



THE USAGE OF STORYTELLING METHOD TO IMPROVE THE STUDENTS' SPEAKING SKILLS (A Case Study at Vocational School of SMKN 1 Bongas Indramayu)

Supriyani ¹, Tiansi Meilani, Kunah

SekolahTinggi Keguruan dan IlmuPendidikan Al Amin Indramayu
yani.sandjaya2@gmail.com

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Abstract: Educators need a lot of creativities to make the students interested in learning, especially English which often makes students think it's difficult subject to learn. Storytelling is one the interesting methods to apply in teaching and learning process. This study aims to make students more active and courageous in expressing themselves in learning English and is also an attempt to determine of effect of using storytelling methods. This research was conducted in class X SMKN 1 Bongas Indramayu with population of 353 students and took sample of 36 students. The writers used the following types of tests: 1). Pre-test. 2). Treatment and 3). Post-test. This research is to answer questions; 1). How is the speaking ability of the students? 2). How is the fluency of students' speaking skills? And 3) How is the use of the storytelling method in improving students' speaking skills at SMKN 1 Bongas Indramayu? This study uses quantitative method. The population in this study was 353 and a sample of 36 students was taken from class 10. From this research, there are good results of using storytelling method in improving students' speaking skills.

Keywords: Story telling method, Speaking skills, Quantitative Research.

INTRODUCTION

English is one of the most essential language in the world. Almost all the people from many different countries around the world use it to communicate. The area of English has always become a special interest. The objective of teaching - learning English is to develop four language skills. Namely speaking, listening, reading and writing. Especially in speaking skills, everyone needs to have it, along with the increasing need for English from year to year, people not only communicate with those who come from the same country, but also with them who come from various countries. In order to be able to speak with people around the world, they must be able to speak English.

Speaking plays an important role in making a social interaction with another people in order to gain information. Thus, it is necessary for every

people to have a good speaking skill. In the teaching and learning process, there are some components to make the instruction successful. They are teachers, students, materials, media, and the like. Those components are essential and should be inter-correlated.

Education is: 1) The act or process of educating or being educated. 2) The knowledge or skill obtained or developed by a learning process. 3) A program of instruction of a specified kind or level. Or 4) The field of study that is concerned with the pedagogy of teaching and learning.

The students of vocational school are required to be able to understand English, especially in speaking skills, because after the students end their school to continue to further education or decide to work. However, in reality in the field, especially at SMKN

¹ Corresponding author

1 Bongas Indramayu, many students do not understand this.

The students often encounter several obstacles while learning English. The main problem is their mother tongue, they have to struggle with foreign language. Other reason is lack of motivation to practice a second language in everyday conversation. Feeling too ashamed and afraid of participating in a conversation is another problem they are facing.

The teacher does not create the appropriate conditions in class where the students can actively communicate with others in English, as well. It can be caused by the situation that there is no adequate resources including teaching materials and also teaching media. The lack of resources also impacts the teacher's knowledge about teaching and learning method in which the students have more opportunities to explore themselves. The teacher still uses the traditional method where he or she becomes the centre of the class.

There are many applicable techniques to solve the problems in learning speaking including the story telling method. Story telling is important in teaching speaking because it gives students the opportunity to hone their skills in reading, memorizing, appreciating and speaking in public.

Based on the background of the research, the following problems can be identified: 1). Students have difficulty in pronouncing English. 2). Teachers are less aware of the techniques or methods of teaching speaking English. 3). Students feel bored in the learning process because the techniques used by the teacher are monotonous. 4). Students are lazy to learn and practice English in their daily life, so that they are less phase in speaking. 5). The teachers have not implemented the story telling method at SMKN 1 Bongas Indramayu.

Based on the problem identification above, this research is limited to:

- 1). Improve the students speaking skills at SMKN 1 Bongas Indramayu..
- 2). Improve the students' speaking fluency at SMKN 1 Bongas Indramayu.
- 3). Use story telling methods in improving English speaking skills.

Based on the problem that have been limited, the authors can formulate the problems as follows;

- 1). How good is the students' speaking skills at SMKN 1 Bongas Indramayu. 2). How fluent is the

students' speaking skills at SMKN 1 Bongas Indramayu. 3). How to use the story telling method to improve English speaking skills at SMKN 1 Bongas Indramayu.

In accordance with the Question above, the research purpose to be achieved are:

- 1). To find out how good students' speaking skills at SMKN 1 Bongkas Indramayu. 2). To find out how fluent students speaking at SMKN 1 Bongas Indramayu.
- 3). To find out how to use the story telling methods in improving English speaking skills at SMKN 1 Bongas Idramayu.

