

**THE USE OF STORYTELLING TO IMPROVE STUDENTS' SPEAKING  
SKILL AT THE EIGHTH GRADE OF MTsN 3 SUKOHARJO  
IN THE ACADEMIC YEAR 2022/2023**

**PROPOSAL OF THESIS**

Submitted as A Partial Requirements

For Writing the Thesis



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*Wassalamu 'alaikum Wr. Wb.*

Sukoharjo, June 14<sup>th</sup> 2023

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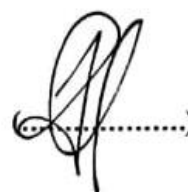
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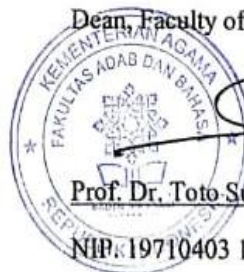
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## **DEDICATION**

This thesis is dedicated to:

1. My parents (Sarjoko and Sri Lestari)
2. My brothers (Gilang)
3. My best friends (Mayla, Zuama, Wanda, Jiddan)
4. My friends in badminton team
5. My Almamater
6. All of my friends in E class

## **MOTTO**

“Whoever you wanna be, whatever you wanna be, there's always a process to it. Trust the process. Don't get too greedy, don't get too anxious, everything takes time.” – DPR IAN

“Life is tough, and things don't always work out well, but we should be brave and go on with our lives.” – Suga, BTS

## PRONOUNCEMENT

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I here by sincerely state that the thesis titled “The Use of Storytelling to Improve Students’ Speaking Skill at The Eighth Grade of MTsN 3 Sukoharjo in The Academic Year 2022/2023” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Surakarta, June 14<sup>th</sup> 2023

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## ACKNOWLEDGMENT

Alhamdulillah, all praises to be Allah SWT, the single power, the Lord of the universe, master of the day of judgment, God all mighty, for all blessings and mercies so the researcher was able to finish this thesis entitled The Use of Storytelling to Improve Students' Speaking Skill at The Eighth Grade of MTsN 3 Sukoharjo in The Academic Year 2022/2023. Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

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11. The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Surakarta, June 14<sup>th</sup> 2023

The researcher,



Dinda Aribatul Fatimah Amjad



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## ABSTRACT

Dinda Aribatul Fatimah Amjad. 2023. The Use of Storytelling to Improve Students' Speaking Skill at the Eighth Grade of MTsN 3 Sukoharjo in the Academic Year 2022/2023. Thesis. English Language Education. Faculty of Cultures and Languages. UIN Raden Mas Said Surakarta.

Advisor: Ika Sulistyarini, M.Pd.

The aim of this research is to find out how storytelling can improve students' speaking skill at the eighth grade of MTsN 3 Sukoharjo in the academic year of 2022/2023.

The research was a classroom action research (CAR) and it was conducted in two cycles. Each cycle consists of four stages which were planning, action, observation, and reflection. This research was conducted at class VIII C of MTsN 3 Sukoharjo in the academic year of 2022/2023 consisting of 28 students. The data were collected through observation, field notes, tests, and documentation. The researcher collected the data by using quantitative data and qualitative data. Quantitative data was used to analyze the score of students and see improving of students' speaking skill, and qualitative data was used to describe the situation during on the teaching process.

The result showed that the improvement of the students' speaking score from pre-test, post-test I, and post-test II. In the pre-test, there was only 25% (7 students) who got point >75. In the post-test I there was only 39% (11 students) who got point >75. It means that there was increasing 14%. In the post-test in cycle II, there was 79% (22 students) who got point >75. The improvement of the students' speaking score from pre-test until post-test I was 16,38% and from pre-test until post-test II was 37,46%. In other words, the students' speaking skills improved and became well in the first meeting to the next meeting. The class situation became more joyful and all of the students paid attention on the lesson. By using storytelling in learning English, the most of the students gained the score above the passing grade. Based on the final result, it can be concluded that storytelling can improve students' speaking skill in VIII C grade of MTsN 3 Sukoharjo in the academic year of 2022/2023.

**Keywords:** Storytelling, Speaking Skill, Classroom Action Research

# CHAPTER I

## INTRODUCTION

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

Speaking is one of four language skills which need to be mastered by students. It is an important skill because in speaking, someone is able to say what he/she wants to express. They can communicate to each other to achieve particular goals, to express what they feel, what they learnt, and what they want to the other orally. Through speaking, students can understand what people say and what people trying to tell them (Megawati, 2018). The goal of speaking is to achieve an interactive communication between the listeners and speakers.

Thornbury (2005) states that speaking is so much a part of daily life that people take it for granted. Thus, speaking is important to be learnt as early as possible especially in Junior high School. Speaking is the first way to interact with others in the social community and it means speaking is the interaction between the speaker and listener in everywhere for example in classroom.

Furthermore, speaking is referred to as verbal communication or expression of thoughts, ideas, feelings in the form of words and it is also the way for people to communicate to each other (Collie & Stephen, 2006). By speaking with the people from different countries, people are able to know what happens in the world. So communication and speaking cannot be separated because they are connecting each other and human

being will use this skill if they want to express everything that they have in their mind. In some situations, speaking is used to give instructions or to get things done. For example, to describe things or someone to complain about people's behavior, asking and giving services and others.

Speaking skill is needed by the students for communication in the target language. It is very important to master speaking well by implementing the experience of learning the language in the real life. The mastery of speaking skill in English was priority for many second languages learning as well as the effectiveness of their English course on the basis of how much they have improved in their spoken language proficiency (Megawati, 2018:18). By mastering speaking skill the students will be able to express their thought and feeling intelligently based on the situation and context when they speak about the language. To practice the speaking skill it is not easy as simple as we think, because many students get some problems to do it.

In learning speaking skills, students still face some problems such as difficulty speaking because of lack of vocabularies, they feel afraid to make mistakes when talking, there is not enough time to practice English, not understand the material provided by the teacher and sometimes students also feel insecure about speaking because they don't memorize grammar (Hidayati, 2019). To solve the students' problem above, the storytelling is applied to help students in learning speaking skills.

Barzaq (2009) defined storytelling as a knowledge management technique, a way of distributing information, targeted to audiences and a sense of information; he/she added that stories provide natural connection between events and concepts. Storytelling is not only providing benefits for students, but also supporting daily life skills, especially in speaking (Mokhtar, Halim, & Kamarulzaman, 2011). The use of telling stories are very motivating, challenging, (Widyawati, 2015; Arunraj, 2017), entertaining and simulating children's imaginations (Purwatiningsih, 2015) so it helps engage the students in the class. Through storytelling different topics can be explained in a motivating and different way captivating pupils' attention from the very beginning.

According to Ellis (2014) storytelling is telling story to people who are willing to listen. It means storytelling is to retell the story having read or heard by using the storytellers' own words based on their understanding about the story. By using storytelling in teaching speaking, it is expected that the students are active, fun, cooperative, responsible and independent learner because in storytelling has some segments to be active learners of speaking class.

Storytelling is the best way to help the students learn the second language in the same way as they learn their mother tongue. Storytelling can be used in a great variety of ways to improve students' oral communication skills (Sanchez, 2014). Students learn their mother tongue not by sitting at their desk doing pencil and paper tasks of drilling

structure out of context; they do it but by interacting with and manipulating language with a community of learners in a meaningful way. A second language should be learned as the mother tongue and storytelling can help students achieve this. Here, students perhaps will find storytelling is motivating and immensely interesting as they can attract listeners.

Through storytelling, students are encouraged to use their capability to speak any topic they like. They feel free to share their ideas without breaking the rule of storytelling or the elements of the story itself, which include plot, characters, and the writer's point of view. By using storytelling, the students can search their memories for details about an event as they are telling orally. In line with this, Wright (2004) states that stories can motivate, stimulate imagination and arouse students' interests.

Based on the pre-research done in Monday, 16<sup>th</sup> January 2023 at the eighth grade of MTsN 3 Sukoharjo, the researcher found various problems dealing with their low speaking skill. Most of the students found difficulties in speaking because they are did not want to speak English, they are afraid of making mistakes in speaking English, have less confidence and afraid to try speaking in front of the class. It came from their vocabularies which are still low and low proficiency in English. They said that English are difficult because the materials used were not interesting and the materials were difficult to understand by the students. So they felt difficult to create their idea to speak up. To overcome this



problem, the researcher will try to use the action learning strategy to improve students' speaking skill.

The reason for the researcher to take this topic is to get better students skill than before. There are many ways to teach speaking and the teachers should use fun methods to teach their students. It will make the students become more active and not bored in learning speaking. One way to teach speaking is to use storytelling. Storytelling makes students more active in the classroom, because they feel free to express their ideas orally about the story being told. In storytelling, students can modify words or even events in their stories, and feel free to speak in your own language. By using storytelling, it is hoped that the students can develop their speaking skills.

The reason for the researcher taking research at MTsN 3 Sukoharjo which was carried out on the Monday, 15<sup>th</sup> June – Monday, 29<sup>th</sup> June 2023 is that MTsN 3 Sukoharjo still uses traditional method or lecture techniques in learning English, where the students just sit down and listen to the materials from their teacher without taking part in the process of learning. The important thing is the students should know about the materials that given by teacher. In the fact, the students are still afraid to speak in English because they have less confident in speak English. The teacher not yet find the best technique to make the students be a good speaker.

Previous studies show that Ahmad in the title “Improving Students Speaking Skills by Using Action Learning Strategy at Eight Grade of MTs Negeri 4 Klaten (A Classroom Action Research)” states that there were a significant effect by using action learning strategy to improve students speaking skill.

The novelty in this research compared to other studies is that the researcher used storytelling technique in teaching narrative text in learning English. Whether the use of storytelling technique is successful or not is used to support students’ competence when learning English, especially in speaking performance. With using this technique it is hoped that students will not feel bored and understand the learning material. Furthermore, the researcher used the pre-test, post-test I, and post-test II in conducting the research.

Based on the description above, the researcher is interested to conduct a research entitled “**The Use of Storytelling to Improve Students’ Speaking Skill at the Eighth Grade of MTsN 3 Sukoharjo in the Academic Year 2022/2023**”.

## **B. Identification of the Problems**

Based on the background of the study described above, it can be identified of the problem in this study were:

1. Students did not want to speak English, because they were low proficiency in English and feared of mistakes

2. Students were afraid of making mistakes in speaking English
3. Students have less confidence and afraid to try speaking in front of the class
4. Students have difficulties to express their opinion, idea and their feelings by using their own language

### **C. Limitation of the Problems**

Based on identification of the problem above, the researcher needs to focus on improving the students' speaking skill through storytelling in narrative text at eighth grade of MTsN 3 Sukoharjo in the Academic Year of 2022/2023. The researcher believes that it will give them more opportunities to practice speaking in the class.

### **D. Formulation of the Problems**

Based on the background and identification of the problem above, the researcher proposes problem statement as follows "How can storytelling improve the students' speaking skill at the eighth grade of MTsN 3 Sukoharjo in the Academic Year of 2022/2023?"

### **E. Objectives of the Study**

Based on the problem statement of the research above, the objective of this study is to find out how storytelling can improve students'

speaking skill at Eight Grade of MTsN 3 Sukoharjo in the Academic Year of 2022/2023.

## **F. Benefits of the Study**

The research hopes that the result of this study will have some benefits as follows:

### 1. Theoretical benefit

The result of this research is expected to provide them with an alternative method to teach speaking. It is also expected to motivate the teachers to be more creative so the students will be more enthusiastic in learning English in the class and this study becomes a helpful information and useful reference to the next study.

### 2. Practical benefit

#### a. For the teachers

The result of the study will help the teacher to know the students difficulties in speaking skill. The teacher will have alternative ways to improve her/his students' storytelling and the teacher will be aware about the problem that usually faced by students regarding their storytelling skill.

#### b. For the students

The result of this study may help the students to improve their speaking skill. They can be more motivated to develop their abilities in learning speaking.

c. For the readers

The researchers hope this research will be useful for English learners and it can be helpful resource for everyone who is interested in this subject to investigate the same topics in depth.

d. For the researcher

The researcher got experience how to measure the student achievement to speak English and the researcher gets valuable experiences which can be used for doing a better action research in the future.

## **G. Definition of Key Terms**

### **1. Speaking**

Speaking is one of the four abilities in the language activities. It is important to convey in the communication. According to Cameron (2001: 40) speaking is the active use of language to express meaning so that other people can make sense of them.

### **2. Storytelling**

Storytelling is defined as an activity that enables the students to understand the story and able to tell the story with their own language development. By using storytelling, the students can search their memories for details about events as they are telling orally (Thornbury, 2005).

### 3. Classroom Action Research (CAR)

Classroom Action Research is research conducted in a class to determine the consequences of actions applied to a research subject in the class. According to Burns (1999) classroom action research is the application of fact finding to problem solving in sausage situations with a view to improving the quality of action carried out in them, which involves the collaboration and cooperation of researchers, practitioners, and laypeople.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Theoretical Review**

##### **1. Speaking Skill**

###### **a. Definition of Speaking Skill**

There are four skills that must be mastered in learning English, namely: listening, speaking, reading, and writing. Speaking skill is the functional skill because it is used to communicate, to obtain and to convey information in daily life. Speaking skill is a skill that needs more attention from the students, because the students should have good interaction each other in speaking. According to Bahadorfar and Omidvar (2015:9) speaking skills can be categorized as good speaking skill when the listener can understand the words produced by the speaker.

Speaking skill is needed by the students for communication in the target language. It is very important to master speaking well by implementing the experience of learning the language in the real life. According to Bailey (2005:7) speaking one of skill in English to produce oral language and the function is communicating speaker with listener. This means that speaking is a medium to express ideas, opinions, feelings, and messages. Both the speaker and listener are actively involved. The speaker produces the language which can be heard by the listener and the listener should

try to listen carefully in order to be able to understand the content of what is being spoken.

Based on explanation above, it can be conclude that speaking skill has important role in learning English and for communication in target languages. Both of the speaker and listener must be actively involved to understand the content of what is being spoken.

#### **b. The Aspects of Speaking Skill**

Brown (2004: 172-173) stated that speaking skill must have five aspects they are vocabulary, grammar, fluency, pronunciation, and comprehension. Moreover, Harmer (2007: 343) speaking is a complex skill because at least it is concerned with components of grammar, vocabulary, pronunciation, fluency, and comprehension. This aspect of speaking will make our speaking or use of language well. Therefore, a good speaking activity has to cover all these four following aspects:

##### 1) Fluency

Fluency in speaking is one of competencies targeted by many language learners. The feature gives speech the qualities of being natural and normal, including the use of pausing, rhythm, intonation, stress, rate of speaking, and use of interjections and interruptions (Richards and Schmidt, 2010).



