

**THESIS**  
**“USING STORY TELLING TECHNIQUE TO IMPROVE SPEAKING**  
**ABILITY”**

(A Classroom Action Research on the Eighth Grade students of MTs Al-Amiriyyah Blokagung in Academic Year 2019/2020).



**BY**

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**FACULTY OF EDUCATION AND TEACHER TRAINING**  
**ISLAMIC INSTITUTE OF DARUSSALAM**  
**BLOKAGUNG BANYUWANGI**

**2020**

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**2020**

**REQUIREMENT FOR THE DEGREE**

**“USING STORY TELLING TECHNIQUE TO IMPROVE SPEAKING  
ABILITY”**

(A Classroom Action Research on the Eighth Grade students of MTs Al-Amiriyyah Blokagung in Academic Year 2019/2020).

**THESIS**

Presented to the Faculty of Education and Teacher Training

in a Partial Fulfillment of the Requirement for the Degree of Strata 1

in English Education Department

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2020

## APPROVAL SHEET

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- 1) This thesis has never submitted to any other tertiary education for any other academic degree
- 2) This thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.
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Declarator,  
  
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RUPIAH

## DEDICATION

*I dedicate this thesis to myself, which has struggled so far. My parent And to beloved people who help, accompany, support me in the completion of this thesis. Big thanks and may Allah always give mercy and blessings for you all.*

MOTTO

كل ما يستطيعه غيرك يجب أن تستطيعه أنت

**“EVERY ONE ELSE CAN DO**

**I ALSO TO BE ABLE TO”**



## ACKNOWLEDGMENT

All praise be to Allah the lord of this universe, by the grace of Allah the highest finally the writer can finish his 'Thesis' after a long effort of writing. Peace, blessing and salutation be upon our great prophet Muhammad, his family, his descendants, and his followers who strived in Islam.

The gratitude and appreciation are addressed to:

1. H. Ahmad Munib Syafa'at, Lc., M.E.I. The Rector of Islamic Institut of Darussalam
2. Dr. Siti Aimah, S.Pd.I., M.Si. Dean of the Faculty of Education and Teacher Training
3. Adib Ahmada, M.Pd. Head of Undergraduate Program In English Education Departement
4. Ridwan, M.Pd. as my advisor who has given me sincere advice and available guidance during the preparation and completion of this thesis.
5. All of my family and friends who have supported my spirit and have helped me to finish this thesis.

I do expect this Thesis gives advantages to the world of education. For improvement of this Thesis, I welcome warmly for any constructive and suggestions. Hopefully, my God blesses those mentioned above for all their

sacrifices and effort that will be valuable and beneficial for them to get successful in the future life. Aamiin.

Banyuwangi, 29<sup>th</sup> July, 2020

The Writer

## ABSTRACT

Iza Arrifqi, M. 2020. *Using Storytelling Technique to Improve Speaking Ability at MTs Al- Amiriyyah blokagung.*

**Key Word:** Storytelling technique, Improving, and Speaking.

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Speaking is the productive skill. It could not be separated from listening. When we speak we produce the text and it should be meaningful. In the nature of communication, we can find the speaker, the listener, the message and the feedback. Speaking could not be separated from pronunciation as it encourages learners to learn the English sounds. Speaking is one of the language skills that must be taught both a junior and senior high school based on the ministry of national education's policy. Storytelling technique is a technique that help students' Speaking skill in terms of enriching vocabularies, improving creativities, improving pronunciations and organizing ideas. This research is aimed to answer the questions whether storytelling technique improve the students' skill in speaking, and also to know students' responses after learning speaking through storytelling technique. Therefore, this thesis entitled " Using Storytelling Technique to Improve Speaking Ability at MTs Al-Amiriyyah blokagung". To get the data, the writer conducted field research at MTs Al-Amiriyyah blokagung by applying three techniques, namely: experimental teaching (Preexperimental), test, and questionnaire. Purposive sampling is the technique that the writer used in choosing the sample. The result of the research demonstrated that the pre-test and post-test was analyzed by using statistic formula. According to the results of the research, applying Storytelling technique in teaching speaking could improve students skill. It was proven by the improvement of the mean score which was shown higher (72.6 to 84). Moreover, based on the analysis of questionnaires, most of the students gave positive response to storytelling technique. Finally, it could be concluded that the use of storytelling technique improved the students' skill in speaking and their interest in speaking.

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## **CHAPTER I**

### **INTRODUCTION**

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

Tarigan (1990:3-4) defines that speaking is a language skill that is developed in child life, which is produced by listening skill, and at that period speaking skill is learned. So speaking skill more impact on student growth. Speaking skill not only improve in pronunciation but also in vocabulary, grammar, and listening skill.

Speaking is the productive skill. It could not be separated from listening. When we speak we produce the text and it should be meaningful. In the nature of communication, we can find the speaker, the listener, the message and the feedback. Speaking could not be separated from pronunciation as it encourages learners to learn the English sounds.

Harmer, as cited in Tarigan, (1990: 12) writes that when teaching speaking, we can apply three major stages, those are:

- 1) Introducing new language
- 2) Practice
- 3) Communicative activity.

Speaking has been regarded as merely implementation and variation, outside the domain of language and linguistic proper. Linguistic theory has mostly developed in abstraction from context of use and source of diversity. Therefore, Clark and Clark as cited in Nunan, (1991: 23) said that speaking is fundamentally an instrument act. Speakers talk in order to have some effect on their listener. It is the result of teaching

learning process. Students' skill in conversation is core aspect in teaching speaking, it becomes vitally aspect in language teaching learning success if language function as a system for expressing meaning, as Nunan (1991:39) states that the successful in speaking is measured through someone ability to carry out a conversation in the language. We confess that there are many proponent factors that influence teaching speaking success and there are many obstacle factors why it is not running well.

In Indonesia, particularly in central of developing study foreign language expecially english has been learned every central of developing foreign language such as english assosiation of darussalam blokagung banyuwangi. Because English is not our native language, so student are still difficult in learning English language. As the writer experience during practical teaching at Granada senior high school, the students are still unable use English language as their second laguages. There are several factors students face during learning English language, especially in speaking. They are still less confident, vocabularies, grammar and etc. Based on the statement, English is taught to make student easily to learn English as their second language. One of techniques that helps the students to master English, especially in speaking skills is through story telling tehniques. Storytelling is useful in multi cultural education, it can assist in creating classroom communities, in improving students emotional health, enhancing children's' grasp of our social and environmental responsibilities means with storytelling can increase children's cognitive.

As we know, stories have always played a significant role in children's growth. Stories not only help in stimulating children's imagination and understanding of the

world, but also in developing children's language ability and appreciating literature. According to Otto (1979:183) “telling measures comprehension by asking the students to tell as much as the story as he or she can recall. So the primary reason to recommend storytelling in teaching speaking is that stories are motivating and immensely interesting, can best attract listeners and promote communication. Actually the lively atmosphere and real life environment created by stories encourages the students to talk and discuss with each other. When telling and listening to a story, the learners will easily be plunged into the plots and the scene and forget about themselves, which will, to a great degree, relieve their nervousness. Storytelling helps EFL learners become more self confident to express themselves spontaneously and creatively.

Based on the explanation, the writer is curious to conduct the research to minimize the problems above. Thus, the writer is interested to do research under the title **“USING STORY TELLING TECHNIQUE TO IMPROVE SPEAKING ABILITY”** (A Classroom Action Research on the Eighth Grade students of MTs Al-Amiriyyah Blokagung in Academic Year 2019/2020).

## **B. Problem Formulation**

Based on the previous explanation, the writer focuses on two researchformulations:

1. To what extend using storytelling can improve student speaking ability?

2. To what are students perception about story telling techniques?

### **C. The Aims of Research Study**

The aims of this study are:

1. To describe the process of teaching English language by using storytelling method for the Eighth Grade of Mts Al-Amiriyah Blokagung In Academic Year 2019/2020.
2. how the student improve speaking ability trough story telling tehniques.

### **D. Research Benefits**

The writer hopes that the result of this research will give some contributions to English language teaching and learning, i.e.:

1. For students

This research is expected to improve students' speaking ability through applying Storytelling method.

2. For teacher

This study is expected to be useful for the teachers in teaching English speaking to improve the students' speaking ability.

### 3. For researcher

Through this study, the writer will be able to extend his knowledge in teaching speaking ability by using storytelling method and know what the problem faced by the student.

## **E. Terminology**

There are some definitions or words used in this thesis which need further explanation in order to avoid readers' confusion.

### 1. Storytelling

Storytelling is a flexible design research method with a broad range of applications, associated processes and variations.

Storytelling can become an effective method for design knowledge transfer (Erickson, 1996). In this study, story telling was designed as an activity that enables the students to understand the story and able to tell the story with their own language development.

### 2. Speaking ability

William, S. (1983:5) defines speaking as development of the relationship between speaker and listener. In addition speaking determining which logical linguistic, psychological and physical rules should be applied in a given communication situation". It means that the main objective of speaking is for communication. In this research speaking ability as the main object of student ability in using storytelling method.

## **F . Previous Study**

There are many studies about the implementation of Story Telling technique in teaching speaking. In this section the writer discussed briefly the previous study of Story Telling Technique to give clear foundation and support to the present study.

