

**A COMPARATIVE STUDY BETWEEN THE IMPLEMENTATION OF
STORY TELLING METHOD AND REPORTING METHOD IN
TEACHING SPEAKING AT THE EIGHTH GRADE OF MTS N 06
BOYOLALI IN THE ACADEMIC YEAR OF 2023/2024**

THESIS

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FACULTY OF CULTURES AND LANGUAGES
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DEDICATION

This thesis is dedicated to:

1. Allah SWT who always blessing me to finish my thesis.
2. Nabi Muhammad SAW who gives the best examples to do anything.
3. My beloved parents Bp. Kartedjo and Ibu Tati Andarini who always supporting me in anything.
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11. Everyone who still keep in touch with me and still want to be my friend.
12. My other faculty friends, Kamelia etc who always want to be my friend.

MOTTO

“Allah SWT does not burden a soul beyond its capacity.”

(Q.S Al-Baqarah: 286)

“It’s fine to fake it until you make it, until you do, until it true”

(Taylor Swift)

**“Semua manusia dimuka bumi ini bingung, nanti tidak bingung kalo sudah
disurga”**

(Aldi Taher)

PRONOUNCEMENT

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled “A Comparative Study Between The Implementation of Storytelling Method and Reporting Method in Teaching Speaking at the Eighth Grade of MTs N 06 Boyolali in the Academic Year of 2023/2024” 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, 18 March 2024

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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, 18 March 2024

The researcher



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ABSTRACT

Rosalia Mega Artikarini. 2024. *A Comparative Study Between The Implementation of Storytelling Method and Reporting Method in Teaching Speaking at the Eighth Grade of MTs N 06 Boyolali in the Academic Year of 2023/2024*. Thesis. English Language Education, Cultures and Languages Faculty.

This research aimed to examine (1) the significant difference between students who are taught using the storytelling method and those who are taught using another method and (2) whether the storytelling method is effective in teaching speaking.

This research used a quantitative approach with an experimental method. The researcher used an experimental design. The population was all the eighth-grade students in MTs N 06 Boyolali in the academic year of 2023/2024. The experimental class students were taught using the storytelling method, and those in the control class were taught using the reporting method. The researcher used cluster random sampling to determine the subject of the research. The researcher took 64 students from a total of 287 students as the sample. The researcher used pre-test and post-test to collect the data. To analyze the data, the researcher used a t-test using SPSS.

The results of the research showed that the students who were taught using the storytelling method had higher scores in teaching speaking than the students who were taught by using the reporting method. Furthermore, the research showed the mean of students' post-test for the experimental class is 77.66, and for the control class, it is 75.47. It showed that there was a significant difference between the students who were taught using the storytelling method and those who were taught by using the reporting method. The result of the t-test showed that Sig.(2-tailed) 0.039 is lower than 0.05. Based on the explanation above, the researcher concludes that using the storytelling method is effective in teaching speaking.

Keywords: Storytelling, Teaching Speaking, Experimental.

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is a social communication tool in the form of a system of sound symbols produced from human speech. Language is the ability possessed by humans to communicate with other humans. Jeans Aitchison (2008: 21) "Language is a patterned system of changing sound signals, characterized by structural dependence, creativity, displacement, duality, and cultural transmission." Language is a system formed from agreed-upon sound signals marked with interdependent structures, creativity, placement, duality, and cultural spread. Therefore, language is essential for every human being to own and master.

Teaching is the process of conveying or transferring knowledge from an educator to students. Hasibuan, J.J., and Moedjiono (2012) revealed that teaching creates an environmental system that allows learning. This environmental system consists of components that influence each other: goals, teaching materials, teachers, students, methods, and facilities and infrastructure. According to Maswan and Khoirul Muslimin (2011: 219), teaching is giving lessons to someone (students) by training and giving instructions so that they gain a certain amount of experience. Therefore, teaching is a process carried out by educators to achieve learning goals.

Storytelling is an activity to convey a story. Storytelling allows students to internalize essential aspects of a story's beginning and ending,

setting, characters, and storyline. Farrell and Nessel (Isbell et al. 2004) explain that storytelling helps develop fluency, increases vocabulary, and helps remember words. Morrow in Tompkins (2005:15) states that storytelling can provide pleasure and stimulate children's imagination. Apart from that, Morrow believes that storytelling is one way to develop English-speaking skills. Therefore, storytelling activities provide practice in expressing ideas in the unit's mind, using colorful and descriptive language, developing ideas sequentially, and choosing effective action words.

Based on pre-research conducted by the researcher at MTs N 06 Boyolali on Thursday, 07 September, and Friday, 08 September 2023, the researcher found problems in learning English, especially speaking problems. The problem the researcher found was the need for more vocabulary possessed by students, so students found it difficult to pronounce English. The second problem is the need for more ability in pronunciation when they speak English. Students also lack self-confidence and even fear when the teacher gives orders to talk in front of the class. Thus, to teach speaking in English subjects at MTs N 06 Boyolali, the researcher found the method used by English teachers in teaching speaking, namely by using a method in the form of the Reporting Method. The Reporting Method is a method of reading the news carried out by students, and then the students explain it again in front of the class. The teacher does this to increase students' self-confidence, improve their pronunciation skills, and increase their English vocabulary.

Based on this explanation, the researcher chose MTs N 06 Boyolali because the problems found by the researcher at MTs N 06 Boyolali were in accordance with the researcher's topic. The next reason the researcher chose MTs N 06 Boyolali was because this school was sufficient criteria for the researcher to take samples.

Several a researcher have explored the effectiveness of storytelling in teaching speaking. Adela Febrina's study (2021) "*Penerapan Metode Storytelling Untuk Meningkatkan Percaya Diri dan Kemampuan Berbicara Siswa*". The research results found that the storytelling method had a positive impact that could help students with problems in their English speaking skills at SMA Negeri 1 Pagar Alam.

Apart from that, Sigit Widiyanto, et al. (2023) "*Efektivitas Story Telling dalam Pembelajaran Bahasa Inggris Di SD Negeri 6 Kota Bekasi*". Result of the researchers found the storytelling method was effective for application in the English speaking class at SD Negeri 06 Bekasi City. Therefore, researchers will look more closely at the storytelling method in teaching speaking.

Based on the explanation above, novelty can be found in this research, such as the novelty of the subject that the researcher used. In previous research, the subjects usually used were elementary school level and high school level. However, in this research, the novelty of this research is that the researcher used subjects at the junior high school level. Then, novelty in this research was found in the methods carried out by previous

research, mostly found using classroom action methods with data collection techniques using interviews and oral tests. However, the researcher used a quasi-experimental method with data collection techniques: try-out, pre-test, and post-test in this research.

Based on the problem that the researcher raised from the school where the research researcher was rised, it was students' lack of vocabulary and pronunciation skills in speaking English, so students found it difficult to speak English in class. Therefore, the researcher used the Storytelling method to adjust this problem at MTs N 06 Boyolali. Thus, a researcher should consider the storytelling method in teaching speaking at MTs N 06 Boyolali.

Based on the description above, the researcher focus in this thesis is the storytelling method in teaching speaking to students. The researcher conducted research at the eighth grade of MTs N 06 Boyolali. Therefore, by considering several descriptions and problems, the researcher conducted research entitled "**A Comparative Study Between the Implementation of Story Telling Method and Reporting Method in Teaching Speaking at the Eighth Grade of MTs N 06 Boyolali in the Academic Year of 2023/2024**".

B. Identification of the Problem

Based on the explanation of the research background above, problem identification can be used as follows:

1. Some students at MTs N 06 Boyolali have difficulty speaking English
2. Some students at MTs N 06 Boyolali have difficulty in pronunciation when speaking English
3. Some students at MTs N 06 Boyolali are able to speak English, but their vocabulary is still limited
4. Some students at MTs N 06 Boyolali lack confidence when speaking English in front of the class
5. Some students at MTs N 06 Boyolali feel afraid when speaking English in front of the class

C. Limitation of the Problem

To focus attention on the topic, researcher limit both the object and subject of their research. The researcher bases the object on only two variables. The storytelling method is the independent variable and teaching speaking is the dependent variable. The researcher conducted research on teaching speaking to students in eighth grade at MTs N 06 Boyolali in the 2023/2024 academic year. The research will focus on the method that researcher will use in teaching speaking, namely by using the Storytelling Method with Describe Yourself material. Apart from that, the comparison method in this research was carried out by the English class teacher at MTs

N 06 Boyolali using the Reporting Method with the same material, namely Descriptions Text.

D. Formulation of the Problem

To make it easier to carry out this research, it is necessary to formulate questions such as;

1. Is there any significant difference between students who are taught using the story telling method and those who are taught using another method at eighth grade of MTs N 06 Boyolali in the academic year of 2023/2024?
2. Which method is more effective between storytelling method and reporting method in teaching speaking to the eighth grade of MTs N 06 Boyolali in the academic year of 2023/2024?

E. Objective of the Study

Based on the formulation of the problem above, the objectives of this research can be listed as follows:

1. To find out the any significant difference between students who are taught using the story telling method and those who are taught using another method at eighth grade of MTs N 06 Boyolali in the academic year of 2023/2024.
2. To find out whether the effectiveness level of storytelling method and reporting method in teaching speaking to eighth grade of MTs N 06 Boyolali in the academic year of 2023/2024.

F. Benefits of the Study

This study is expected to produce results that will be beneficial to the advancement of the English teaching-learning process. The following are some expected benefits of the study:

1. Students

For students, this research will be useful to know their learning methods and increase their confidence to improve their speaking skills as well.

2. Teacher

For teachers, this research will be useful to find out how learning methods have a significant influence on learning to speak English

3. Researcher

For future researchers, this research will be useful as a reference for further research that focuses on student learning methods in teaching speaking

G. Definition of the Key Terms

In order to explain and avoid misunderstandings and misinterpretations regarding the title and content of the research, it is useful to define the terms used in this research as follows:

1. Experimental

An experiment is research that is intend to determine whether there is an effect of something imposed on a subject by comparing one or more experimental groups that are give treatment with one or more

comparison groups that do not receive treatment. According to Sugiyono (2012: 107), experimental research can be interpreted as a researcher method used to find the effect of certain treatments on others under controlled conditions.

2. Teaching Speaking

Teaching speaking in English classes is a process carried out by educators to achieve learning goals. In achieving learning goals, educators need a teaching method to convey learning that is easily accepted by students in order to achieve learning indicators. Kayi (2006:1) teaching speaking is teaching English language learners to produce English sound and pronunciation patterns, use word and sentence stress, intonation patterns and second language rhythm, choose appropriate words and subject matter, and organize their thoughts in sequence. That is meaningful and reasonable, uses English as a tool to express values and judgments, and uses English quickly and confidently with few unnatural pauses called fluency.

3. Story Telling Method

The story telling method was developed as an interactive approach between students, teachers and learning materials. Through the story telling method, students are stimulated to develop thinking and imagination skills so that students are encouraged to learn. Telling stories can develop students' potential language skills through listening and then telling them again with the aim of training students' conversation skills

to convey ideas in oral form (Milana, 2021; Qurbani & Oktrima, 2019; Salim, 2019).

4. Reporting

Oxford (1990) defines a report as giving a spoken or written account of something that one has observed, heard, done, or investigated. The reporting method is usually used for learning in terms of reporting news. The role of the Reporting Method in student speaking is very effective in developing creativity.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Review on Teaching Speaking

Fauziati (2010: 15) stated that teaching speaking should be considered central in foreign language pedagogy. Fauziati also added that the goal of teaching speaking skills is communicative efficiency. This means that learners should be able to understand themselves fully using their current proficiency. Fauziati (2010: 16) also added that teaching a foreign language is no longer accepted when focusing only on form since meaning is paramount. She also said that foreign language teaching aims to develop communicative competence; both a focus on form accuracy and meaning (fluency) should be balanced so that the learners can use language naturally. According to Nunan (2003), what is meant by “teaching speaking” is to teach ESL (English Second Language) learners to: Produce the English speech sounds and sound patterns; first use word and sentence stress, intonation patterns and the rhythm of the second language. Second select appropriate words and sentences according to the proper social setting, audiences, situation and subject matter. Third, organize their thoughts in a meaningful and logical sequence. Fourth, use language as a means of expressing value and judgement. Last, use the language quickly and confidently with few unnatural pauses, which are called as fluency

In language teaching, especially speaking, the teacher helps the students develop their knowledge by providing authentic practice that prepares students for real-life communication situations. The students are allowed to develop their ability to produce grammatically correct, logically connected sentences appropriate to specific contexts and to use acceptable pronunciation.

According to the experts above, the researcher concludes that teaching speaking is the way to teach English language learners and the way to develop the learner's ability to speak. Learners should be able to make themselves understood and use the language quickly and confidently with few unnatural pauses.

a. Definition of Speaking

Speaking is defined operationally as a language student's ability to speak English appropriately in specific, meaningful contexts to serve transactional and interactional purposes using correct pronunciation and grammar. Spratt et al. (2005) define speaking as a productive skill. It involves the use of speech to express meaning to others. Nunan (2003) agrees with Spratt et al. that speaking is a practical oral skill that produces systematic verbal utterances to convey meaning. Brown (2004) also added that speaking is a productive skill in the organs of speech to express the sense that can be observed directly and empirically.

Regarding speaking ability, Nunan (2003) states that speaking ability is the speaker's ability to convey information, express ideas, thoughts, feelings, and reactions to inappropriate structures, speech sounds and sound patterns, and vocabulary that is appropriate to the situation and language subject and use language quickly and confidently. Ability can be performed well because it has been studied and trained. Brown (2004: 406-407) says that speaking ability has five components: grammar, vocabulary, fluency, comprehension, and pronunciation.

Fulcher (2003) states that speaking is using verbal language to communicate with other people. According to Adam (2005:78), speaking is an oral communication between two or more people to express the idea of talking together. Haryadi and Zamzani (2000:72) argue that, in general, speaking can be interpreted as conveying one's intentions (beliefs, thoughts, feelings) to others by using spoken language so that others can understand its meaning.

This understanding has the same meaning as the two opinions that have been described previously, only that it is clarified with a further purpose, namely so that what is conveyed can be understood by others. At the same time, St. Y. Slamet and Amir (1996: 64) put forward the notion of speaking as a skill to convey messages through spoken language as an activity to convey ideas compiled and developed according to listeners' needs. This

definition explains that talking is not just saying words but more emphasis on communicating ideas collected and developed with the requirements of listeners or recipients of information or opinions.

Pollard (2008:33) says that speaking is one of the most challenging skills for students to master. It is not surprising that one considers the things involved in speaking: ideas, what to say, language, how to use grammar and vocabulary, pronunciation, and listening and reacting to the people you are communicating with. That is why speaking is one of the most essential language skills for students to master to become good communicators (Brown, 2001). The ability to use language as a communication tool often indicates success in speaking. Bailey and Nunan (2005) argue that speaking is an essential aspect of language learning, both as a second language and as a foreign language, which can be measured by students' ability in the learning process.

Based on the explanation above, speaking can be a way for someone to describe something with oral communication as an activity. Speaking is also used for many different purposes, and each goal involves other skills like expressing our ideas, clarifying information, and persuading someone or something. In addition, speaking is essential in expressing thoughts, opinions, or feelings to others. Speaking also plays a critical role in life because all life activities are carried out by communication. People can establish

relationships, inform, share, and seek information through touch. In other words, people can do whatever they need through communication. In this case, speaking is a skill that students need to convey their ideas so that they are easy to communicate.

b. Components of Speaking

According to Brown (2004: 172-173), there are five components in speaking skills they are grammar, vocabulary, pronunciation, fluency, and understanding.

1) Grammar

Grammar is a structured set of rules that govern the arrangement of sentences, phrases, and words in any language. Thornbury (2002) sees grammar as an explanation of the rules for building sentences that convey language meaning. In short, grammar is language rules that allow someone to put together sentences to obtain meaning in language. Therefore, mastering grammar will help someone speaking English because students will know how to arrange words in sentences, what tense to use, and how to use correct speech. In other words, grammar plays an important role in mastering spoken language.

2) Vocabulary

Vocabulary is a collection of words owned by a person from a particular language. A person's Vocabulary is defined as the collection of all the words that the person understands or all the

words that the person is likely to use to construct new sentences. According to Linse (2005, p. 121), Vocabulary is a collection of words a person knows. Students need to have sufficient Vocabulary to communicate. Increasing one's Vocabulary is generally considered an essential part of learning a language and developing one's abilities in the language one has mastered.

According to Craff (1998), Vocabulary is classified into two types. The first is active Vocabulary, which students use to understand their meaning and use them constructively in speaking. The second is passive Vocabulary, words that students can recognize and understand when used in context. Therefore, vocabulary mastery is essential in teaching and learning to speak, so language learners must choose specific terms correctly to make their conversations meaningful.

3) Pronunciation

Pronunciation results from speech production, which includes articulation, accent, and vocal formation style. Pronunciation is the most critical indicator in determining the success of communication. With correct pronunciation, listeners will be able to know and understand the meaning of what the speaker is conveying. In English, pronunciation is something that is a challenge for us Indonesians. English has a very different way of pronunciation from Indonesian. Several words

in English have specific pronunciation techniques. If correct language rules do not follow this pronunciation technique, it can cause misperceptions in English communication. Therefore, pronunciation has a central role in both academic and social fields in how students can participate in their communities or organizations.

4) Fluency

Fluency is speaking spontaneously and fluently, which can cause its implementation to be done well and optimally. Thus, fluency can encourage a person's activities to influence the achievement of the desired results. So, fluency can be defined as the ability to speak fluently and easily. Therefore, the speaker must speak fluently so that the listener can respond to what the speaker says.

5) Understanding

The last element of speaking is understanding. Understanding is a person's ability to understand something and then know and remember (Sudijono, 2011:50). Comprehension means understanding and interpreting what is said. This concerns the student's skill in speaking on all professional and general topics without significant effort and precisely like a native speaker (Arthur Hughes, 2003). In speaking, understanding is undoubtedly needed so that the speaker can

initiate communication and the listener can respond. Understanding is essential to avoid misunderstandings between the speaker and listener so that communication can run well.

In conclusion, pronunciation, grammar, vocabulary, fluency, and understanding are essential and complementary components in developing students' speaking skills. These elements support each other in achieving the purpose of speaking.

c. Instruments of Speaking

According to Burhan (2005: 94), several aspects are assessed when children speak, including the following:

1) Pronunciation Accuracy

When students speak, they must get used to pronouncing language sounds correctly. Inappropriate pronunciation of language sounds can affect the listener's attention. The speech and articulation patterns used are sometimes different because each person has their language style, which is used according to the subject of discussion. However, if the change is too striking and distorted, then the effectiveness of speaking will be compromised.

2) Intonation Accuracy

Accuracy of intonation is the main attraction in speaking and is a determining factor. Even though the problem being discussed could be more attractive, using appropriate intonation

will make the problem enjoyable. On the other hand, if the delivery is flat, then it is certain that the conversation will be less effective.

3) Fluency

Fluency in speaking makes it easier for listeners to understand the content of the conversation. Often, students speak disjointedly; even between the disjointed parts, certain sounds are inserted that are disturbing to hear, such as ee, oo, aa, and so on. On the other hand, if students speak too quickly, it can also annoy listeners.

4) Word Choice (Diction)

Word choice (diction) must be precise, clear, and varied. The apparent meaning is that it is easy to understand by the target listener. The listener will understand better if the words used are already known to the listener.

