses are to be scored.

(Egan, 1989 cited in Dolzhykova 2014) there were the techniques that can be used in teaching storytelling. In practice, the instruction in the storytelling should have a clear and strong beginning, middle, and end. It should have the introduced, meaning and put some emotional and moral appeal. The instruction should incorporate these strong story elements. the following are some recommended storytelling techniques from (Brewster, Ellis and Girard cited in Rokhayani, 2004):

1. If students are unfamiliar with storytelling, begin with the short session.
2. Give the students time to relate from what they have watched from the movie .
3. In storytelling needed to focus on timing instruction. Time allocation, the quality of that time should be considered. The appropriateness time of the activities and the used of the target language were the key elements of the input quality.
4. The students know the plot of the story. Ask questions to involve children. The teacher may ask some questions or comments to stimulate the students.

5. Use gestures, mime, acting, facial gestures, audience contact, storyteller looks at all the audience and attract audience attention to help convey the meaning.
6. Pause where appropriate to add dramatic effect and to assimilate details to the illustration. Vary the pace when the story speeds up. Story told at the appropriate pace. Encourage students to take part in the storytelling
7. Disguise your voice and volume for the different characters as much as you can to signal when different characters spoke and speak loudly, use simple word was helped to convey the meaning.
8. Do not be afraid to repeat, expand and formulate. It increased opportunities for exposure to the language and gives children a second chance to work out the meaning and have it confirmed.

The ability to tell stories is seen from two aspects, namely language and non-language. Based on the thoughts of (Nurgiyantoro 2010, Arsjad and Mukti 1988 cited in Lestari 2017) the language aspects include:

No	LANGUAGE	NON LANGUAGE
1.	The suitability of the story with the picture	Fluency, in which case the child can smoothly tell the story without stuttering
2.	The precision of the logic of the order of the story, meaning the story conveyed by the child in order to become the whole story;	Does not issue a sound interruption
3.	The accuracy of the overall meaning of the story	Views should be directed to listeners;

4.	The accuracy of the word means using an easily understood word;	As well as the volume heard by the listener.
5.	As well as the accuracy of the sentence implies that the child is expected to be able to compose a simple sentence consisting of a minimum of sentence, predicate, and explanation	

The researcher took these as the framework for storytelling rubric. The framework from (Brewster, Ellis and Girard cited in Rokhayani, 2004) and (Nurdiyantoro 2010, Arsjad and Mukti 1988 cited in Lestari 2017), the researcher decided to use the rubric storytelling that was adopted and modified from (Texas Education Agency, 2006). There were eight aspects to measure storytelling from this rubric, but the researcher only focused on the six aspects of storytelling, they were: know the story, voice, acting, duration, audiences contact, and pacing. Each aspect has difference indicator.

## **F. Relevant studies**

Corresponding to this field, the researcher found some previous studies which related to this study. The study was conducted by Yassen and Shakir (2015) stated that movie is one consideration to stimulate and motivate young learner in learning a foreign language. Their research purpose were used the movie to influence on EFL learners at Iraqi school in Kuala Lumpur. The data of this study is a Hollywood movie that uses English language. The data (movie) were “The Twilight Saga: Breaking Dawn – Part 2”. Two different parts have been used from this movie each of (30) minutes, one with subtitle and the other without subtitle. In addition the sample were (20) students from Iraqi school at Kuala Lumpur-

Malaysia. It included (12) male and (8) female students and their age ranged from (15) to (18) years old. This research suggested for using movie, because by watching educational movies in English, the learners more aware with various culture and people. The result of this research showed that understand the movie with only English subtitles and English audio track. English language learning via watching movie promotes the skills of learners more efficiently and faster.

Next, Kim (2016) the study was about using the movie in teaching storytelling skill. in his study with the title “the effects of multimodality through storytelling using various movie clips” within a silent movie clip, a movie clip with only sound effects, and a movie clip with sound effects and dialogue to know which one of the modes that show the significant difference of young learners speaking performance. Thus, the result showed that there was a significant difference in their speaking performance by using movie clip with sound effects and dialogue.

Dealing with this research, Kalantari, and Hashemian (2016) storytelling was an approach to teach English to young EFL Iranian Learners, the participants were selected from among young EFL learners who were between 8 and 14 years old. Based on the explanation the researcher concludes that teaching English to young learner through stories in language schools is affecting the quality of the young learner English skill. Thus, this study focused on teaching English is in fun and meaningful way for EFL learners.

Among the studies of using the movie in the teaching process, there was a study that the researcher used as a framework to write this paper. It was the study

from Ikramuddin (2017) with the title “storytelling technique to improve speaking ability for senior high school student in Insan Qurani Boarding School. The research method was quantitative research. He used test and questionnaire as the data collection. Ikramuddin thesis was found that the storytelling was improved students’ speaking.

The researcher used Baymax movie to improve young learners’ storytelling skill for junior high school student in Darul Ulum. Even though we used the same data collection (test and questionnaire), Ikramuddin thesis was focused on improving students’ speaking but the researcher focused on improving young learners’ storytelling. Moreover, Thus, there were the reasons such as, the purposes and participants that made this research differed from the study of Ikramuddin.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

In this chapter, the writer focuses on research methodology. This chapter consists of research participant, design, methods, instrument, and the data analysis.

#### **A. Brief Location of Research**

SMP Islam YPUI Banda Aceh is located in Jl. Syiah Kuala, Kl. Kp.Kramat, Kec.Kuta Alam, Banda Aceh. This school was firstly established in 1979 and officially legitimated in 1980. Dayah Modern Darul ‘Ulum YPUI Banda Aceh was established by Yayasan Pembangunan Umat Islam (YPUI). The area of SMP ISLAM YPUI Banda Aceh is 895 m<sup>2</sup>. Dayah Modern Darul Ulum has Mts and SMP as junior high school and MA as the senior high school for formal education. The headmaster of Dayah Modern SMP Darul ‘Ulum is Mrs.Fatimah, S.Pd. Under her management, there are 30 total numbers of the teacher.

In addition, there are several facilities of Dayah Modern Darul ‘Ulum that support the teachers, the students and instructional learning activities, such as school building, boy and girl’s hostels, computer center, English language center, the auditorium for boys and girls, praying room, sports fields, and kitchen. In the other side, Dayah Modern Darul ‘Ulum has the extracurriculars like computer training, English courses, an art of reading Al-Qur’an (Tilawatul Qur’an), calligraphy art, leadership groups, sports center, Islamic speech training, Nasyid or marawis groups, and entrepreneur training. It either has nonformal education such as reading of Salafi books, public reading Al-Qur’an Madrasah Diniyyah, memorizing Al-Qur’an (Tahfidzul Quran), reading Qur’an in Ramadhan month and orphan hostel.

**Table 3.1 the number of students at SMP Darul Ulum Banda Aceh**

<b>No.</b>	<b>Class</b>	<b>Amount of Class</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
1	VII	3	40	28	68
2	VIII	2	36	28	64
3	IX	3	28	35	63
<b>Total</b>		8	104	91	195

Based on the data above obtained at SMP YPUI Darul Ulum Banda Aceh, the total numbers of students in the academic year 2018/2019 were 195 students, 104 male and 91 female.

### **B. Research Design**

The research design used in this study was quantitative. A quantitative research was selected due to the nature of this research and research questions. Alison and Susan (2005, p.137) a quantitative research could be conceptually divided into two types: association and experimental. According to Creswell (2012) stated that an experimental design is an approach for conducting quantitative research that involves statistical, numbers and quantity. To obtain the primary data for this research, the writer conducted this research used pre-experimental teaching. As stated in (Borg and Gall, 1989, p. 670) pre-experimental teaching means the researcher only takes one class as the sample, that only use experiment group without using the control group. Therefore, the writer selected only one class of the third-grade students of SMP YPUI Darul Ulum Banda Aceh.

### **C. Population and Sample**

This study conducted at SMP Darul Ulum Islamic Boarding School. The population is the third-year Junior High School students in the academic year of 2018/2019. The third-grade students were grouped into 3 classes, those are IX-A, IX-B, IX-C. Thus, the sample in this research, those are the students who study English in the third-year of IX-C class which consists of 17 students. The sampling technique which is used is purposive sampling that only the students who appropriate with this study can be employed in this research. Creswell (2008) stated that purposive sampling is the researcher intentionally selects individual and site who could best help us understand the central of our phenomenon. In another word, we have the standard in choosing our participants. Thus, they were selected due to their proficiency that was lower than another class based on their English teacher explanation and their speaking result document. In conclusion, practice storytelling using Baymax movie was required for class IX-C.

### **D. Techniques of Data Collection**

In collecting the data, this study used a quantitative method there were test and questionnaire as the research instrument.

#### **1. Test**

A test is an important part of collecting data, especially in the experimental study. Brown (2004, p.3) stated “a test is a method of measuring a person’s ability, knowledge or performance in a given domain”. The researcher assigns students to watch Baymax movie. And then, each student has to be a volunteer to practice storytelling about Baymax story.