One of the previous studies has done by Siti Munawaroh (2017) she has conducted the research entitle “Using Story telling to improve speaking skills of the student of MTs AL-Ghozali Panjer”. The result clearly pointed out that the students’ ability in speaking, especially in finding specific information was categorized low. Thus, the study was proposed to answer the research questions: can the speaking skills of the second year students of MTs Al-Ghozali Panjer in academic year 2016/2017 be improved trough story telling technique ? The classroom action research was carried out through implementing Story Telling method in two planned cycles. The result of the post-test in each cycle obviously showed that there was significant improvement concerning the subjects’ ability in speaking ability especially in finding specific information genre. This result can be seen from the progressing mean score of pretest (20,07%), post-test 1 (31,03%) and post-test 2 (86,21%). To support this research, the researcher was administering the questionnaire and it showed that the quantity of the subjects who strongly agreed with the implementation of the technique. In addition, the present classroom action research proves that Story Telling Technique can improve students speaking ability at second grade of MTs Al Ghozali Panjer in academic year 2016/2017. furthermore, the subjects also responded positively the implementation of Story Telling Method.

Therefore the writer interest to do the research by using Story Telling method in Eighth Grade of Mts Al-Amiriyyah Blokagung In Academic Year 2019/2020 to measure the ability of the student and improve they skill as well as possible. The subject of this research is in Eighth Grade of Mts Al-Amiriyyah Blokagung In Academic Year 2019/2020.

## CHAPTER II

### REVIEW OF RELATE LITERATURE

#### A. The Concept Of Speaking Skill

Speaking is the important tools in human daily life, how the people interaction to each other. According to Hornby (1995:826) speaking is making use of words in an ordinary voice, offering words, knowing and being able to use a language expressing one-self in words, and making speech. Therefore the writer infers that speaking uses the word and produces the sound to express ourselves either ideas, feeling, thought and needs orally in an ordinary voice. Furthermore, success in communication often depends on speaking skill. Because the researcher live in pondok pesantren Darussalam blokagung when MTs Al-Amiriyyah was established, therefore the researcher know that the student in boarding school only focus on speaking without thinking the grammar, so that the writer interest to do the research in Eighth Grade of Mts Al-Amiriyyah Blokagung In Academic Year 2019/2020.

#### B. Teaching Of Speaking Skill

Teaching speaking is really different, unlike teaching listening, writing, and reading. Speaking needs a habit formation because it is a real communication. Speaking only need practice more over. So the writer believe that if the student always practice the English language, they should be able to mastery English language by easily.



According to Hornby (1995: 37) teaching means giving the instruction to (a person): give a person (knowledge skill, etc). While speaking means to make use of words in an ordinary voice. So, teaching speaking is giving instruction to a person in order to communicate. And in another source Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998: 13). Speaking is a crucial part of second language learning and teaching. However, the goal of teaching speaking should improve the students' communicative skills because, students can express themselves and learn how to use a language. Nowadays, many teachers agree that students should learn to speak the foreign language by interacting to each others. In this case, students should master several speaking components', such as pronunciation, grammar, vocabulary and fluency (Syakur, 1987: 3). In brief, English teacher should be creative in developing their teaching learning process to create good atmosphere, improve the students speaking skill, give attention to the speaking components and make the English lesson more exciting.

According to Brown (2001: 266-268) there are six categories apply to the kinds of oral production that students are expected to carry out in classroom. They are:

1. Imitative

imitative speaking is a kinds of practicing an intonation or trying to pinpoint a certain vowel sound. It is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form. This activity is usually performed in form of drilling;

2. Intensive

intensive speaking goes one step beyond imitative to include any speaking performance that is designed for practicing some grammatical aspect of language. It can be in the form of self-initiated or pair work activity;

### 3. Responsive

responsive speaking is meant by being able to give replies to the questions or comments in meaningful in authentic one;

### 4. Transactional

in this case transactional is mere done in the dialogue. It is aimed at conveying or exchanging specific information, an extended form of responsive language;

### 5. Interpersonal

like in the transactional, interpersonal speaking here is also carried out in a dialogue. It is purposed for maintaining social relationships than for the transmission of facts and information. These conversations are little trickier for learners because they can involve some factors such as, slang, ellipsis, sarcasm, a casual register, etc. This often makes the learners find it difficult to understand the language, or even misunderstood;

### 6. Extensive

extensive speaking here mostly in the form of monologue, in the practice, the advanced levels are called on to give extended monologue in

the form of oral reports, summaries, or perhaps short speeches. Each category above can be implemented based on the students' level and students' ability.

### **1. Classroom speaking activities**

Many of the classrooms speaking activities which are currently in use fall at near the communicative end of the communication continuum. The following activities are also helpful in getting students to practice 'speaking as a skill'.

#### a. Information-gap activities

An information gap is where two speakers have different bits of information, and they can only complete the whole picture by sharing the information- because they have different information, there is a 'gap' between them.

#### b. Telling stories

We spend a lot of our time telling other people stories and anecdotes about what happened to us and other people. Students need to be able to tell stories in English, too. Teacher can encourage students to retell stories which they have read in their books or found in newspapers or on the internet (such retelling is a valuable way of provoking the activation of previously learnt or acquired language).

c. Favourite objects

A variation on getting students to tell personal stories is an activity in which students are asked to talk about their favourite objects. Students think about how they would describe their favourite objects in terms of when they got them, why they got them, what they do with them, why they are so important to them and whether there are any stories associated with them.

d. Meeting and greeting

Students role-play a formal/ business social occasion where they meet a number of people and introduce themselves.

e. Surveys

Surveys can be used to get students interviewing each other. For example, they can design a questionnaire about people's sleeping habits.

f. Famous people

Students think of five famous people. They have to decide on the perfect gift for each person. We can also get groups of students to decide on which five famous people (living or dead) they would most like to invite for dinner, what they would talk about and what food they would give them.

g. Student presentations

Individual students give a talk on a given topic or person. In order for this to work for the individual, time must be given for students to gather information and structure it accordingly.

h. Ballon debate

A group of students are in the basket of a ballon which is losing air. Only one person can stay in the ballon and survive (the others have to jump out). Individual students representing famous characters or professions have to argue why they should be allowed to survive.

i. Moral dilemmas

Students are presented with a 'moral dilemma' and asked to come to a decision about how to resolve it (Harmer, 2007: 131).

## **2. Characteristics of A Successful Speaking Activity**

a. Learners talk a lot

As much as possible of the period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.

b. Participation is even

Classroom discussion is not dominated by a minority of talkative participants: all get chance to speak, and contributions are fairly evenly distributed.

c. Motivation is high

Learners are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.

d. Language is of an acceptable level

Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

### **3. Speaking Teaching Strategies**

Students often think that the ability to speak is the product of language learning, but speaking is also a crucial part of the language learning process. Effective instructors teach students speaking strategies using minimal responses, recognizing scripts, and using language to talk about language which they can use to help themselves expand their knowledge of the language and their confidence in using it. These instructors help students to learn speaking so that the students can use speaking to learn.

a. Using minimal responses

Language learners who lack of confidence in their ability to participate successfully in oral interaction often listen in silence while others do the talking. One way to encourage such learners beginning to participate is helping them build up a stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners.

Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses enables a learner to focus on what the other participant is saying, without having to simultaneously plan a response.

b. Recognizing scripts

Some communication situations are associated with a predictable set of spoken exchanges a script. Greetings, apologise, compliments, invitations, and other functions that are influenced by social and cultural norms often follow patterns or scripts. So do the transactional exchanges involved in activities such as obtaining information and making a purchase. In these scripts, the relationship between a speaker's turn and the one that follow it can often be anticipated.

Instructors can help students to develop speaking ability by making them aware of the scripts for different situations so that they can predict what they will hear and what they will need to say in response. Through

interactive activities, instructors can give students practice in managing and varying the language that different scripts contain.

c. Using language to talk about language

Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not been understood them. Instructors can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants of language skill levels. Instructors can also give students strategies and phrases to use for clarification and comprehension check.

By encouraging students to use clarification phrases in class when misunderstanding occurs and by responding positively when they do, instructors can create an authentic practice environment within the classroom itself. As they develop control of various clarification strategies, students will gain confidence in their ability to manage the various communication situations they may encounter outside the classroom.

## **C. Story Telling**

### **1. Definition Of Story Telling**

Story Telling is an oral activity to grab audiences attention by using multisensory stirring emotion of an event in a story, it involves improvisation in telling story, facial gestures, and body movement (Stanley and Dillingham, 2009:



2). In another theory, Champion as cited in Irawati, S. (2003) says that story telling is an oral activity where language and gestures are used in a colourfull way to create scenes in a sequence however, story telling consists of more than just story telling. As a part of speaking activities in the class, story telling also an effective teaching tool that enables students to focus on story structure.

Story telling is a procedure that enables a child to play a large role in reconstructing stories. It underlines both social and academic development. When they tell a story, they use language for an extended period of time. They construct the story. This activity increases their language development.

When narrating stories, the speaker uses the language for an extended period of time. This active participation with stories results in increased language development, comprehension and an interest in books and in learning to read. Telling after reading provides another opportunity for the reader to reconstruct the text.

Telling story is an active process that encourages children to reconstruct the text, it also allows for interaction between tutor and child. When necessary, teacher can help the child reconstruct the meaning of the text by using open-ended questions and lead-in to facilitate. For example, if a child pauses and seems confused, ask, What happened next? If a child needs help detailing a main character, say, Tell me more about this character (Gibson, 2003:1).