In conclusion, pronunciation accuracy, intonation accuracy, fluency, and word choice are essential and complementary instruments in developing students' speaking skills. These instruments support each other in achieving the purpose of speaking.

2. Review on Storytelling

a. Definition of Storytelling

Storytelling is activities related to telling a story to one or more listeners. Storytelling is an activity or activity to convey a

story. Malan (1991) said that storytelling is an effort made by the storyteller to share feelings, thoughts, or an account with children orally. After the development of the times, storytelling has also progressed. Therefore, storytelling is not only conveyed verbally but storytelling can be conveyed through tools or media so that someone can find out about a story by reading. According to Nurbiana et al. (2005), storytelling is an activity that someone does orally to another person with or without tools about what should be conveyed in the form of a message, information, or just a fairy tale that is to be listened to with a sense of enjoyment. Therefore, people who presented the story told it interestingly.

According to Oliver (2008), storytelling is an art that depicts actual or fictional events and can be conveyed using images or sound, while other sources say that storytelling is a depiction of life, which can be in the form of ideas, beliefs, personal experiences, learning about life through a story. According to Henny (2007) in Mualifah (2013: 99), the storytelling learning process or storytelling method is one method for improving speaking skills. Storytelling is sharing knowledge about the story's content and experiences and providing advice to children.

The storytelling method is a method that can develop children's language skills, especially listening and speaking skills. In line with this, storytelling methods can improve language skills and

instill morals in children (Pebriana, 2017). This method is a form of method that teachers can use to create fun learning following learning principles in early childhood education. It is a communication tool that can be adapted to the listener's culture (Barker & Gower, 2010).

According to Astiti (2016), the storytelling method is activities done orally to other people with tools or without tools delivered in the form of messages, information, or just a fairy tale listened to with pleasure because the person presenting the story conveys it. The storytelling presentation will fill the child's memory with various information, including life values and various points of view. The event in the story will enrich children's experience to be used as reference material for problem-solving or changing behavior.

Storytelling can also encourage children to create imagination and fantasy towards the stories he brings so that children can do it based on their imagination. When a child's imagination is directed towards values and character, it is hoped that the child will have a good personality and character. Models or examples, besides being given through behavior carried out in real terms by parents, teachers, or peers, can also be given through fairy tales (JulitaD. et al., R. F 2012).

Based on the description above, storytelling is an activity that encourages children to imagine the stories they tell so that children can create something based on their imagination. Storytelling is a means of conveying educational values that are packaged excitingly so that the contents of the story can be understood. Storytelling can be a motivation for self-awareness and self-imagination.

b. Stages of Storytelling

According to Geisler (1997), there are three stages in storytelling: preparation before the storytelling event begins, during the storytelling process, and until the storytelling activity is completed. So, to find out more clearly, here is a description of these steps:

1) Opening Activities

At the start of the activity, the storyteller will attract the children's focus with a concentration game, creating a two-way contact between the storyteller and the audience because Geisler requires eye contact between the storyteller and the audience.

2) Core Activities

The next activity is the core activity, namely storytelling. The storyteller will present the story by paying attention to words, body gestures, and sound play to display a visual image in the children's minds as the audience. The story that will be

given is one story title that will be given for one day. The intensity of sharing stories once a day is related to teachers' experience in that child being able to remember just one lesson material or theme requires 4 to 6 meetings. Therefore, giving stories once a day avoids influence bias other than treatment storytelling because children at that age develop very quickly.

3) Closing Activities

The closing activity allows the audience to express their opinion verbally regarding the story they have heard, then also provide the chance to show it visually on the illustrated paper that has been prepared. This activity is an operational aspect of Geisler's storytelling theory, namely providing a meaningful experience after listening to storytelling.

During storytelling, several factors can support the storytelling process so that it becomes interesting to listen to (Asfandiyar, 2007), including:

a) Eye contact

When storytelling occurs, the storyteller must make eye contact with the audience. Look at the audience and be silent for a moment. Making eye contact makes the audience feel they are being cared for and invited to interact. Apart from that, we can see whether the audience is listening to the story by making eye

contact. That way, the storyteller can know the reaction of the audience.

b) Facial expressions

When storytelling occurs, the storyteller's facial expressions can support whether the story is alive or not. The storyteller must be able to express his face according to the situation being told. To show facial expressions depicting a character's feelings takes work.

c) Body movements

The storyteller's movements during the storytelling process can help depict a more exciting storyline. The story being told will feel different if the storyteller makes movements that reflect what the characters in the story are doing. It is different if the storyteller only tells the story in a static position from beginning to end. The story will feel boring, and ultimately, the audience will no longer be enthusiastic about listening to the story.

d) Sound

The storyteller can use the high and low levels of the voice to make the child feel the situation of the story they are listening to. The storyteller will usually raise his voice intonation to reflect a tense story. Then, lower it to a flat position when the story returns to its original situation. Professional storytellers can

convey the voices of the characters being told. For example, the sound of a volcano erupting, the ground collapsing.

e) Speed

The storyteller must be able to regulate the speed or tempo of storytelling. Keep your speaking speed at the same or steady pace. The story told is not too fast so that children become confused or too slow so that children become bored. Applying the storytelling method for children aged 5-6 years, the time to tell the story is around 10-15 minutes (Erlia, 2014). However, in this case, the storytelling process is carried out for ± 30 minutes with breaks every ± 10 minutes.

f) Props

To attract children's interest in the storytelling process, props such as tiny dolls are worn in the hands to represent the characters being used as fairy tale material. Other props that can be used include dolls, puppets, clothes, pictures, or drawings. Storytelling using props can make the story more fascinating because children can immediately see the visual form of the story.

Based on the explanation above, it can be concluded that the storytelling method has several stages. Besides that, in conveying a story or telling a story, there are factors to support the process of telling the story so that the listener feels happy.

c. Strengths and Weaknesses of Storytelling

According to Ulfah Trijayanti et al. (2017), there are advantages and disadvantages to this storytelling method, including the following:

Table 2.1 Strengths and Weaknesses of Storytelling

Strengths	Weaknesses
Stories can activate and arouse children's enthusiasm. Because children will always reflect on the meaning and follow various story situations, students are influenced by the characters and topics of the story.	Children's understanding will become problematic when other problems have accumulated in the story.
Direct all emotions so that they converge on one conclusion at the end of the story.	It is a monologue and can bore students.
Stories are always captivating because they invite you to follow the events and reflect on their meaning.	There is often an inconsistency between the story's content and the intended context, so achieving the goal takes time.
Storytelling can affect emotions. Such as fear, the feeling of being watched, willing, happy, resentful, or hated until it is turbulent in the folds of the story	
Storytelling can develop a good speaking style. When seasoned with a story, it will be able to increase its memorization, where there is a new depiction of life, especially adding the value of art in its carrying so that a listener enjoys and appreciates it.	

Based on the explanation above, the storytelling method has weaknesses in the learning process. However, it can also be seen that the

storytelling method has several strengths to be used in the learning process.

3. Review on Reporting Method

a. Definition of Reporting Method

The role of reporting in students' speaking development effectively simulates students' creativity in learning English. Reporting in learning is easy to implement in EFL classes, as well as in the form of infographics. In addition, Kayi Hayriye (2006), argues that there are many ways to improve students' speaking skills. One of the most effective ways is the reporting method. The reporting method is to arrange the words of information that has been seen in oral form so that it can be reported to the listener as new information in a unique style.

Betty Shrimper Azar (1993), states in *Understanding English Grammar*, "Reported speech refers to using noun clauses to report what someone said." Reported speech (indirect speech) is used to communicate what another person has said but without exact words. There are two broad categories of reporting methods: written methods, such as fact sheets, and oral/visual methods, such as (PowerPoint presentations, exhibits, news releases, etc.).

Whatever method is used, the report must consider the audience and be accessible and understandable, especially by students. Many students can practice in front of the class to explain

the information they have obtained so that students will gain a lot of knowledge from the reporting methods accepted.

From the definitions above, we can conclude that the reporting method is a way of quoting someone's ideas or thoughts by repeating the exact same words or information produced by the speaker. So, in using the reporting method, students read information or other knowledge through specific sources and then repeat the contents of the ideas in that information in front of the class as a form of learning method to speak English.

b. Stages of Reporting Method

According to Mr.A, as an English teacher at MTs N 06 Boyolali year (2022), in using a reporting method so that it can be structured, it is necessary to have procedures for carrying out the reporting method;

1) Analysis of an Object

The first way to carry out the reporting method is that students are asked to analyze news, stories, or pictures given by the teacher. By analyzing the report, students can develop imagination and creativity in learning. Besides that, by analyzing information, students can increase their concentration in learning through the critical thinking stage. Then, the students explore the news content, the results of which are retold in front of the class so that all the children in the class understand the news content.

2) Describe the Contents of the Object

The next step is that after students have analyzed the meaning of the news, stories, or pictures given by the teacher, students are asked to explain or rewrite the meaning of the news. This can train students' concentration in reading and writing English.

3) Presentation of the Results of the Analysis of the Idea

The final step is that after students have written the contents of the news, stories, or pictures given by the teacher, students are asked to present the results obtained from analyzing an object through specific sources. This can have a good impact on students' speaking abilities, so the class teacher can control students' English speaking skills through this process. Apart from that, speaking in front of the class can increase students' self-confidence and overcome students' fear of being in front of many people.

Based on the explanation above, the reporting method is a method where students observe a particular object and then explain it again to the students in front of the class.

c. Strengths and Weaknesses of Reporting Method

According to Mr.A, as an English teacher at MTs N 06 Boyolali year (2022), Reporting has several strengths and

weaknesses. The following strengths and weaknesses of the Reporting method are presented below:

Table 2.2 Strengths and Weaknesses of Reporting

Strengths	Weaknesses
The reporting method can make students think critically, which serves to improve their ability to analyze.	Not all stories, news, or images reported can be understood by students who listen
The reporting method can train students' understanding by of reading the content of news, stories, or pictures provided by the teacher.	Students feel bored listening when the report is delivered monotonously
The reporting method can make students interested in listening to the content presented.	

Based on the explanation above, the reporting method has weaknesses and strengths, so it can be used as a teaching method by emphasizing its strengths.

B. Previous Related Study

The researcher found some research reports relevant to the problems that are discussed in this research. First, a study from Sri Endang Ratnasari (2023) with Volume 8 number 1, entitled “The Effectiveness of Using Digital Storytelling Video in Teaching Speaking at SMK Telkom Banjarbaru”. This research examines whether using digital storytelling videos is beneficial or not in improving students' verbal communication. The researcher used a research method in the form of purposive sampling. This research uses a pre-experimental methodology with a design consisting

of one group for the pre-test and post-test. The results obtained by researchers show that digital storytelling videos can improve students' speaking skills in terms of fluency.

Second, research from Andi ST Aldilah Khaerana and Nadya Nurhidayah Nurdin with volume 4, number 02 of 2018, with the research title "The Effectiveness of Story Telling and Story Reading Methods in Teaching Speaking at STKIP YPUP Makassar". The researcher applied a comparative study method, which aims to determine the comparison effectiveness of between storytelling and story reading methods in teaching speaking skills. Researchers used an experimental design involving two groups. The results obtained from this research show that there is no more effective method between telling stories and reading stories in teaching speaking. However, for the speaking category, speaking methods can improve students' fluency in speaking. Meanwhile, the story-reading method can improve students' understanding.

Third, Hairi Yanto in 2018 with the title "The Effect of Storytelling Technique Towards Students' Speaking Ability at Class XI of State Islamic Senior High School MAN Salido". The purpose of this research is to determine whether storytelling techniques have a significant influence on students' speaking abilities and to determine the components of speaking skills that are improved by the application of storytelling techniques on students' speaking abilities, such as vocabulary, pronunciation, grammar, fluency, and comprehension. This research is experimental research using a

quantitative approach. The sampling technique in this research used random sampling. The results obtained from this research show that the storytelling technique significantly influences students' speaking abilities. The speaking component that can be improved through the storytelling method is pronunciation.

Fourth, Andi Idayani in 2019 with the title "The Effectiveness of Digital Storytelling on Students' Speaking Ability at FKIP-Islamic University of Riau. The purpose of the research is to determine if digital storytelling has a significant effect on students' speaking ability. Then, describe and analyze digital storytelling's effectiveness in enhancing students' speaking ability. In this study, the researcher used experimental research. A practical usually involves two groups of subjects: an experimental group and a control group. The population of this research was the fifth-semester English students of FKIP - Islamic University of Riau in the academic year 2018/2019. The sampling technique used in this research is purposive sampling. The results obtained from this research show that digital storytelling positively influences students' speaking skills, especially in the field of English studies.

Fifth, Andi Iswatun Hasanah; Murni Mahmud, Kisman Salija with Vol. 2, no. 5, of 2022 with the title "The Implementation of Storytelling Method to Improve Students' Speaking Achievement at Second Grade Students of MA Belang-Belang Maros". This research used quasi-experimental research with quantitative and qualitative methods (mixed-

method). The population of this research was the second-grade students at MA Belang-Belang Maros. There were 25 students in the experimental group and 25 in the control group. The research sample was taken by using the cluster sampling technique in the quantitative method and purposive sampling in the qualitative method. This research data was obtained using a speaking test, questionnaire, and interview. The results obtained in this research show that the storytelling method makes students comfortable and confident in participating in English learning. Thus, the researcher stated that the storytelling method positively impacted improving students' speaking skills.

Based on several journals that the researcher has found, the storytelling method can have a good/positive influence in teaching speaking, especially in English subjects. Therefore, this research is necessary because it positively impacts students' speaking skills.

Table 2.3

Previous Related Study

Number	Researcher	Similarity	Different
1.	Sri Endang Ratnasari (2023). The Effectiveness of Using Digital Storytelling Video in Teaching Speaking at SMK Telkom Banjarbaru.	➤ This research uses a quantitative approach.	➤ This research uses a type of pre-experimental research. ➤ Location in this study at SMK Telkom BanjarBaru.
2.	Andi ST Aldilah Khaerana and Nadya	➤ This research uses a	➤ Location in this study at

	Nurhidayah Nurdin (2018). The Effectiveness of Story Telling and Story Reading Methods in Teaching Speaking at STKIP YPUP Makassar.	quantitative approach. ➤ This research uses a type of experimental research	STKIP YPUP Makassar.
3.	Hairi Yanto (2018). The Effect of Storytelling Technique Towards Students' Speaking Ability at Class XI of State Islamic Senior High School MAN Salido.	➤ This research uses a quantitative approach. ➤ This research uses a type of experimental research. ➤ The sampling technique in this research used random sampling.	➤ Location in this study at Class XI of State Islamic Senior High School MAN Salido.
4.	Andi Idayani (2019) The Effectiveness of Digital Storytelling on Students' Speaking Ability at FKIP-Islamic University of Riau.	➤ This research uses a quantitative approach. ➤ This research uses a type of experimental research.	➤ Location in this study at FKIP-Islamic University of Riau..
5.	Andi Iswatun Hasanah; Murni Mahmud, Kisman Salija (2022) The Implementation of Storytelling Method to Improve Students's Speaking Achievement at Secod Grade Students of MA Belang-Belang Maros.	➤ This study uses a type of quasi-experimental research. ➤ The sampling technique in this research used purposive sampling in Qualitative and cluster sumpling in Quantitative.	➤ This study uses a quantitative and qualitative method (mixed method) ➤ This study uses a type of quasi-experimental research. ➤ The sampling technique in

			<p>this research used purposive sampling in Qualitative and cluster sumpling in Quantitative.</p> <p>➤ Location in this study at secod grade students of MA Belang - Belang Maros.</p>
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C. Rationale

1. The Significant Differences Between Students who are Taught Using by Story Telling Method with Those who are Taught Using Another Method in Teaching Speaking at the Eighth Grade of MTs N 06 Boyolali in the Academic Year of 2023/2024

Nurmiyati Nurmiyati and Pujiati Suyata (2014) said that there were significant differences among students between Paired Storytelling and Conventional techniques in English speaking competency with narrative text types. Mulya Burhan (2019) said there is a significant influence on parenting patterns and stories about communicating in English. According to Hardiyanti Rahmah and Hikmatu Ruwaida (2020), the method of Storytelling is very significant in students' English speaking skills. The results of research examining the influence of Storytelling on children's storytelling abilities and empathy experienced significant changes (Dheasari, 2020). Likewise, Lisenbee & Ford (2018)

explained that learning experiences with students in The Pittsburgh Public School District using storytelling methods that are adapted to children's characteristics can provide motivation and performance for students who have deficiencies in mathematics, reading, and writing skills. Telling stories can teach students to listen to their language skills, deepen the features in the story, and broaden their understanding. Kurniawati, Tirtayani, & Darsana (2018) explained that telling stories helps develop fluency, increases vocabulary, and helps remember words. Hidayat D.B. et al. (2020), in their research, found that with the storytelling method, there were significant changes in students' speaking skills and reading skills. Children's speaking and reading skills change significantly. The average before the storytelling method was applied was lower than the average after the storytelling method was used.

Based on the theories above, Storytelling is a method of telling stories that involve students' creativity and imagination so that with this method, students can think more broadly. Therefore, the researcher can conclude that the storytelling method is assumed to be different from another method, namely the Reporting method, a speaking learning method for Eighth Grade Students at M.T.s N 06 Boyolali in the 2023/2024 Academic Year.

2. The Effectiveness Level of Storytelling Method and Reporting Method in Teaching Speaking at the Eighth Grade of MTs N 06 Boyolali in the Academic Year of 2023/2024

Nurmiyati Nurmiyati and Pujiati Suyata (2014) stated that pair storytelling is the most effective method for English-speaking competency in narrative text types. Tamala (2019) and Pratiwi (2016) argue that Storytelling is one of the most effective ways to achieve the goals of learning students' speaking skills in class. With this method, the class atmosphere becomes more fun and lively. So, it is not surprising that it is revealed that Storytelling is a comprehensive concept that breaks down the boundaries between formal and informal learning in socio-cultural studies. Putri, F.S., and Chotimah, IC (2018), in their research, show that Collaborative Storytelling games are effective when used to teach speaking skills. David Budi Hidayat et al. (2020) found that the use of the method (Storytelling) was effective in children's speaking skills and reading skills.

Based on several theories above, the storytelling method is effective because the storytelling method has a good impact on learning. With the storytelling method, students can practice their imagination and creative thinking skills when telling stories in front of the class. The researcher also believe and strongly agree that Storytelling is an effective learning platform for teaching speaking at the Eighth Grade Students of MTs N 06 Boyolali for the 2023/2024 Academic Year.

D. Hypothesis

Creswell (2012) defines hypothesis are statements in quantitative research in which the investigator makes a prediction or a conjecture about the outcome of a relationship among attributes or characteristics. The hypothesis of the study as a follow:

1. Hypothesis of the Significant Differences Between Students who are Taught Using by Story Telling Method with Those who are Taught Using Another Method in Teaching Speaking at the Eighth Grade of MTs N 06 Boyolali in the Academic Year of 2023/2024
 - a. H_{a1} (Alternative Hypothesis₁) : There is significant differences between students who are taught by Storytelling method with those who are taught by using another method in teaching speaking at the eighth grade students of MTs N 06 Boyolali in the academic year of 2023/2024.
 - b. H_{o1} (Null Hypothesis₁) : There is not significant differences between students who are taught by Storytelling method with those who are taught by using another method in teaching speaking at the eighth grade students of MTs N 06 Boyolali in the academic year of 2023/2024.

