

Appendices

Appendix 1

Observation Checklist

Meeting 1

Cycle/Meeting : 1/1

School : SMP Negeri 12 Sepauk

Class/ Semester : VIII / 2

Sub Material : Speaking (Narrative Text)

Date and Time : May 29th 2025

Time Allocation : 2 x 40 menit

No	Activity	Indicator	Score			
			1	2	3	4
1	Preliminary Activity	Students respectfully respond to the teacher's greeting.			✓	
		Students sincerely pray before starting the lesson.			✓	
		Students listen carefully to the teacher's explanation about the objectives and benefits of storytelling.		✓		
		Students pay attentive attention to the competencies to be achieved during the lesson.	✓			
2	Main	Students observe carefully as the teacher		✓		

	Activity	demonstrates storytelling using the Word-Picture Chain Cards.				
		Students join their assigned small groups cooperatively and on time.	✓			
		Each group receives the set of Word-Picture Chain Cards and handles them responsibly.	✓			
		Students discuss the correct sequence of cards with their group members in a collaborative and respectful manner.	✓			
		Students take turns continuing the story based on the card they hold, speaking confidently and clearly.		✓		
		Students work together in their group to construct a complete and coherent story.	✓			
		Students actively participate in the storytelling activity by using the given keywords and images effectively.		✓		
		Students practice storytelling in front of the class one by one using the Word-Picture Chain Cards as a visual guide.	✓			
		Students listen carefully and observe their classmates' storytelling performances attentively.	✓			

		Students receive and respond to teacher feedback on their storytelling performance, focusing on pronunciation, fluency, vocabulary, grammar, and comprehension.		✓		
3	Closing Activity	Students reflect on their experience creating and telling a story individually.	✓			
		Students discuss actively the challenges they faced during the individual storytelling activity and how they can improve in the next session.	✓			
		Students listen carefully to the teacher's explanation that in the next meeting, the remaining students will continue their individual storytelling presentations.		✓		
		Students pray together to close the lesson.			✓	
		Students respond actively to the teacher's farewell greeting in English.			✓	

Sepulut, May 29th 2025

Observer



Paulus Yolfus Atar, S. Pd

$$\text{Preliminary} = \frac{(1 \times 1) + (2 \times 1) + (3 \times 2) + (4 \times 0)}{16} \times 100\%$$

$$= 56,25\%$$

$$\text{Main} = \frac{(1 \times 4) + (2 \times 6) + (3 \times 0) + (4 \times 0)}{40} \times 100\%$$

$$= 40\%$$

$$\text{Closing} = \frac{(1 \times 2) + (2 \times 1) + (3 \times 2) + (4 \times 0)}{20} \times 100\%$$

$$= 50\%$$

Scale :

- 1: Does not participate or is very low on participation. (0-6)
- 2: Does participate but is not very active or does not follow instructions. (7-13)
- 3: Does participate well but still has some shortcomings. (14-19)
- 4: Does participate very well, actively, and meets expectations. (20-26)

Appendix 2

Observation Checklist

Meeting 2

Cycle/Meeting : 1/2

School : SMP Negeri 12 Sepauk

Class/ Semester : VIII / 2

Sub Material : Speaking (Narrative Text)

Date and Time : May 30th 2025

Time Allocation : 2 x 40 menit

No	Activity	Indicator	Score			
			1	2	3	4
1	Preliminary Activity	Students respond politely and enthusiastically to the teacher's greeting.			✓	
		Students pray before starting the lesson.			✓	
		Students review the previous lesson about storytelling using the Word-Picture Chain Cards technique.		✓		
		Students listen carefully to the teacher's explanation of the learning objectives for this meeting.		✓		
2	Main	Students enthusiastically watch and pay attention to the teacher's storytelling		✓		

	Activity	demonstration.				
		Students actively recall and discuss the story they created in groups during the previous lesson.	✓			
		Students practice retelling their stories individually with focus and confidence.	✓			
		Students come to the front of the class and independently retell their stories using the Word-Picture Chain Cards.	✓			
		Students pay close attention and listen respectfully to their classmates' storytelling performances.		✓		
		Students listen carefully to the teacher's feedback on their storytelling performance, including pronunciation, fluency, vocabulary, and structure.		✓		
		Students ask relevant questions or participate in discussion about the difficulties they experienced during the storytelling activity.	✓			
3	Closing Activity	Students reflect on their storytelling performance and express their feelings or progress.		✓		
		Students discuss the challenges they faced and share strategies for improvement with their	✓			

		peers or the teacher.				
		Students listen attentively to the teacher's summary of the lesson and take note of points for improvement.	✓			
		Students listen to the explanation of the next meeting's activities and show understanding.	✓			
		Students participate in the closing prayer respectfully.			✓	
		Students respond to the teacher's farewell greeting in English with appropriate expressions.			✓	

Sepulut, May 30th 2025

Observer



Paulus Yohanes Atar, S. Pd

$$\text{Preliminary} = \frac{(1 \times 0) + (2 \times 2) + (3 \times 2) + (4 \times 0)}{16} \times 100\%$$

$$= 62,5\%$$

$$\text{Main} = \frac{(1 \times 1) + (2 \times 5) + (3 \times 1) + (4 \times 0)}{28} \times 100\%$$

$$= 50\%$$

$$\text{Closing} = \frac{(1 \times 1) + (2 \times 3) + (3 \times 2) + (4 \times 0)}{24} \times 100\%$$

$$= 54,16\%$$

Scale :

- 1: Does not participate or is very low on participation. (0-6)
- 2: Does participate but is not very active or does not follow instructions. (7-13)
- 3: Does participate well but still has some shortcomings. (14-19)
- 4: Does participate very well, actively, and meets expectations. (20-26)

Appendix 3

Observation Checklist

Meeting 1

Cycle/Meeting : 2 / 1

School : SMP Negeri 12 Sepauk

Class/ Semester : VIII / 2

Sub Material : Speaking (Narrative Text)

Date and Time : June, 2nd 2025

Time Allocation : 2 x 40 minutes

No	Activity	Indicator	Score			
			1	2	3	4
1	Preliminary Activity	Students respectfully respond to the teacher's greeting.				✓
		Students sincerely pray before starting the lesson.				✓
		Students listen carefully to the teacher's explanation about the objectives and benefits of storytelling.			✓	
		Students pay attentive attention to the competencies to be achieved during the lesson.		✓		
2	Main Activity	Students observe carefully as the teacher demonstrates storytelling using the Word-			✓	

	Picture Chain Cards.				
	Students join their assigned small groups cooperatively and on time.	✓			
	Each group receives the set of Word-Picture Chain Cards and handles them responsibly.	✓			
	Students discuss the correct sequence of cards with their group members in a collaborative and respectful manner.				✓
	Students take turns continuing the story based on the card they hold, speaking confidently and clearly.	✓			
	Students work together in their group to construct a complete and coherent story.	✓			
	Students actively participate in the storytelling activity by using the given keywords and images effectively.			✓	
	Students practice storytelling in front of the class one by one using the Word-Picture Chain Cards as a visual guide.				✓
	Students listen carefully and observe their classmates' storytelling performances attentively.	✓			
	Students receive and respond to teacher feedback on their storytelling performance,	✓			

		focusing on pronunciation, fluency, vocabulary, grammar, and comprehension.				
3	Closing Activity	Students reflect on their experience creating and telling a story individually.			✓	
		Students discuss actively the challenges they faced during the individual storytelling activity and how they can improve in the next session.				✓
		Students listen carefully to the teacher's explanation that in the next meeting, the remaining students will continue their individual storytelling presentations.			✓	
		Students pray together to close the lesson.				✓
		Students respond actively to the teacher's farewell greeting in English.				✓