Longman in Hornsby (2003: 17) states that the fluency is the quality or condition of being fluent. It is skill to use the language spontaneously and confidently and without undue pauses and hesitation.

In addition, fluency represents a level of somebody's communication skills. At the level of someone's fluency when speaking, it can be seen whether he or she speaks naturally without some hesitations about what he or she would like to say. In short, if we can speak fluently it can be said that we have good communication ability. Therefore, students are expected to be able to speak fluently, especially in English.

## 2) Pronunciation

Pronunciation is the way for students to produce clearer language when they are speaking. According to Kline (2001: 69) pronunciation is the way for students to produce the utterance words clearly when they are speaking. In communication process, one needs to pronounce and to produce the words uttered clearly and correctly in order to avoid miscommunication. It means that the student can communicate effectively when they

have good pronunciation and intonation even though they have limited vocabulary and grammar.

According to Richards and Schmidt (2010), pronunciation is the way a certain sound or sounds are produced. Unlike articulation, which refers to the actual production of speech sounds in the mouth, pronunciation stresses more the way sounds are perceived by the hearer.

From both theories, we know that pronunciation refers to the sound produced by our organ organs. Therefore, to find out the correct pronunciation of the words we say, we can learn or see phonetic symbols that are usually found in dictionaries, because a letter can have different pronunciations if they are in different words.

### 3) Vocabulary

In speaking, vocabulary is important things that the speaker should have. Vocabulary is a must when someone wants to convey his/her thoughts, feelings, or views to other people. If people did not mastering in vocabulary they will get difficulties to deliver message to the listener. Vocabulary is one of the extreme aspects

that support speaking activity. It deals with the right and appropriate words. (Ur in Hornsby 2003:6).

Vocabulary means appropriate diction which is used in communication. Without having sufficient vocabulary, one cannot communicate effectively or express their ideas in both oral and written form. Having a limited vocabulary makes a barrier that precludes learners from learning a language. Without grammar a little can be conveyed, but without vocabulary nothing can be conveyed.

#### 4) Grammar

Grammar is a set of rules which describe how we use a language. Grammar is needed for the students to arrange correct sentences in conversation both in written and oral forms. According to Greenbaum and Nelson (2002:1), grammar refers to the set of rules that allow us to combine words in our language into larger units. The grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language (Harmer, 2001:12).

It can be concluded that the function of grammar is to arrange the correct meaning of sentences based on

the context; in addition, it is used to avoid misunderstanding in each communicator. In speaking ability, sometimes the speaker and the listener do not care about the grammar itself.

#### 5) Comprehension

Comprehension is defined as the ability to understand something to a reasonable level of comprehension or knowledge of what a situation is really like. Comprehension refers to the fact that participants fully understand the nature of the research project, even when procedures are complicated and entail risks (Cohen et al, 2005:51). The goal of speaking is to deliver a message or information, comprehension is an important factor to consider.

It can be concluded that the comprehension refers to the speakers' understanding about what they are saying to the listeners in order to avoid misunderstanding information, in addition it is to make the listeners easily catch the information from the speaker.

Based on the explanation of some theory above, the researcher can conclude that all the component of speaking is the important one to be reference for a good speaker. It means that in

learning speaking, students are expected to master all these components in order to improve their speaking skills.

**c. Competent in Speaking Skill**

According to Harmer (2001:269-270) speakers have to be competent in the speaking skill, those are language features in which contains 4 points. They are:

- 1) *Connected speech* is the sounds modifying in producing utterance when people speak. In which includes modifying (assimilation), omitting (elision), adding (linking), or weakening (through contraction and stress patterning).
- 2) *Expressive devices* is the stress and pitch variation in producing utterance in order to convey the true meaning of the messages meant by the speaker. It includes the variation of the volume and speed of the speech. By using these devices people will be able to show what and how they are feeling to whom they are talking to.
- 3) *Grammar and lexis*. Teachers need to supply their student with various phrases for different functions in their speaking classroom activities. For instance, how to express agreement and disagreement, surprise expression, and etc. So when students have an occasion which demands them to use those expressions in different stages of an interaction, they know what expressions they have to use appropriately.

4) *Negotiation language*. This is the speech clarification. It is the use of language of how to clarify and to show of what a speaker means. Sometimes, people do not hear or understand what other people's saying. Therefore, it is necessary to have an appropriate language of how to clarify to avoid mistakes between the speaker and the listener.

## **2. Storytelling**

### **a. Definition of Storytelling**

Storytelling is an interesting speaking activity that requires students to express their ideas orally about the story being told. Students have to retell the story using their own words based on their understanding. Safdarian (2013: 208) states that storytelling as a way of the students to retell stories in different words constructions after being told the stories by the teacher. As a part of speaking activities in the class, storytelling is also an effective tool that enables students to focus on story structure.

Storytelling is retelling story that have been heard, read or listened based on the storytellers' understanding about the content of the story by using their own words construction. According to Zaro and Saberri (2013:20), storytelling is an activity involving the interaction between storyteller and audience and between an individual and the listener in the certain level.

According to Haven (2000), using storytelling in the classroom was a powerful and effective way to improve and develop language skills; moreover, activities where students participate in telling, writing, reading and listening to stories can motivate them to be active learners, developing within them a constructive approach towards ESL language learning. Storytelling can motivate students to explore their expressiveness and can heighten a student's ability to communicate thoughts and feelings in an articulate and lucid manner. These activities benefit the students in not only giving them the art experience but also in supporting daily life skills (Ibid : 164).

Storytelling simulates students to develop their imagination and thinking skills (Harlina, Wardarita, 2020: 3). Research by Koki, Stan (1998) showed that storytelling is needed because, especially for children, storytelling helps them to creatively imagine the events, what could have and what should have happened. According to Roney, R. Craig (1996: 7-9), to have successful storytelling both storyteller and listener have to collaborate to create the story because storytelling provides social skill for children to practice. The collaboration here is the listener to keep focusing on the performance and for the storyteller to keep focusing on the storytelling acting.

Therefore, it can be concluded that storytelling is one teaching strategy in which the students have to retell the content of the stories using different words constructions. In storytelling, students can improvisation, modify words or even events in their stories, and feel free to speak in your own language when you think it necessary. By using storytelling, students usually repeat things more often especially when they have difficulties in following it and storytelling technique helps the students to practice speaking more often.

**b. The Criteria of Selecting Storytelling**

It is important to pick the story carefully as not all work for language learning. Try to ensure that the language is not too complicated and that the illustrations and story line are suitable for the age and maturity of the children are taught. The qualities that usually work well include:

- 1) Traditional tales or stories that the children may have read before. Hidayani (2013) stated that the story used in storytelling consists of: Fables, Legends, Sage, myths, Parables, Fairy Tales, and Panji Stories/Wira Cerita. As they already know the story line, children can use this prior knowledge to deal with language that is more complex. Other children also do not mind revising in the new language. Stories in their first language



might be considered too babyish *e.g Malin Kundang, Mount Bromo, Snow White, etc.*

- 2) Use of repetitive language. Children will quickly become familiar with the repeated lines and can be encouraged to participate in telling the story themselves *e.g The Hungry Caterpillar, where's spot, etc.*
- 3) Simple language that includes a link theme you are studying. Children will be reassured that they understand the gist of the story through the opportunity to practice speaking.

### **c. How to Teach English by Using Storytelling**

In storytelling you need not be limited to the stories in storytelling's book, but you can improvisation, modify words or even events in the stories, adapt the text to suit your world and that of the learners. Feel free to speak in your own language when you think it necessary. Remember that the time spent telling stories should be relaxed, fun and informal.

Zaro and Salaberri (1995: 5) suggest several tricks to present storytelling in the classroom. First, teacher should not see storytelling as a chore but as an activity that appeals to the imagination. Second, when presenting storytelling, teacher should allow experimentation with the target language and encourage cooperation. Third, when telling a story in a book, he/she can improvise, modify words or even events in the stories, and teacher

can also adapt the text to suit the teacher's world. Fourth, the teacher should feel free to speak in the mother tongue when it is necessary to do so. Finally, the teacher as a story teller should remember that the time spent in telling the story should be relaxed, fun and informal. The storyteller should aware that children have only limited concentration span so that the choosing of storytelling activity should always consider the students' condition.

Storytelling is the oldest form of educational activity in speaking skill that can stimulate the learners to enjoy the speaking learning process. Moreover, Brown (271-277) listed several types of classroom speaking activity in this following form:

- 1) Imitative: students practice an intonation or try to identify a certain vowel sound. The elements of language form are the focus of this activity.
- 2) Intensive: this is speaking performance that is designed to practice some phonological or grammatical aspects of language. It is usually done in individual or even in pairs.
- 3) Responsive: it means that students practice their language by answering some questions. This activity uses simple utterance which can be meaningful and authentic.
- 4) Transactional (dialogue): transactional dialogue seeks for the purpose of getting or exchanging specific information. It is an extended form of responsive language.

- 5) Interpersonal (dialogue): interpersonal dialogue seeks for the purpose of maintaining social relationships than for the transmission of facts and information. Students are usually asked to have a dialogue about their feelings.
- 6) Extensive (monologue): students are asked to give extended monologues in the form of oral reports, summaries, or speeches.
- 7) Other interactive techniques: these include interviews, games, jigsaw, problem-solving activities, role-play and discussion.

It is clear that storytelling is one activity that relates to many types of speaking activity and storytelling will give many good impacts for the learners' speaking skills.

#### **d. The Advantages of Storytelling**

Ikramuddin (2017) stated there are some advantages of using storytelling, they are:

- 1) Storytelling is motivating and fun. They can help develop positive attitudes towards foreign language and language learning. They can create a desire to continue the learning.
- 2) Storytelling exercises the imagination. The children can become personally involved in a story as they identify with the characters and try to interpret the narrative and illustrations. This imaginative experience helps develop their own creative powers.

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

**e. The Disadvantages of Storytelling**

Woodhouse (2008) stated there are some disadvantages of using storytelling, they are:

- 1) Students require a safe environment and may feel uncomfortable to share their stories.
- 2) Students may need directions and guidance at various stages of storytelling.
- 3) The students' response depends on their earlier exposure to storytelling.
- 4) Storytelling requires visualization skills and may not suit everyone's learning style.

**B. Previous Related Studies**

There are some similar research studies about improving student's speaking skill that had been conducted before. The result of the research is described as follows:

1. The researcher takes the thesis from Ahmad Surya Kamal (2020) that was "Improving Students Speaking Skills by Using Action Learning

Strategy at Eight Grade of MTs Negeri 4 Klaten (A Classroom Action Research)”. This study was conducted by using classroom action research. The subject of the research was the students of VIII C of MTs Negeri 4 Klaten that consisted of 37 students. The result showed increasing of students score from the pre-test to post-test II. In the pre-test, there was only 10% (4 students) who got point >75. In the post-test I there was 72% (27 students) who got point >75. The post test in cycle II, there was 89.13% (33 students) who got point >75. The increasing of students score from pre-test until post-test II was 79.13%. It can be concluded that there was a significant effect by using action learning strategy to improve students speaking skill.

2. The researcher takes the journal from Fikriah (2016) that was “Using the Storytelling Technique to Improve English Speaking Skills of Primary School Students”. This research was conducted by using classroom action research to find out whether the use of storytelling technique could improve the English speaking skills of primary school students. The data from the speaking tests showed that the mean score from the students after the first cycle was 5, and increased to 7 after the second cycle. It further showed that 58% of the students got scores above average in the first cycle and increased to 80% in the second cycle. It can be concluded that this classroom action research was success where storytelling technique effectively improved the students’ English speaking skills.

3. The researcher takes thesis from Siti Munawaroh (2012) that was “Using Storytelling Technique to Improve Speaking Skills of the Students of MTs Al-Ghozali Panjerejo”. The research method that applied in this study is collaborative classroom action research. in this research, the score mean of the students before implementing of storytelling was 65,37 and the score after implementing storytelling was 75,9. It means that there was an improvement in speaking skills of the students of MTs Al-Ghozali Panjejero.
4. The researcher takes the thesis from Nur Syam Kholil Kurniawan (2019) that was “Improving Students’ Speaking Skill Using Storytelling (A Classroom Action Research at the Tenth Grade of SMAN 2 Karanganyar in the Academic Year 2018/2019)”. There were 2 cycles on the research. Based on the result of post-test 1 there were only 60% or 21 students who managed to reach the passing grade, and based on post-test 2 there were 82,8% or 29 students of 35 students reached the passing grade. From those two results, there were 22,8% improvements of the students who could reach the passing grade. It can be conclude that storytelling technique can improve speaking skill of the tenth grade students of SMAN 2 Karanganyar in academic year of 2018/2019.
5. The researcher takes the thesis from Wahyuni (2015) that was “Improving Students’ Speaking Skill Through Project-Based Learning (Digital Storytelling)”. The method of this research was classroom

action research. The means of students' score improved from cycle to cycle. The mean score in pre-test was 56,55; post-test 1 was 71; and post-test 2 was 78,88 compared with passing grade for speaking 75. It can be concluded that project based learning (digital storytelling) is recommended method to overcome students' problem in learning speaking and students' low learning motivation.

### **C. Rationale**

English teaching and learning process in MTsN 3 Sukoharjo still used traditional method, where the students just sit down and listen to the instruction from their teacher without taking part in the process of learning. The teacher only use the text book as the teaching aids in whole activity and the learners' participation is limited. It usually creates a stagnant and boring atmosphere for students.

In this case, applying a method is directed to give appropriate teaching learning atmosphere and enjoyable for students. Teaching speaking can be an interesting subject if the teacher wants to make it comfortable and funny for their students. As the oral activity, storytelling is one of ways to present the lesson in which the teacher provides the learners with opportunities to share their story, to guess the ending of the story, to suggest an alternative ending, or to construct alternative to solve the problem in story. Meanwhile, there are several reasons why storytelling can improve students' speaking skill. First, stories have always

played a significant role in children's growth. Story not only help in stimulating children's imagination and understanding the world but also developing children's language ability. Second, storytelling is an activity which requires a certain level of interaction between storyteller and audience, between the individual listeners. From the explanation above, it can be assumed that students' speaking skill can be improved by using storytelling.

#### **D. Action Hypothesis**

Based on the explanation above, the researcher formulates the hypothesis "how can storytelling improve the students' speaking skill at the eighth grade of MTsN 3 Sukoharjo in the Academic Year of 2022/2023?"



