THESIS

THE USE OF TELLING STORY IN TEACHING SPEAKING SKILL OF THE EIGHT GRADE STUDENTS OF SMP PLUS DARUSSALAM IN AL-AZIZIYAH DORMITORY BLOKAGUNG BANYUWANGI IN ACADEMIC YEAR 2020/2021.

BY

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FACULTY OF EDUCATION AND TEACHER TRAINING
ISLAMIC INSTITUTE OF DARUSSALAM
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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

BY

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2021

APPROVAL SHEET

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DECLARATION OF AUTHORSHIP

Bismillahirrohmanirrohim

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Declare that:

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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Banyuwangi , 25 July 2021

Declator,

Materai 10.000

SHILFI RAHMATIKA

MOTTO

"Learn from yesterday, live for today, hope for tomorrow"

-

"Belajar dari kemarin, hidup untuk hari ini, berharap untuk hari esok"

-Albert Einstein-

&

"Make today better than yesterday and tomorrow better than today"

"Jadikanlah hari ini lebih baik dari kemarin dan esok lebih baik dari hari ini"

DEDICATION

I proudly dedicate to the people who have been in my life so far:

1. To my big family, Father, Mother and my brother and sister who I love very much. So far, he has struggled with patience and love to always educate me with sincerity, working tirelessly so that he can send me to S1 at IAIDA Blokagung and don't forget to say a prayer for his child's happiness in this world and the hereafter.

2. To my new family, my husband, Moh Arif Yahya, S.Pd,I. who have dedicated their time, energy and thoughts in helping the completion of the following work.
   Hopefully this will be the first step towards happiness because I realize that so far I have not been able to become a lamp, O family.

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I do expect this thesis gives advantages to the world of education. For improvement this thesis, I welcome warmly for any constructive and suggestion. 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, 09 Agustus 2021

The Writer

ABSTRACT

Rahmatika, Shilfi 2021. *"The Use of Telling Stories in Teaching Speaking Skills for Class VIII Middle School Students Plus Darussalam At Al-Aziziyah Dormitory Blokagung Banyuwangi Academic Year 2020/2021"*. Thesis. English Language Tadris Study Program Darussalam Islamic Institute Blokagung, Supervisor : M. Ridwan. M. Pd.

Keywords: Telling Story, Teaching Speaking skill.

The purpose of this study was to improve speaking skills using English through Telling Story to class VIII students of SMP Plus Darussalam in al-aziziyyah dormitory. When the researcher conducted the initial research, most of the students had problems communicating using English. The background is that students are afraid to make mistakes, lack confidence, and have low vocabulary. Thus, the researcher believes that Telling Story can make students more active. With this method, students are given various sets of printed stories and asked to tell them in class using their own words. The formulation of the problem is "How to improve speaking English skills through Telling Story to class VIII students of SMP Plus Darussalam in the al-aziziyyah dormitory?".

Therefore, the purpose of this study was to find out how the Telling Story method was able to improve the speaking ability of class VIII students of SMP Plus Darussalam, especially in class VIII.

This research used a qualitative research methodology. With this qualitative approach, the researcher collects the required data through observation, interviews, related libraries and documentation.

The results of this study indicate that students' speaking skills increase after being taught through Telling Story. The students were more imaginative to show their understanding of the story. It keeps them motivated to learn and they can improve their speaking skills.

It can be concluded that there is an increase in the speaking ability of class VIII students of SMP Plus Darussalam, especially in class VIII students. The results of student responses showed that most of the students were quite interested in applying Telling Story. This means that the Telling Story method is effective in improving the speaking skills of eighth grade students of SMP Plus Darussalam.

ABSTRAK

Rahmatika, Shilfi 2021. "*PENGGUNAAN Telling Story Dalam Mengajar Keterampilan Berbicara Siswa Kelas Viii Smp Plus Darussalam Di Asrama Al-Aziziyah Blokagung Banyuwangi Tahun Akademik 2020/2021*". Skripsi. Program Studi Tadris Bahasa Inggris Institut Agama Islam Darussalam Blokagung, Pembimbing : M. Ridwan. M. Pd.

Kata kunci: *Telling Story*, Ketrampilan berbicara. Bahasa Inggris.

Tujuan penelitian ini dilakukan adalah untuk meningkatkan kemampuan berbicara dengan menggunakan bahasa Inggris melalui *Telling Story* pada siswi kelas VIII SMP Plus Darussalam di asrama al-aziziyyah. Ketika peneliti melakukan penelitian awal sebagian besar siswa mengalami masalah dalam berkomunikasi menggunakan bahasa Inggris. Dilatar belakangi oleh siswa takut membuat kesalahan, kurang percaya diri, dan memiliki kosakata yang rendah. Sehingga, Peneliti percaya bahwa metode ini dapat membuat siswa lebih aktif. Dengan metode ini, siswa diberi berbagai kumpulan cerita yang telah tercetak dan diminta untuk menceritakannya di kelas menggunakan kata-kata mereka sendiri. Rumusan masalahnya adalah "Bagaimana cara meningkatkan kemampuan berbicara bahasa Inggris melalui bercerita pada siswi kelas VIII SMP Plus Darussalam di asrama al-aziziyyah?".

Oleh karena itu, tujuan dari penelitian ini adalah untuk mengetahui bagaimana metode mendongeng mampu meningkatkan kemampuan berbicara siswi kelas VIII SMP Plus Darussalam, khususnya di kelas VIII. Penelitian ini adalah Penelitian Tindakan Kelas.

Metodologi yang digunakan adalah pendekatan penelitian kualitatif. Dengan pendekatan kualitatif ini, peneliti mengupulkan data-data yang dibutuhkan melalui, observasi wawancara, Pustaka-pustaka yang terkait dan dokumentasi,

Hasil penelitian ini menunjukkan bahwa kemampuan berbicara siswa meningkat setelah diajarkan melalui bercerita. Para siswa lebih imajinatif untuk menunjukkan pemahaman mereka tentang cerita. Itu membuat mereka termotivasi untuk belajar dan mereka dapat meningkatkan keterampilan berbicara mereka.

Dapat disimpulkan bahwa ada peningkatan kemampuan berbicara siswi kelas VIII SMP Plus Darussalam terutama di kelas siswi kelas VIII. Hasil respon siswa menunjukkan bahwa sebagian besar siswa cukup tertarik dalam menerapkan bercerita. Ini berarti bahwa metode mendongeng efektif untuk meningkatkan keterampilan berbicara siswi kelas VIII SMP Plus Darussalam.

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CHAPTER 1

INTRODUCTION

A. Research Context

English is a tool for communicating orally and in writing. Communicating is meant to understand and express information, thoughts, feelings, and develop science, technology and culture by using the language. Vocabulary teaching is a teaching that contains all the elements contained in language teaching, because learning vocabulary means the same as learning the language itself. So vocabulary plays an important role in grammar. In principle, language teaching is so that students are skilled in language, namely skilled in listening, skilled in speaking, reading, and writing. One of the goals is for students to be skilled in these language skills. The quality of a person's language skills depends on the quantity and quality of the vocabulary he has. The richer the vocabulary a person has, the more likely a person is to be skilled at language. In other words: the increase in grade is a guarantee of an increase in the quantity and quality of their vocabulary in all fields of study that they acquire according to the curriculum.

There are four skills in English, including listening, speaking, reading and writing. The writer uses speaking because the writer uses telling story as a speaking skill research which is dominated by pronunciation. The quality of a person's speaking skill depends on the quality of the vocabulary they have. The richer the vocabulary, the more likely it is to become proficient in the language. Students who are learning a foreign language are required to master vocabulary as a basic aspect to be able to master linguistic aspects such as

reading, writing and listening. Problems Mental ability of memory is needed, especially in learning activities. All types of learning involve memory, without memory a person cannot remember anything about his experience. The process of learning in a person will not occur without memory, even for just having a simple conversation. Someone who has high memory skills may be more successful in the learning process when compared to those who have low memory skills.

This research took place in the Al-Aziziyah dormitory, which is a dormitory occupied by junior high school students with the flagship program in it having two majors in Science and Tahfid. In this case, the researchers took a sample of students of class VII Science at the Al-Aziziyah Dormitory of SMP Plus Darussalam Blokagung with 30 students. In daily speaking, the Al-Aziziyah dormitory prioritizes English to train mentally speaking and get used to daily communication. The language department is more attractive to new students who will register at SMP PLUS Darussalam Blokagung.

In this observation stage, the authors found various problems including some students found it difficult to speak English and lacked confidence in applying English in daily communication. Also the lack of reading makes it difficult to find topics when speaking in English.

From the problem above, the researcher tried to use Telling story as an effort to minimize the difficulties and lack of ability of students in speaking skills. Telling story is the ability of presenters to convey a story with style, intonation, and tools that attract listeners. Telling stories are often used in the teaching and learning process, especially at the beginner level. Because this

technique can train children to speak in pronouncing vocabulary and can be useful for practicing listening skills in a fun way. Thus the researchers raised the theme "Using Telling Stories in Teaching Skills of Eighth Grade Students of SMP Plus Darussalam At Al-Aziziyah Dormitory Blokagung Banyuwangi Academic Year 2020/2021".

Researchers hope that the following scientific papers can be used as reference materials, considerations as well as material in related objects to improve students' ability to speak English properly and correctly.

