

**USING STORYTELLING TO TEACH SPEAKING
OF NARRATIVE TEXT
(An Experimental Study at the Tenth Grade of SMAN 13
Semarang in the Academic Year of 2016/2017)**

Thesis

Submitted in Partial Fulfillment of the Requirement
for the Degree of Bachelor of Education
in English Language Education



Composed by

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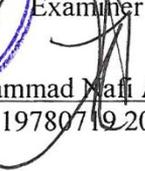
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Assalamu'alaikum wr. wb

I inform that I have given guidance, briefing and correction to whatever extent necessary of the following thesis

Title : USING STORYTELLING TO TEACH
SPEAKING OF NARRATIVE TEXT (an
Experimental Study at the Tent Grade Students of
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Wassalamu'alaikum wr. wb.

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ABSTRACT

Title : USING STORYTELLING TO TEACH
SPEAKING OF NARRATIVE TEXT
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This study was conducted based on the importance of speaking, because speaking is the important tool for communication. Based on the observation of August when I was Practicing Teaching Intership 2017 at the tenth grade of SMAN 13 Semarang showed that students had some difficulties in speaking. study was conducted based on the importance of speaking, because speaking is the important tool for communication. They felt shy and unconfident to share their opinion in the classroom. The objective of this study was to find out the effectiveness of using storytelling to teach speaking of narrative text at the Tenth Grade of SMAN 13 Semarang. This research used quantitative research, which was conducted in two classes namely; (X MIPA 4) as the experimental class, which consisted of 38 students and (X MIPA 1) control class, which consisted of 37 students. The experimental class was taught by using treatment and the control class was taught without treatment. Then the researcher gave pre-test and post-test to both control and experimental classes by using oral test. The data was analyzed by using t-test. It was used to determine students' score in experimental class and control class. The result showed that pre-test average score of experimental class was 54.105 and the control class was 57.945. The post average score of experimental class was 77.157 and the control class was 69.837. It was obtained that t-test was 2.329 and t-table was 1.666 for $\alpha = 5\%$. The t-test score was higher than the t-table ($2.329 > 1.666$). Since t-test score was higher than t-table, the researcher concluded that Using Storytelling was effective in teaching speaking of narrative text at the tenth grade of SMAN 13 Semarang in the Academic Year of 2016/2017.

Keywords : Experimental Study, Narrative Text, Speaking and Storytelling

DEDICATION

This final project is dedicated to :

1. My beloved mother and father (Mrs. Sunarti and Mr. Sudarwi) who always support me, help me, pray me, love me, and guidance me in every condition. Thanks for the effort and contribution in making my education run well and succes.
2. My little brother (Muhammad Azzamil Khoir) who gives me inspiration and motivation
3. Muhammad Faiq Abrar who always motivates me to finish this thesis.

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First and foremost, I would like to express gratitude to Allah SWT, the Almighty God for blessing, kindness, and inspiration in guiding me to accomplish the final project.

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I realize that I can not complete this final project without the help of others. Therefore, I would like to extend my appreciation to all of them, especially to:

1. Dr.H. Raharjo M.Ed, St. Is the Dean of Education and Teacher Training Faculty of UIN Walisongo Semarang.
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3. Siti Tarwiyah is advisor of this reseach. I would like to thank a million for guidance and kindness for me as good as my parents.
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8. My dearest squads: Kholifatul Munawwaroh and Layli Nur Azizah Thanks for all of your support to me.
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10. ODOJ Community : Maulida Aulia Ahnas, Risma Wijayanti, Lina fakhru Nisa, Izzatin Nisa, Khusna Amala, Marya Ulfa, and Mawar Suharni. Thank you for the best experience we made.

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14. Last but not least, those who cannot be mentioned one by one who have supported, given motivation to the researcher to finish this thesis.

Finally, the researcher realized that this thesis is not perfect. Therefore, the researcher will be happy to accept constructive criticism in order to make it better. The researcher hopes that this thesis will be benefit to everyone. Aamiin.

TABLE OF CONTENT

PAGE OF TITTLE	i
A THESIS STATEMEN.....	ii
RATIFICATION	iii
ADVISOR NOTE.....	iv
ABSTRACT	v
MOTTO	vi
DEDICATION.....	vi
ACKNOWLEDGEMENT.....	vii
TABLE OF CONTENT	ix
LIST OF TABLE.....	xii
LIST OF APPENDICES.....	xiii

CHAPTER I INTRODUCTION

A. Research Background	1
B. Research Questions.....	6
C. Objective of Research.....	7
D. Reasons for Choosing topic	7
E. Scope of The Study.....	7
F. Pedagogical Significance.....	8

CHAPTER II LITERATURE REVIEW

A. Previous Study	11
B. Theoretical Frame Work.....	14
1. General Concept of Speaking	14
a. Definition of Speaking	14

b. Types of Speaking	16
c. Factor of Speaking	18
d. The Difficulties of Speaking.....	19
e. Teaching Speaking	19
f. Theory of Teaching Speaking	21
g. New Ways in Teaching Speaking	22
2. General Concept of Text.....	24
a. Definition of Text	24
b. Genre of Text.....	24
3. General Concept of Narrative Text.....	26
a. Definition of Narrative Text and The Purpose ...	26
b. Generic Structure of Narrative Text	26
c. Language features of Narrative Text	27
d. The Example of Narrative Text	27
4. General concept of Storytelling	29
a. Definition of Storytelling.....	29
b. Tips to get better at Storytelling	31
c. The advantages of Storytelling	33
d. Disadvantages of Storytelling	34
C. Hypothesis	34

CHAPTER III RESEARCH METHOD

A. Research Design	35
B. The Subject of the Research	36
1. Population	36
2. Sample	37

3. Sampling Technique	37
C. Variable and Indicator.....	38
1. Independent Variable.....	38
2. Dependent Variable	39
D. Research Setting	41
E. Technique of Colleting data	41
F. Scoring Technique	42
G. Technique of Analysis Data.....	45

CHAPTER IV RESEARCH FINDING AND ANALYSIS

A. Description of the result.....	51
B. The Data Analysis and Test of Hypothesis.....	52
C. Discussion of Research Finding	65
D. Limitation of Research	66

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion.....	69
B. Suggestions.....	70

BIBLIOGRAPHY

APPENDICES

CURRICULUM VITAE

LIST OF TABLE

Table 3.1	Table of Pre-test and post-test, 36
Table 3.2	Table of Scoring Technique, 40
Table 4.1	The List of Experimental and Control Class Pre-test Score, 52
Table 4.2	The Frequency Observation of the Experimental class Pre-test, 54
Table 4.3	The Frequency Observation of the Control Class Pre-test, 55
Table 4.4	Average test of Experimental and Control Class Pre-test, 55
Table 4.5	Average test of Experimental and Control Class Pre-test, 58
Table 4.6	The List of Experimental and Control Class Post-test Score, 58
Table 4.7	The Frequency Observation of the Experimental class Post-test, 60
Table 4.8	The Frequency Observation of the Control Class Post-test, 62
Table 4.9	Average test of Experimental and Control Class Post-test, 63
Table 4.10	Average test of Experimental and Control Class Post-test, 64

LIST OF APPENDICES

Appendix 1	The List students of X Grade
Appendix 2	The List Students of Experimental Class and Control Class
Appendix 3	The List of tenth Grade of pre-test Score
Appendix 4	The List of Experimental and Control Class Pre-test Score
Appendix 5	The List of Experimental and Control Class Post-test Score
Appendix 6	Test of the Normality Data of Pre-test Control Class
Appendix 7	Test of the Normality Data of Pre-test (X MIPA 2)
Appendix 8	Test of the Normality Data of Pre-test (X MIPA 3)
Appendix 9	Test of the Normality Data of Pre-test Experimental Class (X MIPA 4)
Appendix 10	Test of the Normality Data of Pre-test (X IPS 1)
Appendix 11	Test of the Normality Data of Pre-test (X IPS 2)
Appendix 12	Test of the Normality Data of Pre-test (X IPS 3)
Appendix 13	Test of the Normality Data of Pre-test (X IPS 4)
Appendix 14	Table of Homogeneity of Pre-test
Appendix 15	The similarity of Average Test
Appendix 16	Test of the Normality data of Post-test Control Class
Appendix 17	Test of the Normality data of Post-test Experimental Class
Appendix 18	The homogeneity of Post-test
Appendix 19	The similarity of Average Test
Appendix 20	Pre-Test Question
Appendix 21	Speaking assessment of Experimental Class pre-test
Appendix 22	Speaking assessment of Control Class pre-test
Appendix 23	Post Test Question
Appendix 24	Speaking assessment of Experimental Class post-test
Appendix 25	Speaking assessment of Control Class post-test
Appendix 26	Lesson plan of Experimental class
Appendix 27	Lesson plan of Control Class
Appendix 28	Documentation

CHAPTER 1

INTRODUCTION

A. Background of The Research

Speaking is one of the language skills that should be taught by English teacher. Speaking is one of the components of English learning. However, among the four skills, speaking skill is a difficult one because it is affected by many factors. Those factors are the defects which may be caused by pronunciation, grammar, vocabulary, comprehension and fluency.¹ It happened in SMAN 13 Semarang. The students had low confidence and fluency in speaking. Speaking is used to describe something, ask information to each others, to make polite request, to communicate each other, to entertain other people with jokes or to get things done.²

On the other hand, the students at the tenth grade of SMAN 13 Semarang felt difficult to speak. They felt that speaking need confident, fluency, and vocabulary more. Everyone who wants to study of English especially speaking ought to be brave to practice and ask each other to help them in English learning. English was taught in Junior High School, Senior High School, and in the University. Nowadays, English was also taught in elementary

¹ David P. Haris, *Testing English as a Second Language* , (Washington DC: Georgetown University, 1969). p. 81

² Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: An anthology of Current Practice*, (New York: Cambridge University Press, 2002), p. 201.

school and kindergarten. Because English is International language which is mastered by students well. They will communicate with other people from other countries. Eventually, speaking is taught from child to help them in English learning. Besides, speaking is taught in classroom by teacher who helps them increase their skill in English. The teacher gives English lesson in teaching speaking.

Teaching is a process of delivering knowledge to the students. Douglas brown stated that:

“Teaching is defined as an activity showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, and causing to know or understand. Teaching is also guiding and facilitating learning, enabling the learner to learn and setting the condition for learning.”³

In teaching speaking should give the suitable method, media or techniques to increase students’ speaking skill. Fun teaching will motivate them to study and interest in speaking. According to those things students will try to learn and practice it. Teaching speaking without using method, media, or technique perfectly, will make students bored in learning process. One of the basic problems in teaching foreign language is to prepare students to be able to use the target language. Teacher should be creative and try some alternative ways.

³ Douglas Brown, *Principles of Language and Teaching*, (United States Prentice-Hall, inc, 1994). P.7

Some factors including the difficulties of speaking are being shy, afraid, uncomfortable, less confident, and anxious. In fact, shyness is the major problem of this situation, because if the students have these character they wouldn't brave to speak up and its will give negative effect for their skill in speaking. The God said in Al-qur'an surah al-Mujadalah verse 11

يَرْفَعُ اللَّهُ الَّذِينَ ءَامَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ⁴

*“Allah will raise those who have believed among you and those who were given knowledge by degrees. And Allah is Acquainted with what you do”.*⁵

The command of this verse has meaning to study, work, and effort to do something better. In the learning process, English teacher taught by him or her own way without looking students' condition. This method makes students felt bored because they just listen to the teacher's explanation. The students cannot increase their speaking skill when the teacher only reads the book while teaching. This condition also happened in SMAN 13 Semarang. The researcher found that those make students cannot increase their speaking because teacher only uses lecturing method or conventional method by using *LKS* or English book

⁴ Kementrian Agama RI, Al-Qur'an Tajwid Warna, (Jakarta: CV al-fatah, 2014), p. 543

⁵ Kementrian Agama RI, Al-Qur'an Tajwid Warna, p.543

Thus, They are lazy and shy to speak up and can not practice their speaking in classroom.

Narrative text is a kind of genre that has social function to amuse, entertain the reader with the legend, fables, fairytale, etc. It related with problematic events which concern the crisis or turning point of some kinds and finds a resolution.⁶ In narrative text the students will learn to think, after that the students will share their ideas in speaking. As long as narrative did not have problem in written text, but there is problem in spoken. Some of them more choose to show their ideas in book or text than spoken. Its make the students difficult to speaking. In addition, some of the students have confuse to different of kinds a text in English lesson. Such us, descriptive text, recount text, report text, procedure text, and narrative text. Usually students learned narrative only trough a text. It seems very boring lesson of narrative by reading story or just listen to the teacher. The teacher should prepare a suitable method to teach speaking of narrative text.

Through some methods, media, or techniques will help students' motivation in teaching learning process. There are many kinds of method that can be applied in language teaching. One of them is storytelling. According to Nuraeningsih states

⁶ L. Gerrot and P. Wignell, *Making Sense of Functional Grammar*, (Sidney: Antepodean Educational Enterprises, 1995), p. 204

“storytelling is probably the oldest form of narrative in the world. It is not the same with reading aloud because the interaction between a teller and his or her listener is direct or without any barrier, books in this case. Furthermore, in storytelling, a teller will actively explore his or her ability to make his or her listener understand the story by controlling his or her voice. Using body language and gestures or using props.”⁷

Another opinion according to Pravamayee Samantaray states that

“Storytelling is the original form of teaching and has the potential of fostering emotional intelligence and helps the child gain insight into human behavior. It also promotes language learning by enriching learners’ vocabulary and acquiring new language structures. Moreover, storytelling can provide a motivating and low anxiety context for language learning. The storytelling tips given in this article are meant to help the teacher–as–storyteller as s/he prepares for a storytelling “performance” for student”⁸

Students need opportunity to interact in a meaningful, interesting context and play with the language while developing vocabulary and structures. They need the collaboration of their peers and teachers in creating meaningful contexts and negotiating meanings in those contexts. By using storytelling the

⁷Nuraengsih, *The use of story telling technique to improve students’ motivation and speaking skill*. Vol 1 (1), 2012. P. 1

⁸ Pravamayee Samantaray, *Use of Story Telling Method to Develop Spoken English Skill*, International Journal of Language & Linguistics, Vol. 1, No. 1; June 2014

students became familiar with speak up and english pronunciation and stimulate or share their idea or opinions. However, today there are some of teacher applies storytelling in teaching English. The use of storytelling in teaching learning will give some advantages for the students to develop their English language performance in speaking.

The reason for choosing storytelling in this research is to make students be able to practice their speaking. It is assumed that by deliver storytelling will enable to build the confidence of the students in order to overcome the problem of their shy and fear in showing their ability in speaking. In order to solve those problems, the teacher should make the students be confidence to speaking in front of the classroom. The storytelling also stimulates the students to show up their creative potential and their experience. According to Uswatun Khasanah's research that Teaching English subject using storytelling is effective.⁹ Thus, the researcher conducted this research "Using storytelling to teach speaking of narrative text at the Tenth Grade of SMAN 13 Semarang in the Academic Year of 2016/2017"

B. Question of The Research

This study is aimed at finding the answer to the following research question: how is the effectiveness of storytelling to teach

⁹Uswatun Khasanah, *IMPROVING LISTENING SKILL THROUGH STORYTELLING*, ENGLISH DEPARTMENT OF EDUCATION FACULTY STATE ISLAMIC STUDIES INSTITUTE (STAIN), 2011. P. 95

speaking of narrative text at the Tenth Grade of SMAN 13 Semarang?

C. Objective of The Research

The objective of this research is to find out the effectiveness of storytelling to teach speaking of narrative text at the Tenth Grade of SMAN 13 Semarang.

D. Reasons for Choosing The Topic

The reasons for choosing the topics are:

1. Speaking is an important skills in English that every person ought to have.
2. Students often have difficulties in speaking and sharing their opinion, ideas, and feelings.
3. Storytelling is one of interesting method for teaching English, especially in speaking.
4. In addition, storytelling helps the students to stimulate their speaking in different settings and roles.

E. Scope of The Study

The scope of this study can be described as follow:

1. This is an experimental study about the effectiveness of teaching speaking using storytelling.
2. The subject of this research is the tenth grade of SMAN 13 Semarang in the academic year of 2016/2017.
3. It only focuses on teaching speaking of narrative text.

F. Pedagogical Significances

Even though it is a little contribution for the society, the researcher believes that the result of this study will be useful for teaching and learning English, especially for: students, teacher, researcher, school, and the reader

1. Students

Students are the subject of teaching and learning process. By performing the narrative text by storytelling, the students will improve their speaking ability, vocabulary, and confidence. Hopefully the students more understanding about narrative text and more active to show their ideas, feeling, and thought in speaking.

2. Teachers

The teacher gets new method that more comfortable and enjoy to teach the students. Especially in teaching speaking. Its very useful to the teacher in teaching learning to be more creativity and interesting.

3. Researcher

This research is very important for the researcher because it will answer the research question about the ability to speak especially for the tenth year students of SMAN 13 SEMARANG in the academic year of 2016/2017.

4. School

By reading the final project of this research, the researcher hope that the school will make the best decision to

design teaching and learning process, especially for English lesson.

5. The readers

The researcher hopes that this final project will be useful for all of the readers to get new ideas or thought as reference to conduct the next research.

CHAPTER II

LITERATURE REVIEW

A. Previous Study

Considering the topic discussed in this research, there are some studies have been done related to this topic. They are:

1. Nuraeningsih, Journal vision, vol 1(1) under the title “The Use of Storytelling Technique to improve students’ motivation and speaking skill”. This research used Storytelling as technique to solve the problem and to improve students’ motivation and speaking skill in learning process. The researcher used Classroom action research to run her research. The result of the research showed that using storytelling was effective technique to facilitate students’ motivation and speaking skill in SMAN 16 Semarang. It was proved by the obtained score of t-test. The average score of cycle 1 was 9.75 and cycle 2 was 11.6.¹

The storytelling provides not only effective learning but also fun teaching that increase students’ motivation and speaking skill. The research that I do is the same method here was used storytelling but different skill. I just focused on speaking but the researcher focused were speaking and motivation. I do an experimental research in teaching speaking

¹ Nuraeningsih, *The use of story telling technique to improve students’ motivation and speaking skill*. Vol 1 (1), 2012. P. 1

of narrative text by using drama. Therefore the differences between the researcher and my research are; this research used media to teaching speaking while my research used drama to teaching speaking, this research used purposive sampling technique while my research used cluster random sampling as sampling of this research, and participants.

2. Pravamaye Samantary, International Journal of Language & Linguistics, vol 1 (1) under the title “ Use of Storytelling Method to Develop Spoken English Skill.” This research used a Storytelling as method to solve the problem and to improve speaking skill. The purpose of this research is to find out the improving speaking skill using storytelling. The result of the research showed that storytelling technique has great effects on students in their learning of English language. It changes the classroom environment from a dry boring one to a warm environment full of student’s concentration, participation, and production.²

Storytelling is interactive strategy used for speaking activity, this strategy emphasizes on interactive activity involving the use of knowledge that can help students to improve their speaking skill. The differences between this research and my research are method of the study, subject matter, settings and participants.

2

3. Purwaningsih, Journal on English as a Foreign Language, vol 1 (1), March 2015 under the title “ Improving Speaking Ability Through Storytelling Technique by Using Picture Series”. This research used a picture as media to solve the problem and to improve speaking skill. The researcher used a Classroom Action Research to do her research. The purpose of this research is to improve the students’ ability in speaking through storytelling technique by using picture series. The result is storytelling technique by using picture series is successful in improving not only the students’ participation in the teaching learning process but also the speaking ability of the students in terms of retelling a story or in this case, students’ score and their interest in learning English.. It was proved by the obtained score. The students average score in the starting point (preliminary study) was 50.15. After the implementation of the storytelling technique using picture series as media, it became 74.5³

Storytelling technique by using picture series is one of media that is liked by students. They can show their ideas, feelings or thoughts from it, some of them feel more confident to speak up. In addition, this method is very joyful and fun to study. Thus, this method is effective to improve speaking skill. The differences

³ Purwatiningsih, Improving Speaking Ability Through Storytelling Technique by Using Picture Series, Journal on English as a Foreign Language, vol 1 (1), March 2015, p. 65

between this research and my research are method of the study here used a classroom action research while my research used an experimental research, my reserach only used storytelling while here used storytelling and picture series, settings and participants.

B. Theoretical Review

1. General Concept of Speaking

a. Definition of Speaking

Speaking is one of four language skills besides listening, writing, and reading. Those all skills are divided into two skills, there are receptive and productive skill. Speaking is one of productive skills besides writing, which requires direct response, spontaneity and automatically. Speaking has gained primacy of status in language teaching and learning. Speaking is a part of daily life that procedures so many words in every sentence.⁴

We can communicate to the other persons using sign or writing, but speaking make the communication easier. David Nunan states “To most people, mastering the speaking skill is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language.”⁵ Jo Mc

⁴ Scott Thornburry, *How to Teach Speaking*, (New York: Pearson Limited Education, 2005), p.1.

⁵ David Nunan, *Lang uage Teaching Methodology a Textbook for Teachers*, (NY: Phoenix Ltd, 1995), p. 39.

Donough states, “Speaking is a productive skill consisting of verbal utterance production which derives attention both in first and second language, the purpose is to share idea or meaning.” Jo McDonough and Christopher Shaw add the purpose of speaking is to share idea or meaning, they state, “This may involve expressing ideas and opinions; expressing a wish or a desire to do something negotiating and or solving particular problem; or establishing and maintaining social relationship and friendship.”⁶

Glenn fulcher states, “speaking is the verbal use of language to communicate with others. The purposes for which we wish to communicate with others are so large that they are innumerable, and as this is not a book about human needs and desires we will not even attempt to provide examples.”⁷

As well as that communication each other using spoken words to share our ideas, feelings, thought and intention is called speaking. Speaking uses the sound formulation to represent items or events where we call it as

⁶ Jo McDonough and Christopher Shaw, *Materials and Methods in ELT: a teacher’s guide* , (United kingdom: Blackwell publishing, 2003), 2 nd Ed., p. 134.

⁷ Glenn fulcher, *Ttesting Second Language Speaking*, (Great Britain: Pearson Education Limited, 2003), p. 25

word, for example: cat, dog, black, chase.⁸ In addition, speaking has many functions in daily life. Moreover, speaking is international language which needed for everybody especially students, by mastering speaking is easy to interact each other especially in other countries.

Nowadays, speaking is one of important skills in the world to interact with each others. Besides speaking more easy to doing something. Thus, speaking is very benefit.

b. Basic Types of Speaking

Speaking skills known as an oral communication between speaker and listener can be classified into three categories:

1) Oral communication with direct response

In this kind of communication, the speaker and listener are free to expert their own opinion or ideas. The speaker also be able to speak anything what they wish to say, while the listener are listening, and understanding the point delivered by the speaker then giving direct response. In may occurs in social interaction where the informal languages is dominant. This kind of speaking

⁸ Munro, John, *Teaching Oral Language*, (Victoria: ACER Press, 2011), p. 2

usually done by a society or population in the daily activities.⁹

2) Oral communication with indirect response

The type of such communication usually happened in a situation, such as a formal meeting, where an audience listens to a speaker and are provided material with information pertaining to the program, listener have a chance to ask and give response the materials after having chance to speak from the moderator. This communication usually in speech contest where both of the groups of speaker are controlled by a moderator.

