

**DEMONSTRATIVE PLACARDS TO TEACH STORY TELLING OF  
SMA NEGERI 1 SUNGAI AMBAWANG**

**A RESEARCH ARTICLE**

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# DEMONSTRATIVE PLACARDS TO TEACH STORY TELLING OF SMA NEGERI 1 SUNGAI AMBAWANG

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## ***Abstract***

*The aim of this study was to find out whether or not it is effective to use Demonstrative Placards to Teach Story Telling to the Tenth Grade students of SMA Negeri 1 Sungai Ambawang. The form of this research was quasi experimental. The population of this research was all of the Tenth Grade students of SMA Negeri 1 Sungai Ambawang in academic 2016/2017. There are six classes in that school. The sample of this research was chosen by using cluster random sampling in which class X IPA3 as the experimental group and the class X IPS2 as the control group, each class which consisted of 38 students. The data was collected by using measurement technique and the tool of data collection was oral performance. Using measurement technique the data used to see the null hypothesis  $t_o$  was higher than  $t_r$ . Referring to the research finding, the researcher recommends the teacher at that school to use this technique as variation in teaching process, especially in teaching speaking narrative text.*

***Keywords: Demonstrative Placards, Storytelling, Quasi-experimental research***

## **INTRODUCTION**

Story telling is a part of speaking practices in secondary school. Story telling is a spoken narrative. Based on the existing curriculum, which is used curriculum 2013, narrative text is taught in some levels of secondary school, including senior high school. The levels of secondary school are the student's ability in receiving and producing language in certain levels of fluency and accuracy. This core competence is also taught to the Tenth Grade students at SMA Negeri 1 Sungai Ambawang. The students are expected to be able to discriminate social function and language features of narrative text. The social function of narrative text is to entertain and tell the listeners the moral value of the story. Then, the language features include specific characters, time words that connect events to tell when they occur, verbs that show the

actions that occur in the story, descriptive words to portray the characters and settings.

The students lacked of confidence in speaking that was mostly caused by incapability in language features: vocabulary and sentence structure. It then, affects the frequency of engagement in the classroom speaking practices. When they were asked to speak, they used their first language, translated, or memorized rather than tried to think in English that can enable them to speak automatically. Most of them did not even speak a word because they were afraid of making mistakes. What made it even worse was the inappropriate choice of materials, media, and techniques that were not powerful enough to keep students motivated to practice. The length of text, structure and word choice also made it difficult to the students to digest the lesson. The solution to the problem is a technique that

helps to simplify the way of thinking and stimulates automatic speaking performance which is called Demonstrative Placards.

As English teacher creativity is very important to find a good strategy to help the students in increasing their abilities, interest, and motivations in learning English. One of the strategies is using Demonstrative Placards to teach story telling.

There are various methods of teaching and the choice of teaching methods to use is affected by many components such as content, time, ability of pupils, group size as well as the teachers' personal preference. According to Gwarinda (1993), demonstrative enhance translation of theory into practice. While placards is a notice installed in a public place, like a small card, sign, or plaque (Brand 2013:11). It can be attached to or hung from a vehicle or building to indicate information about the vehicle operator or contents of a vehicle or building. It can also refer to paperboard signs or notice carried by picketers or demonstrators.

Demonstrative Placard is a technique that is adapted from picketers in demonstration. The purpose of Demonstrative Placards is to be an innovative technique that will be applied in English teaching and learning as an appropriate technique. The students can use Demonstrative Placards to record messages especially to remember, to present new information, and to record what students say. According to Dobbs (2011, p. 2) writing in placards is active, public, physical activity: students not only can see something happening but also physically make it happen themselves. It means that students writing publicly receive immediate, personal, face-to-face responses from the teacher and from their peers. Teacher can see not only what students are producing or not producing but also can practice with their body language. By facilitating the students to use Demonstrative Placards it increased the students discourse in classroom and to interact with their friends and the teacher.

Demonstrative Placard is one of the ways that is effective to teach story telling. In learning process Demonstrative placards is a technique to help students shape their ideas. Demonstrative Placards also help the students to understand the language feature of story telling. Based on Dobbs (2011, p. 3), Demonstrative placards can help teachers manage the classroom, can be a valuable tool, and can be a way to record student input. It means that Demonstrative Placards is a technique in teaching learning process, which has many varied benefits. According to Dobbs (2011, p. 5), using Demonstrative placards help students focus on what we are saying when we introduce them to new language concepts and it helps them understand and remember what they hear. Students who have been made aware that placards belong to them as well as to the teacher sometimes speak spontaneously.