## 2. Forms of Storytelling

Storytelling builds confidence, develops language skills, encourages speaking and listening fluency, and increases motivation and interaction for the students. By storytelling method the student more enjoyable during learning process. Because, beside the student be able to develop language skill, student also be able to know the histories, informations, sciences, etc. There are eight forms of storytelling :

### 1. Cave Painting

a time before languages and writing, paintings on cave walls told stories of times long ago, be them warnings, depicting moments that happened in the past, or simple stories made up for the entertainment or education of children.

### 2. Oral Tradition

The tradition of telling stories through word of mouth was the next development in storytelling. As languages came around, and people in larger groups were together as the population grew, and people began talking to each other, stories were being past on much faster, and spreading.

Although Oral Traditions were one of the earliest forms of storytelling, it is still very much used widely today, which just goes to show, how traditions stick around when they're worth something.

### 3. Fable

A fable is a short simple story, most often including animals, that is told to teach some sort of moral lesson, often told to young children. Fables that are most popular and well known are most probably “Si Kancil” who told many of these short moral stories to the people.

### 4. Myth

A myth is a story that is most often about the creation of the world, or about Gods/Goddesses and higher beings, or mythical characters (mythical meaning made up and almost completely unbelievable). Myths originate from Ancient Greek times also, and although they have no truth to them, they are an opinion on the creation and existence of this world.

### 5. Legend

A Legend is a historical story that is told to show human characteristics such as bravery, courage, honesty etc. Stories such as King Arthur are legends that show a historical figure that represents such characteristics, the said Legend showing human characteristics such as power, bravery and Betrayal. These stories are based on real people, and not fabricated, but may very often be exaggerated or changed in order to show some sort of hero or major event to represent something. They also have been passed on throughout the generations as most forms of storytelling are, and may have changed over time depending on where and when, in order to make sense.

## 6. Theatre

Theatre was an audience based form of storytelling. It was the move from just telling the story orally to acting it out, to give off a much better interpretation of the story. Theatre started in Ancient Greece, and the Greeks performed stories in giant amphitheatres which were great for the acoustics as the bowl shape allowed the sound of the voices to carry out through to massive audiences. The name audience came from the fact that they could hear the story, more than see it. Theatre is much more of an interactive form of storytelling. The actors encouraged the audience to join in and interact with them in later years, such as shouting famous catch phrases or trying to offer their help to the protagonist on stage.

## 7. Text

Storytelling through text has developed and adapted over a long time since it first started. Right back from when languages were made and developed things were being written, but it wasn't an ideal form of storytelling as it was very time consuming, and only one person could read the story at a time. Not to mention many couldn't read and write. Text became a popular use for storytelling when the printing press was created. This meant that multiple copies of the book could be made, and over time ways were found to cross them over from different places as transport developed.

Text has changed throughout the years, from being hand written, to printing presses, all the way through to computers and mobiles. Text

based stories up to this stage were the only ones that could be copyrighted as there could be written proof of who owned the idea.

There are many examples of big text based stories, but some big modern examples would be book series' such as Harry Potter, The Hobbit etc. These are up to date examples of how text is still a very large part of storytelling today, but how all also still link to each other, as these are some of the text stories that have been transformed into the Film form of storytelling.

#### 8. Film/TV

Film and TV is the most recent form for storytelling used due to technology. Its a visual and audio form of storytelling, and film first came around in the 1880's when it was first made and showed a series of images using a projector. It allowed things to be filmed, to create a story and shown later to a large audience. Creating films generally follow one of a few structures, and all films stick to these normally as they are so successful.

### **3. The Advantage Of Storytelling**

Storytelling is the oldest form of education. Cultures around the world have always told tales as a way of passing down their beliefs, traditions, and history to future generations. Stories capture the imagination, engaging the emotions and opening the minds of listeners. Consequently, any point that is made in a story or any teaching that is done afterward is likely to be much more effective.

The most important advantages of storytelling may be summarized as follows:

- I. Stories are motivating and fun and can help develop positive attitudes towards the foreign language and language learning. They can create a desire to continue learning.
- II. Stories exercise the imagination. Children can become personally involved in a story as they identify with the characters and try to interpret the narrative and illustrations. This imaginative experience helps develop their own creative powers.
- III. Listening to stories in class is a shared social experience. Reading and writing are often individual activities; storytelling provokes a shared response of laughter, sadness, excitement and anticipation which is not only enjoyable but can help build up child's confidence and encourage social and emotional development.
- IV. Children enjoy listening to stories over and over again. This frequent repetition allows certain language items to be acquired while others are being overly reinforced. Many stories also contain natural repetition of key vocabulary and structures. This help children to remember every detail, so they can gradually learn to anticipate what is about to happen next in the story. Repetition also encourages participation in

the narrative. Following meaning and predicting language are important skills in language learning.

- V. Listening to stories allows the teacher to introduce or revise new vocabulary and sentence structures by exposing the children to language in varied, memorable and familiar contexts, which will enrich their thinking and gradually enter their own speech.

Listening to stories develops the child's listening and concentrating skills via:

1. visual clues (for example, pictures and illustrations),
2. their prior knowledge of how language works,
3. their general knowledge.

This allows them to understand the overall meaning of a story and to relate

it to their personal experience.

#### **D. Teaching Of Speaking Skills by Using Storytelling Tehniques**

Storytelling is the original form of teaching. There are still societies in which it is the only form of teaching. Though attempts have been made to imitate or update it, like the electronic storytelling of television, live oral storytelling will never go out of fashion. A simple narrative will always be the cornerstone of the

art of teaching. Colloquial or literary, unaffected or flowery the full range of language is present in stories. develop in a unique way. The listeners benefit from observing non polished speech created on the spot. While listening to stories, children develop a sense of structure that will later help them to understand the more complex stories of literature. In fact, stories are the oldest form of literature.

The use of literature in foreign language teaching has greatly increased over the past few years. The materials and activities that derive from literacy texts are a great aid to learning in that they appeal to the learners' imagination, increase motivation and, above all, create a rich and meaningful context. Among the techniques available to the teacher, storytelling is one of the most frequently used, especially with beginners. And false beginners. Storytelling is an established part of the curriculum in both English-speaking countries and many others, and stories are seen as a first-rate resource in the teaching of the child's own language (Zaro and Salaberry, 1995:2).

### **1. A good way of telling story**

There are some ways to tell the story as well as possible:

#### **a. Have an interesting story to tell**

The key of storytelling is to provide listeners with a good story. If you don't have a story worth listening to, no one will listen. You have to focus on your audience. You are definitely not going to tell a horror story to little kids! Just like you shouldn't tell



an overly childish story to older ones. Find a good story for the listeners.

b. Memorize the basic story

If your story has dialogue, you don't need to memorize the exact dialogue, just the basics.

c. Use hand motions to emphasize the story

Doing so will catch a listener's attention plus make the storytelling exciting. Hand motions should be incorporated when the tale calls for it. For example, if a line says "The tree was taller than the sky," you could point up.

d. Use facial expressions

If a character in the story is sad, for example, frown. If a character is happy, a smile would work. You have to pay attention to the mood of the story, as well and let the mood flow into your expressions.

e. Allow your voice to be expressive

Give the characters different voices. For example in the story of Goldilocks, the three bears could have a high, low, and medium voice. If the mood in the story is scary, low tones are perfect. Build your voice at the exciting parts, then drop it suddenly right before the most exciting part. In a simple fairytale,

focus on your audience. If your audience is young children, use kind voices. Older kids may enjoy a more fun telling.

f. Add details

A girl with brown hair and blue eyes could be described in your story as a young girl with golden brown hair and eyes as blue as a river. Exaggerating small things in a story can give a wow effect.

g. Practice in advance.

Before you tell your story, give it a try. You may want to videotape yourself or do it in front of a mirror so you can see the flaws in your telling. After you watch the video of your telling, mute the sound so you can only pay attention to the visual aspects. Did you use hand motions? Check your expressions as well. Now, close your eyes and just listen to the story.

## **E. Test of Speaking**

Overton, Terry (2008), test is a method to determine a student's ability to complete certain tasks or demonstrate mastery of a skill or knowledge of content. So the test is really an important tool in the learning process. The test can measure the criteria of abilities for the people, especially in speaking, such as; fluency, vocabulary, pronunciation, and grammar.

When the test organized, students must take individual quizzes or other assessments ( such as essays or performances). The teacher gives students adequate time to complete it. The students must do work individually on the quiz. At this point they must show what they have learned as individuals. Then the result would be measure how far the abilities of the students.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

Research method is concerned with how the design is implemented and how the research is carried out. According to Redman and Mory (1923), defined research is a "systematized effort to gain new knowledge". The method is qualitative research of data collection.. According to Creswell (2012), quantitative method is the correlation design in which investigators use the correlational statistic to describe and measure the degree or association (or relationship) between two or more variables or sets of scores. This method collects numerical data through evaluation sheet that administrated by the writer. It involves answering questions concerning the current status of the subjects of the study.

In doing this study, an experimental research is used which requires the careful collection, analysis, and interpretation of quantitative data. Wireman (1991) explains that an experiment research is a research situation in which at least one independent variable, called the experimental variable, is deliberately manipulated or varied by the researcher, while quantitative research is the collection and analyses of numerical data in order to explain, predict, or control phenomena of interest.

