

INCREASING SPEAKING SKILL THROUGH ROLE-PLAY AND STORY-TELLING AIDED WITH AUDIO-VISUAL

(An Action Research STIBA IEC Jakarta)

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Abstract: The aim of this study is to convey in-depth research on improving English speaking skills as integrated skills assisted by audio visual. This research includes; 1) the process of improving English speaking skills as an integrated skill assisted by audio visual, and 2) the results of improving English speaking skills as integrated skills assisted by audio visual. The research method used is action research that implements teaching that is considered capable of improving the learning process which is automatically expected to improve the results achieved by students. The research found that role-play and story-telling are techniques that can be used to teach speaking speaking. Role-play and story-telling will not run smoothly when the teacher intervenes students' activities too much. Students need to work on their own to become autonomous and independent learners so that they will have lots of activities to communicate using English.

Keywords: *speaking, role-play, story-telling, audio-visual*

INTRODUCTION

(Cabezas, 2015) through his research stated that teaching listening skills and English speaking skills were mutually supportive. The implication of this research is that a more in-depth study of the methodology and strategies for teaching English in the future needs to be carried out again, involving the process of assessing integrated language skills listening and speaking.

Often the teaching of foreign language speaking skills at school only relies on textbooks. Even though there are actually so many textbooks with audio-visual material, in practice the teacher is more likely to be sourced from the book alone in teaching.

Experiments at the second level of Savadkooh High School in North Iran involved 60 female students aged 15-16 years, which were divided into 2 groups, each of which consisted of 30 students. The two groups were both taught with the same textbook, but in the

experimental group students were trained with audio visual, while the control group was only taught with textbooks. At the end of the program, the speaking skills test results from the two were compared. By analyzing the results of the post-test, it turns out that the experimental group experienced a more rapid increase, not only in terms of language skills, but also in terms of motivation. The findings on the impact of audio-visuals were reinforced by questionnaire data on motivation that were distributed to students for response at the post-test (Asadi and Berimani, 2015).

The findings show that rural students in India generally know the method of reading and writing, but they are less able to convey ideas due to lack of confidence, and this problem continues until when they graduate and find work. Therefore a study was conducted in India at Marathi High School to overcome this problem by involving 40 students at level IX as a sample. The teaching program held focuses on the use of audio visuals to improve

communication skills and foster self-confidence. The results of the study show that the use of audio visual in teaching English, especially in listening and speaking skills, can help students to communicate better and foster confidence in facing job interviews (Agam and Uplane, 2013).

Thus, teaching speaking skills cannot be separated from listening and audio-visual skills also need to be included so students are more motivated. The use of audio visuals also encourages students to improve their listening and speaking skills simultaneously.

However, audio-visual is considered to encourage participation in the classroom if it is combined with role playing and storytelling. The role playing and storytelling techniques are able to increase vocabulary acquisition for adult level students. Conversely, the vocabulary obtained greatly supports the smooth communication when the student interacts through role playing and storytelling (Albalawi, 2014).

We can say that in teaching foreign language speaking skills, the teacher is not only trying to emphasize students to practice speaking alone. Students must be encouraged to listen, and audio visuals can help them in listening activities. In addition, students need to interact more intensively through activities in groups, which can be intensified through role playing strategies and storytelling.

Based on the research, it is true that audio-visual material is very supportive in teaching foreign languages, but on the other hand the teacher or lecturer needs to motivate and pay attention to what is being experienced by students, especially when some of them find difficulties in using foreign languages, Based on the results of the study, the problem faced when students speak English at Le Thanh Hien High School in Vietnam is that students speak little or not even speak at all, because they do not know what to say through the target language. With this condition they are more likely to use Vietnamese than English when discussing in groups or in pairs. In other words, they have no motivation to convey ideas in the target language for fear of being criticized or ashamed. This is what triggers them to get used to translating the material in the book before

practicing speaking, and what aggravates this condition is that they always hang on to the book by reading it before speaking.