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Variable and Operational Definition of Variable**

##### **1. Independent variable**

The independent variable is the characteristic that is hypothesized to have an effect on comprehension. In this case, the independent variable is the use of storytelling technique. Storytelling could help improve the students' speaking skill.

##### **2. Dependent variable**

The dependent variable is a variable that will be affected by the independent variable; that is the goal of instruction will be studied. In this case, the dependent variable is the students' speaking skills that would be measured by using performance test.

#### **B. Research Setting**

##### **1. Place of the research**

MTsN 3 Sukoharjo is located in Jl. RA. Serang 1 Mulur Village, Bendosari District, Sukoharjo Regency, Central Java Province. The school has 18 classes. There were two English teachers in the school. The research study has been conducted at VIII C of MTsN 3 Sukoharjo.

## 2. Time of the research

The research has been conducted on September – May 2023 in the second semester in the academic year of 2022/2023.

Table 3.1. Schedule of the Research Activities

No	Activities	September - October				November - December				January - February				March - April				May - June			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1	Title Submission and Approval																				
2	Pre-Observation																				
3	Writing Research Proposal																				
4	Seminar Proposal																				
5	Collecting Data and Analyzing Data																				
6	Writing the Thesis																				
7	Munaqosyah																				
8	Submitting the Document																				

## C. Subject and Object of the Research

The subjects of the research are the students of VIII C of MTsN 3 Sukoharjo who were in the second semester by the academic year of 2022/2023. There were 28 students in the classroom that consists of 20 male students and 8 female students. The researcher chose this class

because most of the students' still have difficulties to learn English in the class, especially in learning their speaking. The English scores of students in this class are lower than the scores of students in other classes. The problem faced in this class can be proven in the pre-test score where there were only a few students who scores are above the passing grade. In this research, the researcher wanted improves the students' speaking skills by using storytelling in the classroom. The object of the research is the ability of the students speaking skills by using storytelling.

#### **D. Action Plan**

A research method in this study is a classroom action research based on the model developed by Kemmis and McTaggart (1998). Classroom action research is a group activity and a descriptive research carried out by a teacher in his or her own classroom, without the involvement of others, which is aimed at increasing our understanding rather than changing the phenomenon under investigation, would not be considered by these commentators to be action research (Nunan, 1992).

This research is conducted that there is improve the students' speaking skill in storytelling. In the implementation of Classroom Action Research, the teachers need to do every step of this study together or collaborative from the beginning to end. Collaboration between teacher and researcher is very important to discover and examine real problem

faced. In this research, the researcher collaborates with an English teacher who teaches the students.

Based on Kemmis and McTaggart (1998), there are four stages in one cycle for doing Classroom Action Research, consists: planning, actions, observations, and reflections. After doing four phases called one cycle. After finishing the first cycle, it might be found a new problem or the previous unfinished problem yet. It was necessary to continue to the second cycle in line it in the same concept of the first cycle. Before doing the first cycle, the researcher gave pre-test to the students to know the students' speaking skill and gave post-test after treatment to know progress of the students.

#### Procedure of Classroom Action Research:

##### 1. Pre-Test

Pre-test was given to the students to know the students' ability in speaking. The researcher did pre-test in a first meeting and it was done in one meeting. After doing pre-test, researcher started doing the cycle I, there were:

##### a) Planning

In this step, the researcher did preparation before doing a classroom action research. The kind of preparation could be seen as follow:

- 1) Making a lesson plan, which consists of some steps, activities and test items in teaching speaking

- 2) Making instruction of pre-test and post-test to know the students skill in speaking
- 3) Preparing the instrument for collecting data, such as field notes, observation sheet, and documentation

b) Action

This step is the implementation her action plans. In this step, the students will be taught how to improve speaking skill through storytelling. The researcher collaborates with an English teacher who teaches the students.

c) Observation

In this step, observation did by the collaborator who acts as the observer. The researcher made an observation sheet, field notes in every meeting and documentation as a proof of the research. The record what has been observed, the collaborator wrote field notes about all events in the classroom.

d) Reflection

The researcher implemented in the previous step were discussed and evaluated. The reflection was done by discussing what had happened and to understand the problem that had explored more clearly. The evaluation was focused on whether the implemented actions were successful or not. The actions would be considered successful if the means of the students' speaking score improved.

The result of the reflection was used as the basis for further planning. The successful actions would be continued in the next teaching and learning process, but the unsuccessful actions would be modified and be optimized to be more suitable in order to improve students' speaking skills.

## 2. Post-Test

Post-test was conducted to find out the students' skills and their progress. It was used to know the result of implementation and whether there was an improvement or not. If there is no improvement after the post-test or the students has not get the passing grade, then the application of cycle II will be used and the stage used in the same as cycle I.

In this action research, there is a standard to stop the cycle. The cycle is stopped when 75% of students get scored 75. The action research spiral can be illustrated as follows:

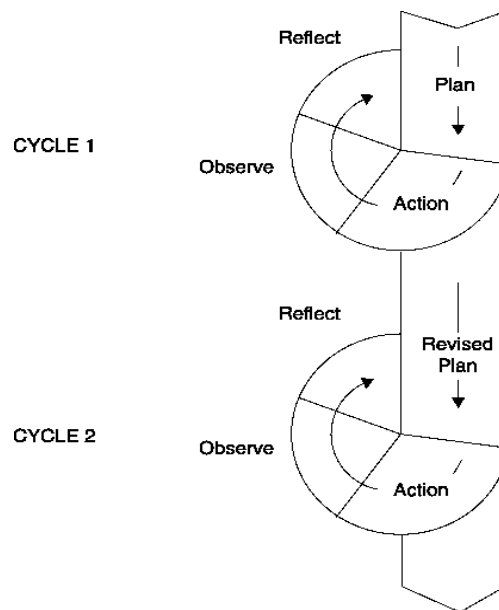


Figure 3.1. The action research spiral (Based on Kemmis and McTaggart 1998: 14)

## E. Technique of Collecting the Data

There are two kinds of data collected in this research. They are qualitative and quantitative data.

### 1. Qualitative data

#### a. Observation

This observation is applied to know the students and teacher's activities in teaching learning process in improving speaking skills by using storytelling. The focus of the observation to ourselves as teacher are the technique we use, the focus to the students are the way they work, the way they interact, and the way they respond to our teaching. In doing observation, the researcher

makes field note of observation and observation sheet to record activities and situations during the research.

b. Documentation

Documentation provided data in the form of photographs and the form of lesson plan. The photographs were collected by using camera. It was used to take a picture of the students and the teacher while teaching and learning process. The lesson plan guided the researcher to be focus and not forgetting the important things to be conferred to students.

## 2. Quantitative data

The researcher collected quantitative data in the form of students' score during speaking test which consist of pre-test and post-test. Test uses to know how far students competence in speaking before and after applying storytelling. The forms of the test were spoken test, in this test the teacher will give some grade based on aspect. Those aspects are pronunciation, vocabulary, grammar, fluency, and comprehension. The analytic score has five items and each item scores five points. So, the maximum score is 25. But it will be multiplied with 4, and the final maximum score will be 100.

Table 3.2. Oral Proficiency Scoring Categories (Harris, 1997)

No	Aspects	Score	Description
1	Pronunciation	5	Has few traces of foreign language
		4	Always intelligible, though one is



			conscious of define accent
		3	Pronunciation problem necessities concentrated listening and occasionally lead to misunderstanding
		2	Very hard to understand because of pronunciation problem, most frequently be asked to repeat
		1	Pronunciation problems to serve as to make speech virtually unintelligible
2	Grammar	5	Make few (if any) noticeable errors of grammar and word order
		4	Occasionally makes grammatical and or word order errors that do not, however obscure meaning
		3	Make frequent errors of grammar and word order, which occasionally obscure meaning
		2	Grammar order rephrases sentences and or rest rich himself
		1	Errors in grammar and word order so, severe as to make speech virtually unintelligible
3	vocabulary	5	Use a vocabulary and idioms is virtually that of native speaker
		4	Sometimes uses inappropriate term and must rephrases ideas because of lexical and equities
		3	Frequently uses the wrong words conversation somewhat limited because of in adequate vocabulary
		2	Misuse of words and very limited vocabulary makes comprehension quite

			difficult
		1	Vocabulary limitation so extreme as to make conversation virtually impossible
4	Fluency	5	Speech as fluent and effortless as that of native speaker
		4	Speed of speech seems to be slightly affected by language problem
		3	Speed and fluency are rather strongly affected by language problem
		2	Usually hesitant, often forced into silence by language limitation
		1	Speech is also halting and fragmentary as to make conversation virtually impossible
5	Comprehension	5	Appears to understand everything without difficulty
		4	Understand nearly everything at normal speed, although occasionally repetition may be necessary
		3	Understand most of what is said at slower than normal speed without repetition
		2	Has great difficulty following what is said, can comprehend only "social conversation" spoken slowly and with frequent repetition
		1	Cannot be said to understand even simple conversation English

From the score above, the researcher conclude score criteria as a table below:

Table 3.3. Criteria of Score for the Students' Speaking Skills

Score	Criteria
86 – 100	Excellent
75 – 85	Good
66 – 75	Sufficient (Score 75 is the KKM)
<75	Low

The standard of passing grade in every cycle is 75 with the target of the passing grade is 75% of all students.

#### **F. Research Instrument**

Instrument is the tool that is chosen and used by the researcher to collect the data. The instrument of the current research were observation sheet and achievement test. In this case, the researcher used performance test because the researcher would like to investigate the use of storytelling to improve students' speaking skill. Moreover, the researcher collects the data from the students' speaking skill measurement result in pre-test and post-test.

In addition, to measure the test is valid, the researcher has already consulted the test with the English teacher at school where the researcher did the research. Furthermore, these test also reliable for the students

because the researchers already choose one rater that used in this research which was the English teacher as the expert to obtain the students speaking score. It can be assumed that this test was valid and reliable.

The form of the speaking test was to express students' performance. Students understand the stories whose topics have been determined by the teacher and presented their idea. Then, the researcher got the achievement from grammar, vocabulary, pronunciation, fluency, and comprehension. The researcher gave seven minutes to students present their idea in front of the class.

In giving the achievement, the researcher used oral proficiency scoring categories from Harris (1997: 84). Achievement is reported in the range from 1-5. To conduct the oral test, the researcher gave instructions to the students about the step of being test.

Table 3.4. The blueprint of speaking test

<b>Competence Standard / basic competence</b>	<b>Skill Measured</b>	<b>Indicators</b>	<b>Instrument</b>
Students are able to retell the story they have understood by using their own language	<ol style="list-style-type: none"> <li>1. Pronunciation</li> <li>2. Vocabulary</li> <li>3. Fluency</li> <li>4. Grammar</li> <li>5. Comprehension</li> </ol>	<ol style="list-style-type: none"> <li>1. Pronunciation (speech sounds and pronunciation stresses)</li> <li>2. Vocabulary (word selection and vocabulary idiom)</li> <li>3. Fluency (rhythm,</li> </ol>	<ol style="list-style-type: none"> <li>1. In personal or groups, read the story that has been given by the teacher</li> <li>2. Understand the story that has been given by the teacher by considering the abilities to be tested</li> </ol>

		intonation, stress, and use of interjection) 4. Grammar (grammatical error and word order) 5. Comprehension (understanding of the storyline)	3. Retell the story by using your own language in front of the class 4. The researcher give 7-10 minutes to presentation 5. Your performance will be evaluated based on pronunciation, vocabulary, fluency, grammar, and comprehension
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Before giving pre-test and post-test, the researcher will try out of the test items first to get the readability of the test. Try out will be given to other classes and does not involved the subject of classes.

Readability is used to ensure the understandable instructions. The readability can be measured by using some question.

1. The instruction of speaking test
  - a. Read and understand the story that has been determined
  - b. Retell the story by using your own language in front of the class
  - c. Your performance will be evaluated based on pronunciation, vocabulary, fluency, grammar, and comprehension
2. Readability of speaking test
  - a. Whether the instructions are understandable or not

- b. Whether the kind of the story is clear or not
  - c. Whether the organization of the story demanded is understandable or not
  - d. Whether speaking indicators to be evaluated are clear or not
  - e. Whether the topics are interesting or not
3. Readability of test items
- a. Do you understand the instruction of this test?
  - b. Is the kind of the story to be spoken in this test stated clearly?
  - c. Is the organization of the story demanded in this test understandable?
  - d. Are the speaking indicators to be evaluated in this test clear?
  - e. Are the topics interesting?

The result is more than 75% of respondents give “yes” answer to each item of readability test, it can be concluded that the item of speaking test is readable.

#### **G. Technique of Analyzing the Data**

The process of data analysis is being conducted by the researcher using qualitative and quantitative methods. The qualitative data was used to describe the situation during on the teaching process, and the quantitative data was used to analyze the score of students. By applying this data, it was assumed to get satisfying result of the improving skill in speaking through storytelling.

The researcher searched the mean of each post-test from every cycle. The researcher will apply the following formula:

$$X = \frac{\sum X}{N}$$

Where:

X = The mean of students score

$\sum X$  = The total score

N = The member of the students

In order to categories the member of master students, the researcher will use the following formula according to Sudijono (2008:43):

$$P = \frac{R}{T} \times 100\%$$

Where:

P = The percentage of students who get the point 75

R = The number of students who get the point above 75

T = The total of students who do the test

Then, after getting mean of students score per actions, the researcher identifies whether or not there might have students improvement score on speaking skill from pre-test and post-test score in cycle 1 and cycle 2. In analyzing that, the researcher will use formula:

$$P = \frac{y1 - y}{y} \times 100\%$$

Where:

P = Percentage of students improvement

y = Pre-test result

y1 = Post-test 1

$$P = \frac{y2 - y}{y} \times 100\%$$

Where:

P = Percentage of students improvement

y = Pre-test result

y2 = Post-test 2

## H. Indicators of Success

The indicator of the success of this research will be based on oral proficiency scoring categories by Brown (2001: 173). The research is considered as successful if the students make a significant improvement on their grammar, vocabulary, fluency, pronunciation, and comprehension. The success indicators can be explained by the minimum passing grade for English subject of students at the VIII C class of MTsN 3 Sukoharjo, especially in speaking skill is 75. Meanwhile, the success indicator in this classroom action research would be achieved if the 75% of students had achieved the minimum passing grade and the mark better than the previous cycle.



## **CHAPTER IV**

### **RESEARCH FINDINGS AND DUSCUSSIONS**

#### **A. Research Findings**

This research was conducted at class VIII C of MTsN 3 Sukoharjo in the academic year 2022/2023. The subject was class VIII C that consists of 28 students. The research was done on May 8<sup>th</sup> until May 27<sup>th</sup> 2023. This research was conducted in two cycles. Each cycle consists of four steps of classroom action research (planning, action, observation, and reflection). The first cycle including pre-test conducted in three meetings and the second cycle was conducted in two meetings. In the last meeting of each cycle, the students were taken test as the post-test consists of post-test I and post-test II.