It may also happen in a situation where is a foreign translator, then translated by translator into a local language used by the listeners, therefore the listeners can understand the languages after the translator translates it into the listeners mother tongue.¹⁰

3) Oral communication without response

It may happen in such a formal or informal communication when the listener don't have chance to ask or give response after the speaker delivers a speech

⁹ Angelin Devitasanti Widodo, "*Narrative video making to improve active learning in speaking skill: A case of the tenth grade students of SMAN 11 Semarang*" thesis (Semarang: IKIPPGRI, 2014), p. 10-11

¹⁰ Angelin Devitasanti Widodo, "*Narrative video making to improve active learning in speaking skill: A case of the tenth grade students of SMAN 11 Semarang*" thesis (Semarang: IKIPPGRI, 2014), p. 10-11

like when the leader of ceremony delivers a speech in a ceremony of special event in a particular time or event.¹¹

c. Factors of Speaking

Many students think that speaking is a hard skill. What factors makes speaking easy or difficult? There are some factors that influence speaking. The factors as follows:

1) Cognitive Factors

Cognitive factors include familiarity with the topic, familiarity with the genre, familiarity with the interlocutors and processing demands.

2) Affective Factors

Affective factors include feelings towards the topic or the participant, and self-assessment.

3) Performance factors

Performance factors include mode speaking face-to-face, degree of collaboration, discourse control, planning and rehearsal time, time pressure, and environmental conditions.¹²

¹¹ Angelin Devitasanti Widodo, “*Narrative video making to improve active learning in speaking skill: A case of the tenth grade students of SMAN 11 Semarang*” thesis (Semarang: IKIPPGRI, 2014), p. 10-11

¹² Scott Thornbury, *How to Teach Speaking ...*, p.25-26

d. The difficulties of speaking

1) Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically through like clustering

2) Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

3) Reduced forms

Contractions, elisions, reduced vowels, etc., all form special problems in teaching spoken English.

4) Performance

The process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, and corrections.¹³

e. Teaching speaking

Teaching is the guidance of learning. It means that a student is active learner in the classroom. Meanwhile a teacher just guides and assess the student's character.¹⁴ Other

¹³ Douglas, Brown, *Language assessment principles and Classroom practices* (United States of America: Pearson Education, 2004), p.270

¹⁴ Slameto, *Belajar dan faktor-faktor yang mempengaruhinya*, (Jakarta: PT Rineka Cipta, 2010), p. 30

opinion said that teaching is the goal of education of activity which needed. It is be called a professional job. The word professional consist some aspect related to teaching activity, such as; honestly, integrity, fairness, sympathy, care, open mindedness, and respect with other.¹⁵

In this case, the teacher facilitates as the students in teaching learning process. There are prompter, participant, and feedback provider. As a prompter, the teacher be able to help the students and the activity to progress by offering discrete suggestion. If this can be done supportively without disrupting the discussion, or forcing students out of role, it will stop the sense of frustration. Teacher as participant should be good animators when asking students to produce language. Sometimes this can be achieved by setting up an activity clearly and with enthusiasm. And feedback provider, teacher should answered by considering carefully the effect of possible different approaches. On the other hand, helpful and gentle correction may get students out of difficult misunderstandings and hesitations.¹⁶

¹⁵ Muhammad Nafi Annury and Nadiah Ma'mun, *Teaching as a foreign Language*, (Semarang: Varos Mitra Utama,), p.4

¹⁶ Jeremy Harmer, *the practice of English Language Teaching*, ... p. 275-276

f. Theory of Teaching Speaking

there have been at least three theories of language learning that are relevant to the teaching of speaking. There are:

1) Behaviorist

Essentially the formation of good language ‘habits’ through repeated reinforcement. In its popularized form, audiolingualism, the three stages of learning were called presentation, practice and production (PPP).

2) Cognitivist

Reject the behaviourist view of the learners as empty vessels waiting to be filled, and instead credits them with an information processing capacity, analogous to computers. In teaching term, cognitivist theory replaced the PPP model with one that progress from awareness-raising, through proceduralization, to autonomy.

3) Sociocultural

The situation of this learning process firmly in its social context. Including the learning of a first and a second language is mediated through social and cultural activity.¹⁷

The following table attempts to display the relation between different elements of each theory:

¹⁷ Scott Thornbury, *How to Teach Speaking ...*, p.38

Table 2.1
Theory of Teaching Speaking

Behaviorist theory	Cognitivist theory	Sociocultural theory
Presentation, modeling	Awareness-raising	Other-regulation
Practice	Proceduralization, restructuring	Appropriation
Production	Automaticity, autonomy	Self-regulation

Based on Scott Thornbury, "How to Teach Speaking."¹⁸

g. New Ways in Teaching Speaking

1) Presentations and talks

Whether or not learners will have give to give presentations or talks in 'real life', the experience of standing up in front of their colleagues and speaking for a sustained turn is excellent preparation for real-life speaking. This is especially the case if they also have to respond to questions from the floor.¹⁹

2) Stories, Jokes, and anecdotes

Storytelling is a universal function of language and one of the main ingredients of causal conversation. Through their stories learners not only practice an essential skill, but they can also get to know one another.²⁰

¹⁸ Scott Thornbury, *How to Teach Speaking ...*, p.39

¹⁹ Scott Thornbury, *How to Teach Speaking ...*, p.94

²⁰ Scott Thornbury, *How to Teach Speaking ...*, p.95

3) Drama, role-play, and simulation

Speaking activities involving a drama element, in which learners take an imaginative leap out of the confines of the classroom, provide a useful springboard for real-life language use. Situations that learners are likely to encounter when using English in the real world can be simulated, and a greater range of registers can be practiced than are normally available in classroom talk.²¹

4) Discussions and debates

Many teachers would agree that the best discussions in class are those that arise spontaneously, either because of something personal that a learner reports or because a topic or a text in the course book triggers some debate. In the absence of such opportunities, however, it is useful to have a store of techniques for setting up discussions in a more formal way.²²

5) Conversation and chat

Attitudes to classroom conversation and causal chat have varied over the years. In the heyday of audiolingualism, one writer, Louis Alexander, warned that ‘the traditional “conversation lesson” is of no value at all if the students is not ready for it. . . the student must first be trained to use patterns in carefully graded aural/oral drills. Only in this

²¹ Scott Thornbury, *How to Teach Speaking ...*, p.96

²² Scott Thornbury, *How to Teach Speaking ...*, p.102

way will he finally learn to speak.’ The chat stage of the lesson, if it occurred at all, was simply there as a curtain raiser to the main event – the controlled practice of sentence patterns.²³

2. General Concept of Text

a. Definition of Text

Texts are always produced in a context. While texts are produced by individuals, individuals always produce those texts as social subjects; in particular, social environments. In other words, texts are never completely individual or original; they always relate to a social environment and to other texts.²⁴ Ken Hyland states that there is structure in the text, words, clauses and sentences are orderly arrangements, by following the principles which guide the correct arrangement of elements, a full semantics representation of their intended meaning can be encoded by writers.”²⁵ Considering definition above, text has many function in English.

b. Genre of Text

The term ‘genre’ has been around for a long time. It has been theorized from a range of perspectives, including

²³ Scott Thornbury, *How to Teach Speaking ...*, p.105

²⁴Peter Knapp and Megan Watkins, *Genre, text, grammar, Technologies for teaching and assessing writing*, (Australia: Everbest Printing, 2005), P. 18

²⁵ Ken Hyland, *Teaching and Researching Writing*, (London: Pearson Longman, 2009), p.8

literary studies, popular culture, linguistics, pedagogy and more recently, English /literacy education. The Australian semiotician, Anne Freedman (1994), for example, provides us with a particularly broad notion of the term, one that certainly pushes the concept outside of the constraints or boundaries of a text. She writes that:

First, genre is an organizing concept for our cultural practices; second, any field of genres constitutes a network of contrasts according to a variety of parameters; third, genre is place occasion, function, behaviour and interactional structures: it is very rarely useful to think of it as a kind of 'text'; fourth, cultural competence involves knowing the appropriateness principle for any genre, knowing the kind of margin you have with it, being able to vary it, knowing how to shift from one to another and how many factors would be involved in any such shift.²⁶

Besides, Ken Hyland states that genre is a term for collecting text together, how writers use language to respond or recurring situation is represented. A number of features make genres different to others. Each genre of text has a specific purpose, generic structure, and specific languages features.²⁷

²⁶Peter Knapp and Megan Watkins, *Genre, text, grammar, Technologies for teaching and assessing writing ...*, p. 21

²⁷ Ken Hyland, *Teaching and Researching Writing ...*, p.8

3. General Concept of Narrative Text

a. Definition and Purpose of Narrative Text

Narrative text is the collection lists of sentences or ideas, it is organized and tell what happened about who did, what to whom and why in the stories. It represents how the plot develops and shows the high and low action points of the story.²⁸ In addition, narrative text is a kind of genre that has social function to amuse, entertain the reader with the legend, fables, fairytale, etc. It related with problematic events which concern the crisis or turning point of some kinds and finds a resolution.²⁹ Social function of narrative is to amuse, to entertain, and to deal with actual or various experience in different ways.

b. Generic structure of Narrative Text

Narrative has a structure that can described as follow:

1) Orientation

It introduces the first event of the story and informs the settings. Basically the writer explains when the story happened.

2) Complication

At this stage the problem started to appear

²⁸ Susan Dymock, *Comprehension Strategy Instruction: Teaching Narrative Text Structure Awareness*, (2007)p.162

²⁹ L. Gerrot and P. Wignell, *Making Sense of Functional Grammar*, p. 204

3) Resolution

at this stage of resolution, is the final stage in which the story will be completed).

4) Re-orientation

optional

c. Language features of Narrative Text

Narrative text has some language features that become special characteristics of the text. They are: specific characters, using the simple past tense, past perfect, past continuous, past perfect continuous & past future continuous, use of material process, and use of temporal conjunctions

d. The example of narrative text

Cinderella	
Orientation	Once upon a time, there was a young girl named Cinderella. She lived with her step mother and two step sisters. The step mother and sisters were conceited and bad tempered. They treated Cinderella very badly. Her step mother made Cinderella do the hardest works in the house; such as scrubbing the floor, cleaning the pot and pan and preparing the food for the family. The two step sisters, on the other hand, did not work about the house. Their mother gave them many handsome dresses to wear.
Complication	One day, the two step sister received an invitation to the ball that the king's son was going to give at the palace. They were excited about this and spent so much time choosing the dresses they would wear. At last, the day of the ball came, and away went the sisters to it. Cinderella could not help crying after they had

	<p>left. “Why are crying, Cinderella?” a voice asked. She looked up and saw her fairy godmother standing beside her, “because I want so much to go to the ball” said Cinderella. “Well” said the godmother, ”you’ve been such a cheerful, hardworking, uncomplaining girl that I am going to see that you do go to the ball”.</p> <p>Magically, the fairy godmother changed a pumpkin into a fine coach and mice into a coachman and two footmen. Her godmother tapped Cinderella’s raged dress with her wand, and it became a beautiful ball gown. Then she gave her a pair of pretty glass slippers. “Now, Cinderella”, she said; “You must leave before midnight”. Then away she drove in her beautiful coach. Cinderella was having a wonderfully good time. She danced again and again with the king’s son. Suddenly the clock began to strike twelve, she ran toward the door as quickly as she could. In her hurry, one of her glass slipper was left behind.</p>
Resolution	<p>A few days later, the king’ son proclaimed that he would marry the girl whose feet fitted the glass slipper. Her step sisters tried on the slipper but it was too small for them, no matter how hard they squeezed their toes into it. In the end, the king’s page let Cinderella try on the slipper. She stuck out her foot and the page slipped the slipper on. It fitted perfectly.</p>
Re-orientation	<p>Finally, she was driven to the palace. The king’s son was overjoyed to see her again. They were married and live happily ever after.³⁰</p>

³⁰<http://genre-texts.blogspot.co.id/2012/11/language-features-of-narrative-text.html>, 20 Desember 2016

4. General Concept of Story Telling

a. Definition of Story Telling

Story Telling according to Janice Mcdrury and maxine alterio states “a uniquely human experience that enables us to convey, through the language of words, aspects of ourselves and others, and the worlds, real or imagined, that we inhabit. Stories enable us to come to know these worlds and our place in them given that we are all, to some degree, constituted by stories: stories about ourselves, our families, friends and colleagues, our communities, our cultures, our place in history.”³¹ The storytelling begins to see and recreate, through voice and gesture, a series of mental images; the audience from the first moment of listening, squints, stares, smiles, leans forward or falls asleep, letting the teller know, whether to slow down, speed up, elaborate or just finish. Each listener, as well as each teller, actually composes a unique set of story images derived from meanings associated with words, gestures and sounds.

According to Nuraengsih states Story Telling is “a kind of teaching technique that has been used by our ancestors for thousands of years as a medium of handing down man’s history from one generation to another people tell stories for many purposes, for instance for entertaining, teaching wisdom, moral

³¹ Janice Mcdrury and maxine alterio, *Learning through Storytelling in higher education*, (the Taylor & Francis e-Library: The Dunmore Press Limited entitle, 2004),p.31

or religion, and so on. Unfortunately, at present the respect for story telling as a tool of learning is almost lost.”³²

The storytelling method incorporates the four communicative skills along each session and it integrates almost two communicative skills in each activity. Storytelling as a learner centered method takes into account student’s characteristics such as the age and conceptual level of learners, their needs and interest, their language level and previous language–learning experience. In storytelling, it is crucial to catch learner’s attention by presenting them some previous activities to increase vocabulary, practice pronunciation, body language techniques and vocalization. While the story is developed, some dramatic pauses take place in certain times accompanied with voice changes and body movements to act characters and especial situations of the story.³³

According to Reason and Hawkins (1988), storytelling can be viewed as a mode of inquiry because it involves cooperative activity, has a qualitative focus and encompasses holistic perspectives. They also maintain it can be used ‘either to explain or to express; to analyse or to understand’³⁴

³² Nuraengsih, *The use of story telling technique to improve students’ motivation and speaking skill*. Vol 1 (1), 2012. P. 118

³³ MÓNICA BURGOS VELÁSQUEZ And WALCER DAVID VALENCIA RODRÍGUEZ, STORYTELLING AS A STRATEGY TO IMPROVE SPEAKING SKILL P.8

³⁴ Janice Mcdrury and maxine alterio, *Learning through Storytelling in higher education*, p.32

Storytelling is “a performance art, and the way a story is performed can radically change its emotional tone and hence its impact on the listener. Thus a leader may have an excellent story to tell and may possess highly developed verbal skills to tell it, and yet perform poorly as a storyteller because the story is told as a dull monologue, rather than interactively as a conversation. In performance, the story, the storyteller, and the audience interact to form a meaningful ensemble. In the world of organizations, there’s often a preoccupation with what is said, while in the world of storytelling, the focus is more often on how the story is performed. In practice, the story’s form and content, the storyteller, and the audience are all inseparably intertwined with each other.”³⁵

Through storytelling both the four language skills, namely speaking, listening, reading and writing and the language component like; vocabulary, pronunciation and grammar can be developed. By using storytelling the students can improve their critical thinking, the ability to see a problem comprehensively is trained.

b. Tips to get better at storytelling

1. Style

The one most suitable for the modern, fast-paced organization is a style that is plain, simple, and direct. This

³⁵ Stephen Denning, *The LEADER’S GUIDE to STORYTELLING*, (Jossey-Bass: Market Street, San Francisco 2005), p.25-26

will be the foundation that you can customize for particular settings and requirements.³⁶ It's a typical example of business story-telling: plain, simple, and workmanlike. It's not a story that would be considered brilliant.

2. Truth

As storyteller doesn't make distinctions between members of the audience, saying, for example, that some of them will be better able to understand what he has to say than others, even though this is inevitably the case. He treats everyone in the audience as equal people who can all understand the truth, if only they will take the trouble to listen to what is being said.³⁷ Thus, someone must give story clearly to make audience enjoy with his story.

3. Preparation

The preparation for a storytelling performance is laborious and repetitive. In performance ourht to have no time for thought, for reflection, and for second thoughts. Who does not see or imagine the care and preparation that have gone into the presentation.³⁸ Thus, before did it someone must prepare well and optimal.

³⁶ Stephen Denning, *The LEADER'S GUIDE to STORYTELLING*, p.26

³⁷ Stephen Denning, *The LEADER'S GUIDE to STORYTELLING*, p.32

³⁸ Stephen Denning, *The LEADER'S GUIDE to STORYTELLING*, p.35

4. Delivery

The way a story is performed can radically change its emotional tone in the mind of the listener. How an oral communication is performed is important, even if determining exactly how important would require separating content from performance—which is precisely what cannot be accomplished in the social act of communication, where story, storyteller, and audience are inseparably intertwined.³⁹

c. The advantages of Story telling

Story telling has been recognized as a good technique of teaching for hundreds or even thousands of years. These benefits are; Storytelling rebuilds authenticity, Storytelling enhances the verbal skill, Storytelling develops students' imagination, Storytelling guides students toward constructive personal values, Storytelling can encourage students to explore their uniqueness and expressiveness. It can heighten a student's ability to communicate thought, ideas, and feelings, and articulate, lucid manner, Storytelling is accessible to all ages and abilities.⁴⁰

³⁹ Stephen Denning, *The LEADER'S GUIDE to STORYTELLING*, p.38

⁴⁰ Nuraengsih, *The use of story telling technique to improve students' motivation and speaking skill*. Vol 1 (1), 2012, P.123

d. Disadvantages of story telling

Beside of advantages, storytelling have disadvantages also. there are; May lead to discipline problems unless attention is paid to students' attention spans and their interests, Is difficult if the room is crowded and some cannot see, Is sometimes difficult to find words that all in a particular group will understand.⁴¹

C. Hypothesis

According to Suharsimi Arikunto, Hypothesis is a temporary conclusion or opinion which has not proved and which is supposed to be true after being proved by using qualified instrument.⁴² Thus, hypothesis define a truth of problems on study that still weak and must be prove after collecting data of the research. The hypothesis of this research is storytelling is effective to teach speaking of narrative text at the Tenth Grade of SMAN 13 Semarang in the Academic Year of 2016/2017.

⁴¹ Uswatun Khasanah, *IMPROVING LISTENING SKILL THROUGH STORYTELLING*, ENGLISH DEPARTMENT OF EDUCATION FACULTY STATE ISLAMIC STUDIES INSTITUTE (STAIN), 2011. P. 51

⁴² Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT Asdi Mahasatya, 2006), p. 71

CHAPTER III

RESEARCH METHOD

A. Research Design

In this research, the writer used quantitative approach. According to Michael J Wallace, states “Quantitative is broadly used to describe what can be counted or measured and can therefore be considered objective”.¹ Therefore, as quantitative research is essentially about collecting numerical data to explain a particular phenomenon, particular questions seem immediately suited to being answered using quantitative methods.²

In this study, the researcher used an experimental study. Experiment is the way to find out the casual relationship between two factors which are raised by researcher in purpose by reducing or eliminating any distracting factors.³ An experimental research involves two groups: experimental group and control group. In this research, the research used cluster random sampling. This study, the researcher used pre-test and post-test.

The design of the experimental could be described as follow:

¹ Michael J Wallace, *Action Research for Language Teacher* , (Cambridge: Cambridge University Press, 1998), p. 38

² DANIEL MUIJS, *doing quantitative research in education*, (London : Sage Publications, 2004), p. 1

³ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2010), p.9

Table 3.1 Table of Pre-test and Post-test

Group	Pre-test	Dependent Variable	Post-test
E	O1	X	O2
C	O3	-	O4

It is adopted from Juliansah Noor.⁴

Where:

E = the symbol experimental group

C = the symbol control group

O1 = pre-test for experimental group

O2 = post test for experimental group

O3 = pre-test for control group

O4 = post test for control group

X = treatment by using storyteling

B. Subject of the Research

1. Population

According to Arikunto, population is all the subject of the research.⁵ The population of the research was the students of SMAN 13 Semarang in the academic year of 2016/2017 which consists of eight classes. Each class consists of thirty three until thirty eight students. The total population was 290 students.

⁴ Juliansah Noor, *Metodologi Penelitian*, (Jakarta: Kencana, 2011), p. 117

⁵ Daviq Nunan, *Research Method in Language Learning*, (Cambridge: Cambridge University Press, 1992), p. 173

2. Sample

Arikunto said that sample is a representative of population which is studied. It is subject of population.⁶ Because the population of the study is very big, the researcher did not take all the subject of the population. The researcher took some subjects from the population. This research was an experimental research, so the researcher needs to take two classes that were an experimental class and control class as the sample from eight classes of the population. Some reasons for using sample were:

- a. the large among of population
- b. saving time, money, and power
- c. not all of the class that appropriate to research
- d. be able to give the comprehensive output.

3. Sampling Technique

Technique in taking over sample is called sampling.⁷ To determine the two classes, the researcher used cluster random sampling. According to Sugiyono the definition of cluster random sampling is area sampling is used to determine sample if the data or the object which will studied is large.⁸ The researcher took two classes randomly. They were

⁶ Suharsimi Arikunto, *prosedur penelitian suatu pendekatan praktik...*, p. 174

⁷ Sugiyono, *Metode Penelitian Kuantitatif, kualitatif dan R&D*, (Bandung: Alfabeta, 2009), p.131

⁸Sugiyono, *Metode Penelitian Kuantitatif, kualitatif dan R&D*, ...p.83

Experimental class and control class as the participants of this study. The Experimental class was X MIPA 4 had 38 students was taught by drama and the control class was X MIPA 1 had 37 students was taught without performing drama.

C. Variable and indicator

There are two types of variables in this study:

1. Independent Variable (x)

Independent variable is variable that influence or the effect of changed or appear of dependent variable.⁹The independent variable in this study was using storytelling in teaching narrative text. The experimental class used storytelling while control class without storytelling.

Table 3.1
Storytelling Test

Aspects	Indicator	Sub Indicator
	1. The students comprehend of story on the slide	1. The students read carrefully the story
		2. The students underline the difficult words

⁹Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, ...p.159

Understanding of the story		3. The students try to make a sentences by his own words
	1. The students listen to the teacher's story	1. The students make a group consists of five students
		2. The students choose the teacher's story by her explanation
Storytelling test	1. The students show their performance	1. the students make a story telling based on teacher's guide
		2. everyone must deliver their storytelling to the other friends

2. Dependent variable (y)

Dependent variable is variable that influenced or the effect of independent variable.¹⁰ The dependent of this study was the students speaking skill in narrative text. The students scoring rubric of speaking skill is the following statement.

¹⁰ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, ... p. 39

Table 3.2
Scoring rubric of Speaking Skill

Grammar
<p>Errors in grammar are frequent, The student is able to understand the basic grammar, but he does not have confident to correct the error grammar The student’s comprehension of grammar is good. Errors in grammar are quite rare The student is able to use the grammar correctly. Errors in grammar are quite little The student is able to speak English correctly. No errors in grammar.</p>
Vocabulary
<p>Speaking vocabulary is inadequate to express anything The student has sufficient vocabulary to express his opinion. The student’s vocabulary is broad enough. The student can understand and participate in speaking with a high degree of precision of vocabulary. The student speaks with many vocabularies including idioms, synonyms and antonyms</p>
Comprehension
<p>The sentences used are totally incomprehensible The sentences almost incomprehensible The student can comprehend the story well, half of the sentences incomprehensible The student can comprehend the small number of sentences The student’s comprehension is very good and clearly all sentences are comprehensible</p>
Fluency
<p>The student still has big problems in expression his idea fluently The student has little expressions are expression unfluently The fluency of student’s speaking is quite good. Most of student expressions are fluent The student has complete fluency in speaking english briefly.</p>
Pronunciation
<p>Errors in pronunciation are frequent,</p>

Most of the student's expressions are not pronounce correctly
Half past of the student's expressions are not pronounce correctly
Errors in pronunciation are quite rare.
The students is able to pronounce his speaking. No errors in pronunciation

D. Research Setting

This research was conducted on the first semester in the academic year of 2017/2018. It was begun on Maret up to Mei 2017. It was conducted in SMAN 13 Semarang, which was located on Mijen, Semarang.