**a. Pre-test**

Firstly, the students watched some part of Baymax movie (big Hiro). Next, the students asked to speak in front of the class, this activity called “storytelling” which is the treatment has not given. Each student has 5 minutes to convey the storytelling. The researcher used “storytelling rubric” that was adopted from (Texas Education Agency, 2006) to analyze their performance, the rubric focused on six aspects of storytelling, they were: know the story, voice, acting, duration, audiences contact, and pacing. Each aspect has difference indicator.

**b. Post-test**

In the post-test, the writer has given the treatment first. Such as the researcher give the explanation about storytelling, then the students watched the video how to do storytelling well correctly. The last, the writer asked the students to watched Baymax movie, then do storytelling. The storytelling was measured by storytelling rubric and compared the result from the pre-test and post-test. Thus, the writer could see the significant result from their performance of the pre-test and post-test.

## **2. Questionnaire**

A questionnaire is a form of data collection. Creswell (2008, p.397) declared that the researcher might develop their own questionnaire, modified an existing one, or used one that they have located in the literature. In this study, the researcher used close-ended questions. The researcher provided the close-ended question (Yes/No) with response option that the participant has been chosen. Close-ended questions asking participants about their background. The close-ended question was also addressing practices or behaviors and attitudes). Thus, the

questionnaire was consist of 20 statement that was modified from (Ikramuddin, 2017) skripsi with the title of “using storytelling technique to improve speaking ability”.

#### **E. The Procedures of Experimental Class**

To obtain the data, the researcher holds four meetings to teach the students storytelling through watching Baymax movie as a media:

##### ***1. The First Meeting, 6<sup>th</sup> September***

In the first meeting, the researcher introduced herself to the students. Then, the researcher asked the student to introduce themselves, during this section, the writer had been observed their speaking competence (vocabulary). The writer asked about their hobby and how the teacher teaches English in the class for about 5 minutes. The researcher started the class by giving a clear instruction and distributed the pre-test by applying the half part of Baymax movie about 45 minutes. In the last activity, every student has the opportunities to practice storytelling about this movie in front of the class about 5 minutes for each student in order to know their ability before the treatment. This pre-test was given without any comments, the students only have to enjoy while doing storytelling. By giving the pre-test, the researcher found that the students’ speaking ability was quite low based on the score of the pre-test.

##### ***2. The Second Meeting and Third Meeting, 10<sup>th</sup> September***

In the second meeting, the researcher started the class through recalling students’ background knowledge about narrative text. The researcher related the topic with narrative text because the narrative text is the basic subject that discussed the story in this semester. Then, the researcher introduced the

storytelling as a kind of narrative text. In other words, storytelling is the productive skill. Usually, the students learned narrative text to increase students' writing skill. Thus, storytelling is one of the techniques that could be used to improve their speaking skill. In the end, the researcher explained the information about the aims, the procedures, and advantages of storytelling. In the Third Meeting as additional times from the teacher, the researcher continued the explanation about storytelling that students had learned from the last meeting. The researcher distributed the hard copy material of storytelling and explained it. After that, the researcher used a laptop and projector as media in teaching. The students watched some videos of young learners practice storytelling as an example. In the last section, the researcher asked the students to practice storytelling about anything. The researcher asked another student' to give comments and advice. And finally, the researcher gave feedback by appreciating students' storytelling performances.

### ***3. The Fourth and Fifth Meeting, 24<sup>th</sup> September***

In the beginning, the researcher had been given the treatment before distributing the post-test to the students differ from the pre-test that had not given the treatment. Then, in the post-test, the researcher continued another half part at the end of Baymax movie until 45 minutes. After watching the movie, the students did storytelling in front of the class about 5 minutes for each student. The researcher analyzed how they comprehend the story. The post-test was given with comments their performances after practicing storytelling. This comment was given many benefits whether the student know how was their performances. This comments also raised their motivation. The researcher graded their post-test scores

by using the storytelling rubric. The post-test was examined their storytelling skill. From the post-test, the researcher would know that there was any improvement in their storytelling or not.

## **F. The techniques of Data Analysis**

### **1. Test**

#### ***a. Pre-Test and Post-Test***

The quantitative data was obtained from storytelling performances (pre-test and post-test). The students' storytelling performances were assessed by using a storytelling rubric. Then the results of the speaking performances in each task were used to determine whether there were any improvements in the students' storytelling. The result of students' storytelling rubric was analyzed by using both descriptive statistics and SPSS version 16.0. Creswell (2008, p.190) stated that descriptive statistics that indicate general tendencies in the data (mean, mode, median), the spread of scores (variance, standard deviation, and range). We might seek to describe any of our variables: independent, dependent, control, or meditating.

The data analysis involved independent sample *t*-test. Independent sample *t*-test aims to know the comparison of two groups that do not depend on each other. In analyzing the test results, the writer uses several formulas. The formulas are necessary for finding out the mean score, standard deviation, and *t*-score.

## a. Mean

Mean is utilized to find out the average of the whole sample. In order to know the mean, the researcher used formula suggested by Arikunto (2010, p. 284).

$$\bar{X} = \frac{\sum X}{N}$$

Note:

$\bar{X}$ : Mean

$\sum X$ : The sum of the scores

N: Total students

## b. Standard Deviation

Steven (2007) argues that **standard deviation** is a statistic that describes the amount of variation in a measured process characteristic. Specifically, it measures the amount of an individual measurement should be expected to deviate from the mean on average. As shown below, the larger the standard deviation, the more dispersion there is in the process data. The formula of standard deviation is as follows:

$$S^2 = \frac{\sum f (X - \bar{X})^2}{N - 1}$$

Note: SD: Standard deviation

$\sum f$ : The sum of frequency

$\bar{X}$ : Mean

$\sum X^2$ : The sum of score squared

N: The number of sample

## c. T-score

The writer used t-score to find out whether pre-test and post-test have a significant difference. The formula for t-score was taken from Sudijono (2011, p. 241-243).

$$t - s_1 = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left(\frac{S_1^2}{n_1}\right) + \left(\frac{S_2^2}{n_2}\right)}}$$

Note: t: T-Score

$\bar{x}_1$ : Mean of the Post-test

$\bar{x}_2$ : Mean of the Pre-test

SD<sub>1</sub>: Standard Deviation of Post-test

SD<sub>2</sub>: Standard Deviation of Pre-test

N: Total students

Then, in order to test the reliability of the test, the researchers used the statistical test. The calculation briefly presented by the table in the form of tables and mean scores. According to Postlethwaite (2005, p.41) a reliable test should have a consistent scorer for a group of individuals on several occasions or repeated measures. In order to analyze the reliability of the whole test, the researcher used the formula that suggested by Heaton (1988, p.164):

$$r_{11} = \frac{N}{N-1} \left( 1 - \frac{\bar{X}(N-\bar{X})}{N(S)^2} \right)$$

Note:  $r_{11}$  = Reliability of instrument

The interpretations of r-score as stated below:

- a. If  $r_{11}$  is bigger than 0.70, it means that the test holds a high reliability or is reliable.
- b. If  $r_{11}$  is smaller than 0.70 means that the test does not hold a high reliability or is unreliable.

## 2. Questionnaire

In analyzing the questionnaire, the researcher used this formula suggested by Anas Sudijono (2010):

$$P = X \frac{F}{n} 100\%$$

Explanation :

$P$  = Percentage

$F$  = Frequency

$n$  = The number of respondent

## CHAPTER IV

### FINDINGS AND DISCUSSIONS

This chapter would discuss the research finding of the implementation Baymax movie to improve young learners' storytelling skill that had been done at SMP YPUI Darul Ulum Banda Aceh. The explanation consists of finding and discussion of the research as well as the analysis of the test and questionnaire.

#### A. Findings

##### 1. Test

The first step of calculating the data is tabulating the result of both pre-test and post-test as described in the table below.

**Table 4.1: The scores of Pre-Test and Post-test**

No.	STUDENTS INITIAL	PRE-TEST SCORE	POST- TEST SCORE
1.	ZR	40	65
2.	ZZHD	47	72
3.	NZR	17	40
4.	RDPK	22	45
5.	HA	52	77
6.	CSC	29	52
7.	PB	50	75
8.	NHZ	34	57
9.	IM	63	90
10.	SN	38	62

11. RJ	68	95
12. DM	41	65
13. PNNA	46	70
14. TPH	37	60
15. SS	69	95
16. RK	67	90
17. RAH	72	95
The Total Scores	792	1.209
The lowest score	17	40
The highest score	72	95

Based on the raw scores of students' both pre-test and post-test, the table above described the total scores of pre-test and post-test. The total score of pre-test was 792 and post-test was 1.209.

## 2. Questionnaire

The researcher used close-ended question by providing 2 multiple answers named Yes/No question. There were 20 statement that was adopted from (Ikramuddin, 2017) and modified towards student response of the used Baymax movie to improve their storytelling skill.