After being examined and analyzed, it is known that the factors that cause this problem are the lack of knowledge about the topic being studied, the lack of listening skills in the target language, the low motivation of students in speaking which is exacerbated by feedback from teachers who are less encouraging, trusting low self-esteem, pressure to be able to perform optimally, and limited time for preparation (Tuan and Mai, 2014).

Students should be given additional material whose nature does not limit them from being able to choose a topic they like. Extra-curricular activities in addition to making students more motivated by foreign languages, can also improve listening and speaking skills in a more enjoyable way. Gonzalez et al. researching the application of extra-curricular activities that emphasize listening and speaking skills in a number of high schools in the Amazon region of Ecuador. Participants involved in this mixed method study were 188 students aged between 15 and 18, along with 10 English teachers. The instrument used to collect student and teacher data includes questionnaires, interviews, and observation sheets. To determine the level of listening and speaking ability, students must go through a placement test held by Cambridge English Unlimited Placement Test. This research was conducted to investigate what extra-curricular activities were chosen or interested in.

After the research has been completed, the result is that the exercise most often carried out in class is to complete the text by listening to the monologue and dialogue. While exercises that aim to improve speaking skills are by practicing repeating the dialogue section and practicing dialogue. The class activities are supported by extra-curricular activities by listening to English songs accompanied by poetry, watching videos, discussing, and talking directly with foreign speakers in an effort to improve the ability to listen and speak more optimally (Gonzalez, *et.al*, 2015).

Students often feel bored when a teacher's teaching varies, for example when carrying out

role playing activities that are carried out without task-based skills, they are less favorable for improving English language skills as a foreign language in Iran. Taking into account this condition, a study is carried out with assumptions and theories that task-based role play can maximize the results of speaking skills. The study involved 60 students in the second academic year randomly selected from various universities from the city of Ilam, Iran. They must go through the IELTS speaking skills test first, then a homogeneity test will be carried out to ensure that their abilities are less uniform. Then they were divided into two groups, one control group and one experimental group.

After 2 months of research, it turns out that task-based role playing can improve speaking skills. The treatment applied to the experimental group shows that teaching speaking skills through role playing with task-based can effectively assist students' speaking skills. This finding is very useful, at least for teaching speaking skills in Iran, but it is suggested that teaching speak through role-based role playing must include more varied activities so that speaking skills can be maximized more.

Actually, audio devices or materials have been prepared as authentically as possible by using a CD that has become a package with the books used in teaching. As for videos, the lecturers themselves try to access Youtube videos and play them online. Because when it is aired in class sometimes the video cannot run smoothly, then video playback is rarely used to supplement material that is directly related to the topic being studied. To encourage students to be more diligent in practicing speaking, the combination of role playing techniques and audio assisted story telling is carried out in teaching English speaking skills.

This research is focused on improving English speaking skills through role playing and storytelling assisted by audio visuals for first semester students of the 2017-2018 class at the English Literature Study Program. The researcher limits the subfocus of this study to: (1) the process of improving English speaking skills through role playing and storytelling with audio visual assistance, and (2) the results of

improving English speaking skills through role playing and audio-assisted storytelling.

Based on the background of the problem raised before, the research problem was formulated as follows:

1. How was the process of improving English speaking skills through role playing and audio-assisted storytelling obtained?
2. Can students improve their English speaking skills through role playing strategies and audio-assisted storytelling?

Through this research, it is expected that benefits will be obtained theoretically and practically. The benefits obtained theoretically are that this study can be used as a reference material in developing teaching strategies for speaking English skills through role playing and audio-assisted storytelling. Through this strategy it is expected that educators can be helped in overcoming the problem of teaching foreign language speaking skills.

