

**THE EFFECTIVENESS OF STORYTELLING
TECHNIQUE TO ENHANCE SPEAKING SKILL FOR
JUNIOR HIGH SCHOOL LEVEL**

THESIS

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



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ABSTRACT

Title : The Effectiveness of Storytelling Technique to Enhance Speaking Skill for Junior High School Level
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Numerous studies explained storytelling technique to enhance writing, reading even listening skills, those studies were relate with the text usually storytelling are tended to, such as; narrative text or recount text. This study is focused on finding the significant differences before and after the students were taught by storytelling technique for junior high school level, and the focus of the text is descriptive text. The researcher's participants here were the 7th grade students from MTs Fatahillah Bringin in the academic year 2021/2022. Quantitative research with the quasi-experimental design is the research design in this study. The data were collected in two ways, observation, and interview. The data analysis in this study includes the statistical data from *spss* and the statistical calculation. The data showed that the pre-test score for the experimental class, is 60.166666667, and for the control class it got 61.566666667. While, the mean score from post-test for the experimental class is 70.3 and for the control class is 64.6. The statistical analysis showed that the gained score from both classes, which the experimental class maximum score reaching 23 and the control class, 14. Also for the minimum score of the experimental class was -9 and the control class was -14. The average score from experimental class was 10.166666667 and the average of the control class was 3.1. And the data from *spss* showed that the Asymp.Sig. (2-tailed) is 0,001 it smaller than 0,05 and the hypothesis was accepted. Besides those calculation, the other prove that students' speaking skill were improved is by observing their performance on post-test, they well prepared in preparing their performance, start from learning how to pronounce the word, how to be a confident person in class, and to memorize the meaning from vocabulary of their own descriptive text. Storytelling motivates students to do all good things in learning english especially for speaking. In conclusion, storytelling technique is significance effective to enhance students speaking skills for junior high school level.

Keywords: *Storytelling, Speaking Skill, Junior High School*

MOTTO

Education is a great gun to change the world.

Nelson Mandela

Read al-qur'an everyday, even though only a verse.

KH. Muntaha Al-Hafidz.Alh

Live as you will die tomorrow, and learn as you will live forever.

Mahatma Gandhi

DEDICATION

To the Almighty the most Gracious and the most Merciful Allah SWT because of His blessings the researcher is able to finish this thesis.

This thesis is dedicated for all teacher everywhere they are. In order to help them looking for another way for teaching. This thesis also dedicated to the researcher's beloved family, especially the researcher's parents Rohmat and Khotiyah who always support the researcher with all things they have including forever love.

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Semarang, 27 May 2022

The Writer,

Maisyaroh Rahmatun Nisa

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CHAPTER I

INTRODUCTION

This chapter presents the background of the study, research question, objective of the study, limitation of the study, and significance of the study.

A. Background of The Study

Nowadays, english language become a famous language all around the world. One of the reason is because english is an international language. Lots of people around the world studying English to have a better communication skills in their own country or even in another country. Indonesians use english as their foreign language, therefore lots of them are difficult in speaking English. Many of them use indonesian language and their local language for their daily activities. While to make Indonesia better and developed, learning language especially english language is needed. A developed country has some characteristics, one of them is having a good generation. Creating a developed country for Indonesia can be started by teaching students. Many skills that can be taught, the one that is important is teaching speaking to have a good communication skill.

There are four skills that learners should master in learning english. Those are: listening, speaking, reading and writing. Among those four skills, speaking is the most important skills that learners should master to have a better communication skill. The researcher

trust that skills in speaking is a the first thing that they should aware especially for many EFL learners in evaluating their success in learning, based on how fluent they feel that they have become in their spoken EFL. To master speaking ability for all learners is very significance. Therefore, the learners need to pay huge attention to learn well so that they able to speak English well.¹ Speaking has an important role to convey or to express thoughts, ideas, and feelings to EFL. Moreover, speaking is the second language after listening and it needs a kind of practice such as how to pronounce the words. Speaking is also an instrument to express or deliver a message for the listener, wheter it understandable or not.²

There are some reasons for EFL learners considering why they need to learn speaking skills in teaching learning process; the first is they will able to interact with other people, fluently and appropriately. Secondly, speaking is an oral expression of thoughts. This means that through speaking, people will try to express what they think or what they feel directly. Moreover, for EFL students mastering speaking skill will help them to interact with other people from another country soon if they have a chance to come abroad. Not only, will benefit in outside the country, but also will be benefit inside the contry. As like; being tour guide, being receptionist in hotel, being consuler and another else.

¹ Richards, J. C. & Renandya, W. A. (Eds.). (2002). *Methodology in Language Teaching an Anthology of Current Practice*. Cambridge: Cambridge University Press.

² Tarigan, H. G. *Berbicara sebagai Sesuatu Ketrampilan Berbahasa*. Bandung: Angkasa, 1986.

According to Hughes (2002), “the teaching of speaking depends on on the existence of a classroom culture of speaking and that classroom need to become talking classroom.”³ It can be inferred that during the classroom process, the most active one is not only the teacher, but also the students. “Foreign language learners are need to have a chance to develop their speaking skill by being exposed to a situations where the aims is on using the language for communicating meanings as efficiently and economically as possible. The lack exposure to a real english setting will effect the language input, which here the input is speaking ability.”⁴

Wu et al. (2011) states that “In countries where there is not a surrounding population using english actively, the language is still often taught as a traditional classroom subject, with student rarely interacting with anyone except their teacher and classmates which is far from an authentic learning environment.”⁵ The fact is, still there are lots teacher use traditional way on teaching speaking, most of them are become active teacher in the class, while to learn speaking, not only the teacher but also the students need to be active and become “talking classroom”. When this traditional way keep used by all teacher, there will be no improvement of the student. As the result, the

³ Hughes, Rebecca. *Teaching and Researching Speaking*. Longman, 2012.

⁴ Sembiring N. *Improving Student's Speaking Achievement by Using Storytelling Technique*. English Education International journal. Volume 2, No 4, 20219, Page: 179-184

⁵ Sembiring N. *Improving Student's Speaking Achievement by Using Storytelling Technique*. English Education International journal. Volume 2, No 4, 2019, Page: 179-184

student will find difficulty to express their opinions, thoughts, ideas and feelings, through the language. To developed the usual teaching way the researcher tried to use storytelling technique to teach students' speaking skill for junior high school.

Cameron said that “storytelling can be an enjoyable tool for practicing both listening skills and for verbal expression. Besides, storytelling as a teaching technique has been extensively used in preschools and elementary schools up until university level where the teacher can choose stories from folk tales, guide books, literary tales, real life stories, festivals, and mythology.”⁶

Storytelling able to interact students, whether the teller and hearer they will entertain each other. By telling stories in the class the students will train their speaking, their pronunciation, and their expressive expression. Storytelling also is a good way to develop vocabularies, therefore the students will speak fluently after they try to memories a story from narrative text or another text. They got lots of vocabularies, confidences, and fluent in speaking english. According to Mart “storytelling combined with total psychical response can motivate young learners and it beneficial to their learning of vocabulary, sentence pattern and comprehension.”

Storytelling is an activity did by tellers and listeners in an interesting and fascinating way and it should be engaged in at all grade levels. The teacher has to form storytelling before expecting

⁶ Cameron, L. *Teaching Language to Young Learners*. Cambridge : Cambridge University Press, 2001.

students to tell their stories. Story telling will fosters creative thinking. Story telling also let students to internalize important aspects of story beginnings and endings, the settings, the characters, and the plot lines. It provides practice in expressing thought units through ideas, using colorful and descriptive language, developing ideas in sequence, and choosing effective action words. “The teacher can encourage students to retell stories which they have read in their books or found in newspaper or on the internet such retelling is a valuable way of provoking the activation of previously learnt or acquired language.”(Harmer, 2007:130).⁷

Storytelling can be done in many ways, also it’s easy and fun especially for the beginners of learning speaking. The first way to do storytelling is by retelling it only with full of expression and gestures. All of the body becomes the property. The second way is by retelling the stories with a combination properties. The properties can be used for storytelling is like : Costume, supported things, doll, even “*wayang kulit*” depends on what story that they will tell. The story and the properties need to relate. If it doesn’t it will make the audience do not get into the story and means that the way of retelling story is failed. Therefore in choosing properties need to be careful and suit with the story about.

Junior High School level is also called as an early teenage where student from elementary school transform become junior high

⁷ Harmer, Jeremy. *How to Teach English*. Edinburgh Gate: Pearson Education Limited, 2007.

school student. This level is on the first grade of junior high school. In this level, students are enthusiastic to listen and do a proactive gestures and expression which is really suits with this research discussed about. Beside that, storytelling here is intended to enhance student's speaking skill, for students who are in the first grade of junior high school is really need to learn speaking. It will be their first time to learn speak up, to know about public speaking. Therefore this research is really suit to be done with student from junior high school level.

Three main reasons for getting students to speak in the classroom. Firstly, speaking activities will give an opportunities-chances to practice real-life speaking in the learners daily activities and their classroom activities. Secondly, speaking in which learners are trying to use any or all of the languages they know provide feedback for both teacher and students. Last, the more students have opportunities to activate the kinds of elements of language they have saved in their brains, the more automatic they will use of the element. This means that they will be able to use words and phrases and fluently without very much conscious thought (Harmer, 2007:123)⁸

Numerous study explained about storytelling in many aspect. One of the example is conducted by Astini Agun purpose to describe the implementation of storytelling as a medium for teaching listening

⁸ Harmer, Jeremy. *How to Teach English*. Edinburgh Gate: Pearson Education Limited, 2007.

skill using personal recount text.⁹ The writer focused on improving listening skill of the students. The result of the study is storytelling is able to make students listening skill improved. The students could comprehend and retold the stories well. The students were more active and engage in the learning process. This is because storytelling is presented in an interesting and fascinating way.¹⁰ This storytelling technique proved that it can make student's listening skill improved, while here the researcher was tried to prove that storytelling technique will also improved speaking skill of the students.

The other example of the use from storytelling technique comes from the thesis which is conducted by Anselmus Apri Hariadi. This thesis is aimed to answer research question from the thesis, namely: (1) Does the use of digital storytelling improve the 8th grade student's narrative writing skill of SMP Negeri 1 Yogyakarta?. (2).How are the students' perceptions on the use of digital storytelling in learning activities in class?.¹¹ And the result of using digital storytelling to improve student's writing skill is it makes student's writing skill improved. The improvements can be seen from student's development of writing topic sentence, logical sequencing, tenses agreement and punctuation. By looking at this research example, it

⁹ Agun, Agustini. "*The implementation of Storytelling to Improve Listening Skill of the 8th Grade Students of SMPN 1 Yogyakarta*", Thesis, (Sanata Dharma University,2018)

¹⁰ Agun, Agustini. "*The implementation of Storytelling to Improve Listening Skill of the 8th Grade Students of SMPN 1 Yogyakarta*", Thesis, (Sanata Dharma University,2018)

¹¹ Hariadi, Anselmus Apri. "*The Use of Digital Storytelling to Improve Writing Skill for 8th Grade of SMP N 1 Yogyakarta*", Thesis, (Sanata Dharma University,2016)

can be inferred that storytelling also able to improved student's writing skill. The researcher conclude that both listening and speaking can be improved by using storytelling.

From those two research examples, there was a gap to fulfill. Storytelling is able to make student's writing and listening skill improved, and each skill has a significance improvement on some part of the material. While storytelling is not only able to improve student's listening and writing skill. It also able to improved student's speaking skill where it becomes the reason for the researcher to conduct this research.

This research is purposed to solve students and teachers problem in learning and teaching speaking skill. To avoid the conventional way on teaching speaking skill which make students bored and didn't have an interest in learning speaking, the researcher served a better way which is learning speaking through storytelling. This research also in purpose to prove that the treatment from the method that the researcher use is really effective to be used on teaching, especially for all english teachers around the world. In addition the researcher gave three times to threat the students using storytelling technique, the researcher gave a pre-test, threatment, and post-test. The researcher presented some media like: storytelling video, storytelling text, and storytelling properties in teaching learning session. Overall the researcher focused on developing student's speaking skill by using storytelling technique for junior high school level. In addition this study will give a huge contribution for the world

in educational side, that this technique will help teacher and students to learn speaking in an attractive and fascinating way, so the students and teachers will have a good cooperation in their teaching and learning process.

B. Research Question

According to the background of the research above, the research question of this study is as follow; Is there any significance differences of the student's speaking skills before and after they are taught by using storytelling technique?

C. Objective of The Study

To find empirical evidence that storytelling technique can enhance students speaking skills especially for junior high school level.

D. Limitation of The Study

The research was limited to limit the focus of the research itself. The limitations of this study were:

1. The subject of this study was the students from 7th grade of Junior High School in the academic year of 2021/2022 who are early speaking learners.
2. The researcher will focus on the descriptive text in correlation with the 7th grade curriculum. The descriptive text focus on describing things, animals, and places.