E. Technique of Colleting data

1. Test

Test is instrument or procedure that used in measuring and evaluating.¹¹ The purpose of testing according to Arthur Hughes Measure language proficiency, to discover how successful students have been in achieving the objectives of course of study, to diagnose students' strengths and weakness, to identify what they know and they do not know.¹²

According to Leo Sutanto in his book entitled *English for Leisure Time Speaking*, the most suitable way to know a learner's ability to speak is trough speaking test. Most of people may think that a speaking test is needed more time especially for class that

¹¹ Anas Sudjiono, *Pengantar Evaluasi Pendidikan*,(Jakarta: PT Raja Grafindo Persada,2009), p.66

¹² Arthur Hughes, *Testing for Language Teacher*, (New York: Cambridge University Press,2003), p.8

has many students. We have considered the number of students in a class when we held speaking test.¹³ The data was collected by giving speaking test. Speaking was conducted twice, there are pre-test and post-test. The form of the test was direct speaking test and the teacher gave scores on pronunciation, grammar, vocabulary, fluency, and comprehension. In this research, the test is given to control class and experimental class.

In this research, the researcher used pre-test and post-test, they are follows:

a. Pre-test

Before the teacher taught narrative text by using drama, the teacher gave the pre-test to the students. Pre-test is given to the experiment class and the control class before the treatments was run.

b. Post-test

Post-test held after all treatments were conducted. Post-test was given to the experiment class and control class after received treatments.

F. Scoring Technique

The researcher gave speaking test to the students to measured their scores on grammar, vocabulary, comprehension, fluency and pronunciation. While the researcher gave categorized in each scores

¹³ Leo Sutanto, *English for Leisure Time Speaking*, (Jakarta: PT. Gramedia Pustaka Utama,2007), p.xvii

for each category. This category has five items and each item scores five. Thus, the maximum score is 25. but it will be multiplied with 4. Thus, the final maximum score will be 100. Analytic scoring of speaking could be seen on the following figures:

Table 3.3
Scoring Technique

Aspect	Score	Level
Grammar	1	Errors in grammar are frequent,
	2	The student is able to understand the basic grammar, but he does not have confident to correct the error grammar
	3	The student's comprehension of grammar is good. Errors in grammar are quite rare
	4	The student is able to use the grammar correctly. Errors in grammar are quite little
	5	The student is able to speak English correctly. No errors in grammar.
Vocabulary	1	Speaking vocabulary is inadequate to express anything
	2	The student has sufficient vocabulary to express his opinion.
	3	The student's vocabulary is broad enough.
	4	The student can understand and participate in speaking with a high degree of precision of vocabulary.
	5	The student speaks with many vocabularies including idioms, synonyms and antonyms
Comprehension	1	The sentences used are totally
	2	incomprehensible

Aspect	Score	Level
	3	The sentences almost incomprehensible
	4	The student can comprehend the story well, half of the sentences incomprehensible
	5	The student can comprehend the small number of sentences The student's comprehension is very good and clearly all sentences are comprehensible
Fluency	1	The student still has big problems in expression his idea fluently
	2	The student has little expressions are expression unfluently
	3	The fluency of student's speaking is quite good.
	4	Most of student expressions are fluent
	5	The student has complete fluency in speaking English briefly.
Pronunciation	1	Errors in pronunciation are frequent,
	2	Most of the student's expressions are not pronounce correctly
	3	Half past of the student's expressions are not pronounce correctly
	4	Errors in pronunciation are quite rare.
	5	The students is able to pronounce his speaking. No errors in pronunciation

G. Technique of Analysis Data

Analysis technique that will be used in this study was quantitative data. They took it from students speaking scores. Those included by pre-test and post-test in this research was analyzed by comparing the means of each test to find out the improvement of all students' achievement in speaking. The researcher used the formula:

1. Pre-requisite Test

Before the researcher determined the statistical analysis technique used, the researcher examined the normality and homogeneity test of data.

a. Normally Test

Normality test used to know the normality of the data that is going to be analyzed whether both groups have normal distribution or not. The normality test with Chi-square is done to find out the distribution data. Step by step Chi-square test is as follows:¹⁴

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

Notice:

χ^2 : Chi-square

O_i : frequency that was obtained from data

E_i : frequency that was hoped

¹⁴ Sudjana, Metode Statistika, (Bandung: Tarsito, 2005), p. 273

b. Homogeneity test

Homogeneity test is used to know whether experiment class and control class, that are taken from population have same variant or not. According to Nunan, a test should be given to both classes of students before the experiment to make sure that the broth classes really are the same.¹⁵ The formula of the homogeneity is:

1) The combine of varians from all sampel:

$$s^2 = (\sum(n_i - 1)s_i^2 / \sum(n_i - 1))$$

2) Unit value B with the formula:

$$B = (\log s^2) \leq (n_i - 1)$$

Apparently that to Bartlett test used Chi-square:

$$X^2 = (\ln 10) \left\{ B - \sum (n_i - 1) \log s_i^2 \right\}$$

Hypothesis Ho rejected if $x^2 \geq x^2(1 - \alpha)(k - 1)$, where $x^2(1 - \alpha)(k - 1)$ accepted from list distribution of Chi-square with apportunity $(1 - \alpha)(k - 1)$ and $df = (k - 1)$

c. Similarity of average test

To respond the objectives of the study, the researcher examine the data in the following steps. Firstly, the test was done in both groups, experimental and control groups. Secondly, the result of the test was scored by using analytic scale. Thirdly, the means score of the two groups were determine. Finally, the two means were compared by applying

¹⁵ David Nunan, *Research Method in Language Learning...*, p. 27

t-test. T-test was used to differentiate if the result of students taught using drama and those taught non drama was significance or not.

t-test is used to examine average whether experimental group and control group have been decided having different average.¹⁶ T-test is used to analyzed the data of this research. It is used to measured or to compare the means score of the two groups.¹⁷

Proposed hypothetical test in average similarity as follows:

$$H_0 : \mu_1 = \mu_2$$

$$H_a : \mu_1 \neq \mu_2$$

If $\sigma_1^2 = \sigma_2^2$ (has same variant), the formula is:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

With

$$s = \sqrt{\frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1 + n_2 - 2}}$$

where:

\bar{X}_1 : average of experimental group

\bar{X}_2 : average of control group

n_1 : the number of experimental group

¹⁶ Suharsimi Arikunto. *Prosedur Penelitian Suatu Pendekatan Praktik...* P. 311

¹⁷ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik...* P. 205

n_2 : the number of control group

s_1^2 : the standard deviation of experimental group

s_2^2 : the standard deviation of control group

Then, the result concluded, if $t_{table} < t_{count} < t_{table}$, thus, that H_0 was accepted and both Experimental class and control class had same average.¹⁸

2. Phase End Analysis (Post-test)

To analyze post test score was used to test the truth with state that the average of students who taught speaking using storytelling higher than the average of students who taught speaking without storytelling.

The data analysis was the scored of post test speaking of experimental and control class. The steps to examine the hypothesis are:

a. Normality test

Normality test used to know the normality of the data that is going to be analyzed whether both groups have normal distribution or not after getting treatment.

The step was same as normality test on the initial data.

b. Homogeneity test

Homogeneity test is used to know whether experiment class and control class, that are taken from population have same variant or not after getting treatment.

¹⁸ Sudjana, Metode statistika,..p. 239

The formula of the homogeneity test is:¹⁹

$$F = \frac{\text{The Biggest Variants}}{\text{The Smallest Variants}}$$

The hypothesis in homogeneity test are:

Ho : homogeneity variant : $\sigma_1^2 = \sigma_2^2$

Ha : non homogeneity variant : $\sigma_1^2 \neq \sigma_2^2$

c. Hypothesis Test

hypothetical test in average similarity with the right test (independent t-test) is as follow:

Ho : $\mu_1 \leq \mu_2$

Ha : $\mu_1 > \mu_2$

μ_1 : average data of experimental group

μ_2 : average data of control group

If $\sigma_1^2 = \sigma_2^2$ (has same variant), the formula is:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

With

$$s = \sqrt{\frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1 + n_2 - 2}}$$

where:

\bar{X}_1 : average of experimental group

\bar{X}_2 : average of control group

n_1 : the number of experimental group

n_2 : the number of control group

¹⁹ Sugiyono, statistika untuk penelitian, p. 140

s_1^2 : the standard deviation of experimental group

s_2^2 : the standard deviation of control group

Testing criteria that apply H_0 is rejected if $t_{count} \geq t_{table}$ with determinate $df = (n_1 + n_2 - 2)$ and the significant $\alpha = 5\%$. And H_0 is accepted for another t .²⁰

²⁰ Sudjana, Metode statistika, p.240

CHAPTER IV

RESEARCH FINDING AND ANALYSIS

A. Description of the Result of Research

The Researcher used quantitative method to obtain the data. This research found that there were different achievement between experimental class which was taught using storytelling and control class which was taught without using storytelling. Test to experimental and control classes was given to obtain the data before treatment.

The subjects of this research were X MIPA4 as experimental class and X MIPA1 as control class of SMAN 13 Semarang. There was oral test for pre-test that was given to experimental class and control class before treatment. Whereas post-test was given after treatment. The researcher prepared the materials, strategy and lesson plan before teaching and learning process.

The researcher analyzed data which was collected. The first analysis was taken from of pre-test score both experimental class and control class. It was applied to know the normality, homogeneity, and similarity of pre-test of the experimental class and control class. It was used to know whether two groups were normal and had same variant. The second analysis was taken from post-test score. It was applied to know the normality, homogeneity, and differentiation of post test of the experimental class and control

class. It was to know whether two groups were normal and had same variant. Both tests were used to prove the truth of hypothesis.

B. The Data Analysis and Test of Hypothesis

1. The Data Analysis of Pre-Test of Experimental and the Control Class

a. The Normality Experimental and Control Class of Pre-test

Table 4.1
The List of Pre-test Score of the Experimental and Control Classes

No	Code	Control						Score	Experimental					
		G	V	C	F	P	Code		G	V	C	F	P	score
1	C-1	2	3	4	4	4	68	E-1	2	2	3	2	3	48
2	C-2	2	2	2	2	2	40	E-2	4	4	4	3	4	76
3	C-3	2	2	2	3	3	48	E-3	4	4	5	4	4	84
4	C-4	2	2	2	2	2	40	E-4	2	3	3	2	2	48
5	C-5	2	2	3	3	3	52	E-5	1	2	2	2	2	36
6	C-6	2	3	2	2	2	44	E-6	1	2	2	2	1	32
7	C-7	2	3	2	3	3	52	E-7	3	2	3	3	2	52
8	C-8	1	2	3	1	2	36	E-8	3	3	3	3	2	56
9	C-9	3	3	3	3	3	60	E-9	2	2	3	3	3	52
10	C-10	3	3	4	4	3	68	E-10	2	2	3	2	3	48
11	C-11	3	3	3	3	3	60	E-11	3	3	4	3	3	64
12	C-12	1	2	2	1	2	32	E-12	3	3	4	4	4	72
13	C-13	3	3	3	3	2	56	E-13	3	3	4	4	4	72
14	C-14	3	4	4	4	3	72	E-14	1	3	4	3	3	56
15	C-15	2	2	2	2	2	40	E-15	2	2	3	2	2	44
16	C-16	3	4	3	3	3	64	E-16	3	2	2	2	2	44
17	C-17	4	4	4	4	4	80	E-17	3	2	2	2	2	44
18	C-18	4	4	4	4	4	80	E-18	2	3	3	3	3	56
19	C-19	4	4	4	4	4	80	E-19	2	2	4	3	3	56
20	C-20	2	3	3	3	2	52	E-20	3	3	3	2	2	52
21	C-21	3	3	4	4	4	72	E-21	3	3	3	2	2	52
22	C-22	3	3	3	3	3	60	E-22	2	2	3	2	3	48
23	C-23	3	3	4	3	3	64	E-23	3	4	4	4	4	76
24	C-24	2	2	2	3	2	44	E-24	3	3	4	3	3	64
25	C-25	3	4	4	3	3	68	E-25	2	2	3	3	2	48
26	C-26	3	3	4	3	3	64	E-26	3	3	4	3	3	64
27	C-27	3	3	3	3	3	60	E-27	2	3	3	2	2	48
28	C-28	1	3	4	3	3	56	E-28	2	2	2	2	2	40
29	C-29	3	3	4	4	3	68	E-29	2	2	3	3	3	52
30	C-30	2	3	3	2	2	48	E-30	2	2	2	2	2	40
31	C-31	2	3	3	3	2	52	E-31	4	4	4	4	4	80
32	C-32	3	3	4	4	4	72	E-32	2	2	3	2	2	44

Control								Experimental						
No	Code	G	V	C	F	P	Score	Code	G	V	C	F	P	score
33	C-33	3	4	4	4	3	72	E-33	2	2	3	2	2	44
34	C-34	2	2	2	2	2	40	E-34	2	3	3	3	2	52
35	C-35	1	3	3	2	2	44	E-35	2	2	3	2	3	48
36	C-36	1	3	4	4	3	60	E-36	3	2	3	3	3	56
37	C-37	3	4	4	4	4	76	E-37	2	2	3	2	2	44
								E-38	3	3	4	3	3	64
Σ							2144							2056
n							37							38
\bar{X}							57,945							54,105
S^2							180,108							153,718
S							13,42							12,39

1) The Normality of the Experimental Class of Pre-test

The normality test was used to know whether the data was obtained was normally distributed or not. Based on the table above, the normality test was :

hypothesis :

Ha : the distribution list was normal

Ho : the distribution list was not normal

test of hypothesis:

the formula was used :

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

The computation of normally test:

Maximum score : 84

Minimum score : 32

K/Number of class : 6

S : 6,21

n : 38

Range : 52

Length of class : 9

\bar{X} : 54,105

Table 4.2
The Frequency Distribution of Pre-test of the Experimental Class

No	Class	Bk	Z _i	P(Z _i)	Wide Area	O _i	E _i	$\frac{(O_i - E_i)^2}{E_i}$
1	32 - 40	31,5	-1,847	0,467	0,100	4	3,8	0,0077
2	41 - 49	40,5	-1,112	0,366	0,220	13	8,3	2,562
3	50 - 58	49,5	-0,376	0,146	0,286	11	10,9	0,00081
4	59 - 67	58,5	0,359	-0,140	0,222	4	8,4	2,360
5	68 - 76	67,5	1,094	-0,363	0,103	4	3,9	0,001
6	77 - 85	76,5	1,830	-0,466	0,028	2	1,0	0,781
		85,5	2,566	-0,494				
Total						38		5,71369589

$$\chi^2_{count} = 5,713 \text{ for } \alpha = 5\%, \text{ dk} = 6-1 = 5 \text{ was gotten } \chi^2_{table} = 11,070$$

With $\alpha = 5\%$ and dk $6-1 = 5$, from the chi-square distribution table, it was obtained $\chi^2_{table} = 11,070$. Because $\chi^2_{count} = 5,71$ was lower than $\chi^2_{table} = 11,070$ ($5,71 < 11,070$). Thus, the distribution list was normal.

2) The Normality of the Control Class of Pre-test

Hypothesis:

H₀ : the distribution was normal

H_a : the distribution was not normal

Test of hypothesis:

The formula was used:

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

The computation of normally test:

Maximum score	: 80
Minimum score	: 32
K/Number of class	: 6
S	: 6,17
n	: 37
Range	: 48
Length of class	: 8
\bar{X}	: 57,945

Table 4.3
The Frequency Distribution of Pre-test of the Control Class

No	Kelas	Bk	Z _i	P(Z _i)	Wide Area	O _i	E _i	$\frac{(O_i - E_i)^2}{E_i}$
1	32 - 39	31,5	-1,997	0,477	0,058	2	2,1	0,01459948
2	40 - 47	39,5	-1,393	0,418	0,133	7	4,9	0,8676933
3	48 - 55	47,5	-0,789	0,284	0,211	6	7,8	0,42855533
4	56 - 63	55,5	-0,184	0,073	0,235	7	8,7	0,34210637
5	64 - 71	63,5	0,419	-0,162	0,184	7	6,8	0,00448696
6	72 - 79	71,5	1,023	-0,347	0,101	8	3,7	4,83597648
		79,5	1,628	-0,448				
Total						37		6,493417

$\chi_{count}^2 = 6,493$ for $\alpha = 5\%$, $dk = 6-1 = 5$ was gotten $\chi_{table}^2 = 11,070$

With $\alpha = 5\%$ and $dk = 6-1 = 5$, from the chi-square distribution table, it was obtained $\chi_{table}^2 = 11,070$. Because χ_{count}^2

= 6,49 was lower than $X_{table}^2 = 11,070$ ($6,49 < 11,070$). Thus, the distribution list was normal.

b. Homogeneity Test of Pre-test of the Experimental and Control Classes

Hypothesis

$$H_0 : \sigma_1^2 = \sigma_2^2$$

$$H_a : \sigma_1^2 \neq \sigma_2^2$$

The calculation

$$1) s^2 = (\sum(n_i - 1)s_i^2 / \sum(n_i - 1))$$

2) unit value B with the formula:

$$B = (\log s^2) \leq (n_i - 1)$$

Apparently that to Bartlett test used Chi-square:

$$\chi^2 = (\ln 10) \left\{ B - \sum (n_i - 1) \log s_i^2 \right\}$$

Table 4.4
Homogeneity test of Pre-test of the Experimental and Control Classes

Variation Source	X MIPA 1	X MIPA 2	X MIPA 3	X MIPA 4	X IPS 1	X IPS 2	X IPS 3	X IPS 4
N	37	38	38	38	35	32	35	36
n-1	36	37	37	37	34	31	34	35
s²	180,108	201,878	165,428	153,718	158,387	162,839	199,529	148,457
(n-1) s²	6483,892	7469,474	6120,842	5687,579	5385,143	5048,000	6784,000	5196,000
log s²	2,256	2,305	2,219	2,187	2,200	2,212	2,300	2,172
(n-1) log s²	81,199	85,288	82,089	80,909	74,790	68,564	78,200	76,006

$$s^2 = \left(\sum (n_i - 1) s_i^2 / \sum (n_i - 1) \right)$$

$$s^2 = \frac{48174,929}{281}$$

$$= 1771,441$$

$$B = (\log s^2) \leq (n_i - 1)$$

$$(\log 171,4410302) \times 281$$

$$= 2,234 \times 281$$

$$= 627,786$$

Apparently that to Bartleet test used Chi-square:

$$\chi^2 = (\ln 10) \left\{ B - \sum (n_i - 1) \log s_i^2 \right\}$$

$$\chi^2 = (\ln 10) \times \{ 627,786 - 627,046049 \}$$

$$\chi^2 = 2,303 \times 0,740$$

$$= 1,704$$

Because $X_{count} < X_{table}$ ($1,704 < 14,067$) so eight class are homogent

c. The Hypothesis Test of Pre-test

In this research, because $H_0 : \sigma_1^2 = \sigma_2^2$

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$s = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

Table 4.5
The Average Similarity test of Pre-test of the
Experimental and control classes

Variation Source	Experiment	Control
Sum	2056	2144
N	38	37
\bar{X}	54,105	57,945
Varians (s) ²	153,718	180,108
Standard of deviation (s)	12,39	13,42

$$S = \sqrt{\frac{(38-1)149,7 + (37-1)175,240}{38+37-2}} = 12,912$$

$$t = \frac{54,105 - 57,419}{12,912 \sqrt{\frac{1}{38} + \frac{1}{37}}} = -1,288$$

with $\alpha = 5\%$ and $df = 38-37-2= 73$, it obtained $t_{table} = (1,993)$ because t_{count} was lower than t_{table} ($-1,288 < 1,993$). Thus, H_0 was accepted and there was difference of pre-test average score from both of experimental and control class.

2. The Data Analysis of Post-Test of Experimental and the Control Class

a. The Normality Test of Post-test of the Experimental and Control Classes

Table 4.6
The List of Post-test Score of the Experimental and Control Classes

No	Control							Experimental						
	Code	G	V	C	F	P	score	Code	G	V	C	F	P	score
1	C-1	3	3	5	4	3	72	E-1	4	4	5	4	5	88
2	C-2	3	3	5	3	4	72	E-2	5	5	5	4	5	96
3	C-3	3	3	4	3	4	68	E-3	4	5	5	5	5	96
4	C-4	3	3	3	3	4	64	E-4	3	3	5	4	5	80

No	Code	Control						score	Experimental						score
		G	V	C	F	P	Code		G	V	C	F	P		
5	C-5	3	5	5	4	5	88	E-5	3	4	4	3	3	68	
6	C-6	2	2	4	2	4	56	E-6	2	2	3	2	3	48	
7	C-7	2	5	5	4	5	84	E-7	2	3	5	2	3	60	
8	C-8	1	2	3	2	2	40	E-8	2	3	5	4	5	76	
9	C-9	2	4	5	4	5	80	E-9	2	2	4	2	2	48	
10	C-10	3	3	4	3	4	68	E-10	3	4	5	5	5	88	
11	C-11	2	3	4	2	2	52	E-11	3	4	5	3	5	80	
12	C-12	2	2	3	2	2	44	E-12	4	5	5	4	5	92	
13	C-13	2	4	5	2	4	68	E-13	3	3	5	5	5	84	
14	C-14	3	2	4	3	3	60	E-14	3	2	5	4	4	72	
15	C-15	2	3	5	2	3	60	E-15	2	3	5	2	4	64	
16	C-16	3	2	4	3	3	60	E-16	3	4	5	5	5	88	
17	C-17	4	5	5	5	5	96	E-17	2	2	5	3	4	64	
18	C-18	4	5	5	5	5	96	E-18	3	3	4	3	4	68	
19	C-19	4	4	5	5	5	92	E-19	4	5	5	5	5	96	
20	C-20	3	3	5	3	3	68	E-20	3	4	5	3	4	76	
21	C-21	3	3	3	3	2	56	E-21	3	3	4	3	3	64	
22	C-22	2	4	3	2	4	60	E-22	3	3	5	4	4	76	
23	C-23	3	5	5	4	5	88	E-23	3	4	5	4	4	80	
24	C-24	2	4	5	3	4	72	E-24	3	3	4	3	4	68	
25	C-25	3	3	5	3	4	72	E-25	3	4	5	4	5	84	
26	C-26	2	4	3	3	3	60	E-26	3	5	5	5	5	92	
27	C-27	2	2	4	3	2	52	E-27	4	4	5	3	5	84	
28	C-28	2	4	4	3	3	64	E-28	3	3	3	4	4	68	
29	C-29	3	4	5	4	5	84	E-29	3	3	5	3	4	72	
30	C-30	3	3	5	3	3	68	E-30	2	3	3	3	3	56	
31	C-31	2	3	4	3	5	68	E-31	4	5	5	5	5	96	
32	C-32	3	3	4	3	5	72	E-32	3	4	5	4	4	80	
33	C-33	3	4	5	5	5	88	E-33	3	3	5	3	3	68	
34	C-34	3	3	4	3	4	68	E-34	3	3	5	4	5	80	
35	C-35	3	3	5	3	4	72	E-35	3	5	5	3	4	80	
36	C-36	3	3	3	3	3	60	E-36	3	4	5	5	5	88	
37	C-37	4	5	5	4	5	92	E-37	3	3	4	3	4	68	
38								E-38	4	5	5	5	5	96	
Σ							2584							2932	
n							37							38	
\bar{X}							69,8378							77,158	
S							197,862							172,893	
s							14,066							13,149	

1) The Normality Test of Post-test of the Experimental Class

The normality test was used to know whether the data was obtained was normally distributed or not. Based on the table above, the normally test was:

Hypothesis:

Ho : the distribution was normal

Ha : the distribution was not normal

Test of hypothesis:

The formula was used:

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

The computation of normally test:

Maximum score : 96

Minimum score : 48

K/Number of class : 6

S : 6,17

n : 38

Range : 48

Length of class : 6

\bar{X} : 77,158

Table 4.7
The Frequency Distribution of Post-test of the Experimental Class

No	Kelas	Bk	Z _i	P(Z _i)	Wide Area	O _i	E _i	$\frac{(O_i - E_i)^2}{E_i}$
1	48 - 55	47,5	-2,446	0,492	0,0264	2	1,003	0,98860855
2	56 - 63	55,5	-1,829	0,466	0,0788	2	2,996	0,33159242
3	64 - 71	63,5	-1,213	0,387	0,1628	9	6,187	1,27838047
4	72 - 79	71,5	-0,596	0,224	0,2325	5	8,837	1,66651018
5	80 - 87	79,5	0,019	-0,007	0,2298	9	8,733	0,00810856
6	88 - 96	87,5	0,636	-0,237	0,1705	11	6,479	3,15383033
		96,5	1,330	-0,408				
Total						38		7,42703051

$\chi^2_{count} = 7,427$ for $\alpha = 5\%$ $dk = 6-1 = 5$ was gotten $\chi^2_{table} 11,070$

With $\alpha = 5\%$ and $dk \ 6-1 = 5$, from the chi-square distribution table, it was obtained $\chi^2_{table} = 11,070$. Because $\chi^2_{count} = 7,42$ was lower than $\chi^2_{table} = 11,070$ ($7,42 < 11,070$). Thus, the distribution list was normal.