While practically, it is expected that there is a real contribution, namely the existence of benefits directly felt by students, lecturers and institutions related to the research conducted. Through the role playing strategy and storytelling assisted by audio visual, lecturers are expected to be able to create an atmosphere of English language teaching that is supported by gradual training with quizzes and exercises related to the use of audio visuals that are aired. Before practicing speaking, students are guided to first practice listening so they can find the main points and specific information about what they see. The audio visual that is shown is attempted to be associated with the background of student experience and daily life. Thus, the conversations produced by students will be more meaningful and expected to be able to encourage them to create according to their own conversation version, which of course is adapted to their own culture and real conditions. They are given the opportunity to discuss in groups so that they can maximize results when they are active in role playing and storytelling. Integrated skills between listening, speaking, reading and writing, delivery while preparing role play and storytelling must be adapted according to the

needs of the class, not always following a certain sequence. Activities that take place focus more on the atmosphere of communicative teaching, but still carried out in stages, directed and in accordance with the topics that must be taught through the books used in the classroom. This research is expected to be able to help educators, especially lecturers in order to improve the quality of learning English speaking skills, specifically speaking skills at the basic level in the future. Last but not least, this research seeks to be dedicated to the advancement of teaching speaking skills for lecturers in the English Literature Study Program at STIBA IEC Jakarta.

LITERATURE REVIEW

In this theoretical study discussed theories relating to problems in the research carried out along with relevant studies. The beginning of this discussion was in the form of the concept of action research as a foundation in carrying out research, then a theory closely related to strategies to improve English speaking skills as integrated skills assisted by audio visual and relevant research related to speaking skills as integrated skills assisted by audio visual.

Concept of Action Research

Johnson argues that action research is the systematic collection of data by those directly involved, so that the teacher can research in his class with his own teaching method. Students and assessments need to be chosen by themselves so they can understand the real conditions and improve quality and effectiveness in teaching. Action research can also be defined as any effort in finding facts systematically, carried out by researchers, principals, mentors, and those involved in the environment so that they can explore information about how schools operate, how teachers teach and how students absorb what taught (www.nefstem.org/teacher).

The material available in the form of audio visuals should have a close connection with the teaching as a whole so that the teacher truly understands and runs the teaching process that really connects audio-visual material with the topic of the subject delivered in class. Thus the available audio video material needs to be well

planned in the teaching program. Good planning is needed, because audio visual aids are multi-sensory material that can motivate and stimulate students. Audio visual creates a dynamic learning experience that becomes more real and clear because it triggers students to think and give reasons based on what is witnessed or heard. Good audio-visual planning can facilitate learning because it makes students more understandable (avaudiovisualaids.blogspot.co.id).

The examples of the incorporation of speaking skills as integrated skills assisted by audio visuals can be illustrated through the following teaching activities:

Topic: Market Place

- a. Lead in (directing the conversation on the topic): the teacher directs students to ask each other in pairs about how often to shop and buy certain needs. Speaking and vocabulary: Siswa diminta untuk memilih daftar kosa kata di dalam kotak yang tersedia agar dikaitkan untuk mendeskripsikan beberapa foto tentang iklan. Kemudian mereka diminta menjelaskan lebih lanjut tentang deskripsi tentang foto yang telah mereka sampaikan, di mana guru memberikan pertanyaan tambahan terkait foto-foto itu. Siswa diminta menulis tentang apa yang sudah dideskripsikan dengan menggarisbawahi kata sifat yang terkandung di dalamnya. Selanjutnya siswa diminta menceritakan pengalaman mereka dengan menggunakan kata sifat untuk mendeskripsikan barang yang pernah mereka beli beserta pendapat mereka terkait barang itu dengan cara menulis. Setelah selesai menulis tentang barang yang pernah dibeli, mereka diminta untuk membacakan tulisan tersebut dengan keras.
- b. Listening. Listen to an audio dialog about purchasing a product. Students fill out worksheets to complete descriptions and prices of several electronic products.