Sepulut, June 2nd 2025

Observer



Paulus Yolfus Atar, S. Pd

$$\text{Preliminary} = \frac{(1 \times 0) + (2 \times 1) + (3 \times 1) + (4 \times 2)}{16} \times 100\%$$

$$= 81,25\%$$

$$\text{Main} = \frac{(1 \times 0) + (2 \times 6) + (3 \times 2) + (4 \times 2)}{40} \times 100\%$$

$$= 65\%$$

$$\text{Closing} = \frac{(1 \times 0) + (2 \times 0) + (3 \times 2) + (4 \times 3)}{20} \times 100\%$$

$$= 90\%$$

Scale :

- 1: Does not participate or is very low on participation. (0-6)
- 2: Does participate but is not very active or does not follow instructions. (7-13)
- 3: Does participate well but still has some shortcomings. (14-19)
- 4: Does participate very well, actively, and meets expectations. (20-26)

Appendix 4

Observation Checklist

Meeting 2

Cycle/Meeting : 2 / 2

School : SMP Negeri 12 Sepauk

Class/ Semester : VIII / 2

Sub Material : Speaking (Narrative Text)

Date and Time : June 3rd 2025

Time Allocation : 2 x 40 menit

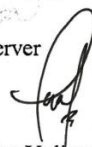
No	Activity	Indicator	Score			
			1	2	3	4
1	Preliminary Activity	Students respond politely and enthusiastically to the teacher's greeting.				✓
		Students pray before starting the lesson.				✓
		Students review the previous lesson about storytelling using the Word-Picture Chain Cards technique.			✓	
		Students listen carefully to the teacher's explanation of the learning objectives for this meeting.				✓
2	Main	Students enthusiastically watch and pay attention to the teacher's storytelling			✓	

	Activity	demonstration.				
		Students actively recall and discuss the story they created in groups during the previous lesson.			✓	
		Students practice retelling their stories individually with focus and confidence.		✓		
		Students come to the front of the class and independently retell their stories using the Word-Picture Chain Cards.				✓
		Students pay close attention and listen respectfully to their classmates' storytelling performances.		✓		
		Students listen carefully to the teacher's feedback on their storytelling performance, including pronunciation, fluency, vocabulary, and structure.		✓		
		Students ask relevant questions or participate in discussion about the difficulties they experienced during the storytelling activity.			✓	
3	Closing Activity	Students reflect on their storytelling performance and express their feelings or progress.			✓	
		Students discuss the challenges they faced and share strategies for improvement with their		✓		

	peers or the teacher.				
	Students listen attentively to the teacher's summary of the lesson and take note of points for improvement.			✓	
	Students listen to the explanation of the next meeting's activities and show understanding.			✓	
	Students participate in the closing prayer respectfully.				✓
	Students respond to the teacher's farewell greeting in English with appropriate expressions.				✓

Sepulut, June 3rd 2025

Observer



Paulus Yofus Atar, S. Pd

$$\text{Preliminary} = \frac{(1 \times 0) + (2 \times 0) + (3 \times 1) + (4 \times 3)}{16} \times 100\%$$

$$= 93,75\%$$

$$\text{Main} = \frac{(1 \times 0) + (2 \times 3) + (3 \times 3) + (4 \times 1)}{28} \times 100\%$$

$$= 67,85\%$$

$$\text{Closing} = \frac{(1 \times 0) + (2 \times 1) + (3 \times 3) + (4 \times 1)}{24} \times 100\%$$

$$= 79,16\%$$

Scale :

- 1: Does not participate or is very low on participation. (0-6)
- 2: Does participate but is not very active or does not follow instructions. (7-13)
- 3: Does participate well but still has some shortcomings. (14-19)
- 4: Does participate very well, actively, and meets expectations. (20-26)

Appendix 5

INTERVIEW GUIDLINE

(For Students)

No	Indicator	Questions
1	Students' Perception of Storytelling	1. What do you know about storytelling? 2. How did you feel when you first learned storytelling using the Word-Picture Chain Cards?
2	Learning Experience with Word- Picture Chain Cards	1. Do you think the word- picture cards helped you to understand or create your story? 2. How did you and your group use the cards to build a story? 3. Did you find it easy or difficult to use the cards? Why?
	Student Participation and Engagement	1. What was your role in the group during the storytelling activity? 2. Were you actively involved in group discussions and sharing ideas? Can you give an example? 3. Do you think all group members participated actively? Why or why not?
4	Benefits and Challenges	1. What benefits did you get from doing the activity? 2. What challenges or difficulties did you experience while learning through this technique?

5	Suggestions and General Feedback	1. Would you like to learn using this technique again in the future? Why? 2. What suggestions do you have to make this activity more fun or helpful in learning English?
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Appendix 6

Transkript of Interview

Day/Date : May 29th 2025

Student Code : S1

Cycle : 1

I : How do you feel when you first learned storytelling using word picture chain cards?

(Apa yang kamu rasakan ketika pertama kali belajar storytelling menggunakan Word Picture Chain Card?)

S1 : I felt very happy and excited because the word picture chain cards helped me create interesting stories.

(Saya merasa senang dan semangat karena Word Picture Chain Cards membantu saya membuat cerita yang menarik)

I : Do the word picture chain cards help you understand or create a story?

(Apakah Word Picture Chain Card membantu kamu untuk memahami atau membuat cerita dengan lebih mudah?)

S1 : Yes, they really helped because the pictures and words sparked my imagination.

(Iya, karena gambar dan kata tersebut membantu mengembangkan imajinasi saya)

I : Did all group members participate actively?

(Apakah semua anggota kelompokmu berpartisipasi dengan aktif?)

S1 : Most were active, though some were quiet. But the cards made them braver to speak.

(Kebanyakan dari mereka aktif, namun beberapa ada yang tidak. Tapi kartu-kartu tersebut membuat mereka berani untuk berbicara)

I : What challenges did you face while using this technique?

(Apa tantangan yang kamu hadapi ketika menggunakan teknik ini?)

S1 : I had a little trouble connecting the cards in a logical order, but my friends helped me.

(Saya mengalami kesulitan untuk menyambungkan kartu dengan logika saya, namun teman saya membantu)

I : Would you like to use this technique again in the future? Why?

(Maukah kamu menggunakan teknik ini lagi dimasa depan?)

S1 : Yes, because it's fun and helps improve my language skills.

(Iya, Karena itu menyenangkan dan membantu saya mengembangkan kemampuan berbahasa saya)

Appendix 7

Transkript of Interview

Day/Date : May 29th 2025
 Student Code : S2
 Cycle : 1

I : How do you feel when you first learned storytelling using word picture chain cards?

(Apa yang kamu rasakan ketika pertama kali belajar storytelling menggunakan Word Picture Chain Card?)

S2 : I was very happy and excited because the cards helped me make creative stories.

(Saya merasa sangat senang dan antusias karena kartu-kartu tersebut membantu saya membuat cerita yang lebih imajinatif dan kreatif.)

I : Do the word picture chain cards help you understand or create a story?

(Apakah Word Picture Chain Card membantu kamu untuk memahami atau membuat cerita dengan lebih mudah?)

S2 : Yes, very helpful. They triggered my imagination and made me think more broadly.

(Ya, sangat membantu. Kartu-kartu itu memicu imajinasi saya dan membuat saya berpikir lebih luas.)

I : Did all group members participate actively? Why or why not?

(Apakah semua anggota kelompokmu berpartisipasi dengan aktif?)

S2 : Most were active, a few were shy, but the cards encouraged them to share ideas.

(Sebagian besar aktif. Beberapa ada yang malu, tapi kartu-kartu itu mendorong semua orang untuk berbagi ide.)

I : What challenges did you face while using this technique?

(Apa tantangan yang kamu hadapi ketika menggunakan teknik ini?)

S2 : Connecting the cards logically was hard, but teamwork helped us finish the story.