Story telling is a method used to convey a story to listeners, either in the form of words, pictures, photos or sounds.

People who want to tell stories must have good speaking skills, understand the listener's character, imitate voices, be good at adjusting tone and intonation and skill in using assistive devices. Story telling techniques can work, if the listener is able to grasp the plot and feel entertained. In addition, the moral message in the story is also obtained. Storytelling is an excellent method of education. In general, stories are liked by the human psyche because they have an amazing effect on being able to attract the attention of the listener and make someone able to remember the events in a story quickly.

According to Widayanti (2008) "The benefits of storytelling are very good for the development of children's imagination. In addition, language skills and enthusiasm for learning to read will also increase. Children's concentration is also getting better." But there are some disadvantages of storytelling, such as; getting difficulties to compose a story, difficulties in using media and it can make the children passive.

The types of storytelling. Sumarjo and Suratmi (2002: 27) dividing fairy tales into several parts namely, legend, fable, myth, and sage.

The types of Story Texts; a). Narrative text, it can take the form of fairy tales, mystery, science fiction, romance, horror stories. Generally, there are four stages in Narrative text, such as; orientation, complication, resolution, re-orientation. b). Recount text; it is divided into four types that can be used to write, including; personal, factual, imaginative, and procedural recounts.

Recount Text has 3 main structures, including:

(1). Orientation. Provides background information needed to be able to understand a text, such as who was involved, where it happened, and when it took place.

(2). Event. This section includes a recording of the events that took place or a series of events which are then arranged in chronological order. (3). Reorientation

This last stage is the repetition stage of the introduction that was in the first stage. This repetition will summarize all the events that are recounted. You can write opinions or comments on events that have already happened.

The Understanding of Speaking. Speaking is exchange between people, knowledge, information, ideas, opinions, feelings so that it must become a conceptual idea and follow, from what they will say, or it can be called an act of communication through speaking generally appears in the phase of interaction and agreement as part of dialogue or rather a verbal exchange. Speaking is half the dialogue. The other half is listening. Without listening, the process and art of communication fail.

There are three categories of speaking, namely speak up (speak frankly, as it is), speak out (speak out to express opinions without hesitation), and speak (your) mind (speak up to express ideas).

The Function of Speaking. The function of speaking skill is to express an idea, someone feeling, thought, and it expresses spontaneously and orally. Speaking is one of the language of talk as communicative interaction with someone, and it is very difficult to master it.

Definition of Speaking Skill. One of the important skills that should be learned by the students is speaking skill. In vocational school, the English material tends to English practice such as the communicative English that will be useful for the students when they engage in their vocations.

Theoretical hypothesis. Hypothesis is an important element in scientific research, especially quantitative research.

There are three main reasons for this view, including:

(1). Hypotheses can be said to be theoretical work tools. This hypothesis can be seen from the theory used to explain the problem to be studied. For

example, the causes and consequences of conflict can be explained through conflict theory.

(2). Hypotheses can be tested and shown to be either true or false or falsification.

(3). Hypotheses are great tools for advancing knowledge because scientists can create their own out of it. That is, hypotheses are compiled and tested to demonstrate true or false in a way independent of the values and opinions of the researcher who compiled and tested them.

In the research entitled "THE USAGE OF STORY TELLING METHOD TO IMPROVE THE STUDENTS' SPEAKING SKILLS IN VOCATIONAL SCHOOL OF SMKN 1 BONGAS INDRAMAYU", the hypothesis can be formulated: H1 = The application of the story telling method can improve the students' speaking skills at SMKN 1 Bongas Indramayu.

H0 = The application of the story telling method cannot improve the students' speaking skills at SMKN 1 Bongas Indramayu.

Framework of Thinking. Uma Sekaran (1992) stated that a good frame of thinking contains the following:

(1). The variables to be studied must be explained.

(2). Discussion in the framework of thinking must be able to show and explain the linkages / relationships between the variables studied, and there is an underlying theory.

(3). The discussion must also be able to show and explain whether the relationship between variables is positive or negative, symmetrical, causal or interactive (reciprocal).

(4). The framework of thinking then needs to be stated in the form of a diagram (research paradigm), so that other parties can understand the framework put forward in the research.

The story telling method is one way to improve the students' speaking skills at SMKN 1 Bongas Indramayu. The story that is told must contain messages, advice, and information that can be expressed and captured by students, so that students can easily understand the story and imitate the good things that are contained in the content of the story that has been presented or conveyed.

