

**IMPROVING SPEAKING SKILL THROUGH STORYTELLING
BY USING FOLKLORE AT THE TENTH GRADE
STUDENTS OF SMAN 4 PALOPO**

A Thesis

*Submitted to the English Language of S1 Tarbiyah and Teacher Training Faculty of
the State Islamic Institute of Palopo in Partian Fulfillment of Requirement for S.Pd
Degree of English Education*



Proposed By:

**NURHIKMA
18 0202 0130**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH FACULTY AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE OF PALOPO
2022**

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NURHIKMA
18 0202 0130

Supervisor By:

- 1. Dr. Rustan S., M.Hum**
- 2. Husnaini, S.Pd.I., M.Pd**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH FACULTY AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE OF PALOPO
2022**

THESIS APPROVAL

This thesis entitle "**Improving Speaking Skill Through Storytelling by Using Folklore at the Tenth Grade Students of Sman 4 Palopo**" written by **Nurhikma**, Reg Num 18 0202 0130, English Study Program of Tarbiyah and Teacher Training Faculty, the State Islamic Intitute of Palopo has been examined and defended in **MUNAQASAH** session which is carried out on **Wednesday, November 09th 2022**. It is authorized and acceptable as a partial fulfillment of requirement for S.Pd degree in English language teaching.

Palopo, November 18th 2022

COMMITTEE OF EXAMINATION

1. Amalia Yahya, S.E., M.Hum.	Chairman (.....)
2. Dr. Masruddin, S.S., M.Hum	Examiner I (.....)
3. Ermawati, S.Pd.I., M.Hum.	Examiner II (.....)
4. Dr. Rustan S., M.Hum	Consultant I (.....)
5. Husnaini, S.Pd.I., M.Pd.	Consultant II (.....)

Approved by

The Dean of Tarbiyah and Teacher



The Head of English Education



CONSULTANT APPROVAL

Thesis Entitled : Improving Speaking Skill Through Storytelling by Using Folklore at the Tenth Grade Students of SMAN 4 Palopo

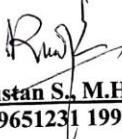
Written By :
Name : Nurhikma
Reg. Number : 18 0202 0130
Faculty : Tarbiyah and Teacher Training
Study Program : English Education

It has been corrected and approved to be examined.

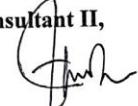
Palopo, 2022

Approved:

Consultant I,


Dr. Rustan S. M.Hum
NIP. 19651231 199203 1 054

Consultant II,


Husnaini S.Pd.I M.Pd
NIP. 19840820 200902 2007

Dr. H. Rustan S.S., M.Hum

Husnaini S.Pd.I., M.Pd

NOTA DINAS PEMBIMBING

Lamp. : -

Hal : skripsi an. Nurhikma

Yth. Dekan Fakultas Tarbiyah dan Ilmu Keguruan

Di

Palopo

Assalamu'alaikum wr.wb.

Setelah melakukan bimbingan, baik dari segi isi, bahasa, maupun teknik penulisan terhadap naskah skripsi mahasiswa di bawah ini:

Nama : Nurhikma

NIM : 18 0201 0130

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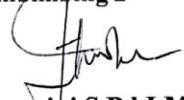
Pembimbing 1



Dr. Rustan S.S., M.Hum
NIP. 19651231 199203 1 054

Tanggal:

Pembimbing 2



Husnaini S.Pd.I M.Pd
NIP. 19840820 200902 2007

Tanggal: 29 September 2022

STATEMENT OF AUTHENTICITY

I, who undersigned below,

Name : Nurhikma
Reg. Number : 18 0202 0130
Study Program : English Education
Faculty : Tarbiyah and Teacher Training

With awareness and consciousness state exactly that:

1. This thesis is originally my own work, not the result of plagiarism duplication of others' work that I acknowledge as my own work or thought.
2. All parts of this thesis are my own works except the citation, whose original sources has been reported. All mistakes or errors in it are my responsibility.

If later this statement is not true, I am willing to accept administrative sanctions for the act, and then the academic degree that I have achieved can be revoked.

In the end, this statement is made truthfully and to be used in accordance with its purpose.

Palopo, November 15th 2022



AKNOWLEDGMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

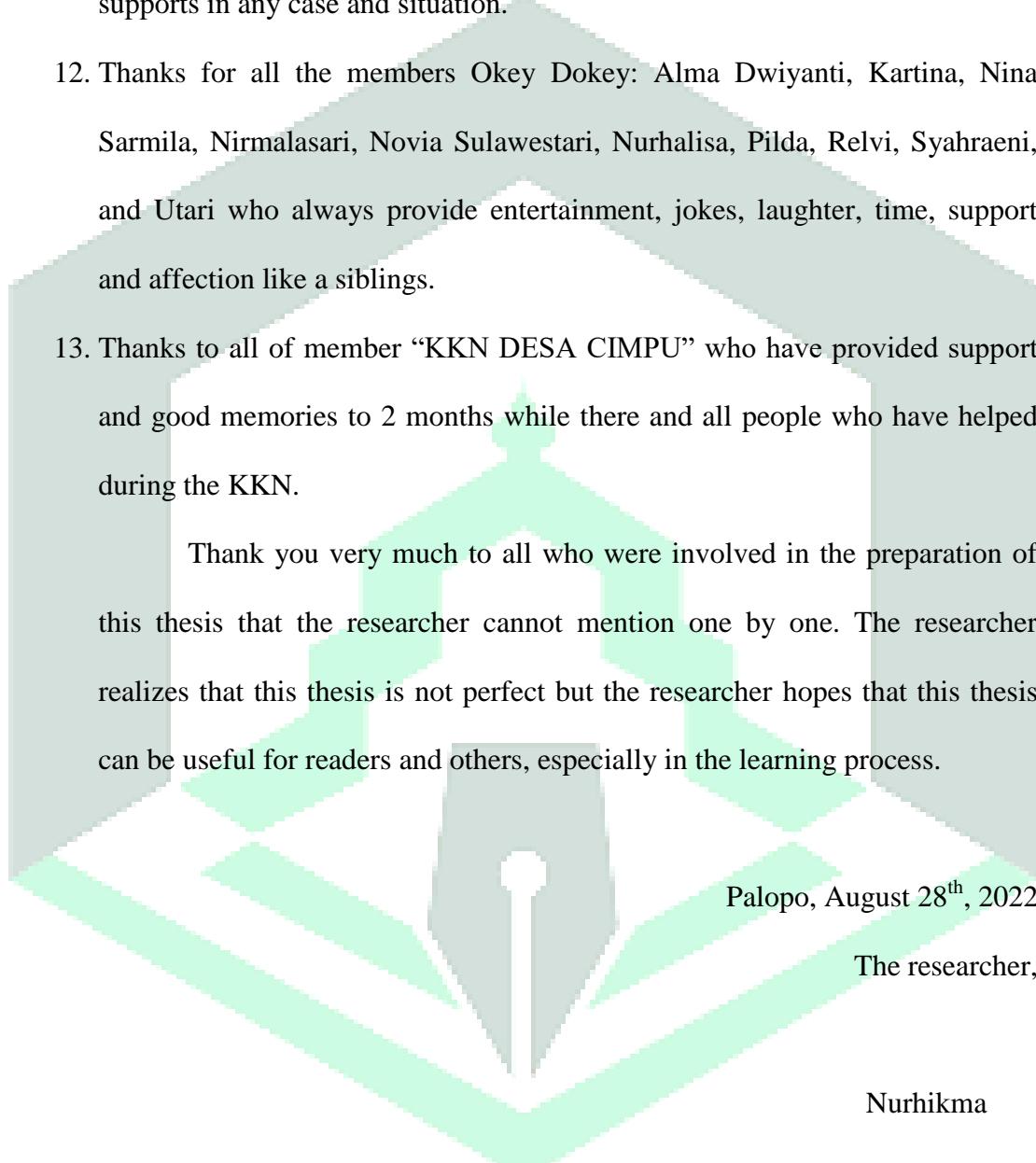
Alhamdulillahi Rabbil 'Alamiin, praise and thank to the Almighty God Allah SWT. Because of the blessing, health and grace, the researcher was able to complete this thesis as the requirement for the degree of S.Pd at The State Islamic Institute of Palopo (IAIN) with the title of Improving Speaking Skill Through Storytelling by Using Folklore at The tenth Students of SMAN 4 Palopo. May Sholawat and Salam always be given to our Prophet Muhammad SAW. Who had delievered us form the darkness to the brightness as is it today.

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3. Amalia Yahya, S.E., M.Hum as the Head of English Education Study Program of IAIN Palopo.
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Palopo, August 28th, 2022

The researcher,

Nurhikma

TABLE OF CONTENTS

COVER PAGES	ii
THESIS APPROVAL	iii
CONSULTANT APPROVAL.....	iv
NOTA DINAS PEMBIMBING.....	v
STATEMENT OF AUTHENCITY	vi
AKNOWLEDGMENT	vii
TABLE OF CONTENTS.....	x
LIST OF CHART.....	xii
LIST OF PICTURES	xiii
LIST OF TABLES	xiv
LIST OF APPENDICES	xv
ABSTRACT	xvi
CHAPTER I: INTRODUCTION	
A. Background	1
B. Problem Statement	5
C. Objective of The Research.....	5
D. Scope of The Research.....	5
E. Significance of The Research.....	5
F. Definition of Key Terms	6
CHAPTER II: REVIEW OF RELATED LITERATURE	
A. Previous of Research Finding	8
B. Literature Review.....	12
C. Conceptual Framework	30
D. Hypothesis	31
CHAPTER III: METHODOLOGY OF RESEARCH	
A. Research Design.....	32
B. Population and Sample	33

C. Variable of The Research.....	34
D. Instrument of The Research	34
E. Procedure of Collecting Data.....	34
F. Technique of Data Analysis.....	38

CHAPTER IV: FINDINGS AND DISCUSSION

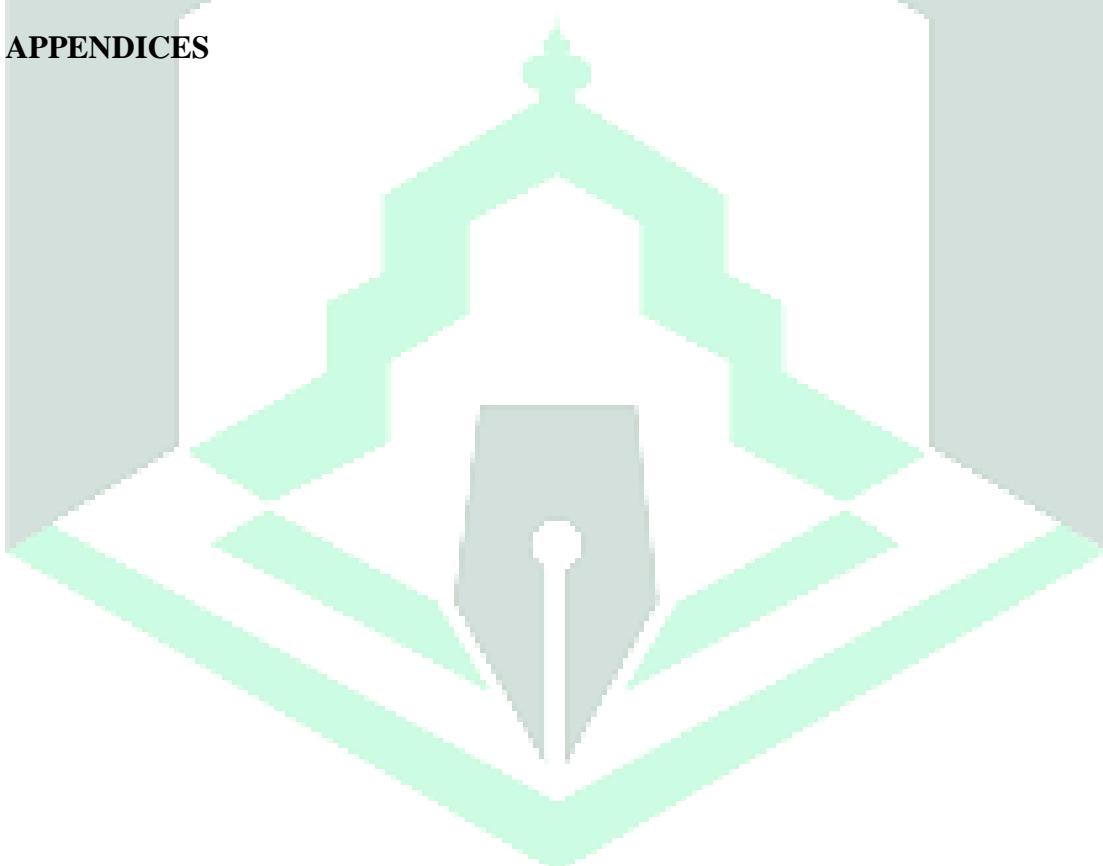
A. Findings	43
B. Discussion	51

CHAPTER V: CONCLUSION AND SUGGESTION

A. Conclusion	54
B. Suggestion.....	55

BIBLIOGRAPHY 56

APPENDICES



LIST OF CHARTS

Chart 2.1: Conceptual Framework	29
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LIST OF PICTURES

Picture 3.1: Lake Toba	34
Picture 3.2: Malin Kundang	36

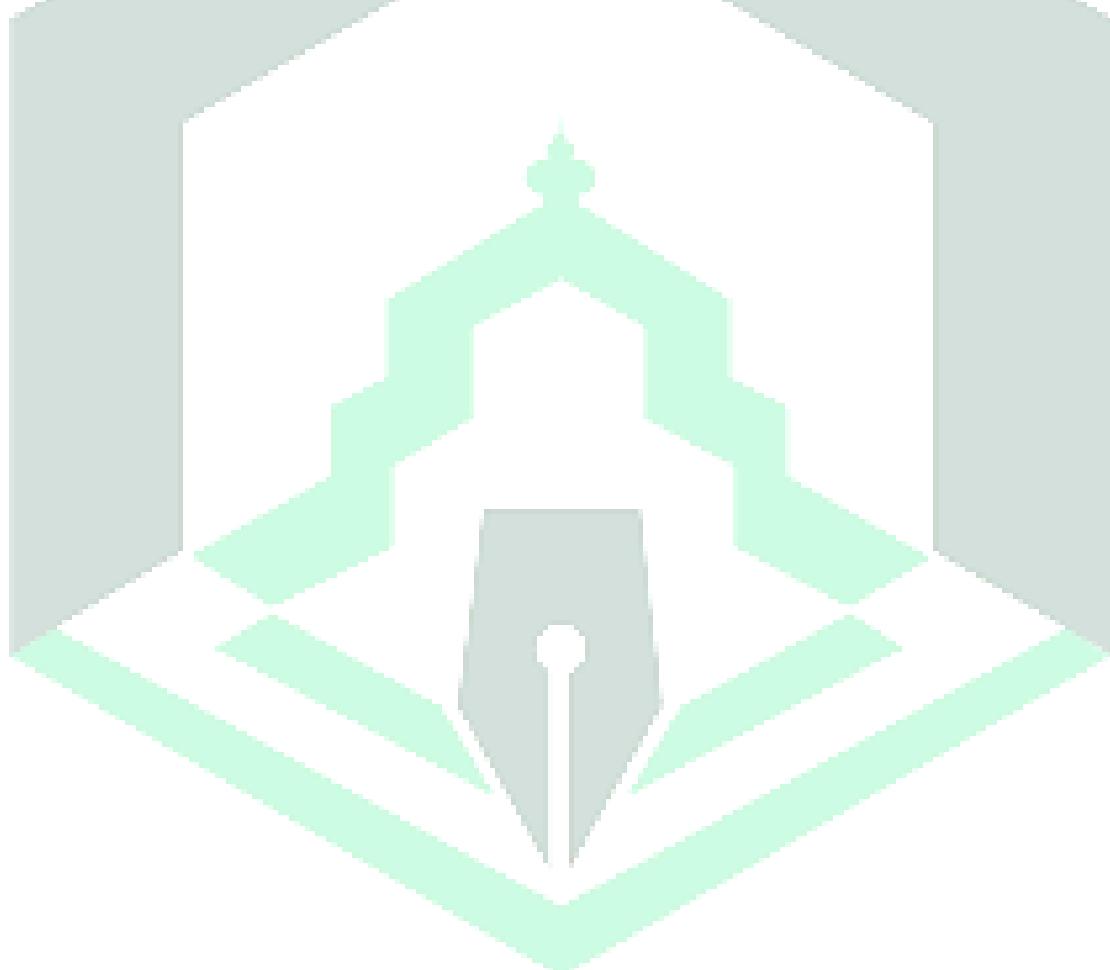


LIST OF TABLE

Table 3.1 Research Design.....	33
Table 3.2 Scoring of Accuracy.....	38
Table 3.3 Scoring of Fluency	39
Table 3.4 Scoring of Comprehensibility	40
Table 3.5 The Score Classification	42
Table 4.1 The Results Pre-Test Score	43
Table 4.2 Students' Percentage in The Pre-Test	45
Table 4.3 Minimum and Maximum Score in the Pre-Test.....	46
Table 4.4 The Students' Post-Test Score	46
Table 4.5 Students' Percentage in the Post-Test	48
Table 4.6 Minimum and Maximum Score in the Post-Test.....	49
Table 4.7 The Paired Sample Statistic	49
Table 4.8 The Paired Sample Correlations Test of Pre-Test and Post-Test.....	50
Table 4.9 the Paired Sample Test of Pre-Test and Post-Test.....	51

LIST OF APPENDICES

- Appendix 1: Surat Izin Meneliti
- Appendix 2: Surat Keterangan Selesai Meneliti
- Appendix 3: Rpp Hots and Rubric Penilaian
- Appendix 4: Lesson Plan
- Appendix 5: Pre-Test & Post-Test
- Appendix 6: Documentation



ABSTRACT

Nurhikma, 2022. *“Improving Speaking Skill Through Storytelling by Using Folklore at the Tenth Grade Students of SMAN 4 Palopo”* A thesis of English Education Study Program at Tarbiyah and Teacher Training Faculty, State Islamic Institute of Palopo. Supervised by Dr. Rustan S., M.Hum as the first consultant and Husnaini S.Pd.I., M.Pd. as the second consultant.