(Yang menantang adalah menghubungkan kartu-kartu secara logis, tapi kerja sama tim membantu kami menyelesaikan ceritanya.)

I : Would you like to use this technique again in the future? Why?

(Maukah kamu menggunakan teknik ini lagi dimasa depan? Berikan alasanmu!)

S2 : Yes, it improves both my language and creativity.

(Ya, karena teknik ini membantu meningkatkan kemampuan bahasa dan kreativitas saya.)

Appendix 8

Transkript of Interview

Day/Date : May 29th 2025
 Student Code : S3
 Cycle : 1

I : How do you feel when you first learned storytelling using word picture chain cards?

(Apa yang kamu rasakan ketika pertama kali belajar storytelling menggunakan Word Picture Chain Card?)

S3 : I felt very happy and excited because the word picture chain cards helped me create interesting stories.

(Saya merasa senang dan semangat karena Word Picture Chain Cards membantu saya membuat cerita yang menarik)

I : Do the word picture chain cards help you understand or create a story?

(Apakah Word Picture Chain Card membantu kamu untuk memahami atau membuat cerita dengan lebih mudah?)

S3 ; Yes, they really helped because the pictures and words sparked my imagination.

(Iya, karena gambar dan kata tersebut membantu mengembangkan imajinasi saya)

I : Did all group members participate actively? Why or why not?

(Apakah semua anggota kelompokmu berpartisipasi dengan aktif?)

S3 : Most were active, though some were quiet. But the cards made them braver to speak.

(Kebanyakan dari mereka aktif, namun beberapa ada yang tidak. Tapi kartu-kartu tersebut membuat mereka berani untuk berbicara)

I : What challenges did you face while using this technique?

(Apa tantangan yang kamu hadapi ketika menggunakan teknik ini?)

S3 : I had a little trouble connecting the cards in a logical order, but my friends helped me.

(Saya mengalami kesulitan untuk menyambungkan kartu dengan logika saya, namun teman saya membantu)

I ; Would you like to use this technique again in the future? Why?
(Maukah kamu menggunakan teknik ini lagi dimasa depan? Berikan alasanmu!)

S3 : Yes, because it's fun and helps improve my language skills.
(Iya, Karena itu menyenangkan dan membantu saya mengembangkan kemampuan berbahasa saya)

Appendix 9

Transkript of Interview

Day/Date : May 29th 2025
 Student Code : S4
 Cycle : 1

I : How do you feel when you first learned storytelling using word picture chain cards?

(Apa yang kamu rasakan ketika pertama kali belajar storytelling menggunakan Word Picture Chain Card?)

S4 : I was happy because the cards helped me make interesting stories and be more confident.

(Saya senang karena kartu-kartu tersebut membantu saya membuat cerita yang menarik dan menjadi lebih percaya diri.)

I : Do the word picture chain cards help you understand or create a story?

(Apakah Word Picture Chain Card membantu kamu untuk memahami atau membuat cerita dengan lebih mudah?)

S4 : Yes, they gave me ideas and made me more creative.

(Ya, kartu-kartu itu memberi saya ide dan membuat saya lebih kreatif.)

I : Did all group members participate actively? Why or why not?

(Apakah semua anggota kelompokmu berpartisipasi dengan aktif?)

S4 : Most were active, but some were quiet because they didn't understand well.

(Sebagian besar aktif, tetapi ada beberapa yang diam karena mereka kurang paham.)

I : What challenges did you face while using this technique?

(Apa tantangan yang kamu hadapi ketika menggunakan teknik ini?)

S4 : I had trouble connecting the cards, but we managed to do it together.

(Saya kesulitan menghubungkan kartu-kartunya, tetapi kami berhasil menyusunnya bersama-sama.)

I : Would you like to use this technique again in the future? Why?

(Maukah kamu menggunakan teknik ini lagi dimasa depan? Berikan alasanmu!)

S4 : Yes, it's fun and helps me learn in a creative way.

(Ya, karena menyenangkan dan membantu saya belajar dengan cara yang kreatif.)

Appendix 10

Transkript of Interview

Day/Date : May 29th 2025

Student Code : S5

Cycle : 1

I : How do you feel when you first learned storytelling using word picture chain cards?

(Apa yang kamu rasakan ketika pertama kali belajar storytelling menggunakan Word Picture Chain Card?)

S5 : I felt okay, it was interesting but a bit confusing at first.

(Saya merasa biasa saja, itu menarik tapi agak membingungkan pada awalnya.)

I : Do the word picture chain cards help you understand or create a story?

(Apakah Word Picture Chain Card membantu kamu untuk memahami atau membuat cerita dengan lebih mudah?)

S5 : They helped, but I still needed help from friends.

(Ya, membantu, tapi saya masih perlu bantuan dari teman-teman.)

I : Did all group members participate actively? Why or why not?

(Apakah semua anggota kelompokmu berpartisipasi dengan aktif?)

S5 : Some were active, but others were quiet.

(Beberapa aktif, tapi yang lain diam saja.)

I : What challenges did you face while using this technique?

(Apa tantangan yang kamu hadapi ketika menggunakan teknik ini?)

S5 : I had trouble making the story logical.

(Saya kesulitan membuat ceritanya menjadi logis.)

I : Would you like to use this technique again in the future? Why?

(Maukah kamu menggunakan teknik ini lagi dimasa depan? Berikan alasanmu!)

S5 : Yes, because it was fun and I want to improve.

(Ya, karena menyenangkan dan saya ingin lebih berkembang.)

Appendix 11

Transkript of Interview

Day/Date : May 29th 2025

Student Code : S6

Cycle : 1

I : How do you feel when you first learned storytelling using word picture chain cards?

(Apa yang kamu rasakan ketika pertama kali belajar storytelling menggunakan Word Picture Chain Card?)

S6 : I felt very happy and excited because the word picture chain cards helped me create interesting stories.

(Saya merasa senang dan semangat karena Word Picture Chain Cards membantu saya membuat cerita yang menarik)

I : Do the word picture chain cards help you understand or create a story?

(Apakah Word Picture Chain Card membantu kamu untuk memahami atau membuat cerita dengan lebih mudah?)

S6 : Yes, they really helped because the pictures and words sparked my imagination.

(Iya, karena gambar dan kata tersebut membantu mengembangkan imajinasi saya)

I : Did all group members participate actively? Why or why not?

(Apakah semua anggota kelompokmu berpartisipasi dengan aktif?)

S6 : Most were active, though some were quiet. But the cards made them braver to speak.

(Kebanyakan dari mereka aktif, namun beberapa ada yang tidak. Tapi kartu-kartu tersebut membuat mereka berani untuk berbicara)

I : What challenges did you face while using this technique?

(Apa tantangan yang kamu hadapi ketika menggunakan teknik ini?)

S6 : I had a little trouble connecting the cards in a logical order, but my friends helped me.

(Saya mengalami kesulitan untuk menyambungkan kartu dengan logika saya, namun teman saya membantu)

I : Would you like to use this technique again in the future? Why?

(Maukah kamu menggunakan teknik ini lagi dimasa depan? Berikan alasanmu!)

S6 : Yes, because it's fun and helps improve my language skills.

(Iya, Karena itu menyenangkan dan membantu saya mengembangkan kemampuan berbahasa saya)

Appendix 12

Transkript of Interview

Day/Date : May 29th 2025
 Student Code : S7
 Cycle : 1

I : How do you feel when you first learned storytelling using word picture chain cards?

(Apa yang kamu rasakan ketika pertama kali belajar storytelling menggunakan Word Picture Chain Card?)

S7 : I was very happy and excited because the cards helped me make creative stories.

(Saya merasa sangat senang dan antusias karena kartu-kartu tersebut membantu saya membuat cerita yang lebih imajinatif dan kreatif.)

I : Do the word picture chain cards help you understand or create a story?