In this study, one group pre-test and post-test design was used to collect the data. This study was measured by pre-test before giving the treatment and post-test

after giving the treatment. Evelyn (2001) proposes the procedure used in pre experiment one group pre-test-post-test design as in the following:

Participant selection >> Pre-test >> Treatment >> Post-test.

This method collects numerical data through evaluation sheet that administrated by the writer. It is aimed to answer questions concerning the current status of the subjects of the study. Questionnaire sheets are used to find out the students' responses toward using Story Telling Method in promoting their speaking skills. The writer also used field research. Field research is a quantitative method of data collection aimed at understanding, surveying, and interacting with people in their natural settings.

## **A. Population And Samples**

### **1. Population**

According to Sugiyono (2011:90), population is generalization which consists of: objects / subjects that have certain qualities and characteristics defined by the researchers to learn and then drawn the conclusions. The population of this study are the whole Students At Eighth Grade Mts Al-Amiriyyah Blokagung In Academic Year 2019/2020. The number of population of this study is 20 students.

### **2. Sample**

Sample is part of subject or object which represent the population. Base on Sugiyono (1997:57) perception that sample is a fraction of the

number and characteristics possessed by the population. In this section the researcher will take the sample at Eighth Grade Mts Al-Amiriyyah Blokagung In Academic Year 2019/2020. The technique in this research is purposive sampling. Purposive sampling is one of techniques in taking sample of data source which has special considerations, therefore this technique will be corresponding for the Eighth Grade Mts Al-Amiriyyah Blokagung In Academic Year 2019/2020.

### **C. Technique Of Data Collection**

Data collection is the systematic approach to gathering and measuring information from a variety of sources to get a complete and accurate picture of an area of interest. According to Sugiyono (2013:224) data collection is the most strategic step in the study, because the main goal of the study is to get the data. The data used in this research are: Observation, documentation and questionnaire.

#### **1. Observation**

Observation is something you notice by watching and listening, can be said investigated. According to Sutrisno as cited in Sugiyono (2013:145), argue that observation is a complex process, a process that is composed of a variety of biological processes and psychological. Two of the most important is the processes of observation and memory. In this research, participant observation will be used since the researcher participates in teaching and learning process

and cooperate as the collaboration, this observation is intended to know the students participation. They are though speaking by storytelling. This action research is successful if most of students about 85% of the student can reach the criteria of success of speaking test by storytelling.

## **2. Test**

According to Overton (2008) test is a method to determine a students ability to complete certain tasks or demonstrate mastery of a skill or knowledge of content. The Test will be given to the students, in order to know their speaking ability especially in retelling story. In this research, test is divided into two catagories; pretest and posttest. The aim of pretest is to find out the students' ability toward their speaking skill before treatment. On the other hand, posttest is to find out whether their speaking skill improve or not after giving treatment.

## **3. Questionnaire**

According to Harry (2009), questionnaire is a set of systematically structured questions used by a researcher to get needed information from respondents. Trough questioners the researcher gets information that to know the respondents opinion on whether the technique is interesting or not. By the questionnaire the researcher will know the students opinion related to the speaking learning process. Furthermore, the researcher be able to measure the student quality in speaking skills. The questionnaires were given for students in

the last meeting and they had 15 minutes to answer all questions. The result of this test will be analyzed and discussed.

#### **D. Technique of Data Analysis**

##### **1. Test**

In analyzing the data of pre-test and post-test, the writer used the picture to create the student imagination and storytelling about the picture. The writer used the statistical formula by following the steps below:

- a. To find out the range of the data

Sudjana (2002) stated that range is the difference between the highest and the lowest scores. The range of pre-test and post-test scores would be determined by using the formula below:

$$R = H - L$$

Where:

R : the range of the score

H : the highest score

L : the lowest score



b. The number of interval class

According to Sudjana (2002) the number of interval class can be determined by using the following formula:

$$I = 1 + (3,3) \log n$$

Where:

I : the amount of interval class

n : the amount of sample

c. To find out the space of interval

The range of interval class can be calculated by using the following formula Sudjana (2002):

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

Where:

P : interval space

R : the range of scores

I : the amount of interval class

d. To find out the mean score

Sudjana (2002) stated that the mean of students' score was calculated by using the formula as follow:

$$X = \frac{\sum f_i x_i}{\sum f_i}$$

Where:

$f_i$  : refers to frequency

$x_i$  : refers to the middle score interval class

$f_i x_i$  : the amount of multiplication between the frequencies and the middle scores of interval class

**Table 3.1 Speaking Test Scoring Form**

### Short Conversation

#### Question Number 1

SCORE POINT	DESCRIPTION
<b>Score 2</b>	<ul style="list-style-type: none"> <li>*Provides and exchanges information fluently</li> <li>*Uses expanded vocabulary</li> <li>*Free of errors that block comprehensibility</li> </ul>
<b>Score 1</b>	<ul style="list-style-type: none"> <li>*Provides and exchanges information indirectly or incompletely</li> </ul>

	<ul style="list-style-type: none"> <li>*Uses basic vocabulary</li> <li>*Contains some errors that limit comprehensibility</li> </ul>
<b>Score0</b>	<ul style="list-style-type: none"> <li>*Does not provide enough information;or</li> <li>*Errors block comprehension; or</li> <li>*No response or response in language other than English</li> </ul>

**Table 3.2 Speaking Test Scoring Form**

**Storytelling**

**QuestionNumber2**

High level / very few errors	Shows ability /some errors	Some ability numerous /errors	Very little correct	Too Minimal/ Unintelligible /No Response/Response not in English
<b>Score Point 4</b>	<b>Score Point 3</b>	<b>Score point 2</b>	<b>Score point 1</b>	<b>ScorePoint 0</b>

**Table 3.3 Speaking Test Scoring Form****Story Retell****QuestionNumber 3**

<b>SCOREPOINT</b>	<b>DESCRIPTION</b>
<b>Score4</b>	<ul style="list-style-type: none"> <li>* Response is fluent</li> <li>* Story sequence and detail enhanced by vocabulary and correct use of complex grammar</li> <li>* Response is free of errors that cause confusion</li> </ul>
<b>Score3</b>	<ul style="list-style-type: none"> <li>* Response is mostly fluent</li> <li>* Story sequence and details provided by basic vocabulary and simple grammar</li> <li>* Response may have some errors, but these cause only limited confusion</li> </ul>
<b>Score2</b>	<ul style="list-style-type: none"> <li>* Response has lapses or hesitations that interfere with story flow</li> <li>* Minimum of story sequence and details provided by basic use of vocabulary and grammar</li> <li>* Response has errors that cause confusion</li> </ul>
<b>Score1</b>	<ul style="list-style-type: none"> <li>* Response has many lapses or hesitations that interfere with story flow</li> </ul>

	<ul style="list-style-type: none"> <li>* Response may be only one word or sentence</li> <li>* Response may have little or no grammatical structure</li> </ul>
<b>Score0</b>	<ul style="list-style-type: none"> <li>* Response is unintelligible;or</li> <li>* Response is innative language;or</li> <li>* Student refusesto speak</li> </ul>

## 2. Questionnaire

The questionnaires would be analyzed by using the following formula as stated by Anas (2002):

$$P = \frac{F}{N} \times 100\%$$

Where:

P : percentage

F : frequency

N : the number of sample

## E. Experimental Teaching

Before coming to the test result in CHAPTER IV, the researcher has done the research using experimental teaching to know students' improvement in speaking skill. Experimental teaching was conducted into six meetings. The allocation time for each meeting was 45 minutes. In this experimental teaching, the story telling method

was applied as a teaching technique. The description of the experimental teaching undertaken will be explained below:

1. First Meeting(October 8th, 2019)

In the first meeting, all students attended the class. Firstly, the researcher did observation and asked information to the English teacher about students skill especially in speaking. Then, the researcher entered the classroom and introduced himself to the students. After five minutes, the student's attendance list was checked and their names were called one by one to know them further. The students were happy and interested in accepting the new materials. To know the students skill in speaking, the pre-test was given. The test was given to the students, the students are asked to make the story based on the picture and tell it. The researchers record in every singular word of student talk. Once the test finished, the class was closed.

2. Second Meeting (October 12st, 2019)

In the second meeting, the researcher continued several steps. Firstly, the students' attendance list was checked in order to get the valid data of respondent in this research. Secondly, the students discussed topics, vocabulary, and grammar of wish and hope form with the teacher. After that, they tried to understand the examples of wish and hope in storytelling material which have given by the teachers. Thirdly, the researcher began teaching by using storytelling technique and they listened to the teacher's explanation on how to create a storytelling by using wish and hope form. Fourthly, the teacher asked them to make a group to discuss create a storytellig. As

result, most of them had lack of vocabulary, so the researcher advised them to bring dictionary for every English class. Furthermore, the students were given several minutes to ask some questions related to the problem that they faced. At that time, every student was supervised by the researcher if any students confused about something. When the bell rang, then the task would be discussed at the next meeting. Finally, the researcher ended the class.