B. Research Problem

1. How is the implementation of telling stories in learning speaking skills for class VIII SMP plus Darussalam students at the Al-Aziziyah Dormitory, Blokagung Banyuwangi for the academic year 2020/2021?.

2. How is the telling story method in learning speaking skills for class VIII SMP plus Darussalam students at the Al-Aziziyah Dormitory, Blokagung Banyuwangi for the academic year 2020/2021?.

C. Research Limitations

1. Research Theme Limitation

In this study, I limit myself to how telling stories can improve students' speaking skills in English.

2. **Research sites**

This research took place in the Al-Aziziyyah Dormitory, which is a special dormitory for students of SMP Plus Darussalam Blokagung Banyuwangi. Among them are class VIII students who are the object of this research.

3. **Research time**

The stages of the research time were carried out during the activities listed in the explanation of the Al-Aziziyah dormitory activities i.e. 08:00 o'clock to 10:00 and continued at 16:00 o'clock to 17:00 o'clock. And other supporting data collection is carried out during activity breaks.

4. **Research subject**

That is a class VIII student of SMP Plus Darussalam who lives in the Al-Aziziyyah dormitory.

D. **Benefits Of The Research**

The objectives of this research are:

1. The implementation of telling stories in teaching speaking skills for class VIII SMP plus Darussalam students at the Al-Aziziyah Dormitory, Blokagung Banyuwangi for the academic year 2020/2021?.

2. What is the method of teaching speaking skills for class VIII SMP plus Darussalam students at the Al-Aziziyah Dormitory, Blokagung Banyuwangi, for the academic year 2020/2021?.

E. Objectives Of The Research

and from the above objectives, several benefits are stated as follows:

1) Theoretical

- ✓ Can provide corrections to the authorship.
- ✓ As information material to develop speaking quality as a result of memorizing vocabulary.

2) Practical

- ✓ This research is very useful, both for researchers and those being studied. The results of this study will later provide improvements to the speaking quality of junior high school students, especially students of class VII Science at the Al-Aziziyah Dormitory of SMP Plus Darussalam Blokagung.

F. Definition Of Terms

1. Telling Story

   Talking is a productive language activity. That is, in telling a story someone involves thoughts, mental readiness, courage, clear words so that they can be understood by others. According to Burhan Nurgiyantoro (2001: 278), there are several forms of speaking activity assignments that can be trained to improve and develop Telling Story skills in students, namely (1) telling stories based on pictures, (2) interviews, (3) conversing, (4) giving speeches, (5) discussing.

2. Speaking Ability

Hasan Alwi (2002: 707-708) explains that ability comes from the word capable which means the first is the power (can, is able) to do something and the second is to be. Ability itself means ability, skill, strength, wealth. Meanwhile, ability according to language means a person's ability to use adequate language seen from the language system, including courtesy, understanding turn in conversation. The ability to speak is owned by all humans. However, the ability to speak in front of a crowd is not necessarily owned by everyone. Speakers must develop techniques for preparation, to structure speech, to transmit energy and enthusiasm, and to capture and respond to the listener's interest. The basis of an effective speech is competent preparation. In today's world everyone is required to be skilled in speaking. (Bill Scott, 1987:5).

The ability to speak The ability to speak is the ability to express opinions or thoughts and feelings to a person or group orally, either face to face or remotely. Moris in Novia (2002:54) states that speaking is a natural communication tool between members of the community to express thoughts and as a form of social behavior. Meanwhile, Wilkin in Maulida (2001:14) states that the purpose of teaching English today is to speak.

G. Writing Systems

Chapter I : Discusses in detail the Introduction which includes the research context, research focus, research objectives, problem boundaries, research benefits, previous studies, writing systematics.

Chapter II : The theory review includes previous research, theory, research thinking and prepositions. The theory of how the use of telling stories can improve students' speaking skills and so on.

Chapter III : The research method has a discussion of research approaches, research locations, presence of researchers, research subjects, types and sources of data, data collection techniques, data validity checking techniques and data analysis techniques.

Chapter IV : Contains an explanation of the research findings and discussion in this research in a clear and straightforward manner that is in accordance with the students' circumstances and the data that has been collected accompanied by the theories contained in the previous chapter

Chapter V : Describes the research conclusions that answer the research questions on the research focus above as well as recommendations for suggestions from readers, observers and related parties.

CHAPTER II

THEORY REVIEW

A. PREVIOUS RESEARCH

1. Article written by Mohamad Ikhwan Rosyidi and Alim Sukrisno, students of the Department of English Language and Literature, Faculty of Language and Arts, State University of Semarang. 2013. entitled "**Increasing English Language Skills With Storying Method For Children In Organizations In Semarang**". This implementation method describes the problem solving framework, the realization of problem solving, the target audience, and the method of implementing this community service activity. What will be done is Telling Story training in English. The method that will be applied in this activity is in the form of lectures, workshops, and Telling Story performing. First, this Lecture is applied to deliver the material for activities which include: 1) How to read an English story; 2) How to understand a story; 3) How to make a storyboard; 4) How to perform a Telling Story. Second, the Workshop is implemented to provide models and steps in reading and telling stories in English so that participants can master English skills. Community service activities in the form of English Telling Story training in accordance with English Telling Story techniques (Telling Story), displaying them, have achieved satisfactory results. The results achieved can be categorized into types:

   ✓ increasing knowledge of Telling Story techniques in English in accordance with English conventions and preferences.

✓ improvement of Telling Story and presentation skills, and

✓ improvement of Telling Story skills by increasing the number of vocabulary in English.

2. Thesis written by Wiwit Agustiyaningsih, an undergraduate student from English Education, Language and Art Faculty, Surabaya State University, 2014. With the title "**The Implementation Of Story Telling To Teach Speaking To Eight Graders At Smpn 1 Kedamean**. In this thesis, the purpose of the research is to describe the application of Telling Story to teach speaking. Constraints faced by teachers in carrying out Telling Story and student responses to the use of Telling Story to teach speaking to class VIII students at SMPN 1 KEDAMEAN. In line with the research objectives above, descriptive qualitative research is used in this study. Because this research is a descriptive qualitative research, the researcher did not take part in the activities. What the researcher did after posing the research question was to observe the activities of the teacher and students as well as the techniques used by the teacher during the observation.

Results and discussion of the above research. First, most of the students did the Telling Story well. Telling Story is one of the techniques used to teach speaking. Starting with stimulating students according to the short story material, explaining the material using short stories and giving stories to students as examples, discussing and sharing difficult words contained in short story material, monitoring, and evaluation. error. These steps help students to understand the application of Telling Story to teach speaking. The students' abilities became better after the application of

Telling Story to teach speaking. This can be seen from their performances in the first, second, and third meetings.

3. Article written by Wa Ode Tika Rizky, Suharmoko Suharmoko (2019), a student of the State Islamic High School (STAIN) Sorong. With the title "Improving Speaking Ability in English Through Telling Story for Students of State Vocational High School 3 Sorong City". The type of research used by the researcher is classroom action research using a quantitative approach. Classroom Action Research is a reflection of learning activities in the form of actions, which are deliberately raised and transmitted in one class together. The classroom action research model describes four stages that are usually passed, namely planning, implementation, observation, and reflection (Arikunto, 2006).

   The equation of the research above is the same in the use of the method, namely using the fairy tale method. The difference is in the use of research methods and the intended research object.

4. Thesis by Rezeki Ikrammuddin with the title "**Using Story Telling Technique To Improve Speaking Ability**" (Classroom Action Research on the second grade students of Insan Qur'ani Boarding School) in 2017. This study aims to answer the question whether Telling Story techniques improve speaking skills. students, and also to find out student responses after learning to speak through Telling Story techniques. To obtain data, the authors conducted field research at the Insan Qur'ani Islamic Boarding School by applying three techniques, namely: experimental learning (pre-experimental), tests, and questionnaires. The results showed that the pre-

test and post-test were analyzed using statistical formulas. According to the research results, the application of Telling Story techniques in teaching speaking can improve students' skills. It is proven by the increase in the average value which is shown to be higher (72.6 to 84). In addition, based on the questionnaire analysis, most of the students gave a positive response to the Telling Story technique. Finally, it can be concluded that the use of Telling Story techniques improves students' speaking skills and interest in speaking.

The similarity in the predecessor thesis with the research conducted by the researcher is the same in the selection of Telling Story methods and techniques, namely story telling.

The difference is that previous researchers used descriptive quantitative research methods while researchers used descriptive qualitative research methods.