E. The Significance of The Study

This study is significance useful for two reasons:

1. Theoretically

From theoretical point of view, this research gives advantages as follows:

- a) The result of this study will be useful and will become a contribution to scientific treasure in the field of education.
- b) This study will bring a new information for the other researchers and the readers about teaching speaking through storytelling for junior high school level.

2. Practically

a) For the students

This study chooses storytelling as the main topic, it will make it easier for the students build up their speaking, build up their confidence in speaking and will help them to be active in class during the lesson because the technique is fun.

b) For the teachers

This research will help all teachers in teaching speaking for a fun, and interactive way. This research also easy to be applied for all teachers.

c) For the readers

This study was arranged to give new information for the researcher, the teacher, students and readers. The

researcher hopes that this research beside will give new information, it also will entertain the readers.

CHAPTER II

THEORITICAL FRAMEWORK

A. Literature Review

1. Basic Concept of Speaking

The term of speaking is one of the four skills to learn English as well which relate to language teaching and learning. Even though speaking has a role as a language skill, but sometimes speaking is just being ignored or taken for granted. In teaching English, most of the teachers are concerned with the teaching of written language. This language is well form characterized with the sentences which granted into highly structured paragraphs.¹²

Meanwhile, the role of speaking here, is an important skill among four of English skills which those are: speaking, listening, reading and writing. In order to know how important speaking skill is, we have to know detail about what is speaking.

a. The Meaning of Speaking

Speaking conclude to one of important skill from four skills. There are lots of speaking definition from experts. The first definition comes from Harmer (2007:284) which states that “speaking is an ability to speak fluently and presupposes not only knowledge of language features, but also the ability

¹² David Nunan, *Designing Tasks for the Communicative Classroom*, (Cambridge: Cambridge University Press, 2001), p. 58

to process information and language ‘on the spot.’” Meanwhile, Quianthy (1990:7) defines “Speaking as the process of transmitting ideas and information orally in variety of situations.”

Richards said that “Speaking is the verbal use of language and a medium through which human beings communicate with each other.”¹³ In the other hand, speaking is the most important skill which used to communicate among human. To have a good communication with everyone learning speaking is needed.

Another definition comes from Chaney and Burke they stated that “the model of the communication system for interpersonal communication is through speech”. In this form, a source of information content a message, which is encoded to give a transmission as a signal. This signal comes through a first source to a receiver, which decodes the message to make its destination. This what they called by speaking.

Besides, O’Malley and Pierce defined “speaking as a process in which information is transmitted from a source, the sender to a goal, the receiver.” The way or the process to do that involves five steps: the first is encoding the information into a symbolic system, the second is selecting a mode of communication, the third is delivering the symbols through a

¹³ Jack C. Richards & Willy A, *Methodology in Language Teaching*, (New York: Cambridge University Press, 2002), p. 204.

medium, the fourth is perceptual processing of the symbols by the receiver, and the last is decoding the symbols to obtain the information.¹⁴

The term of speaking is also based on the context speaking that used. The reason people needs to learn many languages especially english is because they used it for specific purposes.¹⁵ For example, speaking through a student and teacher who discussing an assignment will be different with speaking through some employee on a cooperation. They often speak about the fluctuation of the market, endorsment, and so on. It will be different with speaking which used by farmers because they often speak about the fields, weather and vegetables harvest among farmers.

Therefore, speaking is called as way to communicate each other in receiving a message from a speaker to a listener. By speaking we are able to know someone's feelings, ideas and thoughts by listening to their speaking.

b. The Types of Speaking

Nuna in Brown (2001:250) writes that generally there are two types of spoken language as follow:

1. Monolog

¹⁴ O'Malley J.M. & Pierce, L.V. *Authentic assessment for English language learners: Practical approaches for teachers*. Boston: Addison-Wesley Publishing, 1996.

¹⁵ Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Longman, 1991),p. 343

Brown states that “monologue is the speaking where one speaker uses spoken language for any length of time.” Such as in speeches, lectures, readings, news broadcasts, and the like, then the listener have to process the information without interruption and the speech will go on whether or not the listeners comprehends what the speaker means.

2. Dialogue

Not in the same types with monologue; Nunan says that “Dialogue is the speaking that involves two or more speakers.” The interruption could be happened in the speech when the interluctor does not understand what the speaker says.

As what Nunan’s, according to Mister Harmer (2007:343) “Finally, we might make a difference between speaking, that is planned (such as lecture or weeding speech) and speaking that is unplanned, such as a conversation that takes place spontaneously.”

c. Some of the Speaking Function

According to Richard, that there are two functions of speaking. The first is speaking as an interactional function which serves to establish and maintain social relations, and the second is speaking as a transactional function, in which

focus on the exchange information.¹⁶ Moreover, speaking also has three communicative functional. Those are; talk as interaction entertain, talk as transaction, and talk as performance.¹⁷

The first is talk as interaction; that's refers to what normally people mean by "conversation" and describes interaction that serve as the priminarly social function. This funtion is focuses on the speker and how they want to present themselves to each other than on the message. For the example, when people meet, they usually exchange greetings, engage in small talk, telling the experience, have a chat communication and so on.

The other function is to talk as transaction; it refers to a situation where the focus is on what is said or done. The message and making oneself understood well and accurately is central focus, rather than the participants and how they have an interaction socially with each other. Such as, students may be engaged in hands-on activities to explore concepts associated with floating and sinking.

The last function is to talk as performance. This is about public talk, talk transmits an information before the audience, such as; when we did classroom presentation, public announcements, and storytellings and speeches.

¹⁶ J.Richard, *Teaching Listening and Speaking-From theory to Practice*,(New York: Cambdrige University Press: 2008), p.21

¹⁷ *Ibid.*, pp. 22-27

There is a correlation between those three functions of speaking with this storytelling technique. Storytelling conclude in one of the function of speaking where it's to talk as performance. So, this means that storytelling able to encourage the students to use the fuction of speaking itself.

d. The Elements of Speaking

Oral communication can be maintained if have some of this elements:

1. Pronunciation

Pronunciation is focused on the production and identification of the sounds, intonation, and stress patterns, in English. It introduces multiple-choice in hearing identification.¹⁸ The pronunciation of english is considered with some aspects. First, it relates to the speech organs and how the organs produce sounds. The flow of air which comes from lungs will have modification at pharynx, vocal cord, nasal cavity, and mouth. It happens as the open and close of the vocal cord. While, the upper part of speech organs like at pharynx, mouth, and nasal cavity, the air will be modified into plosive, lateral, velar, nasal, bilabial, alveolar, dental, and the others.¹⁹

¹⁸ Harold S Madsen, *Techniques in Testing*,(New York: Oxford University Press, 1983), p.57

¹⁹ Gerald Kelly, *How to teach Pronunciation* (England: Pearson education Limited, 2000). pp. 4- 6.

A good pronunciation will make listener understand what the speaker says, otherwise it will make the listener difficult if our pronunciation is not good enough. Therefore, pronunciation which has a central role in both social fields and academics in the way that students will be able to participate and integrate successfully in their community.

2. Grammar

Grammatical is about proficiency in matters ranging from inflection of syntax.²⁰ Every language has a grammatical pattern in order to know the context of the speaking. For example : in english, it will be for arranging sentence which is for today and for yesterday. Like for what we are going to do we use “is,am,are” as a to be, but for yesterday or a long time ago, or whatever we did in the past we use “was/were” as a to be and V2 as a verb. It used to know what actually the speaker’s mean. Students should learn grammar such as, prepositions, clauses modifiers, and other grammatical features.

3. Vocabulary

“Vocabulary is one of important elements in teaching and learning speaking. It is important for language

²⁰ Harold S Madsen, *Op.Cit.*, p. 34

learners to choose appropriate words in certain situations in order to make their speaking meaningful.”²¹

Vocabulary also can be called as a base of learning speaking. Without vocabulary the speaker couldn't speak and express their feeling. Speaker also needs to choose an appropriate vocabulary to be use to reflect their feeling. That's why, students have to comprehend the importance of meaning in context and the facts about word formation and how to twist words to fit different grammatical context.

4. Fluency

Fluency is the ability to speak spontaneously and eloquently with no pausing and with absence of disturbing hesitation makers. This also refers to some aspects like responding directly within the conversation session, using phrases and linking words , keeping in mind a pronunciation which comprehensible and adequate intonation with not much hesitation. Fluency cannot be separated from accuracy. And accuracy itself refers to the mastery of phonology, discourses, and grammar. ²²

5. Comprehension

²¹ Paul Bogaards, & Batia Laufer-Dvorkin, *Vocabulary in a Second Language: Selection, Acquisition, and Testing*, (Amsterdam: John Benjamins Publishing, 2004), p. 40.

²² Mukjizat Inten, *The effectiveness of Storytelling to Enhance Speaking Skill*, Faculty of Tarbiyah and Education of UIN Syarif Hidayatullah Jakarta.(2017)

The final speaking element is comprehension. Comprehension means the ability to understand the interpretation of what someone said. It is about students' mastery on pronunciation to all professional and general topics without a big effort and very smooth as good as the native speakers.²³

The conclusion is, pronunciation, grammar, vocabulary, fluency, and comprehension are the important and complementary componets in the enhancement of students' speaking skill and ability. These elements support each other to reach the goal of speaking.²⁴

Moreover, those five elements become the instrument or scoring rubric for the speaking test in this study. Each element has the scoring scale to measure the learners' speaking skills. Then, the scores will be collected as the data of the research.

2. Basic Concept of Storytelling Technique

a. Storytelling Definition

Storytelling has great value in fostering a relaxed and enjoyable atmosphere in the classroom. Stone, an experienced Australian teacher/storyteller, he describes how using this

²³ Arthur Hughes, *Testing for Language Teachers*, (Unites Stated: Cambirdge University Press, 2003), p. 112

²⁴ Mukjizat Inten, *The effectiveness of Storytelling to Enhance Speaking Skill*, Faculty of Tarbiyah and Education of UIN Syarif Hidayatullah Jakarta.(2017)

storytelling technique will bring lots benefits, such as providing young students with models of story patterns, themes, incidents, and character to help them in their own writing, oral language and thinking, introducing children to a range of story experiences, nurturing and encouraging a sense of humor in children, helping the children to put their own words in increasing knowledge, perspective and understanding of other places, races, and beliefs. Leading to discussions that are far ranging and often more satisfying than those arising from formal lessons and serving as the most painless way of teaching children to listen, to concentrate, and to follow the thread and logic of an argument. Through storytelling techniques, individuals can learn to express themselves and make sense of external world.

Furthermore, in (1992), the book from North Dakota Center also began “Storytelling is an art form through which we have preserved our heritage, passed on traditions, learned skills, and most importantly, developed our limitless imaginations.” Storytelling is the human experience, a means by which we gain a better understanding of ourselves and our world (Storytelling On-line). North Dakota Center, to promote storytelling and festivals (or “tellebrations”).²⁵

Wilson explains that “Storytelling is an activity that can be defined very simply as that which is done by

²⁵ North Dakota Center for the Book. (1992). *Storytelling*.

storytellers. As human being, people usually tell their story to other. They tell other about their feeling, opinion, ideas, or even anything happened in their lives. It is very simple to tell story to other, as simple as expressing what is on mind.”²⁶

In conclusion, storytelling is an interactive way which has been used since long time ago. Without storytelling there will be no history, myths even a legend. Because of a person telling story to another person then they spread the story to another person again, it will become a history that memorable to be remember a whole life.

Storytelling technique, also able to engage students with every kinds of text. Besides narrative text, storytelling technique able to be used on descriptive text. Because, telling story can be anything or everything. By describing someone or something through storytelling, it will be more interesting and attractive. Easily catching attention too. That’s why storytelling technique is realliy effective to be used as a technique for teaching.

b. The Purpose of Storytelling

According to Brewster and Ellis “storytelling technique can motivate students to develop positive attitudes towards the foreign language and language learning.”

²⁶ Daniel Gray Wilson, *Storytelling in Organizations*, (London: Harvard Univeristy, 2002), pp.4-5.

In every story of the text, there will be a moral message can be taken, whether it is negative or positive. If it is negative, teacher must tell the students not to copy, but if it is positive, teacher must tell the students to do so.²⁷ By learning through storytelling technique students will got lots benefits. Such as; train their listening, their moral, their attitudes, play a role and etc.

Also, the importance of storytelling is about visualization, so storytelling mentally stimulates students as they naturally begin to imagine and make sense of the story while they listen.²⁸

Storytelling can improve students' ability to share their social experience. Storytelling is not only fun, it can help build students' self-confidence and promote social and emotional development.