### 3. Third Meeting (October 15th, 2019)

Firstly, the researcher greeted and checked attendance lists and so on. Secondly, the researcher did teaching learning process as same as the second meeting with different material. In this meeting, the researcher asked the students to submit the tasks of the second meeting to the researcher. Furthermore, the researcher gave the feedback to the students. The students paid attention to the feedback that has given by the researcher on their tasks. Thirdly, the researcher explained how to create storytelling by using wish and hope form and gave an example of wish and hope in retelling story. Fourthly, the students tried to make storytelling by using wish and hope individually. Next, the students retell the story in front of the class. Finally, the researcher reviewed the material and closed the class.

### 4. Fourth meeting (October 17th, 2019)

Firstly, the researcher greeted and checked attendance lists and so on. Secondly, the researcher asked the student to make the group, for discussed topics, vocabulary, and grammar about the material of manual and tip forms with the

teacher. After making the group, the teacher share print out to each students. And than, they tried to understand the examples of manual, because in this section the researcher only focus on manual form in order creating storytelling by using manual form. Thirdly, the researcher began teaching by using storytelling technique and they listened to the teacher's explanation on how to create a storytelling by using manual form. Fourthly, the teacher ask them to create a storytellig. As the result, most of them stillless confidentinspeaking, therefor make them nervous and mistaking in, soresearcher advised them to more practice in pronunciation. Finally, the researcher closed the class.

#### 5 Fifth meeting (October 22nd, 2017)

Firstly, the researcher greeted and checked attendance as usual and so on. Secondly, the researcher did teaching learning process as same as the fourth meeting with different material. In this meeting the researcher focus on tip forms. Thirdly, the researcher explained how to create storytelling by using tip forms and gave an example of tips in retelling story. Fourthly, the students tried to make storytelling by using tips individually. Next, the students retell the story in front of the class. Finally, the researcher reviewed the material and closed the class.

#### 6. Sixth Meeting (October 24th, 2019)

Firstly, the researcher greeted and checked attendance as usual and so on. Secondly, the researcher did teaching learning process as same as the fourth meeting with different material. In this meeting the researcher focus on tip forms.



Thirdly, the researcher explained how to create storytelling by using tip forms and gave an example of tips in retelling story. Fourthly, the students tried to make storytelling by using tips individually. Next, the students retell the story in front of the class. Finally, the researcher reviewed the material and closed the class. At last meeting, the researcher kept checking attendance list in order to get the valid data of respondent in this research. Then, the post-test was given to the students by individual. The students are asked to create storytelling base on the the picture who has given by the researcher in the paper. After 5 minutes, The researcher record each students about 2-3 minute. After the students have finished their tests, the researcher make a game that related with the material which were studied by the student and they happy with it. Furthermore, the researcher distributed the questionnaire to the students. Finally, the researcher thanked and appreciated for the students for those who helped researcher by using storytelling technique in six meetings in the class and give the gift to the winner of the game. Than closed the class.

#### **F. Brief Description of Reseach location**

MTs Al Amiriyyah was established on April 2, 1968, and thus is now more or less 37 years old. And MTs Al Amiriyyah is one of the largest private MTs of students in Banyuwangi with a total of approximately 721 Students, which were divided into 15 classes (study groups) in 2005-2006.

Since the establishment of Al Amiriyyah MTs until 1980, they still follow the Diniyah Madrasah Curriculum Program (Madrasas in the Darussalam Boarding

School, Banyuwangi Blockagung), students in the teaching and learning process separate between sons and daughters and their uniforms are still in the style of Islamic boarding schools that use gloves and sandals, materials the lesson mixed with material from the Department of Religion with material from Diniyah Pondok Pesantren. But along with the times, the situation and technological progress, the situation is changing and developing, both in the field of learning and neatness as well as learning order in the implementation of the Teaching and Learning Process (PBM). The leadership of Al Amiriyyah MTs from 1979 to 1982 was led by KH. Ahmad Hisham Syafaat, S.Sos.I As Principal. In 1981/1982 MTs Al Amiriyyah with the attention of the Department of Religion developing and developing education in the Islamic Boarding School, since then MTs Al Amiriyyah joined the Curriculum of the Ministry of Religion, while students could take the State Examination. The Ministry of Religion, with all its attention in 1981 sent teacher assistance to MTs Al Amiriyyah, he was Mr. Djoko Supriono, S.Ag. M.PdI whose service is counted on August 1, 1981 with a decree. DEPAK KA Banyuwangi Regency Number Mn. 26 / 1a / August / 81. starting in 1983/1984, he was trusted as the Principal of the Al Amiriyyah MTs School by the Pon Pes Darussalam Foundation, Blokagung Banyuwangi until 1994, then he was assigned to Madrasah Aliyah Al Amiriyyah, the headmaster of the Al Amiriyyah MTs school assigned to Drs. M. Khozin Kharis 1994 to 2000. Then in 2001 he was assigned to MA Al Amiriyyah and Head of MTs Al Amiriyyah in 2001 to 2008 in the head of Drs. Muh. Nuchi, M.Pd.I then the leadership of Masrofi, S.Pd.I until 2019. then, now the leadership is Ahmadi, M.Pd.I.

**To support the teaching learning process, the school has some facilities that can be seen as follow :**

**Table 3.4 School Facilities**

<b>No</b>	<b>Facility</b>	<b>Quantity</b>
1	Class room	17
2	Headmaster room	1
3	Teacher room	1
4	Science Laboratory	1
5	Computer Room	1
6	Multimedia Room	1
7	Language Laboratory	1
8	Library	1
9	Football Court	1
10	Dormitory	1
11	Table Tennis	1
12	Volleyball Court	1
13	Meeting Room	1
14	Canteen	1
15	Clinic	1
16	Mosque	1
17	Security Post	1

## CHAPTER IV FINDINGS AND DISCUSSION

### A. FINDINGS

#### 1. Test Result of Pre-Test and Post Test

As mentioned in the previous chapter, the instruments in collecting the data in this research were questionnaire and test. The writer gave the students in two types of tests, pre-test and post-test. The data were collected from class VIII-D in MTs Al-Amiriyyah Blokagung . The results are as follow :

**Table 4.1. The Score of Pre-test and Post-test in Pre Experimental Class**

No	Initial	Pre-Test	Post-Test
1	AZ	75	88
2	AS	50	82
3	DG	75	94
4	HA	82	94
5	WQ	75	82
6	AS	63	75
7	DC	63	69
8	VC	75	82
9	BG	82	88
10	HJ	75	85
11	AA	63	88
12	BA	69	75
13	AB	82	94
14	BC	63	69

15	AC	75	82
16	SS	50	75
17	HH	75	96
18	KK	63	82
19	JI	82	94
20	UY	82	88
21	TY	82	96
22	ED	75	75
23	DS	75	69
24	DK	63	82
25	HD	69	94
	Lowest Score	50	69
	Highest Score	82	96

a. The Result of Pre-test

$$\begin{aligned}
 \text{Range (R)} &= \text{Highest Score} - \text{Lowest Score} \\
 &= 82 - 50 \\
 &= 32
 \end{aligned}$$

$$\begin{aligned}
 \text{Many Class (K)} &= 1 + (3.3) \text{Log } N \\
 &= 1 + (3.3) \text{Log } 25 \\
 &= 1 + (3.3) (1.39794) \\
 &= 1 + 4.613202 \\
 &= 5.613202 \\
 &= 6
 \end{aligned}$$

$$\begin{aligned}
 \text{Interval Class (I)} &= \frac{\text{range}}{\text{manyclass}} \\
 &= \frac{32}{6} \\
 &= 5,33 = 6
 \end{aligned}$$

Based on the data above, the writer made table of frequency as follows:

**Table. 4.2. Table of Frequency of Pre-test**

Score	Frequency ( <i>fi</i> )	Median ( <i>xi</i> )	<i>Fi.xi</i>
50 – 55	2	52,5	105
56 – 61	0	58,5	0
62 – 67	6	64,5	387
68 – 73	2	70,5	141
74 – 79	9	76,5	688,5
80 – 85	6	82,5	495
<b>Total</b>	<b>25</b>	-	<b>1.816,5</b>

Based on the table, the writer found means score (*xI*) and standard deviation (*SI*) as follows:

$$\begin{aligned}
 \text{Mean Score (} xI \text{)} &= \frac{\sum f_i . x_i}{\sum f_i} \\
 &= \frac{1.816,5}{25} \\
 &= 72,66
 \end{aligned}$$

Based on the result of the pre-test, the writer found that the average skill in speaking was 72,6

b. The analysis of post-test scores

After tabulating the data of pre-test, the writer did some steps to analyze the data of post-test as follows:

$$\begin{aligned}
 \text{Range (R)} &= \text{Highest Score} - \text{Lowest Score} \\
 &= 96 - 69 \\
 &= 27
 \end{aligned}$$

$$\begin{aligned}
 \text{Many Class (K)} &= 1 + (3.3) \text{ Log } N \\
 &= 1 + (3.3) \text{ Log } 25 \\
 &= 1 + (3.3) (1.39794) \\
 &= 1 + 4.613202 \\
 &= 5.613202 \\
 &= 6
 \end{aligned}$$

$$\begin{aligned}
 \text{Interval class (I)} &= \frac{\text{range}}{\text{many class}} \\
 &= \frac{27}{6} \\
 &= 4,50 = 5
 \end{aligned}$$

Based on the data above, the writer made table of frequency as follows:

**Table 4.3. Table of Frequency of Post-test**

Score	Frequency <i>(fi)</i>	Median <i>(xi)</i>	<i>fi.xi</i>
69 – 73	3	71	213
74 – 78	4	76	304
79 – 83	6	81	486
84 – 88	5	86	430
89 – 93	0	91	0
94 – 97	7	95,5	668.5
Total	25	-	2.101,5

Based on the table, the writer found means score ( $\bar{x}$ ) and standard deviation (S) as follows:

$$\begin{aligned}
 \text{Mean Score } (\bar{x}) &= \frac{\sum f_i x_i}{\sum f_i} \\
 &= \frac{2.101,5}{25} \\
 &= 84,06
 \end{aligned}$$



The post test result showed that student average score was 84 and the pre-test average score was 72,6. It indicated that the students skill in speaking was increased 11,4 points ( $84-72,6=11,4$ ).