The objective of this research is to determine whether or not storytelling by using folklore significantly improves students speaking skill at the tenth grade of SMAN 4 Palopo. It used pre-experimental method, especially collected the data through pre-test, treatment and post-test. The instrument in this research was a speaking test. The researcher took a sample by using cluster random sampling, the sample of this research is class X MIPA 2 with the total number of this class is 16 students. The data was analyzed statistically by using SPSS 20 Edition. The results of this research stated that the mean score of the post-test was higher than mean score pre-test ($3.51 > 1.99$) then the value of t_{count} was 10.439 while t_{table} for the standard of significant level 0.05 (5%) on $df = 15$ was 2.131. According to result of the data above, t_c was higher than t_t ($t_{count} > t_{table}$). In addition, students become more active in the learning process and become more confident in speaking English. It can be concluded that storytelling by using folklore significantly improve speaking skill.

Keywords: Speaking Skill, Storytelling, Folklore

CHAPTER I

INTRODUCTION

A. Background

Language is the ability of humans to communicate with other humans using signs, such as word and gesture and with the language we can express feelings through the language we know. Language is speech or other forms of communication, without language we will find it difficult to communicate with other people. The function of language include communication, the expression of identity, play, imaginative expression, and emotional release. Therefore, it will make it easier for us to study anywhere. With sincerity, something that is difficult will be easier.

قالَ لَهُ مُوسَىٰ هَلْ أَتَتْعَلَّقُ عَلَىٰ أَنْ تُعْلِمَنِّي مِمَّا عَلِمْتَ رُشْدًا

Moses said to him, “May I follow you so that you teach me (true knowledge) what you have been taught (to be) guidance?” (Q.S Al-Kahf Ayat 66)

In Indonesia, English is a foreign language which consists of four skills, namely listening, speaking, reading and writing. Among the four skills, the author focuses more on speaking skills by using one of the technique as a learning tool.

Speaking is a person's ability to express ideas, thoughts that are in themselves that involve other people in conveying the information by using words. The speaking activity is said to be successful if what the speaker wants to convey remains the same

as what the listener hears. Speaking skill must be possessed by every individual because speaking skill is a subject that is used in learning communicate.¹

Speaking skill is one of the most important skills we learn because speaking is a communication tool that is needed in communicating, especially for us as students. Therefore, someone being will use this skill if they want to express everything that they have in their mind. Someone speak to tell people about their wishes, intentions or needs. Therefore, the correct way of speaking will make sure the success of interaction among people. According to Ladouse (in Nunan 1991:23) speaking is an activity to explain someone in a certain situation or an activity to report something.

It is mandatory for every to be serious, persistent and commitment does not stop until the goal in studying is achieved. Allah raises the degree of knowledge, both in the world and hereafter. As in the world of Allah:

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ نَفَسَحُوا فِي الْمَجِلِسِ فَأَفْسِحُوا يَفْسَحَ اللَّهُ لَكُمْ وَإِذَا قِيلَ اشْرُرُوا فَانْشُرُوا يَرْفَعُ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

O you who believe, when you are told to make room in your gatherings, then make room; Allah will give you abundance and when you are told to raise in ranks those who believed from among you and those who are given knowledge. Allah is all-aware of what you do.(Q.S Al-Mujadilah: 11).

¹ Dian Setyo Nugroho “Peningkatan Keterampilan Berbicara Dan Prestasi Belajar Melalui Metode Bercerita Pada Tema 9 Dengan Media Berbasis Video Kelas IV SDN 1 Karangnanas”

There are so many ways to improve speaking skill, for example is drama, debate and listening English songs can improve a person's speaking ability and in this research, the researcher used storytelling as the technique to improve students speaking skill.

Storytelling is an activity related to telling a story to one or more listeners. Storytellers tell stories using words, sound, play and movement and storytelling is included in English teaching and learning activities in schools. Through this storytelling process, communication can be established between the storyteller with the audience. According to Julia (2015:14) storytelling as a learner-centered method helps the students to use the information and delivers the messages to others.

Storytelling technique can be used as a solution to overcome difficulties in speaking English because storytelling can develop students' language skill through listening and then retelling it so that they can convey their thoughts verbally to others. In short, speaking vocabulary will increase, so speaking skill will be better. According to Leung (2004) says that storytelling is an activity of organizing information into a meaningful context, conveying emotions and building community.² Thus, it can be said that storytelling is a teaching technique in which the students are asked to retell the content of the stories in different word constructions by involving a certain interaction between the storyteller and the listener.³ In this research the

² Leung, Developing Teacher Assessment: Knowledge, Practice, and Change. *Language Assessment Quarterly*, vol 1 (1), p. 19.

³ Julia, "Telling Tales: Using Storytelling to Teach Efl Kindergarten Students in Taiwan", *International Journal Research Studies in Education*, vol 4 (4) (2015), p 4.

researcher applied storytelling technique to improve students speaking skill and the school has never used this technique in the learning process. In addition, the researcher also used folklore as material in this research because stories are very suitable to be applied with this technique. Besides, folklore has many types of stories such as legends, myths, fables and others but in this research the researcher chosen legend story to be applied.

Based on the interview to the teacher there are several things that become the source of the problem of the lack of the speaking skill of students at SMAN 4 Palopo. First, embarrassed to speak English, second, lack of known vocabulary, third, the students do not have the confidence to speak English, lack of practice speaking in English. Based on the explanation above, the researcher conducted storytelling folklore to improve students speaking skill at SMAN 4 Palopo because the students' speaking ability is still low.

B. Problem Statement

Based on the background above, the researcher formulates the problem statement by question:

Does storytelling technique by using folklore significantly improve students speaking skill at SMAN 4 Palopo?

C. Objective of the Research

The objective of the research is to know whether or not the use of storytelling technique by using folklore significantly improve students speaking skill at SMAN 4 Palopo.

D. Scope of the Research

Scope of this research is limited on the discussion about the improvement speaking skill through storytelling technique with the material narrative text especially folklore at the tenth grade students of SMAN 4 Palopo. Folklore as material or media that has been applied in this research. This research focuses on three aspects of speaking assessment namely: fluency, accuracy, comprehensibility.

E. Significance of the Research

The result of this research expected to:

1. Theoretically

Speaking is an activity of delivering message, it occurs between speaker and listener orally. In other words, the main point of speaking activity is that somebody

communicate their message to the others. In this case the speaker and the listener should be able to understand each other.

The results of the research are expected to give information for learning English, to find out one of the effective technique in improving their ability in English and as the reference in teach speaking especially for the tenth grade students of SMAN 4 Palopo.

2. Practically

a. Teacher

The results of this research are expected to make teachers use storytelling technique and folklore in the learning process to improve students' speaking skill and to make the class more interesting.

b. Student

It is hoped that the use of storytelling can be appropriate alternative technique to improve students' speaking skill and provide many opportunities for students to be creative and brave in speaking English.

c. Researcher

The researcher hoped that this research can be a reference for the other researchers, especially research on storytelling technique or about folklore.

F. Definition of Key Terms

1. Speaking

Speaking is an interactive process of constructing meaning that involves producing and receiving information.

2. Storytelling

Storytelling, as the name suggest, is a data collection tool that focuses on story. This technique is used to see the significant improvement of students in speaking.

3. Folklore

Folklore is one of the learning media or material containing the combination of a text and video to help the students enhance the speaking skill. Besides, to add to the list of students' vocabulary for each different story.



BAB II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

The researcher found some researches related to this research as follow:

Sunarjo (2014) "Improving Students' Speaking Skill Through Storytelling Activities Using Simple Narrative Texts at Smp Negeri 2 Punggul Sentral Lampung". This research was a classroom action research conducted in three cycles each of which consisted of four stages: planning, acting, observing and reflecting. The results of the research show that the action on improving students' speaking skill through storytelling activities using simple narrative texts is successful. The results of each aspect are presented as follows. 1) the teachers' way of teaching can attract the students' interest and involve them actively in learning. The students in every meeting showed positive changes in their learning behaviours. 2) the teacher's attention during the teaching and learning process makes them motivated in learning. The teacher's guidance to the students in handling their learning difficulties makes them confident in performing every speaking task. 3) the effectiveness of giving motivation through gestures and statements of compliments, correcting their pronunciation and grammar mistakes during their presentation and less formula talk out of class is good at building a better relationship between the teachers and the students. 4) in relation to the students' language proficiency, they have frequently

practiced pronouncing many words from the stories so that they can pronounce the words correctly.⁴

Yusuf Mahendra, Anshari Shafar (2021) "The Effect Of Storytelling On The Eleventh Grade Students Speaking Skill". The objective of this research is to find out the effect of storytelling on the development of students' speaking skill in teaching English. The sample of this research was the eleventh grade students. The research sample were selected using convenience sampling technique and the researcher applied quasi experimental design. The data were collected through pretest and posttests. The data were analyzed using t-test to compare mean score of pretests and posttest of experimental and control group. The result showed that the mean differences of the experimental and control group students were (51.70) and (52.75) in pretest. While the posttest were (60.23) and (54.50). further analysis indicates, t-counted (4.57) is greater than t-table (2.02). the control group got the higher score on pretest while the experimental group got the higher score on posttest which is mean that the hypothesis of the research failed to be rejected. In other word, the use of storytelling to teach English has impact in improving students' speaking ability.⁵

Ferawati (2014) "Improving Students' Speaking Skill Through Retelling Folktale at The Eighth Grade Students of Smp Negeri 8 Palopo". This study aims to improve students' speaking skill through folktale. This research was conducted at

⁴Sunarjo, thesis: " Improving Students Speaking Skill Through Storytelling Activities Using Simple Narrative Texts at Smp Negeri 2 Punggur Sentral Lampung" (Lampung : UNY, 2014).

⁵Yusuf Mahendra, Anshari Syafar, "The Effect Of Storytelling On The Eleventh Grade Students Speaking Skill," *English Language Teaching Society* 9, no. 3 (September 2021): 93-104, <https://jurnal.fkip.untad.ac.id>

SMP negeri 8 Palopo where the researcher only chose one class as a sample consisting of 25 students. Experimental design is the type of research chosen by the researcher and the data collecting procedure uses there stages, namely pre-test, treatment and post-test where the treatment is carried out for 6 meetings. The result of this research shows that the students score in accuracy of post-test. It shows that none students got excellent (0%). Besides, there were 3 students (12%) who got very good, 6 students (24%) who got good and 8 students (32%) who got average and 8 students (32%) and the last, it shows there was none of students who got very poor. The percentages of students' fluency score in post-test indicates that none students got excellent (0%). But there were 2 students (8%) who got very good, 5 students (20%) who got good and 12 students (48%) who got average and 6 students (24%) who got poor and the last, it shows there was none of students got very poor. The percentages of students' fluency score in post-test indicates that none students got excellent (0%). But there were 2 students (8%) who got very good, 4 students (16%) who got good and 16 students (64%) who got average and 3 students (12%) who got poor and the last, it shows none of students who got very poor. So the research shows that there were significant improvements on students speaking skill at the eight year students of Smp 8 Palopo after conducting the treatments by using folktale. it means that retelling folktale gives significant improvements to students' speaking skill.⁶

⁶ Ferawati, thesis: "*Improving Students' Speaking Skill Through Retelling Folktale at The Eight Grade Students of Smp Negeri 8 Palopo*" (Palopo: STAIN Palopo, 2014).

Lulu Jola Uktolseja, Abraham Manuhutu, Jalmijn Tindage, 2021 “The Effectiveness Of Folklore Based Animation Video In Enhancing Students’ Speaking Skill.” In this case, the work of the teacher is urgently needed to convey leaning in a needs-based manner. The purpose of this research is to analyze the effectiveness of learning English using two-dimensional animation media, especially folklore from the Papua region, one of which is from Tambrauw Regency. The design of this research is Classroom Action Research (CAR). The sample of this research is 25 students of first semester English Education Study Program At University Victory Sorong Who Learn In English Club. The results of this research showed that: (1) Based on observations, students will become more interested and confident in speaking English. (2) Based on the test, there is a very large change in the positive direction compared to a very good value of 36% in cycle 1 but in cycle 2 it is 84%, an increase of 48%. This folklore-based animated video worked well and met the needs of students in the first semester of the English club.⁷

Based on the explanation above, the similarities between this research and previous researchers used the same technique and skill, namely storytelling and speaking. In addition, there are two previous research that also used folklore as a media. The difference with this research both also in the media, in this research used folklore while previous research used video and animation as a media. Besides, the

⁷Lulu Jola Uktolseja, Abraham Manuhutu, Jalmijn Tindage, “The Effectiveness Of Folklore Based Animation Video In Enhancing Students’ Speaking Skill.” *Jurnal Pendidikan Bahasa* 8, no. 2 (October 2021). Unimuda.e-journal.id

resacher applied pre-experimental design and the previous research there are some that use the CAR method and Quasy Experimental Design.

B. Literature Review

1. Speaking

a. Definition of Speaking

Speaking is one of the skills to communicate with other people through language media. Speaking is a form of speech act in the form of sounds produced by the speech apparatus accompanied by body movements and facial expressions.

One of the function of language is to communicate. It means that this activity involves two or more people in whom the participant are both hearers and speakers having to react to whatever they hear and make their contribution a high speed, so each participant has intention or a set of intention that he wants, so the English teacher should active the students speaking ability by providing communicative language activities and interesting media in the classroom and the giving them the opportunities to practice their speaking skill as much as possible.⁸ From this theory, it can be concluded that speaking skill is related to communication.

Speaking skills in English are a person's skill to convey thoughts to anyone verbally, however speaking skill are difficult to develop if they are not trained continuously and can be done with colleagues in the classroom, or other lecturers who can speak English. The goal is to improving speaking skill, enrich the use of

⁸ Anita Jati Laksana, Thesis: "*The Effectiveness Of Using Chain Story Game In Teaching Speaking*" (Purwokerto: UMP, 2016), 5.

vocabulary, improve language structure, perfect vocabulary words, English sentences and train hearing so that it is easy to catch messages from the other person. Therefore, human being will use this skill if they want to express everything that they have in their mind. Human speak to tell people about their wishes, intentions, or needs. Therefore, the correct way of speaking will make sure the success of interaction among people.⁹

Harmer states that when teaching speaking or producing skill, there are three major stages they can be applied,¹⁰ those are:

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

Many people feel that speaking in a new language is harder than reading, writing, listening for two reasons. First, unlike reading and writing, speaking happens in real time usually the person you are talking to is writing for you to speak right then second, when you speak, you cannot edit and revise what you wish to say, as you can it if you writing. It is described in Kathleen M. Bailey entitled “Speaking” (Monterey Institute of International Studies USA). The strategy of teaching speaking to students must use a strategy that is fun and not boring so that students have an enthusiasm for learning. Many people think that learning speaking is complicated, especially since

⁹ Siti Surinah, Rivi Antoni, Ummi Rasyidah, “An Analysis on Students’ Speaking Skill at The Second Grade Smp 8 Rambah Hilir,” (24 februari 2015): 1. <https://media.neliti.com>

¹⁰ Jeremy Harmer, *The Practice of English Language Teaching*, 4 edition (China: Edinburgh Gate, 2007), p 21.

we as Indonesian citizens speak English fluently, which is a formidable challenge because we don't use English as our everyday language but with learning to speak with various techniques and strategies, it will make it easier for us to speak and no longer hesitate to speak in English because we have mastered some of the vocabulary that we have learned through the techniques and strategies that have been studied.

b. Components of Speaking

In order to speak English well, there are several components of speaking that must be understand and then mastered. Component of speaking is an aspect that effects the success of communication and interaction and if without mastering the speaking component, communication and interaction will not take place smoothly.

According to Vanderkevent there are three components in speaking.¹¹

1) The speakers

Speakers are a people who produce the sound. They are useful as the tool to express opinion or feelings to the hearer. So if there are no speakers, the opinion or the feelings would not be stated.

2) The Listeners

Listeners are people who receive or get the speaker's opinion or feeling. If there are no listeners, speaker will express their opinion by writing.

¹¹ Vanderkevent, *Teaching Speaking And Component Of Speaking*, New York: Cambridge University Press, 1990.

3) The Utterances

The utterances are words or sentences, which are produced by the speakers to state the opinion. If there is no utterance, both of the speakers and the listeners will use sign.

c. Aspects of speaking

There are some components of speaking that. These components can be used as a measurement whether someone's speaking is good or not. There are described as follow¹²:

1. Fluency

It refers to one's ability to speak smoothly and easily. Fluency is the matter of the way someone speaks the language without any trouble like thinking the word confusing the idea, etc. Fluency is as the quality of being capable to speak without hesitation.

2. Accuracy

Accuracy is the ability to use a language system accurately, both in writing or speaking. The language system in this case refers to things including vocabulary, grammar and tenses.