In story telling activities students are guided to develop the speaking skills. Through the story telling method, children will be able to develop their language skills so that the story telling method

affects the speaking skills of students at SMKN 1 Bongas Indramayu.

METHOD

The research method is basically a scientific way of obtaining data for specific purposes and uses. The research method used is quantitative research methods. This method is called a quantitative

method because the research data is in the form of numbers and the analysis uses statistics.

Population and Sample.

Population

The population in this study amounted to 353 students, presenting the data in table form as follows:

Table of Student Population Data Sources

Number	Education Unit	The Number of Students		Amount
		Boy	Girl	
1	Class X TKR 1	33	3	36
2	Class X TKR 2	31	4	35
3	Class X TKR 3	32	2	34
4	Class X TSM 1	26	5	31
5	Class X TSM 2	27	3	30
6	Class X TKJ 1	6	30	36
7	Class X TKJ 2	6	30	36
8	Class X TKJ 3	4	30	34
9	Class X AP 1	4	23	27
10	Class X AP 2	4	23	27
11	Class X AP 3	4	23	27
Amount				353

2.Sample

The sample is a part or representative of the population under study. The sampling technique is based on the opinion of Suharsimi Arikunto, who said that "just approximation so if the population is less than 24 people, it is better if all of them are taken, and if the subject (population) is more than 100 people, it can be 10 to 15% or 20 to 25% or more.

Based on the above formula, the researchers took a sample of 10% of the total population of 353 x 10/100, that is, as many as 36 students who were sampled or equivalent to one class at X TKJ 1 SMKN 1 Bongas Indramayu.

Research Variable

Basically, research variables are anything that the researcher determines to be studied in order to obtain information about it, then draw conclusions. Kidder (1981), states that a variable is a quality in which the researcher studies and draws conclusions from it.

In this study, there are two variables as a research framework as follows:



- The independent variable (x) is the storytelling method.
 - The dependent variable (y) is to improve the students' speaking skills.
1. **Independent Variable (x).** The independent variable is the variable that affects or causes the change or emergence of the dependent variable. Then the independent variable in this study is the storytelling method.
 2. **Dependent Variable (y).** The dependent variable is a variable that is influenced or becomes the result, because of the independent variable. So, the dependent variable in this study is Improve the students' speaking skills.

Instrument.

The test as a research instrument, especially in the collection of research data, is a series of questions used to measure skills, knowledge, intelligence, abilities, and talents.

Types of Test Research Instruments:

- Pre-test. The questions here are in the form of a speaking test where students are given a sheet of paper containing a short story and one by one, they are tested on the extent of their speaking ability through the story. The pre-test is given with the intention of knowing how capable the students are, while the benefits of holding the pre-test are to find out the students' initial abilities regarding the method presented. By knowing the students' initial abilities, the researcher can determine the students' initial grades.
- Treatment: interpreted as all actions, all variations or conditions for which the effect will be assessed or known. In this treatment, guides or examples of stories in the form of pictures and writing are given or in audio visuals that will become student teaching materials or a method to improve the student's speaking skills.
- Post-test. In short, the post-test is the final evaluation in which the pre-test and treatment have been given. The benefit of holding this post-test is to obtain an overview of the abilities achieved after implementing a method. The results of this post-test will be compared with the results of the pre-test that was carried out at the beginning, so that it will be known how far the effect or influence of the method that has been given.

Data Analysis Technique.

In quantitative research, the data analysis technique used is clear, that is, it is directed to answer the problem formulation or test the hypothesis that has been formulated in the proposal.

The purpose of data analysis is to simplify the data into a simpler form. The research data will be analyzed quantitatively. Quantitative data is used to provide an overview of the test results during the study. Because the data is quantitative, the data analysis technique uses statistical methods that are already available.

The average is calculated by adding up the overall score in a data set, divided by the total score or the amount of data in that set using the following formula:

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

Information:

$\bar{X}$ = (be read x-bar) is the symbol of mean

Σ = (be read sigma) is a symbol of the amount

X = score symbol

N = symbol of the total score or data

Hypothesis Analysis.

Hypothesis in research is a tool or vehicle that is very important in a study or research. hypothesis allows us to connect the theory and the results of the observations we make. The hypothesis that we formulate, according to Tuckman and Harper (2012), has the following special characteristics:

- Hypothesis relates to the direction of the relationship between two or more variables.
- Hypotheses expressed or stated clearly in the form of expressions or statement sentences (declarative) can be tested.
- The hypothesis can be tested, meaning that the hypothesis is expressed in an operational form that can be assessed based on data.