2. Hypothesis of the Effectiveness Level of Storytelling Method and Reporting Method in Teaching Speaking at the Eighth Grade of MTs N 06 Boyolali in the Academic Year of 2023/2024
 - a. H_{a2} (Alternative Hypothesis₂) : Using Story Telling Method is effective in teaching speaking at the eighth grade students of MTs N 06 Boyolali in the academic year of 2023/2024.
 - b. H_{o2} (Null Hypothesis₂) : Using Story Telling Method is not effective in teaching speaking at the eighth grade students of MTs N 06 Boyolali in the academic year of 2023/2024.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher used a quantitative approach. According to Creswell (2012: 13), quantitative analysis requires the researcher to explain how variables influence other variables. This research is a type of experimental research. According to Sugiyono (2011:7), a study with an experimental approach attempts to find the influence of certain variables on other variables under strictly controlled conditions. The same thing was also expressed by Creswell (2012: 295), that experimental design is used when you want to determine the possible causes and influence of the independent and dependent variables. According to Sugiyono (2017:18), there are several kinds of experimental research: pre-experimental design, true experimental design, factorial design, and quasi-experimental design.

Specially in this study, the research used a Quasi-experimental design with pre-test and post-test control group design. In this research, there are two designs as samples, namely the experimental group used by the researcher in this research using storytelling. Then, the class teacher uses the control group using the reporting method. The pre-test is given before the treatment is carried out, while the post-test is given after the treatment. The following is a description of this study's pre-test and post-test control group design.

Table 3.1 Design of Research

E : O1	X	O2
C : O1	Y	O2

E : Experimental group

C : Control group

X : Treatment in experimental group

Y : Treatment in control group

O1 : Pre-test

O2 : Post-test

Both group are from the same level. The material taught and the time allocation will be same. The different only lies in the method given. The experimental group will be taught using Storytelling method while the control group will be taught using the Reporting method. In this study there are two variable namely independent variable (X) and dependent variable (Y). There are two variables in this research. According to Creswell (2009:50), independent variables related to variables can influence research results. According to Creswell (2009:50), dependent variables refer to variables that are influenced by free or independent variables. The independent variable (X) in this study is “The Effectiveness of Storytelling Method” while the dependent variable is “Teaching Speaking”.

Table 3.2 Treatment Design for Experimental and Control Groups

Experimental	Control
O1	O1
X	Y
O2	O2

B. Research Setting

1. Place of Research

The location used by the researcher in this study of MTs N 06 Boyolali, which is located on the road of Cengklik Reservoir, Ngesrep, Ngemplak, Boyolali. The physical conditions and facilities include classrooms, playing fields, a library, a computer lab, a prayer room, a canteen, etc. Mts N 06 Boyolali is complete and adequate to support daily teaching and learning activities, so the researcher chose this location.

2. Time of Research

The time used by the researcher for this research was carried out from the date of issuance of the research permit in a period of approximately two months, one month of the data collection for pre-research starting on October 5 to November 20, 2023 and I month of the data collection and data processing starting on Januari 1 to February 1, 2024 which includes presentation in the form of a thesis and guidance process takes place.

C. Population, Sampling, and Sample

1. Population

"Population is a generalization area consisting of objects/subjects that have certain qualities and characteristics that are determined to be studied and then drawn conclusions," according to Sugiyono (2019). The existence of this population aims to reduce the validity of the generalization area and facilitate the estimation of the size of the sample members drawn from the population. In this research, the researcher takes the population from the 8th grade of MTs N 06 Boyolali. The description of the people of this research can be seen in the following table:

Table 3.3 Population

No.	Class	Number of Student
1.	VIII A	32
2.	VIII B	32
3.	VIII C	32
4.	VIII D	32
5.	VIII E	32
6.	VIII F	31
7.	VIII G	32
8.	VIII H	32
9.	VIII I	32
Total		287

2. Sampling

The cluster random sampling technique is a random sampling technique for groups, not just individually (Sugiyono, 2019: 83). This theory aligns with the opinion of (Azwar, 2010: 87), who says that

cluster random sampling is the randomization of groups, not individual subjects. In this research, the researcher used cluster random sampling technique to the total of population. It was used because the subjects of the study are homogeneous. The sample of this research were divided into two groups. The sample of the class was VIII-A as an experimental class which was taught by using storytelling method and VIII-C as a control class which was taught by using reporting method. The process of cluster random sampling are:

- a. The researcher makes list all classes
- b. The researcher writes class name on small paper and rolls the paper
- c. The researcher takes the rolled paper into a bottle
- d. The researcher shakes the bottle and takes two rolled paper. The first rolled paper is VIII-A and becomes experimental class and the second rolled paper is VIII-C and becomes control class.

3. Sample

According to Sugiyono (2015:188), a sample is part of the number and characteristics of the population. The sample is class VIII-A as an Experimental group comprising 32 students and class VIII-C as an Control group comprising 32 students. The sample in this research was divided into two groups; one group was an experiment group that taught by the storytelling method, while the other group was a control group that taught by using the reporting method, which is a daily teaching-learning process used by the teacher.

Table 3.4 The Sample of the Research

Group	Class	Men	Women	Total
Experimental	VIII-A	14	18	32
Control	VIII-C	18	14	32
				64

D. Techniques of Collecting the Data

Ridwan (2010: 51) states that data collection techniques are techniques or methods that the researcher can use to collect data. This research collects data using the try-out test, a pre-test, and a post-test given to both the experimental and control classes. In this research, the researcher gave a pre-test to see students' basic speaking ability before using the storytelling method in teaching speaking class. The next was a post-test, which measured the effectiveness of the storytelling method in teaching speaking.

1. Test

a. Try Out Test

Before the question instructions are implemented, the question instructions are tested. A trial is given to determine whether the instrument is readable or not. Before the speaking ability test was given to the experimental and control classes, it was first tested on a class not included in the research sample. The trial results were analyzed to determine the instrument's readability and whether any question instructions needed to be revised.

Based on the results of the try out given to class VIII E, it shows that more than 75% of respondents gave "yes" answers to each item of the readability test. So, it can be concluded that the instrument is readable.

b. Pre-Test

To know the students' speaking ability before treatment is given, the researcher will provide the students with a pre-test about speaking. Creswell (2012:297) states that a pre-test offers a measure of some attribute or characteristic that is assessed for the participant in an experiment before they receive treatment.

c. Post-Test

After conducting a pre-test and implementing treatment, the researcher will give a post-test to the students to know whether their ability to speak is increasing. Creswell (2012:297) states that a post-test is a measure of some attribute or characteristic that is assessed by the participant in an experiment after a treatment.

E. Research Instrument

According to Creswell (2012), an instrument is a tool for measuring, observing, or documenting quantitative data. Oral tests are an instrument in this research. An oral test will be given to both groups as a pre-test and post-test in the form of a sheet distributed to eighth-grade students. The researcher conducted oral tests on the pre-test and post-test to determine the effect of storytelling on the experimental group. The researcher instructed

students to explain themselves in front of the class. In creating research instruments, the researcher is guided by the readability of the instrument. Below is an instrument in the form of a blueprint-speaking test table.

Table 3.5 Blue Print of Speaking Test

Competence Standard	Construct	Indicators	Instrument
Speaking : 1. Describe yourself Notes : (It is adapted from English Language in MTs N 06 Boyolali)	Speaking is an activity to explain someone in a particular situation or an action to report something.	1. Pronunciation Accuracy 2. Intonation Accuracy 3. Fluency 4. Word Choice	Oral test by describing myself according to indicators in speaking

F. Data Validation

An instrument can be said to be good if it meets two essential requirements, namely valid and reliable and readable (Suharsimi Arikunto, 2010: 211). In this study, to determine readability of the instrument, a trial of the instrument was conducted before the research. The results of this trial will later become the basis for determining the readability of the instrument.

Readability

Readability was used to know whether the instruction was readable by the students or not; it was essential because the students were instructed to make a text with some certainties. Some questions could measure the readability. Hughes (1996:39-40) mentioned some factors to write a good

instruction. First, the instruction should be clear and explicit. Second, it should avoid the supposition that students all reveal what is intended. Third, the test writer should focus on the students' power of telepathy to elicit the desired behavior. The instruction should be understood and essayed by the students. The researcher conducted a readability test on English subjects in classes VIII A and VIII B MTS N 06 Boyolali.

The instruction for the speaking test is:

1. The researcher provides instructions to students to move forward with the topics that have been prepared.
2. Students come to the front of the class individually.
3. Students explain according to the topic provided about yourself.
4. The researcher assesses students' abilities according to the indicators used.

Readability of speaking test contains:

1. Whether the instructions are understandable or not,
2. Whether the kind of the instructions is clear or not,
3. Whether the organization of the sentences is understandable or not,
4. Whether the speaking indicator to be evaluated are clear or not,
5. Whether the topics are interesting or not.

Readability of test item:

1. Do you understand the instructions of this test?
2. Is the kind of the sentences to be speak in this test stated clearly?

3. Is the organization of the sentences demanded in this test understandable?
4. Are the speaking indicators to be evaluated in this test clear?
5. Are the topics interesting?

To know the whether the test was readable or not, the try out is given to other students out of the samples having the same level as the sample. 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. Techniques of Analyzing the Data

Data analysis techniques are intended to find answers to research questions or problems previously formulated. As stated by Sugiyono (2007: 207), data analysis is the activity of grouping data based on variables and types of respondents, tabulating data based on variables and types of respondents, presenting data for each variable studied, carrying out calculations to test the hypotheses that have been proposed. In this analysis, the researcher used several statistical methods and presented the following descriptive statistics for the sample under study:

1. Descriptive Analysis

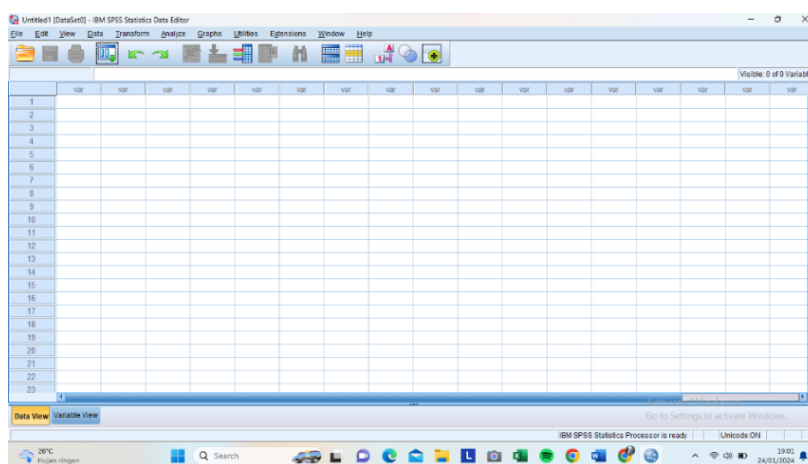
Descriptive analysis is data analysis by describing or illustrating the data that has been collected as it is. According to Sugiyono (2013), descriptive analysis is a method that functions to explain or provide an overview of an object being studied through data or samples that have

been collected as they are without carrying out analysis to make conclusions that apply to the general public.

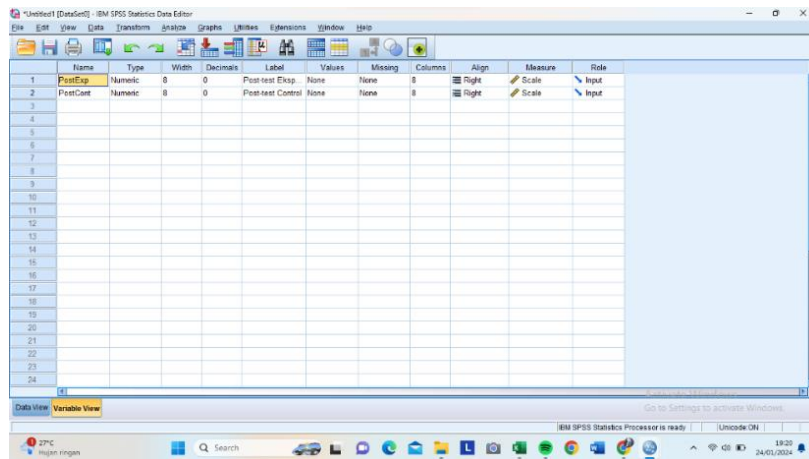
a. Frequency Distribution

According to Riduwan (2003), frequency distribution is the arrangement of data, starting from the smallest data to the largest, which divides the amount of data into several classes. The use of data transformed in the form of a frequency distribution is to make it easier to present, easy to understand, and easy to read as information. The steps to find mean in SPSS 26 as follows:

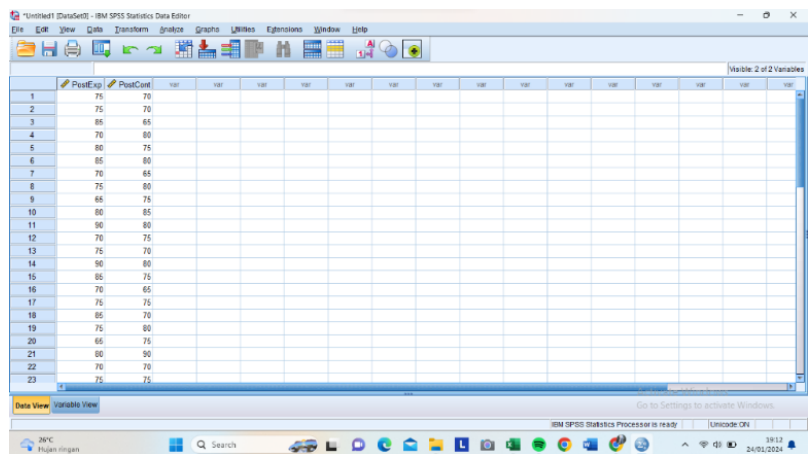
- 1) Open SPSS 26 on your device. Select **File > New Data**.



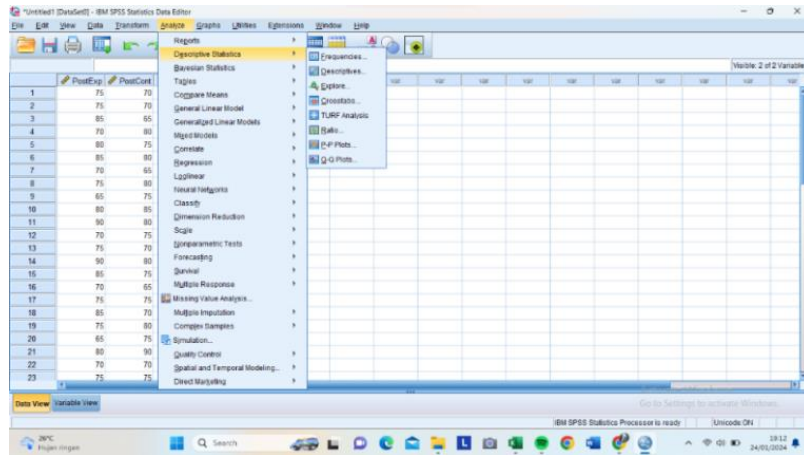
- 2) Click **Variable View** at the bottom left corner, then type your data title in the **Name** column. Give a name to the label column, change of the decimal column to “0” and the measure column to “scale” as shown below.



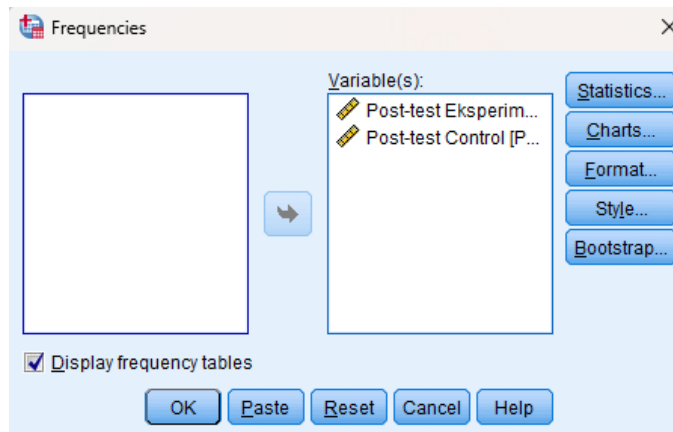
- 3) Copy and paste your posttest results from Excel to SPSS 26 in **Data View**.



- 4) After the data is included in SPSS 26, click **Analyze Descriptive Statistic > Frequencies**.



- 5) A dialog box will appear as shown below. Move all variables on the left side to the **Variable(s)** column on the right side. Then click **Frequencies** put a check mark on **Display Frequency Table > Ok**.



6) The frequency distribution mean result will appear as shown below.

→ **Frequencies**

[DataSet0]

		Statistics	
		Post-test Eksperiment	Post-testb Control
N	Valid	32	32
	Missing	0	0

Frequency Table

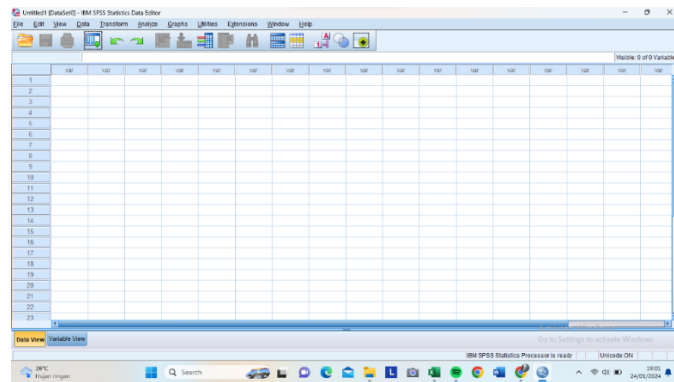
Post-test Eksperiment					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	65	2	6.3	6.3	6.3
	70	6	18.8	18.8	25.0
	75	8	25.0	25.0	50.0
	80	8	25.0	25.0	75.0
	85	5	15.6	15.6	90.6
	90	3	9.4	9.4	100.0
Total		32	100.0	100.0	

Post-test Control					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	65	4	12.5	12.5	12.5
	70	7	21.9	21.9	34.4
	75	9	28.1	28.1	62.5
	80	8	25.0	25.0	87.5
	85	2	6.3	6.3	93.8
	90	2	6.3	6.3	100.0
Total		32	100.0	100.0	

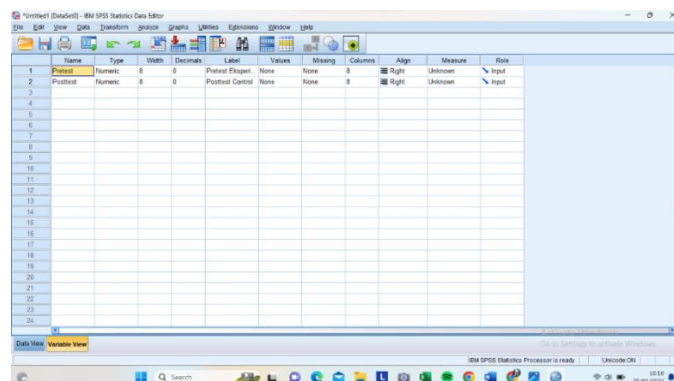
b. Mean

The mean is simply the arithmetic average of all the scores. It is calculated by summing all the scores and then dividing the sum by the number of scores (MacMillan & Schumacher, 2001). The steps to find mean in SPSS 26 as follows:

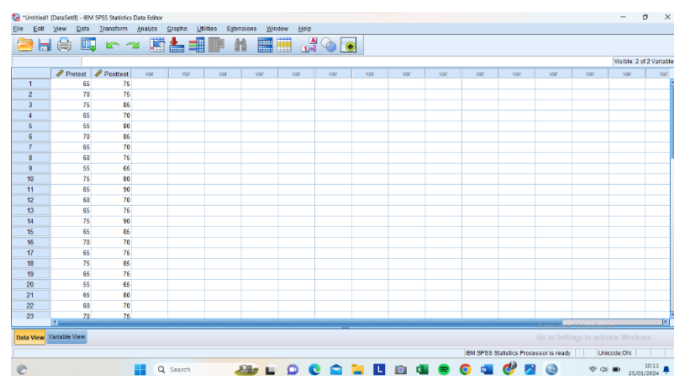
- 1) Open SPSS 26 on your device. Select **File > New Data**.