2) The Normality Test of Post-test of the Control Class

Hypothesis:

Ho : The distribution list was normal

Ha : The distribution list was not normal

Test of hypothesis:

The formula was used:

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

The computation of normally test:

Maximum score	: 96
Minimum score	: 40
K/Number of class	: 6
S	: 6,17
n	: 37
Range	: 56
Length of class	: 10
\bar{X}	: 76,51351

Table 4.8
The Frequency Distribution of Post-test of the Control Class

No	Kelas	Bk	Z _i	P(Z _i)	Wide Area	O _i	E _i	$\frac{(O_i - E_i)^2}{E_i}$
1	40 - 49	39,5	-2,186	0,485	0,056	2	2,10	0,00549709
2	50 - 59	49,5	-1,465	0,428	0,156	4	5,80	0,55872351
3	60 - 69	59,5	-0,745	0,271	0,262	15	9,70	2,8953116
4	70 - 79	69,5	-0,024	0,009	0,266	6	9,86	1,51412564
5	80 - 89	79,5	0,696	-0,256	0,164	6	6,10	0,00164552
6	90 - 99	89,5	1,41	-0,421	0,061	4	2,29	1,27162367
Total		99,5	2,137	-0,483		37		6,24692702

$\chi^2_{count} = 6,24$ for $\alpha = 5\%$ dk = 6-1 = 5 was gotten χ^2_{table}

11,070

With $\alpha = 5\%$ and dk 6-1 = 5, from the chi-square distribution table, it was obtained $\chi^2_{table} = 11,070$. Because $\chi^2_{count} = 6,24$ was lower than $\chi^2_{table} = 11,070$ ($6,24 < 11,070$). Thus, the distribution list was normal.

b. Homogeneity Test of Post-test of the Experimental and control classes

Hypothesis

$$H_0 : \sigma_1^2 = \sigma_2^2$$

$$H_1 : \sigma_1^2 \neq \sigma_2^2$$

The Calculation

Formula:

$$F = \frac{\text{The Biggest Variants}}{\text{The Smallest Variants}}$$

H₀ is accepted if $F \leq F_{table}$

Table 4.9
Homogeneity test of Post-test of the Experimental and Control Classes

Variation Source	Experiment	Control
Sum	2932	2584
N	38	37
\bar{X}	77,158	69,837
Varians (s) ²	172,893	169,862
Standard of deviation (s)	13,149	14,066

$$F = \frac{172,893}{172,014} = 1,005$$

For $\alpha = 5\%$ with:

$$Df1 = nb-1 = 38 - 1 = 37$$

$$Df2 = nk-1 = 37 - 1 = 36$$

$$F = 1,666$$

Because $F_{count} < F_{table}$ the experimental and control class had the same variance with $\alpha = 5\%$ and $df = (38-1) : (37-1)$, it was obtained $F_{table} = 1,936$. Because F_{count} was lower than F_{table} ($1,005 < 1,666$). Thus, H_0 was accepted and two groups had same variant or homogenous.

c. The hypothesis Test of Post test

In this research, because $H_0 : \sigma_1^2 = \sigma_2^2$

(has same variant), the t-test formula was as follows:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$S = \sqrt{\frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1 + n_2 - 2}}$$

H_a is accepted if $t_{count} > t_{(1-\alpha)(n_1+n_2-2)}$

Table 4.10
The Average differently test of Post-test of the Experimental and Control Classes

Variation Source	Experiment	Control
Sum	2932	2584
N	38	37
\bar{X}	77,158	69,837
Varians $(s)^2$	172,893	169,862
Standard of deviation (s)	13,149	14,066

$$S = \sqrt{\frac{(38-1)172,893 + (37-1)169,862}{38+37-2}} = 13,609$$

$$t = \frac{77,158 - 69,837}{13,609 \sqrt{\frac{1}{38} + \frac{1}{37}}} = 2,329$$

for $\alpha = 5\%$ and $df = 38+37-2 = 73$, it was obtained $t = 1,666$

Average test of Experimental and Control Class of Post-test

Since $t_{count} > t_{table}$ mean that there was a significant difference between experimental and control class on the post test.

The experimental was higher than the control class.

Based on the computation above, by $\alpha = 5\%$ of significance and $df = 38+37-2 = 73$. It was obtained $t_{table} = 1,666$ while $t_{count} = 2,667$. Thus, it can be concluded that H_0 was rejected because t_{count} was higher than the critical score on the t_{table} ($2,329 > 1,666$). Thus, the hypothesis in this research could be conducted that using storytelling to teach speaking of Narrative text was effective.

C. Discussion of Research Finding

This research was conducted based on the reason that speaking skills are difficult skill in English. Students should have speaking skills such as, fluency, pronunciation, grammar, vocabulary, and comprehension. They should have confident and brave to practice their speaking, they can practice it by using storytelling to help them more confident to speak and can speak fluency.

Storytelling is the original form of teaching and has the potential of fostering emotional intelligence and helps the child gain insight into human behavior. It also promotes language learning by enriching learners' vocabulary and acquiring new language structures. Moreover, storytelling can provide a motivating and low anxiety context for language learning. The storytelling tips given in this article are meant to help the teacher-as-storyteller as s/he prepares for a storytelling "performance" for student."¹

The hypothesis of this research was using Storytelling was effective to teach speaking of narrative text at the Tenth Grade of SMAN 13 Semarang in the Academic Year of 2016/2017. The normality test f the experimental class with Chi-square was T_{count} (5,71369589) < T_{table} (11,070) while the control class was T_{count} (6,493417) < T_{table} (11,070). The homogeneity test of pre-test showed that F_{count} is lower than F_{table} (1,704 < 14,067). In addition, the result of calculation of t-test of pre-test showed T_{count} (-1,288) was

¹ Pravamayee Samantaray, *Use of Story Telling Method to Develop Spoken English Skill*, International Journal of Language & Linguistics, Vol. 1, No. 1; June 2014

lower than T_{table} (1,993). It means that there was no different average both experimental and control classes before the treatment.

The result of this research is obtained the average score of experimental class was 77,158 which were higher than the result of control class was 69,837.

Based on the result of calculation t-test was obtained $t_{count} = 2,329$ and $t_{table} = 1,666$. This showed that $t_{count} > t_{table}$ (t_{count} higher than t_{table}). Therefore, the hypothesis is accepted. It means that there was a significant difference between speaking achievement score of students who taught teaching and learning speaking using storytelling and without storytelling in the teaching speaking.

The contribution of variable X to Y is 70%. It means the variable X (using storytelling in narrative text) gives development toward variable Y (students speaking skill) and gives development in other aspects (fluency, vocabulary, pronunciation, grammar, and comprehension).

The conclusion of this research explained that the study of narrative text is important for the students who want to speak well. Ask the students to storytelling about narrative texts was found the contribution of storytelling to speaking skill.

D. Limitation of Research

The researcher realized that this research had not been conducted optimally. There was many factors that obstruct during the research process. Some limitations of this research were:

1. The researcher was still lack of experience and knowledge in teaching-learning. It made the implementation process of this research was un optimal. But the researcher give the best teaching as possible as to do this research.
2. SMAN 13 Semarang was limited time to conducted research quickly. Thus, the researcher conducted this research uncomfortable and hurriedly. When the same research is conducted in others school, it was still possible that will be gained different score

Considering all those limitations, there was a need more strategy or method to do in teaching English especially speaking. Hopefully, there will be better and has an optimal result.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After the research at the tenth grade of SMAN 13 Semarang was conducted, the conclusion of this research was using storytelling to teach speaking of Narrative text is effective.

Students' achievement in speaking skills before and after being taught by teacher using storytelling to teach speaking narrative at the Tenth Grade students of SMAN 13 Semarang in the Academic Year of 2016/2017 were different. The test of hypothesis using t-test formula showed that score of post test was higher than the value of t-table. The result of calculation of t-test was showed $t_{count} = 2.329$ and $t_{table} = 1.666$. This result showed that $t_{count} > t_{table}$ (t_{count} higher than t_{table}). The average score of the experimental class was 42.131 for the pre-test and 76.51351 for the post-test. Meanwhile the average scores of control class was 45.1351 for the pre-test and 62.378 for the post-test. It can be concluded that there was a significant difference of students' achievement between those taught by using storytelling and those taught without using storytelling at the tenth grade of SMAN 13 Semarang in the academic year of 2017/2018 between students who had been taught speaking by using storytelling and who those had been taught without storytelling. It means that the teaching

speaking using storytelling of narrative text is more effective than without storytelling. Thus, the hypothesis is accepted.

B. Suggestion

After conducted the research from the first until the last time, there are suggestion from the researcher that useful to development for education especially for the students' achievement. Such us:

1. For English teacher

A method or model of learning must appropriate with the material that will be given and students' condition. The teacher did not force the students to accept the model of learning. Every student has different character in accept the material in the class. Thus the teacher gives innovation and creative in teaching learning process to make the students comfort to accept and understand the material easily. They could support teaching learning process by media, method, or technique that was suitable with the material. Teacher could use media or game was useful to attract students' interest and their activeness. Storytelling could be a good option in teaching speaking skill. They did not play the game but also could express their confident, brave, and ideas. It could be seen from students' confident in the class.

2. For students

More practice their speaking skill in the class. Did not worry to try and do the best. The students felt shy to ask the teacher if have difficulties in teaching learning process. The students hope priority of process in the learning than result only.

Thus, this thesis was served to the reader. The researcher realized that it had not been perfect. The researcher hoped any suggestion and criticisms to make it perfect. The researcher hoped that it could be useful to be readers. Amin.

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Appendix 1

THE LIST STUDENTS OF X GRADE

No	X MIPA 1	X MIPA 2	X MIPA 3	XIMIPA 4
1	A'an dila sanjaya	Adhiva Muhammad Rayhan	Alfian damayanti	Aisyah Febrina Widyaningtyas
2	Ajeng dea novita	Adnan Mutya Ghofur	Alryan adli pradana	Alfian Fiqri Saputra
3	Alma fananda putri	Aeni Alkhorik	Ananda septania	Andi Funky Nirwana
4	Annisa dwi amalia putri	Ajeng Restu Kayuyun	Astrid putri adila rasya	Annisa Luthfi Endah Rizkya
5	Armata fitriyanti	Alif Gibran Pradana	Aufa amadea salsabila	Anton Dwi Adi Prayoga
6	Asa nur fadila	Angelica Aura Leovani	Aurel perfectiano febrio	Bima Arif Wicaksana
7	Ayu rahma fajarria	Aradea Dafa Prahargi	Devia rizqy safitri	Bunga May Riyadi
8	Bastian novendra priamodo	Ardiana Gadis Ayudyaratri	Dian widyastuti	Choyum Choirun Tasyaning H
9	Bella rizki amelia	Arif Kurniawan Adi	Diene kesuma cintania jalase	Deva Okta Anggraini
10	Defa artha utama romando	Arina Syifaurosryida	Difa atana naja	Dian Masruroh
11	Elisa indri septiani	Arizal Fadli Fitrianto	Dimas haris achmad saputra	Dita Ayu Ristanti
12	Fadhhlurrahman	Berliana Anindya Oktaviani	Faifa dwi fadhila	Efri Muhammad Syuhada
13	Fanny diah eka saputri	Chrisna Devi Yonifasari	Farhan ramadhani ighra pradana	Elin febriani
14	Farah harwandita	Dimas Sadewa	Ganang hari ristyanto	Erna Filiasari

No	X MIPA 1	X MIPA 2	X MIPA 3	XIMIPA 4
		Cakrapratama		
15	Fitria fahmawati	Diva Ayu Safitri	Ihsanudin aldi saputro	Eva Retno Pratiwi
16	Ghina elysia alkanzu	Duwi Naely Maslahah	Ilma rohmatul mufida	Fadhika Danendra Sani
17	Hadhrat mirza added dawisha	Eka Widya Ariyanti	Inka tri murti	Faizal Maulana
18	Humaid zhofranuraf ^v nurudin	Faisal Akbar	Ira tri komalasari	Intan Indah Juliati
19	Hafizh prasetio utomo	Fildza Amru Attika	Joko bandung	Irvan Agy Pranandika
20	Hundawati anggreyani	Fitri Budiastuti	Lintang panji murti	Krishna Ayu Wigati
21	Imam mahdi dwi putra	Gilang Surya Putra Pratama	Maharani kumala jatu	Laksita Sari
22	Intan nur arifin	Huda Tri Yuanda	Maulana syarif harun s.a	Maulidinar Puspita Mahargita
23	Iqlazul rizal surya putra	Immanuel Puji Asmanto	Mario akbar satriatama	Muammar Reza Pahlevi
24	Lulu nafi wijayanti	Laksmita carlinda	Mei dwi lestari	Muhammad Nanang Mustaqim
25	Marsha adela widuri	Mahmudah	Muhammad lutfi hakim	Muhammad Nur Huda
26	Maulana eka adhana	Mavudin Wicaksono	Muhammad rifqi	Muhammad Rifqi
27	Muhammad deni kurniawan	Muhammad Ilham Febri Marsono	Novaliyanti ananda warsitaningrum	Nadia Chairunnisa
28	Muhammad ibnu choirul annas	Muhammad Tegar Jauhar A	Nur afina jiana	Niken Novica Cahyani
29	Novia damayanti	Naufal Arif Pratama	Nurul wakhidah	Novi Widyawati

No	X MIPA 1	X MIPA 2	X MIPA 3	XIMIPA 4
30	Rema baroatul fitriyati	Nisrinna Layla Qodri	Pertama putra verdi wibawa	Nur Fajril Hidayah
31	Riesma harmatiningtyas	Novendra Bara Mukti	R. Aliya kusuma wulandari	Pandu Eka Prasetia
32	Rizki faqhurrudin arrozy	Rahmatya Sari Putri Ircham	Rafli abdul ghani	Reka Fakiha Dini
33	Shella cindy wijaya	Rina Finola Sukmawati	Rizkina fuji lestari	Riko Dwijaya
34	Titik citra setyowat	Titania Cahyaning Widhi	Sabila putri rahmadani	Rizkyna Sekar Kisviantari
35	Ulya susanti	Uci Kurnia	Sheila oktaviani	Silvi Ardianti
36	Wismono malik hidayatullah	Ugik Wulandarai	Victoria putri rahmarizky	Syailendra Ismayana
37	Yusuf andana	Vena Rusdiana	Vigar анги aulia meilani	Yulianto Eka Saputra
38		Zada Sambita Ratnadewati	Yusfik dwi rahman	Zahra Rizqi Maulidta

No	X IPS 1	X IPS 2	X IPS 3	X IPS 3
1	Ahmad Luky Pratama	Ainaya Qothrunnafa	Aisa Munira Tri Arifatul Husna	Alifa Ayu Salma
2	Andrew Hermawan	Amalia Amanda Astuti	Ana Jihan Hanifah	Anang Zhafran B. R
3	Anggita Novia Rahmawati	Bintang Laila Wijaya Santoso	Anggun Rahma Febriyanti	Andika Ariel Prasetya
4	Anisa Junadi	Dea Ambarwati	Anisa Uswatun Hasanah	Angga Rafli E. P
5	Anton Prasetya	Dimas Fais Bahtiar	Cantika Huda Masyifa	Anggun Dian Laras
6	Aulia Rizky Putri Yudawan	Dita Aprilianti	Devi Anggraeni Kuastutik	Arif Rohmaan
7	Azhararin Ratu Etria Satu	Faizal Fardan	Dimas Andika Permata	Aulia Valentina Absharina
8	Davita Rahma Handayani	Ferdian Syamsul Addafiq	Dwika Rendyka	Bayu Nurrochim
9	Destania Prastiwi Siswoyo	Frisca Pramudianti	Eko Ferdiyanto	Cindy Difa Prameswari
10	Deta Ajeng Pramesti	Gresia Dimatrisa Putri	Fanie Ayu Zalsabil Setiawan Putri	Desi Suci Fatmawati
11	Dimas Adi Setiyawan	Herlina Sulistiya	Ferdian Dwi Akbar	Dimas Erlangga
12	Divest Akbar Perkasa	I'thosin Billah	Gading Gemintang	Ervina Meidiana Wulansari
13	Elshadai Adriano Thomas Panduwal	Jody Rubi Aryanto	Hellen Handani Zerina Angela	Fanny Rachmadani

No	X IPS 1	X IPS 2	X IPS 3	X IPS 3
14	Farhan Alfaizza	Kevin Aprilliawan	Ilham Sholahuddin	Farrel Ardan Hakim Salim
15	Gasa Argaditama	Laila Devi Wulandari	Isya' Sandiman Febri Mukti	Fathia Mousa Kirana H
16	Hanifa Amalia	Lucky Bestian Febrianto	Jihan Salsabella Ayu Andini	Firda Luthfia Ulinnuha
17	Kiki Mita Irmayasari	Maulyta Wira Asti	Karina Ayu Wardani	Galih Falda Tri Ardhana
18	Laksmi Kinanthi	Muhammad Azriel Ardan	Laila Dwi Agustin	Hera Wahyuning Tyas
19	Lik Lik Ayumaya Nurrochmah	Muhammad Isyfa' lana	Mahadiva Rahmalia	Ichtiyar Widiasih
20	Lydia Rossa Marwita	Nadya Salma Salsabila Yulianto	Maria Marselina	Jodi Ardian
21	M.Dhimas Pamungkas	Naja Saifiya Salsabilla	Muhammad Arief Pramudya	Lilis Rahmawati
22	Maharani Intan Az Zahra	Nova Dwi Ariyanto	Muhammad Izzudin Sheva Maulana	Luviyanto
23	Maulana Syarif Harun Syah Alam	Octaviana Ayu Maryani	Nadia Rizky Pramesthi	Miranda Dhea Amanda
24	Meistyia Alif Az-Zahra	Rahma Dwi Mumtazati	Naufal Maulana Putra	Mohamad Iqsal Theda
25	Meylinda Ratih Widiyawati	Restu Ismail Fauzi	Niken Putri Indah Cahyani	Muhammad Agya Rida
26	Muhammad Fikri Abdullah	Rifka Ika Septianda	Nisrina Khairunnisa	Muhammad Rafi Setyawan

No	X IPS 1	X IPS 2	X IPS 3	X IPS 3
27	Muhammad Sergy Reynaldo	Sarah Stevana Wong	Novia Kusuma Hermawan	Nadia Elkane Sabrina
28	Nadya Anggun Puspita Rini	Shelomita Agustin	Prasetyo Ranuwijaya	Novira Aqilah Nur Wibisono
29	Noni Praditasiwi	Uning Ratna Ariska	Rahma Puspa Wigati	Pasha Akbar Novianto
30	Noviyan Dwi Rukjiyanto	Winda Aulia Rahma	Restu Oktaviana Pratama	Riko Kurnia Indrasanjaya
31	Putri Affani Rahmawati	Yoga Arya Putra Mahendra	Rifqi Putra Wardana	Rimatu Safitri
32	Restu Faruqi Pasha	Zulvanya Anissa Fitri	Sabila Faza Wiharguna	Shabrina Matilda Pasha
33	Rifky Pamuji		Shela Fitriana	Tiara Ika Sumantri
34	Sadana Defi		Teguh Ryan Darmawan	Vira Ayu Aryani
35	Sekar Puspita Sari Subarjo		Tiara Putri Vernanda	Wahyu Lukito Wibowo
36				Winda Maharani

Appendix 2

**THE LIST STUDENTS OF EXPERIMENTAL CLASS AND
CONTROL CLASS**

No	Control Class (X MIPA 1)	Experimental Class (X MIPA 4)
1	A'an dila sanjaya	Aisyah Febrina Widyaningtyas
2	Ajeng dea novita	Alfian Fiqri Saputra
3	Alma fananda putri	Andi Funky Nirwana
4	Annisa dwi amalia putri	Annisa Luthfi Endah Rizkya
5	Armeta fitriyanti	Anton Dwi Adi Prayoga
6	Asa nur fadila	Bima Arif Wicaksana
7	Ayu rahma fajarria	Bunga May Riyadi
8	Bastian novendra priamodo	Choyum Choirun Tasyaning H
9	Bella rizki amelia	Deva Okta Anggraini
10	Defa artha utama romando	Dian Masruroh
11	Elisa indri septiani	Dita Ayu Ristanti
12	Fadhlorrahman	Efri Muhammad Syuhada
13	Fanny diah eka saputri	Elin febriani
14	Farah harwandita	Erna Filiasari
15	Fitria fahmawati	Eva Retno Pratiwi
16	Ghina elysia alkanzu	Fadhika Danendra Sani
17	Hadhrat mirza added dawisha	Faizal Maulana
18	Humaid zhofranuraf v nurudin	Intan Indah Juliati
19	Hafizh prasetio utomo	Irvan Agy Pranandika
20	Hundawati anggreyani	Krishna Ayu Wigati
21	Imam mahdi dwi putra	Laksita Sari
22	Intan nur arifin	Maulidinar Puspita Mahargita
23	Iqlazul rizal surya putra	Muammar Reza Pahlevi