3. Comprehension

Comprehension becomes an important factor in speaking. This measures the understanding of conversation. Comprehension is the study

¹² Friska Carnia Mulasari, "The Effectiveness of Using Guessing Game for Teaching Procedure Text in Speaking", Purwokerto:UMP, 2015, p.5.

how well students understand a language. Comprehension is the power of understanding an exercise aimed in improving or testing ones understanding of a language in written or spoken.

d. Difficulty in Speaking

In English there are several skills sections, ranging from speaking, reading listening and writing. Well, all of the four skills or abilities above, all of them are the most important part in learning. Students are lack on English usually because they have low motivation in learning English.¹³ It was carried out by Nauli with her research entitled “speaking practice questions: investigating the perspectives of last semester in higher education country” she found that there are three parts of difficulties in speaking English they are cultural difficulties, English difficulties and communication problems.

Mastery of English is not enough just to learn from school, but by participating in learning or training outside of school, such as learning services through private classes, and other learning institutions, non-formal education or community study groups.¹⁴ Keep in mind that the most important thing to learn English is practice. However, the problem that often arises is that many students find it difficult to speak English, there are many reasons for this problem. The problem that most often occurs is that students are often not fluent in speaking English, well

¹³ Tasmia “*Students’s Problems In Speaking English At Eight Grade Of Riyadhl Amien Islamic Boarding Junior High School Muaro Jambi*” (Jambi: UIN Sultan Thaha, 2019), 31.

¹⁴ I Nyoman Muliana, “Mengatasi Kesulitan Dalam Berbahasa Inggris”, Linguistic Community Service Journal, Edisi 2, February 2021. 57.
<https://www.ejournal.warmadewa.co.id>

that's because they are less accustomed to speaking English, secondly, students often seem to think in advance what to talk about, the third is the lack of vocabulary they have. From the problems above, it can be concluded that practice is the most important thing in speaking. Accustomed to speaking English will help many problems in speaking. The English area is a powerful way to practice speaking skills.

When speaking problems are in vocabulary, there are is one way that might help, namely a small pocket book that if possible and easy to carry anywhere, in the booklet students will later record several vocabulary words while memorizing them.

2. Storytelling

a. Definition of Storytelling

Storytelling is the social and cultural activity of sharing stories, sometimes with improvisation, theatrics or embellishment. Every culture has its own stories or narratives, which are shared as a mean of entertainment, education, cultural perservation or instilling moral values. Storytelling is an activity carried out by storytellers to convey ideas, thoughts or stories conveyed to children.

Telling a story is not just a telling a story, but we also have to think of a way so that listeners can enjoy every story that is told. In fact, someone when telling a story needs to thinks about how to convey the meaning of a story well. Thus, this storytelling activity is not easy to do because it requires a special methods or requires

regular training with trainers.¹⁵ According to Atta-Alla said that storytelling is a means for sharing and interpreting experiences.¹⁶ Stories are so important in that they can fill a gap in, linguistic, cultural and divides. Storytelling technique can be adaptive for all ages leaving out notion of age segregation. Storytelling can be used as a method to teach values of society, ethics and cultural norms and differences.

Storytelling brings language learning alive and creates a participatory and immersive experiences that allows young learners to enjoy hearing the language in a dynamic, sometimes stylistic and entertaining way. Participation using key vocabulary and phrases can create an awareness of rhythm and structures. This atmosphere of play and creative expression creates an appetite for more similar experience. Students who have enjoyed storytelling in class often ask for more stories and also feel motivated and encouraged to create and tell, act out or illustrate their own stories in a variety of ways.¹⁷ Coconi defined storytelling is the communicating of events through the use of words and sounds, this is an art of expression and improvisation, which revolves around a plot and or narrative point of view.¹⁸

¹⁵Restu, "Storytelling" February, June 7, 2022, <https://www.gramedia.com>

¹⁶ Atta-Alla, "Integrating Language Skill Through Storytelling". *English Language Teaching Journal*, (2012) 5 (12), 1-13.

¹⁷ Carys Shannon, "Why Storytelling Is Important," June 10, 2022, <https://ihworld.com>

¹⁸ Coconi, A. 2013 (online) available. <https://www.ehow.com/info87771474types-storytelling.html>

b. Elements of Storytelling

The story is a part of our everyday life. Stories help to develop imagination by introducing new ideas into their world. There are several of good storytelling which include¹⁹:

1. Plot

The plot is the most important part of any story. It defines what a story is all about. What the audience will experience. It sets up the motivations, challenges, the goal and the road people are taking to fulfill it.

2. Character

Characters are the elements who are living in the story. The people who are being affected by the plot, who has motivations, traits, personalities, weakness, fear, who takes actions based on their psychological traits. These are the elements whose actions determine the flow of the plot.

3. Theme

The theme is a word that can be defined in a few words. The importance of theme cannot be understated. It has a great influence on the way the plot is being perceived. Surrounding of a story gives direct support to the character traits and gives an opportunity for the audience to understand the underlying motivations and fears.

¹⁹ Pathum, Goonawardene, “Aristotle’s 7 Elements of Good Storytelling” April 27, <https://pathumpmgux.com> (September 12 2022).

4. Dialogue

It is the way how characters connect with each other and to you, the Audience. The choice of words used in the story . the tone used, the words being used and how it caters to the Audience it has been designed for. Because this element enables the story to resonate with the intended audience.

5. Melody

A melody provides familiarity with the story to an audience. It triggers emotions and the audience realizes what the story is going to be and what they can accept.

6. Decor

From a design perspective, the décor is how all the visual elements are laid out. It ranges from modern design to simplistic design but you must not overuse your design capabilities and provide a complex design either.

7. Spectacle

This is like the twist or unexpected, memorable moment that you leave the audience with but according to Aristotle, the spectacle should not affect the entire storyline as a whole.

In addition, there are some things that need to be considered when telling stories, so that the storytelling process goes well as expressed by Majid²⁰:

1. Storytelling place.

Storytelling is not always done indoors but can also be done outdoors.

2. Sitting position

Before the story begins, the listener is in a relaxed but still control sitting position, the narrator's sitting position must also be considered so as not to seem monotonous and attract the attention of the listener.

3. Story language

The narrator uses language that is close to the listener's language so that listeners can easily understand the contents of the story that has been told by the narrator.

4. Intonation

The changes in the ups and downs of the story must be in accordance with the events the story, the intonation must be adjusted so that the story told can be interesting.

5. Appearance of characters

In telling stories, the narrator must be able to describe each character with a true picture, and show the character in the story.

²⁰ 123dok, "Hal-hal Yang Harus Diperhatikan dalam Bercerita" September 14 2022, <https://text-id.123dok.com>

6. Appearance of emotions

When telling a story, the narrator must be able to reveal the state of the soul and emotions of the characters by giving a picture to the listener as if it were the narrator's own emotions.

7. Voice imitation

The narrator is expected to be able to imitate the voice according to the story, so that the story is more interesting and not monotonous.

8. Mastery of students who are not serious

Students' attention in the middle of the story must be raised so that they can listen to the story happily and memorable.

9. Avoid spontan speech

Saying unnecessary words should be avoided when telling stories because they can decide the series of events in the story. In the practice of storytelling, one must be able to develop creativity and improvisation skills as long as it does not deviate from the overall structure of the story.

c. The Advantages of Storytelling

Storytelling is one of teaching technique that is used by a teacher who offers the experience with rich, complex and vivid language.²¹ Storytelling also helps with learning because stories are easy to remember. Organizational psychologist Peg Neuhauser found that learning which stems from a well-told story is remembered

²¹ Eis Rahmini Latifah, "*Improving Speaking Skill Through Storytelling*" (Jakarta: Universitas Islam Negeri, 2008), p.18.

more accurately, and for far longer, than learning derived from facts and figures.²²

Consequently, any point that is made in a story or any teaching that is done afterward is likely to be much more effective.²³

Storytelling is not only useful for learning methods but has several other advantages, namely:

1. Cultivating reading interest

Someone who is storytelling carrier will definitely try to find various kinds of references by reading by many books so that the stories conveyed can be accepted by the audience. In addition, the audience will be interested in listening to stories and reading books.

2. Increase Intelligence

Storytelling can be useful for increasing intelligence because when doing storytelling, someone will try to understand the story that will be conveyed, so that it will indirectly sharpen the brain to think.

3. Increase Creativity

When making storytelling, you definitely need ideas and concepts, so that the stories conveyed can entertain the audience and the audience does not feel bored.

²² Vanesa Boris, "What Makes Storytelling So Effective For Learning" December 20, [Https://Www.Harvard Business](https://www.harvardbusiness.org), September 15 2022.

²³Resi Lampita Rajagukguk, "*Using Storytelling Strategy To Improve Students' Speaking Ability At Accelerated English Centre*"(Medan: Universitas Sumatera Utara, 2019) p. 20

4. Improve language skills

Storytelling in the form of a storyline has a lot of vocabulary, so that a storyteller's language skills will increase. The more languages that can be used, the more fun the storyline will bring.

5. Making it Easy for Someone to Make a Presentation

As we know that when we do storytelling, we will face many people. Therefore, storytelling can increase self-confidence, thereby relieving tension and making it easier for someone to make a presentation in front of many people.²⁴

3. Folklore

a. Definition of Folklore

Folklore is a story that comes from the people and is spread by word of mouth until it is finally known by the wider community. This story is a fictional story that cannot be proven or justified.

According to Sisyono and his friends, folklore is a literally work that has developed in traditional societies.²⁵ This story is spread by word of mouth and usually the identity of the author is unknown (anonymous). In addition the poet Suripan Sadi Hutomo interprets folklore as stories that are passed down from generation to generation orally.²⁶ Folklore can be interpreted as a form of expression of a culture

²⁴ Restu, "Storytelling: Pengertian, Fungsi, Manfaat, Struktur dan Prosesnya", Maret 2022, <https://www.gramedia.com>, September 15 2022.

²⁵ Laudia Tysara, "Mengenal Cerita Rakyat Dari Para Ahli", September 10, 2022, <https://m.liputan6.com>.

²⁶ Indonesia Student, "Pengertian Cerita Rakyat Menurut Ahli", Januari 27, indonesiastudents.com, september 19 2022.

that exists in society through speech, which has a direct relationship with cultural aspects and social values of the community itself. Sometimes there are some folklore that are able to offer physical evidence as a form that the story is indeed true. However, not all of the evidence or phenomena that can be explained scientifically are not as contained in folklore. Nevertheless, folklores are valued as cultural and historical treasures and are immortalized in written form.

Folklore is stories, customs and beliefs that are passed from one generation to the next. While according to Cambridge Dictionary, folklore is the traditional stories and culture of a group of a people. There are different types of folklore in the world. Each region has different folklore usually contains a certain meaning about everyday life. It contains messages that can be learned from. Beside that in this research, the researcher only use folklore from Indonesia in several areas whose folklore is very famous.

b. Characteristics of Folklore

1. Folklore is a story that are conveyed orally and passed down from generation to generation.
2. Folklore is story about life in the past.
3. Traditional in nature, so many assumptions if analyze today as a myth.
4. Identical folklore are unknown authors or creators.²⁷

²⁷ Indonesia student, “6 Pengertian Cerita Rakyat Menurut Para Ahli, Ciri Dan Manfaatnya,” January 27, 2022, <https://Indonesia.students.com>

5. Folk stories usually have one or more of these elements. In almost every folktale. Something very magic happens. Tree and animals speak. God descend from the heaven and change things in supernatural ways, wizard, withes, fairies or goblii may cause mischief or perform wonders. Fantasy magic and supernatural intervention in the course of ordinary events makes a good story and appeal to the readers imagination.

6. Folk stories always contain a moral. In other words, they teach important lesson about human nature that is clear and convincing. It is the moral lesson they teach that make them live through the centuries. Parents use them to live well with a deeper understanding of their fellow human being.

Alaini is classified folklore into three types, namely verbal folklore, partly verbal folklore and non-verbal folklore.²⁸ Folklore is a story that comes from the community and developed in society in the past which is a characteristic of every nation that has a diverse culture including the rich culture and history of each nation.

Folklore has its own characteristics as a cultural product. Folklore can be identified based on the characteristics that mark it, namely: (1) its distribution and inheritance is usually done orally, it is spread through word of mouth; (2) folklore is traditional, it is distributed in a relatively fixed form or in a standard form; (3)

²⁸ Alaini, Nur Nining, "Cerita Rakyat Putri Mandalika Sebagai Sarana Pewarisan Budaya dan Local Genius Sasak" dalam Endraswara, Suwardi (ed.). *Folklor dan Folklife dalam Kehidupan Dunia Modern:Kesatuan dan Keberagaman.* (2013) Yogyakarta: Penerbit Ombak.

folklore exists in versions, even different variants; (4) folklore is anonymous, its creator is no longer known; (5) folklore usually has a formulaic or patterned form, for example to express the beauty of a girl using cliché words “like the moon and fourteen days”; (6) folklore has uses in collective life; (7) folklore is pralogical, that is, it has its own logic that is not in accordance with general logic; (8) folklore becomes the common property of certain collectives²⁹ (Amir).

c. Function of Folklore

Endraswara says that folklore is part of a collective culture, which is spread and passed down from generation to generation, among any kind of collective, traditionally in different versions, both in oral form and examples accompanied by gestures or tools reminder helper. Besides that, there is also a function of folklore³⁰:

1. Entertainment facility.

By listening to folktales, such as fairy tales, myths or legends, it is as if we are invited to travel to other realms that we do not encounter in our daily life experiences.

2. Education facility

So basically folklore wants to convey a message or mandate that can be useful for listeners or readers.

²⁹ Amir, Adriyenti, “Sastra Lisan Indonesia” (2013) p. 162, Yogyakarta: Penerbit Andi

³⁰ Endraswara, “Folklore Nusantara: Hakikat, Bentuk, Fungsi”, (2013), Yogyakarta: Penerbit Ombak.

3. As a reinforce of socio-cultural values that apply in society

In folklore there are usually ethical and moral teachings that can be used as guidelines for the community.

Folklore can provide information and a better understanding of social life. Folklore is the best literature that is read with various characteristics, themes, and formats that are adapted to the child's development.³¹ The main purpose of folklore is to convey a moral lesson and present useful information and everyday life lesson in an easy way for the common people to understand. Folk tales sugarcoat the lesson of hard life in order to give the audience pointers about how they should behave.

d. Types of Folklore

As we know, Indonesia is known to have a lot cultural wealth. Indonesian ethnicity, language and customs are wealth that we must preserve. One of Indonesian culture is folklore. Almost every region in Indonesia has a different and interesting folklore. This condition underlies why folklore is always introduced to children from an early age. That is why it is important as the next generation to continue to preserve the culture that exists in Indonesia through this folklore.

³¹ Ida Ayu Made Sri Widiastuti, "Balinese Folklore As A Learning Device To Enhance Students' Speaking Skill and Socio-Linguistic Competence," *International Journal Of Linguistics And Discourse Analytics* 1, no 1(September 2019): 63-68.
<https://ijolidadenpasarinstitute.com>

In general, folklore texts tell about an incident in a place or the origin of a place. The characters in folklore are usually manifested in the form of humans, gods and animal. There are eight types of folklore namely:

1. Fables

Fables are folktales where the protagonist is an animal and the animal behaves like a human. Examples are the Clever Mouse Deer and the Cunning Wolf Story.

2. Legend

Legend is a story that contains the origins of a place, such as a story about Malin Kundang, The Origin of Lake Toba and The Formation of Tangkuban Perahu.

3. Myth

Myth is a story that contains about gods or stories that are sacred and mystical. An example of this folklore is the story of Nyai Roro Kidul and The Queen Of South Beach.

4. Sage

Sage is a story that contains elements of a story, such us Damarwulan and Roro Jonggrang.

5. Funny Story

A funny story is part of a folklore with witty or funny elements so that it can evoke laughter. The example story is “Abunawas Mau Terbang (Jawa Timur)”.

6. Parallel

Parallel is a folklore in which the characters are human or animal.

Example: Ants And Grasshoppers.

7. Parabels

Parabels are folklore that describe moral stories with inanimate characters.

An example is The Story of A Pair of Slops.