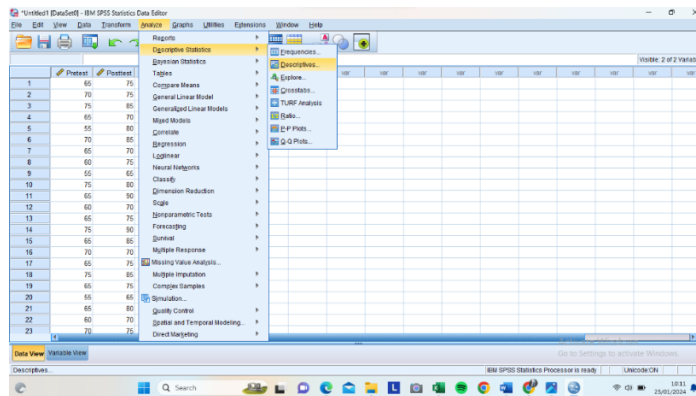
- 2) Click **Variable View** at the bottom left corner, then type your data title in the **Name** column. Give a name to the label column, change of the decimal column to “0” and the measure column to scale as shown below.



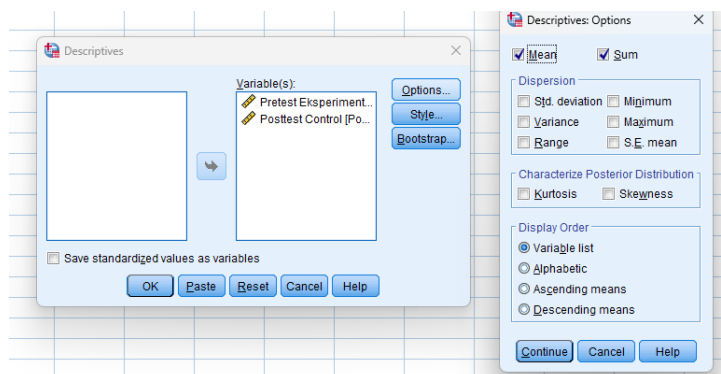
- 3) Copy and paste your Pre-test and Posttest results from Excel to SPSS 26 in **Data View**.



- 4) After the data is included in SPSS 26, click **Analyze Descriptive Statistic > Descriptives.**



- 5) A dialog box will appear as shown below. Move all variables on the left side to the **Variable(s)** column on the right side. Then click **Options > put a check mark on Mean, and Sum > Continue > Ok.**



- 6) The mean result will appear as shown below.

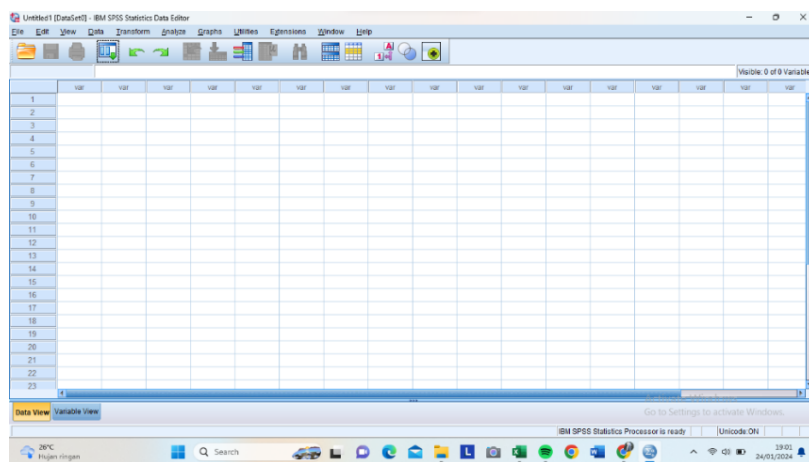
Descriptives

	Descriptive Statistics						
	N	Sum	Mean	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Pre-test Eksperiment	32	2110	65.94	-.197	.414	-.980	.809
Post-test Eksperiment	32	2485	77.66	.085	.414	-.689	.809
Pre-test Control	32	1990	62.19	.622	.414	-.286	.809
Post-test Control	32	2415	75.47	.320	.414	-.257	.809
Valid N (listwise)	32						

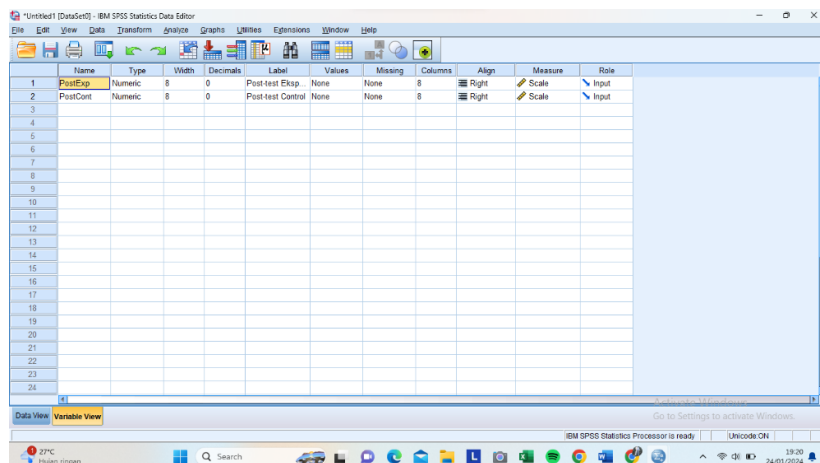
c. Median

The median is that point which divides a rank-ordered distribution into halves that have an equal number of scores (MacMillan & Schumacher, 2001). The steps to find median in SPSS 26 as follows:

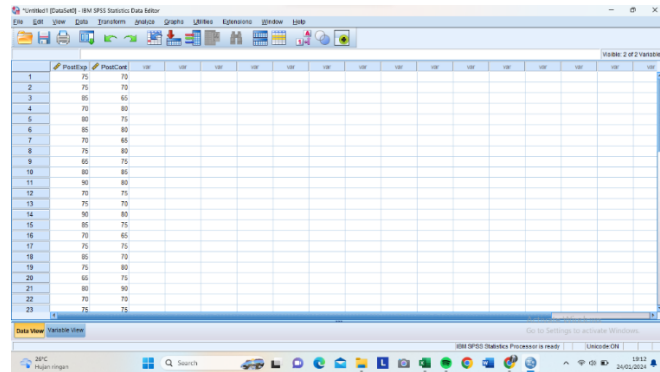
- 1) Open SPSS 26 on your device. **Select File > New Data.**



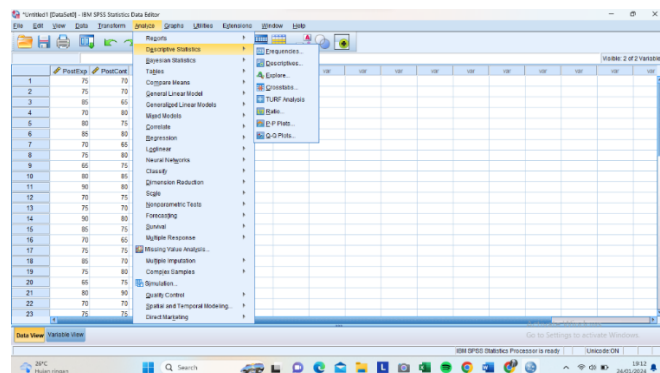
- 2) Click **Variable View** at the bottom left corner, then type your data title in the **Name** column. Give a name to the label column, change the name of the decimal column to (0) and the measure column to scale as shown below.



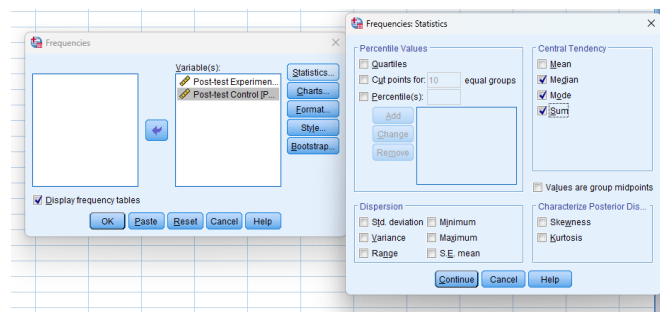
- 3) Copy and paste your posttest results from Excel to SPSS 26 in **Data View**.



- 4) After the data is included in SPSS 26, click **Analyze > Descriptive Statistic > Frequencies**.



- 5) A dialog box will appear as shown below. Move all variables on the left side to the **Variable(s)** column on the right side. Then click **Options > put a check mark on Median, Mode, Sum > Continue > Ok**.



6) The median result will appear as shown below.

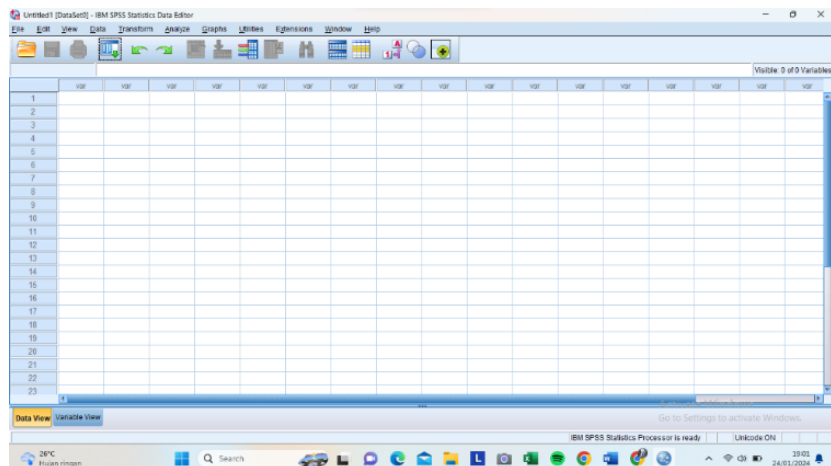
Frequencies

		Statistics	
		Post-test Experiment	Post-test Control
N	Valid	32	32
	Missing	0	0
Median		77.50	75.00
Sum		2485	2415

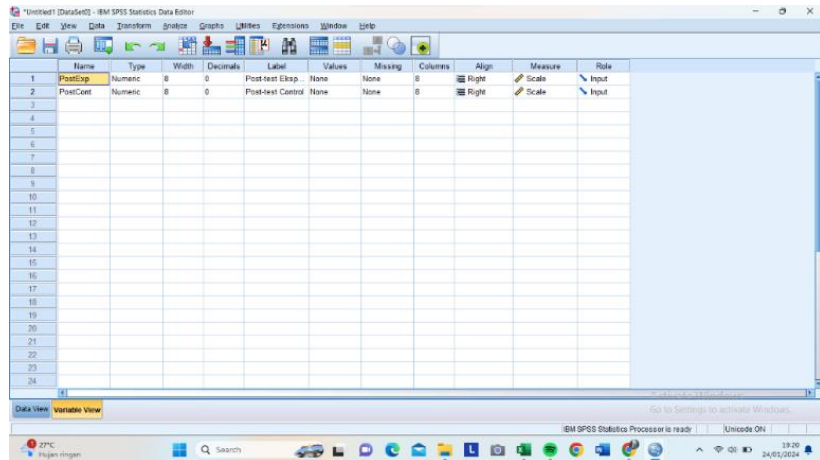
d. Mode

The mode is simply the score that occurs most frequently in distributions (MacMillan & Schumacher, 2001). The steps to find mode in SPSS 26 as follows:

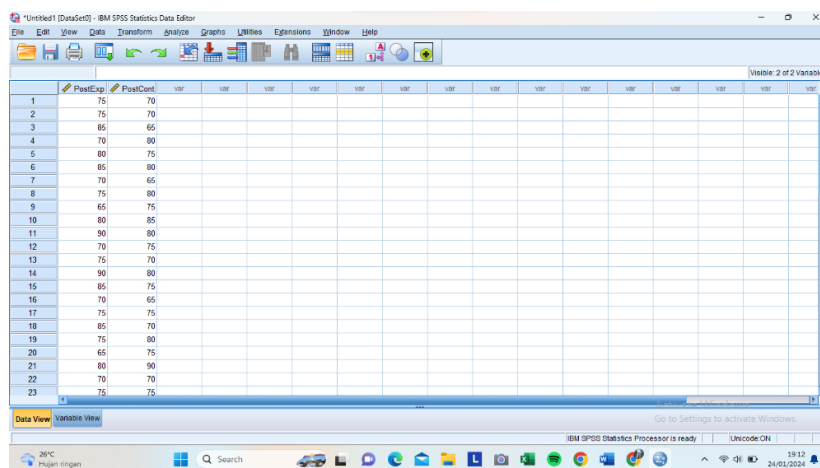
1) Open SPSS 26 on your device. Select **File > New Data**.



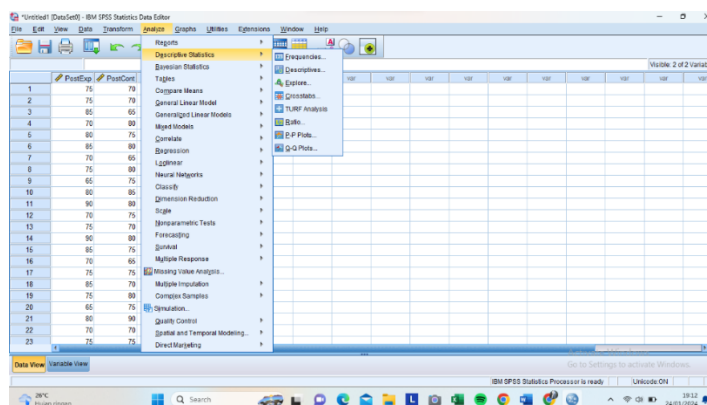
2) Click **Variable View** at the bottom left corner, then type your data title in the **Name** column. Give a name to the label column, change the name of the decimal column to (0) and the measure column to scale as shown below.



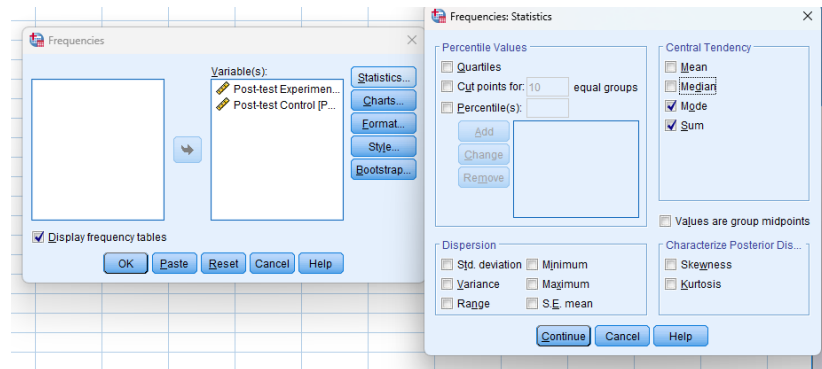
- 3) Copy and paste your posttest results from Excel to SPSS 26 in **Data View**.



- 4) After the data is included in SPSS 26, click **Analyze** > **Descriptive Statistic** > **Frequencies**.



- 5) A dialog box will appear as shown below. Move all variables on the left side to the **Variable(s)** column on the right side. Then click **Options** > put a check mark on **Mode, and Sum, Continue** > **Ok**.



- 6) The mode result will appear as shown below.

Frequencies

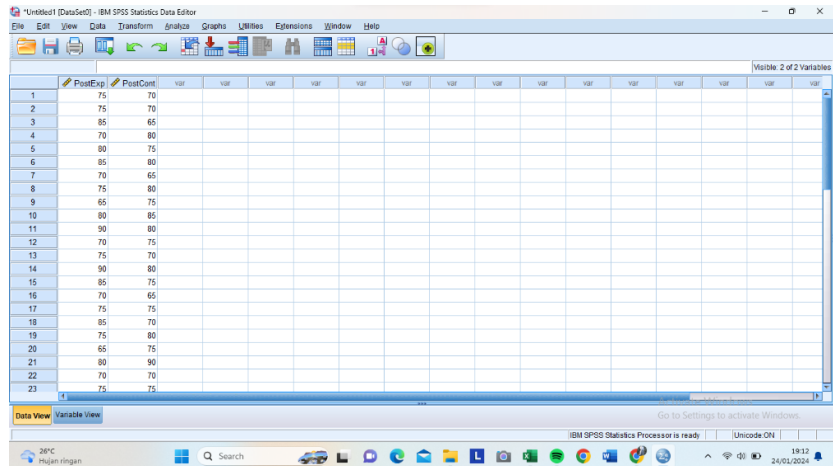
		Statistics	
		Post-test Experiment	Post-test Control
N	Valid	32	32
	Missing	0	0
Mode		75 ^a	75
Sum		2485	2415

a. Multiple modes exist. The smallest value is shown

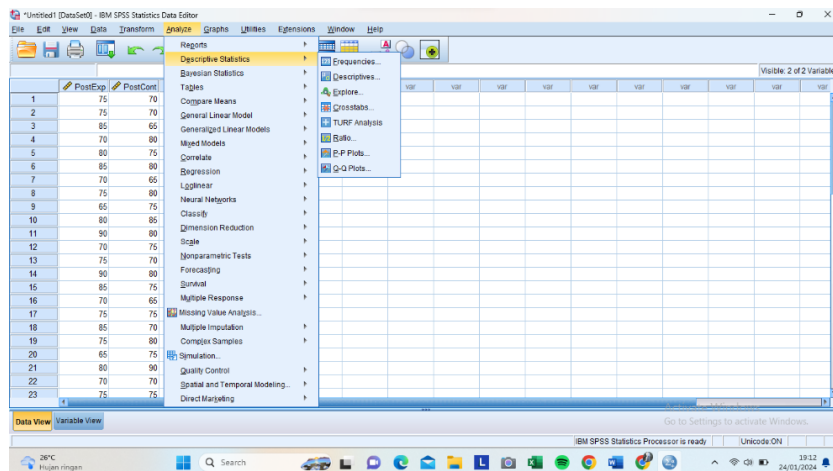
e. Standard Deviation

The standard deviation is a numerical index that indicates the average variability of the score. It tells us, in other words, about distance, on the average of the score from the mean (MacMillan &

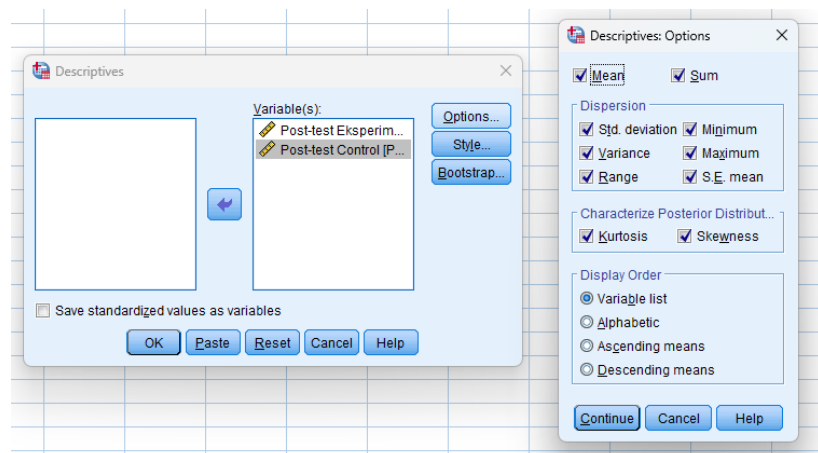
- 3) Copy and paste your posttest results from Excel to SPSS 26 in **Data View**.