- c. Language Study. The teacher provides grammatical explanations and sentence patterns relating to the use of comparative expressions (for example comparing the advantages and disadvantages between two products) and superlatives (expressions used for the highest or most high level, for example the most expensive, the cheapest, or the most modern).
- d. Students identify images of a product that is in a reading. Then they read an article while listening, so they knew the correct way of speaking while trying to understand the main points in the passage. After finishing reading while listening, students are asked to answer questions about the article and comment on the article verbally.
- e. Display videos related to buying and selling goods. Students watch videos and answer questions. After the answers to questions about what they witnessed were discussed, the teacher repeated the video playback again. Then students are asked to make a brief summary of the video, then two or three students are selected to read the summary results clearly. Meanwhile, other students listen and are welcome to add information and comment on what their friends have read.
- f. Role play. Students are assigned homework to prepare for dialogue at their respective homes regarding the videos that have been witnessed. Students are asked to adapt buying and selling situations so that they appear relevant to their own experiences based on their experiences. The following week, they were asked to play a role based on the dialogue they had written in front of the class. Before role playing began, the teacher played back a video about the topic last week to remind them of how to pronounce and use certain expressions. Even though students have memorized the dialogue while at home, they are given 10

minutes more chance before appearing in class. The teacher emphasizes that students need to use some of the expressions in the video to be adapted and try to imitate the correct pronunciation of native speakers. The teacher invites anyone who is ready to move forward. When no one has stated that they are ready, the teacher points one by one starting with the students who are considered the most capable. This is so that students with lower abilities can get examples from their friends who can perform better. Thus, students who have the weakest abilities, will be given the opportunity to progress last. The dialogue generally lasts between 2 to 3 minutes for each group that advances in front of the class.

Relevant Research

The research carried out by Droid and Asli observed the use of audio visual in the classroom. In this research audio visual, especially concerning English language learning is learning material need to be used by teacher and student. Audio visual material is now so easily obtained, so students have more access to learn through audio visual independently. At the basic level the research was conducted to see the audio-visual impact on the fluency and accuracy of spoken language. In this experiment there are 2 groups of students who learn English speaking skills, one of which is taught by involving audio visual, while the other group only involves audio. The results of the study showed that the group that received teaching accompanied by audio visual showed better language accuracy than the other groups which were only taught with audio (Droid and Asli, 2016).

While research conducted by Ikonta and Ugonna examines the proficiency of communicating English with the help of CALL (Computer Assisted Language Learning) or learning language skills assisted by computer technology.

This research carried out in Nigeria uses a computer device by operating the Rosetta Stone

software. Teaching through this software develops a combination of 4 language skills in CD material. Students are given an explanation through the software, then they do interactive exercises and quizzes that combine 4 language skills. The results of these studies show that students are encouraged to participate more actively and interact using English in class. The impact of this communicative activity is that students' skills on average are quite increasing (Ikonta and Ugonna, 2015).

While the authors examined the teaching of English speaking audio-assisted skills. In this action research, the students studied are those who take basic speaking courses. Students are given enrichment vocabulary through vocabulary through images, then students are asked to describe images verbally. After that they listen to examples of conversations and answer questions from audio that is played. They were asked to practice pronunciation of important phrases from audion. Next, students read interesting short articles related to the topics discussed. students answer questions in the reading, then they summarize the core of the article in four to five sentences. Then they were asked to read the summary, while other students listened. After three students finished reading the sentence aloud, they were asked to give a response or add information from the reading. After that students are asked for their opinions about the reading verbally. They are asked what are the same things that are found in everyday life and things which are strange or never experienced related to the articles they have read. The last exercise is to watch videos related to the topic being studied and students are asked to answer questions. After they answer, the lecturer discusses the answer. Then the lecturer replayed the video again so that students summarized the core of the story from the video by writing. When students are still having difficulty in summarizing the story, the video was played back until the students understood. The lecturer asked several students to read the results of their brief summary. When students finish reading the summary results, other students are asked to comment and add information from the video. The lecturer gave a request for students to prepare a dialogue in

groups of 5 students. They must write a dialogue about the video they have watched in class. The lecturer asks them to adapt the story according to their experience or imagination, but it is recommended to use some expressions that have been learned in the classroom, including those from audio and video. The following week they were asked to play a role based on the dialogue they had made and prepared at home. During the pre-test, their results were not satisfactory, but when the Mid-Semester Examination was conducted, their overall speaking skills increased significantly.

