

**USING STORYTELLING ABOUT FAMOUS
AUTOBIOGRAPHY PEOPLE IN TEACHING SPEAKING FOR
THE ELEVENTH GRADE STUDENTS OF SMKN 1 BAJO**

A THESIS

*Presented as Particle fulfillment for the Attained of S.Pd Degree in English
Language Education Study Program Tarbiyah and Teacher Training Faculty
state Islamic Institute of Palopo*



IAIN PALOPO

By

ALMARAL SYUKHAMDANI

Supervised By:

- 1. H. Madehang, S.Ag, M.Pd**
- 2. Andi Tenrisanna Syam, S.Pd.,M.Pd**

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

2020

**USING STORYTELLING ABOUT FAMOUS
AUTOBIOGRAPHY PEOPLE IN TEACHING SPEAKING FOR
THE ELEVENTH GRADE STUDENTS OF SMKN 1 BAJO**

A THESIS

*Presented as Particle fulfillment for the Attainted of S.Pd Dagree in English
Language Education Study Program Tarbiyah and Teacher Training Faculty
state Islamic Instiute of Palopo*



IAIN PALOPO

By

ALMARAL SYUKHAMDANI

Reg. Num. 13.16.3.0083

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

2020

THESIS APPROVAL

This thesis entitled "Using Storytelling about Famous Autobiography People in Teaching Speaking for the Eleventh Grade Students of SMKN 1 Bajo" was written by Almaral Syukhamdani, Reg. Num. 13.16.3.0083, English Language Education Study Program of Education and Teachers Training Faculty, the State Islamic Institute of Palopo and has been examined and defended in the. Munaqasyah examination which was carried out on Saturday, June 20th 2020, coincided with Syawal 28th 1441 H; it is authorised and acceptable as fulfilment for the undergraduate degree in English Language Education Study Program.

Palopo, June 26th 2020

COMMITTEE OF EXAMINATION

- | | | |
|---------------------------------------|---------------|---------|
| 1. Amalia Yahya, S.E., M.Hum. | Chairwoman | (.....) |
| 2. Amalia Yahya, S.E., M.Hum. | Secretary | (.....) |
| 3. Dr. Masruddin, S.S., M.Hum. | Examiner I | (.....) |
| 4. Amalia Yahya, S.E., M.Hum | Examiner II | (.....) |
| 5. Madehang, S.Ag., M.Pd. | Consultant I | (.....) |
| 6. Andi Tenrisanna Syam, S.Pd., M.Pd. | Consultant II | (.....) |

Approved by

On behalf of Rector IAIN Palopo
The Dean of Education and Teachers
Training Faculty

Dr. Nurdin K. M.Pd.
NIP. 19681231 199903 1 014

The Head of English Language
Education Study Program

Amalia Yahya, S.E., M.Hum.
NIP. 197710132005012006

STATEMENT OF AUTHENTICITY

I, who undersigned below:

Name : Almaral Syukhamdani

Registration number : 13.16.3.0083

Faculty : Tarbiyah

Study program : Bahasa Inggris

Stating exactly that:

1. This thesis is originally my own work, not the result of plagiarism or duplication of the work of others I acknowledge as my own work or thought.
2. All parts of this thesis are my own works except the citations whose original source have been reported. All mistake or error in it are my responsibility.

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

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

Palopo, 26 June 2020

Regards,



Almaral Syukhamdani

NIM. 13.16.3.0083

NOTA DINAS PEMBIMBING

Lamp :
Hal : Skripsi an. Almaralsyukhamdani
Kepada Yth.
Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palopo
Di,-

Tempat

Assalamu Alaikum Wr. Wb.

Sesudah melakukan bimbingan terhadap skripsi mahasiswa tersebut di bawah ini:

Nama : Almaral Syukhamdani
NIM : 13.16.3.0083
Program Studi : Bahasa Inggris
Judul Skripsi : Using Storytelling About Famous Autobiography People
In Teaching Speaking For The Eleventh Grade Students
Of Smkn 1 Bajo


Menyatakan bahwa skripsi tersebut sudah layak untuk diujikan. Demikian untuk diproses selanjutnya.

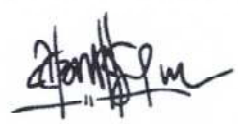
Wassalamu Alaikum Wr. Wb.

Palopo, 26 June, 2020

Pembimbing I

Pembimbing II


H. Madehang, S.Ag. M.Pd
NIP 19730615200003 1 004


Andi Tenri Svam, S.Pd.,M.Pd
NIP 19860423 201503 2 005

CONSULTANT APPROVAL

Thesis Entitled : **Using Storytelling About Famous Autobiography People In Teaching Speaking For The Eleventh Grade Students Of Smkn 1 Bajo**

Written By :

Name : Almaral Syukhamdani

Reg. Number : 13.16.3.0083

Faculty : Tarbiyah

Study Program : Bahasa Inggris


Has been corrected and approved to be examined.

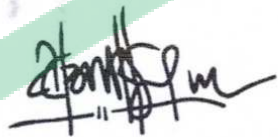
Palopo, 26 June, 2020

Approved by:

Consultant I

Consultant II


H. Madehang, S.Ag. M.Pd
NIP. 19730615200003 1 004


Andi Tenri Syam, S.Pd.,M.Pd
NIP. 19860423 201503 2 005

EXAMINER APPROVAL

Thesis Entitled : **Using Storytelling About Famous Autobiography
People In Teaching Speaking For The Eleventh
Grade Students Of Smkn 1 Bajo**

Written By :

Name : Almaral Syukhamdani

Reg. Number : 13.16.3.0083

Faculty : Tarbiyah

Study Program : Bahasa Inggris

Has been corrected and approved to be examined.

Palopo, 26 June, 2020

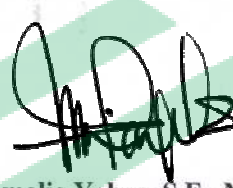
Approved by:

Examiner I

Examiner II



Dr. Masruddin, S.S., M.Hum
NIP. 19771013 200501 2 006



Amalia Yahya, S.E., M.Hum
NIP. 19800613 200501 1 005

ACKNOWLEDGMENT



Alhamdulillah Rabbil Alamin, praise and thanks to the Almighty God, Allah swt. without Allah's blessing and mercy, the researcher would have never been able to start and finish this thesis as the requirement for degree of Sarjana Pendidikan (S. Pd) at the Institute State for Islamic Studies (IAIN) Palopo on the title *“Using Storytelling About Famous Autobiography People In Teaching Speaking For The Eleventh Grade Students Of Smkn 1 Bajo”*. To our beloved prophet, the chosen one Muhammad saw. safety and peace be upon him.

The researcher realizes that the existence of this thesis was by receiving much advice, guidance, encouragement, and comments from many people. Therefore, the researcher would like to express thanks to:

1. Dr. Abdul Pirol, M.Ag. as the rector of IAIN Palopo, Dr. H. Muammar Arafat, M.H. as the 1st deputy rector, Dr. Ahmad Syarif Iskandar, M.M. as the 2nd deputy rector, and Dr. Muhaemin M.A. as the 3rd deputy rector of IAIN Palopo, all of the lectures and their assistances and the employers of IAIN Palopo who have taught, educated, helped, advice, and guidance the writer during his study in IAIN Palopo.
2. Dr. Nurdin K, M.Pd. as the head of Tarbiyah Department of IAIN Palopo.
3. Amalia Yahya, S.E. M.Hum as the chief of the English Study Program, who always gives support and encourages how to be the good students and to be their master students.

4. Amalia Yahya, S.E. M.Hum as the academic adviser
5. Madehang, S.Ag., M.Pd as the first consultant and Andi Tenrisanna Syam, S.Pd., M.Pd as the second consultant who had given the writer guidance, explanation, suggestion, some ideas, and correction to the writer in finishing this thesis and the writer's respect for them.
6. Greatest thanks and gratitude to his examiners, Dr. Masruddin, S.S., M. Hum and Amalia Yahya, S.E.,M.Hum for their valuable help, guidance, corrections and suggestions for the completion of this thesis.
7. Thanks a million to all of the teachers at SMKN 1 bajo that had been participating and joining to this research as the respondents so the research can be run well.
8. The writer's special thanks to his father (Sucipto Dahlan), my beloved mom (Aisyah), my brother (Awang Dermawan), my best partner (Nurdiyani S.Pd).
9. Thank you very much to Robby Chaeruddin, Wira putra, Usnul Abrian, Eko Setiadi, Isra Edi Jaya, Darmawansyah Syarif, Guntur Panca, Didit Wahyudi, Bucek Sudirman, Ariel, Haedir, to all of the GERSI 08 UKM seni Sibola, and all of the writers' friends who cannot mention one by one for their help and support to the writer in finishing this thesis.

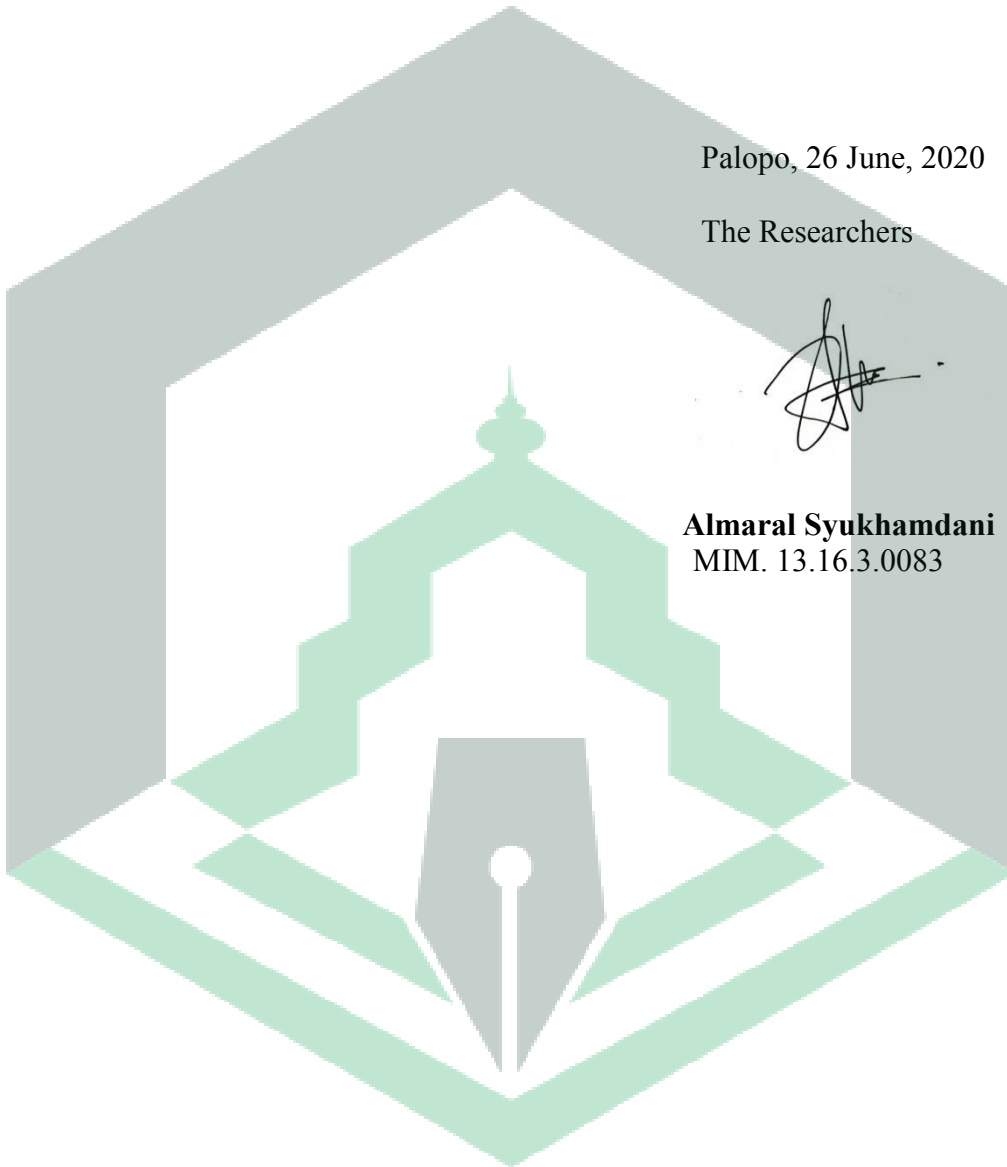
Finally, the researcher prays to God, Allah SWT gives regard to all of the people, who have helped the researcher. And the researcher hopes this thesis can be useful and give a positive contribution to the readers and the others.

Palopo, 26 June, 2020

The Researchers



Almaral Syukhamdani
MIM. 13.16.3.0083



ABSTRACT

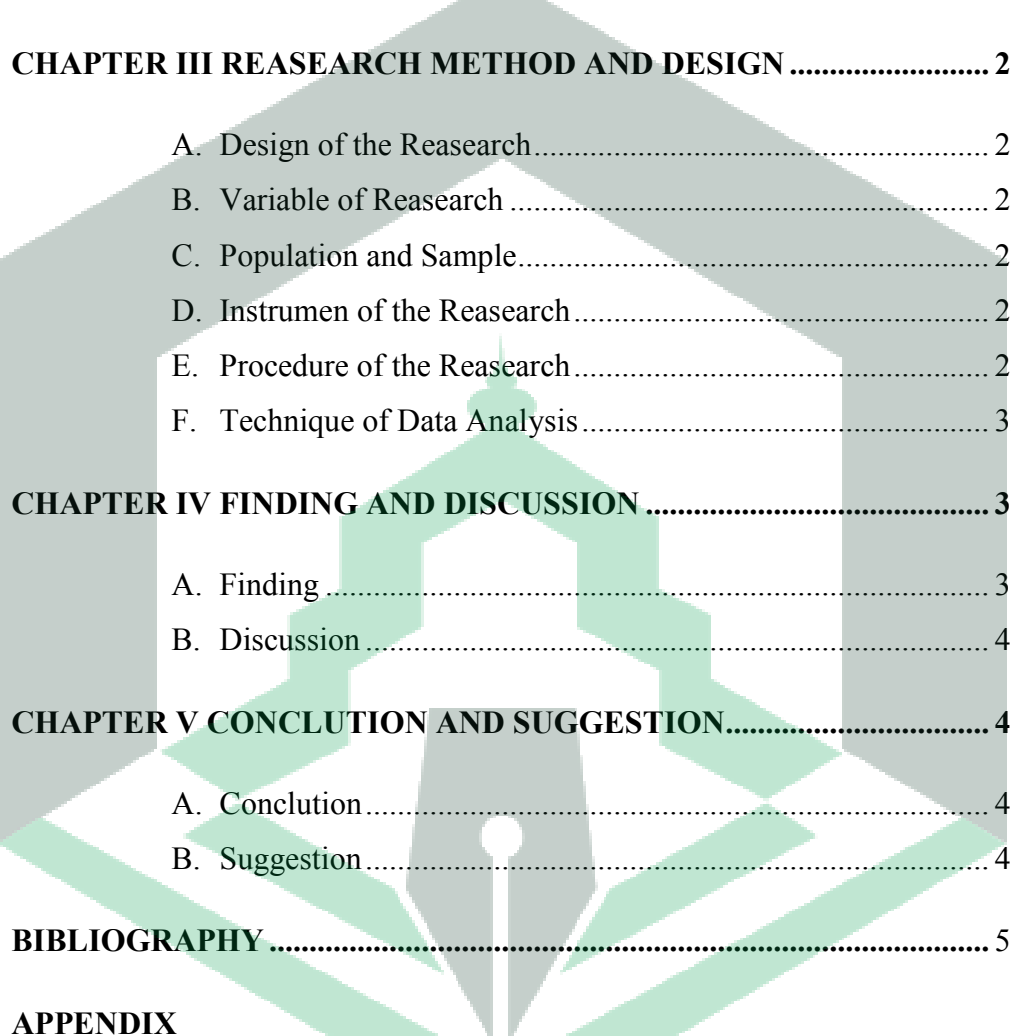
Almaral Syukhamdani, 2020. “ Using Story Telling to Teach Speaking For the Eleventh Grade Students of SMKN 1 Bajo”. Thesis, English Study Program of Tarbiyah and Teacher Training Faculty the state Institute for Islamic Studies (IAIN) Palopo. Consultant I, Dr. Hilal Mahmud, M.M and Consultant II, Dr. Jufriadi, S.S., M.Pd