## **2. Discussion**

This study examined the students' improvement in speaking by using storytelling technique. The researcher successfully collected the data using pre experimental teaching, tests, and questionnaire as instruments in order to answer the research questions.

The first research question was "To what extend using storytelling can improve student speaking ability at MTs Al-Amiriyyah Blokagung". Storytelling technique contributes to help students' speaking skill in terms of enriching vocabularies, improving creativity, improving pronunciation, improving grammar and organizing ideas. Stories not only help in stimulating children's imagination and understanding of the world, but also in developing children's language ability and appreciating literature (Aiey,1988; Cooper, 1989; Koki, 1998; Zobairi & Gulley, 1989). There searcher gave some treatment to the students on how to apply storytelling technique in speaking. Based on the result of pre-test, the pre-test mean score was 72.6 and the mean score in the-post test was 84. It can be seen that the students skill in speaking by using storytelling technique increased. From these calculations, it can be inferred that there was difference of students' scores before and after receiving the treatment. Consequently, these data which had been analyzed

answered the first research question that using storytelling can improve student speaking ability at MTs Al-Amiriyah Blokagung.

### 3. Hypothesis

According to Sudjono (2008), in examining the hypothesis, the t-test is used to determine the significant of the students score. The t-test is designed to measure and examine the significant between two means of pre-test and post test. Then the results of calculation of the t-test value will be compared to t-value table. If t-test ( $t_o$ ) is higher than t-table of 5% alpha significance level, it means that there is significance difference between pre-test and post test. The t-test formula is follows:

$$t_o = \frac{M_X - M_Y}{\sqrt{\frac{\sum SD_X + \sum SD_Y}{N_X + N_Y - 2} \cdot \left[ \frac{1}{N_X} + \frac{1}{N_Y} \right]}}$$

Where:  $M_x$  = Mean of Post-test

$M_y$  = Mean of Pre-test

$\sum SD_X$  = Sum of Standard deviation score in Post-test

$\sum SD_Y$  = Number of students in Post-test

$N_x$  = Number of students in Post-test

$N_y$  = Number of students in Pre-test

In analyzing the hypothesis, the writer purposes some steps as follow:

1. Stating the Alternative hypothesis (Ha) and Null hypothesis (Ho), that is:
  - a. Null hypothesis (Ho): There is no significant difference between the students' skill in speaking through storytelling technique before and after treatment is given to the students of MTs Al-Amiriyyah Blokagung.
  - b. Alternative hypothesis (Ha): There is significant difference between the students' skill in speaking through Storytelling technique before and after treatment is given to the students of MTs Al-Amiriyyah Blokagung.
2. Listing the deviation score of Post-test and Pre-test.

**Table 4.4. Deviation score of Post-test and Pre-test**

NO	X	Y	X <sup>2</sup>	Y <sup>2</sup>
	Pre-Test	Post-Test		
1	88	75	7744	5625
2	82	50	6724	2500
3	94	75	8836	5625

4	94	82	8836	6724
5	82	75	6724	5625
6	75	63	5625	3969
7	69	63	4761	3969
8	82	75	6724	5625
9	88	82	7744	6724
10	85	75	7225	5625
11	88	63	7744	3969
12	75	69	5625	4761
13	94	82	8836	6724
14	69	63	4761	3969
15	82	75	6724	5625

16	75	50	5625	2500
17	96	75	9216	5625
18	82	63	6724	3969
19	94	82	8836	6724
20	88	82	7744	6724
21	96	82	9216	6724
22	75	75	5625	5625
23	69	75	4761	5625
24	82	63	6724	3969
25	94	69	8836	4761
$\Sigma$	2098	1783	177940	129305

3. Finding the mean score of variables X and Y by using the following formula:

a. Mean of Variable X (Post-test):

$$M_X = \frac{\sum X}{N_X} = \frac{2098}{25} = 83,92$$

b. Mean of Variable Y (Pre-test):

$$M_Y = \frac{\sum Y}{N_Y} = \frac{1783}{25} = 71,32$$

4. Finding sum of deviation standard score of variables X and Y by using

following formula:

a. Variable X

$$\begin{aligned} \sum SD_X &= \sum X^2 - \frac{(\sum X)^2}{N_X} \\ &= 177940 - \frac{(2098)^2}{25} \\ &= 177940 - \frac{4401604}{25} \\ &= 177940 - 176064,16 \\ &= 1875,84 \end{aligned}$$

b. Variable Y

$$\sum SD_Y = \sum Y^2 - \frac{(\sum Y)^2}{N_Y}$$

$$\begin{aligned}
&= 129305 - \frac{(1783)^2}{25} \\
&= 129305 - \frac{3179089}{25} \\
&= 129305 - 127163,56 \\
&= 2141,44
\end{aligned}$$

5. Calculating the standards error of the mean difference between variable X and Y

$$\begin{aligned}
S_{XY} &= \sqrt{\frac{\sum SD_X + \sum SD_Y}{N_X + N_Y - 2} \cdot \left[ \frac{1}{N_X} + \frac{1}{N_Y} \right]} \\
&= \sqrt{\frac{1875,84 + 2141,44}{25 + 25 - 2} \cdot \left[ \frac{1}{N_X} + \frac{1}{N_Y} \right]} \\
&= \sqrt{\frac{4017,28}{48} \cdot [0,08]} \\
&= \sqrt{(83,6) \cdot [0,08]} \\
&= \sqrt{6,86} \\
&= 2,58
\end{aligned}$$

6. Calculating  $t_0$  score by following formula:

$$t_0 = \frac{M_X - M_Y}{\sqrt{\frac{\sum SD_X + \sum SD_Y}{N_X + N_Y - 2} \cdot \left[ \frac{1}{N_X} + \frac{1}{N_Y} \right]}}$$

$$t_0 = \frac{83,92 - 71,32}{2,58}$$

$$= \frac{12,6}{2,58}$$

$$= 4,88$$

7. Determining t-table in significance level 5 % with df:

$$df = N_x + N_y - 2$$

$$= 25 + 25 - 2$$

$$= 48$$

8. Examining to through  $t_{table}$

In the significance level of 5% ( $\alpha=0.05$ ), the  $t_{table}$  shows that the critical score for differentiation score 48 is 1,677.

In addition, the result of data analysis showed that the t-score is 4,88 and  $t_{table}$  on the degree of significance 5% is 1.677, so it can be stated that  $t_0$  is higher than  $t_{table}$  ( $4,88 > 1,677$ ). According to Mills, Airasian (2009:71), “a hypothesis is a researcher’s prediction of the research findings, statement of the research expectations about the relation among the variables in the research topic”.



Finally, the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. In addition, it can be concluded that teaching by using storytelling technique is more effective than teaching without using storytelling technique at MTs Al-Amiriyyah Blokagung.

## **B. FINDINGS OF QUESTIONNAIRE**

### **1. The Result of Questionnaire**

As mentioned earlier in Chapter III, the questionnaire was to find out students' perceptions or responses. The questionnaire was given to students after giving test consisting 10 questions. The data was obtained from distributions of questionnaire to the students. It used simple statistic with cumulative frequency distribution method to count percentage from all alternative of the answers at every question.

In order to collect the data, the formula used that is:

$$P = \frac{F}{N} \times 100 \%$$

Remarks: P = Percentage

F = Frequency of the respondents

N = Number of sample

100 = Constant value

Furthermore, the result of questionnaire can be seen in the following discussion.

**Table 4.5. The storytelling exercise held my complete attention.**

Question	Option	Frequency	Percentage
1	a. Strongly Agree	5	20%
	b. Agree	16	64%
	c. Undecided	4	16%
	d. Disagree	0	0%
	e. Strongly Disagree	0	0%
Total		25	100%

Table 4.4 shows that there are 5 students (20%) who said that strongly agree with a statement “*the storytelling exercise held students complete attention*” and 16 students (64%) agree. Then, 4 students (16%) are undecided. It can be concluded that 21 students (84%) are interested in learning speaking by using storytelling technique.

**Table 4.6. Time seemed to go by quickly during this class session.**

Question	Option	Frequency	Percentage
----------	--------	-----------	------------

2	a. Strongly Agree	5	20%
	b. Agree	20	80%
	c. Undecided	0	0%
	d. Disagree	0	0%
	e. Strongly Disagree	0	0%
Total		25	100%

Table 4.5 shows that there are 5 students (20%) choose that they strongly agree and 20 students (80%) choose agree with a statement “*time seemed to go by quickly during this class session*”. It means that all of the students (100%) liked learning speaking by using storytelling technique.