(Apakah Word Picture Chain Card membantu kamu untuk memahami atau membuat cerita dengan lebih mudah?)

S7 : Yes, very helpful. They triggered my imagination and made me think more broadly.

(Ya, sangat membantu. Kartu-kartu itu memicu imajinasi saya dan membuat saya berpikir lebih luas.)

I : Did all group members participate actively? Why or why not?

(Apakah semua anggota kelompokmu berpartisipasi dengan aktif?)

S7 : Most were active, a few were shy, but the cards encouraged them to share ideas.

(Sebagian besar aktif. Beberapa ada yang malu, tapi kartu-kartu itu mendorong semua orang untuk berbagi ide.)

I : What challenges did you face while using this technique?

(Apa tantangan yang kamu hadapi ketika menggunakan teknik ini?)

S7 : Connecting the cards logically was hard, but teamwork helped us finish the story.

(Yang menantang adalah menghubungkan kartu-kartu secara logis, tapi kerja sama tim membantu kami menyelesaikan ceritanya.)

I : Would you like to use this technique again in the future? Why?
(Maukah kamu menggunakan teknik ini lagi dimasa depan? Berikan alasanmu!)

S7 : Yes, it improves both my language and creativity.
(Ya, karena teknik ini membantu meningkatkan kemampuan bahasa dan kreativitas saya.)

Appendix 13

Transkript of Interview

Day/Date : May 29th 2025
 Student Code : S8
 Cycle : 1

I : How do you feel when you first learned storytelling using word picture chain cards?

(Apa yang kamu rasakan ketika pertama kali belajar storytelling menggunakan Word Picture Chain Card?)

S8 : I felt very happy and excited because the word picture chain cards helped me create interesting stories.

(Saya merasa senang dan semangat karena Word Picture Chain Cards membantu saya membuat cerita yang menarik)

I : Do the word picture chain cards help you understand or create a story?

(Apakah Word Picture Chain Card membantu kamu untuk memahami atau membuat cerita dengan lebih mudah?)

S8 : Yes, they really helped because the pictures and words sparked my imagination.

(Iya, karena gambar dan kata tersebut membantu mengembangkan imajinasi saya)

I : Did all group members participate actively? Why or why not?

(Apakah semua anggota kelompokmu berpartisipasi dengan aktif?)

S8 : Most were active, though some were quiet. But the cards made them braver to speak.

(Kebanyakan dari mereka aktif, namun beberapa ada yang tidak. Tapi kartu-kartu tersebut membuat mereka berani untuk berbicara)

I : What challenges did you face while using this technique?

(Apa tantangan yang kamu hadapi ketika menggunakan teknik ini?)

S8 : I had a little trouble connecting the cards in a logical order, but my friends helped me.

(Saya mengalami kesulitan untuk menyambungkan kartu dengan logika saya, namun teman saya membantu)

I : Would you like to use this technique again in the future? Why?
(*Maukah kamu menggunakan teknik ini lagi dimasa depan? Berikan alasanmu!*)

S8 : Yes, because it's fun and helps improve my language skills.
(*Iya, Karena itu menyenangkan dan membantu saya mengembangkan kemampuan berbahasa saya*)

Appendix 14

Transkript of Interview

Day/Date : May 29th 2025
 Student Code : S9
 Cycle : 1

I : How do you feel when you first learned storytelling using word picture chain cards?

(Apa yang kamu rasakan ketika pertama kali belajar storytelling menggunakan Word Picture Chain Card?)

S9 : I felt okay, it was interesting but a bit confusing at first.

(Saya merasa biasa saja, itu menarik tapi agak membingungkan pada awalnya.)

I : Do the word picture chain cards help you understand or create a story?

(Apakah Word Picture Chain Card membantu kamu untuk memahami atau membuat cerita dengan lebih mudah?)

S9 : They helped, but I still needed help from friends.

(Ya, membantu, tapi saya masih perlu bantuan dari teman-teman.)

I : Did all group members participate actively? Why or why not?

(Apakah semua anggota kelompokmu berpartisipasi dengan aktif?)

S9 : Some were active, but others were quiet.

(Beberapa aktif, tapi yang lain diam saja.)

I : What challenges did you face while using this technique?

(Apa tantangan yang kamu hadapi ketika menggunakan teknik ini?)

S9 : I had trouble making the story logical.

(Saya kesulitan membuat ceritanya menjadi logis.)

I : Would you like to use this technique again in the future? Why?

(Maukah kamu menggunakan teknik ini lagi dimasa depan? Berikan alasanmu!)

S9 : Yes, because it was fun and I want to improve.

(Ya, karena menyenangkan dan saya ingin lebih berkembang.)

Appendix 15

Transkript of Interview

Day/Date : May 29th 2025
 Student Code : S10
 Cycle : 1

I : How do you feel when you first learned storytelling using word picture chain cards?

(Apa yang kamu rasakan ketika pertama kali belajar storytelling menggunakan Word Picture Chain Card?)

S10 : I felt okay, it was interesting but a bit confusing at first.

(Saya merasa biasa saja, itu menarik tapi agak membingungkan pada awalnya.)

I : Do the word picture chain cards help you understand or create a story?

(Apakah Word Picture Chain Card membantu kamu untuk memahami atau membuat cerita dengan lebih mudah?)

S10 : They helped, but I still needed help from friends.

(Ya, membantu, tapi saya masih perlu bantuan dari teman-teman.)

I : Did all group members participate actively? Why or why not?

(Apakah semua anggota kelompokmu berpartisipasi dengan aktif?)

S10 : Some were active, but others were quiet.

(Beberapa aktif, tapi yang lain diam saja.)

I : What challenges did you face while using this technique?

(Apa tantangan yang kamu hadapi ketika menggunakan teknik ini?)

S10 : I had trouble making the story logical.

(Saya kesulitan membuat ceritanya menjadi logis.)

I : Would you like to use this technique again in the future? Why?

(Maukah kamu menggunakan teknik ini lagi dimasa depan? Berikan alasanmu!)

S10 : Yes, because it was fun and I want to improve.

(Ya, karena menyenangkan dan saya ingin lebih berkembang.)

Appendix 16

Transkript of Interview

Day/Date : June, 4th 2025
 Student Code : S1
 Cycle : 2

I : After using the word picture chain cards again, how do you feel about learning with this technique now?

(Setelah menggunakan kembali Word Picture Chain Cards, bagaimana perasaanmu sekarang dalam belajar dengan teknik ini?)

S1 : I feel even more confident because I already know how to make good stories from the cards.

(Saya merasa lebih percaya diri karena saya sudah tahu cara membuat cerita yang bagus dari kartu-kartu itu.)

I : In what ways has the word-picture technique improved your storytelling skills since the first time?

(Dalam hal apa saja teknik gambar-kata ini meningkatkan kemampuan storytelling kamu sejak pertama kali digunakan?)

S1 : I can now build stories more smoothly and creatively using the cards.

(Saya sekarang dapat membuat cerita dengan lebih baik dan kreatif menggunakan kartu-kartu tersebut.)

I : How did your group collaboration change compared to before?

(Bagaimana kerja sama kelompokmu berubah dibandingkan sebelumnya?)

S1 : Everyone is more active and we share ideas better now.

(Semua orang menjadi lebih aktif dan kami saling berbagi ide dengan lebih baik sekarang.)

I : What challenges, if any, did you face this time?

(Tantangan apa, jika ada, yang kamu hadapi kali ini?)

S1 : It was easier now. We didn't have much difficulty like before.

(Sekarang menjadi lebih mudah. Kami tidak mengalami kesulitan seperti sebelumnya.)

I : What new things did you gain from this second experience?

(Hal baru apa yang kamu dapatkan dari pengalaman kedua ini?)

S1 : I learned to speak more fluently and think faster in English.

(Saya belajar untuk berbicara dengan lebih fasih dan berpikir lebih cepat dalam Bahasa Inggris.)