8. Epos

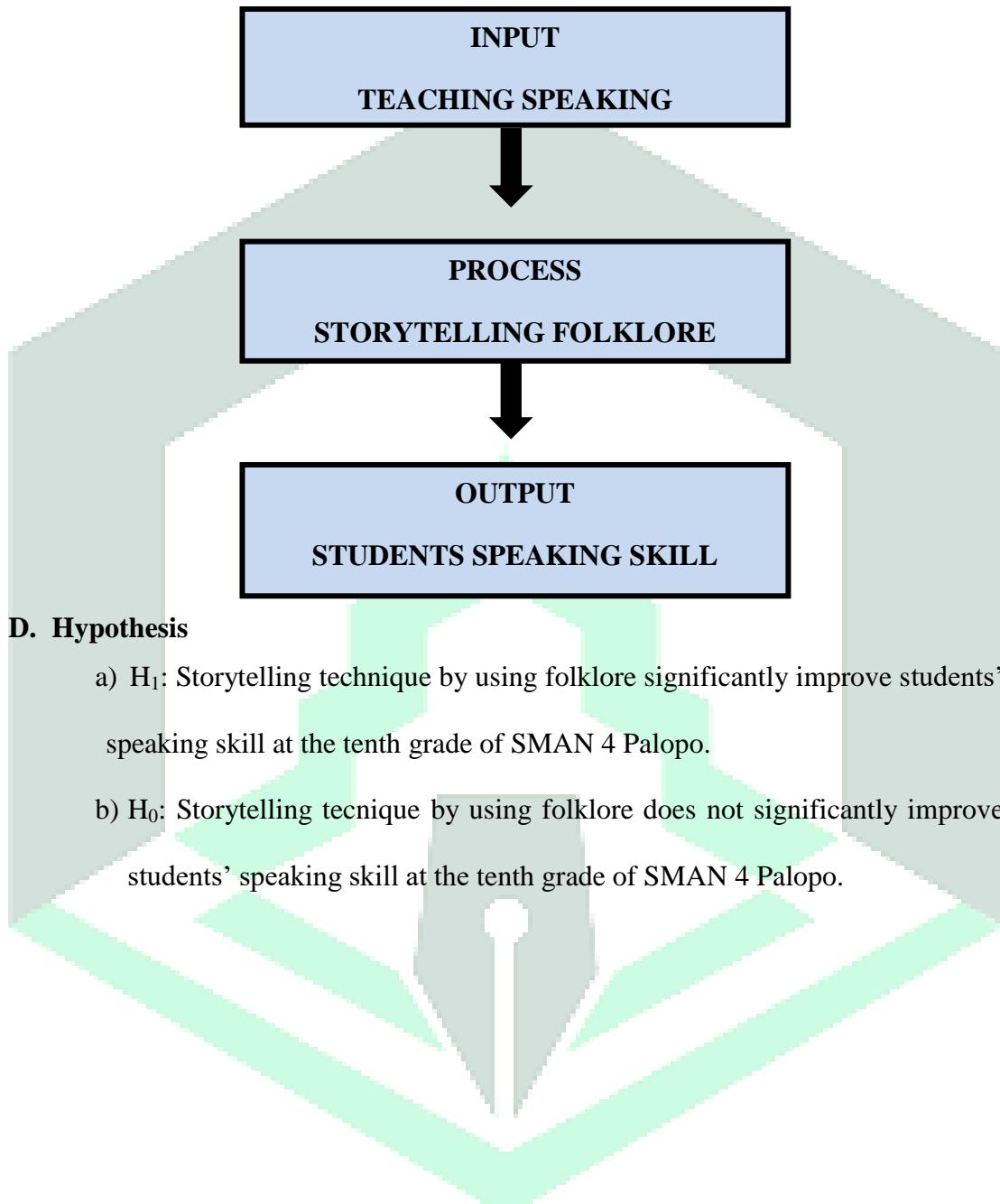
Epos is a folklore in which it contains a heroic story. Examples of folklore that are classified as epos include The Mahabarata.

Based on the explanation above, the researcher chose the type of legend folklore to be applied to this research. This folklore is a media that will be applied to students to improve speaking skill at SMAN 4 Palopo.

C. Conceptual Framework

In this research, students were first given a pre-test to determine their priority in speaking before being given treatment and teaching students about this material. After knowing students' abilities, they are given treatment as a process of learning speaking skills using folklore texts and video in the form of legends. After that in the final stage, namely post-test (output), the researcher asked to students to storytelling folklore that has been given then the researcher assesses students' speaking skill by focusing on fluency accuracy and comprehensibility.

Chart 2.1 Conceptual Framework



D. Hypothesis

- a) H_1 : Storytelling technique by using folklore significantly improve students' speaking skill at the tenth grade of SMAN 4 Palopo.
- b) H_0 : Storytelling technique by using folklore does not significantly improve students' speaking skill at the tenth grade of SMAN 4 Palopo.

BAB III

METHODOLOGY OF RESEARCH

A. Research Design

1. Method

This research applied pre-experimental method which consist of pre-test, treatment and post-test as theory of Hatch and Lozraton.³² It aims at finding out whether or not the use of folklore is effective in improving speaking skill of the students at SMAN 4 Palopo.

2. Design

In this research, the researcher uses pre-test and post-test design. According to Arikunto an experimental research design is aimed to investigate whether or not there is a significant influence of particular treatment over something on other hand it tries to investigate the cause and the effect of particular treatment by comparing one more than one experiment group that received a treatment with another group that did not receive a treatment.³³ The design is written as follows:

³² Hatch and Lozaraton, "The Research Manual", (USA: Newbury House, 1991. P.87)

³³ Suharsimi Arikunto, Penelitian Suatu Pendekatan Praktik, (Jakarta: Pt. Rineka Cipta, 2010), p. 9

Table 3.1 Research Design

PRE-TEST	TREATMENT	POST-TEST
O_1	X	O_2

(Arikunto, 2006)

Where:

O_1 = Pre-test

X = Treatment

O_2 = Post-test

In this research the design given by the first is pre-test then treatment and

last is post-test.

B. Population and Sample

1. Population

The Population in this research are students of class X SMAN 4 Palopo.

The total number of the tenth grade of students in this school is 64 students.

Consists of X MIPA 1 with the number of students 19. Class MIPA 2 has 20 students but only 16 students are active in this class and there are 25 students in class IPS 1.

2. Sample

The sample was selected by using cluster random sampling technique by the assumption that the level of students speaking skill in this class is still low.

The researcher was chosen one class as the sample, namely class X MIPA 2.

There were 20 students in this class but some students from this class are less

active and rarely participate in learning, so the total number in this class that is used as a sample is 16 students.

C. Variable of The Research

In this research, the variable use folklore and speaking.

1. Dependent variable is improving students speaking skill.
2. Independent variable is is storytelling folklore.

D. Instrument of The Research

The researcher instrument used a test. This test is in the form of storytelling folklore by giving several previous treatment meetings to see whether the students' speaking skill have improved significantly or not.

E. Procedure of Collecting Data

1. Pre-test

At this stage, a pre-test was conducted in the form of an oral test.

Instruction: the researcher gave the story text and then asked students to retell the folklore about "The Legend of Lake Toba" by recording, each students was given 2 minutes to tell a story. The purpose of this test is to know students' prior ability in speaking skill.

Picture 3.1 The Legend of Lake Toba



2. Treatment

After giving a pre-test, students are given treatment with several meetings the treatments' steps:

a. First meeting

1. The researcher gave explanation about folklore and storytelling.
2. The researcher showed the example of folklore with the title "Tangkuban Perahu" in the form of text.
3. The researcher asked the students one by one to retell the folklore by using their own words in front of the class.
4. The researcher asked about folklore that the students have told before.

b. Second meeting

1. The researcher reviewed the material about folklore and storytelling.
2. The researcher divided the students into several groups.

3. The researcher gave the folklore to the students with the title “Malin Kundang” in the form of video.
4. The researcher asked each group to retell the folklore by using their own words with the chain story.

c. Third meeting

1. The researcher gave folklore to the students with the title “The Legend of Lake Toba” in the form of text.
2. Provide opportunities for students to asked questions about folklore or things that are not understood.
3. The researcher asked the students one by one to retell the folklore by using their own words in front of the class.
4. The researcher asked about folklore that the students have told before.

d. Fourth meeting

1. The researcher divided students into several groups.
2. The researcher gave folklore to the students with the title “Timun Mas” in the form of video.
3. The researcher asked each group to retell the folklore by using their own words with the chain story.
4. The researcher asked about folklore that the students have told before.
- 5.

e. Fifth meeting

1. The researcher gives the folklore to the students with the title “Bawang Merah Bawang Putih” in the form of text.
2. The researcher asked students to retell the folklore by using their own words one by one in front of the class.
3. The researcher asked about folklore that the students have told before.

3. Post-test

After gave treatment for fifth meetings to students, the researcher gave a post-test. This post-test is the same as the pre-test that was done before.

Instruction: the researcher gives folklore text to students about “Malin Kundang”, then students retell the folklore one by one in front of the class to identify student’s improvement in speaking skill.

Picture 3.2 Malin Kundang



F. Technique of Data Analysis

To analyze the data, the researcher determined the scoring classification uses profile J.B Jeaton which includes of Accuracy, Fluency and Comprehensibility. The assessment criteria as follows³⁴:

The Assessment of Speaking

1. Accuracy

Table 3.2 Scoring of Accuracy

Classification	Score	Criteria
Excellent	6	Pronunciation is only very slightly influenced by the mother tongue. Two or three minor grammatical or lexical errors.
Very good	5	Pronunciation is slightly influenced by the mother tongue. A few minor grammatical and lexical errors but most utterances are correct.
Good	4	Pronunciation is still moderately influenced by the mother tongue but no serious phonological errors. A few grammatical and lexical errors but only one or two majors errors are confusing.
Average	3	Pronunciation is influenced by the mother tongue but only a few serious phonological and lexical errors, some of which confuses.
Poor	2	Pronunciation is seriously influenced by the mother tongue with errors causing a

³⁴ J.B Heaton, Writing English Language Test (Ed. 1: Newyork Inc, 1998), p. 100.

		breakdown in communication. Many basic and grammatical errors.
Very poor	1	Serious pronunciation errors as well as many basic grammatical and lexical errors. No evidence of having mastered any of the language skills and areas practiced in the course.

2. Fluency

Table 3.3 Scoring of Fluency

Classification	Score	Criteria
Excellent	6	Speaks without too great effort with a fairly wide range of expression. Searches for words occasionally but not only one or two unnatural pauses.
Very good	5	Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.
Good	4	Although he has made an effort and searches for words, they are not too many unnatural pauses. very smooth and delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range expression.
Average	3	Has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary. The

		range of expression is often limited.
Poor	2	Long pauses while he writer for the desired meaning .frequently fragmentary and halting delivery. Almost give up making the efforts at the time. Limited range of expression.
Very poor	1	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.

3. Comprehensibility

Table 3.4 Scoring of Comprehensibility

Classification	Score	Criteria
Excellent	6	Easy for the listener to understand the speaker's intention and general meaning very few interruption or clarification are required.
Very good	5	The speaker's intention and general meaning are fairly clear. A few interruption by the listener for the sake of clarification are necessary.
Good	4	Most of what the speaker says is easy to follow. His intention is always clear but several interruptions are necessary to help him to convey the message to seek clarification.

Average	3	The listener can understand a lot of what is said, but he must constantly seek clarification. Cannot understand many of the speaker's most complex or longer sentences.
Poor	2	Only small bits (usually short sentences and phrases) can be understood and then with considerable effort by someone who is used to listening to the speaker.
Very poor	1	Hardly anything of what is said can be understood. Even when the listener makes a great effort interrupts, the speaker is unable to clarify anything he seems to have said.

a. Student score :

$$\text{Student score} = \frac{\text{score obtained}}{\text{total students}(16)} \times 100$$

Beside the technical of scoring through six scale above, the researcher also made rating classification to measure the students' speaking ability. The following is rating classification.³⁵

³⁵ Daryanto, Evaluasi Pendidikan(Jakarta PT : Rineke, 2007), p.211

b. Identifying the rate based on the table below

Table 3.5
The Score Classification

Classification	Scale
Excellent	5.01-6.00
Very good	4.01-5.00
Good	3.01-4.00
Average	2.01-3.00
Poor	1.01-2.00
Very poor	0.00-1.00

c. To obtain the mean score, standard deviation, and significance test, the researcher using SPSS application.

CHAPTER IV

FINDINGS AND SUGGESTIONS

A. Findings

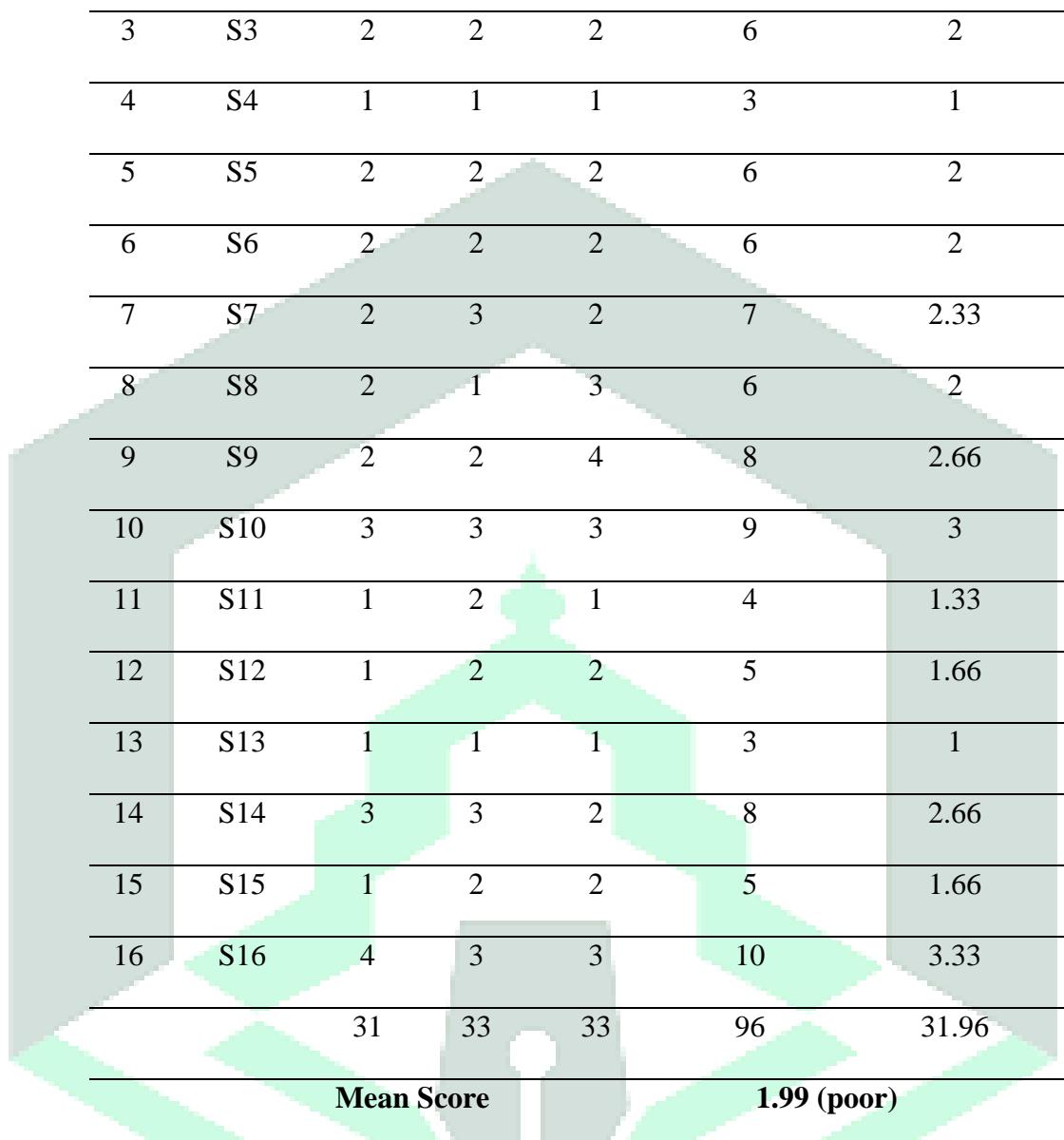
This chapter presents the findings and discussion of the research. In the previous chapter, the researcher mentioned used pre-test and post-test to conduct this researcher. The purpose of the pre-test and post-test is to accumulate students' speaking skill used pre-experimental method. In addition, the researcher used folklore as a media in improving students' speaking skill in in learning. The following represents the research findings:

1. The Results of Students' Speaking Test in the Pre-Test

At this stage, the researcher gave a test to students which aimed to determine the students' prior speaking ability before being given treatment with several meetings. The researcher analyzed the pre-test results the students based on fluency, accuracy and comprehensibility. The results of the data can be seen in the following:

Table 4.1 The Results Pre-Test Score

No	Students	The Speaking Aspects			Total	Final
		A	F	C		
1	S1	3	2	2	6	2
2	S2	1	2	1	4	1.33



Students' score in the pre-test can be seen in the table above where the highest score obtained by students was 3.33, while the lowest score obtained by students was 1. Student assessments in the pre-test can be assessed from (A) accuracy, (F) fluency and (C) comprehensibility. Based on the

classification, it shows score of students' speaking skill before being treatments used folklore as a media with storytelling technique in improving students' speaking skill. Then the cumulative score for speaking ability on the pre-test for all students was 1.99 included in the classification poor.

Table 4.2 Students' Percentage in The Pre-Test

Classification	Rating	N	Percentage
Excellent	6	-	0%
Very Good	5	-	0%
Good	4	1	6.25%
Average	3	3	18.75%
Poor	2	10	62.5%
Very Poor	1	2	12.5%
Total		16	100%

Based on the table 4.2, it shows that are no students who achieved "Excellent" and "Very Good" which calculates into 0%, only 1 students who achieved "Good" which calculates 6.25%, 3 students who achieved "Average" which calculates 18.75%, 10 students who achieved "Poor" which calculates 62.5% and there are 2 students who achieved "Very Poor" which calculates 12.5%.

Table 4.3 Minimum and Maximum Score in the Pre-Test

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test	16	1.00	3.33	1.99	.677
Valid N (listwise)	16				

Table 4.3 states the minimum pre-test was 1.00 and the maximum was 3.33. Where the students mean score is 1.99 with a standard deviation 0.6.77.

2. The Results of Students' Speaking Test in the Post-Test

In the post-test stage, we can see the score results by students after being treatment with several meetings. The table below shows student score:

Table 4.4 The Students' Post-Test Score

No	Students	The Speaking			Total	Final Score
		A	F	C		
1	S1	3	3	4	10	3.33
2	S2	3	4	4	11	3.66
3	S3	4	3	4	11	3.66
4	S4	4	4	4	12	4
5	S5	3	3	4	10	3.33
6	S6	3	3	4	10	3.33
7	S7	4	4	5	13	4.33

8	S8	4	3	5	12	4
9	S9	3	4	5	12	4
10	S10	4	4	4	12	4
11	S11	2	3	2	7	2.33
12	S12	3	2	3	8	2.66
13	S13	2	2	3	7	2.33
14	S14	4	4	5	13	4.33
15	S15	3	3	3	9	3
16	S16	4	4	4	12	4
			53	53	63	169
			Mean Score		3.51 (good)	

The results students' score in the post-test can be seen in the table above. We can see that there is increase students' speaking skill after being given treatment for several meetings. The same as in pre-test, these speaking assessments is based on (A) accuracy, (F) fluency and (C) comprehensibility where the highest score obtained by students was 4.33, while the lowest score obtained by students was 2.33 and the mean score obtained in the post-test is 3.51.