Before doing the research, the researcher held pre-research activity. The activities were observation and pre-test. As stated in chapter 1, students did not want to speak English, because they were low proficiency in English. Based on the data of the students' pre-test result (see in appendix), the researcher found some indicators of the problem in speaking skill. First, the students were not able to pronounce some words correctly. Second, students were not able to choose appropriate words according to the context. Third, students need more time to think when speak in the front of the class. Because the pronunciation and vocabulary were not good enough, the students spoke with hesitation and some pauses.

## 1. The Data Description of Student's Speaking Skill by Using Storytelling

There were two kinds of data in this research. The first data was quantitative data and the second data was qualitative data.

### a. Quantitative Data

Quantitative data was taken from the result of the tests given by the researcher in the class, which was carried out in two cycles that consists of five meetings. The test was given to the students in the form of pre-test, post-test I, and post-test II. The result of the students' score could be seen in the following tables.

Table 4.1. Score of Students' Speaking Skills

No	Initial Name	Score		
		Cycle I		Cycle II
		Pre-Test	Post-Test I	Post-Test II
1	AFRA	60	60	68
2	AGA	52	76	80
3	ABP	48	64	80
4	AWN	76	80	80
5	AZ	40	52	72
6	AA	68	76	84
7	AM	44	56	84
8	ASS	52	64	80
9	AMA	80	88	84
10	BIP	60	68	80
11	CM	60	68	80
12	DBPW	40	60	80
13	DMSK	76	80	88

14	DR	76	80	88
15	FSM	52	48	72
16	GDU	44	52	80
17	HSK	40	56	80
18	IS	40	52	68
19	IAK	44	52	68
20	IF	76	80	84
21	KRK	60	68	80
22	MSAF	76	80	76
23	MAM	40	52	68
24	MFR	76	80	84
25	NEA	48	56	80
26	QARA	60	68	80
27	SNS	64	80	84
28	VE	60	80	84
<b>Total <math>\Sigma X</math></b>		<b>1612</b>	<b>1876</b>	<b>2216</b>
<b>The Mean Score</b>		<b>57,57</b>	<b>67,00</b>	<b>79,14</b>

b. Qualitative Data

Qualitative data were collected by using observation sheet, field notes and documentation.

1) Observation Sheet

Observation sheet was used to observe all the condition that happened during teaching and learning process. It was focused on the situation of teaching learning process in improving speaking skills by using storytelling, students' activities and behavior, students speaking ability in English lesson, and interaction between teacher and students. Based on the

observation, students more active and enthusiastic in learning process by using storytelling.

## 2) Field Notes

Field notes were written by researcher during conducting the research in each meeting. Field noted used to describe writer thoughts and feelings about teaching learning process. The researcher recorded everything what happened during teaching learning process including reflection and evaluation about the implementation of using storytelling.

## 3) Documentation

The researcher used a camera to collect the data. Camera used to take a picture of the students' performance in the teaching and learning process.

## **2. Data Analysis of Student's Speaking Skill by Using Storytelling**

There were two kinds of data analysis in this research. The first data was quantitative data and the second data was qualitative data.

### a. Quantitative Data

The researcher gave test in the end of each cycle. It has been found that the means of the students score increasing from pre-test until post-test.

Table 4.2. The result of students' speaking skills using storytelling in pre-test

No	Initial Name	Pre-Test	
		Score	Successful Criteria (>75)
1	AFRA	60	Unsuccessful
2	AGA	52	Unsuccessful
3	ABP	48	Unsuccessful
4	AWN	76	<b>Successful</b>
5	AZ	40	Unsuccessful
6	AA	68	Unsuccessful
7	AM	44	Unsuccessful
8	ASS	52	Unsuccessful
9	AMA	80	<b>Successful</b>
10	BIP	60	Unsuccessful
11	CM	60	Unsuccessful
12	DBPW	40	Unsuccessful
13	DMSK	76	<b>Successful</b>
14	DR	76	<b>Successful</b>
15	FSM	52	Unsuccessful
16	GDU	44	Unsuccessful
17	HSK	40	Unsuccessful
18	IS	40	Unsuccessful
19	IAK	44	Unsuccessful
20	IF	76	<b>Successful</b>
21	KRK	60	Unsuccessful
22	MSAF	76	<b>Successful</b>
23	MAM	40	Unsuccessful
24	MFR	76	<b>Successful</b>
25	NEA	48	Unsuccessful
26	QARA	60	Unsuccessful

27	SNS	64	Unsuccessful
28	VE	60	Unsuccessful
<b>Total <math>\Sigma X</math></b>		<b>1612</b>	
<b>The Mean Score</b>		<b>57,57</b>	

From the table of pre-test, the total score of students was 1612 and the number of students who took the test was 28 students, so the students mean was:

$$X = \frac{\Sigma X}{X}$$

$$X = \frac{1612}{28}$$

$$X = 57,57$$

From the analysis above, students speaking skills in English lesson was still very low. The mean of students was 57,57. To know the students who were competent was calculated by applying the formula below:

$$P = \frac{R}{T} \times 100\%$$

$$P1 = \frac{7}{28} \times 100\%$$

$$P1 = 25\%$$

and

$$P2 = \frac{21}{28} \times 100\%$$

$$P2 = 75\%$$

Table 4.3. Distribution on Students' Speaking skills in English Lesson for Pre-Test

Criteria		Total Students	Percentage
P1	Successful	7	25%
P2	Unsuccessful	21	75%
<b>Total</b>		28	100%

From the table above, the students' speaking skills in English lesson was still low. From the criteria 7 students got successful score or it was only 25%. In other side, 21 students got unsuccessful score or it was 75%.

From the explanation above, it can be concluded that the students' speaking skills in English lesson was classified low. Then post-test continued in cycle I. In the post-test of the cycle I, the data analysis can be followed below:

Table 4.4. The result of students' speaking skills using storytelling in post-test cycle I

No	Initial Name	Post-Test I	
		Score	Successful Criteria (>75)
1	AFRA	60	Unsuccessful
2	AGA	76	<b>Successful</b>
3	ABP	64	Unsuccessful
4	AWN	80	<b>Successful</b>
5	AZ	52	Unsuccessful
6	AA	76	<b>Successful</b>
7	AM	56	Unsuccessful

8	ASS	64	Unsuccessful
9	AMA	88	<b>Successful</b>
10	BIP	68	Unsuccessful
11	CM	68	Unsuccessful
12	DBPW	60	Unsuccessful
13	DMSK	80	<b>Successful</b>
14	DR	80	<b>Successful</b>
15	FSM	48	Unsuccessful
16	GDU	52	Unsuccessful
17	HSK	56	Unsuccessful
18	IS	52	Unsuccessful
19	IAK	52	Unsuccessful
20	IF	80	<b>Successful</b>
21	KRK	68	Unsuccessful
22	MSAF	80	<b>Successful</b>
23	MAM	52	Unsuccessful
24	MFR	80	<b>Successful</b>
25	NEA	56	Unsuccessful
26	QARA	68	Unsuccessful
27	SNS	80	<b>Successful</b>
28	VE	80	<b>Successful</b>
<b>Total <math>\Sigma X</math></b>		<b>1876</b>	
<b>The Mean Score</b>		<b>67,00</b>	

From the table of post-test in cycle I, the total score of students was 1876 and the number of students was 28 students, so the students mean was:



$$X = \frac{\Sigma X}{X}$$

$$X = \frac{1876}{28}$$

$$X = 67$$

From the analysis above, students speaking skills in English lesson got increasing. The mean of students was 67, but didn't reach the criteria of success which is 75. The number of students' who were competent was calculated by applying the formula below:

$$P = \frac{R}{T} \times 100\%$$

$$P1 = \frac{11}{28} \times 100\%$$

$$P1 = 39\%$$

and

$$P2 = \frac{17}{28} \times 100\%$$

$$P2 = 61\%$$

Table 4.5. Distribution on Students' Speaking skills in English Lesson for Post-Test I

Criteria		Total Students	Percentage
P1	Successful	11	39%
P2	Unsuccessful	17	61%
<b>Total</b>		28	100%

From the table above, 11 students got successful or it was 39%. In other side, 17 students got failed or it was 61%. Post-test in cycle I is categorized unsuccessful. The result of standard of success criteria was >75 score.

Based on the result of the students speaking skills in the cycle I, there was an increase of students mean score from the students speaking skills on the pre-test to the students' speaking skills on post-test for the cycle I. It was from the mean of students 57,57 increased to 67. It means that there was 16,38% of mean score improvement. The improvement percentage derived from the formula:

$$P = \frac{y_1 - y}{y} \times 100\%$$

$$P = \frac{67 - 57,57}{57,57} \times 100\%$$

$$P = 16,38\%$$

Based on the explanation above, the students' speaking skills in English lesson was classified unsuccessful, so the cycle II is needed to increase score of the students in speaking skills. The following analysis for cycle II is:

Table 4.65. The result of students' speaking skills using storytelling in post-test cycle II

No	Initial Name	Post-Test II	
		Score	Successful Criteria (>75)
1	AFRA	68	Unsuccessful
2	AGA	80	<b>Successful</b>
3	ABP	80	<b>Successful</b>
4	AWN	80	<b>Successful</b>
5	AZ	72	Unsuccessful
6	AA	84	<b>Successful</b>
7	AM	84	<b>Successful</b>
8	ASS	80	<b>Successful</b>
9	AMA	84	<b>Successful</b>
10	BIP	80	<b>Successful</b>
11	CM	80	<b>Successful</b>
12	DBPW	80	<b>Successful</b>
13	DMSK	88	<b>Successful</b>
14	DR	88	<b>Successful</b>
15	FSM	72	Unsuccessful
16	GDU	80	<b>Successful</b>
17	HSK	80	<b>Successful</b>
18	IS	68	Unsuccessful
19	IAK	68	Unsuccessful
20	IF	84	<b>Successful</b>

21	KRK	80	<b>Successful</b>
22	MSAF	76	<b>Successful</b>
23	MAM	68	Unsuccessful
24	MFR	84	<b>Successful</b>
25	NEA	80	<b>Successful</b>
26	QARA	80	<b>Successful</b>
27	SNS	84	<b>Successful</b>
28	VE	84	<b>Successful</b>
<b>Total <math>\Sigma X</math></b>		<b>2216</b>	
<b>The Mean Score</b>		<b>79,14</b>	

From the table of post-test in cycle II, the total score of students was 2216 and the number of students was 28 students, so the students mean was:

$$X = \frac{\Sigma X}{X}$$

$$X = \frac{2216}{28}$$

$$X = 79,14$$

From the analysis above, the students' speaking skills in English lesson was increased. The mean of the students was 79,14 and the number of the students who were competent in speaking test was calculated by applying the following formula:

$$P = \frac{R}{T} \times 100\%$$

$$P1 = \frac{22}{28} \times 100\%$$

$$P1 = 79\%$$

and

$$P2 = \frac{6}{28} \times 100\%$$

$$P2 = 21\%$$

Table 4.7. Distribution on Students' Speaking skills in English Lesson for Post-Test II

Criteria		Total Students	Percentage
P1	Successful	22	79%
P2	Unsuccessful	6	21%
<b>Total</b>		28	100%

From the table above, 22 students got successful or it was 79%. In other side, 6 students got failed or it was 21%. It can be concluded that the students' speaking skills through storytelling was increased. The result of standard of success criteria was >75 score. So, post-test in cycle II was categorized success.

Based on the result of the students speaking skills in the cycle I, there was an increase of students mean score from the students speaking skills on the pre-test to the students' speaking skills on post-test for the cycle I. It was from the mean of students 57,57 increased to 79,14. It means that there was 37,46% of mean score improvement. The improvement percentage derived from the formula:

$$P = \frac{y_2 - y_1}{y_1} \times 100\%$$

$$P = \frac{79,14 - 57,57}{57,57} \times 100\%$$

$$P = 37,46\%$$

From the analysis above, the students' speaking skills was classified a very good while doing action research on cycle II. It can be concluded that the students' speaking skills was improved through using storytelling.

Table 4.8. Data Analysis of the students' score in Pre-test, Post-Test I and Post-Test II

No	Initial Name	Score					
		Cycle I				Cycle II	
		Pre-Test	Criteria Passed (>75)	Post-Test I	Criteria Passed (>75)	Post-Test II	Criteria Passed (>75)
1	AFRA	60	Unsuccessful	60	Unsuccessful	68	Unsuccessful
2	AGA	52	Unsuccessful	76	<b>Successful</b>	80	<b>Successful</b>
3	ABP	48	Unsuccessful	64	Unsuccessful	80	<b>Successful</b>
4	AWN	76	<b>Successful</b>	80	<b>Successful</b>	80	<b>Successful</b>
5	AZ	40	Unsuccessful	52	Unsuccessful	72	Unsuccessful
6	AA	68	Unsuccessful	76	<b>Successful</b>	84	<b>Successful</b>
7	AM	44	Unsuccessful	56	Unsuccessful	84	<b>Successful</b>
8	ASS	52	Unsuccessful	64	Unsuccessful	80	<b>Successful</b>
9	AMA	80	<b>Successful</b>	88	<b>Successful</b>	84	<b>Successful</b>
10	BIP	60	Unsuccessful	68	Unsuccessful	80	<b>Successful</b>

11	CM	60	Unsuccessful	68	Unsuccessful	80	<b>Successful</b>
12	DBPW	40	Unsuccessful	60	Unsuccessful	80	<b>Successful</b>
13	DMSK	76	<b>Successful</b>	80	<b>Successful</b>	88	<b>Successful</b>
14	DR	76	<b>Successful</b>	80	<b>Successful</b>	88	<b>Successful</b>
15	FSM	52	Unsuccessful	48	Unsuccessful	72	Unsuccessful
16	GDU	44	Unsuccessful	52	Unsuccessful	80	<b>Successful</b>
17	HSK	40	Unsuccessful	56	Unsuccessful	80	<b>Successful</b>
18	IS	40	Unsuccessful	52	Unsuccessful	68	Unsuccessful
19	IAK	44	Unsuccessful	52	Unsuccessful	68	Unsuccessful
20	IF	76	<b>Successful</b>	80	<b>Successful</b>	84	<b>Successful</b>
21	KRK	60	Unsuccessful	68	Unsuccessful	80	<b>Successful</b>
22	MSAF	76	<b>Successful</b>	80	<b>Successful</b>	76	<b>Successful</b>
23	MAM	40	Unsuccessful	52	Unsuccessful	68	Unsuccessful
24	MFR	76	<b>Successful</b>	80	<b>Successful</b>	84	<b>Successful</b>
25	NEA	48	Unsuccessful	56	Unsuccessful	80	<b>Successful</b>
26	QARA	60	Unsuccessful	68	Unsuccessful	80	<b>Successful</b>
27	SNS	64	Unsuccessful	80	<b>Successful</b>	84	<b>Successful</b>
28	VE	60	Unsuccessful	80	<b>Successful</b>	84	<b>Successful</b>
<b>Total <math>\Sigma X</math></b>		<b>1612</b>		<b>1876</b>		<b>2216</b>	
<b>The Mean Score</b>		<b>57,57</b>		<b>67,00</b>		<b>79,14</b>	

Based on the result of the data analysis above, there was an improvement on the students' skills in speaking. It was showed from the mean and students score who passed the criteria of minimum score. The mean score in pre-test was 57,57; the mean score in post-test I was 67; and the mean score in post-test II was 79,14. The mean of students' speaking skills was increased on pre-test, post-test in cycle I, and post-test in cycle II.