**Table 4.2 The statement towards student response**

No	Statements		Students Responses		Total
			Yes	No	
1.	Media audio-visual (video/movie) sangat sesuai dengan gaya belajar saya	<i>F</i>	17	0	17
		<i>%</i>	100	0	100
2.	Menurut saya film Baymax sesuai digunakan sebagai media	<i>F</i>	17	0	17
		<i>%</i>	100	0	100

	pembelajaran di sekolah				
3.	Menurut saya cerita dalam film Baymax sesuai dengan usia pelajar seperti saya	<i>F</i>	17	0	17
		%	100	0	100
4.	Beberapa karakter dalam film Baymax memberikan motivasi terhadap saya untuk semangat dalam belajar	<i>F</i>	17	0	17
		%	100	0	100
5.	Saya memahami alur cerita film Baymax dengan sangat mudah	<i>F</i>	17	0	17
		%	100	0	100
6.	Saya sangat menyukai film Baymax	<i>F</i>	17	0	17
		%	100	0	100
7.	Saya ikut berpartisipasi aktif dalam pembelajaran menggunakan metode dan media film Baymax seperti ini	<i>F</i>	17	0	17
		%	100	0	100
8.	Saya merasa termotivasi dalam belajar storytelling dengan menggunakan film Baymax	<i>F</i>	17	0	17
		%	100	0	100
9.	Saya suka dengan metode pembelajaran menggunakan film Baymax untuk meningkatkan kemampuan storytelling saya	<i>F</i>	17	0	17
		%	100	0	100
10.	Saya memahami cerita Baymax secara keseluruhan	<i>F</i>	17	0	17
		%	100	0	100
11.	Saya storytelling film Baymax dengan tidak terburu-buru	<i>F</i>	17	0	17
		%	100	0	100
12.	Saya sangat senang belajar bahasa Inggris dengan metode storytelling menggunakan film Baymax	<i>F</i>	17	0	17
		%	100	0	100
13.	Saya merasa lebih percaya diri setelah praktek story telling film Baymax	<i>F</i>	15	2	17
		%	88,23	11,77	100
14.	Dengan storytelling film Baymax, vocabulary (kosa kata) saya bertambah	<i>F</i>	16	1	17
		%	94,11	5,9	100
15.	Film Baymax membantu saya dengan mudah melakukan storytelling	<i>F</i>	13	4	17
		%	76,47	23,53	100
16.	Dengan metode pembelajaran seperti ini saya lebih berani mengekspresikan diri saat sedang storytelling film Baymax	<i>F</i>	12	5	17
		%	70,58	29,42	100
17.	Saya melihat kearah penonton dan	<i>F</i>	14	3	17

	menarik perhatian penonton saat sedang storytelling film Baymax	%	82,35	17,65	100
18.	Saat sedang storytelling film Baymax suara saya besar dan jelas	<i>F</i>	11	6	17
		%	64,70	35,30	100
19.	Waktu berlalu begitu cepat ketika saya sedang storytelling film Baymax	<i>F</i>	14	3	17
		%	82,35	17,65	100
20.	Saya suka jika media film dan metode storytelling diterapkan dalam pembelajaran bahasa Inggris. Terutama dalam speaking.	<i>F</i>	16	1	17
		%	94,11	5,9	100

## B. Discussion

### 1. Pre-test

The data in the table above can be listed from the lowest to the highest of pre-test score as follow;

17 22 29 34 37 38 40 41 46  
47 50 52 63 68 67 69 72

Based on the score above, it can be seen that the lowest score of pre-test was 17 and the highest score was 72. The researcher determined the range of pre-test presented above by using the following formula:

$$\begin{aligned} R &= H_s - L_s \\ &= 72 - 17 \\ &= 55 \end{aligned}$$

A range is to know the length of the highest and the lowest student scores. Thus, the length of student scores in Pre-test was 55. After finding the range score, the researcher found out the amount of interval, and the result is:

$$\begin{aligned} K &= 1 + 3.3 \text{ Log } n \\ &= 1 + 3.3 \text{ Log } 17 \\ &= 1 + 3.3 ( 1.23 ) \end{aligned}$$

$$= 1 + 4.059$$

$$= 5.059 \text{ (taken 5)}$$

Number of the interval is to cluster the result of student pre-test scores. So, the number of the interval is 5. By knowing the length of interval, the researcher found the class interval score by using the following formula:

$$P = \frac{R}{K}$$

$$= \frac{55}{5}$$

$$= 11 \text{ (taken 11)}$$

The last is the length of interval. The Length of the interval is to group the student scores in the same rank. Thus, the rank of student scores was 11. After getting the score of range, interval, and class interval, the distribution frequency of the pre-test score was made in order to find out the mean. It could be seen in the following table:

**Table 4.3 Frequency Distribution of Pre-test**

No.	Students' Score	F	X <sub>1</sub>	X <sub>1</sub> - $\bar{X}$	(X <sub>1</sub> - $\bar{X}$ ) <sup>2</sup>	F <sub>1</sub> [X <sub>1</sub> - $\bar{X}$ ] <sup>2</sup>
1.	17-27	2	22	-24,6	605,16	1.210,32
2.	28-38	4	33	-13.6	184,96	739,84
3.	39-49	4	44	-2,6	6,76	27,04
4.	50-60	2	55	8,4	70,56	141,12
5.	61-72	5	66.5	19,5	396,01	1.980,05
<b>Total Score</b>		<b>17</b>	-	-	-	<b>2.120,30</b>

Note:

F: frequency

$X_1$ : median

$X_1 - \bar{X}$ : median-mean

$(X_1 - \bar{X})^2$ : the scale of median and mean

$f_i [X_1 - \bar{X}]^2$ : varians

Moreover, in order to calculate the mean of pre-test the following formula is used.

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{(1)+(2)+(2)+(3)+(3)+(3)+(4)+(4)+(4)+(4)+(5)+(5)+(6)+(6)+(6)+(6)+(7)}{17}$$

$$\bar{X} = \frac{7925}{17}$$

$$\bar{X} = 46,6$$

After calculating the mean of students' pre-test, the researcher used standard deviation to measure how much an individual measurement should be expected to deviate from the mean on average. The formula of the deviation standard of pre-test is as shown below:

$$SD^2 = \frac{\sum f(X - \bar{X})^2}{N - 1}$$

$$SD^2 = \frac{2.120,30}{17 - 1}$$

$$SD^2 = \frac{2.120,30}{16}$$

$$SD^2 = 132,518$$

$$SD = \sqrt{132,518}$$

$$SD = 11.51$$

Standard deviation (SD) is to know the variance of students score. Thus, the variance of student scores in post-test was 11.51. Because all needed calculations for

pre-test result have been done, the researcher would like to identify the reliability of the pre-test. In order to analyze the reliability of pre-test, the writer would use formula as suggested by Heaton (1988, p. 164), as follows:

$$r_{11} = \frac{N}{N-1} \left( 1 - \bar{X} \frac{(N-\bar{X})}{N(SD)^2} \right)$$

$$r_{11} = \frac{17}{17-1} \left( 1 - 46,6 \frac{(17-46,6)}{17(11,51)^2} \right)$$

$$r_{11} = \frac{17}{17-1} \left( 1 - 46,6 \frac{(17-46,6)}{17(132,48)} \right)$$

$$r_{11} = \frac{17}{16} \left( 1 - 46,6 \frac{(-29,6)}{(2,252.16)} \right)$$

$$r_{11} = \frac{17}{16} (1 - 46,6 (-0.013))$$

$$r_{11} = \frac{17}{16} (1 - (-0.60))$$

$$r_{11} = \frac{17}{16} (1 + 0.60)$$

$$r_{11} = 1.06 \times 1.60$$

$$r_{11} = 1.69$$

$r_{11}$  is to know the reability of the student scores. The reability of students post-test score is 1.69. According to the interpretation of r-score proposed by Sudijono (2011) as in the following:

1. If  $r_{11}$  is bigger than 0.70, it means that the test holds a high reliability or is reliable.
2. If  $r_{11}$  is smaller than 0.70 means that the test does not hold a high reliability or is unreliable.

It could be concluded that the pre-test is reliable because the r-score result is 1.69 which is bigger than 0.70.

## 2. Post-test

The data in the table above can be listed from the lowest to the highest of post-test scores as follow;

40 45 52 57 60 62 65 65 70  
72 75 77 90 90 95 95 95

Based on the score above, it can be seen that the lowest score of post-test was 40 and the highest score was 95. The researcher determined the range of pre-test presented above by using the following formula:

$$R = H_s - L_s$$

$$= 95 - 40$$

$$= 55$$

The range is to know the length of the highest and the lowest student scores. Thus, the length of student scores in Post-test was 55. After finding the range score, the researcher found the out amount of interval, and the result is:

$$K = 1 + 3.3 \text{ Log } n$$

$$= 1 + 3.3 \text{ Log } 17$$

$$= 1 + 3.3 ( 1.23 )$$

$$= 1 + 4.059$$

$$= 5.059 \text{ (taken 5)}$$

Amount of the interval is to cluster the result of student pre-test scores. So, the number of the interval is 5. By knowing the length of the interval, the researcher found the class interval score by using the following formula:

$$P = \frac{R}{K}$$

$$= \frac{55}{5}$$

$$= 11 \text{ (taken 11)}$$

The last is the length of interval. Length of the interval is to group the student scores in the same rank. Thus, the rank of student scores was 11. After getting the score of range, interval, and class interval, the distribution frequency of the pre-test score was made in order to find out the mean. It could be seen in the following table:

**Table 4.4 Frequency Distribution of Post-test**

No.	Students' Score	Frequency	X <sub>1</sub>	X <sub>1</sub> - $\bar{X}$	(X <sub>1</sub> - $\bar{X}$ ) <sup>2</sup>	f <sub>1</sub> [X <sub>1</sub> - $\bar{X}$ ] <sup>2</sup>
1.	40-50	2	45	-25	625	1.250
2.	51-61	3	56	-14	196	588
3.	62-72	5	67	-3	9	45
4.	73-82	2	78	8	64	128
5.	83-95	5	88	18	324	1.620
<b>Total Score</b>		<b>17</b>	-	-	-	<b>3.631</b>

Note:

F: frequency

X<sub>1</sub>: median

$X1 - \bar{X}$ : median-mean

$(X1 - \bar{X})^2$ : the scale of median and mean

$f1[X1\bar{X}]^2$ : varians

Then, in order to calculate the mean of post-test the following formula is used.