Table 2.1 : Researcher Processed Data

NO	PENELITIAN	PERSAMAAN	PERBEDAAN
1	Mohamad Ikhwan Rosyidi and Alim Sukrisno students of the Department of English Language and Literature, Faculty of Language and Arts, State University of Semarang. 2013. entitled: Improving English Skills With Telling Story Methods for Orphanage Students In Semarang	In the model used to improve speaking skills.	predecessor: In the form of articles and community service activities. Researchers: Thesis and its methods using descriptive qualitative approach
2	Thesis written by Wiwit	The same in the	Different research

		focus of research and methods used is descriptive qualitative research	objects, and details of research that run in the field
	Agustiyaningsih, student from S1-English Education, Language and Art Faculty, Surabaya State University, 2014. With the title: The Implementation Of Story Telling To Teach Speaking To Eight Graders At Smpn 1 Kedamean.		
3	Article written by Wa Ode Tika Rizky, Suharmoko Suharmoko (2019) student of State Islamic High School (STAIN) Sorong. With the title: "Improving The Ability to Speak English Through Telling Story In Smk Negeri 3 Sorong Students".	The similarity of this study is the same in the use of methods that use the method of Telling Story / Telling Story	The difference is in the use of research methods and intended research objects. Previously, PTK students and researchers used descriptive qualitative research methods.
4	Thesis By Rezeki Ikrammuddin with the title "USING STORY TELLING TECHNIQUE TO IMPROVE SPEAKING ABILITY" (Classroom Action Research on the second grade studens of Insan Qur'ani Boarding School) in 2017.	The similarities in the predecessor thesis with research conducted by researchers are equally in the selection of Telling Story methods and techniques that are story telling.	The difference is if the previous researchers used descriptive quantitative research methods while the researchers used descriptive qualitative research methods.

B. **Theory Basis**

   1. **Speaking Skill**

      1) **Understanding Speaking Skills**

         Tarigan (1990:3-4) means that speaking is a language skill that is developed in a child's life, resulting from listening skills, and in that period speaking skills are learned. Based on the Competency-Based

Curriculum, speaking is one of the four basic competencies that students must acquire well. It has an important role in communication. Speaking can be found in the oral cycle, especially at the stage of Joint Construction of the Text (Ministry of National Education, 2004). In carrying out speaking, students face several obstacles, one of which is about the language itself. In fact, most of the students have difficulty speaking even though they have a lot of vocabulary and have written it well. These problems are feared by students making mistakes.

Speaking is a productive skill. It does not come from listening. When we speak we produce text and it must be meaningful. In the nature of communication, we can find speakers, listeners, messages and feedback. Speaking cannot be separated from pronunciation because it encourages learners to learn English sounds. Harmer, (in Tarigan, 1990: 12) writes that in teaching speaking or producing skills, we can apply three main stages, namely:

a. Introducing a new language

b. Practice

c. Communicative activities.

Speaking has been considered only as implementation and variation, outside the domain of language and linguistics. The theory of linguistics develops a lot in the abstraction of the context of use and sources of diversity. Therefore, Clark and Clark say that speaking is basically an instrumental act. Speakers speak to influence their listeners. It is the result of the teaching and learning process. Students'

speaking skills are a core aspect in teaching speaking, it becomes a very important aspect in the success of language learning if language functions as a system of meaning expression and speaking success is measured by a person's ability to carry out conversations in that language. We admit that there are many supporting factors that affect the success of teaching speaking and many inhibiting factors that cause it to not run well.

According to Ladouse (1991) speaking is described as an activity as the ability to express oneself in a situation, or an activity to report actions, or situations with appropriate words or the ability to speak or express a sequence of ideas fluently. Furthermore, Tarigan (1990:8) says that "talking is a way to communicate that affects us everyday". This means that speaking as a way of communication greatly affects our individual lives.

From the description above, the researcher concludes that speaking is what we say to what we see, feel and think. When we feel something, we want someone to hear us. So, in this process we can call it an interaction between two sides.

When a person talks to another person, there will be a relationship. Relationship itself is communication. Furthermore, Wilson (1983: 5) defines speaking as the development of the relationship between the speaker and the listener. In addition to speaking determines which logical linguistics, physical and psychological rules must be applied in certain communication

situations". This means that the main purpose of speaking is for communication. To express effectively, the speaker must know exactly what he wants to talk or communicate, he must be able to evaluate the effect of his communication on his listeners, he must understand any principles that underlie his speech both in general and individually. Based on the statement above, the researcher concludes that if someone speaks, he must understand what he is. In this section, the writer must develop an idea or build some topics to talk about and make other responses to what the speaker said.

Stern (in Risnadedi, 2001:56-57) says pay attention to the speech development of young children. First he listens, then he speaks, understanding always produces speaking. Therefore, this should be the correct order of presenting skills in a foreign language. In language learning, including speaking, there are activities of speakers or learners and must have an impact on building the desires of speakers or learners and expressing how they feel and act through their attitudes through speaking. Thus learning to speak cannot be separated from language.

On the other hand, speaking can be referred to as oral communication and speaking is one of the skills in learning English. This is one of the important subjects that must be given by the teacher. That's why teachers have a big challenge to enable their students to master English well, especially speaking English in the classroom or outside the classroom.

Wallace (1978: 98) states that oral practice (talking) becomes meaningful for students when they have to pay attention to what they are saying. Thus, students can learn better about how to demand the ability to speak or express ideas fluently with proper vocabulary and good or acceptable pronunciation. Speaking ability is the ability of students to express their ideas orally which is represented by speaking values. Speaking is only an oral trace of the ability obtained from the structure and vocabulary, Freeman (in Risnadedi, 2001:56-57) states that speaking skills are more complex and difficult than people assume, and the study of speaking is like studying other cases in language studies. , naturalization of many cases to the language teacher.

2) Speaking Teaching Techniques

Harmer (in Tarigan, 1990:13) writes that in teaching speaking or producing skills, we can apply three main stages, namely:

a. introduce a new language

b. practice

c. communicative activities.

Teaching speaking is completely different, unlike teaching listening, writing, and reading. Talking requires habit formation because it is real communication. Talking just needs more practice. So the writer believes that if students always practice English, they should be able to master English easily.

According to Hornby (1995: 37) teaching means giving instructions to (someone): giving someone (knowledge, skills, etc.). While speaking means using words in a normal voice. So, teaching speaking is giving instructions to someone to communicate. And in another source speaking is "the process of constructing and sharing meaning through the use of verbal and non-verbal symbols, in various contexts" (Chaney, 1998:13). Speaking is an important part of learning and teaching a second language. However, the aim of teaching speaking should be to improve students' communicative skills because students can express themselves and learn how to use language. Today, many teachers agree that students should learn to speak a foreign language by interacting with each other. In this case, students must master several components of speaking, such as pronunciation, grammar, vocabulary and fluency (Syakur, 1987: 3). In short, English teachers must be creative in developing their teaching and learning process to create a good atmosphere, improve students' speaking skills, pay attention to the speaking component and make English lessons more interesting.

According to Brown (2001: 266-268) there are six categories that apply to the type of oral production that students are expected to do in class. that is:

a) Imitative

Mimicking is a type of practicing intonation or trying to determine a particular vowel sound. It is done not for the purpose of

meaningful interaction, but to focus attention on some particular element of the language form. This activity is usually carried out in the form of drilling;

b) Intensive

Intensive speaking goes one step beyond imitative to include speaking performances designed to practice some of the grammatical aspects of the language. Can be in the form of work activities alone or in pairs.

c) Responsive

Responsive speaking is meant by being able to provide answers to questions or comments that are authentically meaningful;

d) Transactional

In this case the transactional is only done in a dialog. It aims to convey or exchange specific information, an extended form of responsive language;

e) Interpersonal

As in transactional, interpersonal speaking here is also done in dialogue. It is intended for maintaining social relations rather than for transmitting facts and information. This conversation is a little tricky for the learner as it can involve several factors like, slang, ellipsis, sarcasm, regular registers, etc. This often makes it difficult for learners to understand the language, or even misunderstand;

f) Area

the extensive lectures here are mostly in monologue form, in practice, advanced levels are called upon to give long monologues in the form of oral reports, summaries, or perhaps short speeches.

Each of the above categories can be implemented based on the student's level and ability. When introducing a new language, the teacher should find out what genre or meaningful text is. At this stage the teacher can ask students to pronounce foreign words, find out the meaning of the expressions used in the text.

Other techniques used to teach speaking:

1) information gap using pictures

2) by using photos

3) by using song

4) by using a mysterious object

5) Educational drama which includes miming, role play, empty chair, simulation.

3) Speaking Activities In Class

Many of the speaking activities in the classroom that are currently used are near the communicative end of the communication continuum. The following activities also help 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 information - because they have different information, there is a 'gap' between them.

b) Telling Story

We spend a lot of our time telling other people's stories and anecdotes about what happened to us and to others. Students must also be able to tell stories in English. Teachers can encourage students to retell stories they have read in their books or found in news papers or on the internet (such retelling is a valuable way to provoke activation of previously learned or acquired language).

c) Favorite object

A variation on inviting students to tell personal stories is an activity in which students are asked to talk about their favorite object. Students think about how they described their favorite object in terms of when they got it, why they got it, what they did with it, why they were so important to them and whether there was a story associated with it.

d) Meet and greet

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

e) Survey

Surveys can be used to have students interview each other. For example, they can design a questionnaire about people's sleep habits.

f) Famous people

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

g) Student presentation

Individual students give lectures on specific topics or people. For this to work for individuals, time must be given to students to gather information and organize it accordingly.

h) Balloon debate

A group of students are in a basket of balloons that are losing air. Only one person can stay in the balloon and survive (the others must jump out). Individual students who represent famous characters or professions must argue why they should be allowed to survive.

i) Moral dilemma

Students are faced with 'moral dilemmas' and asked to make decisions about how to solve them (Harmer, 2007: 131).