This thesis focuses on understanding students' speaking by using storytelling strategies. Statement of this thesis problem: is story telling in effective for improving speaking for the eleventh grade students of SMKN 1 Bajo? This study aims: to determine the effectiveness of storytelling in improving students' understanding speaking for the eleventh grade students of SMKN 1 Bajo. The population of this research is the students at SMK 1 Bajo. The sample is taken in the number of students in one class. The number of samples is 17 students. This study uses a pre-experimental method with a pretest and posttest design. Pretests can find out students 'basic abilities in speaking and posttests can find out students' improvement in speaking after treatment. The results of data analysis showed that the t_{count} (11,627) was higher than the t_{table} (2,120). This shows that storytelling is effective for improving the students speaking skill at SMKN 1 Bajo.

Keywords: *Speaking Skill, Story Telling*

LIST OF CONTENTS

TITLE PAGE	
THESIS APROVAL	
STATEMENT OF AUTHENTICITY	
NOTA DINAS PEMBIMBING	
CONSULTANT APROVAL	
EXAMINER APROVAL	
ACKNOWLEDGMENT	
TABLE OF CONTENT	
LIST OF TABLE	
LIST OF PICTURES	
ABSTRACT	
CHAPTER I INTRODUCTION	1
A. Background	1
B. Reasearch Question.....	4
C. Objective of the Reasearch.....	5
D. Significant of the Reasearch	5
E. Scope of the Reasearch	6
CHAPTER II REVIEW OF RELATED LITERATURE	7
A. Previous Related Reasearch	7
B. Speaking.....	9



C. Teaching of Speaking skill.....	11
D. Story Telling	19
E. Teaching of Speaking skill by using Story Telling.....	22
F. Hypothesis.....	24
G. Conceptual Framework.....	25
CHAPTER III REASEARCH METHOD AND DESIGN	28
A. Design of the Reasearch.....	28
B. Variable of Reasearch	28
C. Population and Sample.....	29
D. Instrumen of the Reasearch.....	29
E. Procedure of the Reasearch.....	29
F. Technique of Data Analysis.....	32
CHAPTER IV FINDING AND DISCUSSION	37
A. Finding	37
B. Discussion	46
CHAPTER V CONCLUSION AND SUGGESTION.....	49
A. Conclution.....	49
B. Suggestion.....	49
BIBLIOGRAPHY	51
APPENDIX	

CHAPTER 1

INTRODUCTION

A. Background

Speaking is one of the important aspects that most people must-have. Speaking is one of the most effective communication tools of our time. Brown (2001) state that from and meaning depend on the context which they occur, including the participants themselves, their experiences, the environment, and the purpose of speaking. They are spontaneous, open-ended, and evolving. Outside the class, speaking is used twice as often as listening, which is, in turn, is used twice as much as reading and writing. in the class, speaking and listening is the most often used skill.¹

In addition, before moving on to the previous discussion, we can first look at the hadith/Qur'anic verse about seeking knowledge which reads:

وَمَنْ سَلَكَ طَرِيقًا يَلْتَمِسُ فِيهِ لِمًا سَهَّلَ اللَّهُ لَهُ بِهِ طَرِيقًا إِلَى الْجَنَّةِ

The meaning "Whoever follows a path in search of knowledge, Allah will make easy for him the path to Paradise." (Narrated by Bukhari and Muslim).

According to Ladouse (1991), speaking is described as the activity as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently². Furthermore, Tarigan (1990: 8) said that "*Berbicara adalah cara untuk*

¹ Rothman, Howard B., et al. "Acoustic analyses of trained singers perceptually identified from speaking samples." *Journal of voice* 15.1 (2001): 25-35.

² Ladouse (1991) *speaking is described as the activity as the ability to express oneself in the situation.*

berkomunikasi yang berpengaruh hidup kita sehari-hari". It means that speaking as the way of communication influences our individual life strongly.³

Speaking is an important point that students must-have for their development if the student is lacking in terms of speaking, it is certain that students will experience fewer problems in their studies and less developed in the surrounding environment. The problem in speaking is a problem all learners who learn English foreign language and it also seems to be a problem for students at the Second Years of SMKN 1 Bajo, the research found most of the learners who still lack of comprehension and attention in the English teaching process.

Finally, according to preliminary observations, students in the Second Year of SMKN 1 Bajo faced speaking problems because they could not understand the conversation well. The teacher has solved the problem by asked students to look for words that are difficult for them to say. but it still an unsafe result, which means that the student school needs another treatment to improve their ability in speaking. besides all those problems above also come into the student at the Second Year of SMKN 1 Bajo.

For solving the problem in speaking, the teacher is required to be innovative in choosing a suitable strategy, also they must be able to create a pleasant atmosphere in the learning process to motivate students to speak English. According to Royanti, 2007:17 storytelling is an effective teaching and

³ Tarigan (1990: 8) said that "*Berbicara adalah cara untuk berkomunikasi yang berpengaruh hidup kita sehari-hari*".

assessment tool that enables the reader to focus on specific elements of story structure. In this study, storytelling is defined as an activity that enables the students to understand the story and able to tell the story with their language development.⁴

According to Tarigan (1981:35), stating that storytelling is one of the skills of speaking that aims to provide information to others. It is said so because speaking is included in informative situations that want to make meanings or meanings clear. By telling stories, a person can convey a variety of stories, expressions of various feelings following what is experienced, felt, seen, read, and an expression of willingness and desire to share the experience gained.⁵

According to Bachri (2005: 10), storytelling is telling something that tells about an action or event and is delivered orally to share experiences and knowledge with others.⁶ Of the three opinions of the experts, they have a privilege with each other and almost have in common. which in the first expert features that storytelling is considered very effective for students to more easily understand and be able to express a story and make students more focused. while the second expert emphasized that storytelling can provide information and clarify the meaning and significance of reading. And then, in the third expert, the privilege is to share experiences by telling a story to others. of the three opinions of the experts almost have a similarity with my own opinion that storytelling is a skill to explain an event or just interact with others.

⁴ Royanti, (2007:17) *storytelling is effective teaching.*

⁵ Tarigan (1981:35), *stating that storytelling is one of the skills of speaking.*

⁶ Bachri (2005: 10), *storytelling is telling something that tells about an action or event*

Based on the explanation above, the researcher interested in research *"Using Story Telling to Teach Speaking for the Eleventh Grade Students of SMKN 1 Bajo"*.

B. Research Question

Based on the focus of the background above, the problem statement of this research Is storytelling significantly effective for improving the students' speaking skills of SMKN 1 Bajo?

C. The objective of the Research

About the problem statement above, this research aims: To find out whether or not storytelling improve significantly the student speaking skills of SMKN 1 Bajo.

D. Significances of the Research

1. Theoretically

This resulting study expected to be useful information for all readers to teaching students' speaking by using storytelling. Also to the English teacher of SMKN 1 Bajo. Increasing the students' motivation to learn English and significantly storytelling can improve the students' speaking skills.

2. Practically

The researcher expected, this study will be useful for the researcher, for the students, and the teachers of English, as follows:

a). The Teachers of English

This study will be useful information for the teachers of English. In case the storytelling proves effective in teaching speaking, the teacher can use a similar method to replace the old ones.

b). The Students

The use of storytelling allows the students to prepare their presentations and promotes oral communication in English to reduce the language anxiety and nervousness in the classroom one to the insecurity of being teased for making mistakes.

c). The research

This resulting study expected to be useful information for all readers to teaching students' speaking by using storytelling. Also to the English teacher of SMKN 1 Bajo. To increase the students' motivation to learn English and significantly storytelling can improve the students' speaking skill.

E. Scope of the Research

The scope of this research was to teach students to talk by using storytelling, researchers used someone's biography to make students learn to talk with the method of telling stories as such researchers hope students can talk casually in front of their peers.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research

In this research the researcher found some researches which are closely related to this research, those research:

Hesta Aprianti (2007), The thesis is entitled *"Teaching Speaking Using Story Telling Technique to the Seventh Grade Students of SMP Negeri 40 Palembang "*. The problem of this research was it is effective or not to teach speaking by using storytelling techniques to the seventh-grade students of SMP Negeri 40 Palembang. Based on the result, the research concludes that Storytelling is a great way to build the students' self-confidence and relationship with audiences. But in Speaking, story-telling becomes a way to measure the students' comprehension in text.⁷

Nurliah Syarifuddin (2007), states in her research entitled, "The Effect of Storytelling Model on the Speaking Skills of Students in Class V MI Jamiatul Khaerat Makassar City". Based on the result, the research concludes that through Storytelling can improve the students' speaking skills at V class MI Jamiatul Khaerat Malengkeri Kota Makassar.⁸

Inten Mujizat (2016), the state in her research entitled, "The Effectiveness of Using Story Telling Technique on Students' Speaking Skill". She said that Storytelling has been used as a means of communication since the earliest times.

⁷ Aprianti (2007), The thesis is entitled *"Teaching Speaking Using Story Telling Technique to the Seventh Grade Students of SMP Negeri 40 Palembang*.

⁸ Nurliah Syarifuddin (2007), *The Effect of Storytelling Model on the Speaking Skills*

Stories create magic and a sense of wonder at the world. Stories teach us about life, about ourselves, and others. Storytelling is a unique way for students to increase an understanding, respect, and appreciation for other cultures.⁹

Speaking English is doubtless essential nowadays since it is globally recognized language in almost all fields. Thus, if we want EFL learners to be fluent and good at speaking we first should encourage them to practice with an eye towards Improvement Second, we must elevate the student's awareness and introduce them to the great importance that speaking skill has in developing their language. The purpose of this work was, then, to explore the effectiveness of using speaking communicative activities to improve speaking skill. The main threefold objectives of the work are identifying the most effective communicative activities which can promote EFL learner's speaking skill, discussing the main problems which may hinder the oral performance and providing strategies to help EFL learners overcome their difficulties ; and, lastly investigating learner's attitudes towards those activities.¹⁰

Based on these researchers above, many methods can be used to assist the teacher in teaching students skills. it makes the researcher it serious to apply the same method to teach the students speaking skills. and this research, the researcher uses storytelling at SMKN 1 Bajo to teach speaking. Some of the results of the research above, in my research times, have a little different and also have similarities. in my research, it emphasizes more on speaking by using

⁹ Inten Mujizat (2016), *The Effectiveness of Using Story Telling Technique*

¹⁰ Kaddour Khaoula Imane (2016), *Enhancing EFL learner's speaking skill trough effective communicative activities.*

narrative text with several images. The similarity between the three studies with my method is aimed at improving students' speaking abilities.

B. Speaking

1. The definition of speaking

Speaking skills, as discussed in the previous chapter is one of the basic language skills that have an important role than other skills because of its importance and are used for communication. so that, the writer will explain the nature of speaking itself so that gives the obvious information about what speaking is.

(Brown, 1994; Burns & Joyce, 1997) Speaking is an interactive process of constructing meaning that involves producing *and* receiving and processing information.¹¹ in the opinion of Jones, speaking is a form of communication, so that way you say must be conveyed most adequately. how you say something can be as important as what you say in getting meaning across”.

Johnson and morrow (1981: 70) say that speaking which is popular with the term 'oral communication', is an activity involving two or more people in which hearers and speakers have to react to what they hear and make their contributions at a speed of a high level.¹²

Richards (2008: 19) states that the mastery of speaking skills in English is a priority for many second languages or foreign language learners. Consequently, learners often evaluate their success in language learning as well as

¹¹ Burns, A., & Joyce, H. (1997). *Focus on speaking*. Sydney: National Center for English

¹² Johnson and Morrow (1981: 70). *Definition of Speaking*.

the effectiveness of their English course based on how much they feel they have improved in their spoken language proficiency.¹³ According to Bailey, (2000:25), speaking is a process of interaction where speakers intend to build meaning through producing, receiving, and processing information.¹⁴

From some of the theories above, it can be concluded that speaking skills are related to communication. speaking is a skill to use language appropriately to express feelings, ideas, and opinions, also to be able to gather knowledge from other people by making joint communication.

2. The purpose of Speaking

According to Tarigan (2008: 16), the main purpose of speaking is to communicate.¹⁵ Furthermore, Tarigan (2008: 8) asserts that humans as a social being the first and most important activities are action social, appropriate action to exchange experiences, mutual express and exchange experiences, express each other and accepting thoughts, expressing each other's feelings or each other expressing, and agreeing to an establishment or belief. Communication unites individuals into groups group by classifying general concepts. Other than that, creating and preserving ties of public interest, creating a unity of symbols that distinguishes it from other groups, and determine an action.¹⁶

¹³ Richards, Jack C. 2008. *Teaching Listening and Speaking From Theory to Practice*. London: Cambridge University Press

¹⁴ Bailey, (2000:25). *Definition of Speaking*. H. Douglas Brown (1994) in Baharuddin (2000).

¹⁵ Tarigan (2008: 16) the main purpose of speaking is to communicate.

¹⁶ Tarigan, H. Guntur. 2008. *Berbicara: Sebagai Suatu Keterampilan Berbahasa*. Bandung: Angkasa.

Technically speaking, a purpose can be defined as why something exists, how we use an object, or why we make something. For public speaking, all three can be applicable. For example, when we talk about a speaker's purpose, we can question why a specific speech was given; we can question how we are supposed to use the information within a speech, and we can question why we are personally creating a speech. For this specific chapter, we are more interested in that last aspect of the definition of the word "purpose": why we give speeches.¹⁷

Speakers hope to accomplish general and specific purposes when they communicate. For most speaking in college and beyond, there are two general purposes: to inform or to persuade. The line between informing and persuading is not absolute, and many speeches will do some of both. Nonetheless, they are useful guides for speakers.