Every technique gives impact towards the students' psychology. The psychology of the students itself which is related to the language learning is called psycholinguistic. According to Richards & Schmidt (2010), psycholinguistic is the study of the mental processes that a person uses in producing and understanding language and how humans learn language. It means that mental processes of the students should be concerned which is affected by the used technique that gives impact on the learning styles.

According to Kolb and Mc Carthy it can be concluded that Demonstrative Placards, provides only three learning styles of the students. Demonstrative Placards, provide students to be imaginative the story and attuned to people's feelings. Demonstrative Placards be able to the students to concepts the idea of the story and they can experiment by story telling. Demonstrative Placards also be able to provide the students to combine their ideas into speaking and demonstrate.

Demonstrative Placard is categorized as Communicative Language Teaching Approach. According to Richards and Rodgers (1986, p.

69) “the communicative approach in language teaching starts from a theory of language as communication.” They also add that the primary function of language is for interaction and communication; language is a system for the expression of meaning. It means that Demonstrative Placards provides the students to speak rather than write, believes that language is to be used in communication and interaction. There are also many positive outcomes by implementing skills integration.

The previous research dealing with the use of Hand Puppet in Retelling story is effective in retelling for the Eight Grade students of SMP Negeri 2 Mempawah Hilir in academic year 2013/2014 by Risky from University Tanjungpura Pontianak, West Borneo. This research is a little bit difference with the previous research concerning the technique used. But, using this technique also supports the activity in speaking lesson. It can help students to have a good preparation which they draft their ideas before going to deliver their messages. Hand Puppet in Retelling Story and Demonstrative Placards have same procedure because both of them help students to organize their ideas as well as to help producing meaningful sentences which are useful to guide them in delivering the messages fluently without hesitation. The objective of the study was to find out whether or not it is effective the use of Demonstrative Placards to teach story telling to the Tenth Grade students of SMA Negeri 1 Sungai Ambawang in Academic Year 2016/2017.

## RESEARCH METHODOLOGY

### Form of Research

In doing this research, the researcher used the experimental research. The form of research was quasi-experimental. Milis cited in Cresswell (2008, p. 299) states that experimental research is used when researcher wants to know the possible cause an effect between the independent and dependent variables. Muijis (2004, p. 18) states that the

quasi experimental research is conducted by dividing the subjects in two groups: experimental and control group. This research is employed with the equivalent control group in which researcher studied and compared both experimental and control group without administers and randomization. Both group received the pre-test and post-test, but the control group would not receive the treatment. According to Louise Cohen (2007, p. 283) the post- test two Experimental Group I, receives Intervention and Experimental Group II, receive Intervention 2, while the post-tests are given to both groups. One of the most commonly used quasi experimental designs in educational research can be represented as:

**Table 1**

### Quasi Experimental Study

SAMPLE	Pre-Test	Treatment	Post-Test
Experimental Group	O <sub>1</sub>	X	O <sub>2</sub>
Control Group	O <sub>3</sub>	-	O <sub>4</sub>

Louise Cohen (2007, p. 283)

Where:

- O<sub>1</sub> : Experimental group in Pre-Test
- X : Treatment using Demonstrative Placards
- O<sub>2</sub> : Experimental in Post-Test
- O<sub>3</sub> : Control group in Pre-Test
- O<sub>4</sub> : Control Group in Post-Test

### Procedure of Research

There were some steps that the researcher followed in conducting this research. Firstly, defining the population. Secondly, taking the sample. Thirdly, administrating pre-test. Fourthly, giving the treatment. There are three treatments of this research. Fifthly, administrating post-test. And lastly, organizing and analysing the data.

### Population and Sample

Population can be defined as the whole participants of research subject. According to Best (2006, p. 13), a population is defined as a group of individuals with at least one common characteristic which distinguishes that group from other individuals. It means that population is any group of individuals that has one or more characteristics in common and that are of interest to the researcher. In this research the population is all the Tenth Grade students of SMA Negeri 1 Sungai Ambawang in Academic Year 2016/2017. The researcher chose this school based on the consideration that the researcher had done teaching practice and small observation to the school of SMA Negeri 1 Sungai Ambawang. The researcher had known the condition and situation in that school especially the tenth grade. There are six classes of the Tenth Grade students of SMA Negeri 1 Sungai Ambawang, which consist of 218 students.