4) Characteristics of a Successful Speaking Activity

a. Students talk a lot

As much as possible the period of time allocated for these activities is actually occupied by the learner's conversation. This may seem obvious, but often most of the time is spent with the teacher talking or pausing.

b. Equal participation

Class discussions are not dominated by a minority of talkactive participants: all have the opportunity to speak, and contributions are distributed equally.

c. High motivation

Learners are excited to talk: because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving the objectives of the assignment.

d. Language is at an acceptable level

Learners express themselves in relevant utterances, easily understood by each other, and with an acceptable level of language accuracy.

5) **Strategy for Teaching Speaking**

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

a. Using minimal feedback

Language learners who lack confidence in their ability to participate successfully in spoken interactions often listen in

silence while others speak. One way to encourage these learners to start participating is to help them build a minimal stock of responses that they can use in different types of exchanges. Such responses can be very useful for beginners.

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

b. Recognize scripts

Some communication situations are associated with a predictable series of spoken conversations, a script. Greetings, apologies, compliments, invitations, and other functions influenced by social and cultural norms often follow a pattern or script. So are transactional exchanges involved in activities such as obtaining information and making purchases. In these texts, the relationship between the speaker's turn and those following it can often be anticipated.

Instructors can help students develop speaking skills by making them aware of 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 provide practice to students in managing and varying languages that contain different scripts.

c. Using language to talk about language

Language learners are often too shy or embarrassed to say anything when they don't understand the other speaker or when they realize that the conversation partner doesn't understand them. Instructors can help students overcome this reluctance by assuring them that misunderstandings and the need for clarification can occur in any type of interaction, regardless of the participant's language skill level. Instructors can also provide strategies and phrases to students to use for clarification and checking of understanding.

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

2. **Telling Story**

   1) Definition of Telling Story

   Story Telling is an oral activity to attract the attention of audiences by using multisensory which stirs up the emotions of an event in a story, involving improvisation in Telling Story, facial movements, and body movements (Stanley and Dillingham, 2009: 2). In another theory, Champion as quoted in Irawati, S. (2003) says that

Telling Story is an oral activity in which language and gestures are used in a colorful way to create scenes in sequence however, Telling Story consists of more than just telling stories. . As part of the speaking activity in the classroom, Telling Story is also an effective teaching tool that allows students to focus on the structure of the story.

Telling Story is a procedure that allows a child to play a large role in reconstructing the story. It underscores social and academic development. When they tell stories, they use language for long periods of time. They build stories. This activity enhances their language development.

When telling a story, the speaker uses language for a long period of time. Active participation with these stories results in improved language development, understanding and 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, also allows interaction between tutors and children. If necessary, the teacher can help the child reconstruct the meaning of the text by using open-ended questions and prompts to facilitate. For example, if a child pauses and looks 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) Story Telling Form

Story Telling builds confidence, develops language skills, encourages fluency in speaking and listening, and increases motivation and interaction for students. With the Telling Story method, students are more fun during the learning process. Because, besides students being able to develop language skills, students can also find out history, information, science, etc. There are eight forms of Telling Story:

a. Cave Painting

In an era before language and writing, the cave paintings tell stories from a bygone era, whether they be memorials, depictions of moments that happened in the past, or simple stories made for the entertainment or education of children.

b. Oral Tradition

The tradition of word of mouth is the next development in Telling Story. As language emerged, and people in larger groups came together as the population grew, and people started talking to each other, stories passed more quickly, and spread.

Although the Oral Tradition is one of the earliest forms of Telling Story, it is still very much in widespread use today, which only shows, how traditions hold up when they are worth something.

c. Fable

Fables are simple short stories, most often including animals, told to teach some kind of moral lesson, often told to young

children. The most popular and well-known fable is probably "Si Kancil" who tells many of these short moral stories to the public.

d. Myth

Myths are stories most often about the creation of the world, or about Gods/Goddesses and higher beings, or mythical characters (the meaning of myth is made up and almost completely unbelievable). Myths also date back to the time of Ancient Greece, and although there is no truth to them, myths are opinions about the creation and existence of this world.

e. Legend

Legends are historical stories that are told to show human traits like courage, courage, honesty etc. Stories like King Arthur are legends that feature historical figures who represent these traits, these legends show human traits such as strength, courage and treachery. These stories are based on real people, and are not made up, but may very often be exaggerated or altered to show some kind of hero or major event to represent something. They have also been passed down from generation to generation like most forms of Telling Story, and may have changed over time depending on where and when, to make sense.

f. Theater

Theater is a form of audience-based Telling Story. It was a move from simply telling the story orally to acting it out, to providing a much better interpretation of the story. Theater began

in Ancient Greece, and the Greeks performed stories in gigantic amphitheaters which were great for acoustics because the bowl shape allowed sound to be carried to large audiences. The audience's name comes from the fact that they can hear the story, more than see it.

Theater is more of an interactive form of Telling Story. The actors encourage the audience to join in and interact with them in later years, such as shouting famous phrases or trying to offer their help to the protagonist on stage.

g. Text

Telling Story through text has evolved and adapted a long time since it first started. From the moment languages were created and developed, things were being written, but it was not the ideal form of Telling Story as it was very time consuming, and only one person could read the story at a time. Not to mention that many cannot read and write. Text became a popular use for Telling Story when the printing press was invented. This meant that many copies of books could be made, and over time ways were found to cross them from different places as transportation developed. Text has changed over the years, from handwriting, to the printing press, to computers and cell phones.

Text-based stories up to this point are the only ones that can be copyrighted because there may be written evidence of who owned the idea. There are many examples of great text based

stories, but some great modern examples are book series like Harry Potter, The Hobbit etc. This is a recent example of how text is still a very large part of Telling Story today, but how everything is still intertwined, because these are some story texts that have been transformed into the film form of Telling Story.

h. Movies/TV

Movies and TV are the latest forms of Telling Story that are used because of technology. It is a visual and audio form of Telling Story, and film first appeared in the 1880s when it was first made and displayed a series of images using a projector. It allows things to be filmed, to create stories and to show later to a large audience. Making films usually follows one of several structures, and all films usually follow this structure because they are so successful.

3) **Advantages of Telling Story**

Telling Story is the oldest form of education. Cultures around the world are always telling stories as a way to pass their beliefs, traditions and history on to future generations. Stories capture imaginations, engage emotions and open listeners' minds. As a result, any points made in a story or any teaching that follows is likely to be much more effective.

The most important advantages of Telling Story can be summarized as follows:

a. Stories are motivating and fun and can help develop positive attitudes towards foreign languages and language learning. They can create a desire to continue learning.

b. Stories train imagination. Children can become personally involved in a story as they identify with the characters and try to interpret the narrative and illustrations. These imaginative experiences help develop their own creative powers. Listening to stories in class is a shared social experience. Reading and writing are often individual activities; Telling Story provokes shared responses of laughter, sadness, joy and anticipation that are not only fun but can help build a child's confidence and encourage social and emotional development.

c. Children like to listen to stories over and over again. This frequent repetition allows certain language items to be acquired while others are overly reinforced. Many stories also contain natural repetition of key vocabulary and structures. This helps children to remember every detail, so they can gradually learn to anticipate what will happen next in the story. Repetition also encourages participation in the narrative. Following meaning and predicting language are important skills in language learning.

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

Listening to stories develops a child's listening and concentrating skills through:

a) visual clues (e.g., pictures and illustrations),

b) their prior knowledge of how language works,

c) their general knowledge.

This allows them to understand the overall meaning of a story and relate it to their personal experiences.

4) Teaching Speaking Skills Using Telling Story Techniques

Telling Story is the original form of teaching. There are still societies where it is the only form of teaching. Although attempts have been made to imitate or update it, such as electronic Telling Story on television, live oral Telling Story will never go out of style. Simple narratives will always be the cornerstone of the art of teaching. Colloquial or literary, unaffected or flowery, various languages are present in the story. develop in a unique way. Listeners benefit from observing unpolished speech made on the spot. While listening to stories, children develop a sense of structure which will later help them understand more complex literary stories. 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. Materials and activities derived from literacy texts are a great help for learning because they attract the imagination of learners, increase motivation and, above all, create a rich and meaningful context. Among the techniques available to

teachers, Telling Story is one of the most used, especially with beginners.

Telling Story is an established part of the curriculum in English-speaking countries and many others, and Telling Story is seen as a first-level resource in children's language teaching itself (Zaro and Salaberry, 1995: 2).

1. How to tell a good story

   There are several ways to tell the story in the best possible way:

   1) Have an interesting story to tell

      The key to Telling Story is to give listeners 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 definitely wouldn't tell a horror story to a little kid! Just like you shouldn't tell too childish stories to your elders. Find stories that are good for listeners.

   2) Memorize the basic story

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

   3) Use hand gestures to emphasize the story

      Doing so will grab the listener's attention and make the story interesting. Hand gestures should be included when the story requires them. For example, if a line says "The tree is taller than the sky," you could point up.

   4) Use facial expressions

If a character in a sad story, for example, frowns. If the character is happy, the smile will work. You should also pay attention to the mood of the story and let the mood flow into your expressions.

5) Let your voice be expressive

Give the character a different voice. For example, in the Goldilocks story, three bears can have high, low, and medium voices. If the mood in the story is scary, low notes are perfect. Build your voice in the most interesting part, then lower it suddenly just before the most interesting part. In a simple fairy tale, focus on your audience. If your audience is children, use a good voice. Older children may enjoy more fun Telling Story.