When a speaker seeks to inform, they want the audience to leave the speech knowing more than they knew beforehand. Speakers may want to explain an idea or process, share new information, or show how to do something.

When a speaker aims to persuade an audience, they want them to adopt a new position or belief, to change their minds, or to be moved to action. Persuasion calls a speaker to advocate one position among others that are possible and be willing to defend it against challenges.¹⁸

C. The teaching of Speaking Skill

¹⁷ Libraries (2020) <https://open.lib.umn.edu/publicspeaking/chapter/6-1-general-purposes-of-speaking/>

¹⁸ Department of Communication University of Pittsburgh 4200 Fifth Avenue
<https://www.comm.pitt.edu/approaching-speaking-situation-audience-occasion-purpose>

Teaching speaking is, of course, different from the teaching system of reading, listening, and writing. So it must have seriousness and discipline, and make the atmosphere more lively and interesting so that students do not feel bored because they see the current situation where students prefer relaxed but serious teaching.

Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols. Speaking is a crucial part of second language teaching and learning. However, the goal of teaching speaking should improve the students' communicative skills because students can express themselves and learn how to use a language. Nowadays, many teachers agree that students should learn to speak a foreign language by interacting with others. In this case, students should master several speaking components', such as pronunciation, grammar, vocabulary, and fluency (Syakur, 1987: 3).¹⁹In brief, English teachers should be creative in developing their teaching-learning process to create a good atmosphere, improve the students speaking skills, give attention to the speaking components, and make the English lesson more exciting.

Teaching Speaking in the Language Classroom by Christine Goh, part of the RELC Portfolio Series, presents an informed and principled approach to teaching speaking in the second language classroom. Allowing both teachers and students to work optimally in the classroom context with varied carefully prepared teaching activities and speaking tasks, the booklet, though only 48 pages, provides a valuable resource for teachers, teacher trainers, students in

¹⁹ (Syakur, 1987: 3), *Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols.*

TESOL programs, and other language professionals who are keen to know more about how to teach speaking effectively in ESL/EFL classrooms in Asia.

Goh argues in the introduction that although speaking is now an essential part of many language curricula, it is probably true to say that while it frequently occurs in class, speaking is less frequently taught (p. ii), and thus she provides five chapters to explain how teachers can provide structured and guided learning experiences for language learners to develop their speaking competence, each of which contains reflection tasks to encourage readers critical thinking, figures to explain the construct of speaking and present current research findings, and illustrated teaching activities and models.

The first chapter offers essential theoretical perspectives in considering speaking as a process, skill, and product. Chapter 2 focuses on fluency-oriented tasks for developing a range of speaking skills. In chapter 3, Goh introduces an informed pedagogical model. The model consists of a lesson sequence that includes the use of communicative tasks, language-focused activities, and further practice tasks that all work together to develop fluency, accuracy, and complexity in speaking performance. Goh contends the model serves as a proper way of sequencing speaking lessons and materials which are systematically based on cognitive principles of learning. To better inform classroom teaching practice, the author, in chapter 4, highlights recent research findings on spoken English and speaking performance by explaining the pedagogical relevance of spoken grammar, pre-task planning, and task repetition. The booklet ends by exploring useful ideas on how to improve language competence and thinking in small group discussions (chapter 5). Goh strongly believes discussion tasks can provide

learners with an opportunity to communicate with one another on authentic issues while at the same time practice their speaking skills.

Written in an accessible and friendly style, practical and technique-oriented, and focused on both principles and procedures (p. i), this small but comprehensive booklet provides a very useful walk-through guide for readers who want to teach speaking more effectively and successfully in the second language classroom.²⁰

According to Brown (2001: 271) some types of classroom speaking performance are; imitative, intensive, responsive, transactional (dialogue), interpersonal (dialogue), and extensive (monologue).²¹

Each teaching theory speaks above many basic problems that sometimes become obstacles in teaching, therefore we must learn the basics of speaking well and correctly so that these obstacles can be overcome. so let's organize the way we speak in-class speaking activities.

1. Classroom speaking activities

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

a). Information-gap activities

²⁰ Christine Goh. Singapore: *SEAMEO Regional Language Centre, 2007. Pp. ii + 48.*

²¹ Brown, G, and Yule, G. 1990. *Teaching Spoken Language: An Approach Based on the Analysis of Conversational English.* Cambridge University Press

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

b). Telling stories

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

c). Favorite objects

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

d). Meeting and greeting

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

e). Surveys

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

f). Famous people

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

g). Student presentations

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

h). Ballon debate

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

i). Moral dilemmas

Students are presented with a 'moral dilemma' and asked to decide how to resolve it (Harmer, 2007:131).²²

2. Characteristics of a Successful Speaking Activity

a). Learners talk a lot

²² Harmer, (2007:131) *The following activities are also helpful in getting students to practice 'speaking-as-a-skill.*

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

b). Participation is an event

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

c). Motivation is high

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

d). Language is of an acceptable level

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

Students in schools often think that speaking ability is a product of language learning, but speaking is also an important part of the language learning process itself. an effective instructor teaches students speaking strategies using minimal responses, recognizing scripts, and using language to talk about the language they can use to help themselves expand their knowledge and confidence in using it. the instructor will help students to learn to speak so students can use speech strategies well for learning.

a). Using minimal responses

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

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

b). Recognizing scripts

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

Instructors can help students to develop speaking ability by making them aware of the scripts for different situations so that they can predict what they will hear and what they will need to say in response. Through interactive activities, instructors can give students practice in managing and varying the language that different scripts contain.

c). Using language to talk about language

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

By encouraging students to use clarification phrases in class when a misunderstanding occurs and by responding positively when they do, instructors can create an authentic practice environment within the classroom itself. As they develop control of various clarification strategies, students will gain confidence in their ability to manage the various communication situations that they may encounter outside the classroom.²³

D. Story Telling

1. Definition of storytelling

According to Burhan Nurgiantoro (2001:289), storytelling is a form of speaking ability that aims to express pragmatic speaking skills. There are two important elements that students must master in telling stories, which are linguistics and what elements are told. The accuracy of speech, grammar,

²³ A Rahman (2007) *speaking ability is a product of language learning, but speaking is also an important part of the language learning process itself.*

vocabulary, fluency, and fluency, illustrates that students have good speaking skills.²⁴

According to Tarigan (1981:35), stating that storytelling is one of the skills of speaking that aims to provide information to others. It is said so because speaking is included in informative situations that want to make meanings or meanings clear. By telling stories, a person can convey a variety of stories, expressions of various feelings under what is experienced, felt, seen, read, and an expression of willingness and desire to share the experience gained.²⁵

According to Dhieni (2008:63), storytelling is an activity done by someone verbally to others with tools or without tools about what should be delivered in the form of messages, information or just a fairy tale to be heard with a sense of fun. interesting.²⁶

According to Bachri (2005: 10), storytelling is telling something that tells about an action or event and is delivered orally to share experiences and knowledge with others.²⁷

2. Benefits of storytelling

In storytelling activities, many benefits can be obtained, according to Hibana (in Kusmiadi, 2008), the benefits of storytelling activities can be classified into 2 namely:

²⁴ Burhan Nurgiantoro, (2001:289). *Definition of Story Telling. Storytelling is a form of speaking an ability that aims to express pragmatic speaking skills.*

²⁵ Tarigan,(1981:35). *Definition of Story Telling. storytelling is one of the skills of speaking that aims to provide information to others.*

²⁶ Dhieni, (2008:63). *Definition of Storytelling. storytelling is an activity done by someone verbally to others with tools.*

²⁷ Bachri (2005: 10). *Definition of Storytelling. storytelling is telling something that tells about an action.*

a. Benefits for narrators

- 1) Developing children's thinking and imagination.
- 2) Developing children's speaking skills.
- 3) Develop the power of child socialization.
- 4) As a means of communication
- 5) Learning Media
- 6) Develops memory.

b. Benefits for the listener

- 1) Developing fantasy, empathy, and various other types of feelings.
- 2) Foster interest in reading.
- 3) Build closeness and harmony.
- 4) Learning Media.

Storytelling is the best means for students to be able to control their emotional intelligence to be more stable, how to learn to speak they are more interesting ²⁸and able to stimulate students' creativity in exploring their speaking style.

Storytelling is the best means for students to be able to control their emotional intelligence to be more stable, how to learn to speak they are more interesting and able to stimulate students' creativity in exploring their speaking style. therefore a teacher especially teachers in the field of speech must be able to understand the conditions of students about what their obstacles in speaking. therefore I try to give students a way of learning by the method of storytelling.

²⁸ Kusmiadi, (2008) In *storytelling activities, many benefits can be obtained.*

E. Teaching of Speaking Skills by Using Story Telling

Storytelling is the original form of teaching. There are still societies in which it is the only form of teaching. Though attempts have been made to imitate or update it, like the electronic storytelling of television, live oral storytelling will never go out of fashion. A simple narrative will always be the cornerstone of the art of teaching. Colloquial or literary, unaffected, or flowery the full range of language is present in stories. develop uniquely. The listeners benefit from observing non-polished speech created on the spot. While listening to stories, children develop a sense of structure that will later help them to understand the more complex stories of literature. Stories are the oldest form of literature.

The use of literature in foreign language teaching has greatly increased over the past few years. The materials and activities that derive from literacy texts are a great aid to learning in that they appeal to the learners' imagination, increase motivation, and, above all, create a rich and meaningful context. Among the techniques available to the teacher, storytelling is one of the most frequently used, especially with beginners. And false beginners. Storytelling is an established part of the curriculum in both English-speaking countries and many others, and stories are seen as a first-rate resource in the teaching of the child's language (Zaro and Salaberry, 1995:2).²⁹

1. A good way of telling a story

²⁹ Zaro and Salaberry, (1995:2) *Storytelling is the original form of teaching.*

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

a). Have an interesting story to tell

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

Find a good story for the listeners.

b). Memorize the basic story

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

c). Use hand motions to emphasize the story

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

d). Use facial expressions

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

e). Allow your voice to be expressive

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

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

f). Add details

A girl with brown hair and blue eyes could be described in your story as a young girl with golden-brown hair and eyes as blue as a river.

Exaggerating small things in a story can give a wow effect.

g). Practice in advance

Before you tell your story, give it a try. You may want to videotape yourself or do it in front of a mirror so you can see the flaws in your telling. After you watch the video of your telling, mute the sound so you can only pay attention to the visual aspects. Did you use hand motions? Check your expressions as well. Now, close your eyes and just listen to the story.³⁰

F. Hypothesis

The hypotheses of this study are stated below:

- a). The null hypothesis (Ho): It is not effective to teach speaking by using the story-telling technique.
- b). The alternative hypothesis (Ha): It is effective to teach speaking by using the story-telling technique.

To test the hypotheses, the criteria of testing hypotheses are used. It means to accept or to reject the null hypothesis will use t-table with a degree of freedom

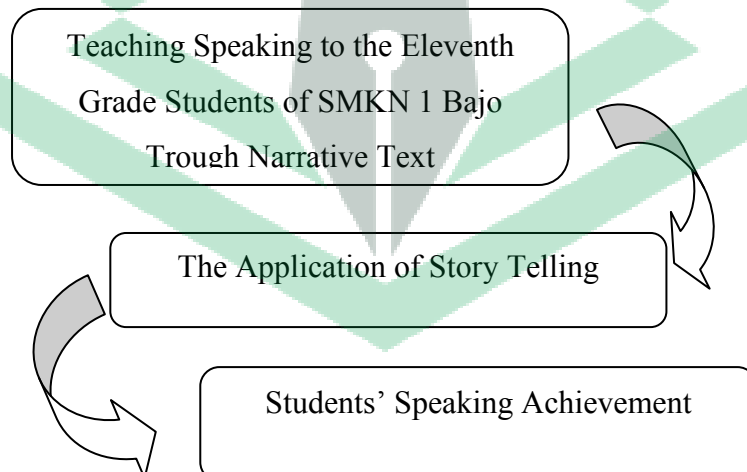
³⁰ Ridwan makmur (2001) *the story as well as possible*.

($df=n-2$) and 5% as the level of significance. The criteria for testing the hypothesis are as followed:

1. The alternative hypothesis (H_a) will be accepted if the result of the t-test calculation will be the same or greater than that of the critical value as stated. It means that the null hypothesis (H_0) will be rejected.
2. The null hypothesis (H_0) will be accepted if the result of the test calculation will be less than of the critical values as stated in the f-value table. It means that the alternative hypothesis (H_a) will be rejected.

G. Conceptual Framework

In this research, the researcher focused on using storytelling to teach speaking through narrative text. The conceptual framework in this research is shown in the diagram.



1. Narrative Text

The narrative text is a story with complications or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of the methods used to communicate the narrative text through a process narration³¹.