By referring to theories that are closely related to integrated speaking skills and utilization and efforts to improve audio-assisted speaking skills, a theoretical framework that is related to the actions of research is developed. As explained earlier, action research is testing ideas in practice as a means of improving and increasing knowledge about curriculum, teaching methods, and learning processes that want better results. Thus the researcher intends to test his ideas in the form of improving English speaking skills as an integrated skill assisted by audio visual. This is considered as an effort so that students get exposure to conversations from native English speakers as integrated skills assisted by audio-visual as well as reading material directly related, as well as writing to prepare the conversation.

Referring to the theories described earlier, it can be said that the purpose of speaking is to communicate in various situations, places and times, such as situations in introducing oneself, asking and giving information, conveying thoughts, explaining an idea, refuting or approving a ideas, offering or rejecting things, entertaining, empathizing, and conveying various feelings verbally.

Action hypothesis

Based on the analysis of the problems mentioned above, the action hypothesis in this study is the English speaking skills of STIBA IEC Jakarta students by involving integrated skills assisted by audio visual.

METHODOLOGY

The purpose of this study was to convey in-depth research on improving English speaking skills as integrated skills assisted by audio visual. This research includes; 1) the process of improving English speaking skills as an integrated skill assisted by audio visual, and 2) the results of improving English speaking skills as integrated skills assisted by audio visual.

The implementation of the action research in the form of improving English speaking skills as an integrated skill assisted by audio visual was carried out at STIBA IEC Jakarta. The date of commencement of the study is from September 10, 2017 in the odd semester. The research subjects observed were 20 first semester students who took Basic Speaking courses.

The research method used is action research that implements teaching that is considered capable of improving the learning process which is automatically expected to improve the results achieved by students. Therefore, this research needs to use mixed methods, where qualitative and quantitative methods are applied. Qualitative methods are applied to explore various events or activities that take place during the research. Through this qualitative method, it is expected that an overview of the implementation of learning strategies can be obtained to speak English as an integrated skill assisted by audio visual. While the quantitative method is used in analyzing student learning outcomes in pre-action and post-action.

This study uses a research model based on work procedures by adapting the models from Metler and Charles. The selection of this model is done because the stages of the research process being discussed by the researcher include four stages of implementation of each cycle. In the initial stages, planning is carried out, and continued in the second stage with action. At this stage of the action, in addition to carrying out an action, researchers also observe the learning process, collect and analyze data. In the third stage development is carried out, after which in the fourth stage reflection is carried out in three cycles.

Action Research Procedure

The procedure in this action research includes four stages, namely the planning stage, the action stage, the development stage, and the reflection stage. In this study there were three cycles, in which each cycle was held three times. The stages carried out can be described as follows:

- a. Planning Phase. This stage is useful in identifying and giving restrictions on topics that will be applied into action. In other words, before carrying out action research, then the topic to be observed has already been determined, then information is extracted from various sources related to research. This is so that research is supported by various references to books, journals, and various documents, including documents in the form of videos about language teaching. At this stage, it is necessary to have an observation sheet, a video recording of the conduct of research, an evaluation sheet and teaching materials along with audio-visual material used in teaching.
- b. Implementation Phase. At this stage, plans that have been prepared are implemented through direct observation in class during the learning process so that data collection and analysis can be carried out. Thus, at this stage the learning action of English speaking skills as an integrated skill is assisted by audio visual skills.
- c. Development Phase. At this stage an evaluation or revision is carried out the actions taken by repairing and develop learning to speak English for prepared during the next cycle.
- d. Reflection Stage. At this stage the researcher reviews the cycle that has been completed run, conclude the results of the review, prepare a strategy to obtain better results, and reflect on the entire process that has been completed so that the learning process can be better developed. After the results of the development are implemented in the