24	Lulu nafi wijayanti	Muhammad Nanang Mustaqim
25	Marsha adela widuri	Muhammad Nur Huda
26	Maulana eka adhana	Muhammad Rifqi
27	Muhammad deni kurniawan	Nadia Chairunnisa
28	Muhammad ibnu choirul annas	Niken Novica Cahyani
29	Novia damayanti	Novi Widyawati
30	Rema baroatul fitriyati	Nur Fajril Hidayah
31	Riesma harmatiningtyas	Pandu Eka Prasetia
32	Rizki faqhurrudin arrozy	Reka Fakiha Dini
33	Shella cindy wijaya	Riko Dwijaya
34	Titik citra setyowat	Rizkyna Sekar Kisviantari
35	Ulya susanti	Silvi Ardianti
36	Wismono malik hidayatullah	Syailendra Ismayana
37	Yusuf andana	Yulianto Eka Saputra
38		Zahra Rizqi Maulidta

Appendix 3

The List of tenth Grade of Pre-test Score

No	X MIPA 2	X MIPA 3	X IPS 1	X IPS 2	X IPS 3	X IPS 4
1	80	72	68	64	64	64
2	60	60	40	40	40	64
3	60	60	48	44	44	44
4	80	80	40	36	36	36
5	40	44	52	52	52	52
6	80	80	44	44	44	44
7	68	68	52	52	52	52
8	76	76	44	44	44	36
9	44	44	60	76	76	76
10	64	64	68	76	76	76
11	64	64	60	60	60	60
12	72	72	40	40	40	52
13	56	56	56	56	56	56
14	64	64	72	72	72	72
15	64	64	40	36	48	48
16	80	80	64	56	56	56
17	48	48	80	68	68	68
18	44	44	80	76	72	64
19	72	76	80	76	76	76
20	60	60	52	48	48	48
21	40	40	72	72	72	72
22	40	44	60	60	60	36
23	36	56	64	64	68	68
24	48	48	44	44	44	44
25	52	56	68	68	68	68
26	52	52	64	64	64	52
27	44	48	60	52	60	60
28	80	80	64	60	64	64
29	40	48	68	68	68	68
30	72	72	52	52	52	52
31	40	40	52	48	52	52
32	72	72	72	72	72	72
33	44	44	72		28	60

No	X MIPA 2	X MIPA 3	X IPS 1	X IPS 2	X IPS 3	X IPS 4
34	52	60	40		24	40
35	48	48	48		40	40
36	44	44				60
37	44	48				
38	60	52				
Σ	2184	2228	2040	1840	1960	2052
N	38	38	35	32	35	36
\bar{X}	57,47368	58,63158	58,28571	57,5	56	57
S^2	201,87	161,07	141,71	157,75	178,53	144,33
S	14,20	12,69	11,904	12,56	13,36	12,014

Appendix 4

The List of Experimental and Control Class Pre-test Score

No	Control							Experimental						
	Student Name	G	V	C	F	P	Score	Student Name	G	V	C	F	P	Score
1	C-1	2	3	4	4	4	68	E-1	2	2	3	2	3	48
2	C-2	2	2	2	2	2	40	E-2	4	4	4	3	4	76
3	C-3	2	2	2	3	3	48	E-3	4	4	5	4	4	84
4	C-4	2	2	2	2	2	40	E-4	2	3	3	2	2	48
5	C-5	2	2	3	3	3	52	E-5	1	2	2	2	2	36
6	C-6	2	3	2	2	2	44	E-6	1	2	2	2	1	32
7	C-7	2	3	2	3	3	52	E-7	3	2	3	3	2	52
8	C-8	2	2	3	2	2	36	E-8	3	3	3	3	2	56
9	C-9	3	3	3	3	3	60	E-9	2	2	3	3	3	52
10	C-10	3	3	4	4	3	68	E-10	2	2	3	2	3	48
11	C-11	3	3	3	3	3	60	E-11	3	3	4	3	3	64
12	C-12	2	2	2	2	2	32	E-12	3	3	4	4	4	72
13	C-13	3	3	3	3	2	56	E-13	3	3	4	4	4	72
14	C-14	3	4	4	4	3	72	E-14	1	3	4	3	3	56
15	C-15	2	2	2	2	2	40	E-15	2	2	3	2	2	44
16	C-16	3	4	3	3	3	64	E-16	3	2	2	2	2	44
17	C-17	4	4	4	4	4	80	E-17	3	2	2	2	2	44
18	C-18	4	4	4	4	4	80	E-18	2	3	3	3	3	56
19	C-19	4	4	4	4	4	80	E-19	2	2	4	3	3	56
20	C-20	2	3	3	3	2	52	E-20	3	3	3	2	2	52
21	C-21	3	3	4	4	4	72	E-21	3	3	3	2	2	52
22	C-22	3	3	3	3	3	60	E-22	2	2	3	2	3	48
23	C-23	3	3	4	3	3	64	E-23	3	4	4	4	4	76
24	C-24	2	2	2	3	2	44	E-24	3	3	4	3	3	64
25	C-25	3	4	4	3	3	68	E-25	2	2	3	3	2	48
26	C-26	3	3	4	3	3	64	E-26	3	3	4	3	3	64
27	C-27	3	3	3	3	3	60	E-27	2	3	3	2	2	48
28	C-28	3	3	4	3	3	56	E-28	2	2	2	2	2	40
29	C-29	3	3	4	4	3	68	E-29	2	2	3	3	3	52
30	C-30	3	3	3	2	2	48	E-30	2	2	2	2	2	40
31	C-31	2	3	3	3	2	52	E-31	4	4	4	4	4	80
32	C-32	3	3	4	4	4	72	E-32	2	2	3	2	2	44
33	C-33	3	4	4	4	3	72	E-33	2	2	3	2	2	44
34	C-34	2	2	2	2	2	40	E-34	2	3	3	3	2	52
35	C-35	2	3	3	2	2	44	E-35	2	2	3	2	3	48
36	C-36	2	3	4	4	4	60	E-36	3	2	3	3	3	56
37	C-37	2	2	2	2	2	76	E-37	2	2	3	2	2	44
								E-38	3	3	4	3	3	64
Σ							2144							2056
N							37							38
\bar{X}							57,945							54,105
S^2							180,108							153,718
S							13,42							12,39

Appendix 6

TEST OF THE NORMALITY DATA OF PRE TEST OF THE CONTROL (X MIPA 1)

Hypothesis

Ho: Data distributes normally

H1: Data does not distribute normally

Formula :

$$X^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

Criteria

is accepted if $X_{count}^2 < X_{tabel}^2$

Test of Hypothesis

Max. Value : 80

Min. Value : 32

Stretches of Value (R) : $80 - 32 = 48$

Classes (k) : $1 + 3,3 \log 34 = 6,175065689 = 6$

Length of classes (P) : $48 / 6 = 7,8 = 8$

The Frequency Distribution of Pre-test of the Control Class

No	Kelas	Bk	Z _i	P(Z _i)	Luas Daerah	O _i	E _i	$\frac{(O_i - E_i)^2}{E_i}$
1	32 - 39	31,5	-1,997754352	0,477128351	0,05887	2	2,178333	0,01459948
2	40 - 47	39,5	-1,393426004	0,418254497	0,13328	7	4,931433	0,8676933
3	48 - 55	47,5	-0,789097657	0,284972534	0,21168	6	7,832068	0,42855533
4	56 - 63	55,5	-0,184769309	0,073295009	0,23589	7	8,727974	0,34210637
5	64 - 71	63,5	0,419559039	-0,16259619	0,18446	7	6,825004	0,00448696
6	72 - 79	71,5	1,023887386	-0,34705577	0,1012	8	3,744572	4,83597648
		79,5	1,628215734	-0,44826043				
Totall						37		6,493417

With $\alpha = 5\%$ and dk $6-1 = 5$, from the chi-square distribution table, it was obtained $X_{table}^2 = 11,070$. Because $X_{count}^2 = 6,493$ was lower than $X_{table}^2 = 11,070$ ($6,493 < 11,070$). Thus, the distribution list was normal.

Appendix 7

TEST OF THE NORMALITY DATA OF PRE TEST (X MIPA 2)

Hypothesis

Ho: Data distributes normally

H1: Data does not distribute normally

Formula :

$$X^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

Criteria

is accepted if $X^2_{count} < X^2_{tabel}$

Test of Hypothesis

Max. Value : 80

Min. Value : 36

Stretches of Value (R) : 80 - 36 = 44

Classes (k) : 1 + 3,3 log 38 = 6,213285869 = 6

Length of classes (P) : 44 / 6 = 7,3333 = 8

The Frequency Distribution of Pre-test of the Control Class

No	Kelas	Bk	Z _i	P(Z _i)	Luas Daerah	O _i	E _i	$\frac{(O_i - E_i)^2}{E_i}$
1	36 - 43	35,5	-1,655857321	0,451124642	0,08836	6	3,357814	2,07907479
2	44 - 51	43,5	-1,092808766	0,362761114	0,1609	9	6,114208	1,36203988
3	52 - 59	51,5	-0,529760211	0,201860902	0,21514	4	8,175266	2,13238883
4	60 - 67	59,5	0,033288344	-0,01327768	0,21125	8	8,027395	9,3489E-05
5	68 - 75	67,5	0,596336899	-0,22452491	0,15233	5	5,788371	0,10737532
6	76 - 83	75,5	1,159385454	-0,37685045	0,08065	6	3,064855	2,81092358
		83,5	1,722434009	-0,45750454				
Total						38		8,4918959

With $\alpha = 5\%$ and $dk\ 6-1 = 5$, from the chi-square distribution table, it was obtained $X^2_{table} = 11,070$. Because $X^2_{count} = 8,49$ was lower than $X^2_{table} = 11,070$ ($8,49 < 11,070$). Thus, the distribution list was normal.

Appendix 8

**TEST OF THE NORMALITY DATA OF PRE TEST
(X MIPA 3)**

Hypothesis

Ho: Data distributes normally

H1: Data does not distribute normally

Formula :

$$X^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

Criteria

is accepted if $X^2_{count} < X^2_{tabel}$

Test of Hypothesis

Max. Value : 80

Min. Value : 40

Stretches of Value (R) : 80 - 40 = 40

Classes (k) : $1 + 3,3 \log 38 = 6,213285869 = 6$

Length of classes (P) : $40 / 6 = 6,6666 = 7$

The Frequency Distribution of the Control Class Pre-test

No	Kelas	Bk	Z _i	P(Z _i)	Luas Daerah	O _i	E _i	$\frac{(O_i - E_i)^2}{E_i}$
1	40 - 46	39,5	-1,50742955	0,434149705	0,10372	8	3,94121	4,17987856
2	47 - 53	46,5	-0,955880361	0,330433659	0,17342	8	6,589894	0,30173461
3	54 - 60	53,5	-0,404331172	0,157015397	0,21554	7	8,190346	0,1729993
4	61 - 67	60,5	0,147218017	-0,05852003	0,19913	4	7,566986	1,68143411
5	68 - 74	67,5	0,698767205	-0,25765124	0,13676	5	5,196757	0,00744953
6	75 - 81	74,5	1,250316394	-0,394408	0,06981	6	2,652731	4,22364978
		81,5	1,801865583	-0,46421672				
Total						38		10,5671459

With $\alpha = 5\%$ and $dk\ 6-1 = 5$, from the chi-square distribution table, it was obtained $X^2_{table} = 11,070$. Because $X^2_{count} = 8,49$ was lower than $X^2_{table} = 11,070$ ($10,56 < 11,070$). Thus, the distribution list was normal.

Appendix 9

TEST OF THE NORMALITY DATA OF PRE TEST OF THE EXPERIMENTAL CLASS (X MIPA 4)

Hypothesis

Ho: Data distributes normally

H1: Data does not distribute normally

Formula :

$$X^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

Criteria

is accepted if $X^2_{count} < X^2_{tabel}$

Test of Hypothesis

Max. Value : 84

Min. Value : 32

Stretches of Value (R) : $84 - 32 = 52$

Classes (k) : $1 + 3,3 \log 38 = 6,213285869 = 6$

Length of classes (P) : $52 / 6 = 8,6 = 9$

The Frequency Distribution of the Experimental Class Pre-test

No	Class	Bk	Z _i	P(Z _i)	Wide Area	O _i	E _i	$\frac{(O_i - E_i)^2}{E_i}$
1	32 - 40	31,5	-1,847726326	0,467679028	0,10073	4	3,827795	0,00774713
2	41 - 49	40,5	-1,112077428	0,36694757	0,22025	13	8,369376	2,56204017
3	50 - 58	49,5	-0,37642853	0,14670083	0,28699	11	10,90546	0,00081962
4	59 - 67	58,5	0,359220368	-0,14028488	0,22293	4	8,47127	2,36000701
5	68 - 76	67,5	1,094869266	-0,36321304	0,1032	4	3,921627	0,00156627
6	77 - 85	76,5	1,830518164	-0,46641375	0,02844	2	1,080902	0,78151568
		85,5	2,566167062	-0,49485854				
Totally						38		5,71369589

With $\alpha = 5\%$ and $dk\ 6-1 = 5$, from the chi-square distribution table, it was obtained $X^2_{table} = 11,070$. Because $X^2_{count} = 8,81$ was lower than $X^2_{table} = 11,070$ ($5,71 < 11,070$). Thus, the distribution list was normal.

Appendix 10

TEST OF THE NORMALITY DATA OF PRE TEST (X IPS 1)

Hypothesis

Ho: Data distributes normally

H1: Data does not distribute normally

Formula :

$$X^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

Criteria

is accepted if $X_{count}^2 < X_{tabel}^2$

Test of Hypothesis

Max. Value : 80

Min. Value : 40

Stretches of Value (R) : 80 - 40 = 40

Classes (k) : $1 + 3,3 \log 35 = 6,095424546 = 6$

Length of classes (P) : $40 / 6 = 6,66666667 = 9$

The Frequency Observation of the Control Class Pre-test

No	Kelas	Bk	Z _i	P(Z _i)	Luas Daerah	O _i	E _i	$\frac{[(O_i - E_i)]^2}{E_i}$
1	40 - 46	39,5	-1,578050498	0,442722995	0,1038	8	3,633081	5,24898356
2	47 - 53	46,5	-0,990031682	0,338920683	0,18276	7	6,396529	0,05693364
3	54 - 60	53,5	-0,402012865	0,156162721	0,22994	5	8,047994	1,15435789
4	61 - 67	60,5	0,186005952	-0,07377995	0,20676	4	7,236669	1,44763106
5	68 - 74	67,5	0,774024769	-0,28054193	0,13287	8	4,65031	2,41283289
6	75 - 81	74,5	1,362043586	-0,41340793	0,06101	3	2,13527	0,3501933
		81,5	1,950062403	-0,47441566				
Total						35		10,6709323

With $\alpha = 5\%$ and dk $6-1 = 5$, from the chi-square distribution table, it was obtained $X_{table}^2 = 11,070$. Because $X_{count}^2 = 6,590$ was lower than $X_{table}^2 = 11,070$ ($10,67 < 11,070$). Thus, the distribution list was normal.

Appendix 11

TEST OF THE NORMALITY DATA OF PRE TEST (X IPS 2)

Hypothesis

Ho: Data distributes normally

H1: Data does not distribute normally

Formula :

$$X^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

Criteria

is accepted if $X_{count}^2 < X_{tabel}^2$

Test of Hypothesis

Max. Value : 76

Min. Value : 36

Stretches of Value (R) : 76 - 36 = 40

Classes (k) : $1 + 3,3 \log 32 = 5,966994928 = 6$

Length of classes (P) : $40 / 6 = 6,6667 = 7$

The Frequency Observation of the Control Class Pre-test

No	Kelas	Bk	Z _i	P(Z _i)	Luas Daerah	O _i	E _i	$\frac{[(O_i - E_i)]^2}{E_i}$	
1	36 - 42	35,5	-1,751612343	0,460079756	0,07626	4	2,44044	0,99663417	
2	43 - 49	42,5	-1,194281143	0,383815994	0,14589	6	4,668631	0,37967091	
3	50 - 56	49,5	-0,636949943	0,237921275	0,20619	6	6,598129	0,05422111	
4	57 - 63	56,5	-0,079618743	0,031729756	0,2153	3	6,889674	2,19597687	
5	64 - 70	63,5	0,477712457	-0,18357256	0,1661	6	5,315302	0,08820042	
6	71 - 77	70,5	1,035043657	-0,34967574	0,09467	7	3,029568	5,20348968	
		77,5	1,592374857	-0,44434975					
Total							32		8,91819315

With $\alpha = 5\%$ and dk $6-1 = 5$, from the chi-square distribution table, it was obtained $X_{table}^2 = 11,070$. Because $X_{count}^2 = 8,81$ was lower than $X_{table}^2 = 11,070$ ($8,91 < 11,070$). Thus, the distribution list was not normal.

Appendix 12

TEST OF THE NORMALITY DATA OF PRE TEST (X IPS 3)

Hypothesis

Ho: Data distributes normally

H1: Data does not distribute normally

Formula :

$$X^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

Criteria

is accepted if $X_{count}^2 < X_{tabel}^2$

Test of Hypothesis

Max. Value : 76

Min. Value : 24

Stretches of Value (R) : 76 - 24 = 52

Classes (k) : $1 + 3,3 \log 35 = 6,095424546 = 6$

Length of classes (P) : $52 / 6 = 8,666666667 = 9$

The Frequency Observation of the Control Class Pre-test

No	Kelas	Bk	Z _i	P(Z _i)	Luas Daerah	O _i	E _i	$\frac{[(O_i - E_i)]^2}{E_i}$
1	24 - 32	23,5	-2,432384569	0,492500114	0,03181	2	1,113202	0,70644123
2	33 - 41	32,5	-1,75880115	0,460694355	0,09961	4	3,486244	0,07571048
3	42 - 50	41,5	-1,085217731	0,361087384	0,20139	6	7,048689	0,15602181
4	51 - 59	50,5	-0,411634312	0,159696261	0,26302	6	9,205557	1,11623848
5	60 - 68	59,5	0,261949107	-0,10331966	0,22192	10	7,767318	0,64177471
6	69 - 77	68,5	0,935532527	-0,32524304	0,12096	7	4,233651	1,80758494
		77,5	1,609115946	-0,4462045				
Total						35		4,50377166

With $\alpha = 5\%$ and $dk \ 6-1 = 5$, from the chi-square distribution table, it was obtained $X_{table}^2 = 11,070$. Because $X_{count}^2 = 8,81$ was lower than $X_{table}^2 = 11,070$ ($4,50 < 11,070$). Thus, the distribution list was not normal.

Appendix 13

TEST OF THE NORMALITY DATA OF PRE TEST (X IPS 4)

Hypothesis

Ho: Data distributes normally

H1: Data does not distribute normally

Formula :

$$X^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

Criteria

is accepted if $X^2_{count} < X^2_{tabel}$

Test of Hypothesis

Max. Value : 76

Min. Value : 36

Stretches of Value (R) : 76 - 36 = 40

Classes (k) : $1 + 3,3 \log 36 = 6,135798253 = 6$

Length of classes (P) : $40 / 6 = 6,6666666 = 8$

The Frequency Observation of the Control Class Pre-test

No	Kelas	Bk	Z _i	P(Z _i)	Luas Daerah	O _i	E _i	$\frac{[(O_i - E_i)]^2}{E_i}$
1	36 - 42	35,5	-1,789596572	0,463240605	0,13374	5	2,463	2,61322174
2	43 - 49	42,5	-1,206937223	0,386271839	0,23342	5	4,879821	0,00295976
3	50 - 56	49,5	-0,624277874	0,233777444	0,26188	8	6,949723	0,1587231
4	57 - 63	56,5	-0,041618525	0,016598597	0,18888	4	7,115484	1,36410124
5	64 - 70	63,5	0,541040824	-0,20576028	0,08756	4	5,237427	0,29236227
6	71 - 77	70,5	1,123700173	-0,36942988	0,02607	6	2,771185	3,76201636
		77,5	1,706359522	-0,45602942				
Jumlah						32		8,19338448

With $\alpha = 5\%$ and dk $6-1 = 5$, from the chi-square distribution table, it was obtained $X^2_{table} = 11,070$. Because $X^2_{count} = 9,322$ was lower than $X^2_{table} = 11,070$ ($8,193 < 11,070$). Thus, the distribution list was normal.

Appendix 14

Table of homogeneity of pre-test

No.	Kelas							
	MIPA1	MIPA2	MIPA3	MIPA4	IPS1	IPS2	IPS3	IPS4
1	68	80	72	48	68	64	64	64
2	40	60	60	76	40	40	40	64
3	48	60	60	84	48	44	44	44
4	40	80	80	48	40	36	36	36
5	52	40	44	36	52	52	52	52
6	44	80	80	32	44	44	44	44
7	52	68	68	52	52	52	52	52
8	36	76	76	56	44	44	44	36
9	60	44	44	52	60	76	76	76
10	68	64	64	48	68	76	76	76
11	60	64	64	64	60	60	60	60
12	32	72	72	72	40	40	40	52
13	56	56	56	72	56	56	56	56
14	72	64	64	56	72	72	72	72
15	40	64	64	44	40	36	48	48
16	64	80	80	44	64	56	56	56
17	80	48	48	44	80	68	68	68
18	80	44	44	56	80	76	72	64
19	80	72	76	56	80	76	76	76
20	52	60	60	52	52	48	48	48
21	72	40	40	52	72	72	72	72
22	60	40	44	48	60	60	60	36
23	64	36	56	76	64	64	68	68
24	44	48	48	64	44	44	44	44
25	68	52	56	48	68	68	68	68
26	64	52	52	64	64	64	64	52
27	60	44	48	48	60	52	60	60
28	56	80	80	40	64	60	64	64
29	68	40	48	52	68	68	68	68
30	48	72	72	40	52	52	52	52
31	52	40	40	80	52	48	52	52
32	72	72	72	44	72	72	72	72
33	72	44	44	44	72		28	60
34	40	52	60	52	40		24	40
35	44	48	48	48	48		40	40
36	60	44	44	56				60
37	76	44	48	44				
38		60	52	64				
N	37	38	38	38	35	32	35	36
n-1	36	37	37	37	34	31	34	35
s²	180,108	201,878	165,428	153,718	158,387	162,839	199,529	148,457
(n-1) s²	6483,892	7469,474	6120,842	5687,579	5385,143	5048,000	6784,000	5196,000

$\log s^2$	2,256	2,305	2,219	2,187	2,200	2,212	2,300	2,172
$(n-1) \log s^2$	81,199	85,288	82,089	80,909	74,790	68,564	78,200	76,006

A. The combine of varians from all sampel:

$$s^2 = (\sum(n_i - 1)s_i^2 / \sum(n_i - 1))$$

$$s^2 = \frac{48174,929}{281}$$

$$=171,441$$

B. Unit value B with the formula

$$B = (\log s^2) \sum(n_i - 1)$$

$$B = (\log 171,4410302 \times 281)$$

$$B = 2,234 \times 281$$

$$= 627,786$$

C. Similarity of average test

$$X_{hitung}^2 = (\ln 10) \times 627,786 - 627,046049$$

$$= 2,303 \times 0,740$$

$$= 1,704$$

THE SIMILARITY OF AVERAGE TEST OF PRE- TEST

Hypothesis

Ho : $\mu_1 = \mu_2$ Ha : $\mu_1 \neq \mu_2$

Hypothesis test

To measure the hypothesis using the formula below:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$s = \sqrt{\frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1 + n_2 - 2}}$$

Average test of The Experimental and control classes

Variation Source	Experiment	Control
Sum	2056	2144
N	38	37
\bar{X}	54,105	57,945
Varians (s) ²	153,718	180,108
Standard of deviation (s)	12,398	13,420

$$S = \sqrt{\frac{(38-1)153,72 + (37-1)180,108}{38+37-2}} = 12,91249$$

$$t = \frac{54,105263 - 57,945}{12,912493 \sqrt{\frac{1}{38} + \frac{1}{37}}} = -1,288$$

with $\alpha = 5\%$ and $df = 38-37-2 = 73$, it obtained $t_{table} = (1,993)$

Appendix 16

TEST OF THE NORMALITY DATA OF POST TEST OF THE CONTROL CLASS (X MIPA 1)

Hypothesis

Ho: Data distributes normally

H1: Data does not distribute normally

Formula :

$$X^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

Criteria

is accepted if $X^2_{count} < X^2_{tabel}$

Test of Hypothesis

Max. Value : 80

Min. Value : 32

Stretches of Value (R) : 80 - 32 = 48

Classes (k) : 1 + 3,3 log 37 = 6,175065689 = 6

Length of classes (P) : 48 / 6 = 8 = 8

The Frequency Observation of the Control Class Post-test

No	Kelas	Bk	Z _i	P(Z _i)	Luas Daerah	O _i	E _i	$\frac{[(O_i - E_i)]^2}{E_i}$
1	32 - 39	31,5	-1,997754352	0,477128351	0,05887	2	2,178333	0,01459948
2	40 - 47	39,5	-1,393426004	0,418254497	0,13328	7	4,931433	0,8676933
3	48 - 55	47,5	-0,789097657	0,284972534	0,21168	6	7,832068	0,42855533
4	56 - 63	55,5	-0,184769309	0,073295009	0,23589	7	8,727974	0,34210637
5	64 - 71	63,5	0,419559039	-0,16259619	0,18446	7	6,825004	0,00448696
6	72 - 80	71,5	1,023887386	-0,34705577	0,10873	8	4,023046	3,9313908
		80,5	1,703756777	-0,45578673				
Total						37		5,58883224

With $\alpha = 5\%$ and dk 6-1 = 5, from the chi-square distribution table, it was obtained $X^2_{table} = 11,070$. Because $X^2_{count} = 6,811$ was lower than $X^2_{table} = 11,070$ ($5,588 < 11,070$). Thus, the distribution list was normal.