Appendix 17

Transkript of Interview

Day/Date : June, 4th 2025
 Student Code : S2
 Cycle : 2

I : After using the word picture chain cards again, how do you feel about learning with this technique now?

(Setelah menggunakan kembali Word Picture Chain Cards, bagaimana perasaanmu sekarang dalam belajar dengan teknik ini?)

S2 : I enjoy it more because I'm more confident and know how to use the cards well.

(Saya menikmatinya karena sekarang saya lebih percaya diri dan tahu bagaimana caranya menggunakan kartu-kartu tersebut dengan lebih baik.)

I : In what ways has the word-picture technique improved your storytelling skills since the first time?

(Dalam hal apa saja teknik gambar-kata ini meningkatkan kemampuan storytelling kamu sejak pertama kali digunakan?)

S2 : I can speak more clearly and structure my story better.

(Saya dapat berbicara dengan lebih jelas dan terstruktur serta membuat cerita saya lebih baik.)

I : How did your group collaboration change compared to before?

(Bagaimana kerja sama kelompokmu berubah dibandingkan sebelumnya?)

S2 : We worked more smoothly and helped each other improve.

(Kami bekerja dengan lebih baik dan saling membantu untuk saling meningkatkan kemampuan.)

I : What challenges, if any, did you face this time?

(Tantangan apa, jika ada, yang kamu hadapi kali ini?)

S2 : There were no big challenges. We already understood the process.

(Tidak ada kendala yang terlalu besar. Kami sudah mengerti prosesnya.)

I : What new things did you gain from this second experience?

(Hal baru apa yang kamu dapatkan dari pengalaman kedua ini?)

S2 : I feel more creative and fluent when telling stories.

(Saya merasa lebih kreatif dan fasih saat menceritakan suatu cerita.)

Appendix 18

Transkript of Interview

Day/Date : June, 4th 2025
 Student Code : S3
 Cycle : 2

I : After using the word picture chain cards again, how do you feel about learning with this technique now?

(Setelah menggunakan kembali Word Picture Chain Cards, bagaimana perasaanmu sekarang dalam belajar dengan teknik ini?)

S3 : It was more comfortable. I knew what to do and made a story faster.

(Saya merasa lebih baik dan saya tahu apa yang harus dilakukan dan membuat cerita secara cepat.)

I : In what ways has the word-picture technique improved your storytelling skills since the first time?

(Dalam hal apa saja teknik gambar-kata ini meningkatkan kemampuan storytelling kamu sejak pertama kali digunakan?)

S3 : I became more confident and had more ideas for my story.

(Saya menjadi lebih percaya diri dan mempunyai lebih banyak ide untuk cerita saya.)

I : How did your group collaboration change compared to before?

(Bagaimana kerja sama kelompokmu berubah dibandingkan sebelumnya?)

S3 : Yes, because we already understood the technique and helped each other.

(Ya, karena sekarang kami sudah lebih mengerti teknik tersebut dan saling membantu satu dan lainnya.)

I : What challenges, if any, did you face this time?

(Tantangan apa, jika ada, yang kamu hadapi kali ini?)

S3 : Just a little confusion, but we discussed it together.

(Kami sedikit kebingungan namun kami mendiskusikannya bersama-sama.)

I : What new things did you gain from this second experience?

(Hal baru apa yang kamu dapatkan dari pengalaman kedua ini?)

S3 : I liked that we worked better as a group and I could speak more fluently.

(Saya merasa bahwa kami dapat bekerja sama dengan baik dalam kelompok dan saya dapat berbicara dengan fasih sekarang.)

Appendix 19

Transkript of Interview

Day/Date : June, 4th 2025
 Student Code : S4
 Cycle : 2

I : After using the word picture chain cards again, how do you feel about learning with this technique now?

(Setelah menggunakan kembali Word Picture Chain Cards, bagaimana perasaanmu sekarang dalam belajar dengan teknik ini?)

S4 : It was better than before. I could follow the steps more easily.

(Sekarang jauh lebih baik dari sebelumnya. Saya dapat mengikuti langkahnya dengan lebih mudah sekarang.)

I : In what ways has the word-picture technique improved your storytelling skills since the first time?

(Dalam hal apa saja teknik gambar-kata ini meningkatkan kemampuan storytelling kamu sejak pertama kali digunakan?)

S4 : I was able to speak longer and with more confidence.

(Saya dapat berbicara jauh lebih lama dan lebih percaya diri.)

I : How did your group collaboration change compared to before?

(Bagaimana kerja sama kelompokmu berubah dibandingkan sebelumnya?)

S4 : Everyone worked together and contributed ideas.

(Semua orang bekerja sama dan berkontribusi memberikan ide.)

I : What challenges, if any, did you face this time?

(Tantangan apa, jika ada, yang kamu hadapi kali ini?)

S4 : Not much. We understood the steps clearly.

(Tidak banyak kendala. Kami mengerti langkahnya dengan lebih jelas.)

I : What new things did you gain from this second experience?

(Hal baru apa yang kamu dapatkan dari pengalaman kedua ini?)

S4 : I enjoyed speaking in front of the class without being too nervous.

(Saya menikmati berbicara di depan kelas tanpa merasa gugup.)

Appendix 20

Transkript of Interview

Day/Date : June, 4th 2025
 Student Code : S5
 Cycle : 2

I : After using the word picture chain cards again, how do you feel about learning with this technique now?

(Setelah menggunakan kembali Word Picture Chain Cards, bagaimana perasaanmu sekarang dalam belajar dengan teknik ini?)

S5 : I felt better this time. I was more confident and knew how to start my story.

(Saya merasa lebih baik saat ini. Saya merasa lebih percaya diri dan tahu bagaimana caranya memulai cerita saya.)

I : In what ways has the word-picture technique improved your storytelling skills since the first time?

(Dalam hal apa saja teknik gambar-kata ini meningkatkan kemampuan storytelling kamu sejak pertama kali digunakan?)

S5 : I could explain my ideas more clearly in English.

(Saya dapat menjelaskan ide saya dengan lebih jelas dalam Bahasa Inggris.)

I : How did your group collaboration change compared to before?

(Bagaimana kerja sama kelompokmu berubah dibandingkan sebelumnya?)

S5 : We talked more and supported each other during storytelling.

(Kami berdiskusi dan saling mendukung saat storytelling.)

I : What challenges, if any, did you face this time?

(Tantangan apa, jika ada, yang kamu hadapi kali ini?)

S5 : It was still a little hard, but I understood more than before.

(Masih sedikit sulit namun saya lebih mengerti dari sebelumnya.)

I : What new things did you gain from this second experience?

(Hal baru apa yang kamu dapatkan dari pengalaman kedua ini?)

S5 : I enjoyed that I was able to speak more and finish my story.

(Saya senang karena saya dapat berbicara lebih banyak dan menyelesaikan cerita saya.)

Appendix 21

Transkript of Interview

Day/Date : June, 4th 2025
 Student Code : S6
 Cycle : 2

I : After using the word picture chain cards again, how do you feel about learning with this technique now?

(Setelah menggunakan kembali Word Picture Chain Cards, bagaimana perasaanmu sekarang dalam belajar dengan teknik ini?)

S6 : I enjoy it more because I'm more confident and know how to use the cards well.

(Saya menikmatinya karena sekarang saya lebih percaya diri dan tahu bagaimana caranya menggunakan kartu-kartu tersebut dengan lebih baik.)

I : In what ways has the word-picture technique improved your storytelling skills since the first time?

(Dalam hal apa saja teknik gambar-kata ini meningkatkan kemampuan storytelling kamu sejak pertama kali digunakan?)

S6 : I can speak more clearly and structure my story better.

(Saya dapat berbicara dengan lebih jelas dan terstruktur serta membuat cerita saya lebih baik.)