Table 4.9. The result of students' score for pre-test, post-test I and post-test II

Meeting		The Students' Who Got Score >75	Percentage
Pre-Test	I	7	25%
Post-Test I	III	11	39%
Post-Test II	V	22	79%

The result showed the increasing of students score from pre-test to post-test II. In the pre-test, there was only 25% (7 students) who got the point >75. In the post-test I there was 39% (11 students) who got the point >75. It means that there was increasing 16,38%. The post-test II there was 79% (22 students) who got point >75. The increasing of students score from pre-test until post-test II was 37,46%. It can be concluded that storytelling worked effectively in helping students' speaking skills at the VIII C of MTs N 3 Sukoharjo.

b. Qualitative Data

1) Cycle I

a) Planning

In this phase, the researcher made a planning for the action based upon the problems faced by students towards speaking skills. In this case, the researcher arranged a lesson plan based on the teaching material. Lesson plan guided the researcher to be focus and not forgetting



important things to be conferred to students. The steps of what should be instructed first and the next would not be switched.

The researcher looked for the material of narrative text. The researcher selected the material from textbook, articles and internet. To know the students' improvement, the researcher prepared observation sheet. The observation sheet was used as guideline to note the students' activity in the learning process. Moreover, the observation sheet was made by the teacher to know the students' motivation in learning speaking.

The researcher planned the action of cycle I into three meetings, which were one meeting for materials and two meetings for pre-test and post-test I. The detail of the implementation of the classroom action research is presented in following timetable:

Table 4.10. The Schedule of Implementation of Cycle I

No	Date	Activity	Topic
1	Monday, May 15 <sup>th</sup> 2023	Meeting 1	Pre-test
2	Saturday, May 20 <sup>th</sup> 2023	Meeting 2	Material of narrative text
3	Monday, May 22 <sup>th</sup> 2023	Meeting 3	Post-test I

b) Action

In this phase, the researcher played role as the teacher. Meanwhile, the teacher as a collaborator helped the researcher in observing the students and in overcoming the problem faced by the researcher in the class during the teaching and learning process.

The first meeting was conducted on Monday, May 15<sup>th</sup> 2023. The researcher greeted the students and asked them about how was their condition. Before the researcher took control of the class, the teacher formally introduced the researcher to the students and told them what they would do on the lesson. After that the researcher checked the students' attendance of the day and there was no one absent. In the first meeting, the researcher gave the pre-test to the students. The researcher told the students to retell the story given by the researcher in front of the class by using their own words. The researcher asked the students who were ready to present the story in front of the class. Unfortunately there was no one who wanted to present their story, so the researcher decided to point the students randomly to present their work in front of the class. After time was up, the researcher and the teacher closed the lesson and left the class by saying goodbye.

The second meeting was conducted on Saturday, May 20<sup>th</sup> 2023. When the researcher was in the classroom, the students were talking with their friends. Some students paid attention to the researcher and then the researcher opened the class by greeting. Then the checked the students' attendance of the day and there was no one absent. After that, the researcher told the students about the material and asked the students to give example of narrative text. Some students gave some examples of narrative text such as Cinderella, Malin Kundang, and Rapunzel.

After giving example of narrative text, the researcher asked students to read the examples of narrative text in front of the class. Two students came forward and read the example of narrative text. The researcher gave correction if there was any mistake in students' pronunciation and then the researcher explained about narrative text. The last five minutes, the researcher reviewed and summarized the material. Then, the researcher allowed the students to ask unclear material but they did not make any questions. The researcher said good bye to students and left the class.

The third meeting was conducted on Monday, May 22<sup>th</sup> 2023. The researcher greeted the students and asked

them about how was their condition. After that the researcher checked the students' attendance of the day and there was no one absent. In this meeting, the researcher gave the post-test I in the end of cycle I. The researcher told the students to retell the story given by the researcher in front of the class by using their own words. The post-test I is carried to measure how well the students achievement in speaking improvement.

c) Observation

In this phase, the researcher tried to notice all the activities in the classroom. It was found that the students got less confidence and afraid to try speaking in front of the class. The students speaking skill was still low, they still could not pronounce some word correctly, they could not speak fluently, they still bring their note when was telling a story in front of the class.

The activity in the first cycle was drilling pronunciation and the researcher showed the correct pronunciation. It made the students interested and paid more attention. From the researcher implemented the storytelling in teaching and learning process, the students became more interested and more active on the lesson.

#### d) Reflection

After implementing and observing the action in cycle I, the next step is reflecting the action research. The reflection was required to determine whether the actions should be continued, modified, or stopped.

Storytelling was not very successfully implemented in cycle I. Although there were some improvements, there were some problems appearing from the students. The students still could not pronounce some word correctly, they could not speak fluently, they still bring their note when was telling a story in front of the class. To handle the problem the researcher should add another technique, so that students' mean score could reach the passing grade. The other thing that should be improved on cycle II was the mental aspects of the students. Some of students were still afraid to tell their story in front of the class. To handle the problem, the researcher should give them an understanding that making mistakes was a normal thing, by making mistake a person would learn to do something better and better again in the future.

## 2) Cycle II

### a) Planning

The cycle II was made because the result of cycle I was not good enough. Although there were some improvements, but still it needed to be increased more to reach the passing grade. The mean score of all of the students was 67 and it should be increased to pass the passing grade on 75. Some of the students showed good progress, but still there were some students that did not. For example, some of the students still mispronounce some words and there were some students who were still passive to do the lesson. Considering the problems above, the researcher decided to do the next cycle after the cycle I.

The researcher planned the action of cycle II into two meetings, which were one meeting for materials and one meeting for post-test II. The detail of the implementation of the classroom action research is presented in following timetable:

Table 4.11. The Schedule of Implementation of Cycle II

No	Date	Activity	Topic
1	Saturday, May 27 <sup>th</sup> 2023	Meeting 1	Material of narrative text
2	Monday, May 29 <sup>th</sup> 2023	Meeting 2	Post-test II

The steps of cycle II were the same with cycle I, but there were some improvements on the technique of learning. The researcher prepared all of the things that were required for the action, such as the materials, lesson plans, students' exercise and post-test II.

b) Action

In this phase, the researcher conducted the teaching and learning process in the cycle II. There were two meetings in the implementation of storytelling in teaching and learning process in the cycle II.

The first meeting was conducted on Saturday, May 27<sup>th</sup> 2023. The researcher greeted the students and asked them about how was their condition. After that the researcher checked the students' attendance of the day and there was no one absent. In the first meeting, the researcher asked the students about their understanding of storytelling and asked them whether they had difficulties or not. Then, the researcher explained again about storytelling in brief and explained about what they would do on the day's lesson.

Before the researcher started the task, the researcher divided the students into 7 groups which were consisted of 4 students each. Then the researcher asked them to sit with

their group. The researcher asked the students to open their previous story and asked them to discuss it. Then they started to ask the researcher about some words and how to pronounce it well. The students looked excited and enjoyed the discussion section. Most of the question was about pronunciation, they did not know the meaning or how to pronounce it and asked them to master that after the lesson ended. It was hoped that the students would improve their speaking skill and master it well.

After the discussion section was done, the researcher asked them to present the story in front of the class. The students looked ready and more confident than before and overall their performances were good. The researcher thought that they were ready for the post-test II. Before the researcher closed the lesson, he told them that the next meeting would be the post-test II and the researcher asked them to prepare it well by practicing the previous materials in their home and did the next task more seriously.

The second meeting was conducted on Saturday, May 29<sup>th</sup> 2023. The researcher greeted the students and checked the students' attendance of the day and there was no one absent. The researcher told the students to make a



group consisted of 4 students. After they sat in their groups, the researcher then distributed the story titled Romeo and Juliet to each group. The researcher asked them to read it and discuss it with their group to get every detail of the story.

After all the groups finished their discussion, the researcher asked them to present it forward individually and present it seriously. That was so amazing and this was a big progress. All of the presentations were so well delivered. Every student in the class looked really serious and wanted to get better score than before, it looked like they made a big progress on speaking skill.

Before the researcher closed the lesson, the researcher thanked all of the students because of their contributions learnt hard and developed their speaking skill seriously. The researcher also thanked the teacher because gave the researcher opportunity to teach the class. After that the researcher closed the lesson and said good bye to students and left the class.

c) Observation

Observation was done in order to know the effect of storytelling in improving the students' speaking skill. From the observation notes, the students became more

enthusiastic. They attempted the best effort to make the best presentation. When they presented in front of the class, they were more seriously and confident. It shows that they enjoyed the learning.

There was a big improvement of the students' interest. On the cycle I until the cycle II the students looked enjoy the teaching and learning process. On the first meeting most of them were passive, but after the researcher explained them about storytelling they began to ask some questions to the researcher and they did not afraid anymore. The discussion process had changed their behavior, they could discuss the difficulties with their partners in group and it made them could improve their skill unconsciously. By trying and discussing it with their partners, it could make them improved their mental and improved their speaking skills.

By applying storytelling, there were some major improvements on the student. The researcher also saw they did not have any problem doing their test. One of the important things was that most of the students gained the score above the passing grade. Although not all of them reached the passing grade, but there was an improvement

on the quantity of the students and the mean score of all of the students was above the passing grade.

d) Reflection

In this phase, the reflection was based on the result of observation in the second cycle. The reflection was required to determine whether the actions should be continued, modified, or stopped. The reflections were as follows; storytelling could improve the students' speaking skill, the students enjoyed the learning and able to make a good storytelling, storytelling made the students more active and more confident to join the teaching and learning process, the class situation became more joyful and all of the students paid attention on the lesson more seriously.

All of the improvements of the students' speaking skill happened because the use of storytelling in teaching and learning process. Storytelling was a good technique that could be applied in English lesson especially in teaching speaking. This technique was focused on the students to be more active than the teacher, so they could practice more and gain more knowledge and as a result the students reached the passing grade. The researcher thought that the cycle should be stopped since all of the problem had been solved.

## **B. Discussions**

This research was conducted to find out the improving of this students' speaking skill in English lesson by using storytelling. The result of this research indicated that there was an improvement on the students' speaking skills by using storytelling. The mean score in pre-test was 57,57; the mean score of post-test in cycle I was 67; and the mean score of post-test in cycle II was 79,14; and it indicated that the scores in second cycle were better than the first cycle. The percentage students who got point >75 also grew up. In the pre-test, the students who got point >75 were 7 students (25%). In the post-test I, the students who got point >75 were 11 students (39%). The post-test II, the students who got point >75 were 22 students (79%). The improvement of students' speaking score from pre-test until post-test I was 16,38% and the improvement of students' speaking score from pre-test until post-test II was 37,46%. It could be concluded that the students' speaking skill was improved.

In cycle I, the students' speaking skill was still low, they still could not pronounce some word correctly, they could not speak fluently and they still bring their note when was telling a story in front of the class. The activity in the first cycle was drilling pronunciation and the researcher showed the correct pronunciation, the students became more interested and more active on the lesson. In cycle II, the researcher used discussion in a group. That was so amazing and this was a big progress, all of the presentations were so well delivered. Every student in the class looked

really serious and wanted to get better score than before. The discussion process had changed their behavior, they could discuss the difficulties with their partners in group and it made them could improve their skill. By trying and discussing it with their partners, it could make them improved their mental and improved their speaking skills. There was an improvement of the students' interest.

On the cycle I until the cycle II the students looked enjoy the teaching and learning process. On the first meeting most of them were passive, but after the researcher explained them about storytelling they began to ask some questions to the researcher and they did not afraid anymore. The students able to made a good storytelling, because storytelling made the students more active and more confident to join the teaching and learning process. The class situation became more joyful and all of the students paid attention on the lesson more seriously.

Since the result of cycle II had shown a good improvement of students' speaking skill, the researcher decided to finish the cycle. From the explanation above, the researcher concluded that storytelling is an effective technique to improve students' speaking skills. By applying storytelling in learning English, the researcher saw the students did not have any problem in doing their test and the most of them gained the score above the passing grade.

Storytelling is a way to communicate through use of words and sounds. It very good for students because it trains the speaking skill of

them and trains how they do the improvisation with the topic of the story. They can deliver the messages to the others by their own words construction. It is similar agreement with Koki, Stan (1998) he stated that storytelling is needed especially for children because storytelling helps them to creatively imagine the events, what could have and what should have happened.

By doing storytelling, students will try to make a good sentences verbally. Storytelling process also included the discussion and performances section. It made the students become accustomed to using English and they also can share their information with their friends. Storytelling also included the entire speaking aspects such as pronunciation, fluency, grammar, vocabularies, and comprehension. With this technique, students will learn how to master their speaking skills well. It is also supported by the previous research done by Ahmad Surya Kamal (2020). On his research, he stated that storytelling could improve speaking skill of class VIII C students of MTs Negeri 4 Klaten in the academic year of 2018/2019.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

This research was conducted to solve the problem related to speaking skills using storytelling. By conducting this research, it was found that in analyzing the students' speaking skills using storytelling, the researcher calculated the students' score in pre-test and post-test. The result of the data analysis showed the students' speaking skills using storytelling in pre-test, the mean of the students' score was 57,57. In post-test I the mean of the students' score was 67 and in post-test II the mean of the students' score was 79,14. The students' score in speaking test was getting higher from pre-test until post-test II. The percentage students who got point >75 also grew up. In the pre-test, the students who got point >75 were 7 students (25%). In the post-test I, the students who got point >75 were 11 students (39%). The post-test II, the students who got point >75 were 22 students (79%).