**TEST OF THE NORMALITY DATA OF POST TEST OF THE
EXPERIMENTAL CLASS (X MIPA 4)**

Hypothesis

Ho: Data distributes normally

H1: Data does not distribute normally

Formula :

$$X^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

Criteriais accepted if $X^2_{count} < X^2_{tabel}$ **Test of Hypothesis**

Max. Value : 84

Min. Value : 32

Stretches of Value (R) : 84 - 32 = 52

Classes (k) : $1 + 3,3 \log 38 = 6,213285869 = 6$ Length of classes (P) : $52 / 6 = 8,6666667 = 9$ **The Frequency Observation of the Experiment Class Pre-test**

No	Kelas	Bk	Z _i	P(Z _i)	Luas Daerah	O _i	E _i	$\frac{[(O_i - E_i)]^2}{E_i}$
1	32 - 40	31,5	-1,847726326	0,467679028	0,10073	4	3,827795	0,00774713
2	41 - 49	40,5	-1,112077428	0,36694757	0,22025	13	8,369376	2,56204017
3	50 - 58	49,5	-0,37642853	0,14670083	0,28699	11	10,90546	0,00081962
4	59 - 67	58,5	0,359220368	-0,14028488	0,22293	4	8,47127	2,36000701
5	68 - 76	67,5	1,094869266	-0,36321304	0,1032	4	3,921627	0,00156627
6	77 - 85	76,5	1,830518164	-0,46641375	0,02844	2	1,080902	0,78151568
		85,5	2,566167062	-0,49485854				
Jumlah						38		5,71369589

With $\alpha = 5\%$ and $dk\ 6-1 = 5$, from the chi-square distribution table, it was obtained $X^2_{table} = 11,070$. Because $X^2_{count} = 5,71$ was lower than $X^2_{table} = 11,070$ ($5,71 < 11,070$). Thus, the distribution list was normal.

Appendix 18

THE HOMOGENEITY OF POST-TEST

Hypothesis

$$H_0 : \sigma_1^2 = \sigma_2^2$$

$$H_1 : \sigma_1^2 \neq \sigma_2^2$$

No	Class					
	Experimental			Control		
	x	$x - \bar{x}$	$[(x - \bar{x})^2]$	x	$x - \bar{x}$	$[(x - \bar{x})^2]$
1	88	10,842	117,551	72	2,162	4,675
2	96	18,842	355,025	72	2,162	4,675
3	96	18,842	355,025	68	-1,838	3,378
4	80	2,842	8,078	64	-5,838	34,080
5	68	-9,158	83,867	88	18,162	329,864
6	48	-29,158	850,183	56	-13,838	191,486
7	60	-17,158	294,393	84	14,162	200,567
8	76	-1,158	1,341	40	-29,838	890,297
9	48	-29,158	850,183	80	10,162	103,270
10	88	10,842	117,551	68	-1,838	3,378
11	80	2,842	8,078	52	-17,838	318,188
12	92	14,842	220,288	44	-25,838	667,594
13	84	6,842	46,814	68	-1,838	3,378
14	72	-5,158	26,604	60	-9,838	96,783
15	64	-13,158	173,130	60	-9,838	96,783
16	88	10,842	117,551	60	-9,838	96,783
17	64	-13,158	173,130	96	26,162	684,459
18	68	-9,158	83,867	96	26,162	684,459
19	96	18,842	355,025	92	22,162	491,161
20	76	-1,158	1,341	68	-1,838	3,378
21	64	-13,158	173,130	56	-13,838	191,486
22	76	-1,158	1,341	60	-9,838	96,783
23	80	2,842	8,078	88	18,162	329,864
24	68	-9,158	83,867	72	2,162	4,675
25	84	6,842	46,814	72	2,162	4,675
26	92	14,842	220,288	60	-9,838	96,783
27	84	6,842	46,814	52	-17,838	318,188
28	68	-9,158	83,867	64	-5,838	34,080
29	72	-5,158	26,604	84	14,162	200,567
30	56	-21,158	447,657	68	-1,838	3,378
31	96	18,842	355,025	68	-1,838	3,378
32	80	2,842	8,078	72	2,162	4,675
33	68	-9,158	83,867	88	18,162	329,864
34	80	2,842	8,078	68	-1,838	3,378
35	80	2,842	8,078	72	2,162	4,675

36	88	10,842	117,551	60	-9,838	96,783
37	68	-9,158	83,867	92	22,162	491,161
38	96	18,842	355,025			
N	38			37		
Jumlah			6397,053			6192,49
\bar{X}	77,158			69,838		
varians	172,893			172,014		

$$F = (\text{varians terbesar}), = \frac{172,893}{172,014}$$

$$= 1,005$$

$$F_{table} = 1,666$$

Because $F_{count} < F_{table}$ thus, the Hypothesis H_0 was accepted
 It means that the two of classess were homogent

Appendix 19

THE SIMILARITY OF AVERAGE TEST OF POST TEST

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$s = \sqrt{\frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1 + n_2 - 2}}$$

Ha is accepted if $t_{count} > t_{(1-a)(n_1+n_2-2)}$

the used criteria $t_{hitung} < t_{tabel}$

H₀ diterima apabila

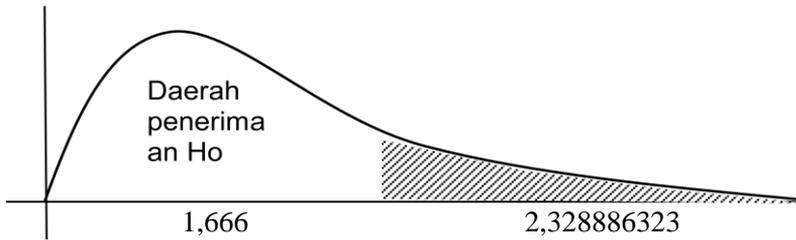
No.	Eksperiment	Control
1	88	72
2	96	72
3	96	68
4	80	64
5	68	88
6	48	56
7	60	84
8	76	40
9	48	80
10	88	68
11	80	52
12	92	44
13	84	68
14	72	60
15	64	60
16	88	60
17	64	96
18	68	96
19	96	92
20	76	68
21	64	56

22	76	60
23	80	88
24	68	72
25	84	72
26	92	60
27	84	52
28	68	64
29	72	84
30	56	68
31	96	68
32	80	72
33	68	88
34	80	68
35	80	72
36	88	60
37	68	92
38	96	
Jumlah	2932	2584
\bar{x}	38	37
	77,158	69,838
Varians (s²)	172,893	197,862
Standar deviasi (s)	13,149	14,066

$$S = \sqrt{\frac{(38-1)172,893 + (37-1)197,862}{38+37-2}} = 13,60906$$

$$t = \frac{77,157895 - 69,837837}{13,60906 \sqrt{\frac{1}{38} + \frac{1}{37}}} = 2,329$$

for $\alpha = 5\%$ and $df = 38+37-2 = 73$, it was obtained $t = 1,666$



Because t_{count} was H_1 accepted area thus, the average of experimental class higher than control class.

Appendix 20

Pre-Test Question

Subject : English (Narrative text)
Grade : X
Time Allotment : 2 X 45

Please answer the question orally!

1. Tell one of Narrative Text that you learned in Junior High School in three minutes
2. Your performance will be scored based on these criteria:

No	Aspect	Score
1	Pronunciation	1-5
2	Grammar	1-5
3	Vocabulary	1-5
4	Fluency	1-5
5	Comprehension	1-5

Appendix 21

Transcript of students' Speaking of Pre-test of the Experimental class

Student Name: Aisyah Febriana Widyaningtyas

The transcript of students' recording: One /wʌn/ day / d a I /, Snow White /,snəʊwaɪt/ is /ɪz/ beautiful /'bjʊ:.ti.f u l/ prince /prɪnts/. She /ʃi: / lived / l a I f / with /wɪð/ shes /ʃɪz/ stepmother /'step,mʌð.ə/ because /bɪ'kɑ:z/ shes /ʃɪz/ father /fɑ:ðə/ was /wɑ:z/ died/dɑɪd/. And/ ənd/ then /ðen/ she/ʃi: / meet /mi:t/ the /ðə/ prince /prɪnts/ and / ənd/ lived /lɪvd/ happy /'hæp.i/ forever /fɔ:'rev.ə/.

Scoring :

Day / d a I / should be /deɪ/

Beautiful /'bjʊ:.ti.f u l/ /'bjʊ:. tʃ.f ə l/

Lived / l a I f / should be /lɪv/

Lived / l e I f / should be /lɪv/

Met /mi:t/ should be /met/

Meet should be met

Shes stopmother should be her stepmother

Shes father should be his father

G: 2 V: 2 F: 3 P: 2 C: 2

Total score = score x 4

12 x 4 = 48

Student Name: Andi Funky Nirwana

The transcript of students' recording: Once /wʌn t s/ upon /ə'p a: n/ a /ə/ time /taɪm/ there /ðer/ was /wɑ:z/ baby /'beɪ.bi/ mouse /m ə s/ and /ænd/ mother /mʌð.ər/ mouse /m ə s/. They /ðei/ live /lɪv/ in /ɪn/ the /ði:/ hole /hoʊl/. Suddenly /'sʌd. ə n.li/ a /ə/ cat /kæt/ came /keɪm/ and /ænd/ the /ði:/ cat /kæt/ came /keɪm/ and /ænd/ they /ðei/ want/wɑ:nt/ to /tu/ eat /i:t/ the /ði:/ baby /'beɪ.bi/ mouse /m ə s/, but /bət/ the /ði:/ mother /mʌð.ər/ scream /skri:m/ that /ðæt/ maybe /'meɪ.bi/ the /ði:/ cat /kæt/ would /wəd/ scare /sker/ by /baɪ/ the /ði:/ fox /fɑ:ks/ so/sou/ his /hɪz/ scream /skri:m/ "wolf wolf wolf" /wʊlf/ and /ænd/ the /ði:/ cat /kæt/ run /rʌn/ away /ə'weɪ/.

Scoring :

Mouse / m ə s/ should be /maʊs/

Mother /mʌð.ər/ should be /'mʌð.ə/

Live should be lived

Eat should be ate

G: 4 V: 4 F: 5 P: 4 C: 4

Total score = score x 4

21 x 4 = 84

Student Name: Dian Masrurah

The transcript of students' recording: There /ðer/ was /wɑ:z/ Cinderella /,sɪn.ddə'relə-/ there /ðer/ was /wɑ:z/ Cinderella /,sɪn.ddə'relə-/ lived /lɛf/ Cinderella /,sɪn.ddə'relə-/ who /hu:/ very /'ver.i/ poor /pɔr/ in her life, (eee) Cinderella /,sɪn.ddə'relə-/ because/bɪ''kɑ:z/ Cinderella/,sɪn.ddə'relə-/ stepmother /'step,mʌð.ə/ and/ænd/ stepsister/'step,sɪs.tə/ very /'ver.i/

cruel/kruəl/ with/wɪð/ her /h ε:/ with /wɪð/ her /h ε:/ (eee) because /brɪ'kɑ:z/ Cinderella /,sɪn.də'relə-/ married /'merɪd/ to/tə/ prince/prɪnts/.

Scoring :

Lived /lɛf/ should be /lɪvd/

Life /leɪf/ should be /laɪf/

Cruel /kru:l/ should be /kruəl/

Because Cinderella stepmother should be Cinderella's

G: 2 V: 2 F: 3 P: 2 C: 3

Total score = score x 4
12 x 4 = 48

Student Name: Muhammad Rifqi

The transcript of students' recording: Once/wʌn t s/ upon/ yu'pʌn/a/ə/time/tɑɪm/, there/ðer/ lived/lɪvd/ a/ə / handsome/'hænsəm/ boy /bɔɪ/ in/ɪn/ Baghdad /'b ʌ:gdʌd/. The/ði:/ name /neɪm/ was /wɑ:z/ Aladdin/ə,læd.ɪnz/. He/hi:/ was/wɑ:z/ clever/'kleɪv.ə/ boy/bɔɪ/, but/bʌt/ he /hi:/ doesnot /'dʌz.ənt/ like/laɪk/ work/wɜ:k/ . When/wen/ he/hi:/ in/ɪn/ the/ði:/ market/'mɑ:rkɪt/, he/hi:/ saw /sɑ:/ the /ði:/ lamp/læmp/ and/ænd/ took/tʊk/ it/ɪt/. then/ðen/ he/hi:/ was/wɑ:z/ rubbing /,rʌb.ɪŋ/, and/ænd/ enormous/ɛnθməs / genie/dʒeni/ stood/stʊd/ come /kʌm/ and /ænd/ got /gɔ:t/ married/'merɪd/ and /ænd/ lived/lɪvd/ happily/'hæp.ɪ.li/.

Scoring :

Upon / yu'pʌn / should be /ə'pɑ:n/

Enermous /ɛnə'məs / should be /ɪ'nɔ:r məs -/

Genie /dʒeni/ should be /'dʒi:.ni/

But he doesnt like work should be but he doesnt like to work

Come should be came

G: 3 V: 3 F: 4 P: 3 C: 3

Total score = score x 4

16 x 4 = 64

Student Name: Riko Dwijaya

The transcript of students' recording: Once /wʌn t s/ upon /ə'pɑ:n/ a /ə/ time/taim/, live /lɪv/ a/ə/ girl/gɜ:ls/ the/ði:/ name/neɪm/ is /ɪz/ Cinderella/,sɪn.də'relə-/ . Cinderella/,sɪn.də'relə-/ lived/lɪvd/ with/wɪð/ stepmother/ step,mʌð.ə r / and/ænd/ two/tu:/ brother/'brʌð.ə /. Cinderella/,sɪn.də'relə-/ unhappy/ʌn'hæp.i/ and/ænd/ cinderella/,sɪn.də'relə-/ meet/mi:t/ prince/prɪn t s/ prince /prɪn t s/ of/ɔf/ kingdom /'kɪŋ.dəm/ and/ænd/ dance /dæ n t s/ and /ænd/ dance/dæ n t s/ together/tə'geð.ə/ in/ɪn/ the/ði:/ kingdom/'kɪŋ.dəm/ in /ɪn/ the/ði:/ tonight /tə'nait/ in/ɪn/ the /ði:/ night/nait/ and /ænd/ cinderella /,sɪndə'relə-/ very /'ver.i/ happy/'hæp.i/ meet /mi:t/ prince /prɪnts/ in/ɪn/ the /ði:/ kingdom/'kɪŋ.dəm/ and/ænd/ marry /'meri/ and/ænd/ marry/'meri/ with/wɪð/ prince/prɪnts/.

Scoring :

Girl /gɜ:ls/ should be /gɜ:l/

Stepmother /'stam,mʌð.ə r / should be / step,mʌð.ə r /
Of /ɔf/ should be /əv/

Live should be lived

The name is should be the name was

Two brother should be two brothers

Meet should be met

Marry should be married

G: 3 V: 4 F: 4 P: 4 C: 3

Total score = score x 4

18 x 4 = 72

Appendix 22

Transcript of students' Speaking of Pre-test of the Control class

Student Name: Ajeng Dea Novita

The transcript of students' recording: there /ðer/ live/ lɪf/
family/fɛməmi:/eh girl/gi:ls/ called/kɑ:ld/Cinderella/,sɪndə'relə/. She
/ʃi:/ was/wɑ:z/ happy/'hæp.i/ . Her/hɜ:/ mother/'mʌð.ə/ died /daɪd/

and /ænd/ his /hɪz/ mother /'mɒð.ə/ get /get/ married /'merɪd/ with /wɪð/ the /ðð:/ neighbour/'nei.bɔ:r/. One /wʌn/ day /d a I/ Cinderella, 'sɪndə'relə/. meet/mi:t/ the /ðð:/ prince/prɪn t s/ and/ænd/ life/leɪf/ happy/'hæp.i/ ever/'ev.ə/ after/'æf.tə/.

Scoring :

Family /fɛməmi:/ *should be* /'fæm. ə l.i/

Girl /gi:ls/ *should be* /gɜ:l/

Neighbour /'nei.bɔ:r/ *should be* /'nei.bə/

Mother /'mɒð.ə/ *should be* /'mʌð.ə/

The /ðð:/ *should be* /ði:/

Day /d a I/ *should be* /deɪ/

Life /leɪf/ *should be* /laɪf/

Live *should be* lived

His mother *should be* her mother

Get married *should be* got married

Meet *should be* met

G: 2 V: 2 F: 2 P: 2 C: 2

Total score = 10 score x 4

10 x 4 = 40

Student Name: Armeta Fitrianti

The transcript of students' recording: once/wʌn ts/ upon /ə 'pɑ:n/ a /eɪ/ time/taɪm/, there /ðer/ live/lɪv/ a/eɪ/ girl /gɜ:l/ name/neɪm/ is /ɪz/ Snow White /,snəʊwaɪt/. she/'ʃi:/ lived/lɪvd/ with /wɪð/ her /hɜ:/ aunt /ænt/ and/ænd/ uncle /'ʌŋ.kl/ because /br'kɑ:z/ her /hɜ:/ parents /'per. ə nts/ was/wɑ:z/ died /daɪd/. One/wʌn/

day/deɪ/ her /hɜː/ uncle/'ʌŋ.kl/ and /ænd/ aunt /ænt/ talking /tɑːkɪŋ /
 about/ə'baʊt/ living /'lɪv.ɪŋ/ snow white /,snəʊwaɪt/. in /ɪn/ the /ðð:/
 castle 'kæ.s.l/ because /bɪ'kɑːz/ went /went/ to/tu/ go/goo/ to /tu/
 America and /ænd/ they/ðeɪ/ didnot/'dɪd. ə nt/ have /hæv/
 enough/i'nʌf/ money/'mʌn.i/. Very /'ver.i/ Tired/taɪrd/ and /ænd/
 very/'ver.i/ hungry/'hʌŋ.gri/ . Then/ðen/ Snow /,snəʊ/ this /ðɪs/
 little/'lɪt-/ but/bʌt/ no /noʊ/ one /wʌn/ answered / answərdɪd/ so/sou/
 she/ʃiː/ when/wen/ inside/ɪn'saɪd/ until/ ɛntɪl/ asleep/ə'sli:p/,
 the/ðð:/ drugs/drʌɡz/ said/saɪd/ if /ɪf/ you/juː/ wish/wɪʃ/ you /juː/
 my/maɪ/ life/lɑɪf/ here/hɪr/ with Snow White /,snəʊwaɪt/ said/saɪd/
 oh called/ kɔːl/ I thank you/juː/ then and /ænd/ Snow White
 /,snəʊwaɪt/ talk /tɑːk/ the /ðð:/ drugs the /ðð:/ wolf story and/ænd/
 Snow white/,snəʊwaɪt/ several drugs/drʌɡz/ life /lɑɪf/ happy /'hæp.i/
 ever/'ev.ə/ after/'æf.tə/.

Scoring :

answered / answərdɪd/ should be /'ænt .sə-d/
 until / ɛntɪl/ should be /'ʌntɪl/
 said /saɪd/ should be /sed/
 called / kɔːl/ should be/ka:l/
 name is should be name was
 live should be lived
 went to go to should be went to

G: 2 V: 2 F: 3 P: 3 C: 3
 Total score = 13 score x 4
 13 x 4 = 52

Student Name: Imam Mahdi Dwiputra

The transcript of students' recording: Once /wʌn ts/ upon /ə 'pɑ:n/ a /eɪ/ time/tɑɪm/, in /ɪn/ the /ðð:/ kingdom/'kɪŋ.dəm/ there/ðɪ:r/ live/lɪv/ a /eɪ/ beautiful/'bjʊ:.tɪ.f ə l/ girl/gɜ:l/ who/hu:/ live/lɪv/ with/wɪð/ her/hɜ:/ father/'fɑ:.ðə/. She/ʃi:/ has/hæz/ a /eɪ/white /waɪt/ skin/skɪn/ like /lɪ:k/ a /eɪ/ Snow/snoʊ/, so /soʊ/ she/ʃi:/ is/ɪz/ called /kɑ:ld/ Snow White/,snoʊwaɪt/. Then/ðen/, her/hɜ:/ father/'fɑ:.ðə/ was/wɑ:z/ married/'mɛrɪd/ with/wɪð/ her/hɜ:/ stepmother /step,mʌð.ə r /. Her/hɜ:/ stepmother /step,mʌð.ər/ is/ɪz/ a /eɪ/ beautiful /'bjʊ:.tɪ.f ə l/ queen /kwɪ:n/ but her/hɜ:/ attitude /'ætɪ.tu:d/ is/ɪz/ very/'veri/ cruel/kruəl/.

Scoring:

There /ðɪ:r/ should be /ðer/

Like /lɪ:k/ should be /laɪk/

Live should be lived

She is called should be she was called

She has should be she had

G: 3 V: 3 F: 4 P: 4 C: 4

Total score = 18 score x 4

18 x 4 = 72

Student Name: Rema Baroatul Firtiani

The transcript of students' recording: One/wʌn ts/ day/ daɪ/, Snow white/,snoʊwaɪt/ is/ɪz/ the /ðð:/ beautiful/'bjʊ:.tɪ.fəl/ princess in the/ðð:/ kingdom/'kɪŋ.dəm/. She/ʃi:/ lived/ lɛf/ with/wɪð/ her /hɜ:/ stepmother /step,mʌð.ər/, because /bɪ -'kɔ:z/ her hɜ:/ father/'fɑ:.ðə/ was/wɑ:z/ died/dɛɪd/. And/ænd/ then/ðen/ eee Cinderella /,sɪndə'relə-/ died/dɛɪd/.