Oral storytelling let students to show their oral communication skill. It results in the use of paralinguistic features (gestures, facial expression) as well as linguistic features (use tense, linking devices, clarification of ambiguity).²⁹

²⁷ Gail Ellis and Jean Brewster, *The Storytelling Handbook for Primary English Language Teachers*, (United Kingdom: British Council, 1991), p. 2.

²⁸ Hilary Dawn, *Oral Storytelling and Student Learning; Once Upon A Classroom*, (Canada, National Library, 1999) pp.6-7

²⁹ *Ibid.*, p.7

Moreover, there are some objectives of storytelling in teaching English skill. Those are; to enhance students' confidence in speaking skill, to develop problem solving, to improve pronunciation and intonation, to teach narrative structure and practice description, and it should be encourage interaction and share culture.³⁰

From the purpose of storytelling, it can be concluded that storytelling brings many benefits apart to improve speaking skills. Other skills that can be upgraded through storytelling, such as students' positive attitudes towards foreign language and local language, listening, good spoken language, plot, sequencing, characterization, students' ability to share linguistic features and social culture.

c. Storytelling as Speaking Activity

Storytelling is the oldest form of educational activity in speaking skill. Encourage students to enjoy the process of language learning. It has many advantages for entertainment, education, cultural protection, and permeation of moral values. There are also factors that need to be considered, such as personality, storyline, and perspective.

³⁰ Pravamayee Samantaray B.Ed, M.phil, Use of Story Telling Method to Develop Spoken English Skill: *International Journal of Language & Linguistics*, Vol. 1, No. 1, (Vietnam, 2014) p. 41

Moreover according to Brown, he stated that types of classroom speaking activity in this following form:³¹

1. Imitative. Students practice an intonation or try to identify a certain vowel sound. The elements of language form are the focus of this activity.
2. Intensive. This is speaking performance that is designed to practice some phonological or grammatical aspects of language. It is usually done in individual or even in pairs.
3. Responsive. It means that students practice their language by answering some questions. This activity use simple utterances which can be meaningful and authentic.
4. Transactional (dialogue). Transactional dialogue looking for the purpose of getting or exchanging specific information. It is an extending to have a good dialogue session.
5. Interpersonal (dialogue). Interpersonal dialogue seeks for the purpose of maintaining social relationships than for the transmission of facts and information. Students are usually asked to have a dialogue about their feelings.
6. Extensive (monologue). Students being asked to give extended monologues in the form of oral reports, summaries, or speeches.

³¹ H. Douglas Brown, *Language Assessment- Principle and Classroom* (New York: Pearson Education, 2001), pp. 271—277.

7. Other interactive technique. These include interviews, jigsaw, role-play, discussion, jigsaw, and problem-solving activities.³²

From those explanation, is it clear that storytelling is one of speaking activity. Learner will be the speaker and also the audience when using this technique in teaching speaking. Furthermore, storytelling will not only improving students speaking skill, but also students' listening, students' behaviour, students' attitude and moral. Storytelling has lots of a positive impact that suitable to be used to teach students especially for speaking skill. Teacher can take this as a creative way in the class to take a job as its topic.

- d. Procedure of Storytelling Technique

Some of procedures from storytelling technique in the classroom: (Sasked 2011).³³

1. Pre-Storytelling

The introduction to storytelling students might tell jokes, jokes, or personal anecdotes that have some story elements. In each case, practice beforehand is required and close attention must be paid to the conclusion or punch line. To ease students into the practice of

³² *Ibid.*

³³ Herminda, Herminda. *The Effectiveness of Using Story Telling Technique to Improve Speaking ability of Second Year Students at SMPN 1 Boyolangu, Tulungagung*, 2011.

storytelling, the teacher might suggest that they make up different endings to stories that are old favorites and tell them to one another. After a story is read aloud, an individual or group could create an add-on story and tell it. Another introductory activity is having students recall one incident in a story they have read, and telling about that incident as though they are one of the characters involved. When students are comfortable with the idea of storytelling they can choose to tell tales that appeal to them.

2. Whilst Storytelling

Students require a physical setting that allows them comfort during the storytelling, perhaps on a rug and cushions in the reading corner. Students should be encouraged to relax and to concentrate on understanding and enjoying the storytelling experience. Storytellers need to find a comfort position, look directly at the audience, tell the story as they have practiced it, and let the tale do its work.

3. Post Storytelling

Talking with students about their reading experience after the story has been told is an important way to develop their "story sense". As well, discussing what they have heard allows students to reflect on the interpretation each of them has a story and how their own

life unique experience and prior knowledge affect those interpretation. Students need time to explore thoughts and feelings about story characters and events.

There is the following guidelines apply to storytelling in general (teacher and students):

- Choose a story that you like that enables you to use words you enjoy, and communicate enthusiasm to your audience.
- Look for a simple, direct story in which the plot unfolds crisply and the characters are few.
- Choose a story that will not lose meaning when translated into your own words.
- Memorize only refrains or phrases used for special effect.
- In your own words, tell the story aloud to your friend in front of class.

3. Using Storytelling technique for Junior High School Level

Using storytelling technique to teach listening and reading or using storytelling to teach narrative text has been researched by lots researcher out there, but using storytelling technique to teach speaking especially for teaching descriptive text is the first time to be researched. The researcher's intent by doing this research is to bring new innovation of teaching speaking using storytelling technique.

Hopefully this research will be beneficial for all teachers in the world. There are various kinds for teaching speaking. Some teachers use conversation, song, even watch a movie. All those teaching variations is famous around of us. Still lot's student do not get into their speaking ability. They still need an interactive and fun teaching variations from teacher. Here, the researcher implement storytelling technique in order to solve those problem.

By using this technique, teachers will not suffer to track their brain, they just need to show their performance on storytelling and bring the atmosphere in the class to high level up. Beside, to build up classroom atmosphere, this technique as what has been stated in the title of the research, this research will enhance students speaking skill.

As we know well, junior high school especially the 7th grade is the beginner students which it's their first time to learn speaking. As a teacher teaching speaking is not always easy, it needs lots struggle because it's just like teaching a baby to speak up for the first time. Therefore the teacher need a suitable and better also fun on teaching speaking, for this reason the studens will get into the class and followed the class with fun. If the students feel comfort and fun in the class the lesson that the teacher given will also well understood by the students.

For this reason storytelling is needed to solve this problem of teaching speaking. Storytelling is the best way to have the class fun and interesting for all students. By doing storytelling between

students and teacher will get a good interaction and communication in the class. Students is asked to perform storytelling in front of the class. By doing this they get a responsibility to learned the text well, search how to pronounced and the meaning of each words. They will good at speaking, confident even increasing lots vocabulary. For those reason using storytelling to teach junior high school level is need to be applied.

B. Previous Relevant Study

Related to this research, there are some other research which also serve the same theme of this research. So, the researcher chooses some literatures about previous studies which are relevant to the research.

The first previous research under the title “*The effectiveness of using storytelling technique on student’s speaking skill*” which was conducted by Inten Mujizat, students from UIN Syarif Hidayatullah Faculty Tarbiyah and Teacher. This study aimed to find empirical evidence that storytelling technique can enhance students’ speaking ability at eleventh grade of MAN 1 Bekasi. The total sample was 60 students. The method used of the research was quasi-experimental. The researcher chose the method because she wanted to know the effectiveness of storytelling technique in enhancing student’s speaking skill. The method used was quantitative. It means the method and instrument involved numerical measurement and then statistical quantification. The data showed that the mean score of pre-test in experimental class

was 73.96666667, while the mean score of pre-test in control group class was 74.03333333. Meanwhile, the mean score of post-test in experimental class was 78.3, and the mean score of post-test in control group class was 74.9. The statistical analysis showed that the minimum gained score of experimental class was -5 and the minimum gained score of control group class was -8. While, the highest gained score of experimental class was 14 and control group class was 8. The average gained score of experimental class was 4.133333333, and for control group class were 0.866666667. It can be concluded that the students' speaking skill in experimental class that were given by the treatment through storytelling technique were improved more effectively than the control group.³⁴ My present research is focusing on building easy technique to teach students and the similarity of the journal is to build easy way to teach. The previous research use storytelling technique for senior high school, while the researcher's present research use storytelling technique for junior high school level..

The second previous research is under the title “*Storytelling to improve student's speaking skill*” conducted by Mukminatus Zuhriyah, Hasyim Asy'ari University, Tebuireng, Jombang in 2017. This research was a collaborative classroom action research whose main purpose was to know whether or not storytelling

³⁴ Mujizat Inten, *The Effectiveness of Storytelling Technique on Student's Speaking Skill*, Syarif Hidayatullah state Uiniversity Jakarta (2016)

could improve the students' speaking skill. Meanwhile, the specific purposes consisted of describing: (1) the lecturer's activities, (2) the students' activities, and (3) the students' responses when storytelling was applied in the speaking class. The subjects were 23 students of class N of the second semester of Intensive English Program of Hasyim Asy'ari University (UNHAS) Tebuireng Jombang in the academic year of 2016/2017. The data of this research were gotten from the observations done by the collaborator and the speaking test. The result showed that there was an improvement on students' speaking skill after the implementation of storytelling. The speaking test result in cycle two explained that the students' speaking aspects got good progress. Storytelling improved their comprehension, fluency, vocabulary, grammar, and pronunciation.³⁵ My research with this previous research has a similarity in improving speaking skill of the students.

The third previous research was conducted by Arsyi Rizqia Amalia from Muhammadiyah University of Sukabumi in 2018 under the title "*Teaching english with story telling method in early childhood education teachers*" The research method used in this research is qualitative descriptive. The sample in this study was six early childhood education teachers in Sukabumi. Data collecting techniques were presentations and questionnaires. The

³⁵ Zuhriah Mukminatun, *Storytelling to Improve Students' Speaking Skill* (2017), Available online at <https://ejournal.radenintan.ac.id/index.php/ENGEDU>

presentations were held twice, in front of peers of early childhood education teachers and in front of students of early childhood education. After presentation, the questionnaires were conducted related to the implementation of the story telling method to the teacher. Based on the data collected, Teaching English with Story Telling Method give a good response with indicators shows that the content of the story, the properties used, the variety of vocabulary taught, moral values based on the stories and the ability of delivering the English vocabulary were good and suitable with the age of early childhood education.³⁶ The researcher's present research with this previous research are same in the use of storytelling technique as a way for teaching students.

The fourth research is conducted by Desi Wulandari University of Nusantara Kediri in 2017 under the title "*The influence of using visual media story telling method to the ability of saying character in a story of the first grade students in SDN mrica kediri 2016-2017*" This study uses a quantitative approach with Pre-Experimental Design techniques. Using the pre-test and post-test group research design with the research subjects of Class I SDN Mrican I as the experimental group and Class I students of SDN Mrican II as the control group. The data collection technique was in the form of a test, using multiple choice items. The data analysis used was the t-test using Ms program. Excel 2007. The

³⁶ A. Arsyi Rizqia, *Teaching Eglish With Story Telling Method in Early Childhood Education Teachers* (2018)

conclusions of the results of this study are (1) The ability to mention the characters in the story without using the Story Telling method supported by Visual Media Class I SDN Mrican Kota Kediri in the 2016–2017 academic year is categorized as low. This is evidenced by the acquisition of an average grade for class 71 <(KKM 75). (2) The ability to mention the characters in the story using the Story Telling method supported by Visual Class I media at SDN Mrican Kota Kediri for the 2016–2017 academic year is categorized as high. This is evidenced by the acquisition of a class average score of 86.33> (KKM 75). (3) There is an effect of the Story Telling method supported by Visual media on the ability to mention the characters in the stories of the Class I students of SDN Mrican Kota Kediri for the 2016–2017 academic year. This can be proven by tcount> ttable which is 4.098> 2.0017 so that Ho is rejected and Ha is accepted at a significant level of 5%.³⁷ This study is just the same in using the research method with the researcher’s study. While other similarity was using storytelling as a technique to do the learning process.

The fifth research under the title “*The implementation of storytelling methods to improve speech skills of class II Students SDN S\$ Bandung*” was done by Rosalina Rizki Pratiwi University of Education Indonesia in 2016. This research is Classroom Action Research about applying storytelling methode. The

³⁷ Wulandari Desy, *The Influence of Using Visual Media Story Telling Method to The Ability of Saying Character in A Story of The First Grade Students in SDN Mrican Kediri 2016-2017* (2017)

purpose of the study is to measure the influence of application of storytelling method on improving speaking skill of the second grade of elementary schools students. Background of the research is motivated by the fact that speaking skills of the second grade students of the elementary schools is low. The research is conducted in two cycles, which are the preparation, execution, observation and reflection. The subjects of the research are 23 of second grade students in Sukajadi. Steps conducted to apply the storytelling method are conducted through three steps. They are the opening, telling the story closing and evaluation. The research shows that there is improvement in every cycle. It can be seen from the students' speaking skill assessment; 71 on the first cycle an 80 in the second cycle. The level of completeness on the first cycle is 60,6% and in the second cycle is 87%. From the implementation of the first and the second cycles, it is found that students' speaking skill is increasing 26,1 %. Based on the data, it can be concluded that storytelling method can improve the students' speaking skills.³⁸ The similarity of this previous research and researcher's present research is the use of storytelling technique to improve speaking.