- form of actions in class, a review of these actions is carried out to see the results. This review will be used as a benchmark to see whether the actions taken have given satisfactory results, as well as a reference for carrying out the next action cycle so that the results can be increased more significantly.
- e. Planning Phase. This stage is useful in identifying and giving restrictions on topics that will be applied into action. In other words, before carrying out action research, then the topic to be observed has already been determined, then information is extracted from various sources related to research. This is so research that is supported by various references to books, journals, and various documents, including documents in the form of videos about language teaching. At this stage, it is an observation sheet, a video recording of the conduct of research, an evaluation of sheet and teaching materials along with audio-visual material used in teaching.
 - f. Implementation Phase. At this stage, plans that have been prepared are implemented through direct observation in the learning process so that data collection and analysis can be carried out. Thus, at this stage the learning of English speaking skills as an integrated skill is assisted by audio visual skills.
 - g. Development Phase. At this stage the evaluation or revision is carried out the actions taken by repairing and develop learning to speak English for prepared during the next cycle.
 - h. Reflection Stage. At this stage the researcher reviews the cycle that has been completed run, conclude the results of the review, prepare a strategy to obtain better results, and reflect on the process that can be better developed. After the results of development are implemented in the form of actions in class, a review of these actions is carried out to see the results. This review will be used as a benchmark for satisfying results, as well as a reference for carrying out the next action cycle so that the results can be increased more significantly.

Table 1: Scoring of Speaking

Skor	Description of Speaking Proficiency Criteria
90-100	Have bilingual abilities. Pronunciation is smooth, using idioms, clear delivery and like native speakers. Identified as speakers who use language that is tested intensively, for quite a long time and as part of the main language used.
80-89	The language delivered works according to the linguistic knowledge possessed. Speak fluently by conveying various topics, including new topics by easily exposing information, but not entirely like native speakers.
75-79	Able to interact comfortably with the interviewer, which is possible from an environment that has native speakers. Even though there are errors in vocabulary, grammar and pronunciation, the fluency of communication is not hampered.
70-74	Have adequate ability in speaking, but have experience with native speakers. Able to control conversation on a variety of topics, although not all of them are able to be delivered continuously. Fluency, scope of mastery of spoken phrases, and use of vocabulary have not fully developed.
65-69	Have the desire to talk about various topics, but pronunciation is not smooth, the direction of conversation is swirling or less able to be developed when dealing with complicated topics.
55-64	Able to speak fluently on various topics that are general in nature, although sometimes they are not smooth and must try hard to use certain expressions.

Research Data

In this study, the data in the form of qualitative and quantitative data, in which the way to obtain data can be explained as follows:

1. Qualitative data comes from exposure to the results of direct observations in class, interviews, and various notes relating to efforts to improve English speaking skills as integrated skills assisted by audio visual.
2. Quantitative data comes from the value of one to three cycle tests along with the pre-test and post-test for 21 students at STIBA IEC.

Research Instrument

Oral test is the main instrument that is applied so that data can be obtained on efforts to improve English speaking skills as integrated skills assisted by audio visual. There are six aspects measured to measure speaking skills, which include accent, grammar, vocabulary, fluency and understanding, and the development of topics in communication. The assessment of each of these aspects is based on the level that students are able to achieve, which is between levels 1 to 6.

The instrument used by researchers is in the form of oral examination results in English speaking skills, the oral examination must be in line with the purpose of communication using English. While the purpose of speaking English is to be able to use the language in various situations, places and times, for example situations in introducing themselves, asking and giving information, conveying ideas, explaining an idea, refuting or agreeing to an idea, offering or rejecting something, entertaining, empathizing, and conveying various feelings verbally. English speaking skills can be explained through conceptual definitions and operational definitions.

a. Conceptual Definition

Conceptually, speaking skills can be said to be a level that can be achieved by someone in a particular language in conveying information, feelings, and opinions on various topics verbally. When conveying information, feelings and opinions require the involvement of aspects

of accent, grammar, vocabulary, fluency, understanding, and development of topics in oral communication.

b. Operational definition

Operationally speaking is the ability to be achieved when someone is tested for proficiency through the Language Proficiency Exam (LPE) or Oral Language Competency Test by measuring aspects of accent, grammar, vocabulary, fluency, understanding, and development of topics in communication orally.