**Table 4.7. I could visualize aspects of the story such as characters, setting and/ or activities taking place.**

Question	Option	Frequency	Percentage
3	a. Strongly Agree	10	40%
	b. Agree	15	60%
	c. Undecided	0	0%
	d. Disagree	0	0%
	e. Strongly Disagree	0	0%

Total		25	100%
-------	--	----	------

Based on the table 4.6, it can be seen that there are 10 students(40%) choose strongly agree and 15 students (60%) chose agree with a statement “*students could visualize aspects of story such as characters, setting and/ or activities taking place*”. It means that all of the students (100%) helped in visualize aspects of story such as characters, setting and/ or activities taking place by using storytelling technique.

**Table 4.8.using stories gave me deeper insights into the content of today’s lesson.**

Question	Option	Frequency	Percentage
4	a. Strongly Agree	10	40%
	b. Agree	15	60%
	c. Undecided	0	0%
	d. Disagree	0	0%
	e. Strongly Disagree	0	0%
Total		25	100%

Based on the table 4.7, it can be seen that there are 10 students (40%) choose strongly agree and 15 students (60%) chose agree with a statement “*using stories gave deeper insights into the content of today’s lesson*”. It means that all of the

students (100%) gained deeper insight into the content of today's lesson through storytelling technique.

**Table 4.9. I can think of more stories that I am familiar with or have experienced myself that relate to some of the stories told.**

Question	Option	Frequency	Percentage
5	a. Strongly Agree	5	20%
	b. Agree	15	60%
	c. Undecided	5	20%
	d. Disagree	0	0%
	e. Strongly Disagree	0	0%
Total		25	100%

Table 4.8 shows that there are 5 students (20%) strongly agree and 15 students (60%) are agree with a statement "*student can think of more stories that were familiar with or have experienced myself that relate to some of the stories told*". However, there were 5 students (20%) choose undecided. So, it can be concluded that almost of the students (80%) can think of more stories through storytelling technique.

**Table 4.10. I believe that I will remember some of these stories and the lesson/implications inherent in them for a long time.**

Question	Option	Frequency	Percentage
6	a. Strongly Agree	4	16%

	b. Agree	11	44%
	c. Undecided	5	20%
	d. Disagree	5	20%
	e. Strongly Disagree		0%
Total		25	100%

Based on the data in table 4.9 it shows that there are 4 students (16%) who were strongly agree and 11 students (44%) who agree with a statement “*students believe that they will remember some of these stories and the lesson/implications inherent in them for a long time*”. Besides, there are 5 students (20%) who chose undecided and 5 students (20%) who chose disagree. So, it can be concluded that almost of the students (80%) remember some of the stories for a long time with the storytelling technique.

**Table 4.11.I have more empathy/respect/understanding of some of my classmate’s viewpoint and experiences upon hearing their relevant stories.**

Question	Option	Frequency	Percentage
7	a. Strongly Agree	10	40%
	b. Agree	10	40%
	c. Undecided	5	20%
	d. Disagree	0	0%
	e. Strongly Disagree	0	0%
Total		25	100%

Based on the table 4.10, it can be seen that there are 10 students(40%) choose strongly agree and 10 students (40%) choose agree with a statement “*students have more empathy/respect/understanding of some of my classmate’s viewpoint and experiences upon hearing their relevant stories*”. on the other hand, there are 5 students (20%) who choose undecided. So, it can be concluded that almost of the students (80%) have more empathy/respect/understanding about classmates view point through storytelling technique.

**Table 4.12.I would like to participate in future storytelling activities in this and/or other learning experience.**

Question	Option	Frequency	Percentage
8	a. Strongly Agree	6	24%
	b. Agree	14	56%
	c. Undecided	5	20%
	d. Disagree	0	0%
	e. Strongly Disagree	0	0%
Total		25	100%

Based on table 4.11, there are 6 students (24%) choose strongly agree and 14 students (56%) choose agree for the *statement “students would like to participate in future storytelling activities in this and/or other learning experience”*. On the other hand, there are 5 students (20%) choose undecided. It can be concluded that almost all of the students (80%) had participated in future storytelling activities.

**Table 4.13. I believe that I will be able to apply what I learned in today's lesson in various situations in my workplace.**

Question	Option	Frequency	Percentage
9	a. Strongly Agree	6	24%
	b. Agree	13	52%
	c. Undecided	6	24%
	d. Disagree	0	0%
	e. Strongly Disagree	0	0%
Total		25	100%

The table 4.12 shows that there are 6 students (24%) choose strongly agree and 13 students (52%) chose agree with a statement “*students believe that they will be able to apply what they have learned in today's lesson in various situations in their workplace*”. Besides, 6 students (24%) choose undecided. It means that, most of the students (76%) are be able to apply what they have learned in today's lesson in various situations in their workplace after used storytelling technique.

**Table 4.14. I believe that my initial opinions or perspective on this topic has changed as a result of today's lesson.**

Question	Option	Frequency	Percentage
10	a. Strongly Agree	3	12%
	b. Agree	12	48%
	c. Undecided	6	24%



	d. Disagree	3	12%
	e. Strongly Disagree	1	4%
Total		25	100%

In table 4.13, it shows that there are 3 students (12%) chose strongly agree and 12 students (48%) choose agree with a statement “*the students believe that their initial opinions or perspective on this topic has chaged as a result of today’s lesson*”. Besides, there are 6 students (24%) who choose undecided and 3 students (12%) choose disagree than only 1 student (4%) choose strongly disagree. So, It can be concluded that most of students (60%) are believe that their initial opinions or perspective on this topic has changed as a result of today’s lesson trough storytelling technique.

## 2. Discussion

The second research question was asking students’ response after learning speaking through storytelling technique. The researcher distributed questionnaire to know their opinions whether storytelling technique helped them improve their speaking skill or not. The questionnaire was formed in 10 questions starting from general to specific questions.

After analyzing the questionnaire, the conclusion obtained is that most of them want to be able to improve they speaking ability. As stated in number one and two of the questionnaire statement, majority of the students pay attention to the material. unconsciously, the time seemed to go by quickly during class session.

Subsequently, based on students' responses in number three, four and five of the questionnaire statement. The students are able to visualize aspects of the story such as characters, setting and activities taking place. On the other hand storytelling also give them deeper insight in creating stories. So they can think or imagine of more stories that familiar or unfamiliar. Also, in accordance with the students' responses in questionnaire number six, seven, eight, nine, and ten, they agree that storytelling technique really helps them to summarize important information, grasp the main point sense and interested them in learning speaking. Remarkably, they also suggest that this technique is effective to be employed by English teachers.

After analyzing the questionnaire, the researcher found that most of the students were interested in learning speaking by using storytelling technique. The data also showed that students felt that storytelling technique could help them in speaking skills. Based on the discussion above, I would like to emphasize that Storytelling technique can be implemented in language classroom to help and facilitate the students in speaking skill.

## CHAPTER V

### CONCLUSSIONS AND SUGGESTIONS

#### **A. Conclusions**

Based on the data analysis, the researcher found that storytelling technique can improve students' skill in speaking. As the result from the pre-test and post-test mean scores which were given. The improvement of mean score was 72.6 to 84. Then, it is also proved by examining the hypothesis that  $t_0$  is higher than table (4,88 > 1,677). It means that there is significant difference of achievement between the students who were taught by using storytelling technique and the students who were taught without storytelling technique. Thus, it can be concluded that using storytelling technique to the students at MTs Al-Amiriyyah Blokagung can improve their skill in speaking. Moreover, the students were also gave the questionnaire to know their responses toward storytelling technique. The data also showed that students felt that storytelling technique could help them in speaking. Most of them also responded that they attempt to use storytelling technique in their daily speaking.

#### **B. Suggestions**

After conducting this study, the writer proposed some suggestions that would be useful for teachers and other researchers who are interested in using storytelling technique to improve students' skill in speaking for their study or teaching:

##### 1. For the teachers

Correct choice of teaching technique can make the teaching and learning process not only run well but also interesting and enjoyable. Enjoyable teaching and learning activities help students receive the material more

effectively and efficiently; it also makes the teacher more focus on the necessary things needed for the class. Storytelling technique is a technique which lead students to be more independent; thus it is good to be applied in small classes as well as the big ones. It is simple, fun and arousing creativity. That's why, it is recommended for teacher to apply it in their class.

## 2. For the students

Storytelling is a simple technique which used for speaking activities. It is not only helpful in teaching and learning process in the classroom. Storyelling also useful in other speaking activities to generate and organize ideas, opinion and thoughts. So, the researcher suggests that all students learn how to use it.

## 3. For the other researchers

a. This study discusses the use of storytelling technique in teaching English to improve the students' skill especially in speaking. It was conducted on senior high school students. The researcher hopes that this technique can be applied by other researcher in different level of students.

b. Considering that this study still any lack and it is just one of efforts in increasing students' skill in speaking, so the researcher hopes that the finding of this study will be used as starting point of the future research on similar problems.

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## LESSON PLAN

School : MTs Al-Amiriyyah Blokagung

Lesson : English Language

Class/Semester : VIII D

Material : Expressing idea

Time : 4 x 45 minute (6 x Meeting)

### A. RESEARCH METHOD

Technique : Story Telling

### B. LEARNING TOOLS AND RESOURCES

Resources : LKS (lembar kerja siswa ) English book for VIII grade, Dictionary, White Board, and Black Marker.