The sixth previous research under the title "*Improving Students' Speaking Achievement by Using Storytelling technique*" was done by Novalina Sembiring, Fiber Y.A. Ginting Program

³⁸ P. Rosalina Rizki, *The Implementation of Storytelling Methods to Improve Speech Skills of Class II Students SDN S4 Bandung* (2016) Jurnal Pendidikan Guru Sekolah Dasar, Vol. 1 No. 1, Desember 2016, hlm. 199-207

Study Pendidikan Bahasa Inggris FKIP UNIKA Santo Thomas Medan in 2019. This study was aimed to improve the students' speaking achievement by using storytelling technique. The subject of the study was the eight grade students of Public Junior High School 22 Medan in academic year 2018/2019. This study was conducted by applying Classroom Action Research (CAR), which had been conducted in two cycles and each cycle consisted of three meetings. The instruments of collecting data were quantitative data (speaking test) and qualitative data (observation checklist and field notes). The result of the test shows that the mean score of pre test is 40, formative test is 46.34, and post test is 62.89. The percentage of the students' means score improve from pre test to post test 57.2%. The result of observation checklist and field notes showed that the students were interested in teaching and learning English especially speaking skill by using storytelling technique. These indicated that there was a significant improvement of the students' speaking achievement by using storytelling technique.³⁹ The similarity between this previous research and researcher's research is on the use of storytelling technique to improve speaking skill.

C. The Research Hypothesis

The hypothesis is a powerful tool in scientific inquiry. It enables us to relate theory to observation and observation to theory. The use of

³⁹ Sembiring, Fiber Y.A. Ginting, *Improving Students' Speaking Achievement by Using Storytelling Technique* (2019), DOI : <https://doi.org/10.33258/birle.v2i4.505>

hypothesis has united experience and reason to produce a powerful tool for seeking truth. A hypothesis may be precisely defined as a solution to a problem or as an explanation of some phenomenon. (Ary et al, 1985:75).

1. Alternative Hypothesis (Ha): There is significance effect of the students' speaking score after they were taught by using story telling technique.
2. Null Hypothesis (Ho): There is no significance effect of the students' speaking score after they were taught by using story telling technique.

CHAPTER III

RESEARCH METHODOLOGY

A. Time and Place for The Research

This research had been held at MTs Fatahillah Bringin Semarang. It is located at Jl. Bringin Raya, Ngaliyan Semarang Central Java. It was conducted in the second semester of the seventh-grade junior high school student. It began on March 10 and until April 11, 2021/2022.

B. Research Design

The research design in this study was quantitative research using the experimental research design. Frankael and wallen (2009) stated that “to experiment is to try, to look for, to confirm”. It means that the experiment is purposing to try, look for, and to confirm. While Gordon L Patzer stated that “Causal relationships are the heart of the experiment”. The correlation between cause and effect is the point of this experimental research. Then, it stated that “causality is a relationship in which change in one variable causes a change or effect in other variables. The first variable is referred to as the independent variable and it causes an effect on the second variable referred to as the dependent variable”⁴⁰

⁴⁰ Sugiyono; *Research Methodology in Education: Quantitative, Qualitative, Combination, R&D, Education research* (third edition).Alfabeta Bandung. 2019

In the side of experimental method, Creswell (2012) stated “You use an experiment when you want to establish possible cause and effect between independent and dependent variables. This mean that you attempt to control all variable that influence the outcome except for the independent variable”.⁴¹ In the same line with the researcher purpose in conducting this research using experimental research is because the researcher want to know how much is the effectiveness of using storytelling technique than conventional technique. The result of quantitative research is the real and the fact result which can’t be denied.

The researcher used a quasi-experimental design in this research. Quasi-experimental design is identified “As a comparison group that is as similar as possible to the treatment group.”⁴² This quasi-experimental was choosen to find the empirical evidence about the effectiveness of using storytelling technique to enhance students’ speaking skill. The steps in this quasi-experimental design are as follows:

1. Pre-Test

The pre-test was conducted in the first meeting to measure students’ speaking skill before treatment. The researcher gave an oral test to the students. The students both in experimental and

⁴¹ Creswell, John W (2009); *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, Sage, Los Angeles

⁴² Howard White and Shagun Sabarwal, *Quasi- Eperimental Design and Method* (United Stated: UNICEF, 2014), p.1

control class also werw interviewed and asked some questions about the descriptive text that was given.

2. Treatment

The two groups were given different treatments. It could be explained as follows:

a. Experimental Class

In the teaching-learning process, the teacher taught the students about descriptive text things, animals, and places. The teacher gave an example of the teacher's own description. Then the students were taught about some important ways to retell descriptive text by using storytelling technique.

b. Control Group

In the classroom session, the teacher taught and explained about descriptive text using scientific inquiry method. Then the students were given some exercises in oral such as reading the descriptive text loudly in front of the class. The teacher did not give the example of retelling descriptive text using the storytelling technique.

3. Post-Test

This post-test was conducted in the last meeting to measure students' speaking skill after students got the treatment. The researcher gave an oral test again similar to the pre-test. The students both in experimental and control class were interviewed and asked some questions, but the topic used is their own

descriptive text. It could be their favorite animal, people, place, or other things.

C. Population and Sample

In quantitative research, a sample is a part of the number and characteristics of a population.⁴³ If the population is big, it impossible for the researcher to learn all of the population. In case of, researcher's lack of fund, power, or time the researcher are able to use sample which is taken from the population. Here, sample which taken need to be representative. If the sample is not representative it will give the wrong conclusion at the end. Therefore to select a sample is a very important thing that we need to be careful. It will be used to the representation of the characteristics of the whole population through which a generalization can be taken.

The population from this research were the students of seventh-grade in MTs Fatahillah Bringin Semarang. While for the sample the researcher was took two classes those were 7A with the amount of students were 30 and 7B with the amount of students also 30 at MTS Fatahillah Bringin Semarang in academic year 2021/2022. The researcher used clustering sample in choosing the class. The first class 7A is for the experimental group and the second class 7B is for the control group. The researcher divided control class and experimental class based on the researcher's pre-liminary research where 7B was better in speaking english than 7A, before the students got treatment,

⁴³ Sugiyono; *Research Methodology in Education: Quantitative, Qualitative, Combination, R&D, Education research* (third edition).Alfabeta Bandung. 2019

and after they got treatment 7A was got better in their speaking English than 7B.

D. Source of Data

The researcher was conducted the research to seventh-grade students of MTs Fatahillah Bringin, Semarang in the academic year of 2021/2022, which is located at Jl. Bringin Raya, Ngaliyan, Semarang, Central Java. The object of this research was students of seventh grade of MTS Fatahillah Bringin, Semarang in the academic year of 2021/2022. Considering MTs Fatahillah Bringin, Semarang potentially to be researched was the reason why the researcher determines this place. Due to the pre-liminary research that has done by the researcher, the researcher found that seventh grade students of MTs Fatahillah still need an improvement in direct speaking. They have a difficulties on their vocabulary and their comprehension in understanding the question which given by the researcher.

Based on researcher's interview with the English teacher there Mrs. Fitri, she said that "You know *mbak*, this school is relate with *Pondok*, and lots of students are *Santri*, so they just focus with knowledge for the day after. They don't really aware with how hard this world, that's why, they has no motivation to learn English. They need an interesting and enjoyable things to learn English as well."

For this reason, MTs Fatahillah was potentially to be researched. The researcher brought fun and attractive technique for students and it proved that students got motivation in learning English based on researcher's storytelling technique.

This research was conducted in two classes of the 2nd semester students with the total participants was 60 , the researcher choose 2nd semester students of seventh grade was because they were in the early childhood phase which still able to use this storytelling technique, also because they were ready to learn speaking for the first time. The researcher know that the use of storytelling is more effective and interactive for students to learn speaking as well. The researcher proved that storytelling method was help students in enhancing their speaking skill.

E. Variables and Indicators

Creswell (2009:50) stated that “A variable refers to a characteristic or attribute of an individual or an organization that can be measured or observed and that varies among the people or organization being studied.” In another book Ary (1985:139) stated that “a variable is an attribute that is regarded as reflecting or expressing some concept or construct. A variable takes on different values. Educational researchers are interested in determining how such variables are related to one another.”

In research, variables that are consequence of or dependent upon antecedent variables are called dependent variable. Meanwhile variables that are antecedent to the dependent variable are called independent variable. The dependent variable is the phenomenon that is object of study and investigation. “The independent variable is the factor that is measurably separate and distinct from the dependent

variable, but may relate to the dependent variable” (Ary et al, 1985:31).

According to those explanation above, this study which used storytelling technique was the independent variable, while the dependent variable was student’s speaking ability as indicated by their score on speaking test.

There are two indicators in this research based on two variables. The indicators from the first variables, which was storytelling technique are: The ability of students’ storytelling technique, how they perform storytelling, and how they they answered the question based on each descriptive story. Menawhile the indicator for the second variable which was speaking ability, is the elements of speaking. These are: pronunciation, vocabulary, grammar, fluency, and comprehension.

F. Research Instrument

A research instrument is a tool used to measure, obtain, and analyze data from subjects around the research topic. An instrument has an important function. Therefore, the writer must use an appropriate instruments in the process of collecting data. The instrument used to collect the data was test. There was two test that became the instrument of this research. There were pre test and post test. For the pre test, it done in the first meeting to test how is student’s ability on speaking before they were taught using storytelling. For the post test it done on the last meeting where it held after the students were taught using storytelling technique. The topic

of pre test was describing place, and for post test was describing student's favorite things, people, or places. Both of pre-test and post-test were conducted for 3-5 minutes duration. During the test, the researcher directly gave the score based on the rubric scores which has been prepared by the researcher.

Furthermore, in giving the score, the writer used oral rating scale proposed by David P. Harris. The scoring rubric of the test was a measure of quality of performance on the basis of some criteria: pronunciation, grammatical, vocabulary, fluency and comprehension.⁴⁴

Table 3. 1 Four Components of Grading Speaking Scale

No	Aspects	Description of Indicators	Score	
1	Pronunciation	<ul style="list-style-type: none"> • Have few traces of foreign accent. • Always intelligible, though one is conscious of a definite accent. • Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding. • Very hard to understand because 	5	(95-100)
			4	(85-94)
			3	(75-84)
			2	(65-74)
			1	

⁴⁴ David P. Harris, *Testing English as a Second Language*, (New York: Tata McGraw-Hill Publishing Company Ltd, 1969), p. 83.

		<p>of pronunciation problems. Frequently be asked to repeat.</p> <ul style="list-style-type: none"> • Pronunciation problems to severe as to make speech virtually unintelligible. 		(below 65)
2	Grammar	<ul style="list-style-type: none"> • Makes few (if any) notice able errors of grammar or word order. • Occasionally makes grammatical; and/or word order errors which do not,however, obscure meaning. • Makes frequent errors of grammar and word order which occasionally obscure meaning. • Grammar and word order errors make comprehension difficult. Most often rephrase sentences and/or restrict him to basic pattern. • Errors in grammar and word order to severe as to make speech virtually unintelligible. 	<p>5</p> <p>4</p> <p>3</p> <p>2</p> <p>1</p>	<p>(95-100)</p> <p>(85-94)</p> <p>(75-84)</p> <p>(65-74)</p> <p>(below 65)</p>

3	Vocabulary	<ul style="list-style-type: none"> • Use vocabulary and idioms is virtually that of a native speaker. • Sometimes uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies. • Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary. • Misuse of words and very limited vocabulary make comprehension quite difficult. • Vocabulary limitations so extreme as to make conversation virtually impossible. 	5 4 3 2 1	(95-100) (85-94) (75-84) (65-74) (below 65)
4	Fluency	<ul style="list-style-type: none"> • Speech as fluent and effortless as that of a native speaker. • Speed of speech seems to be slightly affected by language problems. • Speed and fluency are rather than strongly affected by language problems. 	5 2 3 2	(95-100) (85-94) (75-84) (65-74)

		<ul style="list-style-type: none"> • Usually hesitant; often force into silence by language limitations. • Speech is so halting and fragmentary as to make conversation virtually impossible. 	1	(below 65)
5	Comprehension	<ul style="list-style-type: none"> • Appears to understand everything without difficulty. • Understands nearly everything at normal speed, although occasional repetition. • Understands most of what is said at slower-than-normal speed with repetitions. • Has great difficulty following what is said. Can comprehend only 'social conversation' spoken slowly and with frequent repetitions. • Cannot be said to understand even simple conversational English. 	5 2 3 2 1	(95-100) (85-94) (75-84) (65-74) (below 65)

G. Technique of Data Collection

In the term to collect the data, for quantitative experimental which is quasi experiment, the researcher used test to measure student's speaking skill. There were two kinds of test. Those were pre-test and post-test. The pre-test was given at the first meeting for the students, to measure student's speaking skill before they got treatment from the researcher. The pre-test was an oral speaking from the students and an interview. Oral speaking was a test to know the score of students' pronunciation, and their fluency. While for student's grammar, comprehension and vocabulary were tested used interview. After pre-test there was a treatment to enhance students' speaking skill which was here, the researcher took storytelling as the technique. After that the researcher gave the post test with the same procedure as the pre-test, to measure student's speaking skill after they got the treatment. The pre-test and post-test were done in both classes, the experimental class and the control class. In the last, the score of pre-test and post-test from experimental class and control class being compared and it proved that the technique used by the researcher is effective to be applied.