Table 4.5 Students' Percentage in the Post-Test

Classification	Rating	N	Percentage
Excellent	6	-	0%
Very Good	5	2	12.5%
Good	4	10	62.5%
Average	3	4	25%
Poor	2	-	0%
Very Poor	1	-	0%
Total		16	100%

Based on the data presented in table 4.5, it shows that are no students who achieved "Excellent" which calculates into 0%, there are 2 students who achieved "Very Good" which calculates 12.5%, 10 students who achieved "Good" which calculates 62.5%, also there are 4 students who achieved "Average" which calculates 25%, there are no students who achieved "Poor" and achieved "Very Poor" which calculates 0%.

Table 4.6 Minimum and Maximum Score in the Post-Test

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test	16	2.33	4.33	3.51	.655
Valid N (listwise)	16				

Table 4.3 illustrated the minimum post-test are 2.33 and the maximum are 4.33 where the students mean score is 3.51 with a standard deviation 0.655.

3. The Statistic Analysis of Pre-Test and Post-Test Results

a. The paired sample t-test

Table 4.7 The Paired Sample Statistic

	Mean	N	Std. Deviation	Std. Error Mean
pre-test	1.99	16	.677	.169
Pair 1 post-test	3.51	16	.655	.163

The data indicates total N value is 16, which means the total of students. The mean score in the pre-test is 1.99 with the standard deviation is 0.677 and error standard was 0.169, while the mean score in the post-test is 3.51 with the standard deviation is 0.655 and error standard was 0.163.

b. The Paired Sample Correlations

Table 4.8 The Paired Sample Correlations Test of Pre-Test and Post-Test

	N	Correlation	Sig.
Pair 1 Pre-Test & Post-Test	16	.618	.011

Table 4.8 presents the data of the correlation between pre-test and post-test. The correlation score is 0.618, with a significance value is 0.011. This data proves that there is correlation between students' speaking skill before giving treatment and after giving treatment.

c. The Paired Sample Test

Table 4.9 the Paired Sample Test of Pre-Test and Post-Test

Paired Differences									
Pair	Pre-test-	Mean	Std. Deviation	Std. Error	95% Confidence		T	Df	Sig. (2-tailed)
					Mean	Interval of the Difference			
						Lower	Upper		
1	Pre-test-								
	Post-test	-1.520	.582	.145	-1.831	-1.210	-10.439	15	.000

On the table 4.9 above the researcher illustrates the value of t_c (t_{count}) = 10.439 with df (degree of freedom) = 15 while the t_t (t_{table}) for the standard of significant level 0.05 (5%) on df = 15 is 2.131. It concluded that t_{count} was higher than t_{table} . Which means the null hypothesis (H_0) is rejected while the alternative hypothesis (H_1) is accepted. It shows that there is a difference between speaking skill before and after being given treatment students' with a total 5 meetings. Therefore, the researcher concludes that storytelling by using folklore is significant to improving speaking skill at the tenth grade students of SMAN 4 Palopo.

B. Discussion

The experimental class that was designed to evaluate students' speaking skill through storytelling folklore, there are differences in students' test results after the

treatment stage. It can be seen that the mean score in the pre-test stage was 1.99 and it increased into 3.51 scores in the post-test.

In this research, students can improve speaking skill by applying storytelling folklore activities. In addition, students can find out information and moral messages in folklore, knowing the meaning of vocabulary contained in the story. Furthermore, the researcher found that the use of storytelling folklore in the classroom made students more active, for example in asking question and speaking. The students get a new atmosphere in finding the information in every story due to the use of folklore as the adding learning media. This research indicates the significant in improving speaking skill based on the statistical score result. Calculating used SPSS application, the researcher found that the significant 2 tailed is 0.00 which is smaller than the standard significance level that is 0.05 ($0.00 < 0.05$). It represents that the use of storytelling folklore shows a significant difference in improving speaking skill. The total of students in this class was 20 but only 16 students were actively participating in learning, so the researcher only took these students as sample.

This research was corroborated by previous research; Gabby Maureen Pricia, in her research entitled “The Effect of Folktale Based Storytelling Method on Students Speaking Ability Institute Pendidikan Tapanuli Selatan” There is a significant effect of using the folktale based storytelling method on students’ speaking ability from the results hypothesis testing.³⁶ In addition, storytelling has a

³⁶ Gabby Maureen, “The Effect of Folktale Based Storytelling Method on Students’ Speaking Ability Institut Pendidikan Tapanuli Selatan” (Tapanuli Selatan: Padang Sidimpuan) p. 27.

positive impact on students, besides improving students' speaking skill, students can also increase their vocabulary and be more confident in speaking. This research was in line with the previous research findings, Fikri Kurniawan (2021) who stated that storytelling improved the students' vocabulary mastery in all aspects of vocabulary, such as nouns, verbs, adjectives and adverbs.³⁷ Furthermore, Tifani, Regina and Wardah (2020) in their journal said that storytelling technique through webtoon improved students' confidence in speaking English. The implementation of storytelling technique, provided the opportunity to all students to speak English in front of the listeners. By doing the practice, the students became accustomed to speaking English and it improved their confidence in speaking.³⁸

Meanwhile, Ravi Akbar (2022) stated that by using folklore as media, students become more active in speaking and the students are able to have enthusiasm and seriousness in doing every activity in English learning process.³⁹

Enhancing the speaking skill was able if the lesson process contain appropriate media or technique. Storytelling folklore can be used in the learning process.

Storytelling on the other side, can increase intelligence because when doing storytelling someone will try to understand the story that will be conveyed, so that it will indirectly sharpen the brain to think.

³⁷ Fikri Kurniawan, "Improving Students' Vocabulary Mastery Through Storytelling", (<https://media.neliti.com>, 21 November 2022).

³⁸ Tifani, Regina, Wardah, "Improving Students' Confidence in Speaking by Storytelling Technique Through Webtoon", vol. 1 no, 1 (2020) p. 26.

³⁹ Mochammad Ravi Akbar, "The Implementation of Teaching Folklore Speaking Skill Through Story Completion Technique at the Tenth Grade Social class of SMA Nuris Jember" (UIN Jember) p. 62.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the discussion and explanation in the previous chapter, the researcher proposes the following conclusions:

Storytelling technique by using folklore can improve speaking skill, at the treatment stage, students are asked to retell folklore with different story titles at each meetings, so students' speaking can improve, marked by a significant difference between the storytelling test before and after being given treatment. Based on the data that has been analyzed, the mean score in the post-test stage is higher than the pre-test score ($3.51 > 1.99$). The value of t_{count} was 10.439 while t_{table} for the standard of significant level 0.05 (5%) on $df = 15$ was 2.131. It concluded that the value of t_{count} was higher than the value of t_{table} . In addition storytelling by using folklore helps students in learning process for example, students can add new vocabulary and students are more confident after several times doing storytelling in front of the class. It can be concluded that storytelling by using folklore is significant in improving students speaking skill.

B. Suggestions

Based on this research, the researcher provides suggestions that hopefully can be useful for others who will read it and for teachers, students and also the next researcher:

1. For the Teacher

The results of this research are expected to make teachers use storytelling technique and folklore in the learning process to improve students' speaking skill and to make the class more interesting.

2. For the Students

It is hoped that the use of storytelling can be appropriate alternative technique to improve students' speaking skill and provide many opportunities for students to be creative and brave in speaking English.

3. For the next Researcher

For the next researcher with this research, it is hoped that it can be a reference for the other researchers, especially research on storytelling technique or about folklore. Then the researcher is expected to better understand the researcher that will be taken by referring to existing references.

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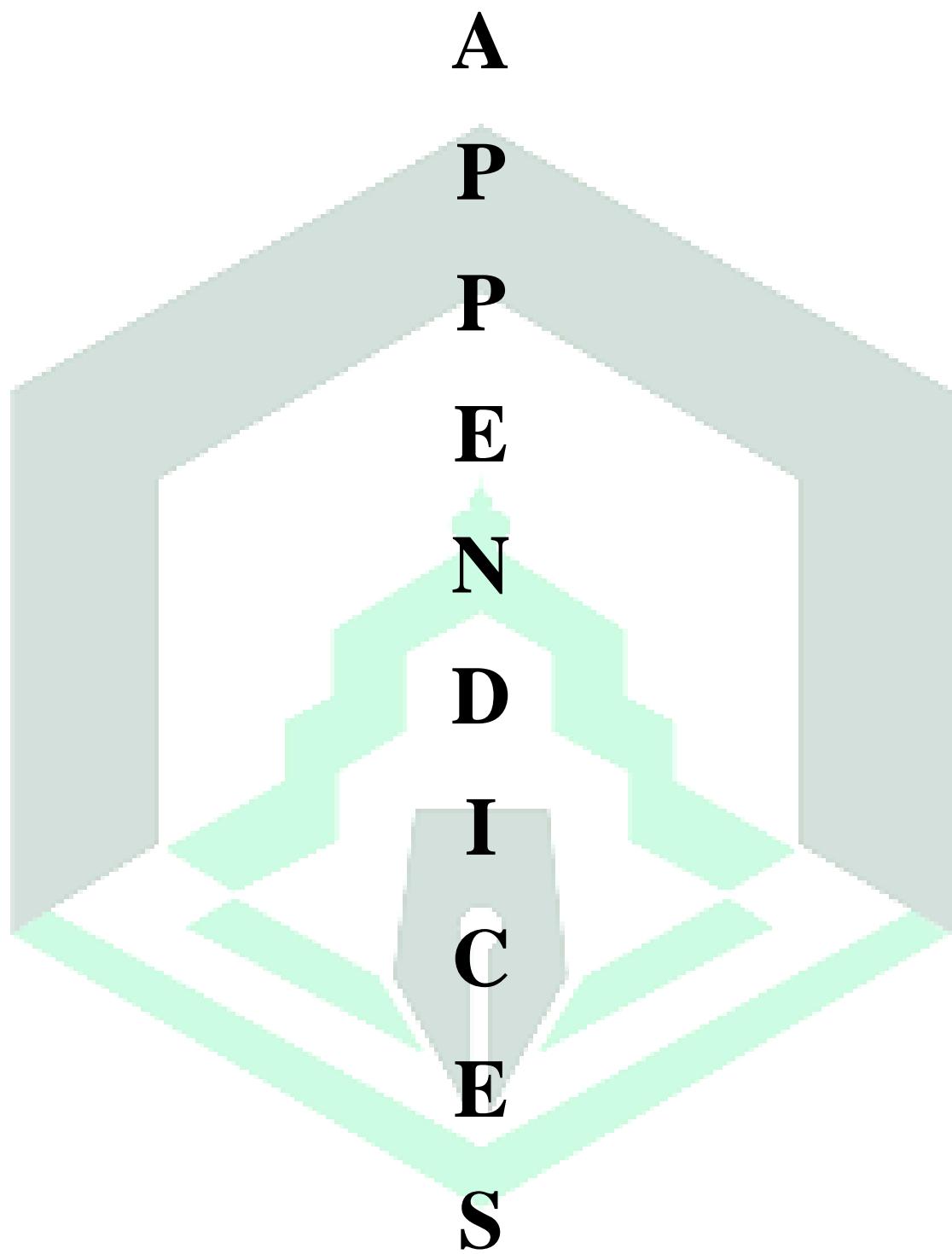
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APPENDIX 1:

SURAT IZIN MENELITI

**ASLI****IZIN PENELITIAN**

NOMOR : 947/IP/DPMPTSP/VIII/2022

DASAR HUKUM :

- Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi;
- Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja;
- Peraturan Mendagri Nomor 3 Tahun 28 tentang Penerbitan Surat Keterangan Penelitian;
- Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
- Peraturan Walikota Palopo Nomor 34 Tahun 2019 tentang Pendegrasian Kewenangan Penyelenggaraan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Kota Palopo dan Kewenangan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Yang Diberikan Pelimpahan Wewenang Walikota Palopo Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama	: NURHIKMA
Jenis Kelamin	: Perempuan
Alamat	: Jl. Balandai Kota Palopo
Pekerjaan	: Mahasiswa
NIM	: 18 0202 0130

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

IMPROVING SPEAKING SKILL THROUGH STORYTELLING BY USING FOLKLORE AT THE TENTH GRADE STUDENTS SMAN 4 PALOPO

Lokasi Penelitian : SMA NEGERI 4 PALOPO

Lamanya Penelitian : 04 Agustus 2022 s.d. 04 Oktober 2022

DENGAN KETENTUAN SEBAGAI BERIKUT :

- Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada **Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo**.
- Menepati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
- Penelitian tidak menyimpang dari maksud izin yang diberikan.
- Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
- Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menepati ketentuan-ketentuan tersebut di atas.

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo

Pada tanggal : 04 Agustus 2022

a.n. Kepala Dinas Penanaman Modal dan PTSP

Kepala Bidang Pengkajian dan Pemrosesan Perizinan PTSP

ERICK. K. SIGA, S.Sos

Pangkat: Penata Tk.I

NIP: 19830414 200701 1 005

Tembusan :

- Kepala Badan Kesbang Prov. Sul-Sel;
- Walikota Palopo
- Dandim 1403 SWG
- Kapolda Palopo
- Kepala Badan Penelitian dan Pengembangan Kota Palopo
- Kepala Badan Kesbang Kota Palopo
- Instansi terkait tempat dilaksanakan penelitian



APPENDIX 2:
SURAT KETERANGAN SELESAI
MENELITI



**PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
SMA NEGERI 4 PALOPO**

Jalan Bakau Balandai No. Telp (0471) 21475 Website www.sman4plp.sch.id Email admin@sma4plp.sch.id

SURAT KETERANGAN PENELITIAN

Nomor : 421.3/729-upt.SMA.04/PLP/DISDIK

Yang bertanda tangan di bawah ini, **Kepala SMA Negeri 4 Palopo**, menerangkan bahwa :

N a m a	:	NURHIKMA
N I M	:	18 0202 0130
Tempat / tgl. lahir	:	Kopi – kopi, 08 November 2000
Jenis kelamin	:	Perempuan
Program Studi	:	Pendidikan Bahasa Inggris
Alamat	:	Jln. Agatis Kota Palopo

Yang bersangkutan telah mengadakan penelitian di **SMA Negeri 4 Palopo**, pada tanggal 3 Agustus sampai dengan 7 September 2022, guna melengkapi Skripsi yang berjudul:

“Improving Speaking Skill Through Storytelling By Using Folklore At The Tenth Grade
SMAN 4 Palopo”

Demikian Surat Keterangan Penelitian ini kami buat, diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.





APPENDIX 3:
SURAT KETERANGAN VALIDASI

U

SURAT KETERANGAN VALIDASI

Yang bertanda tangan dibawah ini: Nama : Dr. MASRUDDIN S.S, M.Hum

Jabatan/Pekerjaan : Dosen

Instansi Asal : Institut Agama Islam Negeri Palopo

Menyatakan bahwa soal *pre-test* dengan judul:

Improving Speaking Skill Through Storytelling By Using Folklore at The Tenth Grade Students of SMAN 4 Palopo

dari mahasiswa:

Nama : Nurhikma

Program Studi : Pendidikan Bahasa Inggris

NIM : 18 0202 0130

(sudah siap/belum siap) dipergunakan untuk penelitian dengan menambahkan beberapa saran sebagai berikut:

.....
.....
.....
.....