### C. STEPS OF LEARNING

#### First Meeting

Activity	Description of Activities	Time allocation
Preliminary	• Explanation about pre-test	5 minute
Materials	•Distribute pre test to the student.	35 Menit
Focus	• Pre-test, vocabulary, pronoun and grammar	
Closing	• Closing	5 menit

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## Second Meeting

<b>Activity</b>	<b>Description of Activities</b>	<b>Time allocation</b>
Preliminary	<ul style="list-style-type: none"><li>• Warming up</li></ul>	5 minute
Materials	<ul style="list-style-type: none"><li>• Wish and Hope, Chapter 3, page : 23, source : LKS English for VIII grade</li><li>• Explanation about the materials.</li><li>• Making group discussion for the materials.</li><li>• Exercise.</li></ul>	35 Menit
Focus	<ul style="list-style-type: none"><li>• Vocabulary, pronunciation and grammar.</li></ul>	
Closing	<ul style="list-style-type: none"><li>• Closing</li></ul>	5 menit

## Third Meeting

<b>Activity</b>	<b>Description of Activities</b>	<b>Time allocation</b>
Preliminary	<ul style="list-style-type: none"><li>• Warming up</li></ul>	5 minute
Materials	<ul style="list-style-type: none"><li>• Wish and Hope, Chapter 3, page : 23, source English on LKS English for VIII grade.</li><li>• Repetition of lesson.</li><li>• Ask to student about the material learning before.</li><li>• Ask to student to making the story by using expressing wish and hope.</li><li>• Exercise</li></ul>	35 Menit



Focus.	• Vocabulary, pronunciation and grammar	
Closing	• Closing.	5 menit

#### Fourth Meeting

Activity	Description of Activities	Time allocation
Preliminary	• Warming up	5 minute
Materials	<ul style="list-style-type: none"> <li>• Manual and Tips, Chapter 6, page : 57.</li> <li>• Explanation about the materials.</li> <li>• Making group discussion for the materials.</li> <li>• Exercise.</li> </ul>	35 Menit
Focus	• Vocabulary, pronunciation and grammar	
Closing	• Closing	5 menit

#### Fifth Meeting

Activity	Description of Activities	Time allocation
Preliminary	• Warming up	5 minute
Materials	<ul style="list-style-type: none"> <li>• Manual and Tips, Chapter 6, page : 57.</li> <li>• Repetition of lesson.</li> <li>• Ask to student about the material learning before.</li> <li>• Ask to student to making the story by using manual and tips .</li> <li>• Exercise.</li> </ul>	35 Menit
Focus	• Vocabulary, pronunciation and grammar.	

Closing	• Closing	5 menit
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### Sixth Meeting

Activity	Description of Activities	Time allocation
Preliminary	• Warming up	5 minute
Materials	• Distribute post test to the student. • After giving post test to the student, the teacher (researcher) distribute questionnaire to the students.	35 Menit
Focus	• Post test, vocabulary, pronunciation and grammar.	
Closing	• Closing	5 menit

### D. SCORING

1. Skoring Technique : Speaking Test.

2. Instrument :

a. Pre Test.

Please describe the picture below based on your opinion! (2-3 minute each student).

b. Post Test.

Please describe the picture below! (2-3 minute each student)

3. Scoring :

a. Scoring guide :

$$\text{Nilai} = \frac{\text{skor yang diperoleh}}{100} \times 100\%$$

### Speaking Test Scoring Form

#### Short Conversation

SCORE POINT	DESCRIPTION
<b>Score 2</b>	* Provides and exchanges information fluently * Uses expanded vocabulary * Free of errors that block comprehensibility
<b>Score 1</b>	* Provides and exchanges information indirectly or incompletely * Uses basic vocabulary * Contains some errors that limit comprehensibility
<b>Score 0</b>	* Does not provide enough information; or * Errors block comprehensibility; or * No response or response in language other than English

### Speaking Test Scoring Form

#### Storytelling

#### Storytelling

High Level/Very few Errors	Shows Ability/Some Errors	Some Ability/ Numerous Errors	Very Little Correct	Too Minimal/U
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<b>Score Point 4</b>	<b>Score Point 3</b>	<b>Score Point 2</b>	<b>Score Point 1</b>	nintelligibl e/No Response/ Response not in English  <b>Score          Point          0</b>
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## Speaking Test Scoring Form

### Story Retell

#### Question Number

SCORE POINT	DESCRIPTION
<b>Score 4</b>	<ul style="list-style-type: none"> <li>* Response is fluent</li> <li>* Story sequence and details enhanced by vocabulary and correct use of complex grammar</li> <li>* Response is free of errors that cause confusion</li> </ul>
<b>Score 3</b>	<ul style="list-style-type: none"> <li>* Response is mostly fluent</li> <li>* Story sequence and details provided by basic vocabulary and simple grammar</li> <li>* Response may have some errors, but these cause only limited confusion</li> </ul>
<b>Score 2</b>	<ul style="list-style-type: none"> <li>* Response has lapses or hesitations that interfere with story flow</li> <li>* Minimum of story sequence and details provided by basic use of vocabulary and grammar</li> <li>* Response has errors</li> </ul>
<b>Score 1</b>	<ul style="list-style-type: none"> <li>* Response has many lapses or hesitations that interfere with story flow</li> <li>* Response may be only one word or sentence</li> </ul>

	* Response may have little or no grammatical structure
<b>Score 0</b>	* Response is unintelligible; or * Response is in native language; or * Student refuses to speak

**Pre-Test**

**TEST**

School : MTs AL-Amiriyyah Blokagung.

Name :

Class :

Date :

*Please describe the picture below!*



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**Post Test**

**TEST**

School :. MTs AL-Amiriyyah Blokagung.

Name :

Class :

Date :

*Please describe the picture below!*



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## QUESTIONNAIRE

School : MTs AL-Amiriyyah Blokagung.

Name :

Class :

Date :

**Instruction :**

**Please read each question and mark box that matches your response to the right of each question.**

No	Strongly Agree	Agree	Undecide	Disagree Strongly	Disagree
1	The storytelling exercise held my complete attention.				
2	Time seemed to go by quickly during this class session.				
3	I could visualize aspect of the story such as characters, setting and/or activities taking place.				
4	Using stories gave me deeper insight into the content of today's lesson.				
5	I can think more stories that I am familiar with or have experienced myself that				



	relate to some of stories told				
<b>6</b>	I believe that I will remember some of these stories and the lesson's /implications inherent in them for a long time.				
<b>7</b>	I have more empathy /respect /understanding of some of my classmate's viewpoints and experiences upon hearing their relevant stories.				
<b>8</b>	I would like to participate in future storytelling in this and/or other learning experiences.				
<b>9</b>	I believe that I will be able to apply what I learned in today's lesson in various situations in my work place.				
<b>10</b>	I believe that my initial opinions or perspective on this topic has changed as a result of today's lesson.				



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CHAPTER I INTRODUCTION Background of the Study Tarigan (1990:3-4) defines that speaking is a language skill that is developed in child life, which is produced by listening skill, and at that period speaking skill is learned.

So speaking skill more impact on student growth. Speaking skill not only improve in pronunciation but also in vocabulary, grammar, and listening skill. Speaking is the productive skill. It could not be separated from listening. When we speak we produce the text and it should be meaningful. In the nature of communication, we can find the speaker, the listener, the message and the feedback.

Speaking could not be separated from pronunciation as it encourages learners to learn the English sounds. Harmer, as cited in Tarigan, (1990: 12) writes that when teaching speaking, we can apply three major stages, those are: 1) Introducing new language 2) Practice 3) Communicative activity. Speaking has been regarded as merely implementation and variation, outside the domain of language and linguistic proper.

Linguistic theory has mostly developed in abstraction from context of use and source of diversity. Therefore, Clark and Clark as cited in Nunan, (1991: 23) said that speaking is fundamentally an instrument act. Speakers talk in order to have some effect on their listener. It is the result of teaching learning process.

Students' skill in conversation is core aspect in teaching speaking, it becomes vitally aspect in language teaching learning success if language function as a system for expressing meaning, as Nunan (1991:39) states that the successful in speaking is



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YAYASAN PONDOK PESANTREN DARUSSALAM  
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## SURAT KETERANGAN PENELITIAN

NOMOR: 31.1/047/MTsA/E.05/VII/2020

Yang bertanda tangan di bawah ini, Kepala Madrasah Tsanawiyah Al Amiriyah kecamatan Tegalsari Kabupaten Banyuwangi, dengan ini menerangkan dengan sebenarnya, bahwa mahasiswa yang beridentitas di bawah ini:

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Benar-benar telah mengadakan Penelitian di lembaga kami sehubungan sebagai persyaratan Penyusunan Tugas Akhir

adapun waktu penelitian pada bulan Juli 2020 dengan Judul Penelitian :

**"USING STORY TELLING TECHNIQUE TO IMPROVE SPEAKING ABILITY (CLASSROOM ACTION RESEARCH ON THE EIGHTH GRADE STUDENTS OF MTS - AL AMIRIYAH BLOKAGUNG IN ACADEMIC YEAR 2019/2020"**

Demikian surat keterangan ini kami buat, untuk sedapatnya dipergunakan sebagaimana mestinya.

Blokagung, 28 Juli 2020

Kepala Madrasah



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