2. The Benefits of Story Telling

In storytelling activities, many benefits can be obtained, according to Hibana (in kusmiadi,2008), the benefits of storytelling activities can be classified into two, namely:

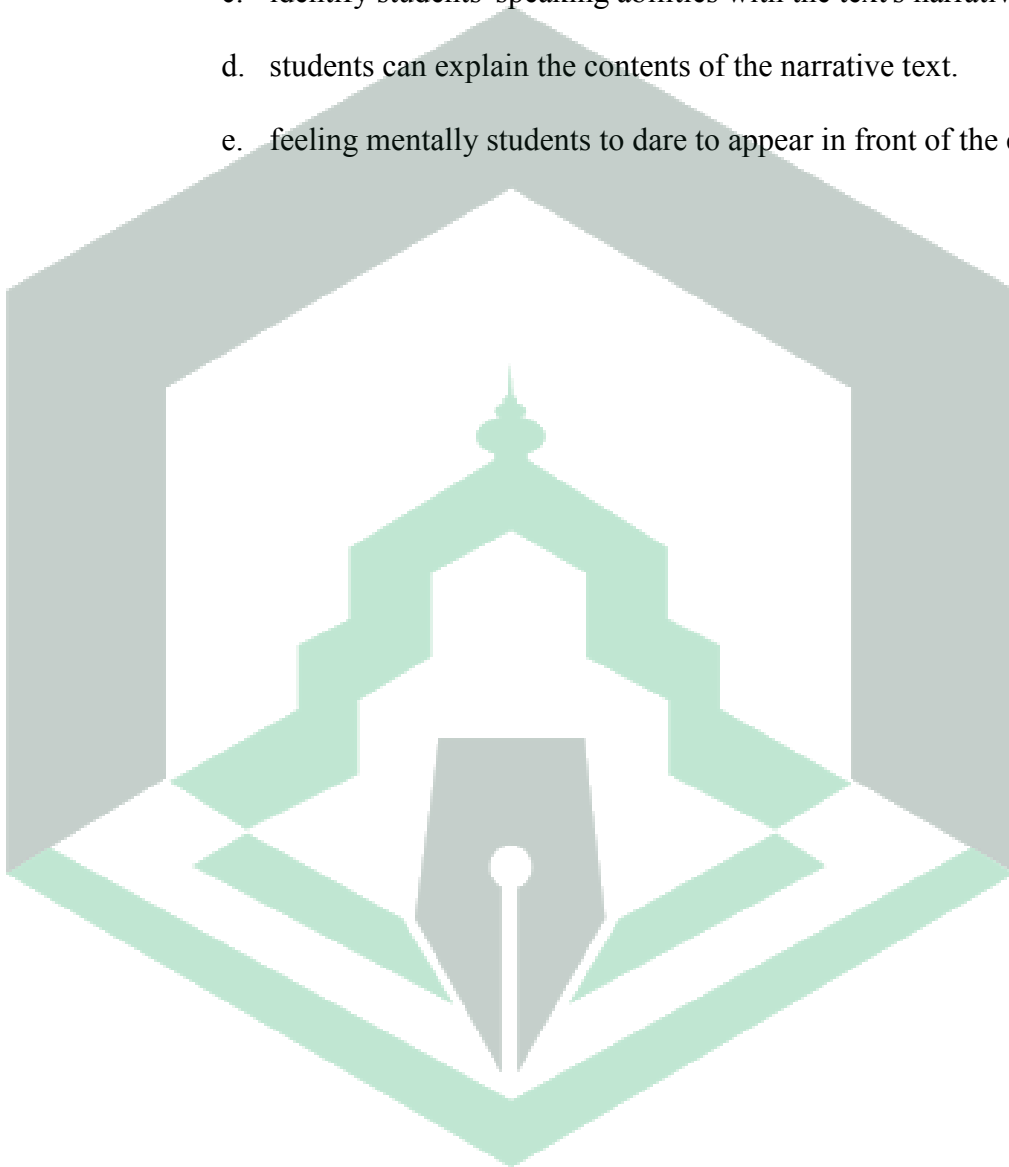
- 1) Benefits for narrators
 - a. Developing children's thinking and imagination.
 - b. Developing children's speaking skills.
 - c. Develop the power of child socialization.
 - d. As a means of communication.
 - e. Learning media.
 - f. Develops memory.
- 2) Benefits for the listener
 - a. Developing fantasy, empathy, and various other types of feelings.
 - b. Build closeness and harmony.
 - c. Learning media³².

³¹ <http://guruberbagirasa.blogspot.com/2013/06/narrative-text-definition-purposes.html>

³² Kuliah Story Telling,D3, (2016). *Benefits of Story Telling. Teknisi Perpustakaan.*

3. Indicators of student achievement

- a. identify the purpose of the narrative text.
- b. identify the structure of the narrative text.
- c. identify students' speaking abilities with the text's narrative.
- d. students can explain the contents of the narrative text.
- e. feeling mentally students to dare to appear in front of the class.



CHAPTER III

RESEARCH METHOD AND DESIGN

This chapter describes the research design, variable population and sample, instrument of the research the procedure of collecting data, and the technique of data analysis.

A. Design of the Research

The research used the pre-experimental method. So, this was involved with one group of students with pre-test and post-test. The design of this research can be descanted as follows:

Pattern: $O_1 \times O_2$

In this design the research observes, the first was before treatment/experiment and the second one after treatment (X). The observation doesn't was called pre-test (O_1) and the observation did was called post-test (O_2).³³

B. Variable of Research

This research consisted of two variables namely:

1. The Independent variable was telling a story through narrative text to teach speaking for the eleventh grade of SMKN 1 Bajo.
2. The dependent variable was students' achievement in speaking to the eleventh grade of SMKN 1 Bajo.

³³ Suharsimi Arikunro. *Prosedur Penelitian*. (cet. IV: R Cipta, 997)p.

C. Population and Sample

1. Population

The population was all objects of research. Based on the opinion above, the population of this research was the students of SMKN 1 Bajo in the eleventh grade. Then several populations was 31 students.

2. Sample

The sample in this research, the researcher used a random sampling technique where all of the students in one class taken as a sample of this research namely at the eleventh-grade students of SMKN 1 Bajo. The number of the sample was 17 students.

D. The instrument of the Research

The instrument of the research was the speaking test that consists of pre-test and post-test. This pre-test aimed to find out the students' previous speaking skills by introducing themselves and then been given treatment such as narrative texts about someone's biography for them to settle back after understanding the narrative text by telling stories in front of the class. While the post-test was to find out the improvement of students' speaking ability after giving care.

E. The procedure of Collecting Data

To collect the data, the writer used some procedure as follows:

1. Pre-test

The pre-test has been given before treatment. The writer asked the students to tell about herself (introduction) to identify the students' ability to speak before applied treatment.

2. Treatment

The writer conducted treatment after doing the pre-test and the treatments were done until three treatments. The steps are as follows:

a. First treatment

1. The writer explained about storytelling and narrative texts about the Biography of someone.
2. The writer asked the students how to use the technique of speaking with the method of storytelling.
3. The writer made a conclusion and suggestion to the students about Storytelling and narrative text about Biography of someone had done.

b. Second Treatment

1. Before the writer gave materials, the writer asked students to told how to process learn to teach in class. This process used to grow to feel self-confidence and interaction with other friends.
2. The writer gave material Bill Gates biography before students explain about it, the writer enquires to students what they know about the story.
3. The writer provides one by one to come forward to tell about Bill gates' biography that has been given by the writer from narrative texts.

4. After students told about Bill Gates's biography has been given, the writer gives questions to students at any core of from narrative texts biography of Bill Gates which they told in front of class or feedback.

c. Third treatment

1. Before the writer gave materials, the writer asked students to told how to process learn to teach in class. This process used to grow to feel self-confidence and interaction with other friends.
2. The writer gave material Tim Berners-lee biography, before students explain about it, the writer enquire to students what they know about the story.
3. The writer provides one by one to come forward to tell about Tim Berners-Lee's biography that has been given by the writer from narrative texts.

d. Fourth treatment

1. Before the writer gave materials, the writer asked students to told how to process learn to teach in class. This process used to grow to feel self-confidence and interaction with other friends.
2. The writer gave material Ki Hajar Dewantara biography before students explain it, the writer enquires to students what they know about the story.
3. The writer provides one by one to come forward to tell about Tim Berners-Lee's biography that has been given by the writer from narrative texts.
4. The writer concluded and explain all the material from the first meeting until the last meeting.

3. Post-test

The post-test would be given to students after doing the treatment. students can fill in the questionnaire that has been given.

F. The technique of Data Analysis

The data was collected by the writer tabulated into scoring classification, and test significance the following:

a. Fluency

Table 1

Rating	Criteria
6	Speaks without too geat and effort with a fairly wide range expression. Searchers for words occasionally but not only one or two unnatural pauses.
5	Has to make an effort at the time to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.
4	Although he has made an effort to search for words, they are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary succeeded in conveying the general meaning. Fair range expression.
3	Has to make an effort for much of the time. Often has searched for the desired meaning. Rather halting delivery and fragmentary. The range of expression often limited.
2	Long pauses while the researcher for the desired meaning. Frequently fragmentary and halting delivery. Almost give up making the efforts at the time. Limited range of expression.
1	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times give up making the effort, very limited range of expression.

b. Accuracy

Table 2

Rating	Criteria
6	Pronunciation is only very slightly influenced by the mother tongue. Two or three minor grammatical and lexical errors.
5	Pronunciation is slightly influenced by the mother tongue. A few minor grammatical and lexical errors but most utterances are correct.
4	Pronunciation is moderately influenced by the mother tongue but no serious phonological error. A few grammatical and lexical errors but only confuse.
3	Pronunciation is influenced by the mother tongue only a few serious phonological errors. Several grammatical and lexical errors, some of which confuse.
2	Pronunciation seriously influenced by the mother tongue with an error causing a breakdown in communication. Many basic and grammatical errors.
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.

c. Comprehensibility

Table 3

Rating	Criteria
6	Easy for the listener to understand the speaker's intentional and general meaning. Very few interruptions or clarification required.
5	The speaker's intention and general meaning are fairly clear. A few interruptions by the listener for the sake of a clarification are necessary.
4	Most of what the speaker says is easy to follow. His attention is always clear but several interruptions are necessary to help him to convey the message to seek clarification.
3	The listener can understand a lot of what is said. But he must constantly seek clarification. Cannot understand many of the speaker's more

	complex or longer sentence.
2	Only a small bit (usually sort sentence and phrase) can be understood and then with considerable effort by someone who is used to listening to the speaker.
1	Hardly anything of what is said can be understood. Even when the listeners make a great effort interrupts, the speakers are unable to clarity anything is seems to have said.

(Adopted from Heaton)³⁴

Besides the technical scoring through seven scales above, the writer also makes rating classification to measure the student's speaking ability. The following is a rating scale classification.³⁵

Table 4

Classification	Scale	Score
Excellent	86-100	6
Very good	71-85	5
Good	56-70	4
Average	41-55	3
poor	26-40	2
Very poor	≤25	1

- a. Looking for D (difference) between score variable 1(X) and score variable 2(Y) according to Suharsimi Arikunto.³⁶

³⁴ J.B Heaton, Writing English Language Test, (ed. 1:New York Inc, 1998),p.100

³⁵ Deryanto, Evaluasi Pendidikan,(Jakarta PT: Rineka Cipta, 2007),p.211

$$D = X - \Sigma Y$$

- b. Looking for mean from the difference (MD) by using the following formula:

$$MD = \frac{\Sigma D}{N}$$

- c. Looking for standard deviation from the difference (SD_D)

$$SD_D = x = \sqrt{\frac{\Sigma D^2}{N} - \frac{(\Sigma D)^2}{(N)}}$$

- d. Looking from error standard from the mean of difference, by using the following formula:

$$SM_{MD} = \frac{SD_D}{\sqrt{N - 1}}$$

- e. Looking for value (t_0) by using the following formula:

³⁶ Suharsimi Arikunto, Manajemen Penelitian, (PT.Rineka Cipta, 1998),p.18

$$t_0 = \frac{MD}{SE_{MD}}$$

Where :

MD = mean of difference

SE_{MD} = error standard from M_D

f. Criteria hypothesis acceptability

This research used 95⁰ levels of improvement and the consolation is on 5% of the significance column.

If $t_0 \geq t_t$ = reject the null hypothesis

If $t_0 \leq t_t$ = receive null hypothesis

(All formula adopted from sudjono)³⁷

³⁷ Anas Sudjono, Pengantar Statistik Pendidikan, (Ed. 1: Jakarta PT Raja Grafindo, 2001), p.289

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

In this section, the writer presents the data found in the text. The writer used quantitative analyzing the data in numeral form, those data describe using storytelling to teach speaking for the eleventh-grade students of SMKN 1 Bajo.

1. The students' scores obtained through test

Based on the description in the previous chapter about findings, the writer makes a score of the students in pre-test and post-test or the score before the students gave the treatment and the score after the students are given treatment. The result of the students is presented in the tables as follows:

a. The Students' Pre-test Result

1) The Students' Accuracy Result

Table 4.1. The criteria and percentage of the students' accuracy in pre-test

No	Classifications	Score	Frequency	Percentage (%)
1	Excellent	6	-	-
2	Very Good	5	-	-
3	Good	4	-	-
4	Average	3	4	24
5	Poor	2	7	41

6	Very Poor	1	6	35
	Total		17	100

The table above indicates that the criteria and percentage of the students' accuracy in pre-test, there was none of the students got excellent scores and very good, and good accuracy. There were 4 students' (24%) good average scores, 7 students (41%) good poor score, and 6 students' (35%) got a very poor score.

2) The Students' Fluency Result

Table 4.2. The criteria and percentage of the students' fluency in pre-test

No	Classifications	Score	Frequency	Percentage (%)
1	Excellent	6	-	-
2	Very Good	5	-	-
3	Good	4	1	6
4	Average	3	2	12
5	Poor	2	9	53
6	Very Poor	1	5	29
	Total		17	100

The table above indicates that the criteria and percentage of the students' fluency in pre-test, there was no student got an excellent score and very good fluency. There was 1 student (6%) got a good score, 2 students (12%) got average scores, 9 students (53%) got poor scores and 5 students (29%) got very poor scores.

3) The Students' Comprehensibility Result

Table 4.3. The criteria and percentage of the students' comprehensibility in pre-test

No	Classifications	Score	Frequency	Percentage (%)
1	Excellent	6	-	
2	Very Good	5		
3	Good	4	1	6
4	Average	3	2	12
5	Poor	2	13	76
6	Very Poor	1	1	6
	Total		17	100

The table above indicates that the criteria and percentage of the students' comprehensibility in pre-test, there was no student got excellent score and very good comprehensibility. There was 1 student (6%) got good score, 2 students (12%) got average score, 13 students (76%) got poor score and 1 student (6%) got very poor score.

b. The Students' Post-test Result

1) The Students' Accuracy Result

Table 4.4. The criteria and percentage of the students' accuracy in post-test

No	Classifications	Score	Frequency	Percentage (%)
1	Excellent	6	-	-
2	Very Good	5	1	6

3	Good	4	5	29
4	Average	3	9	53
5	Poor	2	2	12
6	Very Poor	1	-	-
Total			17	100

The table above shows that in the post-test, there was no student got excellent score, there was 1 student (6%) got very good score, 5 students (29%) got good score, 9 students (53%) got average score, 2 students' (12%) got poor score and there was no student got very poor score.

2) The Students' Fluency Result

Table 4.5. The criteria and percentage of the students' fluency in post-test

No	Classifications	Score	Frequency	Percentage (%)
1	Excellent	6	-	-
2	Very Good	5	1	6
3	Good	4	3	18
4	Average	3	11	65
5	Poor	2	2	12
6	Very Poor	1	-	-
Total			17	100

The table above shows that in the post-test there was none students get excellent score, there was 1 student (6%) got very good score, 3 students (18%) got good score, 11 students (65%) got average score, 2 students (12%) got poor score and none student got very poor score.