Sample is the small number of people who is being observed by the researcher (Cohen, Manion, & Morrison, 2005 p.93). Moreover, Marczyk, Dematteo, & Festinger (2005, p. 18) stated that sample is the subset of the population being observed in the study. Considering the features of quasi-experimental design that is impossible for the researcher to control the assignment all of the students, therefore the sample was chosen by using cluster random sampling. So, there were two classes, one as the experimental group which the reseacher taught by using Demonstrative Placards, while the other one as a control group that only treat by conventional technique. The researcher assumed that the types of both classes are homogenous and their English mastery is almost similar.

### Technique and Tool of Collecting Data

In this research, the technique of data collection that was used by the researcher was measurement technique. Each group of students told the story in front of class as the

pre-test and post-test. The result of pre-test and post-test was used to know the effectiveness of the use of Demonstrative Placards. The pre-test was administrated to the students before implementing the treatment to know the students' ability. After giving the treatment, the post-test was administrated to see the effect size of the use of Demonstrative Placards.

### Technique of Analyzing Data

In technique of data analysis, the researcher got all data from pre-test and post-test. The purpose of analyzing the data was to know the effect size of the use of Demonstrative Placards to teach story telling.

In relation to the problem formulations, technique of data analysis presented some analysis to find out the result of this research. Therefore, the following analysis was done by the researcher concerning to the problem following by formula:

Firstly, to find out the mean score of pre-test and post-test, the following formula was applied by Louise Cohen (2007, p. 251). Mean score of pre-test of experimental group.

$$M = \frac{\sum X}{N} \dots\dots\dots(1)$$

$$M = 56.684$$

Mean score of post-test of experimental group.

$$M = \frac{\sum X}{N} \dots\dots\dots(2)$$

$$M = 82.473$$

Secondly, to find out standard deviation squared of each group, the following formula was applied by Kubiszyn & Borich (2003, p. 270):

$$S = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N}} \dots\dots\dots(3)$$

$$S = 8.475$$

Thirdly, to find out the pooled standard deviation, the following formula was applied:

$$SD_{pooled} = \frac{SD_E + SD_C}{2} \dots \dots \dots (4)$$

$$SD_{pooled} = 7.742$$

Fourthly, to know the effectiveness of the treatment, researcher used t-test, the following formula was applied:

$$t = \frac{MD_e - MD_c}{\sqrt{\frac{(N_e - 1)S_e^2 + (N_c - 1)S_c^2}{N_e + N_c - 2} \left[ \frac{1}{N_e} + \frac{1}{N_c} \right]}} = 4.152 \dots (5)$$

Lastly, to find out the effectiveness of the treatment, the following formula was applied:

$$ES = \frac{M_{Experiment} - M_{Control}}{Pooled\ Standard\ Deviation} \dots \dots \dots (6)$$

$$ES = 0.969$$

**Table 2**  
**The Criteria of Effect Size**

Effect Size	Qualification
ES < 0.1	Weak Effect
ES < 0.3	Modest Effect
ES < 0.5	Moderate Effect
ES < 0.8	Strong Effect
ES ≥ 0.8	Very Strong

Cohen, Manion, & Morrison (2007, p. 521)

**FINDINGS AND DISCUSSION**

**Research Findings**

After the researcher got analysis pretest and posttest in experimental group, the researcher analyzed the data by using t-test formula. Based on the calculation above, the researcher found that the mean score of pre-test from experimental group was 56.684 and the mean score of post-test from experimental group was 82.473. Then, the mean score of pre-test from control group was 51.052 and the mean score of post-test from control group was 75.131. The standard deviation squared of

experimental group was 8.475 and standard deviation squared of control group was 7.410. Then, the pooled standard deviation was 7.742. The mean deviation score of experimental group was 25.789 and the mean deviation score of control group was 24.078. T-value was 4.152 and the effect size score was 0.969.