Scoring :

Day / daɪ/ should be /deɪ/

Kingdom /'kɪŋ.dəm / should be /'kɪŋ.dəm/

Lived / lɛf/ should be /lɪvd/

Because /bɪ -'kɔːz/ should be /bɪ -'kɑːz/

Died /dɛɪd/ should be /daɪd/

Snow White is the beautiful should be is the most beautiful

G: 2 V: 3 F: 3 P: 2 C: 2

Total score = score x 4

12 x 4 = 48

Student Name: Yusuf Ananda

The transcript of students' recording: Once /wʌn ts/ upon /ə 'pɑːn/ a /eɪ/ time/taɪm/, there /ðɛːr/ live /lɪv/ a/eɪ/ girl/gɜːl/ called/kɑːld/ cinderella/,sɪndə'relə-/. She/ʃiː/ was/wɑːz happy/'hæp.i/ with/wɪð/ father/'fɑːðə/ and /ænd/ mother /mʌð.ə r/. Iam child /tʃɛɪld/ her/hɜː/ mother /mʌð.ər/ died /dɛɪd/ her/hɜː/ father/'fɑːðə/ married/'merɪd/ a/eɪ/ to with /wɪð/ two/tuː/ daughters/'dɑːt əs/ and /ænd/ the/ððː/ stepmother/step,mʌð.ə r/ dont /dʊnt/ like /laɪk/ . One /wʌn/ a/eɪ/ party /'pɑːr.tɪ/ there/ðɛːr/ is/ɪz/ a/eɪ/ prince/prɪn t s/ look /lʊk/ everyone/'ev.rɪ.wʌn/ who/huː/ is/ɪz/ suitable'suː.tə-/ with the/ððː/ shoes and/ænd/ then Cinderella's /,sɪndə'reləs-/, foot/fʊt/ is /ɪz/ suitable'suː.tə-/ and /ænd/ then/ðen/ married /'merɪd/ and/ænd/ happy/'hæp.i/ together/tə'geð.ə .

Scoring :

Happy /'hæp.i/ should be /'hæp.i/

There /ðɛːr/ should be /ðiːr/

Child /tʃɛɪld/ should be /tʃaɪld/
I am child should be when she was child
live should be lived

G: 3 V: 4 F: 4 P: 4 C: 4
Total score = 19 score x 4
19 x 4 = 76

Appendix 23

Post test Question

Subject : English (Narrative text)
Grade : X
Time Allotment : 2 X 45

Please answer the question orally!

1. Please choose one of these story (Cinderella, Snow White, Rapunzel, and Pinokio) and then tell it in 5 minutes.
2. Your performance will be scored based on these criteria:

No	Aspect	Score
1	Pronunciation	1-5
2	Grammar	1-5
3	Vocabulary	1-5
4	Fluency	1-5
5	Comprehension	1-5

Appendix 24

**Transcript of students' Speaking of Post-test of the Experimental
class**

Student Name: Aisyah Febriana Widyaningtyas

The transcript of students' recording: several/'sev. ə r. ə l/ years /jɪrɪs/ ago /ə'gəʊ/ a/eɪ/ lived/ lɪvd/ rapunzel /rapunz ə l/ stayed /steɪd/ on /ɑ:n/ top /tɑ:p/ of /ɑ:v/ the ðð:/ tower/təʊ ə r/ alone/ə'loʊn/. Even /'i:v ə n/ see/si:/ never /'nev.ə/ saw /sɑ:/ human/'hju:.mən/ except/ɪk'sept/ that/ðæt/ witch/wɪtʃ/ . Eee One /wʌn/ day/deɪ/, a /eɪ/ handsome /'hæn.səm/ prince/prɪn t s/ passed/pæsd/ the /ðð:/ tower/təʊ ə r/ a/eɪ/ the /ðð:/ prince/prɪn t s/ come/kʌm/ to the tower /təʊ ə r/ everyday /'ev.rɪ.deɪ/ to /tu/ her/her/ rapunzel/rapunz ə l/ sing/sɪŋ/ . One /wʌn/ day/deɪ/, the /ðð:/ prince /prɪn t s/ saw/sɑ:/ the ðð:/ witch/wɪtʃ/ clamb/kleɪm/ to/tu/ the /ðð:/ tower/təʊ ə r/ using/ju:ɪŋ/ rapunzel /rapunz ə l/ hair /her/ and/ænd/ they/ðeɪ/ together /tə'geð.ə ever/'ev.ə/.

Scoring :

Lived / lɪvd/ should be /lɪvd/

Tower /təʊ ə r/ should be /təʊə/

Come should be came

Even see should be even saw

Rapunzel hair should be rapunzel's hair

Two sister should be two sisters

G: 4 V: 4 F: 5 P: 4 C: 5

Total score = score x 4

22 x 4 = 88

Student Name: Andy Funky Nirwana

The transcript of students' recording: Once/wʌn ts/ upon /ə 'pɑ:n/ a /eɪ/ time/tɑɪm/, there /ðer/ was /wɑ:z/ a/eɪ/ beautiful/'bjʊ:tlɪf ə l/princess/prɪn'ses/ was/wɑ:z/ called /kɑ:ld/ Snow White/, snəʊwaɪt/ and her/her/ stepmother/step,mʌð.ə r/ lived /lɪvd/ in/in/ the/ðð:/

kingdom. Her /hɜː-/ stepmother/step,mʌð.ə r/ very envy/i:vi/ with the/ðð:/ Snow White/,snəʊwaɪt/ because /bɪ -'kɔːz/ Snow White /,snəʊwaɪt/ was/wɑːz/ very beautiful/'bjʊ.tɪ.fəl/. Then/ðen/, the /ðð:/ stepmother /step,mʌð.ə r/ ask her /her/ bodyguard/'bɑː.di.gɑːrd/ to/tu/ killed the/ðð:/ Snow White/,snəʊwaɪt/, but/bʌt/ the/ðð:/ bodyguard/'bɑː.di.gɑːrd/ just/dʒʌst/ leaved/li:vd/ Snow White /,snəʊwaɪt/ in/in/ the/ðð:/ jungle. Snow white/,snəʊwaɪt/ married/'merɪd/ with /wɪð/ the/ðð:/ prince/prɪn t s/ and/ænd/ lived /lɪvd/happily/'hæp.ɪ.li/.

Scoring :

Envy /i:vi/ should be /'en.vi/

Ask should be asked

G: 4 V: 5 F: 5 P: 5 C: 5

Total score = score x 4

24 x 4 = 96

Student Name: Dian Masruroh

The transcript of students' recording: Once /wʌn ts/ upon /ə 'pɑːn/ a /eɪ/ time/t ɛ:m/, there /ðer/ was /wɑːz/ a/eɪ/ beautiful/'bjʊ.tɪ.fəl/. woman/'wʊm.ən/, her/hɜː-/ name/neɪm/ is/ɪz/ Cinderella /,sɪndə'relə-/. She/ʃiː/ lived / Lɛf/ with /wɪð/ stepmoter/step,mʌð.ə r/ and/ænd/ two /tuː/ sister/'sɪs.tə/. One/wʌn ts/ day /deɪ/ there/ðer/ was/wɑːz/

a prince/prɪn t s/ look /lʊk/ for/fɔːr/ the/ðð:/ princess/prɪn'ses/. And/ænd/ the/ðð:/ bodyguard/'bɑː.di.gɑːrd/ look /lʊk/ from/frɑ:m/ house /haʊs/ from/frɑ:m/ house/haʊs/. Until/'ʌntɪl/ the/ðð:/ Cinderella/,sɪndə'relə-/. foot the/ðð:/ is /ɪz/suitable/'suː.təbl/ with/wɪð/ the/ðð:/ shoes/ʃuːs/. Finally /'fɪ nə.li / they/ðeɪ/ got /gɑːt/ married /'merɪd/ and /ænd/ lived/lɪvd/ happily /'hæp.ɪ.li/.

Scoring :

Time /t ε:m/ should be /taim/

Lived / Lε f/ should be /lɪvd/

Suitable // should be /'su:.tə-/

Shoes / fu:s/ should be /ʃu:/

Finally / 'fɪ nə.li / should be /' faɪ.nə.li/

Two sister should be two sisters

Her name is should be her name was

G: 3 V: 4 F: 4 P: 3 C: 3

Total score = score x 4

17 x 4 = 68

Student Name- Efri Muhammad Rifqi

The transcript of students' recording.: Once /wʌn tʌs/ upon /ə 'pɑ:n/ a /eɪ/ time/taim/, there/ðer/ was /wɑ:z/ a/eɪ/ young /jʌŋ / girl/gɜ:l/ was/wɑ:z/ named /neɪm/ Cinderella/,sɪndə'relə-/. Her /hɜ:./ mother/'mʌð.ə died /daɪ/ when /wen/ she was/wɑ:z/ a/eɪ/ baby/'beɪ.bi/. She/ʃi:/ lived /lɪvd/ with/wɪð/ her/hɜ:./ stepmother /step,mʌð.ə r/ and /ænd/two/tu:/ sisters /'sɪs.təz/ because/bɪ'kɑ:z/ her/hɜ:./ father/'fɑ:.ðə/ went /went/ to /tu/ far/fɑ:r/ to/tu/ work/wɜ:k/. Her/hɜ:./ stepmother/step,mʌð.ə r/ and /ænd/ her/hɜ:./ two /tu:/ sister/'sɪs.tə/. stepsister /'step,sɪs.tə/ always /'ɑ:lweɪz/

treated /tri:təd/ Cinderella /,sɪndə'relə-/ very/'veri/ poor/pʊr/. She/ʃi:/ always/'ɑ:lweɪz/ doing/ dɔɪn/ the /ðð:/ household/'haʊshəʊld/ like/laɪk/ housekeeping/'haʊs.ki:.pɪŋ,mʌn.i/. After /'æf.tə/ that/ðæt/, she/ʃi:/ met/met/ a/eɪ/ prince/prɪn t s/ (eee) Cinderella/,sɪndə'relə-/ met/met/ a/eɪ/ prince/prɪn t s/ and /ænd/ they/ðeɪ/ married/'merɪd/ and/ænd/ life/laɪf/ happy/'hæp.i/ life/laɪf/

Scoring:

Young /jʌŋ / should be /jʌŋ/

Doing / dɔɪn/ should be /'du:.ɪŋ/

G: 4 V: 5 F: 4 P: 4 C: 5

Total score = score x 4

23 x 4 = 92

Student Name- Riko Widjaya

The transcript of students' recording: once wʌn ts/ upon /ə
'pɑ:n/ a /eɪ/ time/taim/, in a/eɪ/ kingdom /'kɪŋ.dəm/ there/ðer/
was/wɑ:z/ a/eɪ/ beautiful /'bjʊ:.tɪ.f ə l/ princess /prɪn'ses/ that /ðæt/
has/hæz/ a/eɪ/ white/wait/ skin / skaɪn /, because /br'kɑ:z/ of her
/hɜ: / white/wait/ skin / skaɪn / she /ʃi:/ was/wɑ:z/ called /sɑ:ld/ as
/əz/ Snow White/,snouwaɪt/. Snow White /,snouwaɪt/ lived/lɪvd/ with
/wɪð/ her/ h ɛ:r / father /'fɑ:.ðə and/ænd/ her / h ɛ:r / stepmother
/step,mʌð.ə r/ because /br'kɑ:z/ her /hɜ: / mother /mʌð.ə r/ died
/dɪ:d / when /wen/ she/ʃi:/ was/wɑ:z/ little /'lɪt-/. Her/hɜ: /
stepmoter /step,mʌð.ə r/ has /hæz/ a/eɪ/ magical/'mædʒ.ɪ.k ə l/
mirror /'mɪr.ə that /ðæt/ always /'ɑ:lweɪz/ telling/'tel.ɪŋ/ her / h ɛ:r
/ who/hu:/ was/wɑ:z/ most/moʊst/ beautiful /'bjʊ:.tɪ.f ə l/ girl /gɜ:l/
in /ɪn/ the /ði:/ world. Her/hɜ: / stepmother /step,mʌð.ə r/ does /dʌz/
like/laɪk/ Snow White/,snouwaɪt/ what /wɑ:t/ her /hɜ: / magical/ m ɛ
dʒ.ɪ.k a l/ her magical/ m ɛ dʒ.ɪ.k a l/ mirror/'mɪr.ə telling /'tel.ɪŋ/
her /hɜ: / if Snow is/ɪz/ the /ði:/ most/moʊst/ beautiful /'bjʊ:.tɪ.f ə l/
girl /gɜ:l/ in/ɪn/ the/ði:/ kingdom/'kɪŋ.dəm/ .

Scoring :

Skin / skaɪn / should be /skɪn/

Called / sɑ:ld/ should be / 'kɑ:ld/

Her / h ε:r / should be /h ɜ:/

Died / dI:d / should be /daɪ/

Stepmother / 'stIp,mʌð.ə r / should be /'step,mʌð.ə r /

Stepmother / 'stIp,mʌð.ə r / should be /'step,mʌð.ə r /

Magical / m ε dʒ.I.k ə l/ should be /'mædʒ.I.k ə l/

Her stepmother does like should be does not like

G: 3 V: 3 F: 5 P: 3 C: 3

Total score = score x 4
17 x 4 = 68

Appendix 25

Transcript of students' Speaking of Post-test of the control class

Student Name: Ajeng Dea Novita

The transcript of students' recording: Once/wʌn/
upon/you:'pɒn / a /eɪ/ time/taɪm/, in/ɪn/ a/eɪ/ kingdom /'kɪŋdəm/ there
/ðɪr/ is/ɪz/ a /eɪ/ beautiful /'bjʊ:.tɪ .f ə l/ princess /prɪn'ses/ that

has/hæz/ a/eɪ/ white /waɪt/ skin /skɪn/, because/bɪ' 'kɑ:z/ of her /hɜ:./ white/waɪt/ skin /skɪn/ she/ʃi:./ was /wɑ:z/ called /kɑ:ld/ as /əz/ Snow White/,snʊ'waɪt/. Snow white/,snʊ'waɪt/ lived/lɪvd/ with/wɪð/ her /hɜ:./ father /'fɑ:ðə and/ænd/ her/hɜ:./ stepmother /'stɪp,mʌð.ə r / because/bɪ' 'kɑ:z/ her/hɜ:./ mother /'mʌð.ə/ was/wɑ:z/ died /daɪ when she/ʃi:./ was /wɑ:z/ little. Her/hɜ:./ stepmother /'stɪp,mʌð.ə r / is /ɪz/ very/'veri/ hate /he:t/ with /wɪð/ Snow White/,snʊ'waɪt/ because/bɪ' 'kɑ:z/ her /hɜ:./ beauty/'bjʊ:ti/ and /ænd/ she/ʃi:./ has/hæz/ a /eɪ/ planned/'plæn.əd/ to /tu/ kill/kɪl/ Snow White/,snʊ'waɪt/.

Scoring :

Kingdom /'kɪŋdəm/ should be /'kɪŋ.dəm/

There /ðɪr/ should be /ðer/

Hate /he:t/ should be /hert/

Stepmother /'stɪp,mʌð.ə r / should be /'step,mʌð.ə r /

There is should be there was

To kill should be to kiled

G: 3 V: 3 F: 5 P: 3 C: 4

Total score = score x 4

18 x 4 = 72

Student Name: Armeta Fitrianti

The transcript of students' recording: One /wʌn/ time/tʌɪm/ Cinderella /,sɪn. də'relə/ was/wɑ:z/ live / Laɪf/ with /wɪð/ stepmother /'stɪp,mʌð.ə r / and/ænd/ two/tu:./ sister /'sɪs.tə. Cinderella /,sɪn.də'relə/ eee wear /wer/ ee the shoes / ʃʊ:s / that is /ɪz/ give /gɪv/

by /baɪ/ the/ði:/ prince/prɪn t s/. After /'æf.tə/ that/ðæt/ they /ðei/
together /tə'geð.ə forever/fɔ:'rev.ə/.

Scoring :

Lived / Laɪf/ should be /lɪvd/

Shoes / ʃɔ:s / should be /ʃu:s/

Stepmother / 'stɪp,mʌð.ə r / should be /'step,mʌð.ə r /

Two sister should be two sisters

That is give should be that is given

G: 3 V: 5 F: 5 P: 4 C: 5

Total score = score x 4

22 x 4 = 88

Student Name: Imam Mahdi Dwi Putra

The transcript of students' recording: One/wʌn/ upon/you:'pʊn
/ a/eɪ/ time/taɪm/, in/ɪn/ the/ði:/ kingdom /'kɪŋ.dəm/ there/ðɪr/ lived
/'lɪvd/ a/eɪ/ beautiful /'bjʊ:.tɪ .f ə l/ girl /gɜ:l/ who /hu:/ lived/'lɪvd/
with/wɪð/ her/hɜ: / father/'fɑ:.ðə/. She/ʃi:/ has/hæz/ a/eɪ/ white/wi:t /
skin/skɪn/ like a /eɪ/ Snow/snəʊ/, so/səʊ/ she /ʃi:/ was /wɑ:z/ called
/kɑ:ld/ Snow White/,snəʊ'waɪt/. Then /ðen/ , eee her /hɜ: /
father/'fɑ:.ðə/ was /wɑ:z/ married /'merɪd/ with/wɪð/ her/hɜ: /
stepmother/'step,mʌð.ə r / . Her /hɜ: / stepmother/'step,mʌð.ə r / is /ɪz/
a /eɪ/ beautiful /'bjʊ:.tɪ .f ə l/ queen/kwi:n/ but her/hɜ: /
attitude/'ætɪ.tu:d/ is/ɪz/ a/eɪ/ very cruel/kru:l /.

Scoring :

Upon /yu:'pʊn / should be / ə'pɑ:n/

White /wi:t / should be /waɪt/

Cruel /kru:l / should be /kruəl/

G: 3 V: 3 F: 5 P: 3 C: 3

Total score = score x 4
17 x 4 = 68

Student Name: Rema Baroatul Fitriati

The transcript of students' recording: Several/'sev. ə r. ə l/ years /jɪr/s/ ago /agou/ eee there/ðer/ is /ɪz/ Rapunzel /ra'punsɛl/ who/hu:/ have/hæv/ long /lɑ:ŋ/ hair/her/. She/ʃi:/ lived /lɪvd/ with/wɪð/ a /eɪ/ witch/wɪtʃ/. One/wʌn/ day /deɪ/ there/ðer/ was /wɑ:z/ prince /prɪn t s/ that /ðæt/ look /lʊk/ witch/wɪtʃ/ climb/klaɪm/ the /ði:/ tower /taʊə/ used/ju:st/ rapunzel's hair/her/. Then /ðen/ he/hi:/ was /wɑ:z/ tried /trɪ:d/ climb /klaɪ:m/ eeee used/ju:st/ rapunzel's hair /haɪr/ and /ænd/ they/ðei/ lived/lɪvd/ happily/'hæp.i.li/.

Scoring :

Ago /agou / should be /-'gou/

Hair / haɪr/ should be /her/

Climb /klaɪ:m / should be /klaɪm/

Tried / trɪ:d / should be /traɪd/

There is should be there was

Witch climc should be climbed

G: 3 V: 3 F: 5 P: 3 C: 3

Total score = score x 4
17 x 4 = 68

Student Name: Yusuf Ananda

The transcript of students' recording: One /wʌn/ day/deɪ/ in /ɪn/ the/ði:/ side/saɪd/ of /ɑ:v/ river /'rɑɪvə/, a /eɪ/ monkey/'mʌŋ.ki/ want /wɑ:nt/ to/tu/ cross/krɔ:s/ a /eɪ/ river /'rɑɪv ə/, eee he/hi:/ saw /sɑ:/ the /ði:/ crocodile /'krɔ:kɔ- 'daɪl/ and /ænd/ asked/æsked/ to/tu/

crocodile /'krɔ:kɔ- 'daɪ/ to/tu/ help/help/ monkey/'mʌŋ.ki/ . Eee
then eee the/ði:/ monkey/'mʌŋ.ki/ jump/dʒʌmp/ and /ænd/
crocodile /'krɔ:kɔ- 'daɪ/ ate the/ði:/ monkey/'mʌŋ.ki.

Scoring :

River /'raɪv ət/ should be /'rɪ v-ə/

Crocodile /'krɔ:kɔ- 'daɪ/ should be /'krɔ:.kɔ- 'daɪ/

The monkey jump should be was jumped

G: 4 V: 5 F: 5 P: 4 C: 5

Total score = score x 4

23 x 4 = 92

LESSON PLAN EXPERIMENTAL CLASS

School	: SMAN 13 Semarang
Subject	: English
Class/Semester	: X MIPA 4/ 2
Theme	: Narrative text
Skill focus	: Speaking
Time Allotment	: 2X45 minutes

A. CORE COMPETENCE

1. Menghayati dan mengamalkan ajaran agama yang dianutnya
2. Menghayati dan Mengamalkan perilaku (jujur, disiplin, tanggungjawab, peduli, santun, ramah lingkungan, gotong royong, kerjasama, cinta damai, responsif dan pro- aktif) dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan bangsa dalam berinteraksi secara efektif dengan nlingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural dalam ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. BASIC COMPETENCE

No.	Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.8	Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya	3.8.1. Siswa mampu mengidentifikasi fungsi sosial, struktur teks dan unsur-unsur kebahasaan teks Naratif 3.8.2. Siswa mampu menyimpulkan nilai moral dalam teks Naratif
4.8	Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat.	4.8.1. Siswa mampu menangkap makna teks Naratif lisan dan tulis 4.8.2. Siswa mampu mempresentasikan teks Naratif secara lisan

C. LEARNING OUTCOME

1. The students are able to identify the function and language feature of narrative text.
2. The students are able to conclude the moral value after reading Narrative text correctly.
3. After listening teacher's explanation, the students are able to find out the main idea of Narrative text correctly.
4. After discussing Narrative text, the students are able to perform narrative orally.

D. LEARNING METHOD

1. Approach : Scientific approach
2. Strategy : Story telling

E. SOURCE, MEDIA, AND AIDS

1. Media : Power Point of narrative text
2. Source : Dewi Prastiningsih, Bahasa Inggris kelas X, Klaten : GRAFIKA DUA TUJUH, 2012, Entika Fani Prastikawati and Siti Musarokah, Writing 3 (Handouts and Assignments), (Semarang : IKIP PGRI, 2010)
3. Aids : board marker, white board, LCD

F. MATERIAL

1. Regular

Narrative Text

- a. Definition of narrative text is narrative text is a kind of genre that has social function to amuse, entertain the reader with the legend, fables, fairytale, etc.
- b. Social function of narrative text is to amuse, to entertain, and to deal with actual or various experience in different ways.
- c. Generic structure of narrative text are
 - Orientation : sets the scene and introduces the participants
 - Complication : a crisis arises
 - Resolution : the crisis is resolved, for better or for worse

- Re-orientation : optional

d. Language features of narrative text

- focuses on specific and usually individually participants
- uses past tense
- uses material process
- uses of temporal conjunctions

e. Simple Past Tense indicates that an activity or situation began and ended at a particular time in the past

(+) S + V2 + O

(-) S + Did + Not + V1 + O

(?) Did + S + V1 + O ?