3) The Students' Comprehensibility Result

Table 4.6. The criteria and percentage of the students' comprehensibility in post-test

No	Classifications	Score	Frequency	Percentage (%)
1	Excellent	6	-	-
2	Very Good	5	1	6
3	Good	4	5	29
4	Average	3	10	59
5	Poor	2	1	6
6	Very Poor	1	-	-
Total			17	100

The table above shows that in the post-test there were no students got excellent score, 1 student (6%) got very good score, 5 students (29%) got good score, 10 students got average score, 1 student (6%) got poor score and no student got very poor score.

c. Mean score of students in pre-test

$$M_x = \frac{\sum x}{N}$$

$$M_x = \frac{34}{17}$$

$$M_x = 2$$

d. Mean score of students in post-test

$$M_y = \frac{\sum y}{N}$$

$$M_y = \frac{56}{17}$$

$$M_y = 3,3$$

The table above, we had got $\sum D = 22$ and $\sum D^2 = 26$, and after got $\sum D$ and $\sum D^2$, the next looking for the different of standart deviation between variable X (pre-test) and variable Y (post test) as follows :

$$\begin{aligned} SD_D &= \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2} \\ &= \sqrt{\frac{26}{17} - \left(\frac{22}{17}\right)^2} \\ &= \sqrt{1,5 - (1,3)} \\ &= \sqrt{0,2} \\ &= 0,4472 \end{aligned}$$

After for standard deviation of difference (SD_D) about 0,4472, the next looking for standard error of the mean (SE_{MD}) between variable X and variable Y as follows :

$$\begin{aligned}
 SE_{MD} &= \frac{SD_D}{\sqrt{N-1}} \\
 &= \frac{0,4472}{\sqrt{17-1}} \\
 &= \frac{0,4472}{\sqrt{16}} \\
 &= \frac{0,4472}{4} \\
 &= 0,1118
 \end{aligned}$$

After find standard error of mean (SE_{MD}), the next looking for t value (t_o) with the formula as follows :

$$T_o = \frac{M_D}{SE_{MD}}$$

The formula for M_{Dis} as follows :

$$\begin{aligned}
 M_D &= \frac{\sum D}{N} \\
 &= \frac{22}{17} \\
 &= 1,3
 \end{aligned}$$

Now looking for difference between two variables with observed t value as follows :

$$\begin{aligned}
 T_o &= \frac{M_D}{SE_{MD}} \\
 &= \frac{1,3}{0,1118} \\
 &= 11,627
 \end{aligned}$$

After that, looking for t table (t_0) as follows :

$$\begin{aligned}
 Df &= n-1 \\
 &= 17-1 \\
 &= 16 \\
 T_{\text{table}} &= t \left(1 - \frac{1}{2}\alpha \right) (df) \\
 &= t \left(1 - \frac{1}{2}0,05 \right) (16) \\
 &= t (1 - 0,025)(16) \\
 &= t (0,975)(16) \\
 &= 2,120
 \end{aligned}$$

The result of t_{table} (t_i) standar of significant 5% with $df = 16$, got 2,120 and standar as significant 1% with $df = 16$, got 2,921. Based on the result above, the researcher gives interpretation that t_{table} (t_i) is smaller than t_{value} (t_0)

$$2,120 \leq 11,627 \geq 2,921$$

Where 2,120 is smaller than 11,627 and 11,672 is bigger than 2,921

The post-test was done after the researcher giving four treatment to the students. It was done to get the students to score in speaking ability (accuracy, fluency, and comprehensibility) in the post-test to know the students speaking skill improvement. It was found that inaccuracy there was still none of them got excellent score. But in this time there were 1 students' (6%) got very good score, 5

students' (29%) got good score, 9 students' (53%) got average score, 2 students' (12%) got poor score and there was none of them got very poor score in this post-test. Inaccuracy there was still got excellent and very poor score, but from students got score very good, good, average, and poor, telling story through narrative text is a method used in the learning process. In fluency, it presents that there was none students get excellent score, but there were 1 students' (6%) get very good score, 3 students' (18%) get good score, 11 students (65%) get average score, 2 students (12%) get poor score. The result showed that there was none of them (0%) get very poor scores. In fluency, there was still none got excellent and very poor score, but from students got score very good, good, average, and poor, telling story through narrative text is a method which can make students interesting, not bored and in the pre-test, the student not understand before giving treatment. Meanwhile, incomprehensibility there was none students get excellent score. But there were 1 students' (6%) get very good score, 5 students' (29%) got good score, 10 students' average score, 1 students' (6%) get poor score. The result also showed that there were none of the students (0%) very poor. In comprehensibility, there was still none got excellent and very poor score, but from students got score very good, good, average, telling story through narrative text is a method can make students interesting and in pre-test the students not understand before giving treatment.

2,120 = The result of t_{table} (t_t) from 5% with $df = 16$

2,921 = the result of t_{table} (t_t) from 1% with $df = 16$

Based on the paired of the samples statistic and sample test above, the result of this research indicates that the null hypothesis is rejected and the alternative hypothesis is accepted.

B. Discussion

This section presented the result of data analysis in findings. It discusses the use of using storytelling to teach speaking for the eleventh-grade students of SMKN 1 Bajo since the pre-test until the post-test had been conducted.

After analyzing data from these students, it showed that t_{count} (t_0) with the value (11,627) was higher than t_{table} (t_t) with the value (2,120) with a degree of freedom (df) = 16 and on the level significance 0.05. it means that there was a significant difference between the result of the pre-test and the result of the post-test.

Table 4.7.

Table of the t-test of the students

Variable	t_{count} (t_0)	t_{table} (t_t)
X_1-X_2	11,627	2,120

The table of t_{test} above showed that the value of t_0 was higher than t_t it could be concluded that the research hypothesis was confirmed. Besides, the achievement of the English Speaking skills of the students at the eleventh grade of

SMKN 1 Bajo who was taught by storytelling through narrative text was higher than the achievement prior.

After doing the four treatments, this means that after four treatments, students' speaking skills improve. In other words, use storytelling to teach speaking to eleventh-grade students of SMKN 1 Bajo. This improvement is proved by calculating the difference between both tests (pre-test and post-test) by using t-test analysis, where the result $t_{\text{count}} (t_o)$ value is 11,624. The value is greater than the t-table value (2,120) for the $\alpha = 0.05$ level of significance and the degree of freedom (16).

From the results of the classification table analysis and the percentage level of students in the post-test and the average score, it can be concluded that students' skills are more improved than before they went through some of the commitments given. From the results of this study the average scores of students in pre-test and post-test, it can be concluded that storytelling using narrative text is effective in training students' speaking, especially at SMKN 1 Bajo students. We can see from the results of the average student scores (2) in the post-test and (3,3) in the student's pre-test.

Storytelling can help students practice their speaking skills with enjoyed and help students find relevant information from a particular reading in the form of narrative text. By using narrative texts, students are also more interested in learning especially practicing their speaking. On this occasion, this research was focused on improving students' speaking. We can know together that speaking is

one very important component that must be mastered by students in studying English learning and this method can train students' speaking.

with the storytelling method, it can make the classroom atmosphere real, such as exchanging information, negotiating to mean, or other real activities. this is evidenced by the results of research on "*pengaruh model storytelling terhadap keterampilan berbicara di MA jamiatul khaerat makassar*". The results of the students' speaking skills "*di MA jamiatul khaerat kota Makassar*" in the experimental group after being given learning using the storytelling model increased from 65% to 72%. While the t-test results show the pre-test and post-test data of the storytelling model on the speaking skills of students, the sign value is obtained. $0.163 > 0.05$. Likewise, H_0 is rejected and H_a is accepted with a significant level of $< \alpha$ ($0.000 < 0.05$).³⁸

³⁸ Nurliah Syarifuddin (2017), *engaruh model storytelling terhadap keterampilan berbicara di MA jamiatul khaerat makassar*.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussion in the previous chapter, the researcher can conclude that storytelling significantly effective for improving the students speaking skills of SMKN 1 Bajo. It was proven by the result of the research shows that significant improvement between the students' mean score of pretest and post-test. In the pretest, the students' mean score is (2) and the students' score in the posttest is (3,3). This improvement is proved by calculating the difference between both tests (pre-test and post-test) by using t-test analysis, where the result t_{count} (t_o) value is 11,624. the value is greater than the t_{table} (t_t)value 2,120 for the $\alpha = 0.05$ level of significance and the degree of freedom (16).

B. Suggestions

Based on the conclusion above, the writer gives the following suggestions:

1. English teachers should pay attention to choosing methods or techniques because learning skills (listening, reading, writing, and speaking) have

different learning methods, so to get the learning objectives a teacher must choose a method that is related to the learning objectives.

2. To make the class more interesting, a teacher must create media or aids when they can increase motivation and increase students' interest in learning to speak English in class.
3. This research is the result of research on the effect of one way to improve students' skills in English, therefore this research can be a reference example for teachers, making students the best is the duty of a teacher.
4. A teacher must provide opportunities for students to explore their learning styles because when students are not burdened with learning, learning to speak English will be fun.
5. To make the learning process effective students must be more active in class so that the material in the class can be understood.

Finally, the researchers realized that this research was still not perfect. however, the researcher's sting hopes that this study can be useful as a reference for learning for English teachers and students.

BIBLIOGRAPHY

- A Rahman (2007) *speaking ability is a product of language learning, but speaking is also an important part of the language learning process itself.*
- Anas Sudjono, Pengantar Statistik Pendidikan, (Ed. 1:Jakarta PT Raja Grafindo, (2001),p.289
- Aprianti (2007), The thesis is entitled "*Teaching Speaking Using Story Telling Technique to the Seventh Grade Students of SMP Negeri 40 Palembang.*
- Bachri (2005: 10), *storytelling is telling something that tells about an action or event*
- Bachri (2005: 10). *Definition of Storytelling. storytelling is telling something that tells about an action.*
- Bailey, (2000:25). *Definition of Speaking.* H. Douglas Brown (1994) in Baharuddin (2000).
- Brown, G, *Teaching Spoken Language: An Approach Based on the Analysis of Conversational English.* Cambridge University Press
- Burhan Nurgiantoro, (2001:289). *Definition of Story Telling. Storytelling is a form of speaking an ability that aims to express pragmatic speaking skills.*
- Burns, A., & Joyce, H. (1997). *Focus on speaking.* Sydney: National Center for English
- Christine Goh. Singapore: *SEAMEO Regional Language Centre, 2007. Pp.ii + 48.*
- Department of Communication University of Pittsburgh 4200 Fifth Avenue
*<https://www.comm.pitt.edu/approaching-speaking-situation>
audienceoccasion- purpose*
- Deryanto, Evaluasi Pendidikan,(Jakarta PT: Rineka Cipta, 2007),p.211
- Dhieni, (2008:63). *Definition of Storytelling. storytelling is an activity done by someone verbally to others with tools.*
- Harmer, (2007:131) *The following activities are also helpful in getting students to practice 'speaking-as-a-skill.*

<http://guruberbagirasa.blogspot.com/20/13/06/narrative-text-definition-purposes.html>

Inten Mujizat (2016), *The Effectiveness of Using Story Telling Technique*.

J.B Heaton, *Writing English Language Test*, (ed. 1:New York Inc, 1998),p.100

Johnson and Morrow (1981: 70). *Definition of Speaking*.

Kaddour Khaoula Imane (2016), *Enhancing EFL learner's speaking skill through effective communicative activities*.

Kuliah Story Telling,D3, (2016). *Benefits of Story Telling. Teknisi Perpustakaan*.

Kusmiadi, (2008) *In storytelling activities, many benefits can be obtained*.

Ladouse (1991) *speaking is described as the activity as the ability to express oneself in the situation*.

Libraries (2020) <https://open.lib.umn.edu/publicspeaking/chapter/6-1-general-purposes-of-speaking/>

Nurliah Syarifuddin (2007), *The Effect of Storytelling Model on the Speaking Skills*

Nurliah Syarifuddin (2017), *engaruh model storytelling terhadap keterampilan berbicara di MA jamiatul khaerat makassar*.

Richards, Jack C. 2008. *Teaching Listening and Speaking From Theory to Practice*. London: Cambridge University Press

Ridwan makmur (2001) *the story as well as possible*.

Rothman, Howard B., et al. "Acoustic analyses of trained singers perceptually identified from speaking samples." *Journal of voice* 15.1(2001):25-35.

Royanti, (2007:17) *storytelling is effective teaching*.

Suharsimi Arikunro. *Prosedur Penelitian*. (cet. IV: R Cipta, 997)p.

Suharsimi Arikunto, *Manajemen Penelitian*, (PT.Rineka Cipta, 1998),p.18

Syakur (1987: 3), *Speaking is the process of building and sharing through the use of verbal and non-verbal symbols*.

Tarigan (1981:35), *stating that storytelling is one of the skills of speaking*.

Tarigan (2008: 16) *the main purpose of speaking is to communicate*.

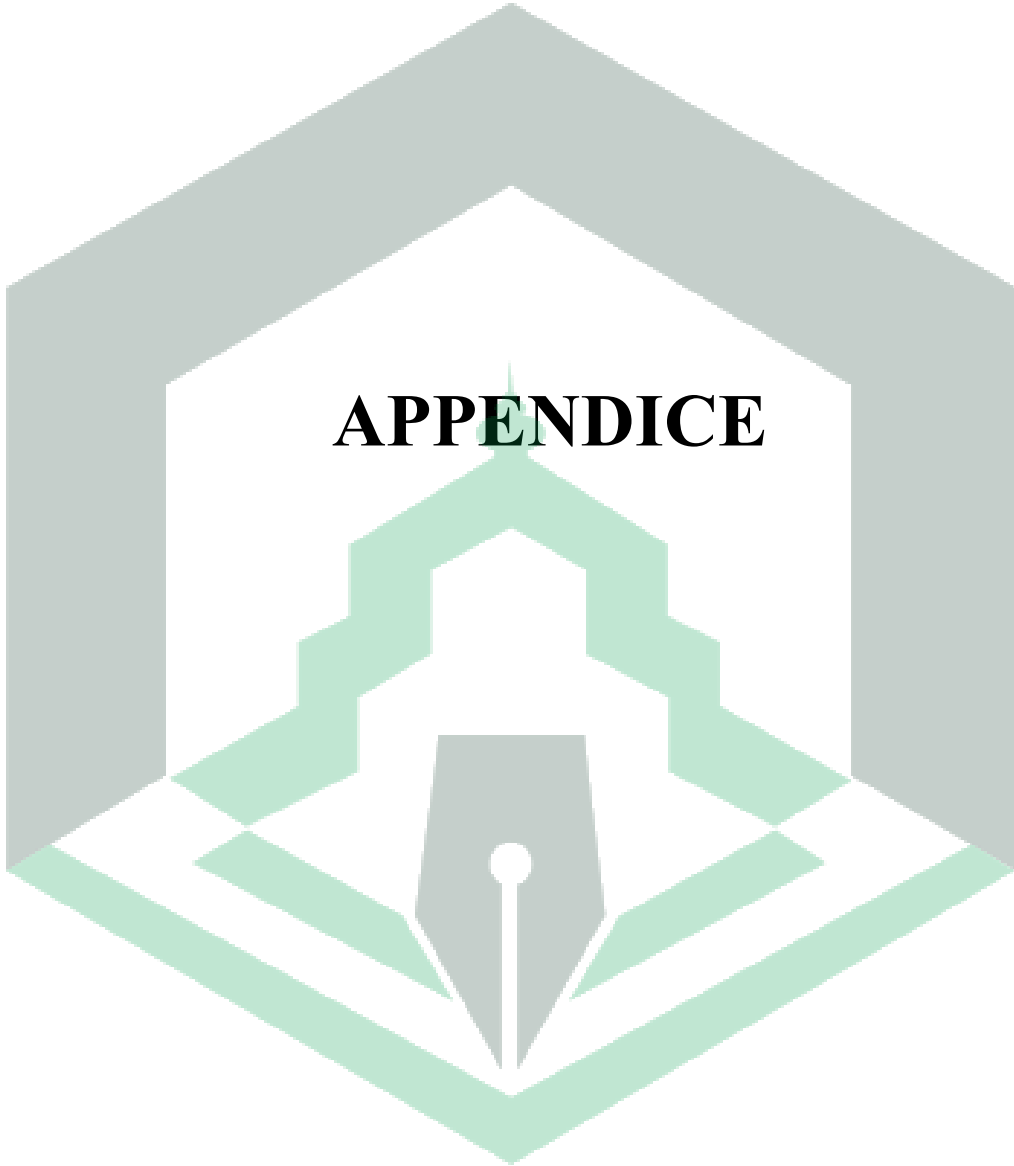
Tarigan (1990: 8) said that “Berbicara adalah cara untuk berkomunikasi yang berpengaruh hidup kita sehari-hari”.