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{(25)+(45)+(52.5)+(57.5)+(60)+(62.5)+(65 \times 2)+(70)+(72.5)+(75)+(77.5)+(90 \times 2)+(95 \times 3)}{17}$$

$$\bar{X} = \frac{1.192,5}{17}$$

$$\bar{X} = 70$$

After calculating the mean of students' post-test, the writer used standard deviation to compute how much an individual measurement should be expected to deviate from the mean on average. The formula of the deviation standard of post-test is as shown below:

$$SD^2 = \frac{\sum f(X - \bar{X})^2}{N - 1}$$

$$SD^2 = \frac{3.631}{17 - 1}$$

$$SD^2 = \frac{3.631}{16}$$

$$SD^2 = 226,93$$

$$SD = \sqrt{226,93}$$

$$SD = 15$$

Standard deviation (SD) is to know the variance of students score. Thus, the variance of student scores in post-test was 15, while the standard deviation of pre-test only 11.51. It could be concluded that there was the significance of

student scores. Since all required calculations for post-test result have been done, the writer would like to identify the reliability of the post-test. To analyze the reliability of post-test the writer used formula as suggested by Heaton (1988, p. 164), as follows:

$$r_{11} = \frac{N}{N-1} \left( 1 - \bar{X} \frac{(N-\bar{X})}{N(S)^2} \right)$$

$$r_{11} = \frac{N}{N-1} \left( 1 - \bar{X} \frac{(N-\bar{X})}{N(1)^2} \right)$$

$$r_{11} = \frac{17}{17-1} \left( 1 - 70 \frac{(17-70)}{17(225)} \right)$$

$$r_{11} = \frac{17}{16} \left( 1 - 70 \frac{(-53)}{(3,825)} \right)$$

$$r_{11} = \frac{17}{16} (1 - 70 (-0.013))$$

$$r_{11} = \frac{17}{16} (1 - (-0.91))$$

$$r_{11} = \frac{17}{16} (1 + 0.91)$$

$$r_{11} = 1.06 \times 1.91$$

$$r_{11} = 2.02$$

$r_{11}$  is to know the reability of the student scores. The reability of students post-test score is 2.02. According to the interpretation of r-score proposed by Sudijono (2011):

1. If  $r_{11}$  is bigger than 0.70, it means that the test holds a high reliability or is reliable.

2. If  $r_{11}$  is smaller than 0.70 means that the test does not hold a high reliability or is unreliable.

It could be concluded that the post-test is reliable since the obtained r-score is 2.02 which is bigger than 0.70.

**Table 4.5 Mean Score by using SPSS**

Pre-test and Post Test		N	Mean	Std. Deviation	Std. Error Mean
SCORE	PRE TEST SCORE	17	46.5882	16.81167	4.07743
	POST TEST SCORE	17	70.8824	17.62769	4.27534

From the data above show that it could be seen that there was an increasing in the average score between the result of students' pre-test was 46,6 and post-test score was 70.

### 3. T-test

The writer used t-score to find out whether there is a significant difference between pre-test and the post-test. The calculation is as follows:

$$t - \text{score} = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left(\frac{SD_1^2}{n_1}\right) + \left(\frac{SD_2^2}{n_2}\right)}}$$

$$t - \text{score} = \frac{70 - 46,6}{\sqrt{\left(\frac{226,93}{17}\right) + \left(\frac{132,518}{17}\right)}}$$

$$t - \text{score} = \frac{23,4}{\sqrt{13,34 + 7,79}}$$

$$t - \text{score} = \frac{23,4}{\sqrt{21,13}}$$

$$t - \text{score} = \frac{23,4}{4,59}$$

$$t - \text{score} = 5.09$$

After the scores was significant, then measure the scores with Independent T-test.

**Table 4.6 T-test**

		Levene's Test for Equality of Variances		t-test for Equality of Mean		
		F	Sig.	T	Df	Sig. (2-tailed)
SCORE	Equal Variences assumed	.058	.811	-4.112	32	.000
	Equal variances not assumed			-4.112	31.928	.000

The t-test is to know the answer whether the two groups are representative of a true difference between pre-test and post-test score or it just a meaningless statistical difference. The data got from both pre-test and post-test are statistically calculated in order to identify the mean of the scores, the reliability of the test, and to analyze whether there was a difference between pre-test and post-test score.

#### **4. Questionnaire**

Correspond to the six aspects of storytelling above, the researcher compares the storytelling rubric results with student perceptions. It was found based on table 4.7 from the first to twelfth (1-12) statements showed the whole students stated in the same perception. In fact, all of the respondent percentages was the entire respondent (100%) agreed that using audio-visual (video/movie) is appropriate for their learning style. Baymax movie is appropriate for young learners age. The characters of Hiro and Tadashi motivated them in learning. The students could understand the story of Baymax movie easily. This technique allowed students to actively participate in the learning process especially in learning English. By using Baymax movie was increased their

learning motivation. This media applicable in improving their story telling skill. The students understand and know the plot story of Baymax movie. The student's storytelling at the appropriate pace and depending on the storyline. Thus, it could be concluded that using Baymax movie was so interested.

Following the thirteenth statement stated there were agreed and disagreed. The 13 statement showed that the information there were 15 of 17 students (88.23%) agreed that practiced storytelling using Baymax movie improve their confidence. On the other side, 2 of 17 students (11.77%) disagreed that this technique allows students practiced storytelling with confidence. Therefore based on the percentage, level Baymax movie allowed students improved their confidence while story telling.

The fourteenth statement indicated almost all of the students 16 of 17 students (94.11%) emphasized agreed storytelling by using Baymax movie allows students to acquire their vocabulary. And only 1 of them who emphasized disagreed. Thus, it could be described they had better vocabulary comprehension through Baymax movie.

The fifteenth statement showed 13 of 17 students (76.47%) stated it was easy for them to share their thoughts in storytelling after watching Baymax movie. However, there were 4 of 17 students (23.53%) disagreed with this statement. Therefore, Baymax movie helped the students easily to share their ideas while practice storytelling.

The sixteenth statement pointed out part of storytelling rubric "Acting". The respondents 12 of 17 respondents (70.58%) affirmed were consistently motivated and assisted others with their facial expression while story telling. Nevertheless, there were 5 of 17 students (29.42%) who affirmed a disagreement. In sum, they practiced storytelling expressively.

Following the seventeenth statement was about the “audience contact”. It showed that 14 of 17 students (82.35%) revealed agree that the students looked at all the audiences and involved them with the questions. On the other hand, there were 3 of 17 students (17.65%) revealed a statement of disagreement that they storytelling only involved a little audience and didn’t look to the audiences. Thus, most of the students used the audience contact when they were storytelling.

The eighteenth statement about their “voice” while story telling. The table obviously showed that 11 of 17 respondents (64.70%) declared they always speak loudly, slowly, and clearly. It could be seen from the percentage that 6 of 17 students (35.30%) speak too softly and rapidly and mumble occasionally. Therefore, the researcher took a conclusion which revealed from the eighth statement that Baymax movie helped students to stimulate them storytelling in front of the class.

According to the fact indicated from the nineteenth statement about “duration”. The table pointed out that 14 of 17 students (82.35%) felt the time seemed to go by quickly during storytelling. Almost the students practiced storytelling about 4 to 5 minutes. In another hand, there were only 3 of 17 students (17.65%) revealed a statement of disagreement that they told the story less than 3 minutes. In sum, the story of Baymax movie helped the students enjoy in mastering storytelling.

The last statement declared that only 1 from 17 (5.9%) students disagreed Baymax movie and storytelling was not appropriate to be implemented in learning English. applying Baymax movie was effective to master students’storytelling skill. Based on the last statement which was pointed out from the table above, it was described that there were 16 of 17 (94.11%) students felt enthusiastic this media to be implemented in learning English, especially in speaking class.

In conclusion, the result of questionnaires above, it is obviously proved that by using Baymax movie could improve students' storytelling skill.

### **C. Analysis**

#### **1. Test**

In examining the hypothesis, the writer used the result of the t-score analysis. Based on the t-table at the level of significance 0.05, according to Bungin (2005) the testing criterion used for measuring hypothesis result is; if  $t\text{-test} > t\text{-table}$ , it means that the alternative hypothesis ( $H_a$ ) was accepted and the null hypothesis ( $H_0$ ) was rejected.