- 4) After the data is included in SPSS 26, click **Analyze > Descriptive Statistic > Descriptives**.



- 5) A dialog box will appear as shown below. Move all variables on the left side to the **Variable(s)** column on the right side. Then click **Options** > put a check mark on **Mean, Sum, Std. deviation, Variance Range, Minimum, Maximum, S.E. mean, Kurtosis, Skewness** > **Continue** > **Ok**.



- 6) The standard deviation result will appear as shown below.

→ Descriptives

	Descriptive Statistics												
	N Statistic	Range Statistic	Minimum Statistic	Maximum Statistic	Sum Statistic	Mean Statistic	Std. Error Std. Error	Std. Deviation Statistic	Variance Statistic	Skewness Statistic	Kurtosis Statistic		
Post-test Eksperim...	32	25	65	90	2465	77.66	1.229	6.954	48.362	.085	.414	-.689	.809
Post-test Control [P...	32	25	65	90	2415	75.47	1.196	6.763	45.741	.320	.414	-.257	.809
Valid N (listwise)	32												

Activate Windows
Go to Settings to activate Windows.

IBM SPSS Statistics Processor is ready | Unicode ON

2. Pre-Requisite Test

a. Normality Test

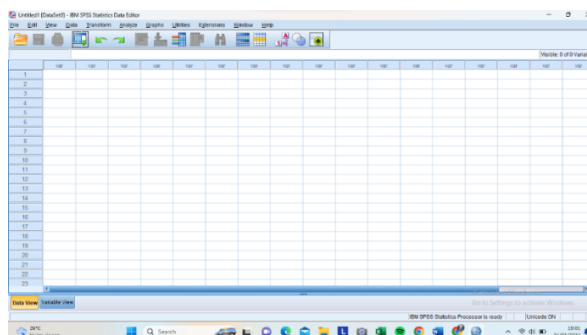
According to Burke (2000:119) normality test is done towards two classes those are experimental class and control class. Normality test is used to know whether the data from both sample groups which is examined comes from the population of normal

distribution or not. Hidayat (2014) states to know the normality of the sample, the researcher used basic decisions as follows:

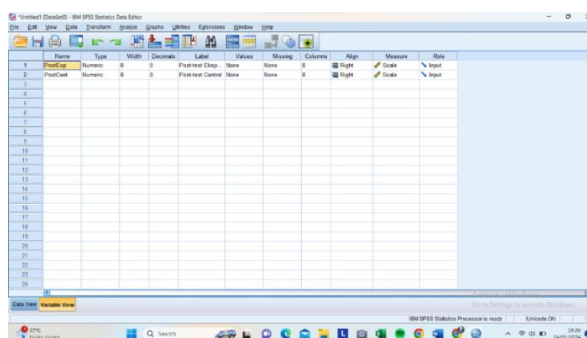
- 1) If the value of sig. (2-tailed) $> 0,05$, so the data is normally distributed
- 2) If the value of sig. (2-tailed) $< 0,05$ so the data is not normally distributed

To determine if the data is normally distributed or not, the researcher used SPSS with Shapiro-wilk as the normality test. Bellow are the procedure of normality test using Shapiro-wilk through SPSS 26. There are the following steps to calculate normality test:

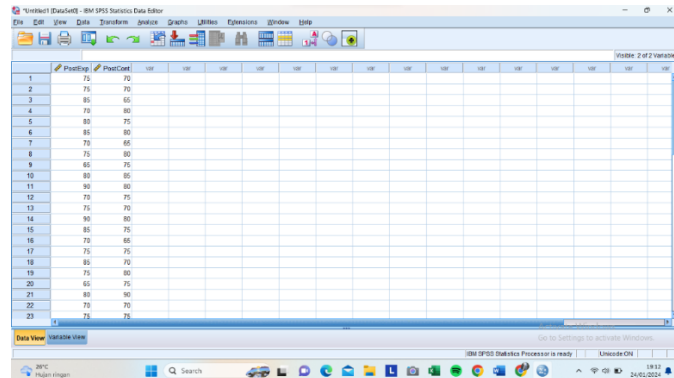
- 1) Open SPSS 26 on your device. Select **File > New Data**.



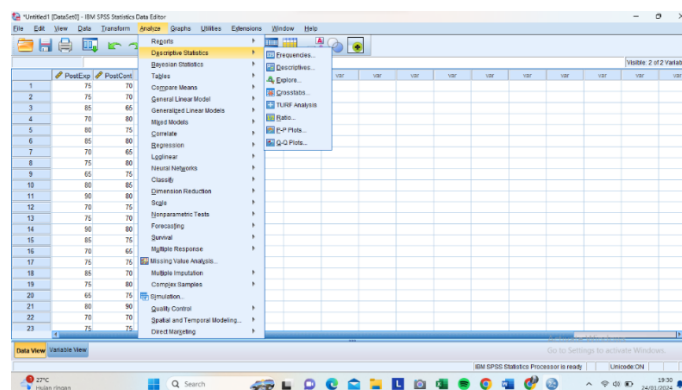
- 2) Click **Variable View** on the bottom left corner, then type **PRETEST** and **POSTTEST** in the Name column.



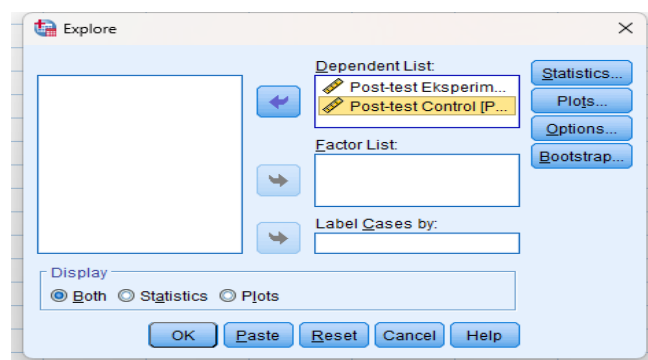
- 3) Then, click **Data View** in the bottom left corner, then enter the **POSTTEST** data in the columns provided.



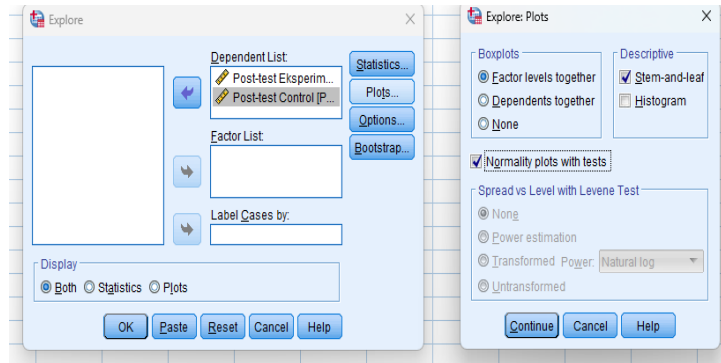
- 4) After the data is included in SPSS 26, click **Analyze > Descriptive Statistics > Explore.**



- 5) A dialog box will appear as shown below. Move **all variables (POSTTEST)** on the left side to the **Dependent List** box on the right side.



- 6) Then, click Plots and put a check mark on **Normality plots with tests** > **Continue** > **Ok**.



- 7) The results of the normality test will appear as shown below.

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Post-test Eksperiment	.149	32	.070	.942	32	.087
Post-test Control	.153	32	.056	.933	32	.047

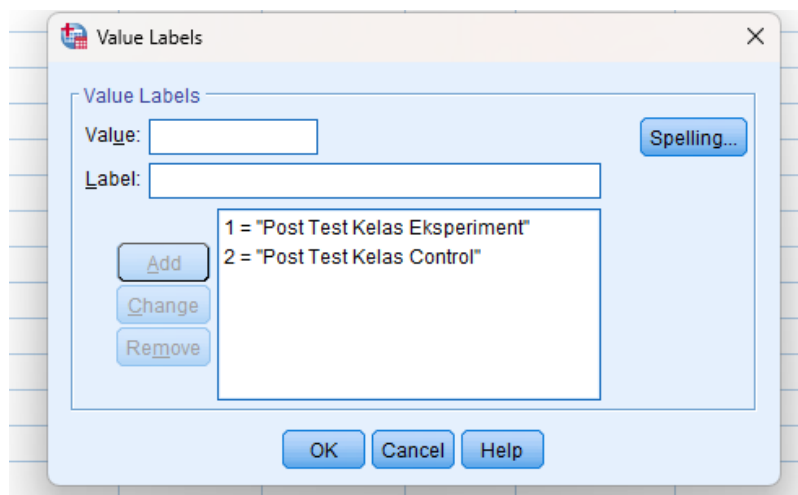
a. Lilliefors Significance Correction

b. Homogeneity

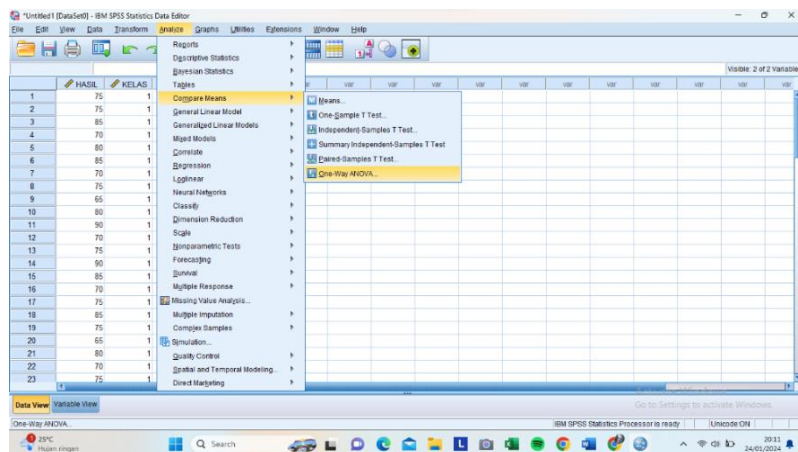
According to Burke (2002: 118) state that homogeneity test is used to know the similarity of the two conditions or population. Homogeneity test is used to know whether two groups (experiment and control class) that are taken from population have homogeneity or not. The homogeneity test was carried out using the Levene statistical test with the significance level of 5% ($\alpha = 0.05$). Hidayat (2014) states to know the homogeneity of the sample, the researcher used the basic decisions as follows:

- 1) If Sig. < 0,05, the data is not homogeneous
- 2) If Sig. > 0,05, the data is homogeneous

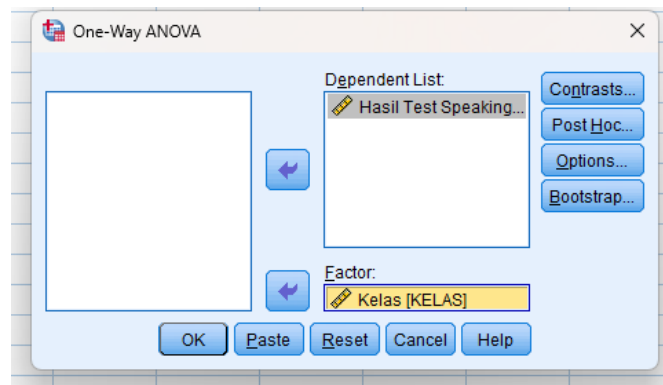
- 3) Then, click **Data View** and input the speaking test result for the Experimental class followed by the Control class below. Type the code for each class for each data as previously inputted.



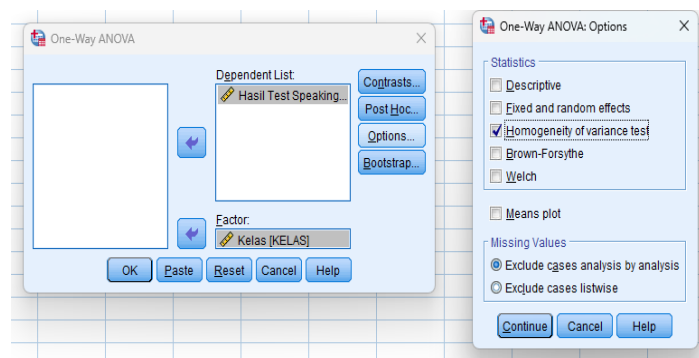
- 4) After the data is included in SPSS 26, click **Analyze > Compare Means > One-Way ANOVA**.



- 5) A dialog box will appear as shown below. Move the **Speaking Test Result** variable to the **Dependent** box on the right side, and the **Class** variable to the **Factor** box on the right side.



- 6) Click **Options** on the dialog box, put a check mark on **Homogeneity of variance test** > **Continue** > **Ok**.



- 7) The homogeneity test results will appear as shown below.

♦ **Oneway**

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Hasil Test Speaking	Based on Mean	.267	1	62	.607
	Based on Median	.386	1	62	.537
	Based on Median and with adjusted df	.386	1	60.756	.537
	Based on trimmed mean	.323	1	62	.572

ANOVA					
Hasil Test Speaking					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	76.563	1	76.563	1.627	.207
Within Groups	2917.188	62	47.051		
Total	2993.750	63			

3. Hypothesis Testing

According to (Sekaran 2016), hypothesis testing is a type of research that explains several relationships and influences between variables. To calculate the significant difference between the mean score of the students' by calculating the value of One Sample t-test used SPSS 26 for windows program.

a. t-Test

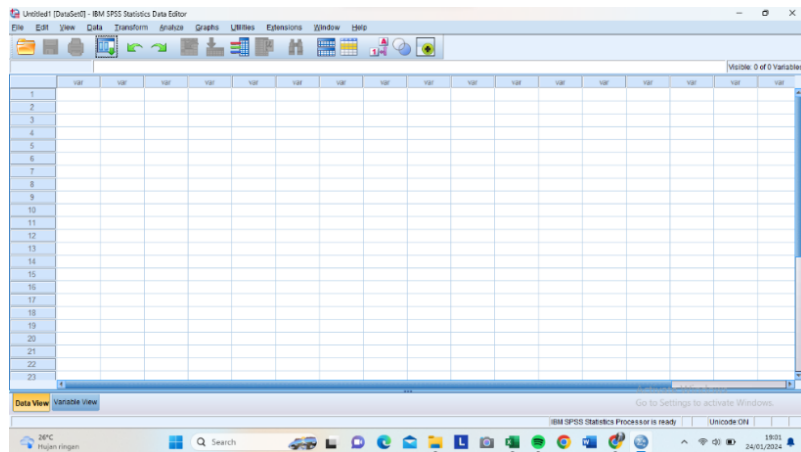
According to Sugiyono (2018; 223), the t-test is a temporary answer to the problem formulation, which asks about the relationship between two or more variables. According to Sujarweni (2019), One sample t-test is a comparative test to test the significance of the difference between an average value and a certain value (test value). To know the One Sample t-test, the reseacher used the basic decisions as follows:

- 1) If the probability value or Sig. (2-tailed) < 0.05 , then H_a is accepted
- 2) If the probability value or Sig. (2-tailed) > 0.05 , then H_a is rejected

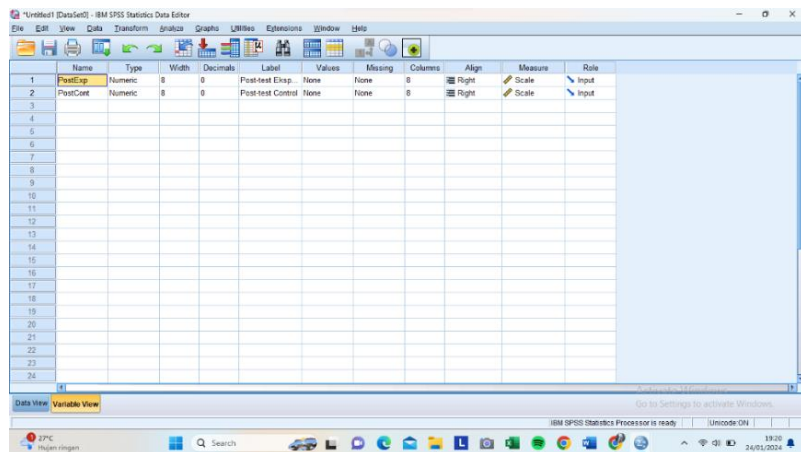
Hypothesis testing design determines the effect of the two variables studied. To test the hypothesis, see the differences and effects of using Storytelling Method at the eighth-grade of MTs N 06 Boyolali in the academic year 2023/2024. The researcher used

SPSS with One t-test as the hypothesis test. The following is the One t-test procedure through SPSS 26.

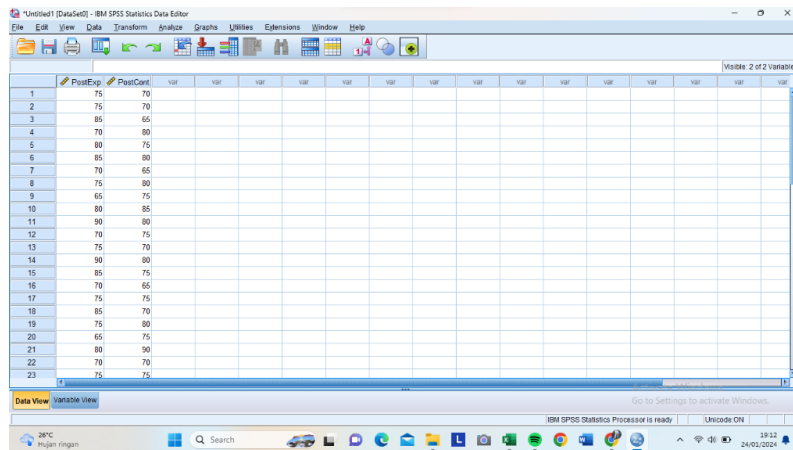
- 1) Open SPSS 26 on your device. Select **File > New Data**.



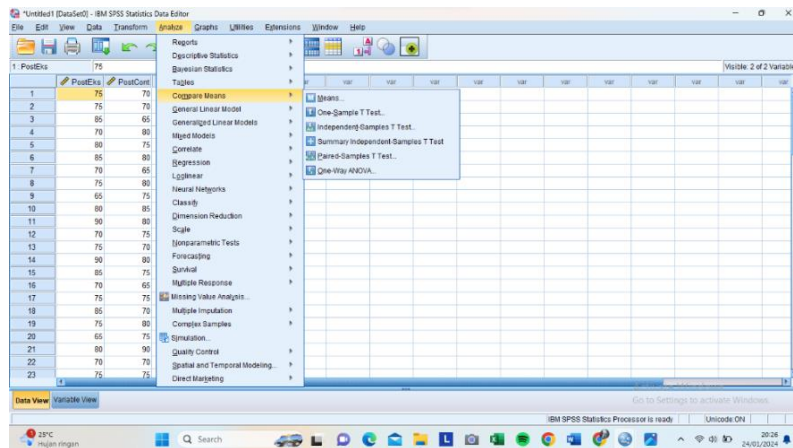
- 2) Click **Variable View** on the bottom left corner, then type **POSTTEST EXPERIMENT** and **POSTTEST CONTROL** in the Name column.