H. Technique of Data Analysis

The researcher done in analyzing the data using statistical analysis. In analyzing the data, the t-test and mann whitney test was

used to find out the effectiveness of using storytelling technique to enhance speaking skill. The formula of t-test is as follows:⁴⁵

$$t_0 = \frac{M_1 - M_2}{SE_{M_1} - SE_{M_2}}$$

M_1 : Mean of the score of experimental class

M_2 : Mean of the score of control class

SE_{M_1} : Standard error of experimental class

SE_{M_2} : Standard error of control class

The steps that must be done in calculation are:

1. Determining mean of variable X, with the formula as follows:

$$M_1 = \frac{\sum X}{N_1}$$

M_1 : Mean of the score of experimental class

$\sum X$: Sum of the students' score of experimental class

N_1 : Number of the students of experimental class

2. Determining mean of variable Y, with the formula as follows:

$$M_2 = \frac{\sum y}{N_2}$$

⁴⁵Anas Sudjono, *Pengantar Statistik Pendidikan*, (Jakarta: PT. Raja Grafindo Persada 2014), p. 314.

M_2 : Mean of the score of control class

Σy : Sum of the students' score of control class

N_2 : Number of the students of control class

3. Determining standard of deviation score of variable X, with formula as follows:

$$SD_1 = \sqrt{\frac{\sum X^1}{N_1}}$$

SD_x : Standart deviation score of experimental class

4. Determining the standard deviation score of variable Y, with formula as follows:

$$SD_2 = \sqrt{\frac{\sum Y^2}{N_2}}$$

SD_y : Standard deviation score of control class

5. Determining standard errors of mean of variable X, with the formula as follows:

$$SEM_1 = \frac{SD_1}{\sqrt{N_1 - 1}}$$

SEM_x : Standard error of experimental class

6. Determining standard errors of mean of variable Y, with the formula as follows:

$$SEM_2 = \frac{SD_2}{\sqrt{N_2 - 1}}$$

SEM_y : Standard error of control class

7. Determining of standard errors of different mean variable X and variable Y, with the formula as follows:

$$SEM_1 - N_2 = \sqrt{SEM_1^2 + SEM_2^2}$$

8. Determining t_0 , with the formula as follows:

$$t_0 = \frac{M_1 - M_2}{SEM_1 - SEM_2}$$

M_x : Mean of the score of experimental class

M_y : Mean of the score of control class

SEM_x : Standard error of experimental class

SEM_y : Standard error of control class

9. Determining t-table with the degree of freedom (df) in significant level 5% and 1% with the formula as follows:

$$Df = (N_1 + N_2) - 2$$

Df : Degree of freedom

N_1 : Number of students of experimental class

N_2 : Number of students of control class

CHAPTER IV

RESEARCH FINDINGS

A. Data Description

The data description in this part is the general explanation about student's speaking score both in the experimental class and the control class. The description is divided into some section: pre test, post test, gained score and data analysis.

And all the data in this explanation were collected from student's speaking score in pre-test and post-test both in experimental and control class. The followings are the descriptions:

1. Pre-Test Score

Table 4. 1 The Students' Pre Test Score of Experimental Class (VII A)

NO	Name	Criteria					Mean Score
		Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	
1	Student 1	70	65	65	65	70	67

2	Student 2	70	70	65	65	75	69
3	Student 3	70	65	70	70	70	69
4	Student 4	70	65	70	70	65	68
5	Student 5	60	65	60	60	55	60
6	Student 6	65	65	50	60	70	62
7	Student 7	60	50	55	60	60	57
8	Student 8	50	55	50	55	65	55
9	Student 9	50	60	65	50	65	58
10	Student 10	60	55	50	65	50	56
11	Student 11	60	50	55	50	65	56
12	Student 12	55	60	60	55	60	58
13	Student 13	60	65	60	60	65	62
14	Student 14	65	60	65	55	60	61
15	Student 15	50	50	55	50	65	54
16	Student 16	50	50	50	55	60	53
17	Student 17	60	65	50	50	65	58
18	Student 18	60	50	50	50	65	55

19	Student 19	60	70	50	65	65	62
20	Student 20	60	65	60	50	70	61
21	Student 21	65	60	55	60	70	62
22	Student 22	55	55	60	55	70	59
23	Student 23	70	70	70	65	70	69
24	Student 24	60	50	50	50	60	54
25	Student 25	70	55	65	60	55	61
26	Student 26	75	70	75	70	75	73
27	Student 27	50	55	50	50	50	51
28	Student 28	50	50	50	50	60	52
29	Student 29	60	65	60	65	50	60
30	Student 30	65	60	60	65	65	63
Total							1805
Mean							60.166666667

Table 4. 2 The Students' Pre Test Score of Control Class (VII B)

		Criteria	
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NO	Name	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	Mean Score
1	Student 1	60	55	65	60	70	62
2	Student 2	70	70	60	70	80	70
3	Student 3	60	60	60	60	60	60
4	Student 4	60	60	65	60	60	61
5	Student 5	65	80	70	65	70	70
6	Student 6	60	55	65	60	55	59
7	Student 7	60	65	60	60	60	61
8	Student 8	65	65	50	60	70	62
9	Student 9	60	50	50	50	55	53
10	Student 10	65	60	65	55	55	60
11	Student 11	60	65	55	70	60	62
12	Student 12	65	70	60	60	75	66
13	Student 13	70	60	70	60	50	62

14	Student 14	60	70	60	55	55	60
15	Student 15	60	55	55	55	60	57
16	Student 16	70	65	70	60	60	65
17	Student 17	65	55	55	60	70	61
18	Student 18	70	55	70	60	60	63
19	Student 19	70	65	70	60	80	69
20	Student 20	75	70	60	60	65	66
21	Student 21	70	65	55	50	65	61
22	Student 22	65	50	55	50	55	55
23	Student 23	60	60	60	60	70	62
24	Student 24	65	60	55	60	70	62
25	Student 25	60	60	65	50	55	58
26	Student 26	50	50	55	50	60	53
27	Student 27	70	70	75	70	80	73
28	Student 28	55	50	55	60	55	55
29	Student 29	50	60	55	60	60	57
30	Student 30	55	60	65	60	70	62
Total							1847
Mean							61.566666667

As mentioned in table 4.1 and 4.2, regarding the sore pre-test between two classes, the experimental class and the control class, the experimental class got the average of 60.166666667, while the control class got the average of 61.566666667. It can be classified that the control class got a higher score than the experimental class on pre-test. It can be defined that students' speaking score in the experimental class is lower than students' speaking score in the control class before the researcher gives the treatment.

2. Post Test

Table 4. 3 The Students' Post Test Score of Experimental Class (VII A)

NO	Name	Criteria					Mean Score
		Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	
1	Student 1	75	70	70	75	80	74
2	Student 2	80	70	70	80	85	77
3	Student 3	75	70	70	80	80	75

4	Student 4	70	75	75	70	75	73
5	Student 5	70	65	70	70	75	70
6	Student 6	70	75	75	75	80	75
7	Student 7	70	70	70	70	80	72
8	Student 8	75	70	70	70	70	71
9	Student 9	70	70	70	65	65	68
10	Student 10	50	50	55	50	55	52
11	Student 11	65	65	70	65	70	67
12	Student 12	50	50	55	50	55	52
13	Student 13	70	75	65	70	75	71
14	Student 14	70	65	65	70	65	67
15	Student 15	70	65	70	60	70	67
16	Student 16	70	65	65	75	70	69
17	Student 17	70	75	70	75	70	72
18	Student 18	70	65	75	70	70	70
19	Student 19	75	75	70	70	75	73
20	Student 20	70	75	70	70	75	72
21	Student 21	70	65	65	70	70	68

22	Student 22	80	80	75	75	80	78
23	Student 23	80	80	70	85	80	79
24	Student 24	80	75	75	75	80	77
25	Student 25	70	75	75	70	75	73
26	Student 26	80	80	80	85	85	82
27	Student 27	65	70	70	70	65	68
28	Student 28	75	75	75	70	80	75
29	Student 29	50	50	50	50	55	51
30	Student 30	75	70	65	65	70	69
Total							2110
Mean							70.3

Table 4. 4 The Students' Post Test Score of Control Class (VII B)

NO	Name	Criteria					Mean Score
		Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	

1	Student 1	70	70	70	65	75	70
2	Student 2	60	50	55	60	55	56
3	Student 3	70	75	70	75	75	73
4	Student 4	65	60	60	65	60	62
5	Student 5	75	70	75	70	75	73
6	Student 6	65	50	55	65	65	60
7	Student 7	70	65	65	70	70	68
8	Student 8	70	60	60	65	75	66
9	Student 9	70	65	60	65	75	67
10	Student 10	65	65	65	70	70	67
11	Student 11	60	60	60	65	60	61
12	Student 12	75	70	70	75	80	74
13	Student 13	65	70	65	65	65	66
14	Student 14	70	60	60	70	60	64
15	Student 15	65	60	60	65	70	64
16	Student 16	50	60	55	55	70	58
17	Student 17	50	60	55	50	65	56

18	Student 18	70	75	70	60	80	71
19	Student 19	75	65	70	80	75	73
20	Student 20	65	65	70	65	70	67
21	Student 21	60	60	55	50	60	57
22	Student 22	55	50	50	50	55	52
23	Student 23	70	70	60	65	75	68
24	Student 24	55	50	50	60	60	55
25	Student 25	60	55	55	65	65	60
26	Student 26	60	60	55	60	70	61
27	Student 27	80	75	80	85	80	80
28	Student 28	60	55	55	60	60	58
29	Student 29	60	65	60	60	70	63
30	Student 30	70	65	70	70	75	70
Total							1940
Mean							64.6

The table of 4.3 and 4.4, shows the post-test from both classes, the experimental class and the control class after the class got the treatment. The experimental class was treated by researcher's technique which is storytelling technique while the control class was treated by conventional technique. Experimental

class got 70.3 and for control class, it got 64.6. This means that there is a significance different score between two classes before and after they were treated by each technique. Although control class got the higher score on pre-test but the result after they were treated experimental is got the higher score than control group. It proves that using storytelling technique is effective to enhance students' speaking skill.

3. Gained Score

Those table above is showing the comparison between pre-test and post-test from both class whether experimental class and control class, in table below the researcher present the gained score from both classes. The gained score can be known from the increasing of students' pre-test score compared with students' post-test score.

Table 4.5
The students' gained comparison scores between pre test and post test of both Experimental Class (VII A) and Control Class (VII B)

NO	Experimental Class	Score	Control Class	Score
	Name		Name	
1	Student 1	7	Student 1	8
2	Student 2	8	Student 2	-14
3	Student 3	6	Student 3	13

4	Student 4	5	Student 4	1
5	Student 5	10	Student 5	3
6	Student 6	13	Student 6	1
7	Student 7	15	Student 7	7
8	Student 8	16	Student 8	4
9	Student 9	10	Student 9	14
10	Student 10	-4	Student 10	7
11	Student 11	11	Student 11	-1
12	Student 12	-6	Student 12	8
13	Student 13	9	Student 13	4
14	Student 14	6	Student 14	4
15	Student 15	13	Student 15	7
16	Student 16	16	Student 16	-7
17	Student 17	14	Student 17	-5
18	Student 18	15	Student 18	8
19	Student 19	11	Student 19	4
20	Student 20	11	Student 20	1
21	Student 21	6	Student 21	-4
22	Student 22	19	Student 22	-3
23	Student 23	10	Student 23	6

24	Student 24	23	Student 24	-7
25	Student 25	12	Student 25	2
26	Student 26	8	Student 26	8
27	Student 27	16	Student 27	7
28	Student 28	23	Student 28	3
29	Student 29	-9	Student 29	6
30	Student 30	6	Student 30	8
Total		305		93
Mean		10.166666667		3.1

The table from 4.5 shows the gained score of the experimental class and the control class. the highest score from experimental class was 23 and the highest score from control class was 14. While the minimum score from the experimental class was -9 and the minimum score of the control class was -14. The average score from the experimental class wa 10.166666667 and the average score of the control class was 3.1.