Based on the data above, the group statistics table showed that the pre-test mean score was 792 and the post-test mean score was 1.209. After hypothesis was examining by t-score, the result of the t-score was 5.09. Then, the next step is interpreting t-score by determining the degree of freedom (Df).  $df = N - K = 17 - 2 = 15$ . From the result, the writer comparing t-score to significant t-table (see appendix) with df 15 sig, value 5%, and 1%. The writer obtained that  $t_{.sv5\%} = 2.131$ . It is clear that the t-score of this research was higher than t-table.  $5.09 > 2.131$

Referring to the criteria above, t-score was higher than t-table which means the alternative hypothesis ( $H_a$ ) of this study was accepted and the null hypothesis is rejected. It can also be inferred that there was the significant difference between pre-test and post-test scores after giving the treatment. In conclusion, BAYMAX movie could improve storytelling skill of the students at SMP YPUI Darul Ulum Banda Aceh.

## 2. Questionnaire

Correspond to the six aspects of storytelling above, the researcher compares the storytelling rubric results with student perceptions after storytelling. The 6 aspects based on the framework of (Brewster, Ellis and Girard cited in Rokhayani, 2004) It was found that:

1. Knows the story (100%) The students know the plot of the story. Each student could answer the question from researcher about the movie.
2. Acting (70,58%) of the students could express themselves in front of the class.
3. Audience contact (82,35%) the students use gestures, mime, acting, facial gestures, audience contact, looks at all the audience and attract audience attention.
4. Voice (64,70) their voice and volume speak loudly and slowly.
5. Duration (82,35%) time allocation, most of the students storytelling more than 3 minutes.
6. Pace (100%) the students storytelling at the appropriate pace. They vary the pace when the story speeds up.

It can be concluded from the result of the students good perception in the statement 5,10,11,17,19 the statements know the story & pacing (100%) and the statements audience contact & duration (82, 35%). But, in the statements 13,16,18 the students still shy and difficult for acting (70%) and speaking loudly (64%).

Clearly distinguishable, the last statement declared applying Baymax movie was effective to master students' storytelling skill. It was described form 16 of 17 (94.11%) students were really happy this media to be implemented in learning process. Meanwhile, only 1 of them who emphasized disagreed. Thus, based on the percentage level of agreed was higher than disagreed, it could be concluded that almost the students like watching Baymax movie and practicing storytelling.

## CHAPTER V

### CONCLUSION AND SUGGESTION

After conducting the research, doing the analysis and presenting the result. Moreover, this chapter used to sum up the analysis in the previous chapter and answer the research question that mentioned in the chapter one. This chapter will consist of the conclusion and suggestion.

#### **A. Conclusion**

This study was focused on the used of Baymax movie to improve young learners' storytelling of the third-year students in SMP YPUI Darul Ulum. To answer the research question the used of Baymax movie to improve young learners' storytelling skill. The participants were 17 female students. They were between the age range of 13-14 years old as a young learners. After the writer conducting the pre-test and post-test, then the researcher shared the questionnaire to complete students' perception of storytelling through watching Baymax movie. The writer has got some conclusions, those are:

The implementation of Baymax movie to the class 3C of 3<sup>rd</sup> grade students at SMP Darul Ulum generates meaningful progress in improving young learners' storytelling skill. It is proved by the result of post-test scores 1.209 was higher than pre-test scores 729. Hypothesis testing;  $t\text{-test} > t\text{-table}$  which is  $5.09 > 2.13$ . So, the  $H_0$  was refused and  $H_a$  was accepted, it means that there was a significant difference in the result before and after applying this method. Therefore, there were the results of 6

aspects of the storytelling rubric, such as known the story, voice, acting, duration, audience contact, and pacing have improved from the pre-test and post-test.

Correspond to the questionnaire results of student perceptions, based on the six aspects of storytelling rubric, it was found there was a good percentage in all aspects. The students know the plot of the story. Each student could answer the question from researcher about the movie. The students could express themselves in front of the class. The students use gestures, mime, acting, facial gestures, audience contact, looks at all the audience and attract audience attention. Their voice and volume speak loudly. Most of the students storytelling more than 4 minutes. The students storytelling at the appropriate pace. They vary the pace when the story speeds up.

The students said that they were really happy these media to be implemented in learning English, especially in speaking class. In conclusion, most of them like practice storytelling through watching Baymax movie. As stated by (González, 2010) storytelling promoted students in a more natural, meaningful, and interactive context. They could express themselves appropriately. Motivating students and creating the opportunity for them to use English in the classroom. Above all, storytelling boosts their confidence to face challenges and bring their inner imaginative and creativity to the forefront.

## **B. Suggestion**

Dealing with this study, the researcher would recommend several suggestions for for the teacher and further researchers, as follow:

1. For the teacher

After conducting this research, the writer concluded that teaching speaking through storytelling using Baymax movie can be used for the English teacher as a

reference in teaching speaking skill because the students also need interesting media in the learning process. The teacher must apply some methods that were useful in actualizing the best teaching learning English in the class. The teacher should also evaluate alternative material in teaching speaking to stimulate and motivate students to learn English, such as using audio visual (animation movie). movie can enhance EFL students motivation to be active in the class.

## 2. For the further researcher

For the researcher, it is necessary to continue another relevant research. It is still needed further discussion related to the implementation of storytelling by using media (movie). Even though storytelling was an old technique, but it still available from now on. Even this study has been done somewhere, the researcher tried to apply this study in her research. In this research, the writer using Baymax movie, the next researcher can use another media to improve another skill of speaking. However, the study does not claim that storytelling is the only teaching strategies that enhance the potential of learning speaking skill, nor does it claim to have found the single solution to changing the current dearth of an effective approach in English classes. The weakness of this study was highlighted as implicit recommendations for the next research.

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15 Agustus 2018

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data  
Menyusun Skripsi

Kepada Yth.

Di -

Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

**N a m a** : Maulida Rahmah  
**N I M** : 140 203 177  
**Prodi / Jurusan** : Pendidikan Bahasa Inggris  
**Semester** : VIII  
**Fakultas** : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.  
**A l a m a t** : Jl. Lingkar Kampus UIN Lr. Tgk. Dibrang II No. 50, Dusun Cot Jambee Darussalam

Untuk mengumpulkan data pada:

**SMP Darul Ulum Banda Aceh**

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

**Using BAYMAX Movie To Improve Young Learners' Story Telling Skill**

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,  
Wakil Dekan Bidang Akademik,  
dan Kelembagaan,



Kode: 8376



PEMERINTAH KOTA BANDA ACEH  
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TENTANG  
IZIN PENGUMPULAN DATA

Dasar : Surat dari Dekan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh Nomor : B- 8248 Un.08/FTK/TL.00/08/2018 tanggal 15 Agustus 2018, perihal mohon izin untuk mengumpul data menyusun skripsi

MEMBERI IZIN

Kepada :  
Nama : Maulida Rahmah  
NIM : 140 203 177  
Prodi/Jurusan : Pendidikan Bahasa Inggris  
Untuk : Mengadakan Pengumpulan Data pada SMP Darul Ulum Kota Banda Aceh dalam rangka penyusunan skripsi dengan judul :

**" Using BAYMAX Movie To Improve Young Learners' Story Telling Skill "**

Dengan ketentuan sebagai berikut :

1. Harus berkonsultasi langsung dengan Kepala Sekolah yang bersangkutan dan sepanjang tidak mengganggu proses belajar mengajar.
2. Bagi yang bersangkutan supaya menyampaikan fotokopi hasil pengumpulan data sebanyak 1 (satu) eksemplar ke pihak sekolah.
3. Surat ini berlaku sejak tanggal 27 Agustus s.d 26 September 2018
4. Diharapkan kepada mahasiswa yang bersangkutan agar dapat menyelesaikan pengumpulan data tepat pada waktu yang telah ditetapkan.
5. Kepala sekolah dibenarkan mengeluarkan surat keterangan telah melakukan pengumpulan data hanya untuk mahasiswa yang benar-benar melakukan pengumpulan data.

Demikian untuk dimaklumi dan terima kasih.

Banda Aceh, 27 Agustus 2018 M  
15 Dzulhijjah 1439 H

a.n. KEPALA DINAS PENDIDIKAN DAN  
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1. Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry
2. Kepala SMP Darul Ulum Kota Banda Aceh



**YAYASAN PEMBANGUNAN UMAT ISLAM BANDA ACEH  
SEKOLAH MENENGAH PERTAMA (SMP) ISLAM YPUI  
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**SURAT KETERANGAN PENELITIAN  
Nomor : 421/SMPI/039/2018**

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N I M : 140 203 177  
Prodi/Jurusan : Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam

Yang namanya tersebut di atas adalah benar telah melakukan Penelitian Pada SMP Islam YPUI Darul Ulum Banda Aceh dengan Judul " USING BAYMAX MOVIE TO IMPROVE YOUNG LEARNERS' STORY TELLING SKILL ". Dari tanggal 3 September s/d 24 Septembet 2018.

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan seperlunya.