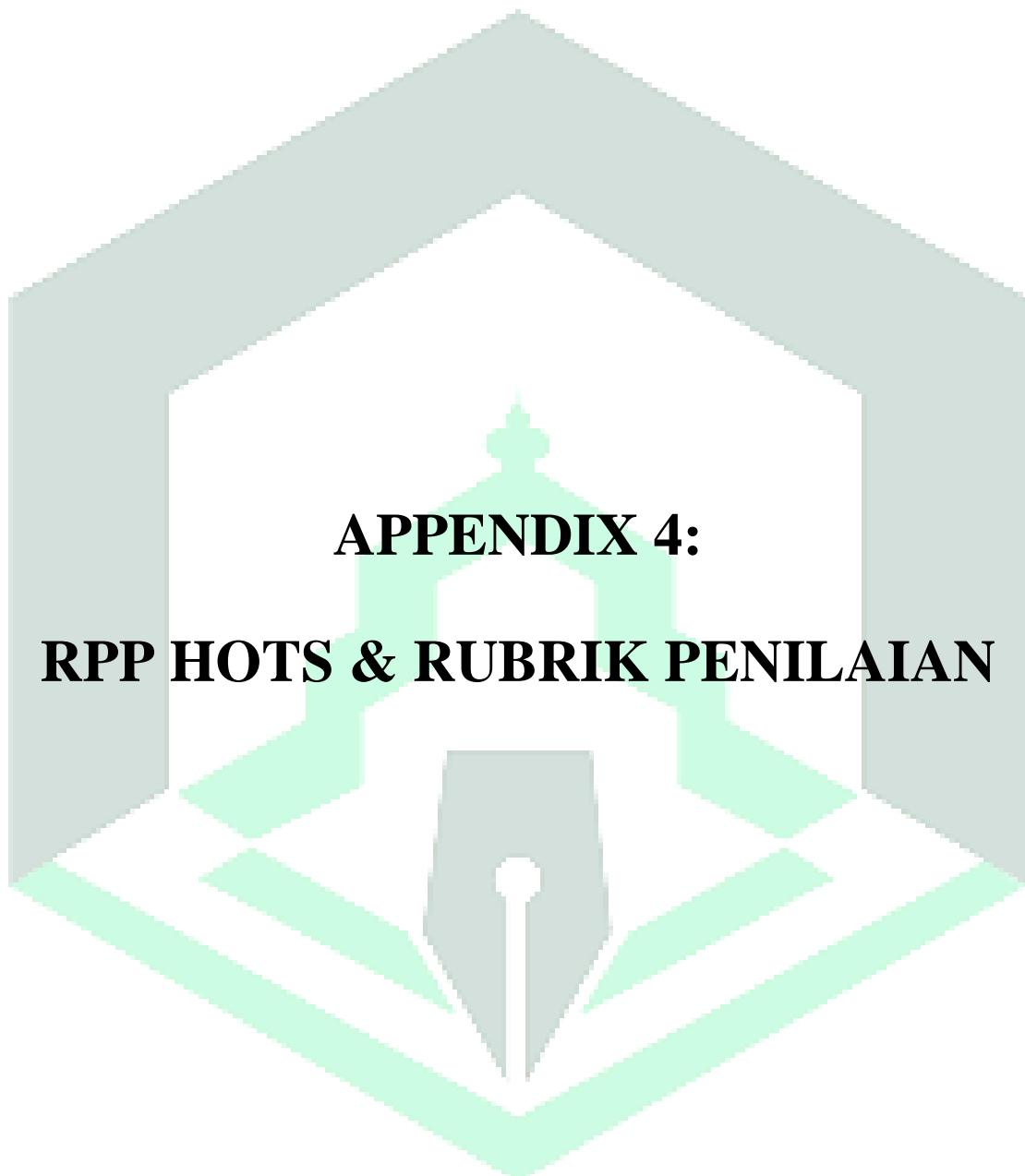
Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Palopo,

Validator

DR. MASRUDDIN, S.S, M.Hum
NIP 1980 0613 2005 011 005

*coret yang tidak perlu



APPENDIX 4:
RPP HOTS & RUBRIK PENILAIAN

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMAN 4 Palopo

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : X/Ganjil

Materi Pokok : Storytelling

A. Tujuan Pembelajaran

1. Setelah mengikuti pembelajaran, siswa diharapkan mampu menganalisis, merancang, memahami, mengetahui, dan mengidentifikasi cerita rakyat baik itu tokoh, setting dan latar tempat serta nilai-nilai moral dalam cerita untuk memudahkan storytelling folklore dengan memperhatikan struktur teks dan unsur kebahasaan secara benar dan sesuai konteks.
2. Menceritakan cerita rakyat (legenda) dengan menggunakan bahasa mereka sendiri dengan teknik cerita berantai

B. Materi dan Strategi Pembelajaran

1. Materi Pembelajaran

Guru memberikan sebuah teks yaitu cerita rakyat (legenda) kepada siswa kemudian mendiskusikannya, setelah itu guru dan siswa tanya jawab seputar cerita rakyat lalu siswa menceritakan kembali cerita rakyat tersebut secara berantai.

2. Strategi Pembelajaran

- a. Teori : Constructivism
- b. Pendekatan : Constructivist Approach
- c. Model Pembelajaran : Project Based-Learning
- d. Metode : Diskusi, Tanya Jawab dan Presentasi
- e. Teknik : Presentasi
- f. Perangkat : Rpp, Rubrik Penilaian, Teks Cerita Rakyat
- g. Moda : Offline

C. Evaluasi Pembelajaran/Assessment

- a. Tes
- b. Non Tes : Rubrik Penilaian

RUBRIK PENILAIAN

No	Nama Siswa	Literasi Dasar		Karakter		Kompetensi			
		Semantik	Matematik	Moral	Kinerja	Critical Thinking	Creative Thinking	Collaboration	Communication
1	Audi	3	4	3	3	4	4	4	4
2	Aulia Magvira	4	4	4	4	4	4	4	4
3	Hasmaul Husna	4	4	4	4	4	4	4	4
4	M. Ghayiril Neo Dewangsa	4	4	4	4	4	4	4	4
5	Muh. Farel	4	4	4	4	4	4	4	4
6	Naila	3	4	4	4	3	4	4	3
7	Nur Aisyah Humairah	4	2	4	4	4	4	4	4
8	Nur Alya	3	4	4	4	3	4	4	3
9	Nuranisa	3	4	4	4	4	4	4	4
10	Nurapiah	4	4	4	4	4	3	4	4
11	Putri Aulia	4	4	4	4	4	4	4	4
12	Rafly Ahmad Fahrezy	4	4	4	4	4	3	4	4
13	Rahmah Dani Hazlima	3	4	4	4	4	4	4	3
14	Rasti	4	4	4	4	4	4	4	4
15	Suci Septiani	4	4	4	4	4	4	4	4
16	Zaskia Adelia	4	4	4	4	4	4	4	4

Ket :

4 : sangat sempurna

3 : sempurna

2 : cukup sempurna

1 : kurang sempurna



APPENDIX 4:

LESSON PLAN

LESSON PLAN 1

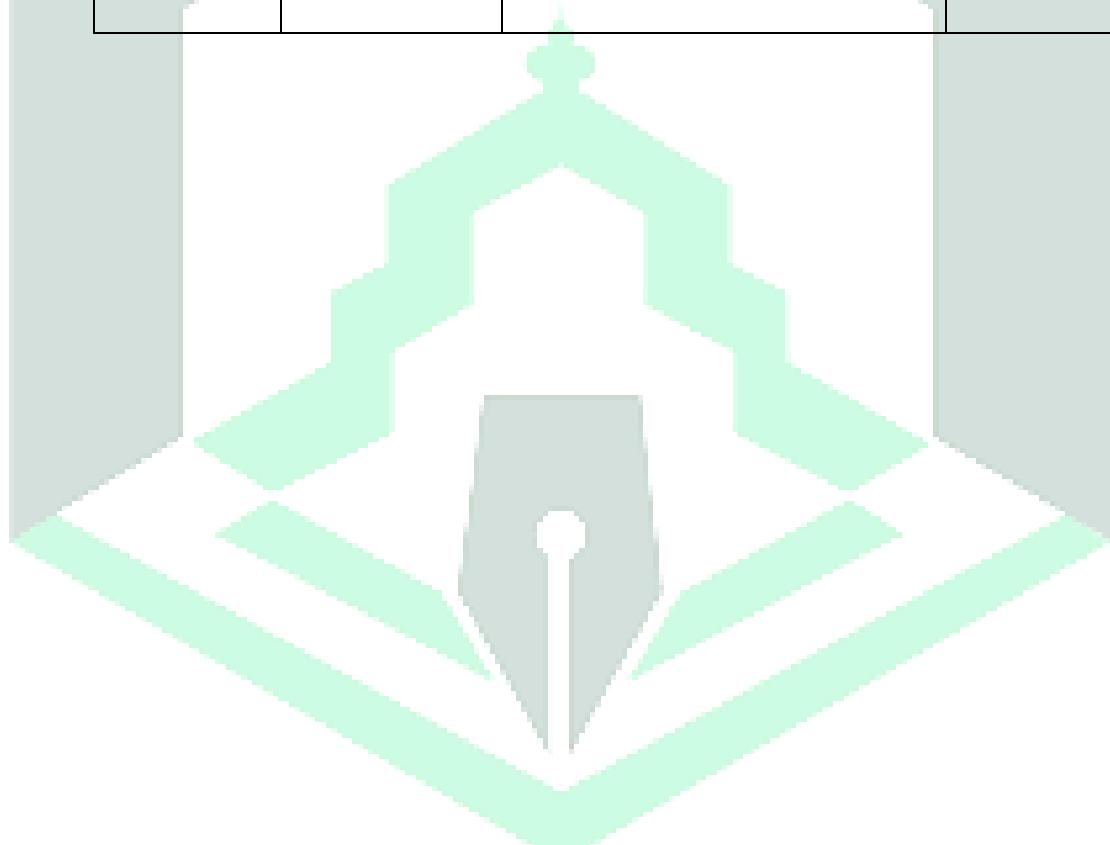
1. School : SMA Negeri 4 Palopo
2. Class : X MIPA 2
3. Times : 1 x 45 Minutes
4. Meeting : 1st (Pre-Test)
5. Topic : The Origin Of Lake Toba
6. Learning Objectives :
 - a. the students are able to do storytelling
 - b. to know students prior ability in speaking English
7. Materials : Text folklore, pen, paper.
8. Learning steps :

STEP	ACTIVITIES	PROCEDURES	TIME
Presentation	Warm up	<ul style="list-style-type: none">• The researcher greet the students warmly with salam and ask their condition.• Ask the class leader to lead a pray before studying.• The researcher introduce herself and check students' attendance.• T : Hello	3 minutes

		<p>Ss : Hi T : Hi Hi Halo Ss : Halo Halo Hi</p>	
	Lead In	<ul style="list-style-type: none"> • The researcher gives motivation to the students before giving material. • The researcher gives lead in as an introduction to topics in learning. • Ask the students to guess the topic. 	3 minutes
	Presentation	<ul style="list-style-type: none"> • The researcher gives folklore text “The origin of lake toba” as pre-test. • The researcher explain how to identify the story about characters, setting, atmosphere and others before doing storytelling. 	8 minutes

Practice	Control practice	<ul style="list-style-type: none"> The students read the story in several times. The students identify the story about characters, setting, atmosphere and others before doing storytelling. The researcher gives students the opportunity to ask questions if something was not understand. 	10 minutes
Production	Practice result	<ul style="list-style-type: none"> The students storytelling folklore one by one in 2 minutes. 	17 minutes
Closing		<ul style="list-style-type: none"> The researcher asks the students about the difficulties they got during the learning process. 	4 minutes

		<ul style="list-style-type: none">• The researcher conveys to the students what folklore will be told in the next meeting.• The researcher closed the class with pray together, say thanks for today and salam.	
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- The researcher conveys to the students what folklore will be told in the next meeting.
- The researcher closed the class with pray together, say thanks for today and salam.

LESSON PLAN 2

1. School : Sma Negeri 4 Palopo
2. Class : X MIPA 2
3. Times : 1 x 45 Minutes
4. Meeting : 2nd (Treatment 1)
5. Topic : Tangkuban Perahu
6. Learning Objectives :
 - a. to know what is narrative text especially folklore
 - b. to know steps for how to do storytelling
7. Materials : whiteboard, marker, eraser, pen and text folklore.
8. Learning steps :

STEP	ACTIVITIES	PROCEDURES	TIME
Presentation	Warm Up	<ul style="list-style-type: none">• The researcher greet the students warmly with salam and ask their condition.• Ask the class leader to lead a pray before studying.• The researcher introduce herself and check students' attendance.• Gives the students	3 minutes

		<p>attention grabs</p> <p>T : Clap one</p> <p>Ss : Clap once</p> <p>T : Clap two</p> <p>Ss : Clap twice</p> <p>T : Clap three</p> <p>Ss : Ssst.. (while put their thumb onb the lips).</p>	
	Lead In	<ul style="list-style-type: none"> • The researcher gives motivation to the students before giving material. • The researcher gives lead in as an introduction to topics in learning. • Ask the students to guess the topic 	3 minutes
	Presentation	<ul style="list-style-type: none"> • The researcher gives folklore text “Tangkuban Perahu”. 	8 minutes

		<ul style="list-style-type: none"> • The researcher explain how to arrange stories according to the folklore before students storytelling folklore. 	
Practice	Control Practice	<ul style="list-style-type: none"> • The students read the story in several times. • The students identify the story about characters, setting, atmosphere and others before doing storytelling. • The researcher gives students opportunity to ask questions if something was not understand 	
Production	Practice Result	<ul style="list-style-type: none"> • The students storytelling folklore one by one in 2 minutes by recording. 	17 minutes
Closing		<ul style="list-style-type: none"> • The researcher asks the 	4 minutes

students about the difficulties they got during the learning process.

- The researcher conveys to the students what folklore will be told in the next meeting.
- The researcher closed the class with pray together, say thanks for today and salam.



Tangkuban Perahu

Long time ago, there was a prince that so in love with the beautiful woman named Dayang Sumbi. The prince was changed into a dog named Tumang after marrying Dayang Sumbi and had a son named Sangkuriang. Sangkuriang often went to hunt with Tumang. He did not know that Tumang was his father.

One day, Sangkuriang met a deer in the forest. He remembered that his mother really liked the heart of a deer. He shoot the deer but he missed. He got really disappointed. then he shot Tumang and get his heart and brought it to his mother. Dayang Sumbi was very happy until she asked him when Tumang was. Sangkuriang told the truth that it was Tumang's heart. Dayang Sumbi get angry and hit Sangkuriang's forehad. Then Sangkuriang left the house. Dayang Sumbi was praying to the God for having the eternal beauty. The God gave what her wish for.

After that she met the mature Sangkuriang and they loved each other. They decided to get married. Dayang Sumbi asked about the Sangkuriang's scar in his forehad. He answered that he was hit by his mother. Dayang Sumbi was shocked and told him that she was his mother. Sangkuriang did not believe her. Then dayang Sumbi agreed that they were still husband and wife with one condition sangkuriang had to make a big boat in a night. Sangkuriang said that he was able to do that however, Dayang Sumbi made the chicken crowing, it was sign that Sangkuriang run of the time. Sangkuriang was so mad and kicked the boat. The boat was known as Gunung Tangkuban Perahu.

LESSON PLAN 3

1. School : Sma Negeri 4 Palopo
2. Class : X MIPA 2
3. Times : 1 x 45 Minutes
4. Meeting : 3rd (Treatment 2)
5. Topic : Malin Kundang
6. Learning Objectives :
 - a. to find out how students communicate with each other in groups.
 - b. to determine the students' ability in storytelling folklore "Malin Kundang "
7. Materials : Video about Folklore, Handphone.
8. Learning steps :

STEP	ACTIVITIES	PROCEDURES	TIME
Presentation	Warm Up	<ul style="list-style-type: none">• The researcher greet the students warmly with salam and ask their condition.• Ask the class leader to lead a pray before studying.• The researcher check students' attendance.	2 minutes

		<ul style="list-style-type: none"> • Gives the students attention grabs <p>T : Snack is coming Ss : Ssst.. (while put their thumb on the lips).</p>	
	Lead In	<ul style="list-style-type: none"> • The researcher gives motivation to the students before giving material. • The researcher gives lead in as an introduction to topics in learning. • Ask the students to guess the topic 	3 minutes
Practice	Control practice	<ul style="list-style-type: none"> • The researcher asked to count 1 to 5 to make a group and each students sits according to their groups. • The researcher gave 	

		<p>video link in group about “Malin Kundang” folklore text to pays attention to how they communicate and collaborate before telling the story in a chain.</p>	6 minutes
	Ice Breaking	<ul style="list-style-type: none"> • The researcher gave ice breaking to students before storytelling so that the learning process is not monotonous. <p>Zip Zep Zop</p> <ul style="list-style-type: none"> • Zip is said by researcher first while pointing at students A then students A said Zep while pointing by students B by said Zop. Like that until there is a students 	2 minutes

		<p>who has the wrong order saying Zip Zep Zap and if it is wrong, the student whose group will storytelling folklore first.</p>	
Production	Practice Results	<ul style="list-style-type: none"> • Each groups storytelling folklore used their own words/languages. 	30 minutes
Closing		<ul style="list-style-type: none"> • The researcher conveys to the students what folklore will be told in the next meeting. • The researcher closed the class with pray together, say thanks for today and salam. 	2 minutes



Malin Kundang

A long time ago, in a small village near the beach in West Sumatra lived a woman and her son, Malin Kundang. Malin Kundang and his mother had to live hard because his father had passed away when he was a baby. Malin Kundang was a healthy, diligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sell the caught fish in the town. One day, when Malin Kundang was sailing, he saw a merchant's ship being raided by a band of pirates. With his braver, Malin Kundang helped the merchant defeat the pirates. To thank him, the merchant allowed Malin Kundang to sail with him. Malin Kundang agreed in the hope to get a better life. He left his mother alone.

Many years later, Malin Kundang became wealthy. He had a huge ship and a lot of crews who worked loading trading goods. He was also married to a beautiful woman. When he was sailing on his trading journey, his ship landed on a coast near a small village. The local people recognized that it was Malin Kundang, a boy from the area. The news ran fast in the town; "Malin Kundang has become rich and now he is

here". An old woman, who was Malin Kundang's mother, ran to the beach to meet the new rich merchant. She wanted to hug him to release her sadness of being lonely after a long time. When his mother came near him, Malin Kundang who was with his beautiful wife and his ship crews denied that she was his mother. She had pleaded Malin Kundang to look at her and admit that she was her mother. But he kept refusing to do it and yelling at her. At last Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!" After that he ordered his crews to set sail to leave the old woman who was then full of sadness and anger.

Finally, feeling enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize to her. Malin Kundang just laughed and set sail. Suddenly a thunderstorm came in the quiet sea, wrecking his huge ship. He was thrown out to a small island. It was really too late for him to avoid his curse, he had turned into a stone.