B. Data Analysis

1. T-Test in Accordance to Show the Significance

In calculating score of t test, there are two kinds of test which each test has their own rules. The test are parametric and non parametric. For parametric test it should pass the normality test first before going to t test independent.

Here, the researcher has try to test the normality of the score from post test and also pre test of both experimental class and control class. The researcher found that the result of normality test is rejected because one of the class didn't acquire the requirement from normality test. Therefore, the researcher used non parametric test as the other solution for independent t test.

a. Base Concept of Mann Whitney Test from Non Parametric Test

- 1) Mann Whitney test is on purpose to know whether there is or there isn't from mean differencies of unpaired sample.
- 2) The amount of sample used is musn't same.
- 3) Mann whitney test from non parametric test, therefore it doesn't need a data which have a normal and homogen distribution.
- 4) Mann whitney test is used for the alternative from independent sample t test.

b. Base of Concluding the Result

- 1) If the score of Asymp.Sig < 0,05 then the hypothesis is accepted.
- 2) If the score of Asymp.Sig > 0,05 then the hypothesis is rejected.

c. Result

Table 4. 5 Mann-Whitney Test

		Ranks		
	Kelas	N	Mean Rank	Sum of Ranks
Hasil Belajar Speaking Skill	Kelas Experiment (Storytelling)	30	37.98	1139.50
	Kelas Control (Conventional)	30	23.02	690.50
	Total	60		

Test Statistics^a

	Hasil Belajar Speaking Skill
Mann-Whitney U	225.500
Wilcoxon W	690.500
Z	-3.325
Asymp. Sig. (2-tailed)	.001

a. Grouping Variable: Kelas

d. Conclusion

Based on the result above, it shows that Asymp.Sig. (2-tailed) is smaller than 0,05 therefore the hypothesis were accepted. From here, it shows that there is significance differenties of speaking skill before and after the students were taught by using storytelling technique at junior high school level.

2. Statistical Calculation of Gained Score from Both Class

Here is the other way to prove that there is significance differenties of students' speaking skill before and after they were taught by using storytelling technique.

The data of the student was analyzed used t-test and manually used formula. Experimental class as the X variable and Control class as the Y variable. Before using t-test, the score of the students in experimental class and control class were tabulated to calculate the gained score in each class. Here is the tabulation:

Table 4. 6 Statistical Calculation of Gained Score Both the Experimental and Control Class

No.	X	Y	X-MX	Y-MY	(X-MX)^	(Y-MY)^
1	7	8	-3	5	9	25
2	8	-14	-2	-17	4	289
3	6	13	-4	10	16	100
4	5	1	-5	-2	25	4
5	10	3	0	0	0	0
6	13	1	3	-2	9	4
7	15	7	5	4	25	16
8	16	4	6	1	36	1
9	10	14	0	11	0	121
10	-4	7	-14	4	196	16

11	11	-1	1	-4	1	16
12	-6	8	-16	5	256	25
13	9	4	-1	1	1	1
14	6	4	-4	1	16	1
15	13	7	3	4	9	16
16	16	-7	6	-10	36	100
17	14	-5	4	-8	16	64
18	15	8	5	5	25	25
19	11	4	1	1	1	1
20	11	1	1	-2	1	4
21	6	-4	-4	-7	16	49
22	19	-3	9	-6	81	36
23	10	6	0	3	0	9
24	23	-7	13	-10	169	100
25	12	2	2	-1	4	1
26	8	8	-2	5	4	25
27	16	7	6	4	36	16
28	23	3	13	0	169	0
29	-9	6	-19	3	361	9
30	6	8	-4	5	16	25
Total	305	93			1538	1099

Mean	10.16666 6667	3.1			51.266666667	36.633333333
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X = Gained Score of Experimental Class
 Y = Gained Score of Control Class
 MX = Mean Score of Gained Scores of Experimental Class
 MY = Mean Score of Gained Scores of Control Class

According to the data in the table 4.6, the result of students' pre test and post test in each class is calculated by using t-test in some steps as follow:

1. Determining mean of variable X, with the formula as follows:

$$MX = \frac{\sum x}{N_1}$$

$$MX = \frac{305}{30}$$

$$MX = 10.1$$

2. Determining mean of variable Y, with the formula as follows:

$$MY = \frac{\sum y}{N_2}$$

$$MY = \frac{93}{30}$$

$$MY = 3.1$$

3. Determining standard of deviation score of variable X, with formula as follows:

$$SD_X = \sqrt{\frac{\sum X^2}{N_1}}$$

$$SD_X = \sqrt{\frac{1538}{30}}$$

$$SD_X = \sqrt{51.2\bar{6}}$$

$$SD_X = 7.15$$

4. Determining the standard deviation score of variable Y, with formula as follows:

$$SD_Y = \sqrt{\frac{\sum Y^2}{N_2}}$$

$$SD_Y = \sqrt{\frac{1099}{30}}$$

$$SD_Y = \sqrt{36.6\bar{3}}$$

$$SD_Y = 6.05$$

5. Determining standard errors of mean of variable X, with the formula as follows:

$$SE_{MX} = \frac{SD_X}{\sqrt{N_1 - 1}}$$

$$SE_{MX} = \frac{7.15}{\sqrt{30 - 1}}$$

$$SE_{MX} = \frac{7.15}{\sqrt{29}}$$

$$SE_{MX} = \frac{7.15}{5.38}$$

$$SE_{MX} = 1.32$$

6. Determining standard errors of mean of variable Y, with the formula as follows:

$$SE_{MY} = \frac{SD_2}{\sqrt{N_2 - 1}}$$

$$SE_{MY} = \frac{6.05}{\sqrt{30 - 1}}$$

$$SE_{MY} = \frac{6.05}{\sqrt{29}}$$

$$SE_{MY} = \frac{6.05}{5.38}$$

$$SE_{MY} = 1.12$$

7. Determining of standard errors of different mean variable X and variable Y, with the formula as follows:

$$SE_{MX} - SE_{MY} = \sqrt{SE_{MX}^2 + SE_{MY}^2}$$

$$SE_{MX} - SE_{MY} = \sqrt{1.32^2 + 1.12^2}$$

$$SE_{MX} - SE_{MY} = \sqrt{1.74 + 1.25}$$

$$SE_{MX} - SE_{MY} = \sqrt{2.99}$$

$$SE_{MX} - SE_{MY} = 1.7$$

8. Determining t_0 , with the formula as follows:

$$t_0 = \frac{M_1 - M_2}{SEM_1 - SEM_2}$$

$$t_0 = \frac{10.1 - 3.1}{1.7}$$

$$t_0 = \frac{7}{1.7}$$

$$t_0 = 4$$

9. Determining t-table with the degree of freedom (df) in significant level 5% and 1% with the formula as follows:

$$Df = (N_1 + N_2) - 2$$

$$Df = (30 + 30) - 2$$

$$Df = 60 - 2$$

$$Df = 58$$

The value of df (degree of freedom) is 58. The value of 70 in the table “t” score at significant level of 5% = 2.00

10. The comparison between t-observation and t-table:

$$4 > 2.0$$

11. The Hypothesis Testing

The data which has been obtained by the t-test is used for proving the hypothesis which can be seen as follows. Based on the description of data calculation, it shows that:

1. The value of t-observation is 4.

2. The degree of freedom (df) is 58. So the value of t-table in significant level of 5% = 2

From those calculation it proved that $t\text{-observation} > t\text{-table}$, therefore, it means that the null hypothesis is rejected and the alternative hypothesis is accepted. Which means that there was significant differenties between the students' score in speaking skill before and after using storytelling technique for junior high school at MTs Fatahillah Bringin Semarang.

C. Interpretation

Table 4.1 and 4.2 shows the pre-test score in both classes. There, the experimental class got an average score of 60.166666667, while the control class got an average score of 61.566666667, this means in the first (pre-test) the control class got a higher score in speaking skill than the experimental class. This was happened before the researcher did the treatment. Speaking skill from experimental class was lower than control class, as how the researcher observed, most of the students have the same skill in speaking, they were bored learning through only conventional technique, with no other motivation on learning English especially for speaking.

Next, table 4.3 and 4.4 show the post-test score in both classes. This score was taken after the students got treatment. For the experimental class they were taught by using storytelling technique, while the control class were taught by using conventional technique. The experimental class got a score 70.3 and for the control class they

got a score 64.6. The reason why the experimental class improved so much with their speaking skill score was because they were threatened by storytelling technique. All students were enthusiastic learning english because of this technique. They also lost their bored and got lots motivation in learning english especially speaking skills. It proved by the performance from students which they truly well prepared in storytelling performance, from learning in giving meaning to each vocabulary from the text, learn to pronounce it, or even memorizing the story. This how the storytelling technique enhance students speaking skill. For the control class, they also enhance but not much as the experimental class because control class still used conventional tehniqe, therefore lack of motivation inside.

For gained score, in table 4.5 , which explained that a highest score from the experimental class was 23 while for a highest score of the contol class was 14. And the minimum score of the experimental is only -9 and the minimum score of the control class -14. An average score from the experimental class was 10.166666667, while the the control class got an average score 3.1. This gained score also proved that, one of student from the experimental class able to improve the score in a highest distance, while no one from the experimental student got the lowest distance from their speaking score. This show how storytelling technique truly effect students speaking skill.

The last table 4.6 show the data analysis from both classes, the experimental class and the control class. It was to prove the

hypothesis, and the result is that the null hypothesis is rejected while the alternative hypothesis is accepted, it means that storytelling technique is significance effective to enhance student's speaking skill for junior high school.

D. The Research Limitations

In conducting the research, the researcher still found some limitations. Those are:

1. The time for conducting the research is too short. The researcher only able to have three times meeting in each class because the time which the researcher conducted this research was near to ramadhan and *PTS*, it effect the research time.
2. The researcher used *Ms.Excel* combine with *spss* to calculate all the calculation on the research. For the next researcher if you want to use the same technique, better for you to use *spss* only to easier you in analysing the data.
3. The researcher realizes that there are many lacks in conducting this research, therefore critics and suggestions are useful for the researcher.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

This research is quantitative research which has quasi experimental design as the research method in analyzing and collecting the data. This research was conducted to know whether there is a significance differences of students' speaking skills before and after they are taught by storytelling technique. The researcher uses pre-test and post-test which be held in two classes that is the experimental class as the treated class and the control class as the controlling class. The result of the pre-test is 60.166666667 for the experimental class, while for the control class is 61.566666667. It can be concluded that in the first pre-test, the control class got a higher score than the experimental class. It means, that there was a significance differences of students' score in doing pre-test in both classes (experimental and control class).

Moreover, the post-test score show that there is a significance differences between two classes. For the experimental class, it got 70.3 and for the control class it got 64.6. It means that in the post-test session, the experimental class got a higher score than the control class. The post-test was done after the students in each class got the treatment from the researcher, the experimental class used researcher technique which was storytelling and the control class used conventional technique. From the score of pre-test and post-test, it can

be concluded that storytelling technique is effected students' speaking skill.

Mann Whitney test show the result of the calculation that the Asymp.Sig. (2-tailed) is 0,001 it's smaller than 0,05, therefore it means that there is significance differences before and after the students were taught by using storytelling technique.

The statistical analysis show the gained score from both classes, which the experimental class maximum score was reaching 23 and for the control class was 14. Also for the minimum score of the experimental class was -9 and the control class was -14. An average score from the experimental class was 10.166666667 and an average of the control class was 3.1.

In conclusion this storytelling technique is effective to enhance students' speaking skill. Besides that, this technique also useful to enhance students' confident fluency, vocabulary, pronunciation and also grammar. Therefore, students' speaking skill in experimental class was enhance effectively after they were got treatment than control class.

B. Suggestion

In the end the researcher give some suggestions and it's contribution related to the result from the research, those are:

1. Educational Fields
 - a. For the students

The students need to learn more about how to pronounce and memorize lots vocabulary. Without a good

pronunciation and lots vocabulary storytelling will be so difficult to convey. The students also need to comprehend every text as well as they can, because to convey storytelling, students need to catch the audience's attention, they should give their best expression, and the best expression is come from good comprehension.

b. For the teacher

This technique is suitable for all teacher in every school, especially for teacher who teach in junior high school and teaching the first beginner of students in learning english. This technique is not only able to be used to teach narrative text, but also every kinds of text is suit with this technique as long as the purpose is to enhance speaking skill, it's still relate. Besides that, this technique is effective, this technique also attractive to catch students' attention on learning, so the students will learn with fun and enjoy. Therefore this technique is applicable for teachning speaking skill.

2. Social Fields

This study will help, students to learn public speaking. Build their confidence and their skill to speak up in front of many people. As a student who has a knowledge they need to be an example for society. That's why this technique is help them to learn how speak in public.