Tarigan, H. Guntur. 2008. Berbicara: Sebagai Suatu Keterampilan Berbahasa. Bandung: Angkasa.

Tarigan,(1981:35). Definition of Story Telling. storytelling is one of the skills of Speaking speaking that aims to provide information to others.

Zaro and Salaberry, (1995:2) Storytelling is the original form of teaching.





RENCANA PELAKSANAAN PEMBELAJARAN (RPP I)

Satuan Pendidikan : SMKN 1 Bajo

Kelas/Semester : XI/1

Mata Pelajaran : Bahasa Inggris

Jenis Teks : Story telling

Keterampilan : Berbicara

Alokasi Waktu : 2 x 60 menit

1. STANDAR KOMPETENSI

Berbicara

Mengungkapkan makna dalam bercerita dengan menggunakan teks biografi tokoh.

2. KOMPETENSI DASAR

Mengungkapkan makna dalam bercerita dengan menggunakan teks biografi tokoh yang terkait dengan jurusan, dengan menceritakan kembali teks biografi tersebut dengan ragam bahasa lisan yang sederhana akurat, lancar dan dapat diterima.

3. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran siswa dapat:

- a. Mengerti arti atau makna dari bercerita.
- b. Mencari kosa kata yang sulit di artikan.
- c. Mengerti topik pembelajaran yang akan kita bahas.

4. MATERI AJAR

- a. Guru menjelaskan tentang Story Telling dan Teks Naratif.
 - 1) Guru meminta siswa bertanya mengenai kata yang tak di pahami siswa.
 - 2) Guru memberi contoh berbicara dengan mengacu pada teks narative

5. METODE PEMBELAJARAN

Story Telling dan Narrative teks.

6. KEGIATAN PEMBELAJARAN

a. Pendahuluan

- 1) *Greetings.*
- 2) *Checking attendance.*
- 3) *Prayer.*
- 4) Lead in: menyampaikan tujuan pembelajaran, dan cakupan materi.

b. Inti

1) Eksplorasi

- a) Guru melibatkan peserta didik mencari informasi tentang materi yang akan dipelajari dan belajar dari berbagai sumber.
- b) Guru menggunakan beragam media pembelajaran dan sumber belajar lain.
- c) Siswa menjawab pertanyaan yang berhubungan dengan instruksi, kartu ucapan, daftar barang dan pengumuman.

2) Elaborasi

- a) Guru memberikan contoh dengan menyajikan kosa kata dan tata bahasa untuk pengantar ke materi.
- b) Guru dan siswa membahas kata-kata sulit.
- c) Siswa mendengarkan penjelasan guru.
- d) Siswa melakukan permintaan guru.
- e) Siswa melaporkan apa yang siswa telah kerjakan.
- f) Guru memberikan follow-up dengan memberikan tugas lain.

3) Konfirmasi

- a) Guru menanyakan kesan siswa untuk memberikan feed-back, berupa kesulitan

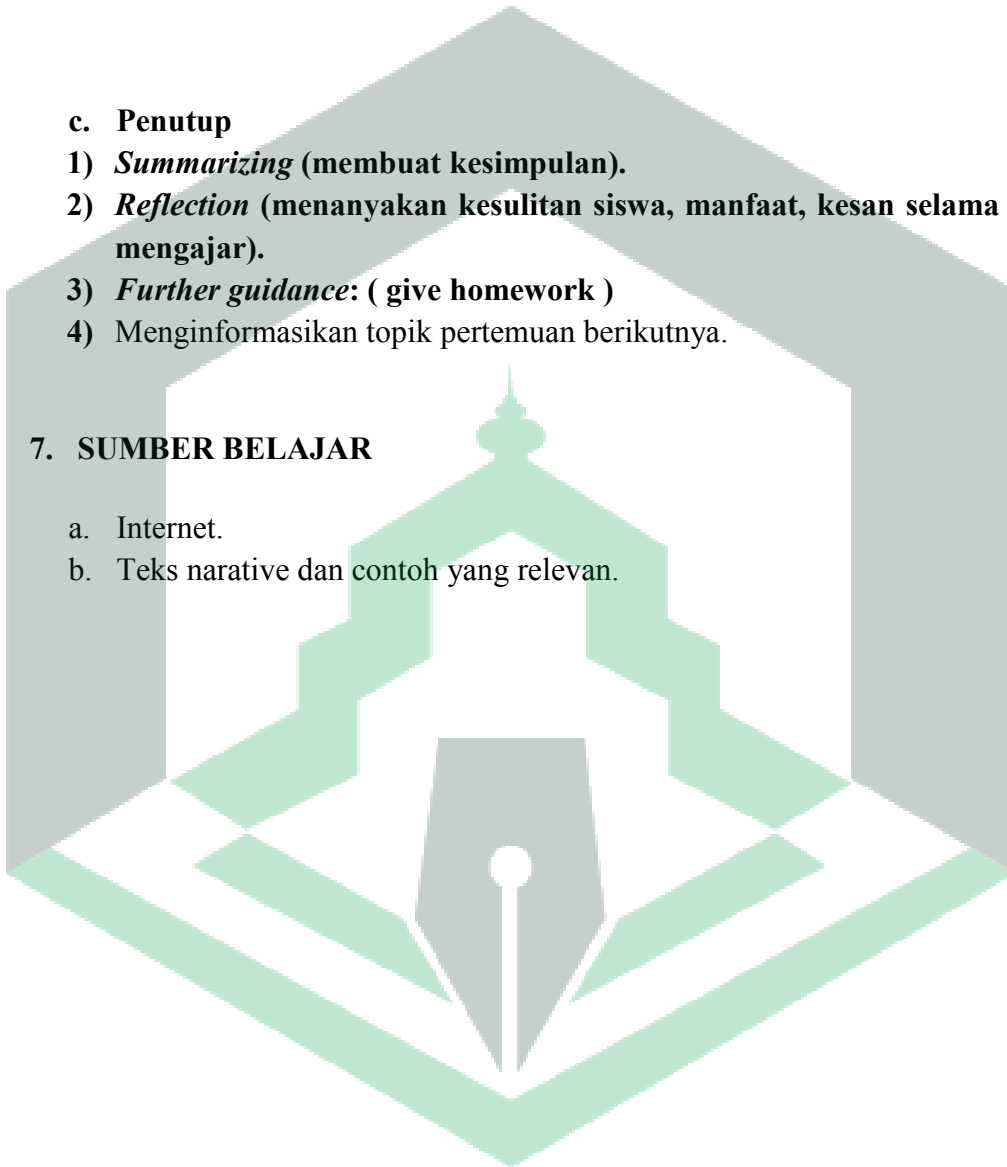
- apa yang dihadapi.
- b) Guru dan siswa menyimpulkan materi pembelajaran.
 - c) Guru menugaskan siswa mencari contoh-contoh teks yang berkaitan dengan materi pembelajaran.

c. Penutup

- 1) *Summarizing* (membuat kesimpulan).
- 2) *Reflection* (menanyakan kesulitan siswa, manfaat, kesan selama proses belajar mengajar).
- 3) *Further guidance: (give homework)*
- 4) Menginformasikan topik pertemuan berikutnya.

7. SUMBER BELAJAR

- a. Internet.
- b. Teks narative dan contoh yang relevan.



RENCANA PELAKSANAAN PEMBELAJARAN (RPP II)

Satuan Pendidikan : SMKN 1 Bajo

Kelas/Semester : XI/1

Mata Pelajaran : Bahasa Inggris

Jenis Teks : Story telling (*biography of Bill Gates*)

Keterampilan : Berbicara

Alokasi Waktu : 2 x 60 menit

1. STANDAR KOMPETENSI

Berbicara

Mengungkapkan makna dalam bercerita dengan menggunakan teks biografi tokoh.

2. KOMPETENSI DASAR

Mengungkapkan makna dalam bercerita dengan menggunakan teks biografi tokoh yang terkait dengan jurusan, dengan menceritakan kembali teks biografi tersebut dengan ragam bahasa lisan yang sederhana akurat, lancar dan dapat diterima.

3. TUJUAN PEMBELAJARAN

- a. Pada akhir pembelajaran siswa dapat:
- b. Menyimpulkan cerita dengan bercerita kembali.
- c. Mencari kosa kata yang sulit di artikan.
- d. Bercerita di depan kelas dengan bahan teks biografi tersebut.

4. MATERI AJAR

- a. Guru menjelaskan tentang Story Telling dan Teks Narativ.

- b. Guru meminta siswa membaca teks yang di berikan (biography of Bill Gates).
- c. Guru meminta siswa bertanya mengenai kata yang tak di pahami siswa.
- d. Guru memberi contoh berbicara dengan mengacu pada teks tersebut.
- e. Guru meminta siswa untuk bercerita di depan kelas sebagaimana telah di peragakan oleh guru sebelumnya.

5. METODE PEMBELAJARAN

Story Telling

6. KEGIATAN PEMBELAJARAN

a. **Pendahuluan**

- 1) *Greetings and Checking attendance.*
- 2) *Prayer.*
- 3) Lead in: menyampaikan tujuan pembelajaran, dan cakupan materi.

b. **Inti**

c. **Eksplorasi**

- 1) Guru melibatkan peserta didik mencari informasi tentang materi yang akan dipelajari dan belajar dari berbagai sumber.
- 2) Guru menggunakan beragam media pembelajaran dan sumber belajar lain.
- 3) Siswa menjawab pertanyaan yang berhubungan dengan instruksi, kartu ucapan, daftar barang dan pengumuman.

d. **Elaborasi**

- 1) Guru memberikan contoh dengan menyajikan kosa kata dan tata bahasa untuk pengantar ke materi.
- 2) Guru dan siswa membahas kata-kata sulit.
- 3) Siswa mendengarkan penjelasan guru.
- 4) Siswa melakukan permintaan guru.
- 5) Siswa melaporkan apa yang siswa telah kerjakan.
- 6) Guru memberikan follow-up dengan memberikan tugas lain.

e. **Konfirmasi**

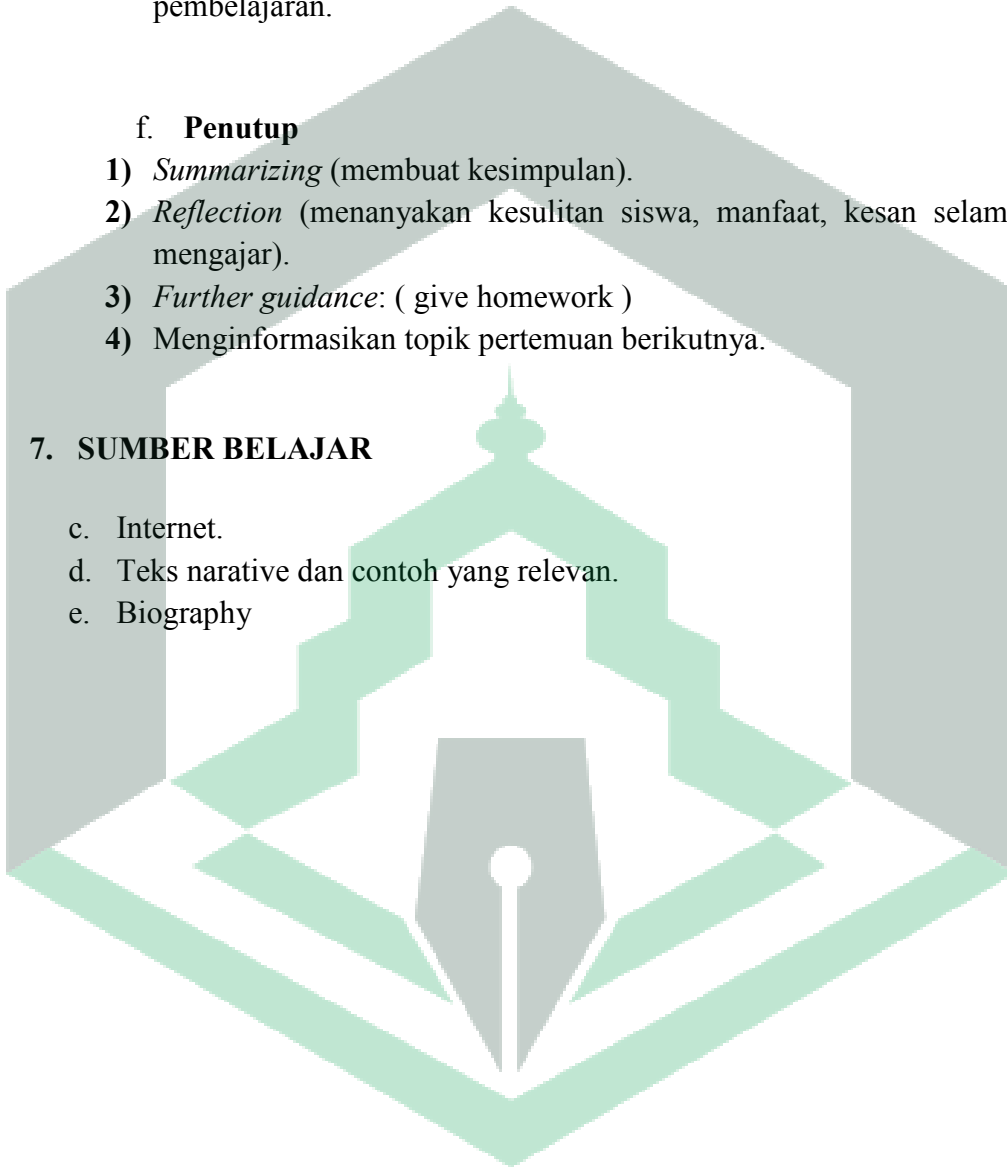
- 1) Guru menanyakan kesan siswa untuk memberikan feed-back, berupa kesulitan apa yang dihadapi.
- 2) Guru dan siswa menyimpulkan materi pembelajaran.
- 3) Guru menugaskan siswa mencari contoh-contoh teks yang berkaitan dengan materi pembelajaran.

f. **Penutup**

- 1) *Summarizing* (membuat kesimpulan).
- 2) *Reflection* (menanyakan kesulitan siswa, manfaat, kesan selama proses belajar mengajar).
- 3) *Further guidance*: (give homework)
- 4) Menginformasikan topik pertemuan berikutnya.