LESSON PLAN 4

1. School : Sma Negeri 4 Palopo
2. Class : X MIPA 2
3. Times : 1 x 45 Minutes
4. Meeting : 4th (Treatment 3)
5. Topic : The Legend of Lake Toba
6. Learning Objectives : the students are able to do storytelling
7. Materials : Text Folklore
8. Learning steps :

STEP	ACTIVITIES	PROCEDURES	TIME
Presentation	Warm up	<ul style="list-style-type: none">• The researcher greet the students warmly with salam and ask their condition.• Ask the class leader to lead a pray before studying.• The researcher check students' attendance.• Gives the students attention grabs <p>T : Attention!</p>	3 minutes

		Ss : Attention! Attention! Attention!	
	Lead In	<ul style="list-style-type: none"> • The researcher gives motivation to the students before giving material. • The researcher gives lead in as an introduction to topics in learning. • Ask the students to guess the topic 	2 Minutes
	Presentation	<ul style="list-style-type: none"> • The researcher gives folklore text “the Legend of Lake Toba”. • The researcher explain how to arrange stories according to the folklore before students storytelling folklore. 	4 Minutes
Practice	Control	<ul style="list-style-type: none"> • The students read the 	

	Practice	<p>story in several times.</p> <ul style="list-style-type: none"> • The students identify the story about characters, setting, atmosphere and others before doing storytelling. 	5 Minutes
Production	Practice Results	<ul style="list-style-type: none"> • The students storytelling folklore one by one randomly. 	28 Minutes
Closing		<ul style="list-style-type: none"> • The researcher conveys to the students what folklore will be told in the next meeting. • The researcher closed the class with pray together, say thanks for today and salam 	3 Minutes



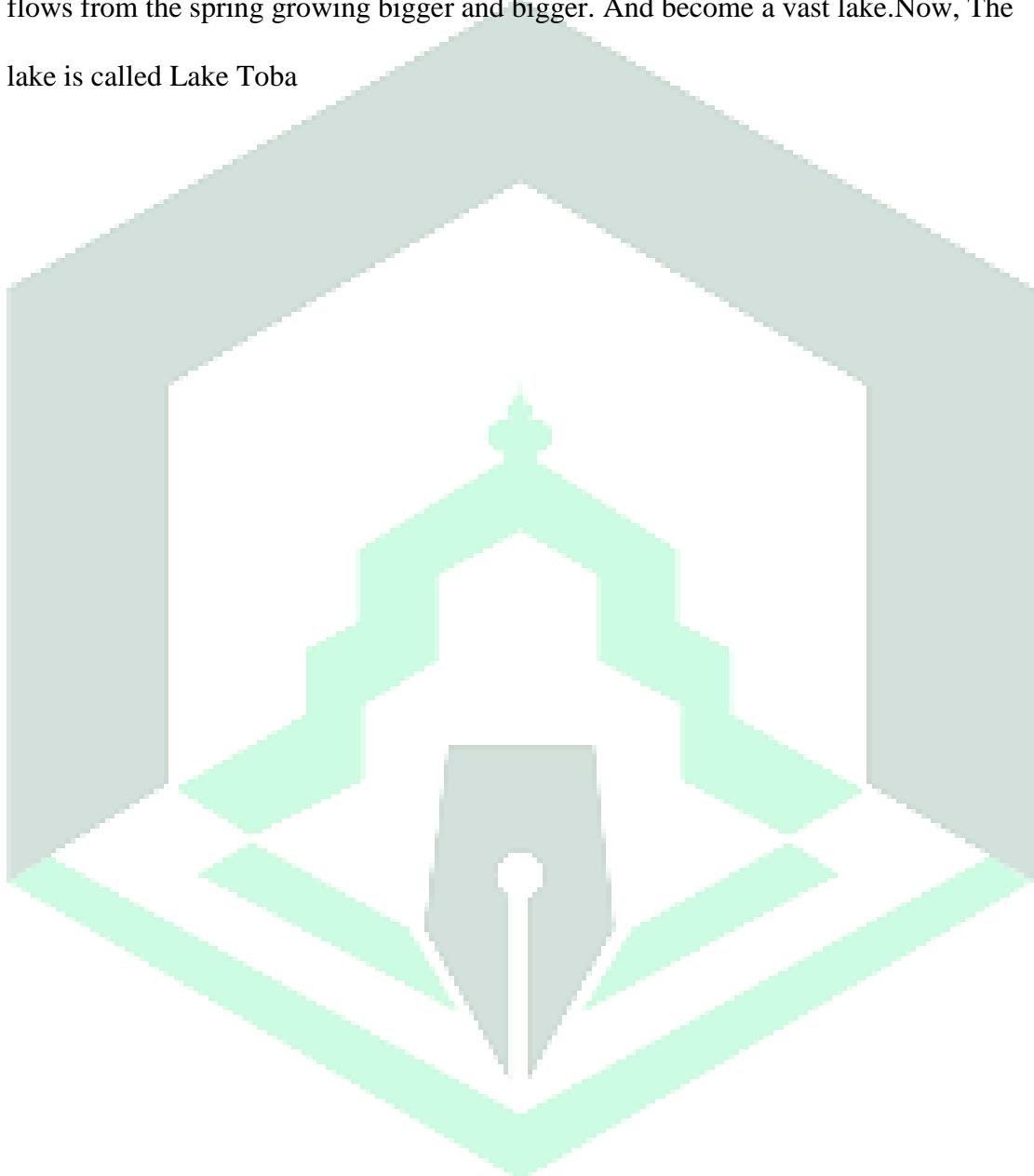
The Legend of Lake Toba

Long time ago, in a village in the northern part of Sumatra island there lived a young orphan farmer. He lived from farming and fishing . One day he was fishing a very beautiful fish . The color is golden yellow. When he holds, the fish turned into a beautiful princess. He doomed to be a fish for violating a ban. He will turn into a kind of creature who first touched it . Because the human touched, then she turns into a princess.

The young man fascinated by the beauty of the princess and ask her to marry. The application is accepted on condition that the young man would not tell the origin of the princess who comes from fish. He agreed the terms. After a year, the couple blessed with a boy. He has a bad habit that is never satiated . He ate all the food.

One day the child was eating all the food from their parents. The young man was very annoyed said: "The basis, this child, breeds fish ! " That statement by it self had unlocked the secrets of their promise has been violated. Hearing the words of the father, the child complained to her mother, asking what the meaning of his father's

words. Knowing the husband had broken a promise. The princess and son disappeared mysteriously. The land of their former footing bursts a springs. Then the water that flows from the spring growing bigger and bigger. And become a vast lake. Now, The lake is called Lake Toba

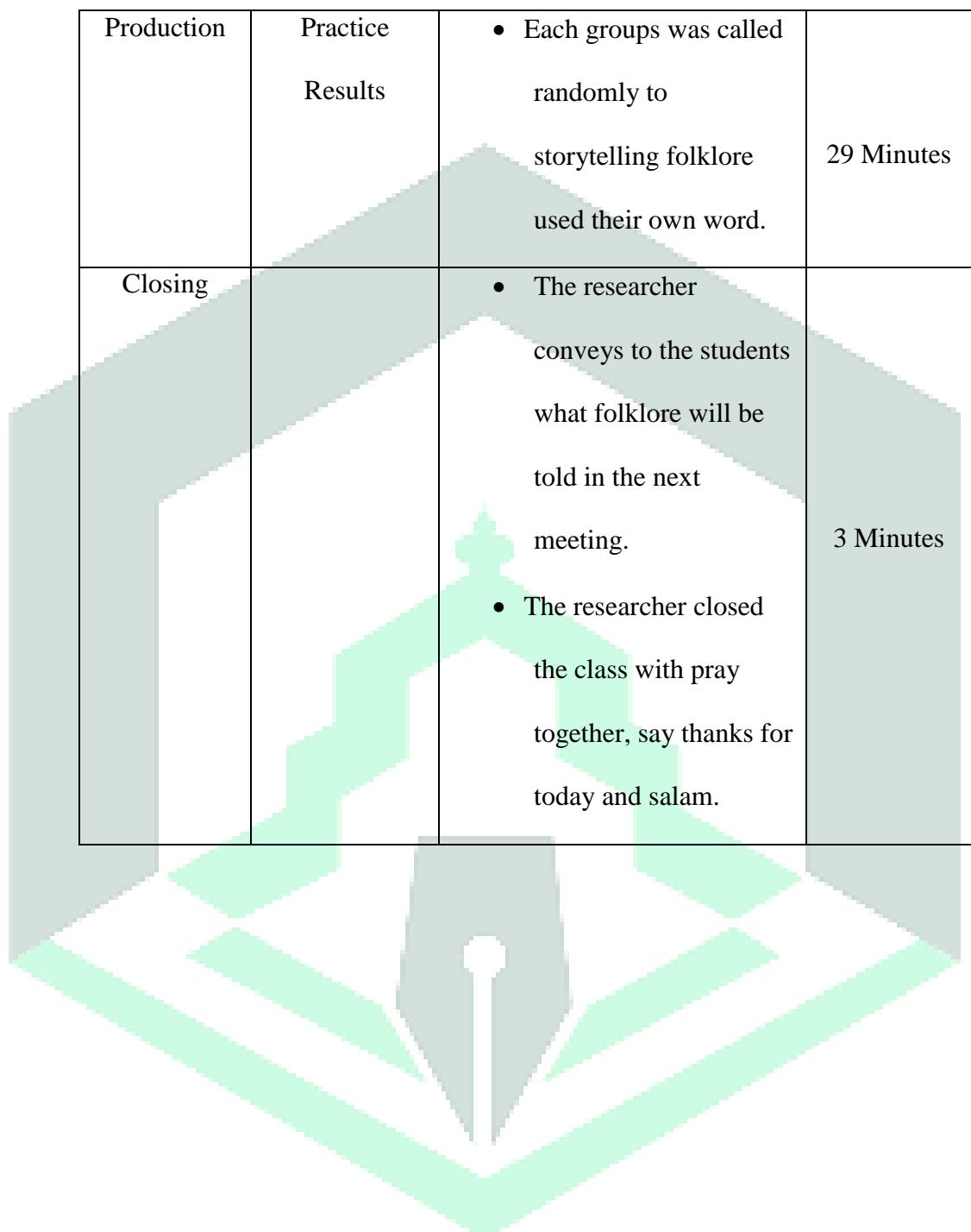


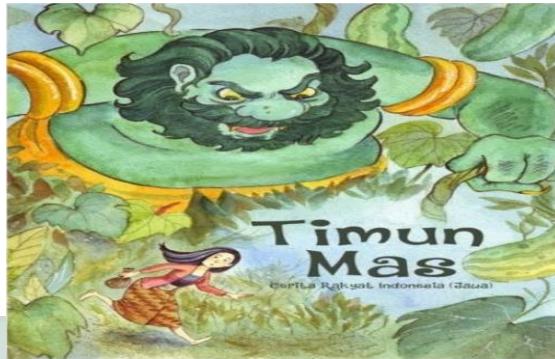
LESSON PLAN 5

1. School : Sma Negeri 4 Palopo
2. Class : X MIPA 2
3. Times : 1 x 45 Minutes
4. Meeting : 5th (Treatment 4)
5. Topic : Timun Mas
6. Learning Objectives : to know how the students do storytelling the folklore
7. Materials : Video about Folklore and handphone.
8. Learning steps :

STEP	ACTIVITIES	PROCEDURES	TIME
Presentation	Warm up	<ul style="list-style-type: none">• The researcher greet the students warmly with salam and ask their condition.• Ask the class leader to lead a pray before studying.• The researcher check students' attendance.• Gives the students attention grabs <p>T : Halo, Hi, Halo</p>	3 minutes

		Ss : Hi, Halo, Hi	
	Lead In	<ul style="list-style-type: none"> • The researcher gives motivation to the students before giving material. • The researcher gives lead in as an introduction to topics in learning. • Ask the students to guess the topic 	2 Minutes
Practice	Control Practice	<ul style="list-style-type: none"> • The researcher asked to count 1 to 5 to make a group and each students sit according to their groups. • The researcher gave video link in group about “Timun Mas” and identifying that story. 	8 Minutes





Timun Mas

Once upon a time, an old widow wanted a daughter to live with her in the village. Knowing her wish, a huge giant visited her house. He gave her a cucumber seed. He told the old widow that there will be a baby inside the cucumber. The giant promised to come back for the baby once she turned sixteen.

The old widow planted the seed in her yard. By the next morning, a cucumber grew. She cut it open and found a baby girl inside. The old widow was so happy and named the baby Timun Mas. Day by day, Timun Mas grew into a beautiful lady. The widow remembered what the giant had warned her. So when Timun Mas turned sixteen, the widow told her to run into the jungle with a bag of salt. "You must not let the giant catch you," the widow cried out as Timun Mas ran into the jungle.

The giant came and asked the widow for Timun Mas. The widow refused to tell him and so he went into the jungle. He angrily called out for Timun Mas. Timun Mas heard his voice and ran away from him. The giant chased her. Timun Mas threw the

salt that the widow had given her. It turned the jungle into a muddy field. The muddy field swallowed the giant and he was never seen again. Finally, Timun Mas returned home and lived happily ever after with the old widow.



LESSON PLAN 6

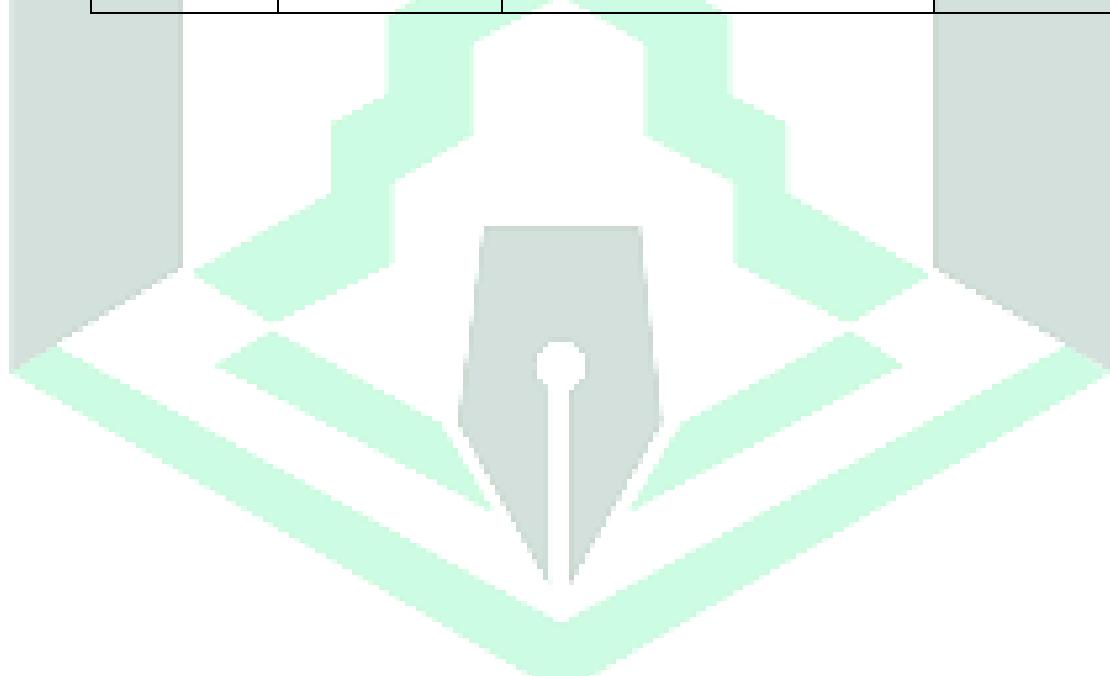
1. School : Sma Negeri 4 Palopo
2. Class : X MIPA 2
3. Times : 1 x 45 Minutes
4. Meeting : 6th (Treatment 5)
5. Topic : Bawang Merah and Bawang Putih
6. Learning Objectives : to know how students do storytelling folklore
7. Materials : Text folklore.
8. Learning steps :

STEP	ACTIVITIES	PROCEDURES	TIME
Presentation	Warm Up	<ul style="list-style-type: none">• The researcher greet the students warmly with salam and ask their condition.• Ask the class leader to lead a pray before studying.• The researcher introduce herself and check students' attendance.• Gives the students	5 Minutes

		<p>attention grabs</p> <p>T : Clap one</p> <p>Ss : Clap once</p> <p>T : Clap two</p> <p>Ss : Clap twice</p> <p>T : Clap three</p> <p>Ss : Ssst.. (while put their thumb on the lips).</p>	
	Lead In	<ul style="list-style-type: none"> • The researcher gives motivation to the students before giving material. • The researcher gives lead in as an introduction to topics in learning. 	3 minutes
	Presentation	<ul style="list-style-type: none"> • The researcher gives folklore text “Bawang Merah and Bawang Putih”. • The students 	2 minutes

		<p>identifying about latar, setting and others to make it easier for them when they will storytelling.</p>	
Practice	Control Practice	<ul style="list-style-type: none"> • The students read the story in several times. • The students identify the story about characters, setting, atmosphere and others before doing storytelling. • The researcher gives students opportunity to ask questions if something was not understand 	
Production	Practice Result	<ul style="list-style-type: none"> • The students storytelling folklore one by one in front of 	17 Minutes

		the class.	
Closing		<ul style="list-style-type: none">• The researcher asks the students about the difficulties they got during the learning process.• The researcher closed the class with pray together, say thanks for today and salam.	4 Minutes





Bawang Merah and Bawang Putih

Once upon a time there lived two girls named Bawang Putih and Bawang Merah. Bawang Putih lived with her stepmother and stepsister, Bawang Merah. Bawang Putih's mother died when she was a baby. His father remarried another woman and then his half-sister was born. Unfortunately, not long after that his father died. Since then, Bawang Putih's life became very sad. Her mother and stepsisters treated Bawang Putih badly and always asked her to do all the housework.