6) Add details

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

7) Practice first.

Before you tell your story, give it a try. You may want to record yourself or do it in front of a mirror so you can see the flaws in your story. After you've watched your Telling Story video, mute the sound so you can only pay attention to the visual aspect. Do you use hand gestures? Check your

expression too. Now, close your eyes and just listen to the story.

5) **Speaking Test**

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

When tests are administered, students must take individual quizzes or other assessments (such as essays or performances). The teacher gives enough time for students to complete it. Students must take the quiz individually. At this point they should demonstrate what they have learned as individuals. Then the results will be measured how far the student's ability.

C. **Research Thoughts**

Tarigan (1990:3-4) defines that speaking is a language skill that is developed in a child's life, which is produced by listening skills, and at that time speaking skills are learned. So speaking skills have more impact on student growth. Speaking skills are not only improved in pronunciation but also in vocabulary, grammar, and listening skills. Therefore, one of the efforts to improve students' speaking skills is to tell stories using English.

D. **Preposition**

The prepositions in this study are:

1. These eighth grade students have difficulty speaking English because they have not mastered a lot of language vocabulary which results in students' doubts or lack of confidence in speaking English.

2. There are continued efforts from administrators and researchers to improve students' speaking skills by telling stories.

CHAPTER III

RESEARCH METHODS

A. Research Methodology

1. Research Approach and Type

In this study, the researcher used a qualitative descriptive approach. Because the data used is data that is not in the form of numbers and is descriptive of research results as an answer to the formulation of research problems in the form of exposure to what is seen, heard, felt and asked to related objects to get the data correctly.

This is in accordance with what was expressed by Sugiyono (2015: 29) which states that at the description stage the researcher describes what he sees, hears, feels and asks related objects to get information and data which is then compiled into good and correct results.

The reason why the researcher uses the qualitative descriptive method is to factually describe how the actualized process in the implementation of telling stories in increasing interest in speaking for students of class VII Science in the Al-Aziziyah Dormitory of SMP Plus Darussalam Blokagung

2. Research Sites

The location of the research is in the Al-Aziziyah dormitory for the Darussalam female superior junior high school. While the object being studied is a superior junior high school student in class VII of science with English language study club activities every week. The study club itself is the addition of material that is housed in a dormitory and as a benchmark

to find out how much understanding students have during learning at school.

3. **Researcher Presence**

In qualitative research, researchers act as instruments as well as data collectors. The presence of researchers is absolutely necessary, because in addition to being an informant, the presence of researchers is also a data collector. One of the characteristics of qualitative research is that the data collection is carried out by the researchers themselves . In the case of this research as a participant in the study have come directly to the site to collect the data ranging from observation , interview , test immediately, and documentation. as much as four times with the details :

The presence of the first : reviewing the location , talk with informants and observations regarding the review participants learners.

Attendance to two : the observation as well interviews with teachers language of English at the hostel are about learning Telling Story and enthusiastic students in learning the language of English .

The presence of all three , four and five: give the test in the form of pre-test and post- test it periodically .

Attendance last : completing data research includes the results of research , documentation and greeting terimaksih .

4. **Research Subject**

Research subjects are sources to obtain research information. the determination of research subjects is also often called the determination of data sources. as for what is meant by the data source in this study is the

subject from which the data was obtained (Suharsimi Arikunto, 2006:129). The sources needed in this study were the head of the dormitory, tutors for English language study club activities, and superior junior high school students who were in the Al-Aziziyah Dormitory.

5. **Types and Sources of Data**

Sources of data in this study using primary data and secondary data. It is in line with that expressed by Sugiyono (2015:308) states that the source of primary data is the source data that are directly provide the data to the collection of data or the researchers themselves. And sources of data secondary is a source of data that do not directly provide dat. For example through other people or through documents .

a. Primary data

Primary data sources are the results of observations and interviews with the head of the dormitory, tutors of English language study club activities, and superior junior high school students who are in the Al-Aziziyah Dormitory.

b. Secondary data

Sources of data secondary form of libraries, book related, documents learning and other so onl.

6. **Data Collection Technique**

According to Suharsimi Arikunto "Data collection method is a method that can be used by researchers for data collection techniques" (Arikunto, 2010: 193). In the data collection step, it is necessary to have appropriate and relevant data collection techniques, so that the data

extracted is truly accurate and can support the research process. If the data collection tool can be valid, reliable, and objective, the data obtained will be valid, reliable, and objective. The data collection techniques that will be used in this study are as follows:

a. Observation

Observation means observation. This means that a researcher digs up information and data by directly observing the object of research and is always ready to make systematic notes. So that the information and data extracted is truly accurate. Observations that can be made by the author are observations in the dormitory and directly from the English tutor, especially the hostel administrator himself. The author saw directly the participants in learning and practicing the language using telling stories.

b. Interview

Interviews or also called interviews are a question and answer process in the research process which is carried out orally and directly by two or more people to be able to get accurate information and information (Arikunto, 2010:13). In this study, in-depth interviews will be conducted or called in-depth interviews. That is the process of obtaining information for research purposes by means of question and answer while face to face between the interviewer and the respondent or the person being interviewed.

Therefore, before conducting interviews, researchers are required to prepare an interview instrument known as an interview

guide. This guide contains a number of questions or statements. The content of the question or statement may include facts, data, knowledge, concepts, opinions, perceptions, or evaluations of respondents regarding the focus of the problem or the variables studied.

The interview informants that the researchers conducted were parties related to the dormitory starting from the head of the hostel, management of the study club section, English tutors and participants. The results of interviews with English tutors include the target of learning speaking, the use of telling stories, the practice of using English in daily life, evaluation of learning, as well as supporting and inhibiting factors in the process of learning speaking skills.

Then for informants from English tutors and target participants the data obtained is related to the process of implementing telling story learning in the classroom, both implementation procedures, methods, media, learning strategies, as well as supporting and inhibiting factors for telling story learning.

c. Documents

Documents are used as complementary data from the research above

7. Data Validity Check Technique Technique

Examination of the validity of the data basically, apart from being used to refute the allegations against qualitative research that says it is

unscientific, is also an inseparable element of the body of knowledge of qualitative research (Moleong, 2007:320).

The validity of the data is carried out to prove whether the research conducted is really a scientific research as well as to test the data obtained. The validity of the data in qualitative research includes tests, credibility, transferability, dependability, and confirmability (Sugiyono, 2007:270).

So that the data in qualitative research can be accounted for as scientific research, it is necessary to test the validity of the data. The data validity test that can be carried out.

1. Credibility

Test credibility (credibility) or test the confidence of the research data presented by researchers so that the results of the research carried out do not doubt as a scientific work is carried out.

a. Extended Observation

Extended observations can increase the credibility / trustworthiness of the data. With the extension of the observation, it means that the researcher returns to the field, makes observations, interviews again with the data sources found and newer data sources.

Extension of observation means that the relationship between the researcher and the source will be more intertwined, more intimate, more open, mutual trust arises, so that the information obtained is more and more complete. The extension of the observation to test the credibility of the research data is focused on

testing the data that has been obtained. The data obtained after being checked back into the field is correct or not, there is a change or it is still the same. After checking back into the field, the data that has been obtained can be accounted for/true means credible, then the extension of the observation needs to be terminated.

b. Increase accuracy in research

Increasing accuracy or persistence on an ongoing basis so that the certainty of data and the chronological sequence of events can be recorded or recorded properly, systematically. Increasing accuracy is one way to control/check work whether the data that has been collected, created, and presented is correct or not.

To increase the persistence of researchers, it can be done by reading various references, books, previous research results, and related documents by comparing the research results that have been obtained. In this way, researchers will be more careful in making reports which in the end the reports made will be of higher quality.

c. Triangulation

William Wiersma (1986) said that triangulation in credibility testing is defined as checking data from various sources at various times. Thus there is triangulation of sources, triangulation of data collection techniques, and time (Sugiyono, 2007:273).

a) Source Triangulation To test the credibility of the data, it is done by checking the data that has been obtained through several sources. The data obtained were analyzed by

researchers so as to produce a conclusion, then an agreement was requested (member check) with three data sources (Sugiyono, 2007: 274).

b) Triangulation Techniques To test the credibility of the data is done by checking the data to the same source with different techniques. For example, to check the data can be through interviews, observation, documentation. If the data credibility testing technique produces different data, the researchers conduct further discussions with the relevant data sources to ensure which data are considered correct (Sugiyono, 2007:274).

c) Time Triangulation The data collected by interview technique in the morning when the informants are still fresh, will provide more valid data so that it is more credible. Furthermore, it can be done by checking with interviews, observations or other techniques in different times or situations. If the test results produce different data, then it is done repeatedly so that the certainty of the data is found (Sugiyono, 2007: 274).

d. Negative Case Analysis

Conducting a negative case analysis means that the researcher looks for data that is different or even contradicts the data that has been found. If there are no more data that are different or conflicting with the findings, meaning that they still get data that

contradicts the data found, the researcher may change his findings (Sugiyono, 2007: 275).

e. Using Reference Materials

      Referred to as a reference is a supporter to prove the data that has been found by the researcher. In a research report, it is better if the data presented needs to be accompanied by photos or authentic documents, so that they become more reliable (Sugiyono, 2007: 275).

f. Holding Membercheck

      The purpose of membercheck is to find out how far the data obtained is in accordance with what is provided by the data provider. So the purpose of membercheck is so that information ormation obtained and will be used in writing reports in accordance with what is meant by data sources or informants (Sugiyono, 2007:276).