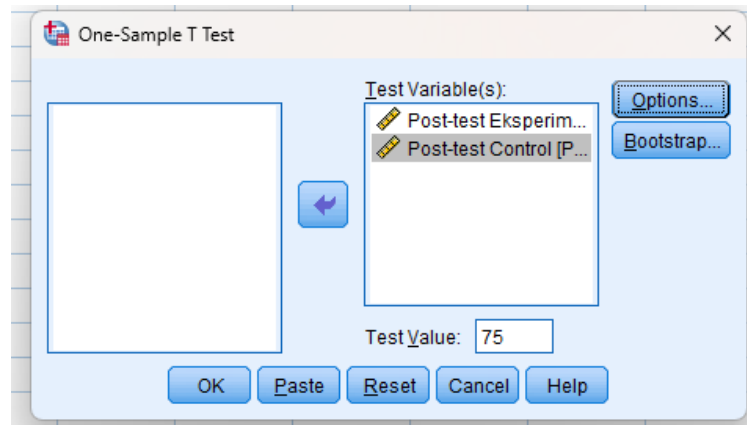
- 3) Then, click **Data View** in the bottom left corner, then enter the POSTTEST EXPERIMENT and POSTTEST CONTROL data in the columns provided.



- 4) After the data is included in SPSS 26, click **Analyze > Compare Means > One Sample t-test**.



- 5) A dialog box will appear as shown below. Move **all variables (POSTTEST EXPERIMENT POSTTEST CONTROL)** on the left side to the **Test Variable** box on the right side. On the Test Value write 75.



- 6) Then, click **Ok**. The t-test results will appear as shown below.

T-Test

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
PosttestEks	32	77.66	6.954	1.229
Kelas	32	75.47	6.763	1.196

One-Sample Test

Test Value = 75

	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
PosttestEks	2.161	31	.039	2.656	.15	5.16
Kelas	.392	31	.698	.469	-1.97	2.91

CHAPTER IV

RESEARCH FINDING AND DISCUSSIONS

A. Research Finding

1. Data Descriptions

The objective of this research is to find out whether there is or is not a significant difference between students who are taught to use the storytelling method and those who are taught the reporting method in speaking descriptive text. This research also aims to determine whether the storytelling method is effective in teaching speaking. The researcher took two classes as samples. The classes are VIII A as the experimental group, consisting of 32 students who are taught using the storytelling method, and VIII C as the control group, consisting of 32 students who are taught using the reporting method.

After conducting the experiment, the researcher obtained the desired data. The data which are analyzed in this research are the pre-test and post-test scores of the two groups, the experimental and control groups. The post-test scores of both groups are compared using a t-test. The data description of each group is presented as follows:

a. Frequency Distribution

Based on the table below, there are frequencies of post-test experiment and post-test control groups. The post-test of the experimental class concluded that two students scored 65 with a percentage of 6.3%. Furthermore, six students got a score of 70,

with a percentage of 18.8%. Then, eight students earned a score of 75, which is a percentage of 25.0%. Eight students scored 80, with a percentage of 20.0%. Furthermore, five students scored 85, with a presentation of 15.6. Finally, three students earned a score of 90 with a percentage of 9.4%.

It can also be concluded from the post-test of the control class that four students scored 65 with a percentage of 12.5%. Furthermore, seven students earned a score of 70, a percentage of 21.9%. Then, nine students scored 75, a percentage of 28.1%. Eight students earned a score of 80, a percentage of 25.0%. Then, two students got a score of 85, a percentage of 6.3%. Finally, two students earned a score of 90 with a percentage of 6.3%.

Table 4.1 Frequency Distribution

Post-test Eksperiment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	65	2	6.3	6.3	6.3
	70	6	18.8	18.8	25.0
	75	8	25.0	25.0	50.0
	80	8	25.0	25.0	75.0
	85	5	15.6	15.6	90.6
	90	3	9.4	9.4	100.0
	Total	32	100.0	100.0	

Post-test Control

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	65	4	12.5	12.5	12.5
	70	7	21.9	21.9	34.4
	75	9	28.1	28.1	62.5
	80	8	25.0	25.0	87.5
	85	2	6.3	6.3	93.8
	90	2	6.3	6.3	100.0
	Total	32	100.0	100.0	

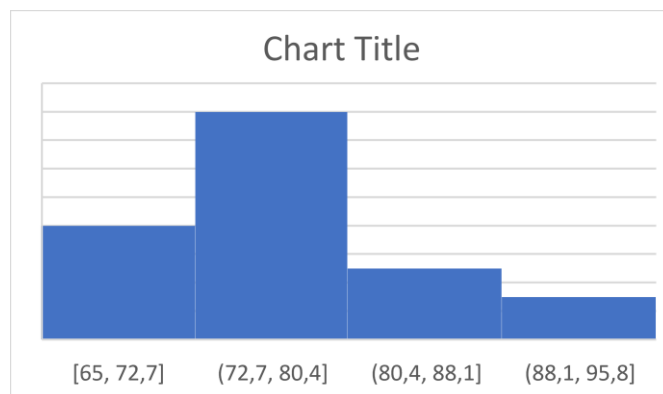


Figure 1 Histogram of Experimental Class

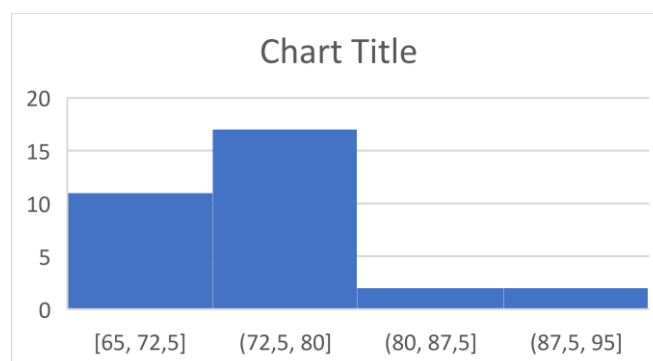


Figure 2 Histogram of Control Class

b. Mean

Based on the table below, there are averages of the pre-test and post-test in the experimental and control classes. The average that can be concluded in the experimental class is that students received an average score of 65.94 before being given treatment. Then, after they received treatment in the form of a storytelling method, there was a change in the average score to 77.66. Then, the average that can be concluded in the control class is that students received an average score of 62.19 before being given treatment. Then, after receiving treatment in the form of a reporting method, there was a change in the average value to 75.47.

Table 4.2 Mean of Experimental and Control Groups

	N	Sum	Mean
	Statistic	Statistic	Statistic
Pre-test Experiment	32	2110	65.94
Post-test Experiment	32	2485	77.66
Pre-test Control	32	1990	62.19
Post-test Control	32	2415	75.47
Valid N (listwise)	32		

c. Median

Based on the table below, the median of the post-test for the experimental class and control classes is shown. The median of the experimental class can be concluded to be 77.50. The median control class can be concluded as 75.00.

Table 4.3 Median Of Experimental and Control Groups

Post-test Experiment	Post-test Control
32	32
0	0
77.50	75.00

d. Mode

Based on the table below, there are post-test modes for the experimental and control classes. The experimental class mode can be concluded to be 75. The control class mode can also be concluded as 75.

Table 4.4 Mode Of Experimental and Control Groups

		Post-test Experiment	Post-test Control
N	Valid	32	32
	Missing	0	0
Mode		75 ^a	75
Sum		2485	2415

a. Multiple modes exist. The smallest value is shown

e. Standart Deviation

Based on the table below, there is a standard deviation from the post-test for the experimental and control classes. The standard deviation for the Experimental class can be concluded to be 6.954. The control class standard deviation can be concluded as 6.763.

Table 4.5 Standard Deviation

	N	Sum	Std. Deviation
Post-test Experiment	32	2485	6.954
Post-test Control	32	2415	6.763
Valid N (listwise)	32		

2. Pre-Requisite Test

a. Normality Test

The normality test is to know that the sample is in normal distribution. In the normality test, there is an indicator called significance value. If the data has a significance value higher than 0.05, it means the data is normal for both Kolmogorov-Smirnov and Shapiro-Wilk. If the sample is less than 50, the Shapiro Wilk is more suitable for use in the normality test. Meanwhile, for large samples of more than 50, the Kolmogorov-Smirnov is used for more accurate results. In this case, the total of this research sample is 64, then the Kolmogorov-Smirnov result of the normality test is used. The following are the results of the normality test:

Table 4.6 Test of Normality

Class		Kolmogorov-Smirnov		
		Statistic	Df	Sig.
Score	POST EXP	0.149	32	0.070
	POST CTRL	0.153	32	0.056

b. Homogeneity Test

The homogeneity test was carried out after it was known that the research data were normally distributed. The homogeneity test is a test used to determine whether the data variants from two or more groups are homogeneous or heterogeneous. Here is the result of the homogeneity test:

Table 4.7 Test of Homogeneity

Levene Statistic	df1	df2	Sig.
0.267	1	62	0.607

In the homogeneity test result, if the significance value (Sig.) > 0.05 , then the data is homogeneous. But, if the significance value (Sig.) < 0.05 , then the data population group is not homogeneous, and the result showed that the significance value (Sig.) was 0.607 > 0.05 , which means the research data was homogeneous.

3. Hypothesis Testing

- a. Hypothesis Testing of the Significance Differences Between Students who are Taught Using Story Telling Method With Those who are Taught Using Another Method in Teaching Speaking at the Eighth Grade Students of Mts N 06 Boyolali In The Academic Year Of 2023/2024

Hypothesis testing aims to decide whether the hypothesis being tested is rejected or accepted. In this study, the researcher used one sample t-test. One sample t-test is a comparative test to test the significance of the difference between an average value and a certain value (test value). In this case, the data being compared are the post-test scores of the experimental and the control groups. The results of the one-sample t-test are in the table below:

Table 4.8 One Sample t-test

					95% Confidence Interval of the Difference	
	t	Df	Sig (2-tailed)	Mean differences	Lower	Upper
Post Exp	2.161	31	0.039	2.656	0.15	5.16
Post Ctrl	0.392	31	0.698	496	-1.97	2.91

Based on the results of the hypothesis test in the table above, it shows that the value of Sig. (2-tailed) is $0.039 < 0.05$. Then, it can be concluded that there is a significant difference between the students who are taught by using the storytelling method and the students who are taught by using the reporting method to the eighth grade students of MTs N 06 Boyolali in the academic year of 2023/2024.

- b. Hypothesis of the Effectiveness Level of Storytelling Method and Reporting Method in Teaching Speaking at the Eighth Grade Students of MTs N 06 Boyolali in the Academic Year of 2023/2024

Hypothesis testing aims to decide whether the hypothesis being tested is rejected or accepted. In this study, the researcher used the mean to determine the average value of the overall total score given by respondents. In this case, the data being compared are the pre-test and post-test scores of the experimental group. The results of the mean are in the table below:

Table 4.9 Mean of Experimental and Control Groups

	N	Sum	Mean
	Statistic	Statistic	Statistic
Pre-test Experiment	32	2110	65.94
Post-test Experiment	32	2485	77.66
Pre-test Control	32	1990	62.19
Post-test Control	32	2415	75.47
Valid N (listwise)	32		

The results above show that the mean pre-test score of the experimental group is 65.94, and the mean post-test score of the experimental group is 77.66. Then, the mean pre-test of the control group is 62.19, and the mean post-test of the control group is 75.47. It means the score of the Experimental group, which was taught the Storytelling method, was higher than that of the control group,

which was taught the reporting method. Therefore, it can be concluded that the storytelling method is effective in teaching speaking to the eighth grade students of MTs N 06 Boyolali in the academic year of 2023/2024.

B. Discussions

In this research, the researcher discusses two things the researcher has researched and the results obtained. The researcher first discussion discussed significant differences. Then, in the second discussion, the researcher discussed the effectiveness of the methods in this research. Below is a discussion of these two things:

1. The Significance Differences Between Students who are Taught Using Story Telling Method with Those who are Taught Using Another Method in Teaching Speaking at the Eighth Grade of MTs N 06 Boyolali in the Academic Year of 2023/2024

According to Hardiyanti Rahmah and Hikmatu Ruwaida (2020), the method of Storytelling is very significant in students' English speaking skills. According to Barker & Grower (2010), the storytelling method is a method that teachers can use to create fun learning by the principles of learning in early childhood education. This is acceptable because, through teaching activities that apply the storytelling method, students are happier and more creative in learning. The pre-test and post-test results of the experimental group prove this.

Based on the hypothesis test results, there are posttest results in both classes, namely the experimental class with learning using the storytelling method and the control class with learning using the reporting method. The results of hypothesis testing using the one sample test show that the posttest score in the experimental class using the storytelling method is Sig. (2-tailed) is $0.039 < 0.05$, which means it is accepted. Meanwhile, the posttest value in the control class using the reporting method is the Sig value. (2-tailed) is $0.698 > 0.05$, which means it is rejected.

Based on the results above, data analysis shows that there are differences between the experimental group and the control group. It can be seen that the posttest value in the experimental class was accepted, while the posttest value in the control class was rejected. So, there is a significant difference between students taught using the storytelling method and those taught using the reporting method at the eighth grade students of MTs N 06 Boyolali in the academic year of 2023/2024.

2. The Effectiveness Level of Storytelling Method and Reporting Method in Teaching Speaking at the Eighth Grade of MTs N 06 Boyolali in the academic Year of 2023/2024

Tamala (2019) and Pratiwi (2016) argue that Storytelling is one of the most effective ways to achieve the goals of learning students' speaking skills in class. With this method, the class atmosphere

becomes more fun and lively. So, it is not surprising that it is revealed that Storytelling is a comprehensive concept that breaks down the boundaries between formal and informal learning in socio-cultural studies. According to Nurmiyati and Pujiati Suyata (2014) stated that pair storytelling is the most effective method for English-speaking competency in narrative text types.

Based on the result, there are averages of the pre-test and post-test in the experimental and control classes. The average that can be concluded in the experimental class is that students received an average score of 65.94 before being given treatment. Then, after they received treatment in the form of a storytelling method, there was a change in the average score to 77.66. Then, the average that can be concluded in the control class is that students received an average score of 62.19 before being given treatment. Then, after receiving treatment in the form of a reporting method, there was a change in the average value to 75.47.

Based on the results above, it can be concluded that the score of the experimental group, which was taught the storytelling method, was higher than that of the control group, which was taught the reporting method. Therefore, it can be concluded that the storytelling method is effective in teaching speaking to the eighth grade students of MTs N 06 Boyolali in the academic year of 2023/2024.

Based on the conclusions that have been stated, that there is a significant difference between students taught using the storytelling method, and taught using the reporting method. This proves that the storytelling method is effective in teaching speaking to the eighth grade of MTs N 06 Boyolali.

The implication of this research is that teachers must also adapt to students' learning models in each learning activity, then teachers prepare and design varied teaching methods so that they can stimulate students' desire to learn and can develop students' speaking skills. From the results of data processing, it can be seen that the storytelling method can provide significant changes to students' speaking abilities when teaching speaking. Apart from that, students must consistently practice speaking English through other methods so that their ability to speak English continues to develop students speaking skill.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

This research aims to determine whether the storytelling method is effective in teaching speaking with descriptive text material to eighth-grade students at MTs N 06 Boyolali. To achieve the research objectives, the researcher conducted experimental research. After conducting research, the researcher know the results. After analyzing the data, the researcher obtained the results of the analysis.

Based on the hypothesis test results, there are posttest score results in both classes, namely the experimental and control classes. The results of hypothesis testing using the one sample t-test show that the posttest score in the experimental class using the storytelling method is Sig. (2-tailed) is $0.039 < 0.05$, which means it is accepted. Meanwhile, the posttest value in the control class using the reporting method is the Sig value. (2-tailed) is $0.698 > 0.05$, which means it is rejected.

Based on the results above, the analysis shows that there are differences between the experimental group and the control group. It can be seen that the posttest value in the experimental class was accepted, while the posttest value in the control class was rejected. Therefore, it can be concluded that there is a significant difference between students taught using the storytelling method, and students taught using the reporting

method at the eighth grade students of MTs N 06 Boyolali in the academic year of 2023/2024.

Based on the result, there are mean of the pre-test and post-test in the experimental and control classes. The mean score that can be concluded in the experimental class is that students received an average score of 65.94 before being given treatment. Then, after they received treatment in the form of a storytelling method, there was a change in the average score to 77.66. Then, the mean that can be concluded in the control class is that students received an average score of 62.19 before being given treatment. Then, after receiving treatment in the form of a reporting method, there was a change in the average value to 75.47.

Based on the results above, it can be concluded that the score of the experimental group, which was taught the storytelling method, was higher than that of the control group, which was taught the reporting method. Therefore, it can be concluded that the storytelling method is effective in teaching speaking to the eighth grade students of MTs N 06 Boyolali in the academic year of 2023/2024.

B. Suggestions

Based on the results of the research, the researcher would like to propose several suggestions, as follows:

1. For the Teacher

Teaching English is a complex matter; therefore, to make the students interested in this subject, teachers should use various methods,

techniques, and strategies in their teaching process. Teachers can choose appropriate methods and techniques based on the situation. Therefore, the class will not run in a boring atmosphere, and the students will enjoy the speaking process. Since this research shows that the storytelling method is better than the reporting method for teaching speaking skills, it is recommended that teachers use the storytelling method in teaching speaking.

2. For the School Principles

School principals should pay closer attention to the number of support learning facilities teachers need. The improvement of learning quality and educational standards is significantly influenced by adequate facilities and infrastructure.

3. For the Students

The Students have to improve their competence of speaking skills with the various activities individually, in pairs, or groups. Speaking is not only a productive skill with a complex challenge but also very important to support academic success. It is also a requirement for many occupations and professions. Using storytelling, the students can speak English actively and apply a new experience in their learning process.

4. For the Future Research

The research can reference another researcher that can be implemented to teach speaking. Other research can be developed with their material suitable for teaching speaking.