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APPENDICES

Appendix 1. 1 Pre-test of Speaking Skill (Before Using Story Telling)

Surabaya City

Surabaya is a city which located at East Java. Surabaya become one of famous city which exist in Indonesia. It happened because surabaya is known as The City of Hero. As we know 10 november always be celebrated by national heroes day, to commemorate the tragedy in Surabaya.

Surabaya is a big city, which famouse with their slogan, it's "gotong royong" to stand a development city. Surabaya also has Sunan Ampel as their religioun tourism. For all of those reason, it really needs for you to come to surabaya a good city.

Appendix 1. 2 Post-test of Speaking Skill (After Using Story Telling)

The post test is examine with The students' favorite things, people or place. They should perform in front of the class.

Appendix 1. 3 Oral Pre Test

Oral Pre Test

"Surabaya City"

Name :

Class :

No	Aspects	Score (0-100)

1	Pronunciation	
2	Grammar	
3	Vocabulary	
4	Fluency	
5	Comprehension	
Total Score		

Appendix 1. 4 Interviews Questionnaire (Oral Pre Test)

Surabaya City

1. What is the text tells us about?
2. Where is surabaya city located?
3. The city of Surabaya is called by?
4. When is National heroes day?
5. Why we need to visit surabaya city?

Appendix 1. 5 Oral Post Test

“Student’s Favorite things, people or place”

Name :

Class :

No	Aspects	Score (0-100)
1	Pronunciation	
2	Grammar	
3	Voocabulary	
4	Fluency	
5	Comprehension	
Total Score		

Appendix 1. 6 Interview Quistionnaire

Based on students descriptive text

Appendix 1. 7 Lesson Plan (How to do the treatment) for experimental class

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : MTS Fatahillah Bringin Semarang

Mata Pelajaran : Bahasa Inggris

Kelas : VII (Experimental Class)

Alokasi Waktu : 2x30 menit

Topik Pembelajaran : Descriptive Text

Pertemuan : ke 1

A. Kompetensi Inti

- KI 1 Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2 Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
- KI 4 Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

Kompetensi Dasar (KD)	Indikator Pencapaian kompetensi
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3.7	Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.	4.7	Teks Descriptive
		4.7.1	Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda.
		4.7.2	Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

C. Tujuan Pembelajaran

Pada akhir pembelajaran:

1. Siswa dapat dapat merespon monolog descriptive
2. Siswa dapat melakukan monolog berbentuk descriptive

D. Materi Pokok

Definisi Descriptive Teks

Descriptive text is a text which says what a person or things look like. It's purpose is to describe and reveal a particular person, place, or thing.

Generic structure of descriptive text:

1. Identification: (contains about the introduction of a person, place, animal or object will be described.)
2. Description: contains a description of something such as: animal, things, place or person by decribing its features, forms, colors, or anything related to what the writer describe.

Language Features of Descriptive Text

1. Specific participant : has a certain object, is not common and unique (only one). for example: Bandengan beach, my house, Borobudur temple, uncle Jim.
2. The use of the adjective (an adjective) to clarify the noun, for example: a beautiful beach, a handsome man, the famous place in jepara, etc.
3. The use of simple present tense: The sentence pattern used is simple present because it tells the fact of the object described.
4. Action verb: verbs that show an activity (for example, run, sleep, walk, cut etc.

Example of Descriptive Text

Surabaya City

Surabaya is a city which located at East Java. Surabaya become one of famous city which exist in Indonesia. It happened because surabaya is known as The City of Hero. As we know 10 november always be celebrated by national heroes day, to commemorate the tragedy in Surabaya.

Surabaya is a big city, which famouse with their slogan, it's "gotong royong" to stand a development city. Surabaya also has Sunan Ampel as their religioun tourism. For all of those reason, it really needs for you to come to surabaya a good city.

E. Metode Pembelajaran

PPP (Presentation, Practice, Produce)

F. Sumber Belajar

1. Power Point Slide
2. Video Storytelling
3. Monologue descriptive storytelling text
4. Internet

G. Langkah-langkah Pembelajaran

Kegiatan	• Mengucapkan salam dengan ramah	10
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Awal	<p>kepada siswa ketika memasuki ruang kelas</p> <ul style="list-style-type: none"> • Memperkenalkan diri dan memberi tahu maksud dan tujuan peneliti mengajar. • Mengecek kehadiran siswa • Menyampaikan butir karakter yang hendak dikembangkan 	menit
Kegiatan Inti	<p><i>Explorasi</i> Dalam kegiatan eksplorasi guru:</p> <ul style="list-style-type: none"> • Pendidik menyampaikan tentang descriptive text (definisi, kebahasaan, dan strukturnya). • Pendidik menyampaikan lebih dalam mengenai keseluruhan descriptive text. • Meminta siswa untuk menjelaskan pemahaman mereka mengenai descriptive text <p><i>Elaborasi</i> Dalam kegiatan elaborasi guru:</p> <ul style="list-style-type: none"> • Membiasakan siswa mengenali teks descriptive • Membagikan kepada siswa text descriptive berjudul “Surabaya City” untuk dipelajari. • Mempelajari teks yang di berikan kemudian menerjemahkan. • Maju ke depan satu-satu untuk melakukan pre test (membaca teks Surabaya City) <p><i>Konfirmasi (Treatment)</i> Dalam kegiatan konfirmasi guru:</p> <ul style="list-style-type: none"> • Memberikan apresiasi kepada 	40 menit

	<p>siswa yang maju ke depan menjalani pre test</p> <ul style="list-style-type: none"> • Memberikan pertanyaan kepada siswa yang pre test seputar teks deskriptif yang di sampaikan. • Memberikan pembetulan pada pronounciation yang salah pada tiap siswa yang maju pre test. 	
Kegiatan akhir	<ul style="list-style-type: none"> • Mengulang kembali semua materi yang telah di sampaikan. • Memberitahukan rencana pembelajaran pertemuan berikutnya. • Memberikan motivasi • Memberikan salam dan berdo'a 	10 menit

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : MTS Fatahillah Bringin Semarang

Mata Pelajaran : Bahasa Inggris

Kelas : VII (Experimental Class)

Alokasi Waktu : 2x30 menit

Topik Pembelajaran : Descriptive Text

Pertemuan : ke 2

A. Kompetensi Inti

- KI 1 Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2 Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan

- lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
- KI 4 Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

Kompetensi Dasar (KD)		Indikator Pencapaian kompetensi	
3.7	Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.	4.7	Teks Descriptive
		4.7.1	Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda.
		4.7.2	Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. Tujuan Pembelajaran

Pada akhir pembelajaran:

1. Siswa dapat dapat merespon monolog descriptive
2. Siswa dapat melakukan monolog berbentuk descriptive

D. Materi Pokok

Memutar video contoh descriptive text

<http://youtube.com/watch?v=gySGfEYLDUo>

Example of Descriptive Text

Surabaya City

Surabaya is a city which located at East Java. Surabaya become one of famous city which exist in Indonesia. It happened because surabaya is known as The City of Hero. As we know 10 november always be celebrated by national heroes day, to commemorate the tragediy in Surabaya.

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E. Metode Pembelajaran

PPP (Presentation, Practice, Produce)

F. Sumber Belajar

5. Power Point Slide
6. Video Storytelling
7. Monologue descriptive storytelling text
8. Internet

G. Langkah-langkah Pembelajaran

Kegiatan Awal	<ul style="list-style-type: none">• Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas• Memperkenalkan diri dan memberi	10 menit
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	<p>tahu maksud dan tujuan peneliti mengajar.</p> <ul style="list-style-type: none"> • Mengecek kehadiran siswa • Menyampaikan butir karakter yang hendak dikembangkan 	
Kegiatan Inti	<p><i>Explorasi</i> Dalam kegiatan eksplorasi guru:</p> <ul style="list-style-type: none"> • Pendidik mengulang kembali materi yang di sampaikan pada pertemuan sebelumnya. • Memberikan pertanyaan seputar materi yang disampaikan dengan mengecek pemahaman siswa seputar materi. • Memutar video storytelling agar dapat dipelajari siswa. <p><i>Elaborasi</i> Dalam kegiatan elaborasi guru:</p> <ul style="list-style-type: none"> • Memberikan penjelasan mengenai isi dari video yang diputar. • Memberikan kesempatan kepada siswa untuk bertanya seputar video yang diputar. • Memberikan pertanyaan kepada siswa untuk mengecek pemahaman mereka mengenai video yang diputar. <p><i>Konfirmasi (Treatment)</i> Dalam kegiatan konfirmasi guru:</p> <ul style="list-style-type: none"> • Memberikan pengertian tentang teknik storytelling. • Memberikan penjelasan cara menggunakan teknik storytelling dalam menyampaikan descriptive 	40 menit

	<p>text.</p> <ul style="list-style-type: none"> • Guru mendemonstrasikan cara melakukan storytelling deskriptif di depan seluruh peserta didik. • Memberikan kesempatan kepada peserta didik untuk mengajukan pertanyaan seputar teknik storytelling dalam menyampaikan descriptive text. 	
Kegiatan akhir	<ul style="list-style-type: none"> • Mengulang kembali semua materi yang telah di sampaikan. • Memberitahukan rencana pembelajaran pertemuan berikutnya. • Menyampaikan kepada peserta didik untuk mempersiapkan teks deskriptif untuk melakukan post test pada pertemuan selanjutnya. • Memberikan motivasi • Memberikan salam dan berdo'a 	10 menit

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : MTS Fatahillah Bringin Semarang

Mata Pelajaran : Bahasa Inggris

Kelas : VII (Experimental Class)

Alokasi Waktu : 2x30 menit

Topik Pembelajaran : Descriptive Text

Pertemuan : ke 3 (Last Meeting)

A. Kompetensi Inti

- KI 1 Menghargai dan menghayati ajaran agama yang dianutnya.
 KI 2 Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.
 KI 3 Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
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		4.7.2	Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi

	penggunaannya.		sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks
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C. Tujuan Pembelajaran

Pada akhir pembelajaran:

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2. The use of the adjective (an adjective) to clarify the noun, for example: a beautiful beach, a handsome man, the famous place in jepara, etc.
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Example of Descriptive Text

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E. Tujuan Pembelajaran

Pada akhir pembelajaran:

1. Siswa dapat dapat merespon monolog descriptive
2. Siswa dapat melakukan monolog berbentuk descriptive

F. Materi Pokok

Mendemonstrasikan storytelling descriptive.(Post test)

G. Metode Pembelajaran

PPP (Presentation, Practice, Produce)

H. Sumber Belajar

1. Power Point Slide
2. Video Storytelling
3. Monologue storytelling text
4. Internet

I. Langkah-langkah Pembelajaran

Kegiatan Awal	<ul style="list-style-type: none">• Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas• Mengecek kehadiran siswa• Menyampaikan butir karakter yang	10 menit
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	hendak dikembangkan	
Kegiatan Inti	<p><i>Explorasi</i> Dalam kegiatan eksplorasi guru:</p> <ul style="list-style-type: none"> • Pendidik merefleksi kembali pelajaran yang sudah di sampaikan minggu sebelumnya. • Pendidik meminta peserta didik untuk menyiapkan teks deskriptive yang sudah mereka buat masing-masing. <p><i>Elaborasi</i> Dalam kegiatan elaborasi guru:</p> <ul style="list-style-type: none"> • Pendidik memberikan waktu 5 menit untuk seluruh peserta didik mempelajari teks buatanya masing-masing. <p><i>Konfirmasi</i> Dalam kegiatan konfirmasi guru:</p> <ul style="list-style-type: none"> • Peserta didik maju ke depan satu persatu untuk menyampaikan descriptive storytelling masing-masing. (Post test) • Tiap peserta didik memiliki waktu 2-3 menit untuk menyampaikan cerita • Bercerita menggunakan teknik storytelling. • Pendidik memberikan beberapa pertanyaan terkait dengan teks buatan peserta didik masing-masing. • Pendidik memberikan applause untuk setiap penampilan yang ditunjukkan peserta didik. 	40 menit
Kegiatan	<ul style="list-style-type: none"> • Menyimpulkan hasil penelitian. 	

akhir	<ul style="list-style-type: none"> • Memberikan motivasi • Mengucapkan salam perpisahan dan ucapan terimakasih telah bekerja sama dengan baik. • Memberikan salam dan berdo'a 	
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Appendix 1. 8 Lesson Planning (Control Class)

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : MTS Fatahillah
Mata Pelajaran : Bahasa Inggris
Kelas : VII (Control Class)
Alokasi Waktu : 2X30 minutes
Topik Pembelajaran : Descriptive Text
Pertemuan : ke 1

A. Kompetensi Inti

- KI 1 Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2 Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena

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

B. Kompetensi Dasar

Kompetensi Dasar (KD)		Indikator Pencapaian kompetensi	
3.7	Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.	4.7	Teks Descriptive
		4.7.1	Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda.
		4.7.2	Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

C. Tujuan Pembelajaran

Pada akhir pembelajaran:

1. Siswa dapat merespon monolog descriptive
2. Siswa dapat melakukan monolog berbentuk descriptive

D. Materi Pokok

Definisi Descriptive Teks

Descriptive text is a text which says what a person or things look like. It's purpose is to describe and reveal a particular person, place, or thing.