**Discussion**

Based on the result of data analysis and the finding above, the researcher found that the use of Demonstrative Placards gave the contribution towards the students' ability in speaking narrative text and also in their learning, especially in fluency, accuracy, vocabulary, grammar, and pronunciation. It is supported by theory of Petty (2009, p. 182) that demonstrative placards provides the 'doing-detail' that showed, is so vital for learning physical and intellectual skills: it shows how the task is carried out, what the task achieves, to what standard it should be carried out, the indicators that the task has been carried out successfully.

The researcher found that the use of Demonstrative Placards technique in teaching speaking narrative text is appropriate in student's learning process where the teacher wants the students to be able to speak and express their ideas by using their own words since it can be understood by others. In learning process Demonstrative Placard is a technique to help students shape their ideas. According to Dobbs (2011, p. 5), using Demonstrative placards help students focus on what they are saying when we introduce them to new language concepts and it helps them understand and remember what they hear. Demonstrative Placards also help the students to understand the language feature of story telling. Demonstrative Placard is a creative activity because when creating the placard students tried to find things related to the topic. From the data analysis in the previous part, it was found that the students' speaking narrative text increased significantly after the class

received three-time treatment by the application of Demonstrative Placards. So, this technique helped the students to find and generate ideas before they story telling.

In the first treatment, the students were seen little bit difficult to use Demonstrative Placards in story telling. It is because they were lack at fluency, accuracy, vocabulary, grammar, and pronunciation as basic skill that should be mastered by the students before speaking. In this meeting, the researcher showed the procedure of Demonstrative Placards. Then, the researcher and the students discussed about the material together.

In the second treatment, the researcher asked the students to practice story telling through Demonstrative Placards. In application Demonstrative Placards, the researcher found some problems: first, the students liked to make noise. Second, sometimes the students busy with their own activity when their friends were performing in front of class. Third, while perform there are so many repetition.

In the third treatment, the researcher found that the students started to be familiar with the activity. They could run the teacher's instruction well and enjoy they task. After the treatment was given, the students know how to story telling through Demonstrative Placards. It was due to the steps that must be done by students in Demonstrative Placards. Those steps helped the students to concept the narrative text. Which students write the words and phrases in placards related to the topic. In the second step, the students speak the generic structure of narrative text; orientation, complication, and resolution, it makes them easily to speak narrative text based on generic structure.

Demonstrative Placards could be recommended one of solution for teachers to bring their students to a new concept in teaching the students to speak in English. It was indicated by the different scores that were gotten by the students before and after the treatments implemented in their class. All of

the score were higher after the technique was introduced and implemented in that class rather than before the technique applied. The students master of fluency, accuracy, vocabulary, grammar, and pronunciation as the basic skill of speaking English. Based on the data analysis, the calculation of the Effect size was categorized very strong that led the researcher to reject the Null hypothesis and concluded that the use of Demonstrative Placards gave highly significant effect in story telling. So, the problem of this research can be answered that the use Demonstrative Placards to teach story telling was effective to the Tenth Grade students of SMA Negeri 1 Sungai Ambawang in Academic Year 2016/2017.

## **CONCLUSION AND SUGGESTION**

### **Conclusion**

Based on the result of the research to the Tenth Grade students of SMA Negeri 1 Sungai Ambawang in Academic Year 2016/2017, the researcher makes some conclusions are: Firstly, teaching narrative text using Demonstrative Placards affect significantly the students' ability in story telling. It showed by the students score in experimental group which is higher than the control group and the effect of the treatment considered as high. Secondly, Demonstrative Placards has an effect on teaching narrative text. This technique could make the students speak spontaneous in teaching and learning process without having worry to make mistake. The effect could be seen from the students' average score before and after the treatment is different between students' speaking skill in narrative text by using and without Demonstrative Placards with criteria effect is very strong.

### **Suggestion**

Based on the conclusion above, the researcher would like to give some suggestions. The result of this study showed that it is effective to be applied in teaching and learning process. There are some points that

the researcher might suggest: (1) in applying this technique, the teacher should make sure that the students have fully understood and have information they need. The teacher should explain steps and show the ways of Demonstrative Placards. (2) The teachers should use Demonstrative Placards for students' speaking skill in narrative text as a technique to be used in the classroom. So, students can produce a better speaking in story telling. (3) The teacher should be more creative to find out the various themes of the narrative text. The narrative text can be found not only in students' guide book, but the teacher can also find it in the narrative text collection in internet. It is better if the teacher select the topic of narrative text that is interesting for students.

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