One morning, Bawang Putih was washing some clothes in the river. Accidentally, his mother's clothes were washed away by the river. He was really worried and scared so he walked along the river side to find the clothes. Finally he met an old woman. The old woman said that she kept Bawang Putih's mother's clothes and would return it to Bawang Putih if she helped the old woman do the housework. Garlic is happy to help the grandmother. After everything was finished, the old woman returned Garlic's mother's clothes. In addition, he also gave Bawang Putih a gift. The old woman had two pumpkins, one a small pumpkin and the other a large one. Bawang Putih had to choose one to take home. Bawang Putih is not a

greedy girl. So he took the little pumpkin. After thanking the old woman, Bawang Putih then went home. When he arrived home, his stepmother and Bawang Merah were angry. They had been waiting for him all day.

Bawang Putih then told about the clothes that were washed away, the old woman, and the pumpkin she gave her. Her mother was so angry that she picked up the pumpkin and threw it on the floor. Suddenly they were all shocked. Inside the pumpkin they found jewelry in the form of gold and gems. "Shallots, hurry up. Go to the river and throw my clothes in the water. After that, look for the old woman. Remember, you have to take a big pumpkin," the stepmother asked Bawang Merah to do exactly the same as the Garlic Experience. Bawang Merah immediately went to the river. He throws clothes and pretends to look for her. Not long after that, he met the old woman who was told by Bawang Putih.

As before, the grandmother asked Bawang Merah to do household chores. But Bawang Merah refused and asked the old woman to give her a big pumpkin. The old woman then gave him a big one. Bawang Merah was very happy. When he got home, his mother was impatient. He immediately smashed the gourd onto the floor. And they screamed. There are a lot of snakes in the pumpkin! They were really scared. They are afraid that snakes will bite them. "Mom, I think God is punishing and reminding us. We have done bad things to Bawang Putih. And God doesn't like that. We have to apologize to Bawang Putih," said Bawang Merah. Finally the two realized their mistake.

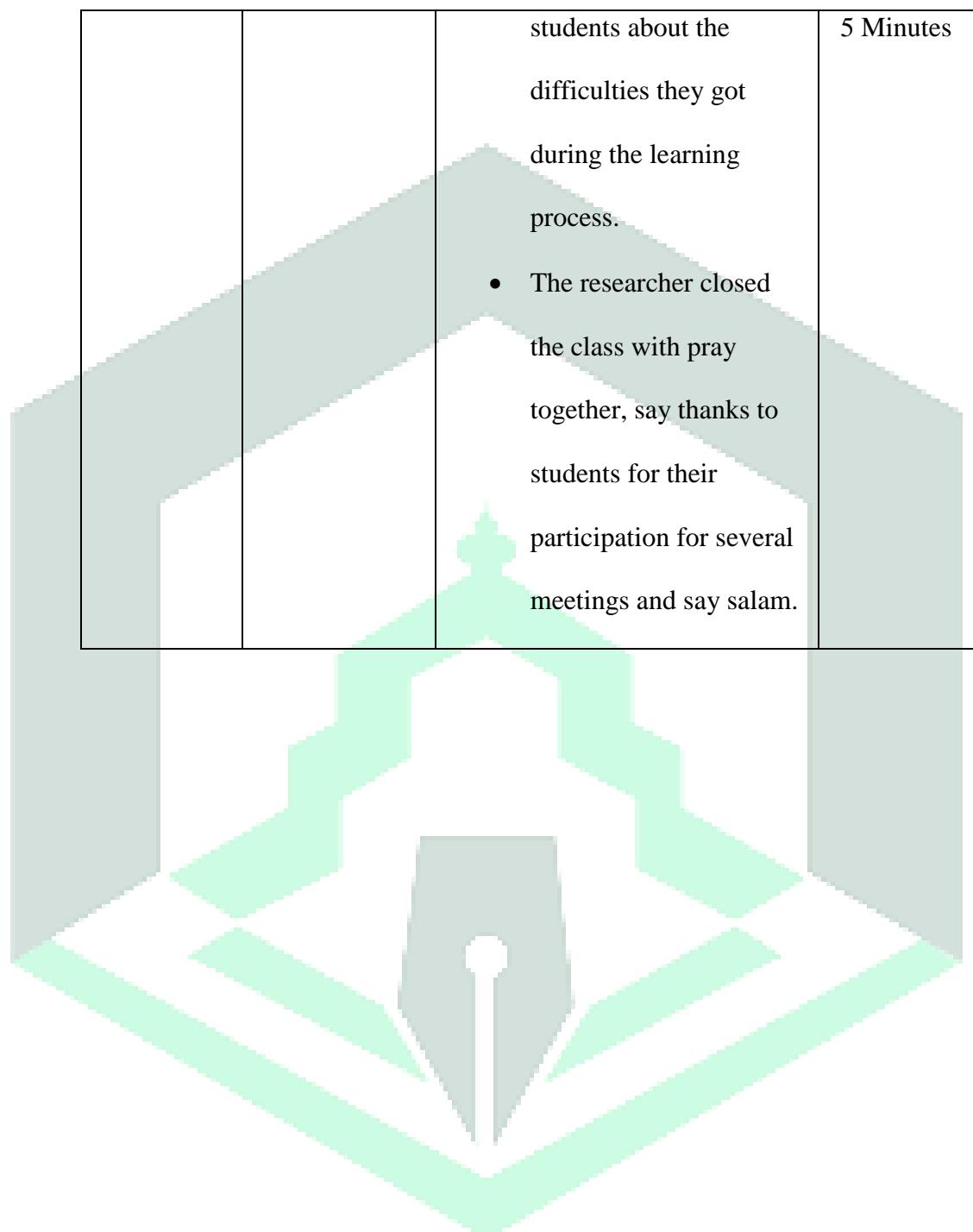
LESSON PLAN 7

1. School : Sma Negeri 4 Palopo
2. Class : X MIPA 2
3. Times : 1 x 45 Minutes
4. Meeting : 7th (Post-Test)
5. Topic : Malin Kundang
6. Learning Objectives : to find out increasing students' speaking skill.
7. Materials : Text folklore.
8. Learning steps :

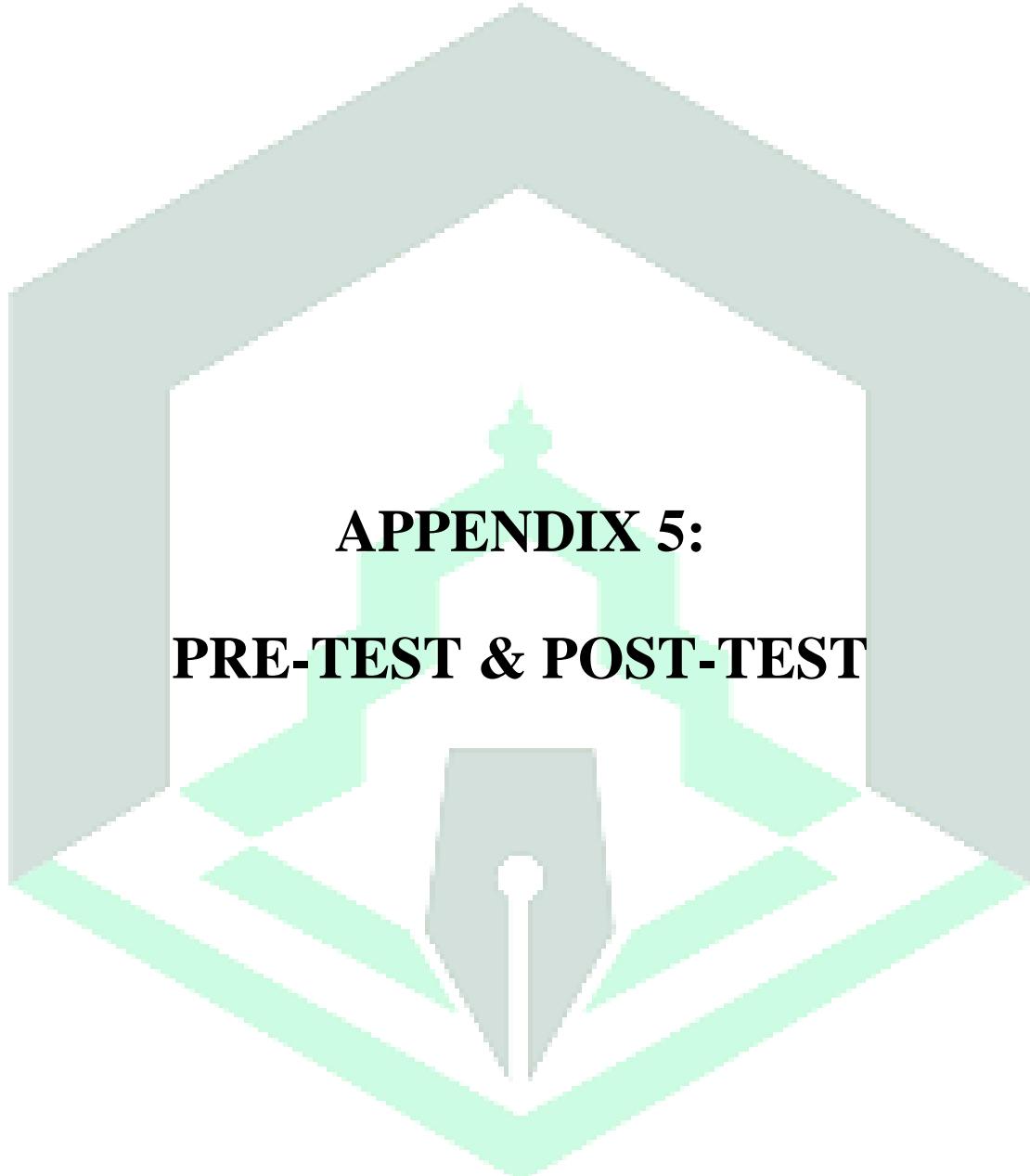
STEP	ACTIVITIES	PROCEDURES	TIME
Presentation	Warm Up	<ul style="list-style-type: none">• The researcher greet the students warmly with salam and ask their condition.• Ask the class leader to lead a pray before studying.• The researcher introduce herself and check students' attendance.	4 Minutes

		<ul style="list-style-type: none"> • Gives the students attention grabs <p>T : snack is coming..</p> <p>Ss : Ssst.. (while put their thumb on the lips).</p>	
	Lead In	<ul style="list-style-type: none"> • The researcher gives motivation to the students before giving material. • The researcher gives lead in as an introduction to topics in learning. 	2 minutes
	Presentation	<ul style="list-style-type: none"> • The researcher gives folklore text “Bawang Merah and Bawang Putih” then the students identifying about latar, setting and others to make it easier for them when they will 	2 minutes

		storytelling.	
Practice	Control Practice	<ul style="list-style-type: none"> • The students read the story in several times. • The students identify the story about characters, setting, atmosphere and others before doing storytelling to make it easier for them when they will storytelling. • The researcher gives students opportunity to ask questions if something was not understand 	5 Minutes
Production	Practice Result	<ul style="list-style-type: none"> • The students storytelling folklore one by one in front of the class. 	25 Minutes
Closing		<ul style="list-style-type: none"> • The researcher concludes the material • The researcher asks the 	



		<p>students about the difficulties they got during the learning process.</p> <ul style="list-style-type: none">• The researcher closed the class with pray together, say thanks to students for their participation for several meetings and say salam.	5 Minutes
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APPENDIX 5:

PRE-TEST & POST-TEST

1. PRE-TEST : THE LEGEND OF LAKE TOBA

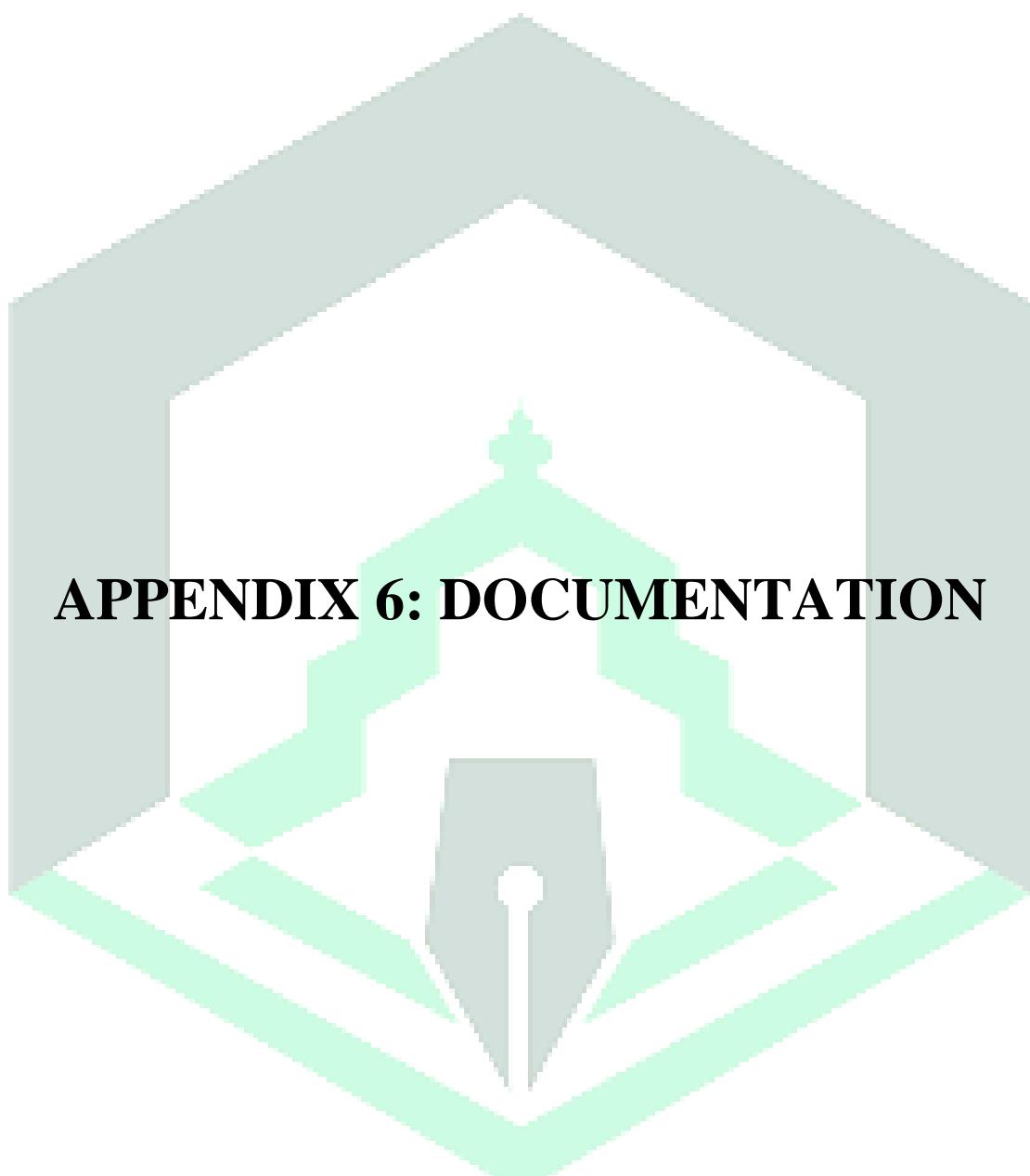


QR CODE PRE-TEST

2. POST-TEST : MALIN KUNDANG



QR CODE POST-TEST



APPENDIX 6: DOCUMENTATION

Figure 1



The teacher introduces the researcher to the students at the beginning of the researcher.

Figure 2



The researcher explained and gave examples of some folklore, while students pay attention to the researcher's explanation in front of the class.

Figure 3



In the picture above, students do storytelling folklore in the pre-test and post-test in front of the class.

Figure 4



Students make groups to discuss folklore to be told in front of the class with a chain.

Figure 5



The researcher took pictures with all students of X MIPA 2 after did research with a total of six meetings.



SINSTITUT AGAMA ISLAM NEGERI PALOPO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Jl. Agatis, Balandai, Kota Palopo, Sulawesi Selatan 91914. Telp. 0471-22076
Website: pbi.iainpalopo.ac.id. E-mail: pbi@iainpalopo.ac.id

SURAT KETERANGAN

No.1990/In.19/FTIK/PBI/PP.00.9/11/2022

Yang bertanda tangan di bawah ini: Admin Turnitin Prodi Pendidikan Bahasa Inggris, dengan ini menerangkan bahwa telah memeriksa proposal/skripsi mahasiswa:

Nama : Nurhikma
NIM : 18 0202 0130
Semester : IX (sembilan)
Program Studi : Pendidikan Bahasa Inggris
Keperluan : Seminar Hasil/Munaqasyah

Dan hasil pemeriksaan menemukan bahwa proposal/skripsi yang diperiksa memiliki tingkat *similarity 16 %*. Sebagaimana lembar hasil uji terlampir.

Demikian Surat Keterangan ini dibuat untuk dipergunakan seperlunya.

Palopo, 2 November 2022

Mengetahui,

Admin Turnitin PBI,



Muhammad Iksan, S.Pd., M.Pd.
NIP 198603272018011001

CURRICULUM VITAE



Nurhikma she was born on 8th November 2000 in Kopi-Kopi. Her father's name is Gusmar and her mother's name is Hariati. She has two brothers and one sister. She is the first child in her family. She started her study on Elementary School (SDN 192 Kopi-Kopi) in 2006 and she graduate in 2012. After that, she continued her study at Junior High School Number 1 Bone-Bone (SMPN 1 Bone-Bone) and she graduated in 2015. She continued her study at Senior High School Number 4 Luwu Utara (SMAN 4 Luwu Utara), she graduated in 2018. After that, in 2018 she comtinued her study at State Islamic Institute Of Palopo (IAIN) and took English Department. She finished her study in 2022. In the end of her study at the State Islamic Institute of Palopo (IAIN), wrote a thesis entitled is "Improving Speaking Skill Through Storytelling At The Tenth Grade Students Of Sman 4 Palopo".