2. Transferability

      Transferability is an external validity in qualitative research. External validity indicates the degree of accuracy or applicability of the research results to the population where the sample is taken (Sugiyono, 2007:276). Questions related to the transfer value to date can still be applied / used in other situations. For researchers, the transfer value is very dependent on the user, so when the research can be used in different contexts in different social situations, the validity of the transfer value can still be accounted for.

3. Dependability

Reliability or reliable research, in other words, several experiments carried out always get the same results. Dependability or reliability research is research if research conducted by other people with the same research process will obtain the same results. Dependability testing is done by conducting an audit of the entire research process. By means of an independent auditor or an independent supervisor auditing all activities carried out by researchers in conducting research. For example, it can be started when the researcher begins to determine the problem, go into the field, select data sources, carry out data analysis, test the validity of the data, and make a report on the observations.

4. Confirmability

The objectivity of qualitative testing is also known as research confirmability test. Research can be said to be objective if the results of the research have been agreed upon by more people. Qualitative research confirmability test means testing the results of research associated with the process that has been carried out. If the research results are a function of the research process carried out, then the research has met the confirmability standard. Data validity or validity is data that does not differ between data obtained by researchers and data that actually occurs on the object of research so that the validity of the data that has been presented can be accounted for.

8. Data Analysis Technique

Data analysis technique is the next step after all data and information has been collected. According to Sutopo and Arief, data analysis is a data analysis process that is based on the existence of a semantic relationship between the variables being studied (Sutopo and Arif, 2010:57). The mindset that will be used in this study is an inductive mindset. While the data analysis process uses the Miles and Hubberman model analysis procedure, the steps are as follows:

a. Data reduction

Data and information that has been obtained will be reduced. In the sense of re-examined and neatly arranged. So that if at any time you need data, researchers are not confused (Sugiyono, 2017: 247).

b. Data presentation (display)

Data presentation is one of the qualitative data analysis techniques. Data presentation is an activity when a set of information is compiled, thus giving the possibility of drawing conclusions. The form of presentation of qualitative data is in the form of narrative text (in the form of field notes), matrices, graphs, networks and charts (Sugiyono, 2017: 249).

c. Drawing conclusions (verification)

Drawing conclusions is the most important and final process in qualitative analysis. Namely the results of the analysis that can be used to take an action. A conclusion drawn must be able to be tested

for truth and suitability so that it really shows the actual situation (Sugiyono, 2017: 252).

CHAPTER IV

FINDINGS AND DISCUSSION

A. **Research Findings**

1. **Objectives Learning Talking Using Telling the Story Students Class viii Smp Plus Darussalam In Dormitory Al Aziziyah Blokagung Banyuwangi**

Process pembelajara n story telling in a dorm Al Aziziyah aims to :

a. **Adding vocabulary students with fast**

By telling them it does not directly own much add to the vocabulary, because story telling using the language English is certainly the first time that must be done is to know the meaning of the story is to look for the vocabulary one by one in the story.

b. **Staged proficiency of students in spoken English English**

After knowing the vocabulary that exist in the story above would be direct students to speak using the language English and act unilaterally to use fairy tales that they have learned .

c. **Familiarize students on texts English English**

Proficiency in speaking of course need a habit to speak and pembendaharaan vocabulary that much . Because of that, students will also be familiar with the stories and texts that are presented .

2. **Material Learning Talking use traditional Telling the Story Students Class viii Smp Plus Darussalam In Dormitory Al Aziziyah Blokagung Banyuwangi**

In accordance with the kinds of fairy tales and a wide-ranged, then, penngunaan learning proficiency to speak with the method of telling a story that is the kind of story fable, history and stories of the people who build and inspire the spirit of the students . Example : ceirita thief kundang, etc .

3. **Techniques Learning Talking Using Telling the Story Students Class viii Smp Plus Darussalam In Dormitory Al Aziziyah Blokagung Banyuwangi .**

In line with the description that, according to Wright (1995: 34) when the Tutor doing Telling Story, there are Several ways that can be used to help the understanding of students, namely :

1) **Use the pictures, masks, objects and puppets.**

It is intended that the students can by easily Understand the one story that is being heard . When a student does not understand a word spoken by the Tutor, the Tutor can show a few images that exist in the story, pictures that can be drawn by Tutor or in the student 's own on board daily, or images that exist in the book . Tutor also can use the masks and puppets to help the understanding of the students, the same as with the pictures, masks and puppets also be made by the student 's own .

2) **Use mime your self,**

when Tutor Telling Story, Tutor can mimic the character Pictures that are in the story that, as melakuk movements, imitating the sounds of animals that exist in the story are .

3) **Use a sound effect.**

So that when the story is not boring, the tutor can use various kinds of sound effects as in the original voice . Suppose the story tersebur there is a sound of lightning, here Tutor must be able to make sound the same as the sound of thunder etc .

4) **Translate key words as you tell the story,**

memberitahulan said the key to the students in a story that, in order that the students may have and remember vocabulary words are new .

4. **The Use of *Telling Story* in Learning Speaking Skills for Class VIII Middle School Students Plus Darussalam At Al-Aziziyah Dormitory Blokagung Banyuwangi**

In the process of activity methods of Telling Story by using the media Telling the Story of the, use of media into one of the things that should be considered by both. By understanding the use of media Telling Story and material resource that is used will be easier for Tutor to apply it to the students.

a. **Stages Per preparation**

1. Tutor preparing all things that relate to the lesson telling the story up to become Tutor smoothed row students to sit lined up neat, tidy up all the components of learning.

2. Tutor prepare needs anything just to learn telling stories covering, text story or book story, tool aids such as projectors and son system and costumes suit the theme of which will be delivered.

Picture 4.1: The Tutor Orders Students To Sit Neatly

b. Opening Stage

1. Tutor explained the theme of the story that will be in performed,

2. Tutor explains the techniques of Telling Story that is good and true

3. Tutor provide design readiness by asking occasionally to students about the readiness of those in the study telling the story.

c. Core stages

1. The tutor demonstrates the story in front of the students

2. Tutor provide an example through video and media which exist in accordance with the theme of the story

3. The tutor invites students to follow what has been demonstrated .

4. Turor appreciates students through a test nof guts by appointing several students to practice it .

d. Closing

1. Tutor gives the opportunity to ask the students were related to the story and theme .

2. The tutor gives several questions about the theme to be answered by students including the content of the story, characters, setting of the story and so on .

3. Tutor gives the opportunity to students to answer questions Tutor are given .

4. Tutor convey the content of the story and the messages that exist in the story that that might be applied to students in life everyday.

The implementation of the Telling Story method in the Al-Aziziyah Dormitory cannot be separated from the monitoring of the Head of the Dormitory and the Class Tutor himself, as stated by the Head of the Al-Aziziyah Dormitory .

> "Alhamdulillah activities bercer method ita has implemented this in Dormitory Al-Aziziyah this, the cooperation of the whole Tutor who would like me then make a creativity to deliver learning materials that attract the attention of children and can help students proficiency in speaking English ." (Interview 05 July 2021).

Picture 4.2 : Interview With The Head of the Dormitory

The statement above is reinforced by a statement from Tutor-1 he said,

> "In class we yes we strive so that children do not feel bored with learning the monotony, the child should be happy, learning should be fun, a lot of that already we do that method tells it in accordance with the ability of us as Tutor convey the material by way attract the attention of children ." (interview 05 July 2021).

From the statement of the Head and Tutor -1, activity methods be rcerita with media Telling the Story in Aziziyah has been enacted, carried out every har i after prayers asar . The purpose of this method is so that children get interesting and fun learning . In addition, Tutor can also express their creativity by implementing this method because it is proven that children are happy with this activity and are very enthusiastic.

Picture 4.3 : Interview With One Of The Language Tutor

[

Methods of Telling Story in improving skills of speaking students this is the activity that is fun and attract the attention of children, such as that expressed by a student-1 which revealed that :

> "Delicious se times bu launched speak ber each bu Tutor wear Telling Story, I could learn to like mother Tutor talked with Language English also later turns with friends ." (interview 06 July 2021).

From the statement at the top of Dapa t is understood that some children feel very excited by learning using media Telling the Story of this . In addition to listening to stories Tutor, children are also given the opportunity to improve trust himself of his communicating back the contents of the story or be one of the Pictures who could he play .

Based on some of the results of interviews at the top, can be concluded that the application of the method of Telling Story in an increase in proficiency speaking students in dorms Al Aziziyah have been there since the year 2016, the purpose dil akukannya method is that children get learning that is interesting and fun . Sela in it, Tutor also can meng was excluded creativity by implementing the method is kare na

proven child happy with the activities of this and very enthusiastic . Da lam applying the method is Tutor also perform four steps in its execution : (1) Preparations, Tutor prepare a story that will be performed s Before the conduct of activities, (2) opening, before memul ai sometimes ask about the experience personally who owned the child about the story that will be delivered and provide directions and procedures for telling a good and correct story . (3) Core, enter the contents of c Erita . (4) Closing, expected the child to understand the content of the story, dap at train believe themselves to tell back at de pan friends and were able to answer the question-statement of Tutor about the content of the story .

a. Planning The Telling Story Learning Method

In the learning plan administrators telling story dormitory al Aziziyah held a consultation attended by the entire board, plus Darussalam smp teachers and caregivers to discuss how the story telling method that will work effectively and efficiently. And how students feel satisfied, happy and able to master a telling story lesson.