Thus, the hypothesis analysis is as follows:

$T_{table} > T_{test} = H_0$ accepted, H_1 denied.

$T_{table} < T_{test} = H_0$ denied, H_1 accepted.

In my hypothesis, $T_{table} < T_{test}$, then we denied H_0 and we accept H_1 . Therefore, the pre test score is not the same as the post test score. In full, we can conclude that the story telling method can improve the students' speaking skills.

Data Description.

This research uses quantitative methods, the sample used in this study is students of class X TKJ 1 SMKN 1 Bongas Indramayu academic year 2020/2021, through a test research instrument, namely the use of the story telling method to improve the students' speaking skills.

The data in this study used the test method to determine student learning outcomes by learning story telling to improve students' speaking skills. In connection with the test method, the questions given to see student learning outcomes are in the form of examples of short stories about narrative containing 3 paragraphs.

1. Research Implementation.

Implementation of the test is carried out face-to-face with students in one class divided into 2 sessions, because student learning is currently online (online), the research can be carried out face-to-face with the permission of the school with the provision of keeping the distance between students and using approximately one time. The total number of X TKJ 1 students as many as 36 students, this figure is the maximum number that can be obtained by the researchers.

2. Testing Research Instruments.

- a. **Validity Test.** Valid means that the instrument can be used to measure what should be measured.
- b. **Reliability Test.** A reliable instrument is an instrument that when used several times to measure the same object, will produce the same data.

Research Data.

True research has the following characteristics; 1. *Objective*. The nature of research is objective not manipulative. The research must be honest as it is in accordance with the object disclosed. 2. *Empirical*. The nature of the research is empirical, it means that the research is the result of empirical experience. 3. *Methodical*. Research is produced by human through certain agreed and standardized method. 4. *Systematic*. Research must be able to describe an object of study in an orderly and logical

manner and be interrelated between one part of the research and another to form a complete system in a casual law. 5. *Universal*. The results of the research are universal, it means that the research studying some parts of the universe also applies to other parts. 6. *Verification*. The research is product of critical and systematic efforts by human who have weaknesses and limitations in their thinking, physical, psychological, and sensory powers. 7. *Logical*. In research, the search for truth must be carried out based on the rules or procedures for the operation of reason, namely logic. 8. *Analytical*. Research results from research that leads to more specific things such as roles, characteristics, parts, and various relationships. For this reason, this requires special efforts so that there is a link between the parts studied as a result of the analysis, so research is a branch of specific studies. 9. *Scientific conclusions from research are conditional*. It means that the research is absolute, not absolute, and probability, the result of the research is a relative certainty. It must be understood that social research, such as educational management, is conditional and has a higher level of relativity compared to natural science research, either with a qualitative or quantitative research approach.

The result of the value, the conclusion pre-test and post-test comparisons in the table is as follows;

Research Data



Students	Pre Test Value	Post Test Value
AW	55	65
BR	50	60
BFP	60	70
DA	50	60
DE	60	70
DHK	53	63
DFA	53	63
DI	58	68
DR	55	65
DAZ	53	63
DRI	50	60
EK	55	65
FMF	50	68
HV	50	60
IFA	53	75
LA	55	65
MS	58	68
MR	55	65
MA	50	60
MLF	60	70
NAF	55	65
PIF	60	70
RGP	55	65
RS	53	63
RSA	55	75
SA	63	80
SB	50	60
S	53	65
T	58	70
TA	55	68
TD	53	63
TI	53	65
TW	55	73
UPS	50	60
WP	53	63
WS	50	65
Total	1.954	2.373

The categories tested are as follows;

1. Intonation
2. Pronunciation
3. Grammar
4. Fluency

Test Requirements Analysis. The prerequisite analysis test was carried out in order to determine whether the data collected met the requirements for analysis using the planned technique. These tests include:

a. Homogeneity Test.

The homogeneity test is used to determine whether several population variants are the same or not. This test is performed as a prerequisite for the analysis of the independent sample t test and Anova. The underlying assumption in analysis of variance (ANOVA) is that of variance from the population is the same. The similarity test of two variances is used to test whether the distribution of the data is homogeneous or not, by comparing the two variances. If two or more data groups have the same variance, then the homogeneity test does not need to be done again because the data is considered homogeneous.

A homogeneity test of variance is needed before comparing two or more groups, so that the differences are not caused by differences in baseline data (the inhomogeneity of the groups being compared).

b. Normality Test.