I : How did your group collaboration change compared to before?

(Bagaimana kerja sama kelompokmu berubah dibandingkan sebelumnya?)

S6 : We worked more smoothly and helped each other improve.

(Kami bekerja dengan lebih baik dan saling membantu untuk saling meningkatkan kemampuan.)

I : What challenges, if any, did you face this time?

(Tantangan apa, jika ada, yang kamu hadapi kali ini?)

S6 : There were no big challenges. We already understood the process.

(Tidak ada kendala yang terlalu besar. Kami sudah mengerti prosesnya.)

I : What new things did you gain from this second experience?

(Hal baru apa yang kamu dapatkan dari pengalaman kedua ini?)

S6 : I feel more creative and fluent when telling stories.

(Saya merasa lebih kreatif dan fasih saat menceritakan suatu cerita.)

Appendix 22

Transkript of Interview

Day/Date : June, 4th 2025
 Student Code : S7
 Cycle : 2

I : After using the word picture chain cards again, how do you feel about learning with this technique now?

(Setelah menggunakan kembali Word Picture Chain Cards, bagaimana perasaanmu sekarang dalam belajar dengan teknik ini?)

S7 : I feel even more confident because I already know how to make good stories from the cards.

(Saya merasa lebih percaya diri karena saya sudah tahu cara membuat cerita yang bagus dari kartu-kartu itu.)

I : In what ways has the word-picture technique improved your storytelling skills since the first time?

(Dalam hal apa saja teknik gambar-kata ini meningkatkan kemampuan storytelling kamu sejak pertama kali digunakan?)

S7 : I can now build stories more smoothly and creatively using the cards.

(Saya sekarang dapat membuat cerita dengan lebih baik dan kreatif menggunakan kartu-kartu tersebut.)

I : How did your group collaboration change compared to before?

(Bagaimana kerja sama kelompokmu berubah dibandingkan sebelumnya?)

S7 : Everyone is more active and we share ideas better now.

(Semua orang menjadi lebih aktif dan kami saling berbagi ide dengan lebih baik sekarang.)

I : What challenges, if any, did you face this time?

(Tantangan apa, jika ada, yang kamu hadapi kali ini?)

S7 : It was easier now. We didn't have much difficulty like before.

(Sekarang menjadi lebih mudah. Kami tidak mengalami kesulitan seperti sebelumnya.)

I : What new things did you gain from this second experience?

(Hal baru apa yang kamu dapatkan dari pengalaman kedua ini?)

S7 : I learned to speak more fluently and think faster in English.

(Saya belajar untuk berbicara dengan lebih fasih dan berpikir lebih cepat dalam Bahasa Inggris.)

Appendix 23

Transkript of Interview

Day/Date : June, 4th 2025

Student Code : S8

Cycle : 2

I : After using the word picture chain cards again, how do you feel about learning with this technique now?

(Setelah menggunakan kembali Word Picture Chain Cards, bagaimana perasaanmu sekarang dalam belajar dengan teknik ini?)

S8 : I felt more confident because I already understood the steps.

(Saya merasa lebih percaya diri karena saya sudah mengerti langkah-langkahnya.)

I : In what ways has the word-picture technique improved your storytelling skills since the first time?

(Dalam hal apa saja teknik gambar-kata ini meningkatkan kemampuan storytelling kamu sejak pertama kali digunakan?)

S8 : I could make the story flow better and speak more smoothly.

(Saya bisa membuat alur cerita dengan lebih baik dan berbicara lebih lancar.)

I : How did your group collaboration change compared to before?

(Bagaimana kerja sama kelompokmu berubah dibandingkan sebelumnya?)

S8 : We worked together more easily and shared ideas faster.

(Kami bekerja sama lebih mudah dan saling berbagi ide lebih cepat.)

I : What challenges, if any, did you face this time?

(Tantangan apa, jika ada, yang kamu hadapi kali ini?)

S8 : Sometimes I still forgot vocabulary, but my group helped me.

(Kadang saya masih lupa kosa kata, tapi kelompok saya membantu.)

I : What new things did you gain from this second experience?

(Hal baru apa yang kamu dapatkan dari pengalaman kedua ini?)

S8 : I learned to be more active and speak more naturally in English.

(Saya belajar untuk lebih aktif dan berbicara lebih natural dalam Bahasa Inggris.)

Appendix 24

Transkript of Interview

Day/Date : June, 4th 2025
 Student Code : S9
 Cycle : 2

I : After using the word picture chain cards again, how do you feel about learning with this technique now?

(Setelah menggunakan kembali Word Picture Chain Cards, bagaimana perasaanmu sekarang dalam belajar dengan teknik ini?)

S9 : I feel better and not as nervous as the first time.

(Saya merasa lebih baik dan tidak terlalu gugup seperti pertama kali.)

I : In what ways has the word-picture technique improved your storytelling skills since the first time?

(Dalam hal apa saja teknik gambar-kata ini meningkatkan kemampuan storytelling kamu sejak pertama kali digunakan?)

S9 : I speak more fluently and know how to build a story now.

(Saya berbicara lebih lancar dan tahu bagaimana membangun cerita sekarang.)

I : How did your group collaboration change compared to before?

(Bagaimana kerja sama kelompokmu berubah dibandingkan sebelumnya?)

S9 : We became closer and worked faster because we already knew what to do.

(Kami jadi lebih akrab dan bekerja lebih cepat karena sudah tahu harus bagaimana.)

I : What challenges, if any, did you face this time?

(Tantangan apa, jika ada, yang kamu hadapi kali ini?)

S9 : Only a little in choosing the right words.

(Hanya sedikit kesulitan dalam memilih kata yang tepat.)

I : What new things did you gain from this second experience?

(Hal baru apa yang kamu dapatkan dari pengalaman kedua ini?)

S9 : I improved my teamwork and became more confident in speaking.

(Saya meningkatkan kerja sama dan menjadi lebih percaya diri dalam berbicara.)

Appendix 25

Transkript of Interview

Day/Date : June, 4th 2025

Student Code : S10

Cycle : 2

I : After using the word picture chain cards again, how do you feel about learning with this technique now?

(Setelah menggunakan kembali Word Picture Chain Cards, bagaimana perasaanmu sekarang dalam belajar dengan teknik ini?)

S10 : I'm more comfortable and confident now.

(Saya merasa lebih nyaman dan percaya diri sekarang.)

I : In what ways has the word-picture technique improved your storytelling skills since the first time?

(Dalam hal apa saja teknik gambar-kata ini meningkatkan kemampuan storytelling kamu sejak pertama kali digunakan?)

S10 : I can tell a story from beginning to end now without stopping too much.

(Saya bisa menceritakan cerita dari awal sampai akhir tanpa terlalu banyak berhenti.)

I : How did your group collaboration change compared to before?

(Bagaimana kerja sama kelompokmu berubah dibandingkan sebelumnya?)

S10 : We're more organized and give each other turns to speak.

(Kami lebih terorganisir dan saling memberi giliran untuk berbicara.)

I : What challenges, if any, did you face this time?

(Tantangan apa, jika ada, yang kamu hadapi kali ini?)

S10 : Sometimes it was hard to connect the pictures, but we worked it out.

(Kadang agak sulit menghubungkan gambarnya, tapi kami bisa menyelesaikannya.)

I : What new things did you gain from this second experience?

(Hal baru apa yang kamu dapatkan dari pengalaman kedua ini?)

S10 : I got better at expressing my ideas and working with my group.

(Saya menjadi lebih baik dalam mengungkapkan ide dan bekerja sama dengan kelompok saya.)

Appendix 26

STUDENT TEST

Class :

Test Type :

Theme :

Directions :

"Now we will start the storytelling activity. You will work in groups and choose one of the stories provided. Use the picture and keyword cards to help you understand and retell the story. Then, each member of your group will take turns coming forward to tell the story. Tell it in English clearly and confidently."