In line with what that u ng kapkan dorm counselor Al-Aziziyah Ustdzah Via Zuhrotul amaliyah:

> *" Before we carried out this telling story lesson, we held a joint deliberation. In order to design and manage learning later in accordance with expectations and run well and smoothly " . (source interview 05 July 2021).*

From the results of these interviews, we as researchers concluded that planning in a lesson is very important to produce good and maximum learning.

b. Coaching Of Teaching Story Telling Tutors

In order to get maximum results. In this telling story learning, it is necessary to develop or provide skills in the telling story field which will be carried out , therefore we as administrators sent one of our members to learn these skills in an English boarding course for approximately one year.

Besides that, the dormitory cooperates with the language courses in the Darussalam Islamic boarding school by bringing tutors to teach at the al-Aziziyyah dormitory.

In accordance with the expectations and desires of AL - Aziziyah matron Ustadzah Vina Rohmatul Fitriya, S.Pd . :

> *"As an effort to improve the ability and mastery of tutors in learning telling stories, we delegate our members to participate in language courses at the Darussalam Islamic boarding school and also bring tutors from the course." (source interview 05 July 2021).*

From the statement above, the researcher believes that with a qualified tutor, learning will be carried out with satisfactory results.

c. There Is A Socialization Of Telling Story Learning On Speaking Skills To Students

Before the implementation of telling story learning in order to improve students' speaking in English, there needs to be technical socialization about how to learn and why the use of telling stories is very important in improving students' speaking skills. Because without a clear understanding and clear understanding to students,

it will have an impact on learning motivation and students' sincerity in learning the telling story.

One of the tutors explained how the presentation and socialization of telling story learning became very important, namely Ustdzah Siti Lailatun Nikmah:

> *"I asked the management and at the same time suggested that before the implementation of this lesson there must be an understanding and socialization of this lesson, why? because that way the students are aware and understand the importance of learning telling stories." (source interview 06 July 2021).*

By thus already clear that the implementation of telling sotry learning in order to improve student proficiency in speaking the English language is not going to go well and will not produce the maximum pembelajran without socialization and pemahan depth to the students themselves.

d. Evaluation

In an effort to maintain the stability and progress of this telling story learning, the administrators always monitor and maintain the development of the learning so that it remains stable and in line with expectations, namely by evaluating related elements such as tutors, students and the learning methods used.

Ustadz Atiyah Farihah as the dormitory education section said:

> *"We certainly monitor and continue to evaluate how this telling story learning goes, because that way we can always measure and determine how maximal the learning is." (source interview 06 July 2021).*

From the results of interviews and the learning design that was formed, it is known that the evaluation of tutors is carried out every two weeks and is carried out twice a month, while the evaluation of students is carried out in stages after the presentation of the material is complete or after mastering at least one telling story reading text. And for the evaluation of learning methods carried out simultaneously with the evaluation of tutors and students.

Ustadzah Siti Muthmainnah, S.Pd. The Head of the Department of the Foreign Language Institute of Darussalam Putri Islamic Boarding School said:

> *" We, the administrators of the central boarding school invite all branch dormitories to participate in events held by the central boarding school, both in the form of competitions and performances to introduce language, preserve culture and attract the interest of other students who see it. And of course it will be a special attraction for the hostel itself." (source interview 07 July 2021).*

Thus, this telling story learning is well-directed with the cooperation and efforts of all related parties.

Table 4.1

the result score of Telling Story

		Jenis Nilai			Sum	Nilai
		pronunciation	contents	expression		
No	Nama	pronunciation	contents	expression	Sum	Nilai
1	AHZA ROSHELA MECCA AGANINA	75	70	78	223	74,3
2	ALYA RIFALINA ADIYATI	85	77	76	238	79,3
3	AZKIA NURIL ILMI	79	76	88	243	81
4	BERLIANA ALLANIS	86	88	80	254	84,7
5	BERTHA MARCHELLA AL MUNA	88	68	78	234	78
6	DEWI MASITOH ANEIRA RAHMA	88	85	79	252	84
7	DIANA EKA FATMASARI	78	77	87	242	80,7
8	FAHMA RIZQA AULIA PUTRI	75	70	78	223	74,3
9	FAHMIDIA HILDA MAULIDI	80	77	77	234	78
10	FIRYAL AFIFAH FADHOIL	79	76	65	220	73,3
11	FLORA DESWITA PUTRI NOFARICA	78	88	77	243	81
12	HIKMATUL AULIA NADIATUR ROFI`AH	88	80	78	246	82
13	ILMA ANISATUL FAIDAH	77	85	80	242	80,7
14	MARSA QURROTUL UYUN	79	77	87	243	81
15	NABILA ZAKIYATUL NUVUS	83	77	87	247	82,3
16	NAILIL MAZIDHAH	79	76	87	242	80,7
17	NAZLA MUZAYADATUL MA`UNAH	81	88	77	246	82
18	RAHMA AURELLIA ZAHRA	77	90	78	245	81,7
19	SAHIRA AZ ZAHRA	77	88	76	241	80,3
20	SALSABILA FIRDANIA PUTRI	78	70	88	236	78,7
21	SUSMITA CINTA HAROMAIN	77	90	78	245	81,7
22	ZAKIA IZZA ROYANI	77	90	78	245	81,7
23						
	jumlah				5284	
	rata-rata				80,0606061	

Source By: Telling Story Monthly Evaluation Results.

After doing the evaluation, from these results it can be concluded that the telling story activity in the Al-Aziziyah hostel is very good and can be said to be very good if you look at the rubric below.How method of Story Telling in Learning Skills Speaking sisw i Class viii Smp Plus Darussalam In Dormitory AL - Aziziyah Blokagung.

Table 4.2

predicate interval score of student Class viii

predicate interval score of student Class viii		
Smp Plus Darussalam In Dormitory AL-Aziziyah Blokagung		
predicate interval	Interval	Description
80-100	A	very good
70-79	B	good
60-69	C	enough
<60	D	poor

Source By: Al-Aziziyah Dormitory benchmark evaluation guide.

Looking at the score interval assessment above, it is known that the student with the name Berliana Allais got an average score of 84.7 and got a very good predicate.

Table 4.3

Scoring Rubic Telling Story

No	Pronunciation	contenst	expression
1	5-10	5-10	5-10

Source By: Al-Aziziyah Dormitory benchmark evaluation guide.

After the test results are carried out, by checking the above criteria, most of the students got good grades. This proves that, after students join the English morning program, students can improve their skills in speaking English at Telling Story.

a. **Study Club**

In order to make the telling story learning a success , a continuous learning is held in the form of an English study club at the AL - Aziziyah hostel which is held once a week. And in the learning

method that is carried out, namely by focusing one skill on another by taking turns until an element and composition of the coverage of the English language material itself is completed.

Ayesa Naera Maula Karima, one of the eighth grade science students, said:

> *"The English lessons we receive from language tutors who teach at the study club are very interested in teaching. Especially telling stories that require a lot of material to learn. Vocabulary, body style , mental and many others. And we feel satisfied and quite enjoy the learning." (source : interview 08 July 2021).*

The purpose of the study club is none other than the management's conscious effort to keep up with the times and understand the needs of students which will later become guidelines and provisions in living a decent and useful life in the future.

b. **Adding Vocabulary**

In order for language learning in general and telling stories in particular to run according to expectations, it is necessary to provide vocabulary and increase students' vocabulary.

And the debriefing or addition of vocabulary in the AL - Aziziyah dormitory is carried out every day after the maghrib prayer, which is around 18:00 - 19:00 WIB. With a wide variety of methods are used, among other methods song drill method and delivery methods directly.

Ustadzah Mutiatus Shofia, one of the administrators of the AL - Aziziyah hostel, said :

" It is very important that this vocabulary addition is carried out because the foundation of a story telling skill and students' proficiency in speaking English is vocabulary. And in this dormitory it has been going very well regarding the addition of the vocabulary because the methods used are very varied. And students feel comfortable and happy in these activities ". (source : interview 08 July 2021).

With the results of the interview above, it can be understood how important it is to add and provide vocabulary in telling story and language learning, which in fact English is a global language.

c. **Vocabulary Deposit / Withdrawal**

Vocabulary withdrawal is carried out to maintain student consistency in adding vocabulary at the AL - Aziziyah dormitory, so students continue to memorize vocabulary and deposit it to the administrator and tutor.

Vocabulary withdrawal at the AL - Aziziyah hostel is carried out every Tuesday and Friday afternoon after the Asr prayer and the administrator or tutor sets a minimum withdrawal limit of 10 vocabulary in each withdrawal. If someone has not reached or does not deposit vocabulary, they will get a consequence in the form of varying penalties.