In order words, the students' speaking skills improved and became well in the first meeting to the next meeting. The students able to made a good storytelling, because storytelling made the students more active and more confident to join the teaching and learning process. The class situation became more joyful and all of the students paid attention on the lesson more seriously. By applying storytelling in learning English, the students did not have any problem in doing their test and the most of them

gained the score above the passing grade. Through storytelling, the students could learn how to express their ideas clearly and how to speak English actively and confidently. It means that using storytelling in learning English can improve the students' speaking skills. It can be concluded that the result of the research showed that there is an improvement in students' speaking skill by using storytelling at the eighth grade of MTsN 3 Sukoharjo in the academic year 2022/2023.

## **B. Suggestions**

### a. For English Teacher

It is suggested to English teacher especially in the speaking activities to build a comfortable atmosphere and encourage the students to speak English. Teacher also needs to apply activities which make the students confident to speak English. In the activities which work on fluency, teacher should let the students to speak even they have mistaken without any interruption.

### b. For the Students

Students need to be aware of their own needs and find additional materials from any sources. To be a fluent speaker, students should attempt to get more confidence and do not have to be afraid of making mistakes.



c. For Other Researcher

It is suggested for other researchers who will conduct the similar research to improve and to explore other kinds of teaching speaking strategies. If they will use storytelling to improve students' speaking skills, it is suggested to control the class carefully because storytelling was difficult to apply in the class that has many students.

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## **APPENDICES**

### **APPENDIX 1**

#### **THE LESSON PLAN**

##### **(Cycle I)**

**Satuan Pendidikan** : MTsN 3 Sukoharjo

**Mata Pelajaran** : Bahasa Inggris

**Kelas/Semester** : VIII/II (Genap)

**Materi Pokok** : Narrative Text

**Alokasi Waktu** : 2 x 40 Menit

##### **A. Kompetensi Inti**

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

### B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar		Indikator Pencapaian Kompetensi	
1.1	Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif terkait storytelling (fabel).	1.1.1	Mengamati ungkapan atau tutur kata yang digunakan dalam <i>narrative text</i> terkait storytelling (fabel).
		2.1.2	Mengidentifikasi ungkapan yang digunakan dalam <i>narrative text</i> terkait storytelling (fabel).
2.1	Menyusun teks lisan atau tulis sederhana untuk menceritakan kembali cerita yang telah disajikan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	2.1.1	Membuat teks lisan atau tulis yang menggunakan ungkapan <i>narrative text</i> terkait storytelling (fabel).
		2.1.2	Menggunakan struktur teks dan unsur kebahasaan pada <i>narrative text</i> terkait storytelling (fabel).
		2.1.3	Melakukan presentasi menceritakan kembali cerita



		2.1.4	pada <i>narrative text</i> (fabel) yang telah disajikan dengan percaya diri.  Melakukan improvisasi atau modifikasi kata yang ada di dalam cerita <i>narrative text</i> (fabel).
3.1	Menangkap makna <i>narrative text</i> terkait storytelling (fabel) lisan dan tulis.	3.1.1	Menangkap makna <i>narrative text</i> terkait storytelling (fabel) secara langsung dengan baik dan benar.

### C. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

1. Menangkap makna *narrative text* (fabel) secara langsung dengan baik dan benar
2. Menerapkan penguasaan kemampuan dan keterampilan Bahasa Inggris untuk berkomunikasi baik lisan maupun tulisan
3. Melakukan praktek bercerita secara individu atau berkelompok dengan sopan, tanggung jawab, peduli, santun, dan percaya diri dengan pengucapan dan intonasi yang tepat.

### D. Materi Pembelajaran

1. Simple Past Tense

We use simple past tense to talk about past events.

The pattern:

(+) Subject + Verb 2 + Object + Modifier

(-) Subject + Auxiliary Verb (did) + not + Verb 1 + Object + Modifier

(?) Auxiliary Verb (did) + Subject + Verb 1 + Object + Modifier + ?

Example:

- I went to the cinema last night
- She did not go to school yesterday
- Did you do your homework?

## 2. Narrative Text

Generic Structure of Narrative Text

- Orientation
- Complication
- Resolution

Example:

### **Snow White**

Once upon a time, there was a beautiful princess named Snow White. She lived with her Aunt and Uncle because her parents were dead. She had a cruel stepmother who was jealous of her beauty and ordered a huntsman to take Snow White into the forest and kill her. However, the huntsman couldn't bring himself to do it, and instead, he left Snow White in the forest. She eventually came across a cottage belonging to seven dwarfs who took her in.

The wicked stepmother found out that Snow White was still alive and disguised herself as an old woman to give Snow White a poisoned apple. Snow White fell into a deep sleep, and the only way to

wake her up was with true love's kiss. A prince who had fallen in love with Snow White found her and kissed her, waking her up from her slumber. Then Snow White told a prince the whole story and Snow White and the 7 dwarfs lived happily ever after.

#### **E. Metode Pembelajaran**

1. Model Pembelajaran : Scientific Approach
2. Metode Pembelajaran : Action Learning

#### **F. Media dan Sumber Pembelajaran**

1. Media Pembelajaran : Board marker dan white board
2. Sumber Pembelajaran : Buku Pelajaran Bahasa Inggris Kelas 8

#### **G. Kegiatan Pembelajaran**

<b>Pertemuan Ke-1 (2 x 40 Menit)</b>
<b>Pendahuluan (10 Menit)</b>
<ol style="list-style-type: none"> <li>1. Guru memberi salam (greeting)</li> <li>2. Guru memeriksa kehadiran siswa</li> <li>3. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran</li> <li>4. Guru mengulang atau mengingatkan kembali pelajaran sebelumnya</li> </ol>

5. Guru menyatakan topik pembahasan pembelajaran yang akan disampaikan
6. Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai

### **Kegiatan Inti (20 Menit)**

#### **Mengamati**

1. Peserta didik melihat contoh kalimat yang ditulis oleh guru tentang penggunaan simple past tense dan contoh *narrative text* terkait storytelling (fabel)
2. Peserta didik mengidentifikasi kalimat-kalimat dan cerita yang ditulis oleh guru dan diberikan arahan tentang maksud dari kalimat tersebut

#### **Menanyakan**

1. Peserta didik mengajukan pertanyaan mengenai kalimat-kalimat dan cerita yang ditulis oleh guru
2. Peserta didik menyusun teks sederhana mengenai simple past tense
3. Peserta didik mengajukan pertanyaan tentang hal-hal yang ingin diketahui dengan cara sederhana

#### **Mengeksplorasi**

1. Peserta didik mengidentifikasi kalimat yang termasuk dalam simple past tense dan mengidentifikasi *generic structure* dari *narrative text* (fabel)
2. Peserta didik mendapat penjelasan tentang penggunaan simple past tense dan *narrative text* (fabel)

3. Peserta didik berlatih membuat kalimat dengan menggunakan simple past tense dan berlatih presentasi menceritakan kembali cerita *narrative text* berupa fabel di depan kelas

### **Mengomunikasikan**

1. Guru memberikan umpan balik terhadap pemahaman konsep peserta didik tentang materi yang dipelajari
2. Guru melakukan pengamatan terhadap siswa tentang penerimaan materi

### **Penutup (10 Menit)**

1. Guru bersama peserta didik membuat rangkuman atau kesimpulan tentang point-point yang muncul dalam kegiatan pembelajaran
2. Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran
3. Merencanakan kegiatan tindak lanjut dalam bentuk tugas kelompok/perorangan (jika diperlukan) dan menyampaikan rencana pembelajaran pada pertemuan berikutnya
4. Peserta didik dan guru mengucapkan salam perpisahan

## **H. Penilaian Pembelajaran**

### 1. Kriteria Penilaian

- Tingkat ketercapaian fungsi sosial bagaimana menyatakan tindakan/kejadian yang sedang dilakukan/berlangsung saat ini
- Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, dan ejaan.

- Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan menyatakan tindakan/kejadian yang sedang dilakukan saat ini

## 2. Cara Penilaian

- Mempraktikkan cara membaca *storytelling narrative text* (fabel) yang diberikan oleh guru

### I. Rubrik Penilaian

No	Aspects	Score	Description
1	Pronunciation	5	Has few traces of foreign language
		4	Always intelligible, though one is conscious of define accent
		3	Pronunciation problem necessities concentrated listening and occasionally lead to misunderstanding
		2	Very hard to understand because of pronunciation problem, most frequently be asked to repeat
		1	Pronunciation problems to serve as to make speech virtually unintelligible
2	Grammar	5	Make few (if any) noticeable errors of grammar and word order
		4	Occasionally makes grammatical and or word order errors that do not, however obscure meaning
		3	Make frequent errors of grammar and word order, which occasionally obscure meaning

		2	Grammar order rephrases sentences and or rest rich himself
		1	Errors in grammar and word order so, severe as to make speech virtually unintelligible
3	vocabulary	5	Use a vocabulary and idioms is virtually that of native speaker
		4	Sometimes uses inappropriate term and must rephrases ideas because of lexical and equities
		3	Frequently uses the wrong words conversation somewhat limited because of in adequate vocabulary
		2	Misuse of words and very limited vocabulary makes comprehension quite difficult
		1	Vocabulary limitation so extreme as to make conversation virtually impossible
4	Fluency	5	Speech as fluent and effortless as that of native speaker
		4	Speed of speech seems to be slightly affected by language problem
		3	Speed and fluency are rather strongly affected by language problem
		2	Usually hesitant, often forced into silence by language limitation
		1	Speech is also halting and fragmentary as to make conversation virtually impossible
5	Comprehension	5	Appears to understand everything without difficulty

		4	Understand nearly everything at normal speed, although occasionally repetition may be necessary
		3	Understand most of what is said at slower than normal speed without repetition
		2	Has great difficulty following what is said, can comprehend only "social conversation" spoken slowly and with frequent repetition
		1	Cannot be said to understand even simple conversation English

Sukoharjo, 11 Mei 2023

Mengetahui,

Guru Mata Pelajaran

Peneliti

Ari Sasongko, S.Pd

Dinda Aribatul Fatimah Amjad

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**APPENDIX 2****THE LESSON PLAN****(Cycle II)****Satuan Pendidikan** : MTsN 3 Sukoharjo**Mata Pelajaran** : Bahasa Inggris**Kelas/Semester** : VIII/II (Genap)**Materi Pokok** : Narrative Text**Alokasi Waktu** : 2 x 40 Menit**A. Kompetensi Inti**

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
- KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
- KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan

membuat) dan ranah abstrak (menulis, membacanya menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

## B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar		Indikator Pencapaian Kompetensi	
1.1	Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif terkait storytelling (fabel).	1.1.1	Mengamati ungkapan atau tutur kata yang digunakan dalam <i>narrative text</i> terkait storytelling (fabel).
		2.1.2	Mengidentifikasi ungkapan yang digunakan dalam <i>narrative text</i> terkait storytelling (fabel).
2.1	Menyusun teks lisan atau tulis sederhana untuk menceritakan kembali cerita yang telah disajikan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	2.1.1	Membuat teks lisan atau tulis yang menggunakan ungkapan <i>narrative text</i> terkait storytelling (fabel).
		2.1.2	Menggunakan struktur teks dan unsur kebahasaan pada <i>narrative text</i> terkait storytelling (fabel).
		2.1.3	Melakukan presentasi menceritakan kembali cerita pada <i>narrative text</i> (fabel) yang telah disajikan dengan

		2.1.4	percaya diri. Melakukan improvisasi atau modifikasi kata yang ada di dalam cerita <i>narrative text</i> (fabel).
3.1	Menangkap makna <i>narrative text</i> terkait storytelling (fabel) lisan dan tulis.	3.1.1	Menangkap makna <i>narrative text</i> terkait storytelling (fabel) secara langsung dengan baik dan benar.

### C. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

1. Menangkap makna *narrative text* secara langsung dengan baik dan benar
2. Menerapkan penguasaan kemampuan dan keterampilan Bahasa Inggris untuk berkomunikasi baik lisan maupun tulisan
3. Melakukan praktek bercerita secara individu atau berkelompok dengan sopan, tanggung jawab, peduli, santun, dan percaya diri

### D. Materi Pembelajaran

1. Simple Past Tense

We use simple past tense to talk about past events.

The pattern:

(+) Subject + Verb 2 + Object + Modifier

(-) Subject + Auxiliary Verb (did) + not + Verb 1 + Object + Modifier

(?) Auxiliary Verb (did) + Subject + Verb 1 + Object + Modifier + ?

Example:

- I went to the cinema last night
- She did not go to school yesterday
- Did you do your homework?

## 2. Storytelling

Generic structure of storytelling

- Orientation
- Complication
- Resolution

Example:

### **Romeo and Juliet**

"Romeo and Juliet" is a tragic play by William Shakespeare about two young lovers from feuding families. Romeo and Juliet meet and fall in love at a masquerade ball, but their families' hatred prevents them from being together.

They secretly marry but are separated when Romeo is banished from the city. Juliet fakes her death to avoid marrying another man, but Romeo believes she is really dead and takes his own life. When Juliet wakes up and sees Romeo dead beside her, she stabs herself. The tragic end of "Romeo and Juliet" is a powerful exploration of the themes of love, family, and fate.