7. SUMBER BELAJAR

- c. Internet.
- d. Teks narative dan contoh yang relevan.
- e. Biography



RENCANA PELAKSANAAN PEMBELAJARAN (RPP III)

Satuan Pendidikan : SMKN 1 Bajo

Kelas/Semester : XI/1

Mata Pelajaran : Bahasa Inggris

Jenis Teks : Story telling (*biography of Tim Berner-lee*)

Keterampilan : Berbicara

Alokasi Waktu : 2 x 60 menit

1. STANDAR KOMPETENSI

Berbicara

Mengungkapkan makna dalam bercerita dengan menggunakan teks biografi tokoh.

2. KOMPETENSI DASAR

Mengungkapkan makna dalam bercerita dengan menggunakan teks biografi tokoh yang terkait dengan jurusan, dengan menceritakan kembali teks biografi tersebut dengan ragam bahasa lisan yang sederhana akurat, lancar dan dapat diterima.

3. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran siswa dapat:

- 1) Menyimpulkan cerita dengan bercerita kembali.
- 2) Mencari kosa kata yang sulit di artikan.
- 3) Bercerita di depan kelas dengan bahan teks biografi tersebut.

4. MATERI AJAR

- 1) Guru menjelaskan tentang Story Telling dan Teks Narativ.

- 2) Guru meminta siswa membaca teks yang di berikan (Biography of Tim Berners-Lee).
- 3) Guru meminta siswa bertanya mengenai kata yang tak di pahami siswa.
- 4) Guru memberi contoh berbicara dengan mengacu pada teks tersebut.
- 5) Guru meminta siswa untuk bercerita di depan kelas sebagaimana telah di peragakan di pertemuan sebelumnya.

5. METODE PEMBELAJARAN

Story Telling

6. KEGIATAN PEMBELAJARAN

a. Pendahuluan

- 1) *Greeting and Checking attendance.*
- 2) *Prayer.*
- 3) Lead in: menyampaikan tujuan pembelajaran, dan cakupan materi.

b. Inti

c. Eksplorasi

- 1) Guru melibatkan peserta didik mencari informasi tentang materi yang akan dipelajari dan belajar dari berbagai sumber.
- 2) Guru menggunakan beragam media pembelajaran dan sumber belajar lain.
- 3) Siswa menjawab pertanyaan yang berhubungan dengan instruksi, kartu ucapan, daftar barang dan pengumuman.

d. Elaborasi

- 1) Guru memberikan contoh dengan menyajikan kosa kata dan tata bahasa untuk pengantar ke materi.
- 2) Guru dan siswa membahas kata-kata sulit.
- 3) Siswa mendengarkan penjelasan guru.
- 4) Siswa melakukan permintaan guru.
- 5) Siswa melaporkan apa yang siswa telah kerjakan.
- 6) Guru memberikan follow-up dengan memberikan tugas lain.

e. Konfirmasi

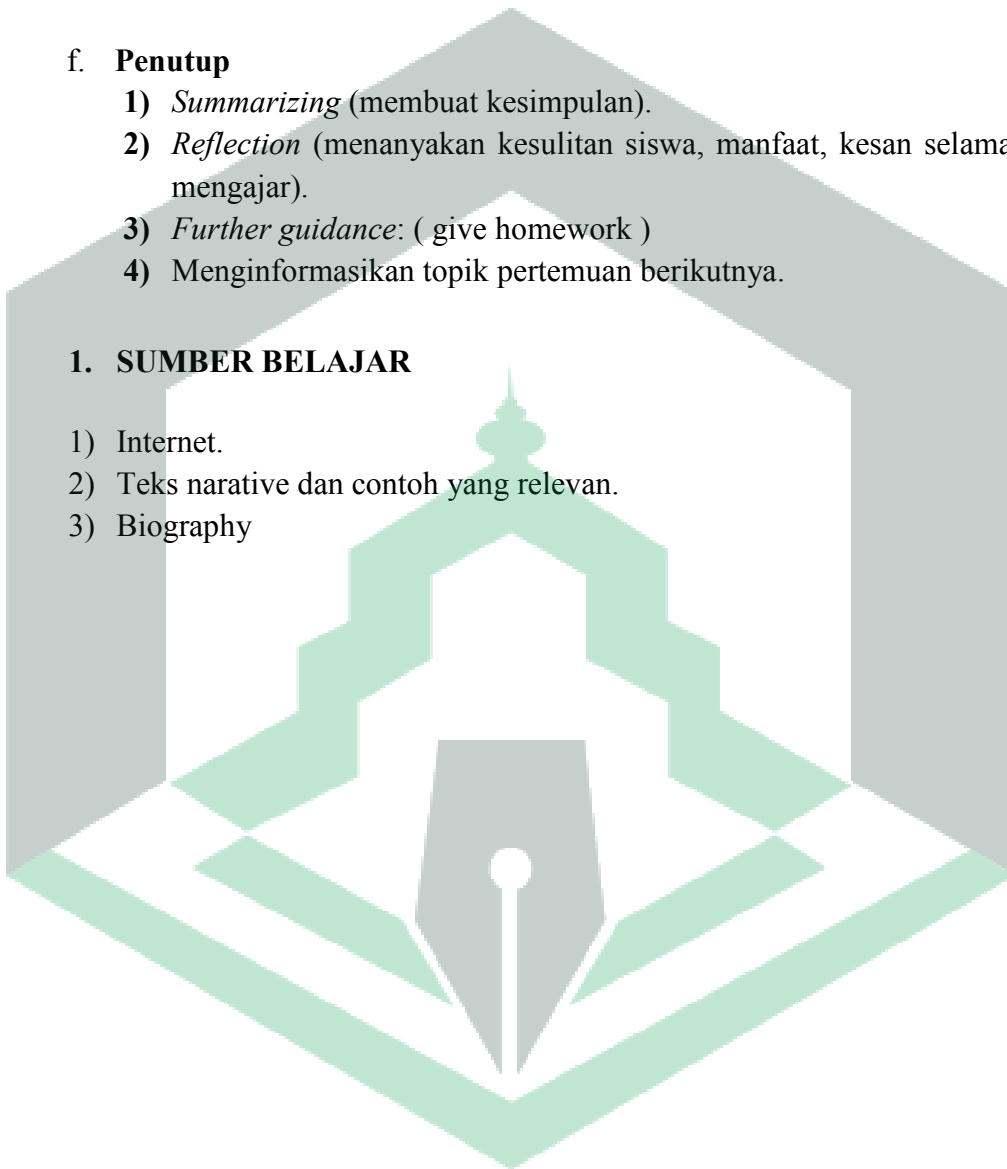
- 1) Guru menanyakan kesan siswa untuk memberikan feed-back, berupa kesulitan apa yang dihadapi.
- 2) Guru dan siswa menyimpulkan materi pembelajaran.
- 3) Guru menugaskan siswa mencari contoh-contoh teks yang berkaitan dengan materi pembelajaran.

f. **Penutup**

- 1) *Summarizing* (membuat kesimpulan).
- 2) *Reflection* (menanyakan kesulitan siswa, manfaat, kesan selama proses belajar mengajar).
- 3) *Further guidance*: (give homework)
- 4) Menginformasikan topik pertemuan berikutnya.

1. SUMBER BELAJAR

- 1) Internet.
- 2) Teks narative dan contoh yang relevan.
- 3) Biography



RENCANA PELAKSANAAN PEMBELAJARAN (RPP IV)

Satuan Pendidikan : SMKN 1 Bajo

Kelas/Semester : XI/1

Mata Pelajaran : Bahasa Inggris

Jenis Teks : Story telling (*Biography of Ki Hajar Dewantara*)

Keterampilan : Berbicara

Alokasi Waktu : 2 x 60 menit

1. STANDAR KOMPETENSI

Berbicara

Mengungkapkan makna dalam bercerita dengan menggunakan teks biografi tokoh.

2. KOMPETENSI DASAR

Mengungkapkan makna dalam bercerita dengan menggunakan teks biografi tokoh yang terkait dengan jurusan, dengan menceritakan kembali teks biografi tersebut dengan ragam bahasa lisan yang sederhana akurat, lancar dan dapat diterima.

3. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran siswa dapat:

- 1) Menyimpulkan cerita dengan bercerita kembali.
- 2) Mencari kosa kata yang sulit di artikan.
- 3) Bercerita di depan kelas dengan bahan teks biografi tersebut.

4. MATERI AJAR

- 1) Guru menjelaskan tentang Story Telling dan Teks Narativ.

- 2) Guru meminta siswa membaca teks yang di berikan (Biography of Tim Berners-Lee).
- 3) Guru meminta siswa bertanya mengenai kata yang tak di pahami siswa.
- 4) Guru meminta siswa untuk bercerita di depan kelas sebagaimana telah di peragakan di pertemuan sebelumnya.

5. METODE PEMBELAJARAN

Story Telling

6. KEGIATAN PEMBELAJARAN

a. Pendahuluan

- 1) *Greetings and Checking attendance.*
- 2) *Prayer.*
- 3) Lead in: menyampaikan tujuan pembelajaran, dan cakupan materi.

b. Inti

c. Eksplorasi

- 1) Guru melibatkan peserta didik mencari informasi tentang materi yang akan dipelajari dan belajar dari berbagai sumber.
- 2) Guru menggunakan beragam media pembelajaran dan sumber belajar lain.
- 3) Siswa menjawab pertanyaan yang berhubungan dengan instruksi, kartu ucapan, daftar barang dan pengumuman.

d. Elaborasi

- 1) Guru memberikan contoh dengan menyajikan kosa kata dan tata bahasa untuk pengantar ke materi.
- 2) Guru dan siswa membahas kata-kata sulit.
- 3) Siswa mendengarkan penjelasan guru.
- 4) Siswa melakukan permintaan guru.
- 5) Siswa melaporkan apa yang siswa telah kerjakan.
- 6) Guru memberikan follow-up dengan memberikan tugas lain.

e. Konfirmasi

- 1) Guru menanyakan kesan siswa untuk memberikan feed-back, berupa kesulitan apa

yang dihadapi.

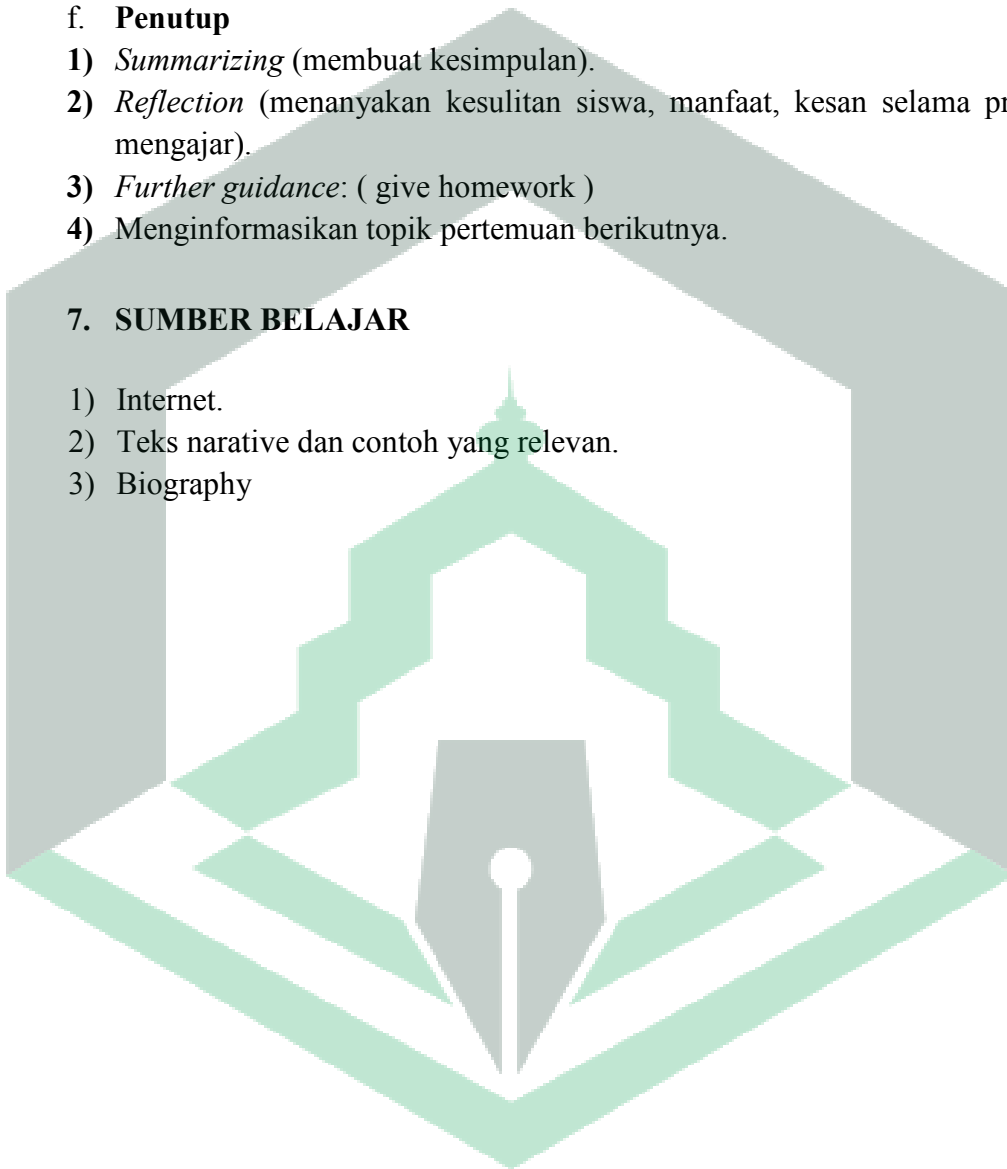
- 2) Guru dan siswa menyimpulkan materi pembelajaran.
- 3) Guru menugaskan siswa mencari contoh-contoh teks yang berkaitan dengan materi pembelajaran.

f. **Penutup**

- 1) *Summarizing* (membuat kesimpulan).
- 2) *Reflection* (menanyakan kesulitan siswa, manfaat, kesan selama proses belajar mengajar).
- 3) *Further guidance*: (give homework)
- 4) Menginformasikan topik pertemuan berikutnya.

7. SUMBER BELAJAR

- 1) Internet.
- 2) Teks narative dan contoh yang relevan.
- 3) Biography



Pre Test

Could you introduce yourself?

Introduction About Self

Hello/hy/good morning friends

Let me introduce myself

My name is ... , but you can call me or my nick name is ...

I was born in ... , on ...

I live in ...

My hobbies is/are ...

My favorite food/drink is/are ... , and my favorite color is/are ...

My father name is ... and my mother name is ...

I think that's all from me and thank you very much.