Scoring Rubric for Speaking

No	Aspects	Criteria	Score
1	Pronunciation	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.	1
		An accent is intelligible though often quite faulty.	2
		Errors never interfere with understanding and rarely disturb the native speaker. An accent may be obviously foreign.	3
		Errors in pronunciation are quite rare	4
2	Grammar	Errors in grammar are frequent, but the speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.	1
		Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.	2
		Control of grammar is good, able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.	3

		Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.	4
3	Vocabulary	Speaking vocabulary inadequate to express anything but the most elementary needs.	1
		Has speaking vocabulary sufficient to express him simply with some circumlocutions.	2
		Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.	3
		Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary	4
4	Fluency	No specific fluency description refer to other four language areas for an implied level of fluency)	1
		Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family and autobiographical information.	2
		Can discuss the particular interest of competence with reasonable ease. Rarely has to grope for words.	3
		Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.	4
5	Comprehension	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.	1
		Can get the gist of most conversations of non-technical subjects (i.e. topics that require no specialized knowledge)	2
		Comprehension is quite complete at a normal rate of speech.	3
		Can understand any conversation within the range of his experience.	4

Final score = total raw score x 5

Final score = (4+4+4+4+4) x 5

= 100

Where :

Raw Score = P + G + V + F + C

P = Pronunciation score

G = Grammar score

V = Vocabulary score

F = Fluency score

C = Comprehension score

Appendix 27

**THE RESULTS OF STUDENTS' STORYTELLING PERFORMANCE
THROUGH THE COLLABORATIVE- WORD PICTURE CHAIN CARDS
TECHNIQUE AT CLASS EIGHT OF SMP NEGERI 12 SEPAUK CYCLE I**

No	Name	Aspect Of Speaking					Score
		Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	
1	AA	1	1	2	2	2	40
2	AA	2	2	2	1	2	45
3	ATN	2	2	2	3	2	55
4	CFC	4	3	3	3	3	80
5	C	2	2	3	1	2	50
6	DR	1	1	2	2	3	45
7	DP	2	2	3	2	2	55
8	DO	2	3	3	3	3	70
9	DP	1	2	2	1	2	40
10	D	2	2	1	2	1	40
11	EK	2	3	2	2	2	55
12	FI	2	3	2	2	1	50
13	GV	1	3	2	2	2	50
14	JJ	2	1	2	2	2	45
15	KE	3	3	3	2	3	75
16	LF	2	2	1	2	3	50

17	L	1	1	1	1	1	25
18	M	2	1	2	2	1	40
19	OI	3	2	3	3	3	70
20	R	1	2	2	2	3	50
21	SF	1	2	2	2	1	40
22	SS	2	3	3	3	3	70
23	SS	3	3	2	3	2	65
24	Y	2	2	2	2	2	50
25	YSO	1	1	1	1	2	30
26	YSD	1	2	2	2	2	45

Appendix 28

**THE RESULTS OF STUDENTS' STORYTELLING PERFORMANCE
THROUGH THE COLLABORATIVE- WORD PICTURE CHAIN CARDS
TECHNIQUE AT CLASS EIGHT OF SMP NEGERI 12 SEPAUK CYCLE 2**

No	Name	Aspect Of Speaking					Score
		Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	
1	AA	2	2	3	2	2	55
2	AA	3	3	4	3	2	75
3	ATN	3	3	4	3	3	80
4	CFC	3	4	4	4	3	90
5	C	2	3	3	3	4	75
6	DR	3	3	3	3	3	75
7	DP	2	3	4	3	3	75
8	DO	3	4	3	4	4	90
9	DP	2	3	4	3	3	75
10	D	3	3	3	3	4	80
11	EK	3	4	3	3	4	85
12	FI	3	3	3	4	3	80
13	GV	3	3	3	3	3	75
14	JJ	3	2	3	4	3	75
15	KE	4	4	3	3	4	90

16	LF	3	3	3	3	3	75
17	L	2	2	2	2	3	55
18	M	3	2	3	2	3	65
19	OI	4	3	4	3	3	85
20	R	3	3	3	3	4	80
21	SF	3	3	2	3	3	70
22	SS	3	3	4	4	3	85
23	SS	4	4	3	3	3	85
24	Y	3	3	4	3	3	80
25	YSO	2	3	2	3	2	60
26	YSD	3	3	2	3	4	75

Appendix 29

Field Notes

Meeting 1

Cycle/ Meeting : 1 / 1

Day/ Date : Thursday, 29 May 2025

Time : 2 x 40 menit

Place/ Location : SMP Negeri 12 Sepauk

Theme/ Subtheme : Speaking (Narrative Text)

No	Note Description
1.	Most students still looked hesitant and passive. They did not speak much English, and only a few asked questions if they had difficulties.
2.	When asked to compare a story, several groups looked confused because there were no instructions for the story sequence on the cards.
3.	Several students showed confused expressions when looking for appropriate vocabulary to describe the picture.

Sepulut, May 29th 2025

Observer



Paulus Yoliatus Atar, S. Pd

Appendix 30

Field Notes

Meeting 2

Cycle/ Meeting : 1/2

Day/ Date : Friday, May 30th 2025

Time : 2 x 40 menit

Place/ Location : SMP Negeri 12 Sepauk

Theme/ Subtheme : Speaking (Narrative Text)

No	Note Description
1.	Student participation increased slightly compared to the first meeting, but was still dominated by only a few students.

Sepulut, May 30th 2025

Observer



Paulus Yofius Atar, S. Pd

Appendix 31

Field Notes

Meeting 1

Cycle/ Meeting : 2/1
 Day/ Date : Monday, June 2nd 2025
 Time : 2 x 40 menit
 Place/ Location : SMP Negeri 12 Sepauk
 Theme/ Subtheme : Speaking (Narrative Text)

No	Note Description
1.	Students understand the flow of activities more quickly and show initiative to work together in groups.
2.	More students actively ask teachers or friends when they have difficulty in composing stories.
3.	Self-confidence increases, as seen from students' courage to speak even in simple language

Sepulut, June 2nd 2025

Observer



Paulus Yohius Atar, S. Pd

Appendix 32

Field Notes

Meeting 2

Cycle/ Meeting : 2/2

Day/ Date : Tuesday, June 3rd 2025

Time : 2 x 40 menit

Place/ Location : SMP Negeri 12 Sepauk

Theme/ Subtheme : Speaking (Narrative Text)

No	Note Description
1.	Students showed significant improvements in speaking fluency and narrative structure.
2.	Enthusiasm and expression in telling stories seemed more alive.
3.	Collaboration between students was stronger, they provided support and feedback to each other.

Sepulut, June 3rd 2025

Observer



Paulus Yolfus Atar, S. Pd

Appendix 33

MODUL PEMBELAJARAN

Mata Pelajaran : Bahasa Inggris

Penyusun : Aisyah

Jenjang/ Kelas : SMP/ VIII

Fase : C

Capaian Pembelajaran : Siswa mampu memahami dan menggunakan bahasa Inggris untuk berkomunikasi dalam konteks kehidupan sehari-hari melalui kegiatan bercerita menggunakan teknik Word-PictureChain Cards.

A. Profil Pelajar Pancasila

Beriman : Bertakwa kepada Tuhan Yang Maha Esa, dan Berakhlak Mulia: Berdoa sebelum dan sesudah pembelajaran sebagai bentuk rasa syukur.

Kreatif : Siswa mampu menyusun dan menceritakan kembali cerita "The Dove and the Ant" menggunakan teknik Word-PictureChain Cards.

Bergotong Royong : Bekerja sama dalam kelompok kecil untuk menyusun alur cerita dan memberikan umpan balik.

Mandiri : Menyampaikan cerita secara individu dengan percaya diri.