Banda Aceh, 24 September 2018

Kepala Sekolah



Fatmah, S.Pd

Nip.19641231 198512 2 012

Rubric for Storytelling

Task Description: Student watching the Baymax movie then do story telling					
Name:					
Criteria	Weight	Exemplary 4 – yes	Accomplished 3 – yes, but	Developing 2 – no, but	Beginning 1 – no
<b>Knows the Story</b>	20%	<input type="checkbox"/> Knows the story well; has obviously practiced telling the story; uses no notes; speaks with confidence	<input type="checkbox"/> Knows the story pretty well; some practice; may use notes; fairly confident	<input type="checkbox"/> Knows some of the story; has not practiced; relies on notes; appears uncomfortable	<input type="checkbox"/> Does not know story; reads from notes
<b>Voice</b>	20%	<input type="checkbox"/> Always speaks loudly, slowly, and clearly <input type="checkbox"/> Correct pronunciation; explains unfamiliar words	<input type="checkbox"/> Usually speaks loudly, slowly, and clearly <input type="checkbox"/> Correct pronunciation; does not explain unfamiliar words	<input type="checkbox"/> May speak too softly or too rapidly; mumbles occasionally <input type="checkbox"/> Incorrect pronunciation of some words; does not explain unfamiliar words	<input type="checkbox"/> Speaks too softly or too rapidly; mumbles <input type="checkbox"/> Incorrect pronunciation; does not know what unfamiliar words mean
<b>Acting</b>	20%	<input type="checkbox"/> Consistently motivates and assists others	<input type="checkbox"/> Quick to volunteer and assist others	<input type="checkbox"/> Generally works well with others	<input type="checkbox"/> Seldom works well with others
<b>Duration</b>	10%	<input type="checkbox"/> Story lasts 4 to 5 minutes	<input type="checkbox"/> Story lasts less than 4 minutes	<input type="checkbox"/> Story lasts less than 3 minutes	<input type="checkbox"/> Story lasts less than 2 minutes
<b>Audience Contact</b>	20%	<input type="checkbox"/> Storyteller looks at all the audience; involves them with questions	<input type="checkbox"/> Storyteller looks at a few people in the audience; involves only a few with questions	<input type="checkbox"/> Story told to only 1 to 2 people in the audience; little audience involvement	<input type="checkbox"/> Storyteller does not look at audience; no attempt to involve audience with questions
<b>Pacing</b>	10%	<input type="checkbox"/> Story told at the appropriate pace, depending on the story line	<input type="checkbox"/> Story told well, but some parts may be rushed or dragged in some parts	<input type="checkbox"/> Story rushed or dragged in several parts	<input type="checkbox"/> Story told at one pace; no excitement

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### Rubric for Story Telling

Task Description: Student watching Baymax movie then do story telling		Name: Putri Nadia Nadia Ananda				
Criteria	Weight	Exemplary 4 – yes	Accomplished 3 – yes, but	Developing 2 – no, but	Beginning 1 – no	
Knows the Story	20%	<input type="checkbox"/> Knows the story well; has obviously practiced telling the story; uses no notes; speaks with confidence	<input type="checkbox"/> Knows the story pretty well; some practice; may use notes; fairly confident	<input type="checkbox"/> Knows some of the story; has not practiced; relies on notes; appears uncomfortable	<input checked="" type="checkbox"/> Does not know story; reads from notes	5
Voice	15%	<input type="checkbox"/> Always speaks loudly, slowly, and clearly <input type="checkbox"/> Correct pronunciation; explains unfamiliar words	<input type="checkbox"/> Usually speaks loudly, slowly, and clearly <input type="checkbox"/> Correct pronunciation; does not explain unfamiliar words	<input checked="" type="checkbox"/> May speak too softly or too rapidly; mumbles occasionally <input type="checkbox"/> Incorrect pronunciation of some words; does not explain unfamiliar words	<input type="checkbox"/> Speaks too softly or too rapidly; mumbles <input type="checkbox"/> Incorrect pronunciation; does not know what unfamiliar words mean	10 5
Acting	20%	<input type="checkbox"/> Consistently motivates and assists others	<input type="checkbox"/> Quick to volunteer and assist others	<input checked="" type="checkbox"/> Generally works well with others	<input type="checkbox"/> Seldom works well with others	10
Duration	10%	<input type="checkbox"/> Story lasts 4 to 5 minutes	<input type="checkbox"/> Story lasts less than 4 minutes	<input checked="" type="checkbox"/> Story lasts less than 3 minutes	<input type="checkbox"/> Story lasts less than 2 minutes	5
Audience Contact	20%	<input type="checkbox"/> Storyteller looks at all the audience; involves them with questions	<input type="checkbox"/> Storyteller looks at a few people in the audience; involves only a few with questions	<input type="checkbox"/> Story told to only 1 to 2 people in the audience; little audience involvement	<input checked="" type="checkbox"/> Storyteller does not look at audience; no attempt to involve audience with questions	5
Pacing	15%	<input type="checkbox"/> Story told at the appropriate pace, depending on the story line	<input type="checkbox"/> Story told well, but some parts may be rushed or dragged in some parts	<input checked="" type="checkbox"/> Story rushed or dragged in several parts	<input type="checkbox"/> Story told at one pace; no excitement	5
					46	

3

### Rubric for Story Telling

Task Description: Student watching Baymax movie then do story telling					
Name: Putri Nadia					
Criteria	Weight	Exemplary 4 – yes	Accomplished 3 – yes, but	Developing 2 – no, but	Beginning 1 – no
Knows the Story	20%	<input type="checkbox"/> Knows the story well; has obviously practiced telling the story; uses no notes; speaks with confidence	<input checked="" type="checkbox"/> Knows the story pretty well; some practice; may use notes; fairly confident	<input type="checkbox"/> Knows some of the story; has not practiced; relies on notes; appears uncomfortable	<input type="checkbox"/> Does not know story; reads from notes
Voice	15%	<input type="checkbox"/> Always speaks loudly, slowly, and clearly <input type="checkbox"/> Correct pronunciation; explains unfamiliar words	<input checked="" type="checkbox"/> Usually speaks loudly, slowly, and clearly <input type="checkbox"/> Correct pronunciation; does not explain unfamiliar words	<input type="checkbox"/> May speak too softly or too rapidly; mumbles occasionally <input type="checkbox"/> Incorrect pronunciation of some words; does not explain unfamiliar words	<input type="checkbox"/> Speaks too softly or too rapidly; mumbles <input type="checkbox"/> Incorrect pronunciation; does not know what unfamiliar words mean
Acting	20%	<input type="checkbox"/> Consistently motivates and assists others	<input type="checkbox"/> Quick to volunteer and assist others	<input checked="" type="checkbox"/> Generally works well with others	<input type="checkbox"/> Seldom works well with others
Duration	10%	<input type="checkbox"/> Story lasts 4 to 5 minutes	<input checked="" type="checkbox"/> Story lasts less than 4 minutes	<input type="checkbox"/> Story lasts less than 3 minutes	<input type="checkbox"/> Story lasts less than 2 minutes
Audience Contact	20%	<input type="checkbox"/> Storyteller looks at all the audience; involves them with questions	<input checked="" type="checkbox"/> Storyteller looks at a few people in the audience; involves only a few with questions	<input type="checkbox"/> Story told to only 1 to 2 people in the audience; little audience involvement	<input type="checkbox"/> Storyteller does not look at audience; no attempt to involve audience with questions
Pacing	15%	<input type="checkbox"/> Story told at the appropriate pace, depending on the story line	<input checked="" type="checkbox"/> Story told well, but some parts may be rushed or dragged in some parts	<input type="checkbox"/> Story rushed or dragged in several parts	<input type="checkbox"/> Story told at one pace; no excitement

15

15

10

7,5

15

7,5

70

7

### Rubric for Story Telling

Task Description: Student watching Baymax movie then do story telling		Name: <i>Inban Mhanawafah</i>			
Criteria	Weight	Exemplary 4 – yes	Accomplished 3 – yes, but	Developing 2 – no, but	Beginning 1 – no
Knows the Story	20%	<input type="checkbox"/> Knows the story well; has obviously practiced telling the story; uses no notes; speaks with confidence	<input type="checkbox"/> Knows the story pretty well; some practice; may use notes; fairly confident	<input type="checkbox"/> Knows some of the story; has not practiced; relies on notes; appears uncomfortable	<input checked="" type="checkbox"/> Does not know story; reads from notes
Voice	20%	<input type="checkbox"/> Always speaks loudly, slowly, and clearly <input type="checkbox"/> Correct pronunciation; explains unfamiliar words	<input type="checkbox"/> Usually speaks loudly, slowly, and clearly <input type="checkbox"/> Correct pronunciation; does not explain unfamiliar words	<input checked="" type="checkbox"/> May speak too softly or too rapidly; mumbles occasionally <input type="checkbox"/> Incorrect pronunciation of some words; does not explain unfamiliar words	<input checked="" type="checkbox"/> Speaks too softly or too rapidly; mumbles <input type="checkbox"/> Incorrect pronunciation; does not know what unfamiliar words mean
Acting	20%	<input type="checkbox"/> Consistently motivates and assists others	<input type="checkbox"/> Quick to volunteer and assist others	<input type="checkbox"/> Generally works well with others	<input checked="" type="checkbox"/> Seldom works well with others
Duration	10%	<input type="checkbox"/> Story lasts 4 to 5 minutes	<input type="checkbox"/> Story lasts less than 4 minutes	<input checked="" type="checkbox"/> Story lasts less than 3 minutes	<input checked="" type="checkbox"/> Story lasts less than 2 minutes
Audience Contact	20%	<input type="checkbox"/> Storyteller looks at all the audience; involves them with questions	<input type="checkbox"/> Storyteller looks at a few people in the audience; involves only a few with questions	<input checked="" type="checkbox"/> Story told to only 1 to 2 people in the audience; little audience involvement	<input type="checkbox"/> Storyteller does not look at audience; no attempt to involve audience with questions
Pacing	15%	<input type="checkbox"/> Story told at the appropriate pace, depending on the story line	<input type="checkbox"/> Story told well, but some parts may be rushed or dragged in some parts	<input type="checkbox"/> Story rushed or dragged in several parts	<input checked="" type="checkbox"/> Story told at one pace; no excitement