Instrument Validation

Instrument validation in this study is not needed because the instrument used in obtaining the data is in the form of an oral examination of English speaking skills based on LPE which is a standardized verbal language proficiency test.

Data Validation

Because this research is done by comparing and examining data between the results of observations with the results of interviews and related documents, then in determining the validity of qualitative data based on triangulation of data sources. In this case it is necessary to re-check the degree of trust in information through different times and tools.

Data Analysis Techniques

This action research applies analysis of qualitative and quantitative data, which can be described as follows:

Qualitative data in this study were obtained from learning speaking skills as integrated skills assisted by audio visual. In addition to the data obtained by observations when teaching takes place, the data also conduct interviews and obtain data directly related to research in the form of documents. The process of data analysis is by describing and classifying the phenomena that occur and observing the emergence of concepts related to one another for dedication, where the results can be input to take action in the classroom in the next cycle. After that, after all cycles have been completed, all existing data are classified according to each cycle so that one

cycle with the other cycles can be compared. In the last stage the researcher interprets and analyzes all data.

FINDINGS AND DISCUSSION

The results of the UTS and UAS for students taking the subject of speaking skills at the basic level in the odd semester of the 2016-2017 class were felt to increase significantly. Students get into trouble when they are invited to talk, especially when invited to speak spontaneously. They tend to be less confident and somewhat hesitant in conveying something. They have constraints in the use of sentences that are natural or less fluent in saying certain words or phrases when playing roles or telling stories.

In cycle one, most students seem to reluctant to communicate. However, the students average score had increased from 55 to 60. Role-playing and story telling were regarded as interesting activities provided that the topics were interesting and the instruction was simplified, besides teacher's intervention and explanation had to be reduced. It was true that students needed to know how to produce sentences correctly, but explaining even only few vocabulary and grammar prevented them from talking more fluently. In this case, the teacher needed to let them learn vocabulary and grammar by their own, even when they are very important and used in both role-play and story-telling. They also listened to audio in order to get examples of how to pronounce correctly and get ideas about their own stories.

In cycle 2, as result of simplification of the instruction and less teacher's intervention, students became more active. As the instruction was simple, students could focus more on their own classroom activities, and this could increase the learners' learning autonomy. The enjoyed creating and performing a role-play, especially when they decided to select titles the liked. Similarly, when it came to storytelling, they got more motivated as the role-play they had performed was closely related to the story-telling. Although without vocabulary and grammar explanation from the teacher, it was obvious that students were able to produce

sentences better as the practiced the role-play and story-telling aided with listening materials. They managed to increase their score from 60 to 71 in average. In this cycle, they developed their comprehension and fluency.

In the final cycle or cycle 3, listening materials to foster role-play and story-telling were combined with watching videos. Student became more motivated when they watched videos related to topics in role-play and story-telling. Through videos, students were able to see the gestures and actions besides correct pronunciation from native speakers of English. In addition, they were encouraged to learn about cultures and characters from the videos, which could develop their role-playing and story telling. As a result, the score improved from 71-78 in average.

CONCLUSION

To sum up, role-play and story-telling are techniques that can be used to teach speaking speaking. Role-play and story-telling will not run smoothly when the teacher intervenes students' activities too much. Students need to work on their own to become autonomous and independent learners so that they will have lots of activities to communicate using English. Furthermore, students need to be exposed with listening comprehension practices related to topics in role-play and story-telling. However, apart from audio, visual such as from videos are also needed because students can see how conversations are conducted naturally by looking at the gestures and culture, besides pronunciation.

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