Ustadzah shilvia farida, one of the tutors stated that:

"The punishment is imposed aiming to limit the movement of students so as not to underestimate the rules that have been set, therefore for students who do not deposit vocabulary or are less than the minimum deposit limit, they will be subject to the appropriate punishment". (source : interview 10 July 2021).

Thus, the withdrawal of vocabulary becomes a benchmark for students in the continuity of student skills learning.

d. Appearance

In learning, something in the form of support is needed both morally and morally, in telling story learning, of course, a form of assessment or evaluation is needed that allows all students to be able to dedicate and express their abilities and possessions in accordance with what was learned while studying and the study club.

In this case, the appearances that are usually done in the AL - Aziziyah dormitory are in the form of weekly, monthly, mid-semester and semester appearances. Covers all existing study club and language extracurricular subjects. In the form of competitions, performances, performances and pre-events at events held in the dormitory.

Not only in the dormitory, the performances also usually participate in activities that are held at the main Darussalam Islamic boarding school, Blokagung. As explained by the head of the foreign language institution above.

Nanda Veronica Dewi, one of the students speculated that :

> *" Performance is very helpful in spurring the adrenaline of the students to be more enthusiastic, more mature in learning telling stories, especially in appearance, it will certainly make the students more confident and able to measure the extent of their respective abilities." (source : interview 10 July 2021).*

It is undeniable that as administrators must pay attention to the condition of students with various forms of activities and support in each learning process.

B. Discussion

In general, tutor coaching or supervision aims to provide assistance in developing a better teaching and learning situation through efforts to improve teaching professionals, assessing the ability of tutors as educators and teachers in their respective fields to help them make improvements and where necessary by pointing out weaknesses. flaws to fix yourself.

Sebelum palaksanaan kegiatan telling story ini pengurus melakukan beberapa persiapan diantaranya:

1. Tutor Coaching Techniques
2. There is a socialization of telling story learning on speaking skills
3. Evaluation

To avoid various misperceptions that commonly occur in evaluation, the following is the definition of terms or terminology commonly used in evaluation and measurement, including: test, measurement (*measurement*), evaluation, and assessment (*assessment*) according to Mohrens (1984 in Asrul dkk, 2015). p. 3).

Demi terlaksanakannya telling story maka, kegiatan-kegiatan kebahasaan yang dapa dilakukan dalam membantu kegiatan berikut adalah :

a. Study Club

b. Adding vocabulary

c. Vocabulary deposit

d. Appearance

In general, learning language skills in the AL - Aziziyah dormitory already exists and has been conceptualized according to the schedule and the materials used are proven by the existence of an English study club.

Picture 4.4: Study Club Schedule

The study club activity itself is held every afternoon except on Fridays, plus the mandatory language hours at 08:00 WIB until the sun goes down.

In addition to the above activities, activities for adding language vocabulary have been implemented every day at 16:00

until the time for the Asr prayer which will be deposited to the language tutor every Tuesday and Friday.

Picture 4.5: Activity Schedule At Al - Aziziyah

Hasil Rapat Pengurus Asrama Al-Aziziyah
Selasa, 22 Juni 2021

A. Jadwal Kegiatan Harian

NO	WAKTU	KEGIATAN
1	04.00	Bangun tidur (persiapan jama'ah subuh)
2	04.30	Jama'ah sholat subuh
3	05.00	Sorogan Qiro'ati dan deresan santri tahfidz
4	05.30	Piket, sarapan, dan persiapan sekolah pagi
5	06.45	Berangkat sekolah pagi
6	12.30	Jama'ah dzuhur
7	13.30	Takror diniyyah
8	14.30	istirahat
9	15.30	Jama'ah ashar
10	16.00	Study club dan setoran santri tahfidz
11	17.00	Makan sore
12	17.30	Jama'ah maghrib
13	18.00	vocab
14	18.15	Sorogan kitab
15	19.30	Jama'ah isya'
16	20.00	Sekolah diniyyah
17	21.30	Deresan santri tahfidz
18	22.00	Sholat malam
19	23.00	Istirahat

CHAPTER V
CLOSING

A. Conclusion

Alhamdulillah, with this conclusion, this thesis is finished . Based on the results of research and analysis s data that has the writer explained above , the writer can take conclusion that learning speaking skills using story telling method can improve students' skills in speaking the English language. So with this, the researchers can say that the learning of ear stories in improving speaking skills in the al-Aziziyah dormitory can improve their skills and increase interest and enthusiasm in learning English using this method.

Based on the description that has been submitted, the conclusions of this paper are:

1. Telling Story is one of the effective methods to help students improve their language skills in the form of proficiency in speaking English .

2. By doing the Telling Story technique, tutors can insert the nature of empathy, honesty, loyalty, friendliness and sincerity to students .

3. By doing Telling Story technique students can develop psychomotor, cognitive and affective aspects.

B. Suggestion

We as researchers feel that we are very lacking in knowledge of the method and the research itself, therefore I humbly ask for constructive criticism and suggestions for the perfection of this research.

There are several suggestions that researchers can convey, namely:

1. Institution

With this research, we hope that the Institute can use the telling story method in improving students' speaking skills.

2. Tutor

   Tutors as motivation and the first milestone in the use of the telling story method in improving students' skills. Researchers hope that there will be continuous learning so that students can master telling stories and can speak in English.

3. Student

   The researcher hopes that students are able to develop their talents and interests in this story telling method, so that students are able to apply the method.

4. Researcher

   For the researchers themselves, with the implementation of the following research, development and progress are awaited by the general public and the relationship between researchers and research objects is always there, especially to the management of the Al-Aziziyah dormitory.

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Tim penyusun pedoman penulisan skripsi fakultas tarbiyah dan keguruan, (2021). *Pedoman penulisan skripsi*. Blokagung.

ATTACHMENTS\

INSTITUT AGAMA ISLAM DARUSSALAM
IAIDA
FAKULTAS TARBIYAH DAN KEGURUAN
TERAKREDITASI
BLOKAGUNG - BANYUWANGI

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Nomor : 31.5/211.09/FTK.IAIDA/C.3/IV/2021
Lamp. : -
Hal : **PENGANTAR·PENELITIAN**

Kepada Yang Terhormat:

Kepala Asrama AL AZIZIYAH

Di - Tempat

Assalamu'alaikum warahmatullahi wabarokatuh

Yang bertanda tangan di bawah ini Dekan Fakultas Tarbiyah dan Keguruan (FTK) Institut Agama Islam Darussalam (IAIDA) Blokagung Banyuwangi, memohonkan izin penelitian atas mahasiswa kami:

Nama : **SHILFI RAHMATIKA**
TTL : **BANYUWANGI, 11/03/1999**
NIM /NIMKO : **17112210040/ 2017.4.071.0147.1.000062**
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Program Studi : Tadris Bahasa Inggris (TBIG)
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HP : 087864573231
Dosen Pembimbing : **RIDWAN, M.Pd.**

Untuk dapat diterima/melaksanakan penelitian di lembaga yang Bapak/Ibu pimpin, dalam rangka penyelesaian program skripsi.
Adapun judul penelitiannya adalah:

"THE USE OF TELLING STORY IN TEACHING SPEAKING SKILL OF THE EIGHT GRADE STUDENTS OF SMP PLUS DARUSSALAM IN AL-AZIZIYAH DORMITORY BLOKAGUNG BANYUWANGI ACADEMIC YEAR 2020/2021"

Atas perkenan dan kerja samanya yang baik diucapkan banyak terima kasih.

Wassalamu'alaikum warahmatullahi wabarokatuh.

Blokagung, 17 April 2021
Dekan

Dr. Siti Aimah, S.Pd.I., M.Si.
NIPY. 315080 058001

DOKUMNTASI

DOC.1. Study Club of Class VIII B
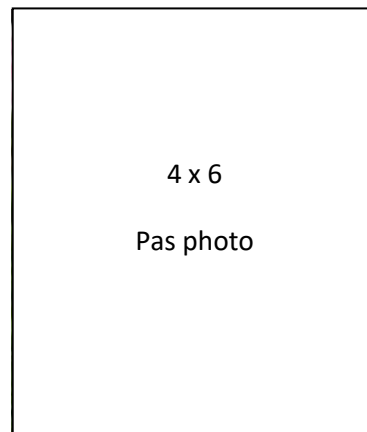

DOC.II. Class VIII A

DOC. III. SOCIALIZATION OF TELLING STORY ACTIVITIES

DOC. IV. WITH THE HEAD OF THE DORMITORY

CURRICULUM VITAE

4 x 6

Pas photo

A. PERSONAL DATA

Name   : SHILFI RAHMATIKA

Nim/Nimko   : 17112210040 /

Faculty   : Faculty Of Education And Teacher Training

Study Program   : English Education Department

Class   : 2017

TTL   : Banyuwangi, March 11, 1999

Address   : Blokagung Tegalsari Banyuwangi Jatim

Female Gender   : Islam

B. EDUCATION HISTORY

1. FORMAL

   • SD DARUSSALAM BLOKAGUNG

   • MTs Al AMIRIYYAH BLOCKAGUNG

   • MA AL AMIRIYYAH BLOCKAGUNG

   • IAI DARUSSALAM BLOCKAGUNG

2. NON-FORMAL

   • Madrasah Diniyah Al-Amiriyyah Blokagung Banyuwangi