15

15

15

5

10

2.5

63

7

### Rubric for Story Telling

Task Description: Student watching Baymax movie then do story telling						
Name: <i>Intan Munajat</i>						
Criteria	Weight	Exemplary 4 – yes	Accomplished 3 – yes, but	Developing 2 – no, but	Beginning 1 – no	
Knows the Story	20%	<input type="checkbox"/> Knows the story well; has obviously practiced telling the story; uses no notes; speaks with confidence	<input checked="" type="checkbox"/> Knows the story pretty well; some practice; may use notes; fairly confident	<input type="checkbox"/> Knows some of the story; has not practiced; relies on notes; appears uncomfortable	<input type="checkbox"/> Does not know story; reads from notes	15
Voice	20%	<input checked="" type="checkbox"/> Always speaks loudly, slowly, and clearly <input type="checkbox"/> Correct pronunciation; explains unfamiliar words	<input type="checkbox"/> Usually speaks loudly, slowly, and clearly <input type="checkbox"/> Correct pronunciation; does not explain unfamiliar words	<input type="checkbox"/> May speak too softly or too rapidly; mumbles occasionally <input type="checkbox"/> Incorrect pronunciation of some words; does not explain unfamiliar words	<input type="checkbox"/> Speaks too softly or too rapidly; mumbles <input type="checkbox"/> Incorrect pronunciation; does not know what unfamiliar words mean	20
Acting	20%	<input checked="" type="checkbox"/> Consistently motivates and assists others	<input type="checkbox"/> Quick to volunteer and assist others	<input type="checkbox"/> Generally works well with others	<input type="checkbox"/> Seldom works well with others	20
Duration	10%	<input checked="" type="checkbox"/> Story lasts 4 to 5 minutes	<input type="checkbox"/> Story lasts less than 4 minutes	<input type="checkbox"/> Story lasts less than 3 minutes	<input type="checkbox"/> Story lasts less than 2 minutes	10
Audience Contact	20%	<input type="checkbox"/> Storyteller looks at all the audience; involves them with questions	<input checked="" type="checkbox"/> Storyteller looks at a few people in the audience; involves only a few with questions	<input type="checkbox"/> Story told to only 1 to 2 people in the audience; little audience involvement	<input type="checkbox"/> Storyteller does not look at audience; no attempt to involve audience with questions	15
Pacing	10%	<input checked="" type="checkbox"/> Story told at the appropriate pace, depending on the story line	<input type="checkbox"/> Story told well, but some parts may be rushed or dragged in some parts	<input type="checkbox"/> Story rushed or dragged in several parts	<input type="checkbox"/> Story told at one pace; no excitement	10

*Can't answer*

90

3

### Rubric for Story Telling

Task Description: Student watching Baymax movie then do story telling		Name: <i>Raudhated jannah</i>				
Criteria	Weight	Exemplary 4 – yes	Accomplished 3 – yes, but	Developing 2 – no, but	Beginning 1 – no	
Knows the Story	20%	<input type="checkbox"/> Knows the story well; has obviously practiced telling the story; uses no notes; speaks with confidence	<input type="checkbox"/> Knows the story pretty well; some practice; may use notes; fairly confident	<input checked="" type="checkbox"/> Knows some of the story; has not practiced; relies on notes; appears uncomfortable	<input type="checkbox"/> Does not know story; reads from notes	10
Voice	<del>15%</del> 20%	<input type="checkbox"/> Always speaks loudly, slowly, and clearly <input type="checkbox"/> Correct pronunciation; explains unfamiliar words	<input type="checkbox"/> Usually speaks loudly, slowly, and clearly <input type="checkbox"/> Correct pronunciation; does not explain unfamiliar words	<input checked="" type="checkbox"/> May speak too softly or too rapidly; mumbles occasionally <input type="checkbox"/> Incorrect pronunciation of some words; does not explain unfamiliar words	<input checked="" type="checkbox"/> Speaks too softly or too rapidly; mumbles <input type="checkbox"/> Incorrect pronunciation; does not know what unfamiliar words mean	15
Acting	20%	<input type="checkbox"/> Consistently motivates and assists others	<input type="checkbox"/> Quick to volunteer and assist others	<input type="checkbox"/> Generally works well with others	<input checked="" type="checkbox"/> Seldom works well with others	5
Duration	10%	<input type="checkbox"/> Story lasts 4 to 5 minutes	<input type="checkbox"/> Story lasts less than 4 minutes	<input checked="" type="checkbox"/> Story lasts less than 3 minutes	<input type="checkbox"/> Story lasts less than 2 minutes	5
Audience Contact	20%	<input type="checkbox"/> Storyteller looks at all the audience; involves them with questions	<input type="checkbox"/> Storyteller looks at a few people in the audience; involves only a few with questions	<input type="checkbox"/> Story told to only 1 to 2 people in the audience; little audience involvement	<input checked="" type="checkbox"/> Storyteller does not look at audience; no attempt to involve audience with questions	15
Pacing	<del>15%</del> 10%	<input type="checkbox"/> Story told at the appropriate pace, depending on the story line	<input type="checkbox"/> Story told well, but some parts may be rushed or dragged in some parts	<input type="checkbox"/> Story rushed or dragged in several parts	<input checked="" type="checkbox"/> Story told at one pace; no excitement	7.5

2.32

68

1A

24/9-2018

Rubric for Story Telling

Task Description: Student watching Baymax movie then do story telling						
Name: <i>Raudhah jannah</i>						
Criteria	Weight	Exemplary 4 – yes	Accomplished 3 – yes, but	Developing 2 – no, but	Beginning 1 – no	
Knows the Story	20%	<input checked="" type="checkbox"/> Knows the story well; has obviously practiced telling the story; uses no notes; speaks with confidence	<input type="checkbox"/> Knows the story pretty well; some practice; may use notes; fairly confident	<input type="checkbox"/> Knows some of the story; has not practiced; relies on notes; appears uncomfortable	<input type="checkbox"/> Does not know story; reads from notes	20
Voice	20%	<input checked="" type="checkbox"/> Always speaks loudly, slowly, and clearly <input type="checkbox"/> Correct pronunciation; explains unfamiliar words	<input type="checkbox"/> Usually speaks loudly, slowly, and clearly <input type="checkbox"/> Correct pronunciation; does not explain unfamiliar words	<input type="checkbox"/> May speak too softly or too rapidly; mumbles occasionally <input type="checkbox"/> Incorrect pronunciation of some words; does not explain unfamiliar words	<input type="checkbox"/> Speaks too softly or too rapidly; mumbles <input type="checkbox"/> Incorrect pronunciation; does not know what unfamiliar words mean	20
Acting	20%	<input checked="" type="checkbox"/> Consistently motivates and assists others	<input type="checkbox"/> Quick to volunteer and assist others	<input type="checkbox"/> Generally works well with others	<input type="checkbox"/> Seldom works well with others	20
Duration	10%	<input checked="" type="checkbox"/> Story lasts 4 to 5 minutes	<input type="checkbox"/> Story lasts less than 4 minutes	<input type="checkbox"/> Story lasts less than 3 minutes	<input type="checkbox"/> Story lasts less than 2 minutes	10
Audience Contact	20%	<input type="checkbox"/> Storyteller looks at all the audience; involves them with questions	<input checked="" type="checkbox"/> Storyteller looks at a few people in the audience; involves only a few with questions	<input type="checkbox"/> Story told to only 1 to 2 people in the audience; little audience involvement	<input type="checkbox"/> Storyteller does not look at audience; no attempt to involve audience with questions	15
Pacing	15%	<input checked="" type="checkbox"/> Story told at the appropriate pace, depending on the story line	<input type="checkbox"/> Story told well, but some parts may be rushed or dragged in some parts	<input type="checkbox"/> Story rushed or dragged in several parts	<input type="checkbox"/> Story told at one pace; no excitement	10

can answer

95

Nama :

Umur :