B. Kompetensi Awal

Memahami kosakata dasar terkait cerita naratif (misalnya, "river," "help," "kindness").

Mengerti struktur kalimat sederhana dalam bahasa Inggris seperti Subject-Verb-Object (e.g., "The dove saw the ant.").

Memiliki kemampuan dasar berbicara sederhana untuk menyampaikan cerita singkat.

C. Sarana dan Prasarana

Sarana: Buku siswa, kartu berantai (Chain Cards), alat tulis.

Prasarana: Ruang kelas yang mendukung aktivitas bercerita kelompok dan individu.

D. Teknik dan Metode Pembelajaran

Teknik Pembelajaran:

Latihan menyusun cerita dengan Word-PictureChain Cards.

Presentasi kelompok dan individu.

Umpan balik dari guru dan teman sebaya.

Metode Pembelajaran :

Direct Instruction untuk penjelasan materi.

Collaborative Learning untuk kerja kelompok dalam menyusun cerita.

Storytelling Practice untuk latihan menceritakan kisah yang sudah disediakan didalam “chain cards” secara individu dan kelompok.

E. Asessment

Asesmen Formatif: Observasi selama aktivitas kelompok dan latihan bercerita.

Asesmen Sumatif: Penilaian storytelling individu berdasarkan rubrik dengan kriteria seperti kelancaran, ekspresi, struktur kalimat, dan keterlibatan audiens.

F. Materi Pembelajaran

1. Definisi Narrative Text

Narrative text adalah jenis teks yang bertujuan untuk menceritakan sebuah kisah dengan struktur yang jelas (orientasi, komplikasi, dan resolusi, dan re-orientasi)

2. Tujuan Materi

- Siswa memahami struktur dasar narrative text.
- Siswa mampu mengidentifikasi unsur-unsur dalam narrative text seperti setting, karakter, dan moral cerita.
- Siswa mampu mengimplementasikan cerita dengan panduan Word-Picture Chain Cards.
- Siswa mampu menyampaikan pemahaman mengenai narrative text menggunakan kalimat sederhana dan percaya diri.

Sekilas Materi Narrative Text

Materi Narrative Text mencakup :

Struktur Narrative Text

Orientation: Pengenalan karakter, tempat, dan waktu dalam cerita.

Complication: Konflik atau masalah yang terjadi dalam cerita.

Resolution: Penyelesaian dari konflik yang terjadi dalam cerita.

Sekilas Materi Narrative Text "The Boy and The Sheep"

Kosakata Dasar: boy, watching, sheep, wolf

Struktur Kalimat:

"The boy was watching the sheep"

"The boy shouted "wolf, wolf"

Pertanyaan Panduan:

"Who are the main characters in the story?"

"What problem did the characters face?"

"How was the problem solved?"

G. Tujuan Pembelajaran

- Siswa memahami struktur dasar narrative text.

- Siswa mampu mengidentifikasi unsur-unsur dalam narrative text seperti setting, karakter, dan moral cerita.
- Siswa mampu mengimplementasikan cerita dengan panduan Word-Picture Chain Cards.
- Siswa mampu menyampaikan pemahaman mengenai narrative text menggunakan kalimat sederhana dan percaya diri.

H. Pemahaman Bermakna

Siswa menyadari bahwa kemampuan memahami dan menceritakan cerita dapat meningkatkan kreativitas serta membangun rasa percaya diri dalam berbicara di depan umum.

I. Aktivitas Pembelajaran

Pertemuan ke-1

Tujuan Pembelajaran :

1. Siswa mampu memahami konsep storytelling menggunakan teknik Word-Picture Chain Cards.
2. Siswa mampu menyusun dan menyampaikan cerita sederhana berbasis narrative text secara kolaboratif berdasarkan kartu bergambar dan kata kunci.
3. Siswa mampu berbicara dalam bahasa Inggris dengan percaya diri menggunakan kosakata yang sesuai.

Opening Activity (15 minutes)	
1.	Students respond appropriately to the teacher's greeting.
2.	Students participate in a moment of prayer before beginning the lesson.
3.	Students respond attentively during the attendance check.
4.	Students share their experiences in telling or listening to stories.
5.	Students listen as the teacher explains the learning objectives focused on storytelling using the Word-Picture Chain Cards technique.
Main Activity (60 minutes)	
1.	Students pay attention to the teacher's explanation about storytelling and how to use Word-Picture Chain Cards.

2. Students observe the example of how to build a narrative text using picture and keyword cards.
3. Students identify the structure of narrative texts (Orientation, Complication, Resolution, Re-Orientation) and the use of past tense.
4. Students are divided into small groups of 5–6 members.
5. Students select a set of Word-Picture Chain Cards provided by the teacher.
6. Students collaborate in their groups to construct a narrative story based on the cards.
7. Students work together to create a narrative story based on the cards, with each member responsible for one part of the story.
8. After preparation, each student takes turns presenting their part of the group's story individually in front of the class, using the cards as a guide.
9. Students listen respectfully to each other's presentations and show appreciation.
10. Students receive feedback from the teacher about their storytelling performance, focusing on content, vocabulary, grammar, and fluency.
Closing Activity (10 menit)
1. Students reflect on their storytelling experience and share any challenges they faced during the activity.
2. Students listen as the teacher summarizes the lesson and emphasizes the benefits of using Word-Picture Chain Cards in storytelling.
3. Students pay attention to the teacher's explanation about the next lesson, where remaining students will continue presenting.
4. Students participate in a closing prayer before ending the lesson.
5. Students respond to the teacher's farewell before leaving the classroom.

Pertemuan ke-2

Tujuan Pembelajaran :

1. Siswa mampu mempresentasikan cerita yang telah mereka susun dalam kelompok pada pertemuan sebelumnya secara individu.
2. Siswa mampu menyampaikan cerita dengan runtut, jelas, dan menarik.
3. Siswa mampu berbicara dalam bahasa Inggris dengan percaya diri.

Opening Activity (15 minutes)
1. Students respond appropriately to the teacher's greeting.
2. Students participate in a moment of prayer before beginning the lesson.
3. Students respond attentively during the attendance check.
4. Students recall what they learned in the previous meeting about storytelling using Word-Picture Chain Cards.
5. Students listen as the teacher explains that today's focus is to continue the storytelling presentations for those who haven't performed yet.
Main Activity (60 minutes)
1. Students review the story they had prepared in their group during the previous meeting using the Word-Picture Chain Cards.
2. Students organize and rehearse their individual parts if needed, with support from group members.
3. Students who haven't presented in the previous lesson take turns coming to the front of the class to deliver their part of the group's story using the cards as a guide.
4. Students listen attentively and respectfully to their classmates' storytelling performances.
5. Students support their group members through encouragement and readiness to help if needed.
6. Students receive feedback from the teacher on their storytelling performance, focusing on structure, vocabulary

use, pronunciation, and speaking fluency.
7. Students participate in a brief class discussion about their learning progress and storytelling experiences.
8. After preparation, each student takes turns presenting their part of the group's story individually in front of the class, using the cards as a guide.
Closing Activity (10 menit)
1. Students reflect on their storytelling experience and share any improvements or insights they gained from the second presentation round.
2. Students listen as the teacher summarizes the overall progress from both meetings and highlights effective storytelling practices.
3. Students pay attention to the teacher's explanation about the next lesson or follow-up activities.
4. Students participate in a closing prayer before ending the lesson.
5. Students respond to the teacher's farewell before leaving the classroom.

Appendix 34



Picture 1. Research Permit with The Principal of SMP Negeri 12 Sepauk



Picture 2. Research permit with The English Teacher of SMP Negeri 12 Sepauk



Picture 3. Learning Process in The Classroom



Picture 4. Process Collaborative Learning



Picture 5. Process Collaborative Learning



Picture 6. Student Speaking Test



Picture 7. Student's Interview