### E. Metode Pembelajaran

1. Model Pembelajaran : Scientific Approach
2. Metode Pembelajaran : Action Learning

### F. Media dan Sumber Pembelajaran

1. Media Pembelajaran : Board marker dan white board
2. Sumber Pembelajaran : Buku Pelajaran Bahasa Inggris Kelas 8

### G. Kegiatan Pembelajaran

<b>Pertemuan Ke-1 (2 x 40 Menit)</b>
<b>Pendahuluan (10 Menit)</b>
<ol style="list-style-type: none"> <li>1. Guru memberi salam (greeting)</li> <li>2. Guru memeriksa kehadiran siswa</li> <li>3. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran</li> <li>4. Guru mengulang atau mengingatkan kembali pelajaran sebelumnya</li> <li>5. Guru menyatakan topik pembahasan pembelajaran yang akan disampaikan</li> <li>6. Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai</li> </ol>
<b>Kegiatan Inti (20 Menit)</b>
<p><b>Mengamati</b></p> <ol style="list-style-type: none"> <li>1. Peserta didik melihat contoh kalimat yang ditulis oleh guru tentang</li> </ol>

penggunaan simple past tense dan contoh *narrative text* terkait storytelling (fabel)

2. Peserta didik mengidentifikasi kalimat-kalimat dan cerita yang ditulis oleh guru dan diberikan arahan tentang maksud dari kalimat tersebut

### **Menanyakan**

1. Peserta didik mengajukan pertanyaan mengenai kalimat-kalimat dan cerita yang ditulis oleh guru
2. Peserta didik menyusun teks sederhana mengenai simple past tense
3. Peserta didik mengajukan pertanyaan tentang hal-hal yang ingin diketahui dengan cara sederhana

### **Mengeksplorasi**

1. Peserta didik dibagi menjadi beberapa grup yang berisi 4 orang per grup
2. Peserta didik mendiskusikan kalimat atau *narrative text* fabel yang diberikan oleh guru bersama dengan grupnya
3. Peserta didik berlatih presentasi *storytelling narrative text* fabel didepan kelas

### **Mengomunikasikan**

1. Guru memberikan umpan balik terhadap pemahaman konsep peserta didik tentang materi yang dipelajari
2. Guru melakukan pengamatan terhadap siswa tentang penerimaan materi

### **Penutup (10 Menit)**

1. Guru bersama peserta didik membuat rangkuman atau kesimpulan tentang point-point yang muncul dalam kegiatan pembelajaran
2. Peserta didik dan guru memberikan umpan balik terhadap proses

dan hasil pembelajaran

3. Merencanakan kegiatan tindak lanjut dalam bentuk tugas kelompok/perorangan (jika diperlukan) dan menyampaikan rencana pembelajaran pada pertemuan berikutnya
4. Peserta didik dan guru mengucapkan salam perpisahan

## H. Penilaian Pembelajaran

### 1. Kriteria Penilaian

- Tingkat ketercapaian fungsi sosial bagaimana menyatakan tindakan/kejadian yang sedang dilakukan/berlangsung saat ini
- Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, dan ejaan.
- Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan menyatakan tindakan/kejadian yang sedang dilakukan saat ini

### 2 Cara Penilaian

- Mempraktikkan cara membaca *storytelling narrative text* (fabel) yang diberikan oleh guru

### I. Rubrik Penilaian

No	Aspects	Score	Description
1	Pronunciation	5	Has few traces of foreign language
		4	Always intelligible, though one is conscious of define accent
		3	Pronunciation problem necessities concentrated listening and occasionally lead to misunderstanding
		2	Very hard to understand because of pronunciation problem, most frequently be asked to repeat
		1	Pronunciation problems to serve as to make speech virtually unintelligible
2	Grammar	5	Make few (if any) noticeable errors of grammar and word order
		4	Occasionally makes grammatical and or word order errors that do not, however obscure meaning
		3	Make frequent errors of grammar and word order, which occasionally obscure meaning
		2	Grammar order rephrases sentences and or rest rich himself
		1	Errors in grammar and word order so, severe as to make speech virtually unintelligible
3	vocabulary	5	Use a vocabulary and idioms is virtually that of native speaker
		4	Sometimes uses inappropriate term and must rephrases ideas because of lexical



			and equities
		3	Frequently uses the wrong words conversation somewhat limited because of inadequate vocabulary
		2	Misuse of words and very limited vocabulary makes comprehension quite difficult
		1	Vocabulary limitation so extreme as to make conversation virtually impossible
4	Fluency	5	Speech as fluent and effortless as that of native speaker
		4	Speed of speech seems to be slightly affected by language problem
		3	Speed and fluency are rather strongly affected by language problem
		2	Usually hesitant, often forced into silence by language limitation
		1	Speech is also halting and fragmentary as to make conversation virtually impossible
5	Comprehension	5	Appears to understand everything without difficulty
		4	Understand nearly everything at normal speed, although occasionally repetition may be necessary
		3	Understand most of what is said at slower than normal speed without repetition
		2	Has great difficulty following what is said, can comprehend only "social conversation" spoken slowly and with

		1	frequent repetition Cannot be said to understand even simple conversation English
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Sukoharjo, 11 Mei 2023

Mengetahui,

Guru Mata Pelajaran

Peneliti

Ari Sasongko, S.Pd

Dinda Aribatul Fatimah Amjad

NIP. 196511201993021001

NIP. 196121153

## APPENDIX 3

## THE BLUEPRINT OF SPEAKING TEST

Competence Standard / basic competence	Skill Measured	Indicators	Instrument
Students are able to retell the story they have understood by using their own language	<ol style="list-style-type: none"> <li>1. Pronunciation</li> <li>2. Vocabulary</li> <li>3. Fluency</li> <li>4. Grammar</li> <li>5. Comprehension</li> </ol>	<ol style="list-style-type: none"> <li>1. Pronunciation (speech sounds and pronunciation stresses)</li> <li>2. Vocabulary (word selection and vocabulary idiom)</li> <li>3. Fluency (rhythm, intonation, stress, and use of interjection)</li> <li>4. Grammar (grammatical error and word order)</li> <li>5. Comprehension (understanding of the storyline)</li> </ol>	<ol style="list-style-type: none"> <li>1. In personal or groups, read the story that has been given by the teacher</li> <li>2. Understand the story that has been given by the teacher by considering the abilities to be tested</li> <li>3. Retell the story by using your own language in front of the class</li> <li>4. The researcher give 7-10 minutes to presentation</li> <li>5. Your performance will be evaluated based on pronunciation, vocabulary, fluency, grammar, and comprehension.</li> </ol>

**APPENDIX 4****THE SAMPLE OF TRY OUT TEST**

**Name :**

**Class :**

**The instruction :**

Understand the story that has been determined by the teacher and retell the story by using your own language in front of the class. Your performance will be evaluated based on the pronunciation, vocabulary, grammar, fluency, and comprehension.

1. Snow White
2. Romeo and Juliet
3. The Legend of Salatiga

**Please answer the question!**

1. Do you understand the instruction of this test?

Answer :

2. Is the kind of the story to be spoken in this test stated clearly?

Answer :

3. Is the organization of the story demanded in this test understandable?

Answer :

4. Are the speaking indicators to be evaluated in this test clear?

Answer :

5. Are the topics interesting?

Answer :

### TRY OUT QUESTION

Name : *adha dinda fiondora*

Class : *8b*

**The instruction :**

Understand the story that has been determined by the teacher and retell the story by using your own language in front of the class. Your performance will be evaluated based on the pronunciation, vocabulary, grammar, fluency, and comprehension.

1. Snow White
2. Romeo and Juliet
3. The Legend of Salatiga

**Please answer the question!**

1. Do you understand the instruction of this test?

Answer : *yes*

2. Is the kind of the story to be spoken in this test stated clearly?

Answer : *yes*

3. Is the organization of the story demanded in this test understandable?

Answer : *yes*

4. Are the speaking indicators to be evaluated in this test clear?

Answer : *yes*

5. Are the topics interesting?

Answer : *yes*

**TRY OUT QUESTION**

Name : hanifah Chairul Khasanah

Class : VIII

**The instruction :**

Understand the story that has been determined by the teacher and retell the story by using your own language in front of the class. Your performance will be evaluated based on the pronunciation, vocabulary, grammar, fluency, and comprehension.

1. Snow White
2. Romeo and Juliet
3. The Legend of Salatiga

**Please answer the question!**

1. Do you understand the instruction of this test?

Answer : Yes

2. Is the kind of the story to be spoken in this test stated clearly?

Answer : Yes

3. Is the organization of the story demanded in this test understandable?

Answer : Yes

4. Are the speaking indicators to be evaluated in this test clear?

Answer : Yes

5. Are the topics interesting?

Answer : Yes

**THE RESULT OF TRY OUT TEST**

No	Name	Questions				
		1	2	3	4	5
1	ADIN DRIA RIANDIZA	Yes	Yes	Yes	Yes	Yes
2	AHMAD YUSUF HANAFI	Yes	Yes	Yes	Yes	Yes
3	ANIS MAGHFIROH	Yes	Yes	Yes	Yes	Yes
4	ARKAAN URDHA KAYANA	Yes	Yes	Yes	Yes	Yes
5	AZIZAH AL KHOIRIYAH	Yes	Yes	Yes	Yes	Yes
6	DAFFA ARKAN QOTRUNNADA	Yes	Yes	Yes	Yes	Yes
7	ESA KUSUMA AYU PRADITA	Yes	Yes	Yes	Yes	Yes
8	FADHILLAH WISAR NASRULLAH	Yes	Yes	Yes	Yes	Yes
9	FAIZ ADITYA RAMADHAN	Yes	Yes	Yes	Yes	Yes
10	HANIFAH CHAIRUL KASANAH	Yes	Yes	Yes	Yes	Yes
11	IBNU RISKY ROMADHON	Yes	Yes	Yes	Yes	Yes
12	LAURINA IKA PUTRI	Yes	Yes	Yes	Yes	Yes
13	LUTFHIANA NOVITASARI	Yes	Yes	Yes	Yes	Yes
14	NABIILAH KURNIA AZZAHRA	Yes	Yes	Yes	Yes	Yes
15	NUR AZIZAH SAFITRI	Yes	Yes	Yes	Yes	Yes
16	REYAL NAFIS HIBATULLOH	Yes	Yes	Yes	Yes	Yes
17	RIDWAN ARIF MAULANA	Yes	Yes	Yes	Yes	Yes
18	RIZKY PUTRA RAHMADHAN	Yes	Yes	Yes	Yes	Yes
19	SITI DWI HANDAYANI	Yes	Yes	Yes	Yes	Yes
20	VIKI FARUQ PRATAMA	Yes	Yes	Yes	Yes	Yes
21	WINDA SAPUTRI	Yes	Yes	Yes	Yes	Yes
22	ZHAHRA WIDYA WARDHANI	Yes	Yes	Yes	Yes	Yes

## **APPENDIX 5**

### **INSTRUMENT PRE-TEST OF SPEAKING SKILL**

In the pre-test, the researcher gives the topics “Snow White”

Direction:

- Understanding the story
- Retell the story by using your own language in front of the class

#### **Snow White**

Once upon a time, there was a beautiful princess named Snow White. She lived with her Aunt and Uncle because her parents were dead. She had a cruel stepmother who was jealous of her beauty and ordered a huntsman to take Snow White into the forest and kill her. However, the huntsman couldn't bring himself to do it, and instead, he left Snow White in the forest. She eventually came across a cottage belonging to seven dwarfs who took her in.

The wicked stepmother found out that Snow White was still alive and disguised herself as an old woman to give Snow White a poisoned apple. Snow White fell into a deep sleep, and the only way to wake her up was with true love's kiss. A prince who had fallen in love with Snow White found her and kissed her, waking her up from her slumber. Then Snow White told a prince the whole story and Snow White and the 7 dwarfs lived happily ever after.



## **APPENDIX 6**

### **INSTRUMENT POST-TEST I OF SPEAKING SKILL**

In the pre-test, the researcher gives the topics “Romeo and Juliet”

Direction:

- Understanding the story
- Retell the story by using your own language in front of the class

#### **Romeo and Juliet**

"Romeo and Juliet" is a tragic play by William Shakespeare about two young lovers from feuding families. Romeo and Juliet meet and fall in love at a masquerade ball, but their families' hatred prevents them from being together.

They secretly marry but are separated when Romeo is banished from the city. Juliet fakes her death to avoid marrying another man, but Romeo believes she is really dead and takes his own life. When Juliet wakes up and sees Romeo dead beside her, she stabs herself. The tragic end of "Romeo and Juliet" is a powerful exploration of the themes of love, family, and fate.

## **APPENDIX 7**

### **INSTRUMENT POST-TEST II OF SPEAKING SKILL**

In the pre-test, the researcher gives the topics “The Legend of Salatiga”

Direction:

- Understanding the story and discuss with your partner
- Retell the story by using your own language in front of the class

#### **The Legend of Salatiga**

Many years ago there was a very honest sunan. He taught people about the meaning of life and about religion, he is known as Sunan Kalijaga. He traveled to spread his precious lesson.

One day, Sunan Kalijaga arrived at a village. Sunan went to the village chief's house. Then Sunan Kalijaga asked for a job without telling his real name. The wife of the chief said he could help cut the grass. Sunan Kalijaga started working by cutting grass to feed the chief's horses.

Soon, the chief of the village realized that his employee was Sunan Kalijaga. The chief was extremely surprised. Then he decided to follow the lesson of Sunan Kalijaga. To follow the lesson of Sunan Kalijaga, the chief had to leave everything behind. But the wife didn't agree so she brought her jewelry in bamboo.

When the three of them were taking a rest in a village, a robber approached and took everything from the wife of the chief. Sunan said that this village would be full of people and really busy. Then Sunan named the place Salatiga which means three wrong people. The three wrong people were the chief, his wife, and also the robber who love collecting things. And now, this village is known as Salatiga.