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APPENDIX

APPENDICES 1

Lesson Plan of Experimental Group

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Kelas Eksperimen

Sekolah : MTs N 06 Boyolali

Kelas : VIII A

Mata Pelajaran: Bahasa Inggris

Alokasi Waktu: 2 x 45 Menit

KD 3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan berupa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.	KD 4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda.
	KD 4.7.2 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

➤ TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Memahami Fungsi Sosial dari mendeskripsikan, mengidentifikasi, mengkritisi, memberikan penilaian tentang orang, binatang, dan benda dari segi sifatnya.
- Mengidentifikasi sifat seseorang (kind, nice, friendly, ect)

Media Pembelajaran, Sumber Belajar & Metode Pembelajaran	
Media	Lembar Penilaian
Alat/Bahan	Spido, Papan Tulis & Laptop
Sumber Belajar	Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris
Metode Pembelajaran	Storytelling Method

➤ KEGIATAN PEMBELAJARAN

Pertemuan ke-1
Pendahuluan 10 menit
<ul style="list-style-type: none"> • Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran
<ul style="list-style-type: none"> • Menanyakan kabar, mengecek kehadiran, dan mengapresiasi kehadiran siswa sebagai sikap disiplin
<ul style="list-style-type: none"> • Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : Teks Deskripsi
<ul style="list-style-type: none"> • Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh
Kegiatan Inti 70 Menit
Eksplorasi
<ul style="list-style-type: none"> • Memberikan stimulus berupa pemberian materi mengenai Tesk Deskripsi • Mendiskusikan materi bersama siswa (Buku LKS : Bahan ajar Bahasa Inggris mengenai pertanyaan apa itu teks deskripsi • Siswa menyimak materi yang disampaikan oleh guru • Siswa diminta membahas contoh teks deskripsi dalam buku LKS : Bahan ajar Bahasa Inggris mengenai Deskripsi
Kolaborasi
<ul style="list-style-type: none"> • Membiasakan siswa membuat teks yang mendeskripsikan orang, binatang, atau benda. • Memfasilitasi siswa melalui pemberian tugas mengerjakan latihan yang dikerjakan secara mandiri • Guru memberikan perintah kepada siswa bercerita tentang hasil belajar siswa
Konfirmasi
<ul style="list-style-type: none"> • Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah menyelesaikan tugasnya • Memfasilitasi siswa melakukan refleksi untuk memperoleh pengalaman belajar yang sudah dilakukan • Siswa diminta membuat rangkuman secara mandiri mengenai materi Teks Deskripsi
Kegiatan Akhir 10 Menit
<ul style="list-style-type: none"> • Guru dan siswa melakukan tanya jawab tentang materi yang telah dipelajari untuk mengetahui hasil ketercapaian siswa
<ul style="list-style-type: none"> • Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti materi mengenai Teks Deskripsi
<ul style="list-style-type: none"> • Mengucapkan salam dan menyampaikan rencana pembelajaran pada pertemuan berikutnya

➤ PENILAIAN HASIL PEMBELAJARAN

- Penilaian Pengetahuan; berupa test tertulis uraian, test lisan, observasi terhadap diskusi tanya jawab serta penguasaan materi
- Penilaian Keterampilan; berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofolio

Boyolali, 12 Januari 2024

Mengetahui

Guru Bahasa Inggris MTs N 06 Boyolali

Mahasiswa

NIP.

Rosalia Mega Artikarini

NIM. 206121243

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Kelas Eksperimen

Sekolah : MTs N 06 Boyolali

Kelas : VIII A

Mata Pelajaran: Bahasa Inggris

Alokasi Waktu: 2 x 45 Menit

KD 3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan berupa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.	KD 4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda.
	KD 4.7.2 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

➤ TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Memahami Fungsi Sosial dari mendeskripsikan, mengidentifikasi, mengkritisi, memberikan penilaian tentang orang, binatang, dan benda dari segi sifatnya.
- Mengidentifikasi sifat seseorang (kind, nice, friendly, ect)

Media Pembelajaran, Sumber Belajar & Metode Pembelajaran	
Media	Lembar Penilaian
Alat/Bahan	Spido, Papan Tulis & Laptop
Sumber Belajar	Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris
Metode Pembelajaran	Storytelling Method

➤ KEGIATAN PEMBELAJARAN

Pertemuan ke-2
Pendahuluan 10 menit
<ul style="list-style-type: none"> • Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran
<ul style="list-style-type: none"> • Menanyakan kabar, mengecek kehadiran, dan mengapresiasi kehadiran siswa sebagai sikap disiplin
<ul style="list-style-type: none"> • Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : Teks Deskripsi
<ul style="list-style-type: none"> • Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh
Kegiatan Inti 70 Menit
Eksplorasi
<ul style="list-style-type: none"> • Memberikan stimulus berupa pemberian materi mengenai Tesk Deskripsi • Mendiskusikan materi bersama siswa (Buku LKS : Bahan ajar Bahasa Inggris mengenai pertanyaan apa itu teks deskripsi • Siswa menyimak materi yang disampaikan oleh guru • Siswa diminta membahas contoh teks deskripsi dalam buku LKS : Bahan ajar Bahasa Inggris mengenai Deskripsi
Kolaborasi
<ul style="list-style-type: none"> • Membiasakan siswa membuat teks yang mendeskripsikan orang, binatang, atau benda. • Memfasilitasi siswa melalui pemberian tugas mengerjakan latihan yang dikerjakan secara mandiri • Guru memberikan perintah kepada siswa bercerita tentang hasil belajar siswa
Konfirmasi
<ul style="list-style-type: none"> • Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah menyelesaikan tugasnya • Memfasilitasi siswa melakukan refleksi untuk memperoleh pengalaman belajar yang sudah dilakukan • Siswa diminta membuat rangkuman secara mandiri mengenai materi Teks Deskripsi
Kegiatan Akhir 10 Menit
<ul style="list-style-type: none"> • Guru dan siswa melakukan tanya jawab tentang materi yang telah dipelajari untuk mengetahui hasil ketercapaian siswa
<ul style="list-style-type: none"> • Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti materi mengenai Teks Deskripsi
<ul style="list-style-type: none"> • Mengucapkan salam dan menyampaikan rencana pembelajaran pada pertemuan berikutnya

➤ PENILAIAN HASIL PEMBELAJARAN

- Penilaian Pengetahuan; berupa test tertulis uraian, test lisan, observasi terhadap diskusi tanya jawab serta penguasaan materi
- Penilaian Keterampilan; berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofolio

Boyolali, 12 Januari 2024

Mengetahui

Guru Bahasa Inggris MTs N 06 Boyolali

Mahasiswa

NIP.

Rosalia Mega Artikarini

NIM. 206121243

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Kelas Eksperimen

Sekolah : MTs N 06 Boyolali

Kelas : VIII A

Mata Pelajaran: Bahasa Inggris

Alokasi Waktu: 2 x 45 Menit

KD 3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan berupa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.	KD 4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda.
	KD 4.7.2 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

➤ TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Memahami Fungsi Sosial dari mendeskripsikan, mengidentifikasi, mengkritisi, memberikan penilaian tentang orang, binatang, dan benda dari segi sifatnya.
- Mengidentifikasi sifat seseorang (kind, nice, friendly, ect)

Media Pembelajaran, Sumber Belajar & Metode Pembelajaran	
Media	Lembar Penilaian
Alat/Bahan	Spido, Papan Tulis & Laptop
Sumber Belajar	Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris
Metode Pembelajaran	Storytelling Method

➤ KEGIATAN PEMBELAJARAN

Pertemuan ke-3
Pendahuluan 10 menit
<ul style="list-style-type: none"> • Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran
<ul style="list-style-type: none"> • Menanyakan kabar, mengecek kehadiran, dan mengapresiasi kehadiran siswa sebagai sikap disiplin
<ul style="list-style-type: none"> • Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : Teks Deskripsi
<ul style="list-style-type: none"> • Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh
Kegiatan Inti 70 Menit
Eksplorasi
<ul style="list-style-type: none"> • Memberikan stimulus berupa pemberian materi mengenai Tesk Deskripsi • Mendiskusikan materi bersama siswa (Buku LKS : Bahan ajar Bahasa Inggris mengenai pertanyaan apa itu teks deskripsi • Siswa menyimak materi yang disampaikan oleh guru • Siswa diminta membahas contoh teks deskripsi dalam buku LKS : Bahan ajar Bahasa Inggris mengenai Deskripsi
Kolaborasi
<ul style="list-style-type: none"> • Membiasakan siswa membuat teks yang mendeskripsikan orang, binatang, atau benda. • Memfasilitasi siswa melalui pemberian tugas mengerjakan latihan yang dikerjakan secara mandiri • Guru memberikan perintah kepada siswa bercerita tentang hasil belajar siswa
Konfirmasi
<ul style="list-style-type: none"> • Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah menyelesaikan tugasnya • Memfasilitasi siswa melakukan refleksi untuk memperoleh pengalaman belajar yang sudah dilakukan • Siswa diminta membuat rangkuman secara mandiri mengenai materi Teks Deskripsi
Kegiatan Akhir 10 Menit
<ul style="list-style-type: none"> • Guru dan siswa melakukan tanya jawab tentang materi yang telah dipelajari untuk mengetahui hasil ketercapaian siswa
<ul style="list-style-type: none"> • Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti materi mengenai Teks Deskripsi
<ul style="list-style-type: none"> • Mengucapkan salam dan menyampaikan rencana pembelajaran pada pertemuan berikutnya

➤ PENILAIAN HASIL PEMBELAJARAN

- Penilaian Pengetahuan; berupa test tertulis uraian, test lisan, observasi terhadap diskusi tanya jawab serta penguasaan materi
- Penilaian Keterampilan; berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofolio

Boyolali, 12 Januari 2024

Mengetahui

Guru Bahasa Inggris MTs N 06 Boyolali

Mahasiswa

NIP.

Rosalia Mega Artikarini

NIM. 206121243

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Kelas Eksperimen

Sekolah : MTs N 06 Boyolali

Kelas : VIII A

Mata Pelajaran: Bahasa Inggris

Alokasi Waktu: 2 x 45 Menit

KD 3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan berupa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.	KD 4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda.
	KD 4.7.2 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

➤ TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Memahami Fungsi Sosial dari mendeskripsikan, mengidentifikasi, mengkritisi, memberikan penilaian tentang orang, binatang, dan benda dari segi sifatnya.
- Mengidentifikasi sifat seseorang (kind, nice, friendly, ect)

Media Pembelajaran, Sumber Belajar & Metode Pembelajaran	
Media	Lembar Penilaian
Alat/Bahan	Spido, Papan Tulis & Laptop
Sumber Belajar	Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris
Metode Pembelajaran	Storytelling Method

➤ KEGIATAN PEMBELAJARAN

Pertemuan ke-4
Pendahuluan 10 menit
<ul style="list-style-type: none"> • Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran
<ul style="list-style-type: none"> • Menanyakan kabar, mengecek kehadiran, dan mengapresiasi kehadiran siswa sebagai sikap disiplin
<ul style="list-style-type: none"> • Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : Teks Deskripsi
<ul style="list-style-type: none"> • Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh
Kegiatan Inti 70 Menit
Eksplorasi
<ul style="list-style-type: none"> • Memberikan stimulus berupa pemberian materi mengenai Tesk Deskripsi • Mendiskusikan materi bersama siswa (Buku LKS : Bahan ajar Bahasa Inggris mengenai pertanyaan apa itu teks deskripsi • Siswa menyimak materi yang disampaikan oleh guru • Siswa diminta membahas contoh teks deskripsi dalam buku LKS : Bahan ajar Bahasa Inggris mengenai Deskripsi
Kolaborasi
<ul style="list-style-type: none"> • Membiasakan siswa membuat teks yang mendeskripsikan orang, binatang, atau benda. • Memfasilitasi siswa melalui pemberian tugas mengerjakan latihan yang dikerjakan secara mandiri • Guru memberikan perintah kepada siswa bercerita tentang hasil belajar siswa
Konfirmasi
<ul style="list-style-type: none"> • Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah menyelesaikan tugasnya • Memfasilitasi siswa melakukan refleksi untuk memperoleh pengalaman belajar yang sudah dilakukan • Siswa diminta membuat rangkuman secara mandiri mengenai materi Teks Deskripsi
Kegiatan Akhir 10 Menit
<ul style="list-style-type: none"> • Guru dan siswa melakukan tanya jawab tentang materi yang telah dipelajari untuk mengetahui hasil ketercapaian siswa
<ul style="list-style-type: none"> • Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti materi mengenai Teks Deskripsi
<ul style="list-style-type: none"> • Mengucapkan salam dan menyampaikan rencana pembelajaran pada pertemuan berikutnya

➤ PENILAIAN HASIL PEMBELAJARAN

- Penilaian Pengetahuan; berupa test tertulis uraian, test lisan, observasi terhadap diskusi tanya jawab serta penguasaan materi
- Penilaian Keterampilan; berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofolio

Boyolali, 12 Januari 2024

Mengetahui

Guru Bahasa Inggris MTs N 06 Boyolali

Mahasiswa

NIP.

Rosalia Mega Artikarini

NIM. 206121243

APPENDICES 2

Lesson Plan of Control Group

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Kelas Kontrol

Sekolah : MTs N 06 Boyolali

Kelas : VIII C

Mata Pelajaran: Bahasa Inggris

Alokasi Waktu: 2 x 45 Menit

KD 3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan berupa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.	KD 4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda.
	KD 4.7.2 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

➤ TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Memahami Fungsi Sosial dari mendeskripsikan, mengidentifikasi, mengkritisi, memberikan penilaian tentang orang, binatang, dan benda dari segi sifatnya.
- Mengidentifikasi sifat seseorang (kind, nice, friendly, ect)

Media Pembelajaran, Sumber Belajar & Metode Pembelajaran	
Media	Lembar Penilaian
Alat/Bahan	Spido, Papan Tulis & Laptop
Sumber Belajar	Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris
Metode Pembelajaran	Reporting Method

➤ KEGIATAN PEMBELAJARAN

Pertemuan ke-1
Pendahuluan 10 menit
<ul style="list-style-type: none"> • Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran siswa sebagai sikap disiplin
<ul style="list-style-type: none"> • Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan siswa dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya
<ul style="list-style-type: none"> • Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : Teks Deskripsi
<ul style="list-style-type: none"> • Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh
Kegiatan Inti 70 Menit
Present the new material
<ul style="list-style-type: none"> • Guru menjelaskan konsep atau keterampilan dari materi teks deskripsi. • Siswa diminta untuk melihat, mengamati, membaca dan menulis kembali apa yang telah diperoleh.
Structure Practice
<ul style="list-style-type: none"> • Membiasakan siswa membuat teks berdasarkan yang telah diamati • Memfasilitasi siswa melalui pemberian tugas mengerjakan latihan yang dikerjakan secara mandiri • Membiasakan siswa untuk mempresentasikan hasil yang telah diamati
Konfirmasi
<ul style="list-style-type: none"> • Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah menyelesaikan tugasnya • Siswa diminta membuat rangkuman secara mandiri mengenai materi Teks Deskripsi
Kegiatan Akhir 10 Menit
<ul style="list-style-type: none"> • Guru memberikan latihan mandiri kepada siswa
<ul style="list-style-type: none"> • Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti materi mengenai Teks Deskripsi
<ul style="list-style-type: none"> • Mengucapkan salam dan menyampaikan rencana pembelajaran pada pertemuan berikutnya

➤ PENILAIAN HASIL PEMBELAJARAN

- Penilaian Pengetahuan; berupa test tertulis uraian, test lisan, observasi terhadap diskusi tanya jawab serta penguasaan materi
- Penilaian Keterampilan; berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofolio

Boyolali, 12 Januari 2024

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Guru Bahasa Inggris MTs N 06 Boyolali

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Rosalia Mega Artikarini

NIM. 206121243

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Kelas Kontrol

Sekolah : MTs N 06 Boyolali

Kelas : VIII C

Mata Pelajaran: Bahasa Inggris

Alokasi Waktu: 2 x 45 Menit

KD 3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan berupa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.	KD 4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda.
	KD 4.7.2 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

➤ TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Memahami Fungsi Sosial dari mendeskripsikan, mengidentifikasi, mengkritisi, memberikan penilaian tentang orang, binatang, dan benda dari segi sifatnya.
- Mengidentifikasi sifat seseorang (kind, nice, friendly, ect)

Media Pembelajaran, Sumber Belajar & Metode Pembelajaran	
Media	Lembar Penilaian
Alat/Bahan	Spido, Papan Tulis & Laptop
Sumber Belajar	Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris
Metode Pembelajaran	Reporting Method

➤ KEGIATAN PEMBELAJARAN

Pertemuan ke-2
Pendahuluan 10 menit
<ul style="list-style-type: none"> • Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran siswa sebagai sikap disiplin
<ul style="list-style-type: none"> • Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan siswa dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya
<ul style="list-style-type: none"> • Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : Teks Deskripsi
<ul style="list-style-type: none"> • Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh
Kegiatan Inti 70 Menit
Present the new material
<ul style="list-style-type: none"> • Guru menjelaskan konsep atau keterampilan dari materi teks deskripsi. • Siswa diminta untuk melihat, mengamati, membaca dan menulis kembali apa yang telah diperoleh.
Structure Practice
<ul style="list-style-type: none"> • Membiasakan siswa membuat teks berdasarkan yang telah diamati • Memfasilitasi siswa melalui pemberian tugas mengerjakan latihan yang dikerjakan secara mandiri • Membiasakan siswa untuk mempresentasikan hasil yang telah diamati
Konfirmasi
<ul style="list-style-type: none"> • Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah menyelesaikan tugasnya • Siswa diminta membuat rangkuman secara mandiri mengenai materi Teks Deskripsi
Kegiatan Akhir 10 Menit
<ul style="list-style-type: none"> • Guru memberikan latihan mandiri kepada siswa
<ul style="list-style-type: none"> • Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti materi mengenai Teks Deskripsi
<ul style="list-style-type: none"> • Mengucapkan salam dan menyampaikan rencana pembelajaran pada pertemuan berikutnya

➤ PENILAIAN HASIL PEMBELAJARAN

- Penilaian Pengetahuan; berupa test tertulis uraian, test lisan, observasi terhadap diskusi tanya jawab serta penguasaan materi
- Penilaian Keterampilan; berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofolio

Boyolali, 12 Januari 2024

Mengetahui

Guru Bahasa Inggris MTs N 06 Boyolali

Mahasiswa

NIP.