QUESTIONARE

“USING STORY TELLING TO TEACH SPEAKING”

I. Keterangan Angket

Kuesioner ini dibuat untuk mengetahui pendapat anda tentang pelajaran bahasa inggris dan keterlibatan adik-adik sekalian selama mengikuti penelitian ini. Kuesioner ini tidak berpengaruh sama sekali dengan nilai adik-adik, oleh karena itu jangan ragu untuk menjawab semua pertanyaan yang ada pada lembaran ini. Jawablah pertanyaan dibawah ini dengan sejujur-jujurnya dan sejelas-jelasnya sesuai dengan kondisi yang kalian alami.

II. Petunjuk Pengisian Angket

Langkah pertama yaitu adik-adik diharapkan membaca dengan sangat teliti penjelasan dan petunjuk terlebih dahulu, apa bila ada pertanyaan yang kurang di mengerti harap di pertanyakan. Setelah itu isilah biodata diri adik-adik pada lembar yang telah di sediakan di bawah ini. Isilah pertanyaan berikut dengan memberikan tanda (X) pada alternative jawaban (a), (b), dan (c) dan (d) yang telah disediakan sesuai dengan keadaan anda.

III. Biodata Diri Siswa

1. Nama lengkap :
2. Kelas :
3. Asal Sekolah :

IV. Daftar Pertanyaan

1. Apakah bercerita dapat meningkatkan kemampuan berbicara anda ?
 - a. Bercerita tidak meningkatkan kemampuan berbicara saya¹
 - b. Bercerita kurang meningkatkan kemampuan berbicara saya²
 - c. Ya, bercerita dapat meningkatkan kemampuan berbicara saya³
 - d. Bercerita sangat meningkatkan kemampuan berbicara saya⁴
2. Apakah bercerita dapat menarik perhatian anda dalam belajar berbicara?
 - a. Bercerita tidak membuat saya tertarik dalam belajar berbicara
 - b. Bercerita kurang membuat saya tertarik dalam belajar berbicara
 - c. Bercerita dapat membuat saya tertarik dalam dalam belajar berbicara
 - d. Bercerita sangat membuat saya tertarik dalam belajar berbicara
3. Apakah bercerita dapat meningkatkan motivasi anda dalam belajar berbicara?
 - a. Bercerita tidak meningkatkan motivasi saya dalam belajar berbicara
 - b. Bercerita kurang meningkatkan motivasi saya dalam belajar berbicara
 - c. Ya, bercerita dapat meningkatkan motivasi saya dalam belajar berbicara
 - d. Bercerita sangat meningkatkan motivasi saya dalam belajar berbicara
4. Apakah metode yang diterapkan peneliti efektif dalam meningkatkan kemampuan berbicara anda?
 - a. Metode yang diterapkan tidak efektif dalam meningkatkan kemampuan berbicara saya
 - b. Metode yang diterapkan kurang efektif dalam meningkatkan kemampuan berbicara saya

- c. Metode yang diterapkan efektif dalam meningkatkan kemampuan berbicara saya
- d. Metode yang diterapkan sangat efektif dalam meningkatkan kemampuan berbicara saya
5. Adakah perubahan yang cukup signifikan pada kemampuan berbicara anda setelah mengikuti treatment peneliti menggunakan tehnik bercerita?
- a. Setelah mengikuti treatment, kemampuan berbicara saya tidak berubah sama sekali
- b. Setelah mengikuti treatment, kemampuan berbicara saya sedikit berubah
- c. Setelah mengikuti treatment, kemampuan berbicara saya meningkat
- d. Setelah mengikuti treatment, kemampuan berbicara saya sangat meningkat
6. Menggunakan metode bercerita memberikan anda wawasan yang lebih luas terutama dalam pembelajaran berbicara.
- a. Bercerita tidak meningkatkan wawasan saya
- b. Bercerita kurang meningkatkan wawasan saya
- c. Ya, bercerita dapat meningkatkan wawasan saya
- d. Bercerita sangat meningkatkan wawasan saya
7. Apakah tehnik bercerita yang diberikan dapat membuat anda merasa rileks dalam berbicara didepan kelas anda
- a. Tehnik yang diberikan tidak membuat saya rileks, malah membuat saya tegang untuk berbicara didepan kelas
- b. Tehnik yang diberikan kurang membuat saya rileks pada saat berbicara didepan kelas

- c. Ya, tehnik yang diberikan membuat saya rileks dalam berbicara didepan kelas
- d. Tehnik yang diberikan sangat membuat saya rileks pada saat berbicara didepan kelas
8. Apakah bercerita dapat meningkatkan kreativitas anda dalam berbicara didepan kelas
- a. Bercerita tidak meningkatkan kreativitas saya dalam berbicara
- b. Bercerita kurang membuat saya kreatif dalam berbicara/bercerita
- c. Bercerita dapat meningkatkan kreativitas saya dalam berbicara
- d. Bercerita sangat membuat saya kreatif dalam bercerita dan berbicara didepan kelas
9. Apakah metode bercerita yang diberikan peneliti sesuai dengan tingkatan anda dalam melatih kemampuan berbicara anda?
- a. Metode yang diberikan tidak sesuai dengan tingkatan saya
- b. Metode yang diberikan kurang sesuai tingkatan saya
- c. Ya, metode yang diberikan sudah sesuai dengan tingkatan saya
- d. Metode yang diberikan sangat sesuai dengan tingkatan saya
10. Adakah kesulitan yang anda dapatkan dalam melatih kemampuan berbicara anda menggunakan metode bercerita?
- a. Saya kurang menyukai bercerita untuk melatih kemampuan berbicara saya
- b. Saya kurang percaya diri untuk melatih kemampuan berbicara saya menggunakan metode bercerita

- c. Saya kesulitan untuk mengungkapkan kata-kata saya pada saat berbicara di depan kelas
- d. Saya kurang lancar berbicara ketika saya bercerita



Lembar validitas instrumen Teaching Speaking by Telling Story

Judul Skripsi : Using Storytelling About Famous Autobiography People
In Teaching Speaking For The Eleventh Grade Students
Of Smkn 1 Bajo

Nama mahasiswa : Almaralsyukhamdani

NIM : 13.16.3.0083

Prodi : Pendidikan Bahasa Inggris

A. Petunjuk Pengisian Validasi

1. Bapak/Ibu diminta untuk memvalidasi beberapa item yang tertuang dalam aspek tujuan pembelajaran, aspek pemilihan materi, aspek penggunaan soal dan tes yang dikembangkan dalam penelitian ini.
2. Pengisian lembar ini dilakukan dengan memberi tanda (√) pada kolom yang tersedia atau dengan angka yang dipilih sesuai ketentuan sebagai berikut :
1 = tidak sesuai
2 = kurang sesuai
3 = sesuai
4 = sangat sesuai
3. Bapak/Ibu dimohon kesediaannya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini atau langsung pada naskah yang disertakan pada lembar penilaian ini.

NO.	ASPEK YANG DINILAI	PENILAIAN			
		1	2	3	4
1	Petunjuk instrument dinyatakan dengan jelas				
2	Kalimat instrument mudah dipahami dan tidak menimbulkan penafsiran ganda				
3	Kalimat instrumen menggunakan bahasa yang baik dan benar				

Komentar dan Saran:

.....

.....

.....

.....

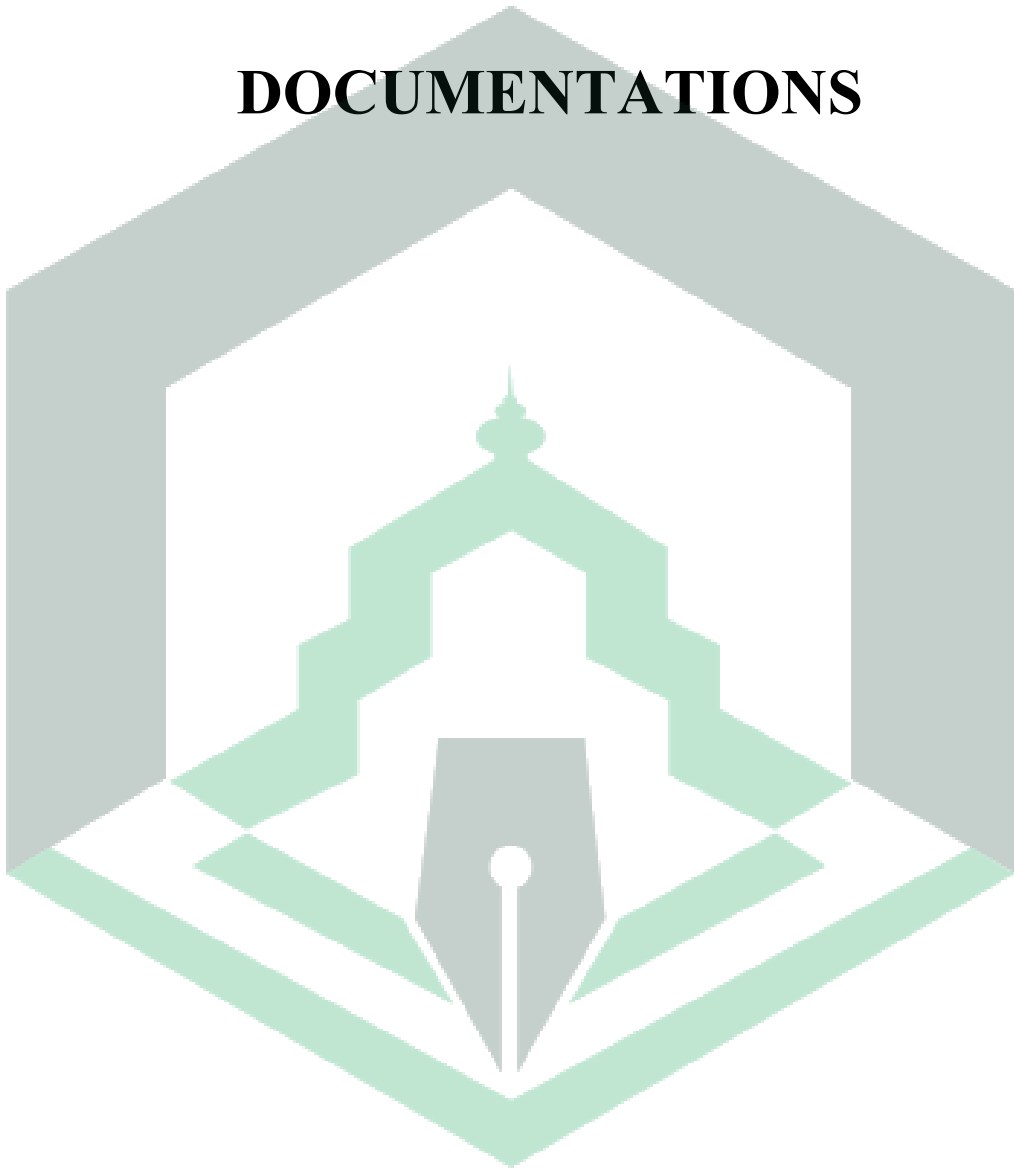
.....

B. Kesimpulan

Berdasarkan penelitian diatas, lembar validasi instrumen dinyatakan:

- a. Layak digunakan tanpa revisi
- b. Layak digunakan dengan revisi
- c. Tidak layak digunakan

DOCUMENTATIONS



Giving Pre-test



Picture I : the researcher gave the pre-Test to the students.

Giving treatment

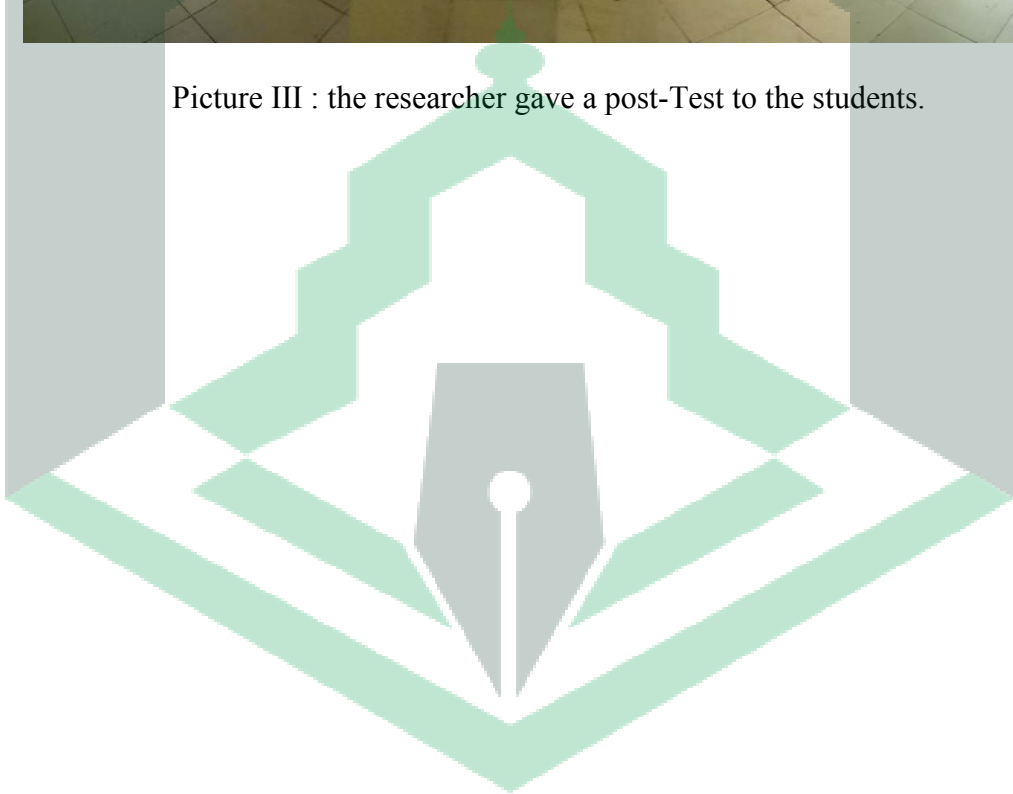


Picture II : the researcher treated the students by expalining material

Giving post-Test



Picture III : the researcher gave a post-Test to the students.



CURRICULUM VITAE



Almaral Syukhamdani was born in Luwuk Banggai on October 09, 1994. His father's name is Drs. Muh. Sucipto Dahlan and his mother's name is Aisyah, S.Sos. . The author completed his education in 2000 at TK Cokroaminoto Luwuk. Then the same year, he continued his education in 2004 at SDN Rappocini Makassar and he moved to SDN No.28 Balla. Then he continued his education in 2006 at junior high school 1 Bajo. He continued education at senior high school 1 Bajo. The author continued his education in 2013 at the English Education Study Program of the Tarbiyah and Teacher Training Faculty at the State Islamic Institute of Palopo (IAIN Palopo). He actively served in 2014 as music coordinator at UKK Seni Sibola and then in 2015 currently serves as coordinator of PR UKK Seni Sibola. He served in 2019 as chairman of the Langkanae Art Palopo Art Studio (SSLA).