## APPENDIX 8

## OBSERVATION SHEET (CYCLE I)

Class : VIII C

Berilah tanda checklist (√) pada “Ya” atau “Tidak”

No	Aspects		Teacher		Students	
	Teacher	Students	Yes	No	Yes	No
<b>Pre-teaching</b>						
1	Teacher starts the lesson by greeting	Students answer greeting from the teacher	✓		✓	
2	Teacher checks the students' attendance and asks the students' condition	Students answer the students' attendance from the teacher and saying their conditions to the teacher	✓		✓	
3	Teacher warms up the students such as giving the students some questions about the topic that will be discussed in the class	Students answer the questions given by the teacher	✓			✓
4	Teacher motivates the students for learning seriously	Students feel motivated and excited to learn seriously	✓		✓	
5	Teacher explain the goal of teaching and learning	Students listen to teacher's explanation	✓		✓	
6	Teacher introduces the topic of what they are going to learn today	Students listen to the introduction of the subject that provided by the teacher	✓		✓	
<b>Whilst Teaching</b>						
7	Teacher divides the students into some groups	Students sit in their groups		✓		✓

8	Teacher explains about the topic that they learn it	Students listen to the teacher's explanation seriously	✓		✓	
9	Teacher asks the students some questions related to the teacher's explanation	Students identify the expressions by answering some questions related to the teacher's explanation	✓			✓
10	Teacher pronounces the words and the sentences related to the topic	Students listen to the model of pronunciation and repeat it	✓		✓	
11	Teacher asks one of the students to come in front of the class	One of the student come in front of the class	✓			✓
12	Teacher asks the students to discuss the topic given	Students discuss the topic given by the teacher	✓			✓
13	Teacher controls the students by walking around the class	Students discuss the topic seriously		✓		✓
14	Teacher gives the attention to the students	Students feel confident to speak in English	✓			✓
15	Teacher asks the students to conclude the lesson in the end of study	Students conclude the result in the end of study	✓			✓
<b>Post-Teaching</b>						
16	Teacher gives feedback	Students get the feedback from the teacher and student feel motivated learning speaking using storytelling	✓		✓	
17	Teacher takes a conclusion of what they are learning today	Students take a conclusion of what they are learning today and students understand about the topic that	✓			✓

		they have learned				
18	Teacher ends the lesson and saying a prayer	Students feel that the storytelling us good to apply in learning speaking and students saying prayer	✓		✓	

## APPENDIX 9

## OBSERVATION SHEET (CYCLE II)

Class : VIII C

Berilah tanda checklist (✓) pada “Ya” atau “Tidak”

No	Aspects		Teacher		Students	
	Teacher	Students	Yes	No	Yes	No
<b>Pre-teaching</b>						
1	Teacher starts the lesson by greeting	Students answer greeting from the teacher	✓		✓	
2	Teacher checks the students' attendance and asks the students' condition	Students answer the students' attendance from the teacher and saying their conditions to the teacher	✓		✓	
3	Teacher warms up the students such us giving the students some questions about the topic that will be discussed in the class	Students answer the questions given by the teacher	✓		✓	
4	Teacher motivates the students for learning seriously	Students feel motivated and excited to learn seriously	✓		✓	
5	Teacher explain the goal of teaching and learning	Students listen to teacher's explanation	✓		✓	
6	Teacher introduces the topic of what they are going to learn today	Students listen to the introduction of the subject that provided by the teacher	✓		✓	
<b>Whilst Teaching</b>						
7	Teacher divides the students into some groups	Students sit in their groups	✓		✓	

8	Teacher explains about the topic that they learn it	Students listen to the teacher's explanation seriously	✓		✓	
9	Teacher asks the students some questions related to the teacher's explanation	Students identify the expressions by answering some questions related to the teacher's explanation	✓		✓	
10	Teacher pronounces the words and the sentences related to the topic	Students listen to the model of pronunciation and repeat it	✓		✓	
11	Teacher asks one of the students to come in front of the class	One of the student come in front of the class	✓		✓	
12	Teacher asks the students to discuss the topic given	Students discuss the topic given by the teacher	✓		✓	
13	Teacher controls the students by walking around the class	Students discuss the topic seriously	✓		✓	
14	Teacher gives the attention to the students	Students feel confident to speak in English	✓		✓	
15	Teacher asks the students to conclude the lesson in the end of study	Students conclude the result in the end of study	✓		✓	
<b>Post-Teaching</b>						
16	Teacher gives feedback	Students get the feedback from the teacher and student feel motivated learning speaking using storytelling	✓		✓	
17	Teacher takes a conclusion of what they are learning today	Students take a conclusion of what they are learning today and students understand about the topic that	✓		✓	

		they have learned				
18	Teacher ends the lesson and saying a prayer	Students feel that the storytelling us good to apply in learning speaking and students saying prayer	✓		✓	



## APPENDIX 10

## RUBRIC SCORING ASSESSMENT BY DAVID P. HARRIS

No	Criteria	Rating Score	Description
1	Pronunciation	5	Has a few of traces of foreign language
		4	Always intelligible, though one is conscious of defined accent
		3	Pronunciation problem necessities concentrated listening occasionally lead to misunderstanding
		2	Very hard to understand because of pronunciation problem, most frequently be asked to repeat
		1	Pronunciation problem to serve as to make speech virtually unintelligible
2	Grammar	5	Make a few (if any) noticeable errors of grammar and words order
		4	Occasionally makes grammatical and or words order errors that do not, however obscure meaning
		3	Make frequent errors of grammar and word order, which occasionally obscure meaning
		2	Grammar and word order errors make comprehension difficult, must often rephrases sentence and or rest rich himself to basic pattern
		1	Errors in grammar and word order, so severe as to make speech virtually unintelligible
3	Vocabulary	5	Use of vocabulary and idioms is virtually that of native speaker
		4	Sometimes uses inappropriate terms and must rephrases ideas because of lexical and equities
		3	Frequently uses the wrong words conversation somewhat limited because of inadequate vocabulary
		2	Misuse of words and very limited vocabulary makes comprehension quite difficult
		1	Vocabulary limitation so extreme as to make conversation virtually impossible
4	Fluency	5	Reading as fluent and effortless as that of native speaker
		4	Speed of reading seems to be slightly affected by language problem
		3	Speed and fluency are rather strongly affected

			by language problem
		2	Usually hesitant, often forced into silence by language limitation
		1	Reading is so halting and fragmentary as to make conversation virtually impossible
5	Comprehension	5	Appears to understand everything without difficulties
		4	Understand nearly everything at normal speed although occasionally repetition may be necessary
		3	Understand most of what is said at slower than normal speed without repetition
		2	Has great difficulty following what is said can comprehend only social conversation spoken slowly and with frequent repetition
		1	Cannot be said to understand even simple conversational English

## APPENDIX 11

## THE STUDENTS' ATTENDANCE LIST

No	Nama	Meeting				
		May, 15 <sup>th</sup> 2023	May, 20 <sup>th</sup> 2023	May, 22 <sup>nd</sup> 2023	May, 27 <sup>th</sup> 2023	May, 29 <sup>th</sup> 2023
1	Abdul Fatir Rafi Ananda	✓	✓	✓	✓	✓
2	Aditya Ghary Albani	✓	✓	✓	✓	✓
3	Agung Budi Prasetyo	✓	✓	✓	✓	✓
4	Ahmad Wahyu Nugroho	✓	✓	✓	✓	✓
5	Akbar Zakaria	✓	✓	✓	✓	✓
6	Ananda Ardiyansyah	✓	✓	✓	✓	✓
7	Anas Munawar	✓	✓	✓	✓	✓
8	Arum Sabil Sugiyarto	✓	✓	✓	✓	✓
9	Azzahra Meisya Amalia	✓	✓	✓	✓	✓
10	Briandaru Islami Pasha	✓	✓	✓	✓	✓
11	Citra Melati	✓	✓	✓	✓	✓
12	Denys Bintang Pratama Widianto	✓	✓	✓	✓	✓
13	Dewi Mentari Sukma Kencana	✓	✓	✓	✓	✓
14	Dini Rosyidah	✓	✓	✓	✓	✓
15	Fahri Setiyawan Maulana	✓	✓	✓	✓	✓
16	Guritno Dwi Utomo	✓	✓	✓	✓	✓
17	Hidayat Syahrul Kiyami	✓	✓	✓	✓	✓
18	Ikhsan Syafii	✓	✓	✓	✓	✓
19	Iqbal Adi Kurniawan	✓	✓	✓	✓	✓
20	Izzatunnisa Fatimah	✓	✓	✓	✓	✓
21	Khinaryosih Retno Kawuri	✓	✓	✓	✓	✓
22	Mirza Syauqi Al Farizi	✓	✓	✓	✓	✓
23	Muhammad Abshol Maliki	✓	✓	✓	✓	✓
24	Muhammad Fadhly Riyaadhudin	✓	✓	✓	✓	✓
25	Natan Eka Alfandi	✓	✓	✓	✓	✓
26	Qolbie Avell Rizqi Anjanu	✓	✓	✓	✓	✓
27	Sheila Nur Sanita	✓	✓	✓	✓	✓
28	Vita Esmawati	✓	✓	✓	✓	✓

## APPENDIX 12

## THE STUDENTS' SCORE OF PRE-TEST

No	Initial Name	Pre-Test	
		Score	Successful Criteria (>75)
1	AFRA	60	Unsuccessful
2	AGA	52	Unsuccessful
3	ABP	48	Unsuccessful
4	AWN	76	<b>Successful</b>
5	AZ	40	Unsuccessful
6	AA	68	Unsuccessful
7	AM	44	Unsuccessful
8	ASS	52	Unsuccessful
9	AMA	80	<b>Successful</b>
10	BIP	60	Unsuccessful
11	CM	60	Unsuccessful
12	DBPW	40	Unsuccessful
13	DMSK	76	<b>Successful</b>
14	DR	76	<b>Successful</b>
15	FSM	52	Unsuccessful
16	GDU	44	Unsuccessful
17	HSK	40	Unsuccessful
18	IS	40	Unsuccessful
19	IAK	44	Unsuccessful
20	IF	76	<b>Successful</b>
21	KRK	60	Unsuccessful
22	MSAF	76	<b>Successful</b>
23	MAM	40	Unsuccessful
24	MFR	76	<b>Successful</b>
25	NEA	48	Unsuccessful
26	QARA	60	Unsuccessful
27	SNS	64	Unsuccessful
28	VE	60	Unsuccessful
<b>Total <math>\Sigma X</math></b>		<b>1612</b>	
<b>The Mean Score</b>		<b>57,57</b>	

## APPENDIX 13

## THE STUDENTS' SCORE OF POST-TEST I

No	Initial Name	Post-Test I	
		Score	Successful Criteria (>75)
1	AFRA	60	Unsuccessful
2	AGA	76	<b>Successful</b>
3	ABP	64	Unsuccessful
4	AWN	80	<b>Successful</b>
5	AZ	52	Unsuccessful
6	AA	76	<b>Successful</b>
7	AM	56	Unsuccessful
8	ASS	64	Unsuccessful
9	AMA	88	<b>Successful</b>
10	BIP	68	Unsuccessful
11	CM	68	Unsuccessful
12	DBPW	60	Unsuccessful
13	DMSK	80	<b>Successful</b>
14	DR	80	<b>Successful</b>
15	FSM	48	Unsuccessful
16	GDU	52	Unsuccessful
17	HSK	56	Unsuccessful
18	IS	52	Unsuccessful
19	IAK	52	Unsuccessful
20	IF	80	<b>Successful</b>
21	KRK	68	Unsuccessful
22	MSAF	80	<b>Successful</b>
23	MAM	52	Unsuccessful
24	MFR	80	<b>Successful</b>
25	NEA	56	Unsuccessful
26	QARA	68	Unsuccessful
27	SNS	80	<b>Successful</b>
28	VE	80	<b>Successful</b>
<b>Total <math>\Sigma X</math></b>		<b>1876</b>	
<b>The Mean Score</b>		<b>67,00</b>	

## APPENDIX 14

## THE STUDENTS' SCORE OF POST-TEST II

No	Initial Name	Post-Test II	
		Score	Successful Criteria (>75)
1	AFRA	68	Unsuccessful
2	AGA	80	<b>Successful</b>
3	ABP	80	<b>Successful</b>
4	AWN	80	<b>Successful</b>
5	AZ	72	Unsuccessful
6	AA	84	<b>Successful</b>
7	AM	84	<b>Successful</b>
8	ASS	80	<b>Successful</b>
9	AMA	84	<b>Successful</b>
10	BIP	80	<b>Successful</b>
11	CM	80	<b>Successful</b>
12	DBPW	80	<b>Successful</b>
13	DMSK	88	<b>Successful</b>
14	DR	88	<b>Successful</b>
15	FSM	72	Unsuccessful
16	GDU	80	<b>Successful</b>
17	HSK	80	<b>Successful</b>
18	IS	68	Unsuccessful
19	IAK	68	Unsuccessful
20	IF	84	<b>Successful</b>
21	KRK	80	<b>Successful</b>
22	MSAF	76	<b>Successful</b>
23	MAM	68	Unsuccessful
24	MFR	84	<b>Successful</b>
25	NEA	80	<b>Successful</b>
26	QARA	80	<b>Successful</b>
27	SNS	84	<b>Successful</b>
28	VE	84	<b>Successful</b>
<b>Total <math>\Sigma X</math></b>		<b>2216</b>	
<b>The Mean Score</b>		<b>79,14</b>	

**APPENDIX 15****DOCUMENTATION**

The situation of the students in the class



The student presentation their story in front of the class



**APPENDIX 16****FIELD NOTES****Meeting 1: Monday, May 15<sup>th</sup> 2023**

The researcher gave the students the pre-test to know how far their capability in English speaking. After that, the research told the students to retell the story given by the researcher in front of the class by using their own language but there was no one who wanted to present their story, so the researcher decided to point the students randomly to present their story in front of the class. The researcher closed the lesson and left class by saying goodbye.

**Meeting 2: Saturday, May 20<sup>th</sup> 2023**

The researcher told the students about the material today and asked the students to give an example of narrative text. Then, the researcher told the students to read the story of narrative text in front of the class. Two students came forward and read the example of narrative text, but there were any mistakes in students' pronunciation.

**Meeting 3: Monday, May 22<sup>nd</sup> 2023**

The researcher gave the post-test I and the researcher told the students to retell the story given by the researcher in front of the class by using their own language.



**Meeting 4: Saturday, May 27<sup>th</sup> 2023**

The researcher divided the students into 7 groups which were consists of 4 students each. Then the researcher asked the students to open their previous story and asked them to discuss it. The students looked excited and enjoyed the discussion section. The researcher asked them to present the story in front of the class and the students looked ready.

**Meeting 5: Monday, May 29<sup>th</sup> 2023**

The researcher told the students to make a group consisted of 4 students and asked them to read the story given and discuss it with their group to get every detail of the story. After that, the researcher asked them to present it forward individually and the researcher gave the post-test II.



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**KANTOR KEMENTERIAN AGAMA KAB. SUKOHARJO**  
**MADRASAH TSANAWIYAH NEGERI 3 SUKOHARJO**  
 Alamat: Jalan R.A. Serang No. 01 Mulur, Bendosari, Sukoharjo ☎ 0271-592295  
 Email: bendosarimtsn@yahoo.co.id bendosarimts@gmail.com

**SURAT KETERANGAN**  
**NOMOR : 137 / Mts.11.11.03/TL.00/06/2023**

Yang bertanda tangan di bawah ini, Kepala MTs Negeri 3 Sukoharjo Kabupaten Sukoharjo menerangkan bahwa :

**N a m a** : Dinda Aribatul Fatimah Amjad  
**NIM** : 196121153  
**Semester** : 8  
**Jurusan/Prodi** : Pendidikan Bahasa Inggris  
**Fakultas** : Adab dan Bahasa  
**Universitas** : UIN Raden Mas Said Surakarta  
**Judul Skripsi** :

**“THE USE OF STORYTELLING TO IMPROVE STUDENTS’ SPEAKING SKILL AT THE EIGHT GRADE OF MTS NEGERI 3 SUKOHARJO IN THE ACADEMIC YEAR 2022-2023”**

Mahasiswa UIN Raden Mas Said Surakarta tersebut benar – benar telah melakukan Penelitian di MTs Negeri 3 Sukoharjo kabupaten Sukoharjo pada tanggal : 08 Mei – 31 Mei 2023

Demikian surat ini diberikan kepada yang berkepentingan agar dapat digunakan sebagaimana mestinya.

Sukoharjo, 03 Juni 2023

Kepala Madrasah



Wardiqin, S.Pd.M.E.Sy  
 NIP. 196906292005011002