The simplest test for normality is to graph the distribution of the upper frequencies the score is there. Normality testing depends on our ability to pay attention to plotting data. If the amount of data is large enough and the spread is not 100% normal (not perfectly normal), then the conclusions drawn are likely to be wrong. At this time, experts have developed many ways to test for normality. Some of them are the Kolmogorov-Smirnov Test and the Lilliefors Test.

c. Hypothesis Test.

Hypothesis testing is a method of empirical evidence to confirm or reject an opinion or assumption using sample data. Hypothesis comes from Greek. Hupo means weak, low, and not strong. Thesis means a theory, assumption, opinion, or statement. Based on this definition, we can conclude that a hypothesis can also be interpreted as a theory that is weak and still needs to be proven.

The hypothesis is a provisional assumption that is used as an answer to the research problem. Hypothesis can also be interpreted as a researcher's prediction of research findings about the relationship between variables in a research topic that still needs to be proven empirically (Gay, Mills, Airasian, 2009 : 71 ; Vardiansyah, 2008 : 10). This means that the hypothesis is an incomplete conclusion that requires research to perfect it.

Table the summary of pre - test result

Category	Range	Frequency	Percentage
Poor	0 - 59	31	86,1%
Fair	60 - 69	5	13,8%
Good	70 - 79	0	0%
Excellent	80 – 100	0	0%
Lowest Score	50		
Highest Score	63		



In addition, the average of the students score in pre – test can be seen below;

$$= \frac{1.954}{36}$$

$$M = \frac{\text{Total Score Of Students}}{\text{Number Of Student}} = 54.27$$

Table the summary of post test result

Category	Range	Frequency	Percentage
Poor	0 - 59	0	0%
Fair	60 - 69	27	75%
Good	70 - 79	8	22.2%
Excellent	80 – 100	1	2.7%
Lowest Score	60		
Highest Score	80		

In addition, the average of the students score in pre – test can be seen below:

$$M = \frac{\text{Total Score Of Students}}{\text{Number Of Student}} \\ = \frac{2.373}{36} \\ = 65,92$$

DISCUSSION OF RESEARCH RESULTS

From the test results tested consisted of four categories, namely: intonation, pronunciation, grammar and fluency, each of which was given an assessment of very good, mastered, sufficiently mastered and less mastered.

In the initial stage of research, the researchers gave pre-test questions which aimed to find out how much the students' ability to speak English. Then after the pre-test was given to students, the researchers began to explain the material about the storytelling method by giving several examples of short stories from a sheet of paper and also in audio-visual form.

In the next stage, the researcher gave post test questions in accordance with the teaching material that had been delivered and was in the form of a short story just like in the pre test questions. The goal is to see the comparison or difference between the pre-test and the post-test.

The results of the post-test scores are what make the basis for knowing the students' speaking skills after the treatment is held.

In the results of this post test, it can be seen that there is an increase in student learning outcomes through the story telling method, students gradually understand intonation, pronunciation, grammar and fluency when speaking in English.

Therefore, with the application of the story telling method, this can increase higher learning outcomes and students can be motivated to learn and improve their learning outcomes in education, especially the ability to speak in English.

Research Limitations. Although researchers have tried to design and develop research in such a way, there are still several limitations in this study that still need to be improved in further research, including:

- This study only has 36 samples from a total of 353 students, so that the researcher is able to see only 10% of the students' abilities.
- The treatment can only be done once because of the shortened and limited time.

CONCLUSION

The application of the storytelling method went well and smoothly. The strategy is easy to apply in teaching speaking in vocational school. In addition, the use of story telling methods in teaching speaking increases students' motivation and interest in learning English. Students will get used to speaking

English which they rarely did before. Thus, student learning can be improved.

Applying the story telling method, students' speaking skills can be improved. This is evidenced by the results of the increase achieved from pre-test to post-test. The mean pretest score was 54.27 and the post-test score was 65.92. The score is quite good and can be seen the improvement from the initial test to the final test.

The data collected shows that the story telling method can be an alternative strategy to improve students' speaking skills.

Based on the results of this study, the following implications can be stated:

1. Choosing the right learning method can have an effect towards the achievement of student achievement. For lessons English, especially in speaking skills, there are differences before using the story telling method and after using the story telling method.
2. The story telling method has an influence on students' speaking skills. By telling stories, students can hone their speaking skills with enthusiasm and without feeling bored. Thus, it is hoped that the teacher can foster learning motivation in students in various ways according to the teacher's abilities and methods that are attractive to students.
3. The results of this study are used as input for teachers and students. Pre-service teacher. Fixing yourself in connection with the teaching that has been carried out and student learning achievements that have been achieved by paying attention to appropriate learning methods and motivating learning students to improve students' speaking skills.

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