No	Pernyataan	Yes	No
1.	Media audio-visual (video/movie) sangat sesuai dengan gaya belajar saya		
2.	Menurut saya film Baymax sesuai digunakan sebagai media pembelajaran di sekolah		
3.	Menurut saya cerita dalam film Baymax sesuai dengan usia pelajar seperti saya		
4.	Beberapa karakter dalam film Baymax memberikan motivasi terhadap saya untuk semangat dalam belajar		
5.	Saya memahami alur cerita film Baymax dengan sangat mudah		
6.	Saya sangat menyukai film Baymax		
7.	Saya ikut berpartisipasi aktif dalam pembelajaran menggunakan metode dan media seperti ini		
8.	Saya sangat senang belajar bahasa Inggris dengan metode storytelling menggunakan film Baymax		
9.	Saya merasa lebih percaya diri setelah praktek storytelling film Baymax		
10.	Dengan storytelling film Baymax, vocabulary (kosa kata) saya bertambah		
11.	Saya merasa termotivasi dalam belajar storytelling dengan menggunakan film Baymax		
12.	Film Baymax membantu saya dengan mudah melakukan storytelling		
13.	Saya suka dengan metode pembelajaran menggunakan film Baymax untuk meningkatkan kemampuan storytelling saya		
14.	Saya memahami cerita Baymax secara keseluruhan		
15.	Dengan metode pembelajaran seperti ini saya lebih berani mengekspresikan diri saat sedang storytelling film Baymax		
16.	Saya melihat kearah penonton dan menarik perhatian penonton saat sedang storytelling film Baymax		
17.	Saat sedang story telling film Baymax, suara saya besar dan jelas		
18.	Waktu berlalu begitu cepat ketika saya sedang storytelling film Baymax		
19.	Saya storytelling film Baymax dengan tidak terburu-buru		
20.	Saya suka jika media dan metode storytelling diterapkan dalam pembelajaran bahasa inggris. Terutama dalam speaking		

Nama : Putri Nadya Nadia Ananda  
 Umur : 14 tahun

No	Pernyataan	Yes	No
1.	Media audio-visual (video/movie) sangat sesuai dengan gaya belajar saya	✓	
2.	Menurut saya film Baymax sesuai digunakan sebagai media pembelajaran di sekolah	✓	
3.	Menurut saya cerita dalam film Baymax sesuai dengan usia pelajar seperti saya	✓	
4.	Beberapa karakter dalam film Baymax memberikan motivasi terhadap saya untuk semangat dalam belajar	✓	
5.	Saya memahami alur cerita film Baymax dengan sangat mudah	✓	
6.	Saya sangat menyukai film Baymax	✓	
7.	Saya ikut berpartisipasi aktif dalam pembelajaran menggunakan metode dan media seperti ini	✓	
8.	Saya sangat senang belajar bahasa Inggris dengan metode storytelling menggunakan film Baymax	✓	
9.	Saya merasa lebih percaya diri setelah praktek storytelling film Baymax	✓	
10.	Dengan storytelling film Baymax, vocabulary (kosa kata) saya bertambah	✓	
11.	Saya merasa termotivasi dalam belajar storytelling dengan menggunakan film Baymax	✓	
12.	Film Baymax membantu saya dengan mudah melakukan storytelling	✓	
13.	Saya suka dengan metode pembelajaran menggunakan film Baymax untuk meningkatkan kemampuan storytelling saya	✓	
14.	Saya memahami cerita Baymax secara keseluruhan	✓	
15.	Dengan metode pembelajaran seperti ini saya lebih berani mengekspresikan diri saat sedang storytelling film Baymax		✓
16.	Saya melihat kearah penonton dan menarik perhatian penonton saat sedang storytelling film Baymax		✓
17.	Saat sedang story telling film Baymax, suara saya besar dan jelas	✓	
18.	Waktu berlalu begitu cepat ketika saya sedang storytelling film Baymax	✓	
19.	Saya storytelling film Baymax dengan tidak terburu-buru	✓	
20.	Saya suka jika media dan metode storytelling diterapkan dalam pembelajaran bahasa inggris. Terutama dalam speaking	✓	

Nama : Intan Munawarah

Umur : 19 thn

No	Pernyataan	Yes	No
1.	Media audio-visual (video/movie) sangat sesuai dengan gaya belajar saya	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.	Menurut saya film Baymax sesuai digunakan sebagai media pembelajaran di sekolah	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.	Menurut saya cerita dalam film Baymax sesuai dengan usia pelajar seperti saya	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4.	Beberapa karakter dalam film Baymax memberikan motivasi terhadap saya untuk semangat dalam belajar	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5.	Saya memahami alur cerita film Baymax dengan sangat mudah	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6.	Saya sangat menyukai film Baymax	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7.	Saya ikut berpartisipasi aktif dalam pembelajaran menggunakan metode dan media seperti ini	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8.	Saya sangat senang belajar bahasa Inggris dengan metode storytelling menggunakan film Baymax	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9.	Saya merasa lebih percaya diri setelah praktek storytelling film Baymax	<input type="checkbox"/>	<input checked="" type="checkbox"/>
10.	Dengan storytelling film Baymax, vocabulary (kosa kata) saya bertambah	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
11.	Saya merasa termotivasi dalam belajar storytelling dengan menggunakan film Baymax	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12.	Film Baymax membantu saya dengan mudah melakukan storytelling	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13.	Saya suka dengan metode pembelajaran menggunakan film Baymax untuk meningkatkan kemampuan storytelling saya	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14.	Saya memahami cerita Baymax secara keseluruhan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15.	Dengan metode pembelajaran seperti ini saya lebih berani mengekspresikan diri saat sedang storytelling film Baymax	<input type="checkbox"/>	<input checked="" type="checkbox"/>
16.	Saya melihat kearah penonton dan menarik perhatian penonton saat sedang storytelling film Baymax	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17.	Saat sedang story telling film Baymax, suara saya besar dan jelas	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18.	Waktu berlalu begitu cepat ketika saya sedang storytelling film Baymax	<input type="checkbox"/>	<input checked="" type="checkbox"/>
19.	Saya storytelling film Baymax dengan tidak terburu-buru	<input checked="" type="checkbox"/>	<input type="checkbox"/>
20.	Saya suka jika media dan metode storytelling diterapkan dalam pembelajaran bahasa inggris. Terutama dalam speaking	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Nama : Raudhatul Jannah  
 Umur : 14 tahun

No	Pernyataan	Yes	No
1.	Media audio-visual (video/movie) sangat sesuai dengan gaya belajar saya	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.	Menurut saya film Baymax sesuai digunakan sebagai media pembelajaran di sekolah	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.	Menurut saya cerita dalam film Baymax sesuai dengan usia pelajar seperti saya	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4.	Beberapa karakter dalam film Baymax memberikan motivasi terhadap saya untuk semangat dalam belajar	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5.	Saya memahami alur cerita film Baymax dengan sangat mudah	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6.	Saya sangat menyukai film Baymax	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7.	Saya ikut berpartisipasi aktif dalam pembelajaran menggunakan metode dan media seperti ini	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8.	Saya sangat senang belajar bahasa Inggris dengan metode storytelling menggunakan film Baymax	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9.	Saya merasa lebih percaya diri setelah praktek storytelling film Baymax	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10.	Dengan storytelling film Baymax, vocabulary (kosa kata) saya bertambah	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11.	Saya merasa termotivasi dalam belajar storytelling dengan menggunakan film Baymax	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12.	Film Baymax membantu saya dengan mudah melakukan storytelling	<input type="checkbox"/>	<input checked="" type="checkbox"/>
13.	Saya suka dengan metode pembelajaran menggunakan film Baymax untuk meningkatkan kemampuan storytelling saya	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14.	Saya memahami cerita Baymax secara keseluruhan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15.	Dengan metode pembelajaran seperti ini saya lebih berani mengekspresikan diri saat sedang storytelling film Baymax	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16.	Saya melihat kearah penonton dan menarik perhatian penonton saat sedang storytelling film Baymax	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
17.	Saat sedang story telling film Baymax, suara saya besar dan jelas	<input type="checkbox"/>	<input checked="" type="checkbox"/>
18.	Waktu berlalu begitu cepat ketika saya sedang storytelling film Baymax	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19.	Saya storytelling film Baymax dengan tidak terburu-buru	<input checked="" type="checkbox"/>	<input type="checkbox"/>
20.	Saya suka jika media dan metode storytelling diterapkan dalam pembelajaran bahasa inggris. Terutama dalam speaking	<input checked="" type="checkbox"/>	<input type="checkbox"/>

## DOCUMENTATION









## **AUTOBIOGRAPHY**

### **Personal Identity**

Name : Maulida Rahmah  
Place and Date of Birth : Banda Aceh, October 03<sup>th</sup> 1997  
Sex : Female  
Religion : Islam  
Nationality : Indonesia, Acehnese  
Marital Status : Single  
Occupation : Student  
Address : Desa tanjong selamat, Darussalam, Aceh Besar  
Email : maulida310rahmah@gmail.com

### **Educational Background**

Primary School : MIN Mesjid Raya Banda Aceh  
Junior High School : MTsN Rukoh Banda Aceh  
Senior High School : SMKN 3 Lhong Raya Banda Aceh

### **Parents**

Father's Name : Ayyub Ar  
Occupation : PNS  
Mother's Names : Ratna Meutia  
Occupation : Housewives

Banda Aceh, 12 December 2018

MAULIDA RAHMAH