Rosalia Mega Artikarini

NIM. 206121243

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Kelas Kontrol

Sekolah : MTs N 06 Boyolali

Kelas : VIII C

Mata Pelajaran: Bahasa Inggris

Alokasi Waktu: 2 x 45 Menit

KD 3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan berupa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.	KD 4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda.
	KD 4.7.2 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

➤ TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Memahami Fungsi Sosial dari mendeskripsikan, mengidentifikasi, mengkritisi, memberikan penilaian tentang orang, binatang, dan benda dari segi sifatnya.
- Mengidentifikasi sifat seseorang (kind, nice, friendly, ect)

Media Pembelajaran, Sumber Belajar & Metode Pembelajaran	
Media	Lembar Penilaian
Alat/Bahan	Spido, Papan Tulis & Laptop
Sumber Belajar	Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris
Metode Pembelajaran	Reporting Method

➤ KEGIATAN PEMBELAJARAN

Pertemuan ke-3
Pendahuluan 10 menit
<ul style="list-style-type: none"> • Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran siswa sebagai sikap disiplin
<ul style="list-style-type: none"> • Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan siswa dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya
<ul style="list-style-type: none"> • Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : Teks Deskripsi
<ul style="list-style-type: none"> • Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh
Kegiatan Inti 70 Menit
Present the new material
<ul style="list-style-type: none"> • Guru menjelaskan konsep atau keterampilan dari materi teks deskripsi. • Siswa diminta untuk melihat, mengamati, membaca dan menulis kembali apa yang telah diperoleh.
Structure Practice
<ul style="list-style-type: none"> • Membiasakan siswa membuat teks berdasarkan yang telah diamati • Memfasilitasi siswa melalui pemberian tugas mengerjakan latihan yang dikerjakan secara mandiri • Membiasakan siswa untuk mempresentasikan hasil yang telah diamati
Konfirmasi
<ul style="list-style-type: none"> • Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah menyelesaikan tugasnya • Siswa diminta membuat rangkuman secara mandiri mengenai materi Teks Deskripsi
Kegiatan Akhir 10 Menit
<ul style="list-style-type: none"> • Guru memberikan latihan mandiri kepada siswa
<ul style="list-style-type: none"> • Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti materi mengenai Teks Deskripsi
<ul style="list-style-type: none"> • Mengucapkan salam dan menyampaikan rencana pembelajaran pada pertemuan berikutnya

➤ PENILAIAN HASIL PEMBELAJARAN

- Penilaian Pengetahuan; berupa test tertulis uraian, test lisan, observasi terhadap diskusi tanya jawab serta penguasaan materi
- Penilaian Keterampilan; berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofolio

Boyolali, 12 Januari 2024

Mengetahui

Guru Bahasa Inggris MTs N 06 Boyolali

Mahasiswa

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Rosalia Mega Artikarini

NIM. 206121243

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Kelas Kontrol

Sekolah : MTs N 06 Boyolali

Kelas : VIII C

Mata Pelajaran: Bahasa Inggris

Alokasi Waktu: 2 x 45 Menit

KD 3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan berupa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.	KD 4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda.
	KD 4.7.2 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

➤ TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Memahami Fungsi Sosial dari mendeskripsikan, mengidentifikasi, mengkritisi, memberikan penilaian tentang orang, binatang, dan benda dari segi sifatnya.
- Mengidentifikasi sifat seseorang (kind, nice, friendly, ect)

Media Pembelajaran, Sumber Belajar & Metode Pembelajaran	
Media	Lembar Penilaian
Alat/Bahan	Spido, Papan Tulis & Laptop
Sumber Belajar	Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris
Metode Pembelajaran	Reporting Method

➤ KEGIATAN PEMBELAJARAN

Pertemuan ke-4
Pendahuluan 10 menit
<ul style="list-style-type: none"> • Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran siswa sebagai sikap disiplin
<ul style="list-style-type: none"> • Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan siswa dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya
<ul style="list-style-type: none"> • Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : Teks Deskripsi
<ul style="list-style-type: none"> • Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh
Kegiatan Inti 70 Menit
Present the new material
<ul style="list-style-type: none"> • Guru menjelaskan konsep atau keterampilan dari materi teks deskripsi. • Siswa diminta untuk melihat, mengamati, membaca dan menulis kembali apa yang telah diperoleh.
Structure Practice
<ul style="list-style-type: none"> • Membiasakan siswa membuat teks berdasarkan yang telah diamati • Memfasilitasi siswa melalui pemberian tugas mengerjakan latihan yang dikerjakan secara mandiri • Membiasakan siswa untuk mempresentasikan hasil yang telah diamati
Konfirmasi
<ul style="list-style-type: none"> • Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah menyelesaikan tugasnya • Siswa diminta membuat rangkuman secara mandiri mengenai materi Teks Deskripsi
Kegiatan Akhir 10 Menit
<ul style="list-style-type: none"> • Guru memberikan latihan mandiri kepada siswa
<ul style="list-style-type: none"> • Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti materi mengenai Teks Deskripsi
<ul style="list-style-type: none"> • Mengucapkan salam dan menyampaikan rencana pembelajaran pada pertemuan berikutnya

➤ PENILAIAN HASIL PEMBELAJARAN

- Penilaian Pengetahuan; berupa test tertulis uraian, test lisan, observasi terhadap diskusi tanya jawab serta penguasaan materi
- Penilaian Keterampilan; berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofolio

Boyolali, 12 Januari 2024

Mengetahui

Guru Bahasa Inggris MTs N 06 Boyolali

Mahasiswa

NIP.

Rosalia Mega Artikarini

NIM. 206121243

APPENDICES 3**Students List of Experimental Group**

NO	NAME	L/P
1	Almira Jamine Budiyo	P
2	Anindita Natacila	P
3	Arthalia Septiana Putri	P
4	Aya Icha Fauzia	P
5	Bara Azzahran	L
6	Bryan Nara Wasesa	L
7	Cinta Oktaviana Adelita Jelita	P
8	Diyah Aulia Falasari	P
9	Fahri Albiano Setyawan	L
10	Fala Kirana Nindia Putri Endarto	P
11	Fauzi Wasta Pratama	L
12	Faza Fadika Ramadhan	L
13	Huaquincito	L
14	Izza Anugerah Putra	L
15	Jingga Karunia Putri	P
16	Johan Pramudita	L
17	Khaila Syafa Nadya	P
18	Khalisha Ayyasy Azhar	P
19	Kirana Dwi Aura Putri	P
20	Muhammad Ega Pratama	L
21	Naima Rizqi Khoirawati	P
22	Naovan Detta Fahzera	L
23	Nesya Aprilia	P
24	Rafa Febrian Pratama	L
25	Rayhana Nayswa Putri	P
26	Saif Maulana Irwansyah	L
27	Seila Sabilah Rohmah	P
28	Sifa Fitria Ramadhani	P
29	Slaffani Az Zahra	P
30	Sultan Mustofa	L
31	Ulinuha Fatmawati	P
32	Vinno Dewasila	L

APPENDICES 4**Students List of Control Group**

NO	NAME	L/P
1	Alfira Nabil Mufiidah	P
2	Alifah Kusnaeni	P
3	Alvin Nauval Al Hafizh	L
4	Anugerah Akbar Musyafa	L
5	Arina Sheila Maharani	P
6	Arshiva Ulul Azmi	P
7	Askana Sakhi Ratifah Firdaus	P
8	Ayzerga Barnes Wibowo	L
9	Azam Fathkan Dani Abdurrahman	L
10	Bilqis Wardatul Hisan	P
11	Choirul Mustofa	L
12	Cika Octavia Nurcahyani	P
13	Clarissa Azalia Farida	P
14	Didik Karyadi	L
15	Fahri Rahman	L
16	Fina Alfian	P
17	Inafakhul Khoirunnisa	P
18	Jihan Nuha Tafidah	P
19	Ken Mad Chandragupita Widyatamaka	L
20	Lia Novitasari	P
21	Lintang Kanaya Setya Nareswari	P
22	Muh Satria Nur Wafa	L
23	Muhammad Fadil Saputra	L
24	Muhammad Rehan Mustofa	L
25	Nabila Zahiyah Insari	P
26	Nadiya Liviana Sari	P
27	Natasya Paramita Nungrum	P
28	Nesar Yasmin Aurelya	P
29	Said Abdurrahman Al Hanif	L
30	Sultan Nur Anshori	L
31	Tsamara Qurrota Aini Fauziyah	P
32	Waiz Nur Ikhsan	L

APPENDICES 5**Pre-test**

PRE-TEST	
TAHUN PELAJARAN 2023/2024	
MTs N 06 BOYOLALI	
KURIKULUM 2013	
LEMBAR INTRUKSI	
Mata Pelajaran	: Bahasa Inggris
Kelas	: VIII A/C
Hari/tanggal	: Jum'at, 05 Januari 2024
Waktu	: 07.30-09.30 (120 Menit)

The instruction for the speaking test is :

1. The researcher provider instruction to students with the topics that have prepared.
2. Students come to the front of the class individually.
3. Students explain according to the topic provided about yourself.
4. The researcher assesses students abilities according to the indicators used.

APPENDICES 6**Post-test**

POST-TEST	
TAHUN PELAJARAN 2023/2024	
MTs N 06 BOYOLALI	
KURIKULUM 2013	
LEMBAR INTRUKSI	
Mata Pelajaran	: Bahasa Inggris
Kelas	: VIII A/C
Hari/tanggal	: Senin, 29 Januari 2024
Waktu	: 07.30-09.30 (120 Menit)

The instruction for the speaking test is :

1. The researcher provider instruction to students with the topics that have prepared.
2. Students come to the front of the class individually.
3. Students explain according to the topic provided about you own preferences.
4. The researcher assesses students abilities according to the indicators used.

APPENDICES 7

Pre-test Score of Experimental Group

No	NAME	STUDENT SCORE		
		PRE-TEST		Mean Of Interater
		T-Score	R-Score	
1	Almira Jamine Budiyono	65	65	65
2	Anindita Natacila	75	65	70
3	Arthalia Septiana Putri	80	70	75
4	Aya Icha Fauzia	70	60	65
5	Bara Azzahran	60	50	55
6	Bryan Nara Wasesa	65	75	70
7	Cinta Oktaviana Adelita Jelita	70	60	65
8	Diyah Aulia Falasari	55	65	60
9	Fahri Albiano Setyawan	50	60	55
10	Fala Kirana Nindia Putri Endarto	70	80	75
11	Fauzi Wasta Pratama	60	70	65
12	Faza Fadika Ramadhan	55	65	60
13	Huaquincito	70	60	65
14	Izza Anugerah Putra	80	70	75
15	Jingga Karunia Putri	70	60	65
16	Johan Pramudita	75	65	70
17	Khaila Syafa Nadya	70	60	65
18	Khalisha Ayyasy Azhar	80	70	75
19	Kirana Dwi Aura Putri	70	60	65
20	Muhammad Ega Pratama	50	60	55
21	Naima Rizqi Khoirawati	60	70	65
22	Naovan Detta Fahzera	65	55	60
23	Nesya Aprilia	75	65	70
24	Rafa Febrian Pratama	60	70	65
25	Rayhana Nayswa Putri	50	60	55
26	Saif Maulana Irwansyah	65	55	60
27	Seila Sabilah Rohmah	50	60	55
28	Sifa Fitria Ramadhani	80	70	75
29	Slaffani Az Zahra	70	80	75
30	Sultan Mustofa	65	75	70
31	Ulinuha Fatmawati	75	65	70
32	Vinno Dewasila	70	80	75

APPENDICES 8

Pre-test of Control Group

No	NAME	STUDENT SCORE		
		PRE-TEST		Mean Of Interater
		T-Score	R-Score	
1	Alfira Nabil Mufiidah	75	65	70
2	Alifah Kusnaeni	55	65	60
3	Alvin Nauval Al Hafizh	60	50	55
4	Anugerah Akbar Musyafa	65	55	60
5	Arina Sheila Maharani	70	60	65
6	Arshiva Ulul Azmi	55	65	60
7	Askana Sakhi Ratifah Firdaus	50	60	55
8	Ayzerga Barnes Wibowo	65	55	60
9	Azam Fathkan Dani Abdurrahman	60	70	65
10	Bilqis Wardatul Hisan	75	65	70
11	Choirul Mustofa	60	70	65
12	Cika Octavia Nurcahyani	55	65	60
13	Clarissa Azalia Farida	60	50	55
14	Didik Karyadi	55	65	60
15	Fahri Rahman	65	55	60
16	Fina Alfian	50	60	55
17	Inafakhul Khoirunnisa	55	65	60
18	Jihan Nuha Tafidah	70	60	65
19	Ken Mad Chandragupita Widyatamaka	65	55	60
20	Lia Novitasari	60	70	65
21	Lintang Kanaya Setya Nareswari	80	70	75
22	Muh Satria Nur Wafa	60	50	55
23	Muhammad Fadil Saputra	55	65	60
24	Muhammad Rehan Mustofa	50	60	55
25	Nabila Zahiyah Insari	60	70	65
26	Nadiya Liviana Sari	75	65	70
27	Natasya Paramita Nungrum	65	55	60
28	Nesar Yasmin Aurelya	70	60	65
29	Said Abdurrahman Al Hanif	65	75	70
30	Sultan Nur Anshori	55	65	60
31	Tsamara Qurrota Aini Fauziyah	70	80	75
32	Waiz Nur Ikhsan	50	60	55

APPENDICES 9

Post-test of Experimental Group

No	NAME	STUDENT SCORE		
		POST-TEST		Mean Of Interater
		T-Score	R-Score	
1	Almira Jamine Budiyono	80	70	75
2	Anindita Natacila	70	80	75
3	Arthalia Septiana Putri	90	80	85
4	Aya Icha Fauzia	75	65	70
5	Bara Azzahran	85	75	80
6	Bryan Nara Wasesa	80	90	85
7	Cinta Oktaviana Adelita Jelita	65	75	70
8	Diyah Aulia Falasari	70	80	75
9	Fahri Albiano Setyawan	70	60	65
10	Fala Kirana Nindia Putri Endarto	85	75	80
11	Fauzi Wasta Pratama	95	85	90
12	Faza Fadika Ramadhan	75	65	70
13	Huaquincito	70	70	75
14	Izza Anugerah Putra	85	95	90
15	Jingga Karunia Putri	90	80	85
16	Johan Pramudita	65	75	70
17	Khaila Syafa Nadya	70	80	75
18	Khalisha Ayyasy Azhar	80	90	85
19	Kirana Dwi Aura Putri	70	80	75
20	Muhammad Ega Pratama	60	70	65
21	Naima Rizqi Khoirawati	75	85	80
22	Naovan Detta Fahzera	75	65	70
23	Nesya Aprilia	80	70	75
24	Rafa Febrian Pratama	85	75	80
25	Rayhana Nayswa Putri	80	70	75
26	Saif Maulana Irwansyah	75	85	80
27	Seila Sabilah Rohmah	80	90	85
28	Sifa Fitria Ramadhani	85	75	80
29	Slaffani Az Zahra	95	85	90
30	Sultan Mustofa	75	85	80
31	Ulinuha Fatmawati	65	75	70
32	Vinno Dewasila	75	85	80

APPENDICES 10

Post-test of Control Group

No	NAME	STUDENT SCORE		
		POST-TEST		Mean Of Interater
		T-Score	R-Score	
1	Alfira Nabil Mufiidah	65	75	70
2	Alifah Kusnaeni	75	65	70
3	Alvin Nauval Al Hafizh	60	70	65
4	Anugerah Akbar Musyafa	75	85	80
5	Arina Sheila Maharani	80	70	75
6	Arshiva Ulul Azmi	75	85	80
7	Askana Sakhi Ratifah Firdaus	70	60	65
8	Ayzerga Barnes Wibowo	85	75	80
9	Azam Fathkan Dani Abdurrahman	70	80	75
10	Bilqis Wardatul Hisan	90	80	85
11	Choirul Mustofa	75	85	80
12	Cika Octavia Nurcahyani	80	70	75
13	Clarissa Azalia Farida	65	75	70
14	Didik Karyadi	85	75	80
15	Fahri Rahman	70	80	75
16	Fina Alfian	60	70	65
17	Inafakhul Khoirunnisa	80	70	75
18	Jihan Nuha Tafidah	75	65	70
19	Ken Mad Chandragupita Widyatamaka	75	85	80
20	Lia Novitasari	70	80	75
21	Lintang Kanaya Setya Nareswari	80	90	90
22	Muh Satria Nur Wafa	75	65	70
23	Muhammad Fadil Saputra	80	70	75
24	Muhammad Rehan Mustofa	70	60	65
25	Nabila Zahiyah Insari	80	90	85
26	Nadiya Liviana Sari	70	80	75
27	Natasya Paramita Nungrum	85	75	80
28	Nesar Yasmin Aurelya	75	65	70
29	Said Abdurrahman Al Hanif	75	85	80
30	Sultan Nur Anshori	70	80	75
31	Tsamara Qurrota Aini Fauziyah	85	95	90
32	Waiz Nur Ikhsan	75	65	70

APPENDICES 11

Readability

Name: Latifa Rafi ardhman
 Class: V.IV.F

READABILITY TEST

No	Questions	Yes	No
1	Do you understand the instructions of this test?	✓	
2	Is the kind of the sentences to be speak in this test stated clearly?	✓	
3	Is the organization of the sentences demanded in this test understandable	✓	
4	Are the speking indicators to be evaluated in this test clear?	✓	
5	Are the topics interenting?	✓	

Name: Yaara amanda eulini
 Class: 8e

READABILITY TEST

No	Questions	Yes	No
1	Do you understand the instructions of this test?	✓	
2	Is the kind of the sentences to be speak in this test stated clearly?	✓	
3	Is the organization of the sentences demanded in this test understandable	✓	
4	Are the speking indicators to be evaluated in this test clear?	✓	
5	Are the topics interenting?	✓	

Name: Abhista Putra Seppyano
 Class: VIII E

READABILITY TEST

No	Questions	Yes	No
1	Do you understand the instructions of this test?	✓	
2	Is the kind of the sentences to be speak in this test stated clearly?	✓	
3	Is the organization of the sentences demanded in this test understandable	✓	
4	Are the speking indicators to be evaluated in this test clear?	✓	
5	Are the topics interenting?	✓	

Name: ismaini aly afifah
 Class: 8E

READABILITY TEST

No	Questions	Yes	No
1	Do you understand the instructions of this test?	✓	
2	Is the kind of the sentences to be speak in this test stated clearly?	✓	
3	Is the organization of the sentences demanded in this test understandable	✓	
4	Are the speking indicators to be evaluated in this test clear?	✓	
5	Are the topics interenting?	✓	

Name: Bunga Arimbi Wildania.

Class: 8E

READABILITY TEST

No	Questions	Yes	No
1	Do you understand the instructions of this test?	✓	
2	Is the kind of the sentences to be speak in this test stated clearly?	✓	
3	Is the organization of the sentences demanded in this test understandable	✓	
4	Are the speking indicators to be evaluated in this test clear?	✓	
5	Are the topics interenting?	✓	

Name: Far Riski Pratama.

Class: VIII E

READABILITY TEST

No	Questions	Yes	No
1	Do you understand the instructions of this test?	✓	
2	Is the kind of the sentences to be speak in this test stated clearly?	✓	
3	Is the organization of the sentences demanded in this test understandable	✓	
4	Are the speking indicators to be evaluated in this test clear?	✓	
5	Are the topics interenting?	✓	

APPENDICES 12**Video Speaking Students of****Experimental and Control Groups**

<https://drive.google.com/drive/folders/1-6OvBrb2uNVdOXaMJQRhoB6VAi-4PMrO>

APPENDICES 13

Photographs test of Speaking




APPENDICES 14

Photographs



APPENDICES 15

Permission Letter to Complete the Research



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN BOYOLALI
MADRASAH TSANAWIYAH NEGERI 6 BOYOLALI
 Alamat : Jl. Waduk Cengklik, Ngesrep, Ngemplak, Boyolali, Telp. (0271) 784768 Boyolali KP. 57375
 Email. mtsngemplak@kemenag.go.id / ngemplakmts@gmail.com

SURAT KETERANGAN
 Nomor : 182 /MTs.11.09.06/PP.00.03/06/2024

Yang bertanda tanda tangan dibawah ini Kepala Madrasah Tsanawiyah Negeri 6 Boyolali :

N a m a	: Drs.Kimo Suwanto, M.Pd
N I P	: 19660929 199403 1 006
Jabatan	: Kepala MTs Negeri 6 Boyolali
Unit Kerja	: MTs Negeri 6 Boyolali

Dengan ini menerangkan bahwa :

N a m a	: ROSALIA MEGA ARTIKARINI
NIM	: 206121243
Jurusan/Prodi	: Pendidikan Bahasa Inggris
Fakultas	: Fakultas Adab dan Bahasa


Adapun yang bersangkutan telah melaksanakan Observasi / Penelitian pada tanggal 25 November 2023 sampai dengan 01 Februari 2024, di Madrasah Tsanawiyah Negeri 6 Boyolali. dengan Judul:

" THE EFFECTIVENESS OF STORYTELLING METHOD IN TEACHING SPEAKING AT THE EIGHT GRADE STUDENT OF MTsN 6 BOYOLALI IN THE ACADEMIC YEAR OF 2023/2024 "

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Boyolali, 04 Maret 2024

Kepala



Kimo Suwanto