Example :

(+) The tiger jumped into the water

(-) The tiger didnot jump into the water

(+) Did the tiger jump into the water?

d. Example of narrative text

The Mouse Deer And The Tiger	
Orientation	One day, there was a mouse deer. He was thirsty so he wanted to drink on the river.
Complication	When the mouse deer came next to the rive, a tiger approached him and wanted to eat him. Of course the mouse deer tried to escape, but the tiger run faster and caught him. In that

	dangerous situation the mouse deer thought hard how to escape the tiger. Then he got idea and said to the tiger, “Listen! Your mightiness and toughness are all great! But I have my own king. He has a greater strength than yours! I am sure that nobody can match his powers!” Because the tiger felt taunted, he declared that he would challenge the mouse deer’s king.
Resolution	Next the mouse lead the tiger to the river, and said, “Now Look at the water. You will see my king” Foolishly the tiger looked in the river and surely saw another tiger in the water. Then he growled, but the tiger in the river imitated to growl too. Because of his too high self pride, the tiger jumped into the water, and wanted to fight. He was believing there was another tiger in the water.
Re-orientation	The mouse deer took that opportunity to escape. After fighting with himself in the river, the tiger realized that he was fooled by the mouse deer.

2. Remedial

Generic structure of narrative text are

- Orientation : sets the scene and introduces the participants (in this paragraph the narrator tells the audience who is in the story, when it happening, where it is happening and what is goin on)

Example :

Long time ago, on a hill outside a little village, there was a big palace bigger than the

village itself and in the place there lived a King. The king wanted to be rich

- **Complication** : a crisis arises (tells about something that will begin a chain of events. These events will affect one or more of the characters)

Example :

Now one day the King promised one of his gardeners three million gold coins if he could grow a tree all year round which bore rich golden fruit

- **Resolution** : the crisis is resolved, for better or for worse (in this part of the narrative where the complication is sorted out or the problem is solved)

Example :

The gardener went exactly where he was told and did exactly what he was told. He planted the seed and gave it some water, some fertilizer and he waited. Suddenly the tree sprang up so quickly that it made the gardener jump. The gardener watched as the tree began to bear rich golden fruit. He ran back to the palace and took the king to see the tree. When the King had stood there for a long time, staring at it open-mouthed, the gardener asked for his tree million coins. So the King agreed to the request, and the gardener took his money and went home and lived happily.

3. Enrichment

Read the text carefully and retell this story!

The shepherd's boy

There was once a young shepherd boy who tended his sheep at the foot of a mountain near the dark forest.

It was rather lonely for him all day, so he thought up a plan by which he could get a little company and some excitement. He rushed down toward the village, 'wolf! Wolf!'. Afterward the villagers came out to meet him some of them stayed with him for a considerable time. This pleased the boy so much that a few days afterward he tried the same trick and the villagers came out to help.

But shortly after, a wolf actually did come out of the forest and began to worry the sheep. The boy cried out 'wolf! Wolf!' so much louder than before. But this time the villagers, who had been fooled twice before, though the boy was gaining deceiving them. consequently no body came to help him.

So the wolf made a good meal of the boy's flock and when the boy complained, the wise man of the villagers said: "a liar will not be believed, even when he speaks the truth."

G. LEARNING ACTIVITIES

First meeting

Activity	Description	Duration
Pre Activity	<ol style="list-style-type: none"> 1. Teacher greets the students 2. Teacher guides the students' to pray together 3. Teacher checks the students' attendance 4. Teacher explains the purpose of learning, learning activities and the task that will be given 5. Teacher gives apperception by asking : do you like a story? 	10 minutes
Main Activities	Observing : The students comprehend Cinderella text in the form on the slide.	5 minutes
	Questioning : The students do question answer with teacher about the story on the slide by teacher guide (please comprehend the texts, then make two questions based on the text)	15 minutes
	Exsploring : <ol style="list-style-type: none"> 1. The students observe Cinderella text on the slide, then identify the social function of Narrative text. 2. The students identify the verbs of language features that are used in the Cinderella text 	15 minutes
	Associating : <ol style="list-style-type: none"> 1. The students find out the generic structure through the teacher's guide (please observe the text on the slide, Narrative text has four of generic structure. They are orientation, complication, resolution and re- 	20 minutes

Activity	Description	Duration
	orientation. Now, look the text, then find out the generic structure) 2. The students work in eleven and each group consists of five students (teacher gives one text to each group) 3. Every group identifies the text of language features, generic structure, main idea and moral value	
	Communicating: 1. Everygroup delivers their result in front of the class 2. Each group gets feedback from the teacher and the other groups based on their performance	15 minutes
Closing	1. The teacher and students make reflection : - what is the material that have been learned? - what is the material that have been understood? - what is the material that have not been understood? 2. The teacher and students conclude the function, generic structure, language feature, and the main idea of Narrative text 3. Teacher explains the material and learning activities in the next meeting 4. The teacher closes the class by pray together	10 minutes

Second meeting

Activity	Description	Duration
Pre Activity	1. Teacher greets the students 2. Teacher guides the students to pray together 3. Teacher checks the students	5 minutes

Activity	Description	Duration
	attendance 4. Teacher gives review material in previous meeting 4. Teacher explains the purpose of learning, learning activities and the task that will be given	
Main Activities	Observing: The students comprehend the story on the paper that is given by the teacher	5 minutes
	Questioning: The students do question answer with teacher of story on the paper based on teacher's guide (observe the text, then give two questions based on the text)	10 minutes
	Exploring: The students listened the teacher's story	10 minutes
	Associating: 1. The students work in six and each group consists of six students 2. The students make story based on teacher's story in group	20 minutes
	Communicating: 1. Everygroup demonstrates their story in front of the class 2. Each group gets feedback from the teacher and the other groups based on their performance	30 minutes
Closing	1. The teacher gives homework to the students (creating story telling and everygroup must deliver their story in front of the class in the next week) 2. The teacher and students make reflection : - what is the material that have been leraned?	10 minutes

Activity	Description	Duration
	<ul style="list-style-type: none"> - what is the material that have been understood? - what is the material that have not been understood? 3. The teacher and students conclude the direct sentences and drama text 4. Teacher explains the material and learning activities in the next meeting 5. The teacher closes the class by pray together 	

Third meeting

Activity	Description	Duration
Pre activity	<ol style="list-style-type: none"> 1. Teacher greets the students 2. Teacher guides the students' to pray together 3. Teacher checks the students' attendance 4. Teacher explain the purpose of learning, learning activities and the task that will be given 	5 minutes
Main activity	<p>Communicating:</p> <ol style="list-style-type: none"> 1. Everygroup demonstrates their story telling in front of the class 2. Each group gets feedback from the teacher and the other groups based on their performance 	75 minutes
Closing	<ol style="list-style-type: none"> 1. The teacher and students make reflection : <ul style="list-style-type: none"> - what is the material that have been lernaned? - what is the material that have been understood? - what is the material that have not understand? 2. The teacher gives motivation to the students to study hard 	10 minutes

	3. The teacher close the class by pray together	
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➤ Remedial

- a. The students identify the generic structure of text given by the teacher
- b. The students share their task in front of the class

➤ Enrichment

- a. The students read the story
- b. The students retell the story in front of the class

H. ASSESSMENT

Form : oral

Technique : the students deliver story telling.

KD	Indicator	Assessment		Sample of instruction
		Technique	Form	
Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana,	Siswa mampu mengidentifikasi fungsi sosial, unsur-unsur kebahasaan, dan struktur teks Naratif.	Identify the social function, language features and generic structure	Performance test	Explain the social function, Language features that be used, and Generic structure of Narrative text Find out
	Siswa mampu menyimpulkan nilai moral dalam teks Naratif	Identify the moral value of	Performance test	

sesuai dengan konteks penggunaannya		the text		the moral value of the text
Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat.	Siswa mampu menangkap makna teks Naratif lisan dan tulis	Find out the past sentences	Performance test	Change the past sentences into story
	Siswa mampu mempresentasikan teks Naratif secara lisan	Make a story telling	Performance test	Deliver the story telling

I. ASPECTS TO BE ASSESSED

No.	Aspects to be assessed	Score
1.	Accuracy	5
2.	Vocabulary	5
3.	Grammar	5
4.	Fluency	5
5.	Comprehension	5

J. Scoring Rubric

Criteria	Score	Level
Grammar	1	Errors in grammar are frequent,
	2	The student is able to understand the basic grammar, but he does not have confident to correct the error grammar
	3	The student's comprehension of grammar
	4	The student's comprehension of grammar is good. Errors in

Criteria	Score	Level
	5	grammar are quite rare The student is able to use the grammar correctly. Errors in grammar are quite little The student is able to speak English correctly. No errors in grammar.
Vocabulary	1 2 3 4 5	Speaking vocabulary is inadequate to express anything The student has sufficient vocabulary to express his opinion. The student's vocabulary is broad enough. The student can understand and participate in speaking with a high degree of precision of vocabulary. The student speaks with many vocabularies including idioms, synonyms and antonyms
Comprehension	1 2 3 4 5	The sentences used are totally uncomprehensible The sentences almost uncomprehensible The student can comprehend the story well, half of the sentences uncomprehensible The student can comprehend the small number of sentences The student's comprehension is very good and clearly all sentences are comprehensible
Fluency	1 2 3	The student still has big problems in expression his idea fluently The student has little expressions are expression unfluently The fluency of student's speaking

Criteria	Score	Level
	4 5	is quite good. Most of student expressions are fluent The student has complete fluency in speaking english briefly.
Pronunciation	1 2 3 4 5	Errors in pronunciation are frequent, Most of the student's expressions are not pronounce correctly Half past of the student's expressions are not pronounce correctly Errors in pronunciation are quite rare. The students is able to pronounce his speaking. No errors in pronunciation

Score directive

100 = perfect

80 = good

60 = poor

40 = less

20 = bad

Grade = total score : 25

Maximum score = $25 \times 4 = 100$

Semarang, 6 Maret 2017

Approved by

The English teacher



Dra. Nasri Sunarsih
NIP. 19580621 198803 2 001

The researcher

Nihla Alfiyatur Rohmaniyah
NIM. 133411099

Headmaster



Dra. Endah Dyah Wardani, M. Pd
NIP. 19650617 198903 2 010

LESSON PLAN CONTROL CLASS

School	: SMAN 13 Semarang
Subject	: English
Class/Semester	: X MIPA 1/ 2
Theme	: Narrative text
Skill focus	: Speaking
Time Allotment	: 2X45 minutes

A. CORE COMPETENCE

1. Menghayati dan mengamalkan ajaran agama yang dianutnya
2. Menghayati dan Mengamalkan perilaku (jujur, disiplin, tanggungjawab, peduli, santun, ramah lingkungan, gotong royong, kerjasama, cinta damai, responsif dan pro- aktif) dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan bangsa dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural dalam ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. BASIC COMPETENCE

No.	Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.8	Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya	3.8.1. Siswa mampu mengidentifikasi fungsi sosial, struktur teks dan unsur-unsur kebahasaan teks Naratif 3.8.2. Siswa mampu menyimpulkan nilai moral dalam teks Naratif
4.8	Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat.	4.8.1. Siswa mampu menangkap makna teks Naratif lisan dan tulis 4.8.2. Siswa mampu mempresentasikan teks Naratif secara lisan

C. LEARNING OUTCOME

1. The students are able to identify the function and language feature of narrative text
2. The students are able to conclude the moral value after reading Narrative text correctly.
3. After listening teachers explanation, the students are able to find out the main idea of Narrative text correctly.
4. After discussing Narrative text, the students are able to perform narrative orally.

D. LEARNING METHOD

1. Approach : Scientific approach
2. Strategy : Discussion

E. SOURCE, MEDIA, AND AIDS

1. Media : Power Point of narrative or legend
2. Source : Speaking Book for Senior High School, writing 3
3. Aids : board marker, white board, LCD

F. MATERIAL

1. Regular

Narrative Text

- a. Definition of narrative text is narrative text is a kind of genre that has social function to amuse, entertain the reader with the legend, fables, fairytale, etc.
- b. Generic structure of narrative text are
 - Orientation : sets the scene and introduces the participants
 - Complication : a crisis arises
 - Resolution : the crisis is resolved, for better or for worse
 - Re-orientation : optional
- c. Language features of narrative text
 - focuses on specific and usually individually participants
 - uses past tense

- uses material process
- uses of temporal conjunctions

d. Simple Past Tense indicates that an activity or situation began and ended at a particular time in the past

(+) S + V2 + O

(-) S + Did + Not + V1 + O

(?) Did + S + V1 + O ?

Example :

(+) The tiger jumped into the water

(-) The tiger didnot jump into the water

(+) Did the tiger jump into the water?

e. The example of narrative text

The Crow and The Jug	
Orientation	On a hot day, a thirsty crow flew over a field looking for water. For a long time, she could not find any. She left very exhausted. She almost gave up.
Complication	Suddenly, she saw water jug below her. She flew straight down to see if there was any water inside. It was surprised because there was some water inside the jug. The crow tried to push her head into the jug. Sadly she found that the neck of the jug was too narrow. Then she tried to push the jug down for the water to flow out but she found that the jug was too heavy.
Resolution	The crow thought hard for a while. Then she was looking around. She saw some pebbles. She suddenly had a good idea.

	She started picking up the pebbles one by one, dropping it into the jug. As more and more pebbles filled the jug, the water level kept rising. Soon it was high enough for the crow to drink. “It’s working” she said.
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2. Remedial

Generic structure of narrative text are

- **Orientation:** sets the scene and introduces the participants (usually in one paragraph, orientation tells information from what, who, where, and when. The sentence begin by once upon a time, one day ago, and a long time ago)

Example :

Long time ago, on a hill outside a little village, there was a big palace bigger than the village itself and in the place there lived a King. The king wanted to be rich

- **Complication** : a crisis arises (tell what happened in the story among actors, usually tell a conflict in the story

Example :

Now one day the King promised on of his gardeners three million gid coins if he could grow a tree all year round which bore rich golden fruit

- **Resolution** : the crisis is resolved, for better or for worse (the problem solving)

Example :

The gardener went exactly where he was told and did exactly what he was told. He planted the seed and gave it some water, some fertilizer and he waited. Suddenly the tree sprang up so quickly that it made the gardener jump. The gardener watched as the tree began to bear rich golden fruit. He ran back to the palace and took the king to see the tree. When the King had stood there for a long time, staring at it open-mouthed, the gardener asked for his tree million coins. So the King agreed to the request, and the gardener took his money and went home and lived happily.

3. Enrichment

Read the text carefully and retell this story!

The shepherd's boy

There was once a young shepherd boy who tended his sheep at the foot of a mountain near the dark forest.

It was rather lonely for him all day, so he thought up a plan by which he could get a little company and some excitement. He rushed down toward the village, ‘‘wolf! Wolf!’’. Afterward the villagers came out to meet him some of them stayed with him for a considerable time. This pleased the boy so much that a few days afterward he tried the same trick and the villagers came out to help.

But shortly after, a wolf actually did come out of the forest and began to worry the sheep. The boy cried out ‘‘wolf! Wolf!’’ so much louder than before. But this time the villagers , who had been fooled twice before, though the boy was gaining deceiving them. consequently no body came to help him.

So the wolf made a good meal of the boy’s flock and when the boycomplained, the wise man of the villagers said: ‘‘ a liar will not be believed, even when he speaks the truth.’’

G. LEARNING ACTIVITIES

Activity	Description	Duration
Pre Activity	<ol style="list-style-type: none"> 1. Teacher greets the students 2. Teacher guides the students’ to pray together 3. Teacher checks the students’ attendance 4. Teacher explains the purpose of learning, learning activities and the task that will be given 5. Teacher gives apperception by asking : do you like a story? 	10 minutes
Main Activities	Observing : The students comprehend some texts on the paper	5 minutes
	Questioning : The students asking answering with the teacher the different texts through teacher’s guide (please observe the texts, there are some	10 minutes

Activity	Description	Duration
	different texts on the paper, then make two questions based on the texts)	
	<p>Exploring :</p> <ol style="list-style-type: none"> 1. The students identify the social function, language features, and generic structure of Narrative text through the teacher's guide (please focus only Narrative text in the paper, then find out the social function, language features, and generic structure of Narrative text) 2. The students underline the verbs that are used in the text and change the verbs into sentences 	10 minutes
	<p>Associating :</p> <ol style="list-style-type: none"> 1. The students work in six and each groups consist of six students and get one paper from the teacher 2. The students rewrite the story based on the paper 	15 minutes
	<p>Communicating :</p> <ol style="list-style-type: none"> 1. Every group perform their result in front of the class 2. The students get feedback from the teacher and the other friend of their result performance 	30 minutes
Closing	<ol style="list-style-type: none"> 1. The teacher and students make reflection : <ul style="list-style-type: none"> - what is the material that have been lerned? - what is the material that have been understood? - what is the material that have not understood? 2. The teacher and students conclude 	10 minutes

Activity	Description	Duration
	<p>the social function, language features, generic structure, and difficulties words</p> <p>3. The teacher gives motivation to the students to study hard</p> <p>4. The teacher close the class by praying together</p>	

➤ Remedial

- a. The students identify the generic structure of text given by the teacher
- b. The students share their task in front of the class

➤ Enrichment

- a. The students read the story
- b. The students retell the story in front of the class

H. ASSESSMENT

Form : oral

Technique : the students discussion

KD	Indicator	Assessment		Sample of instrument
		Technique	Form	
Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi	Siswa mampu mengidentifikasi fungsi sosial, struktur teks dan unsur-unsur kebahasaan teks Narratif.	Identify the social function, language features and generic structure	performance test	Explain the social function, language features and generic structure
	Siswa mampu menyimpulkan nilai moral dalam teks Narratif	Identify the moral value of		Identify the moral value of the text

terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya		the text		
Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat.	Siswa mampu menangkap makna teks Naratif lisan dan tulis Siswa mampu mempresentasikan teks Naratif secara lisan	Find out the difficulties words Make a sentences	Performance test Performance test	change the difficulties word into sentences deliver the sentences

I. ASPECTS TO BE ASSESSED

No.	Aspects to be assessed	Score
1.	Accuracy	5
2.	Vocabulary	5
3.	Grammar	5
4.	Fluency	5
5.	Comprehension	5

J. Scoring Rubric

Criteria	Score	Level
Grammar	1	Errors in grammar are frequent,
	2	The student is able to understand the basic grammar, but he does not have confident to correct the error grammar
	3	The student's comprehension of grammar is

	4	good. Errors in grammar are quite rare
	5	The student is able to use the grammar correctly. Errors in grammar are quite little
		The student is able to speak English correctly. No errors in grammar.
Vocabulary	1	Speaking vocabulary is inadequate to express anything
	2	The student has sufficient vocabulary to express his opinion.
	3	The student's vocabulary is broad enough.
	4	The student can understand and participate in speaking with a high degree of precision of vocabulary.
	5	The student speaks with many vocabularies including idioms, synonyms and antonyms
Comprehension	1	The sentences used are totally incomprehensible
	2	The sentences almost incomprehensible
	3	The student can comprehend the story well, half of the sentences incomprehensible
	4	The student can comprehend the small number of sentences
	5	The student's comprehension is very good and clearly all sentences are comprehensible
Fluency	1	The student still has big problems in expression his idea fluently
	2	The student has little expressions are
	3	expression unfluently
	4	The fluency of student's speaking is quite good.
	5	Most of student expressions are fluent
		The student has complete fluency in speaking english briefly.
Pronunciation	1	Errors in pronunciation are frequent,
	2	Most of the student's expressions are not pronounce correctly
	3	Half past of the student's expressions are not

	4	pronounce correctly
	5	Errors in pronunciation are quite rare. The students is able to pronounce his speaking. No errors in pronunciation

Score directive

100 =perfect

80 = good

60 = enough

40 = less

20 =bad

Grade = total score : 25

Max score = 25 x 4 = 100

Semarang, 6 Maret 2017

Approved by

The English teacher



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Nihla Alfiyatur Rohmaniyah

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Headmaster

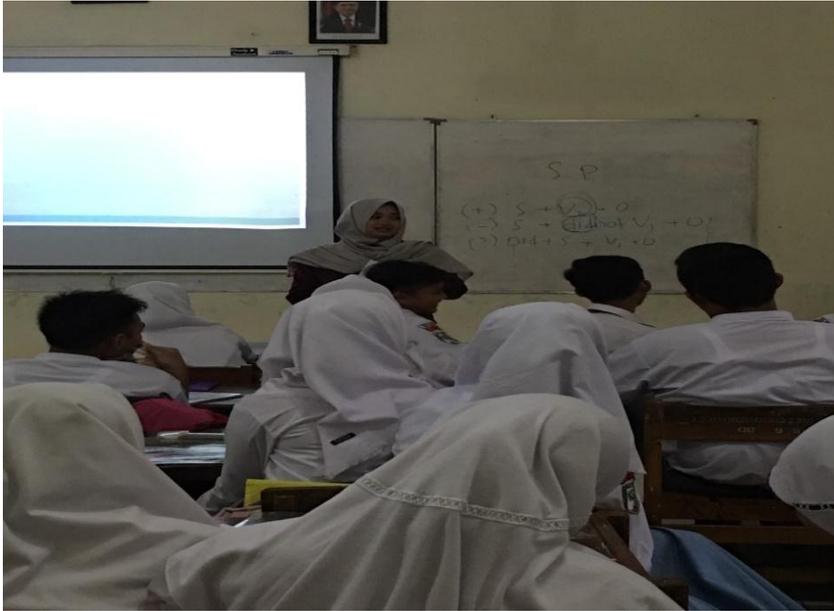


Dra. Endah Dyah Wardani, M. Pd

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Appendix 28

The Documentation in Teaching Learning Process



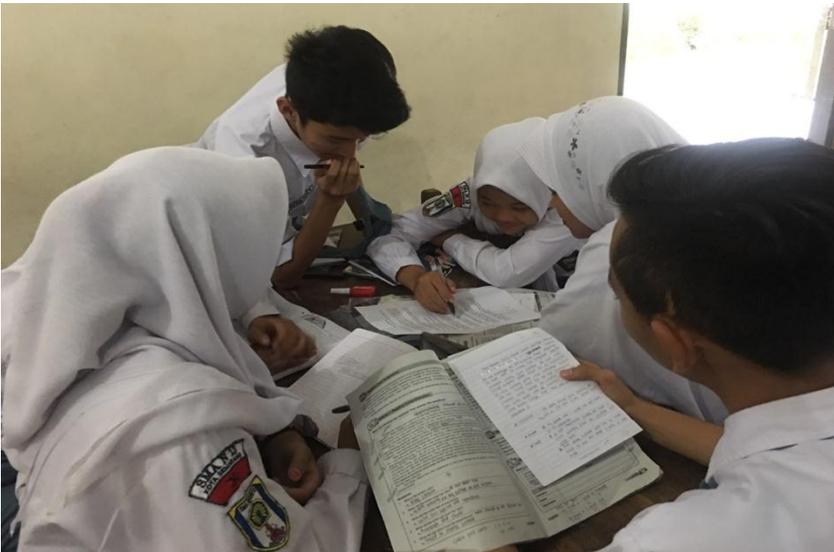


The students played drama in the classroom





The students when they were discussing the material





CURRICULUM VITAE

A. Personal Identity

Name : Nihla Alfiyatur Rohmaniyah
Place and Date of birth : Pati, 17 May 1996
Adress : Raci 03/III Batangan Pati
Mobile Number : 08982242919

B. Education

Formal Education

1. TK
2. MI Tarbiyatul Islamiyah Raci Batangan Pati
3. Mts Tarbiyatul Islamiyah Raci Batangan Pati
4. MA Raudlatul Ulum Guyangan Trangkil Pati
5. Education and Teacher Training Faculty of Walisongo State Islamic University Semarang