Generic structure of descriptive text:

1. Identification: (contains about the introduction of a person, place, animal or object will be described.)
2. Description: contains a description of something such as: animal, things, place or person by describing its features, forms, colors, or anything related to what the writer describe.

Language Features of Descriptive Text

1. Specific participant : has a certain object, is not common and unique (only one). for example: Bandengan beach, my house, Borobudur temple, uncle Jim.
2. The use of the adjective (an adjective) to clarify the noun, for example: a beautiful beach, a handsome man, the famous place in jepara, etc.
3. The use of simple present tense: The sentence pattern used is simple present because it tells the fact of the object described.
4. Action verb: verbs that show an activity (for example, run, sleep, walk, cut etc.

Example of Descriptive Text

Surabaya City

Surabaya is a city which located at East Java. Surabaya become one of famous city which exist in Indonesia. It happened because surabaya is known as The City of Hero. As we know 10 november always be celebrated by national heroes day, to commemorate the tragedy in Surabaya.

Surabaya is a big city, which famouse with their slogan, it's "gotong royong" to stand a development city. Surabaya also has Sunan Ampel as their religioun tourism. For all of those reason, it really needs for you to come to surabaya a good city.

E. Metode Pembelajaran

1. Pendekatan : Scientific Learning
2. Model Pembelajaran : Inquiry Learning

F. Sumber Belajar

1. Power Point Slide
2. Video Storytelling
3. Internet dan Buku

G. Langkah-langkah Pembelajaran

Kegiatan Awal	<ul style="list-style-type: none">• Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas• Mengecek kehadiran siswa• Menyampaikan butir karakter yang hendak dikembangkan	10 menit
Kegiatan Inti	<p>Mengamati Dalam kegiatan eksplorasi guru:</p> <ul style="list-style-type: none">• Pendidik menyampaikan tujuan pembelajaran yang akan dilalui.• Pendidik menyampaikan materi mengenai descriptive text.• Pendidik menyampaikan materi mulai dari definisi deskriptive text, generic structure, hingga language features. <p>Menanya Dalam kegiatan elaborasi guru:</p> <ul style="list-style-type: none">• Memberikan kesempatan untuk siswa bertanya mengenai materi yang telah disampaikan.• Pendidik menanyakan beberapa pertanyaan mengenai materi yang telah disampaikan.	40 menit

	<p><i>Mengumpulkan Data</i> Dalam kegiatan konfirmasi guru:</p> <ul style="list-style-type: none"> • Membagi siswa menjadi beberapa kelompok. • Memberikan beberapa teks descriptive kepada siswa untuk di pelajari. <p><i>Mengasosiasi</i></p> <ul style="list-style-type: none"> • Membagikan satu naskah deskriptive teks untuk dipelajari peserta didik. • Meminta peserta didik untuk memahami teks yang telah dibagikan. • Memberikan kesempatan kepada peserta didik untuk bertanya seputar teks yang telah dibagikan. <p><i>Mengkomunikasikan</i></p> <ul style="list-style-type: none"> • Siswa satu persatu diberi kesempatan untuk maju ke depan menyampaikan teks deskriptive yang dibagikan. (Pre test) • Pendidik memberikan apresiasi kepada peserta didik yang telah maju ke depan. • Pendidik memberikan pertanyaan seputar teks deskriptif yang di sampaikan. 	
Kegiatan akhir	<ul style="list-style-type: none"> • Mengulang kembali materi yang telah di sampaikan. • Memberitahukan rencana pembelajaran pertemuan berikutnya. • Memberikan motivasi • Memberikan salam dan berdo'a 	10 menit

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: MTS Fatahillah
Mata Pelajaran	: Bahasa Inggris
Kelas	: VII (Control Class)
Alokasi Waktu	: 2X30 minutes
Topik Pembelajaran	: Descriptive Text
Pertemuan	: ke 2

A. Kompetensi Inti

- KI 1 Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2 Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
- KI 4 Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

Kompetensi Dasar (KD)		Indikator Pencapaian kompetensi	
3.7	Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.	4.7	Teks Descriptive
		4.7.1	Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda.
		4.7.2	Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

C. Tujuan Pembelajaran

Pada akhir pembelajaran:

3. Siswa dapat merespon monolog descriptive
4. Siswa dapat melakukan monolog berbentuk descriptive

D. Materi Pokok

Memutar video contoh descriptive text

<http://youtube.com/watch?v=gySGfEYLDUo>

Example of Descriptive Text

Surabaya City

Surabaya is a city which located at East Java. Surabaya become one of famous city which exist in Indonesia. It happened because surabaya is known as The City of Hero. As we know 10 november always be celebrated by national heroes day, to commemorate the tragedy in Surabaya.

Surabaya is a big city, which famous with their slogan, it's "gotong royong" to stand a development city. Surabaya also has Sunan Ampel as their religious tourism. For all of those reason, it really needs for you to come to Surabaya a good city.

E. Metode Pembelajaran

1. Pendekatan : Scientific Learning
2. Model Pembelajaran : Inquiry Learning

1. Sumber Belajar

1. Power Point Slide
2. Video Storytelling
3. Internet dan Buku

1. Langkah-langkah Pembelajaran

<p>Kegiatan Awal</p>	<ul style="list-style-type: none"> • Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas • Mengecek kehadiran siswa • Menyampaikan butir karakter yang hendak dikembangkan 	<p>10 menit</p>
<p>Kegiatan Inti</p>	<p><i>Mengamati</i> Dalam kegiatan eksplorasi guru:</p> <ul style="list-style-type: none"> • Pendidik menyampaikan kembali materi yang telah di sampaikan pada pertemuan sebelumnya. • Pendidik memutar video storytelling untuk dipelajari peserta didik. <p><i>Menanya</i> Dalam kegiatan elaborasi guru:</p> <ul style="list-style-type: none"> • Memberikan kesempatan untuk siswa bertanya mengenai materi 	<p>40 menit</p>

	<p>yang telah disampaikan dan video yang telah diputar.</p> <ul style="list-style-type: none"> • Pendidik menyampaikan hal hal yang berkaitan dengan video yang diberikan. • Pendidik memberikan kesempatan bertanya kepada peserta didik mengenai video yang telah di putar. <p><i>Mengumpulkan Data</i> Dalam kegiatan konfirmasi guru:</p> <ul style="list-style-type: none"> • Membagi siswa menjadi beberapa kelompok. • Memberikan beberapa teks descriptive kepada siswa untuk di pelajari. <p><i>Mengasosiasi</i></p> <ul style="list-style-type: none"> • Meminta siswa dalam kelompok untuk memahami isi dalam descriptive text yang telah di bagikan. • Dengan bimbingan guru, siswa diajak untuk menafsirkan descriptive text yang diberikan • Siswa diminta untuk membandingkan descriptive text yang telah dibagikan. Dari segi isi, unsur kebahasaan maupun struktur teks. <p><i>Mengkomunikasikan</i></p> <ul style="list-style-type: none"> • Siswa berkelompok diminta untuk menjelaskan hasil diskusi mengenai jawaban dari pertanyaan yang diberikan. • Guru memberikan apresiasi kepada 	
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	<p>tiap kelompok yang maju ke depan.</p> <ul style="list-style-type: none"> • Guru menunjukkan yang salah dan membenarkan yang harus dibenarkan dari jawaban siswa. • Siswa satu persatu diminta untuk maju ke depan membaca descriptive text yang diberikan. 	
Kegiatan akhir	<ul style="list-style-type: none"> • Mengulang kembali materi yang telah di sampaikan. • Memberitahukan kepada peserta didik untuk membuat teks deskriptif masing-masing untuk di tampilkan pada pertemuan selanjutnya. (Mempersiapkan diri untuk post test) • Memberikan motivasi • Memberikan salam dan berdo'a 	

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : MTS Fatahilah
 Mata Pelajaran : Bahasa Inggris
 Kelas : VII (Control Class)
 Alokasi Waktu : 2X 30 minutes
 Topik Pembelajaran : Descriptive Text
 Pertemuan : ke 3 (Last meeting)

A. Kompetensi Inti

- KI 1 Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2 Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 Memahami pengetahuan (faktual, konseptual, dan prosedural) Berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
- KI 4 Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

Kompetensi Dasar (KD)		Indikator Pencapaian kompetensi	
3.7	Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.	4.7	Teks Descriptive
		4.7.1	Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda.
		4.7.2	Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

C. Tujuan Pembelajaran

Pada akhir pembelajaran:

1. Siswa dapat merespon monolog descriptive
2. Siswa dapat melakukan monolog berbentuk descriptive

D. Materi Pokok

Mendemonstrasikan deskriptive teks yang telah peserta didik buat masing-masing (Post test).

Example of Descriptive Text

Surabaya City

Surabaya is a city which located at East Java. Surabaya become one of famous city which exist in Indonesia. It happened because surabaya is known as The City of Hero. As we know 10 november always be celebrated by national heroes day, to commemorate the tragedy in Surabaya.

Surabaya is a big city, which famous with their slogan, it's "gotong royong" to stand a development city. Surabaya also has Sunan Ampel as their religious tourism. For all of those reason, it really needs for you to come to surabaya a good city.

E. Metode Pembelajaran

1. Pendekatan : Scientific Learning
2. Model Pembelajaran : Inquiry Learning

F. Sumber Belajar

1. Power Point Slide
2. Video Storytelling
3. Internet dan Buku2

G. Langkah-langkah Pembelajaran

Kegiatan	• Mengucapkan salam dengan ramah	10
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Awal	<p>kepada siswa ketika memasuki ruang kelas</p> <ul style="list-style-type: none"> • Mengecek kehadiran siswa • Menyampaikan butir karakter yang hendak dikembangkan 	menit
Kegiatan Inti	<p>Mengamati Dalam kegiatan eksplorasi guru:</p> <ul style="list-style-type: none"> • Pendidik merefleksi kembali materi yang telah disampaikan sebelumnya. • Pendidik menyampaikan materi lanjutan mengenai descriptive text. <p>Menanya Dalam kegiatan elaborasi guru:</p> <ul style="list-style-type: none"> • Memberikan kesempatan untuk siswa bertanya mengenai materi yang telah disampaikan. <p>Mengumpulkan Data Dalam kegiatan konfirmasi guru:</p> <ul style="list-style-type: none"> • Memminta peserta didik untuk menyiapkan teks deskriptif yang sudah di buat masing-masing. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Memberikan waktu 5 menit kepada seluruh peserta didik untuk mempelajari teks masing-masing sebelum maju ke depan.. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa satu persatu membaca teks descriptive tentang benda, orang, ataupun tempat favorit peserta didik masing-masing. (post test) • Siswa lain mendengarkan dan memberikan apresiasi untuk siswa yang maju ke depan kelas. • Guru memberikan apresiasi dan 	40 menit

	<p>komentar untuk setiap siswa setelah maju di depan kelas.</p> <ul style="list-style-type: none"> • Interview individual. 	
Kegiatan akhir	<ul style="list-style-type: none"> • Mengulang kembali materi yang telah di sampaikan. • Memberikan motivasi, simpulan dan ucapan perpisahan karena penelitian telah selesai • Memberikan salam dan berdo'a 	

Appendix 1. 9 Four Components of Grading Speaking Scale

No	Aspects	Description of Indicators	Score	
1	Pronunciation	<ul style="list-style-type: none"> • Have few traces of foreign accent. 	5	(95-100)
		<ul style="list-style-type: none"> • Always intelligible, though one is conscious of a definite accent. 	4	(85-94)
		<ul style="list-style-type: none"> • Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding. 	3	(75-84)
		<ul style="list-style-type: none"> • Very hard to understand because of pronunciation problems. Frequently be asked to repeat. 	2	(65-74)
		<ul style="list-style-type: none"> • Pronunciation problems to severe as to make speech virtually unintelligible. 	1	(below 65)

2	Grammar	<ul style="list-style-type: none"> • Makes few (if any) noticeable errors of grammar or word order. 	5	(95-100)
		<ul style="list-style-type: none"> • Occasionally makes grammatical; and/or word order errors which do not, however, obscure meaning. 	4	(85-94)
		<ul style="list-style-type: none"> • Makes frequent errors of grammar and word order which occasionally obscure meaning. 	3	(75-84)
		<ul style="list-style-type: none"> • Grammar and word order errors make comprehension difficult. Most often rephrase sentences and/or restrict him to basic pattern. 	2	(65-74)
		<ul style="list-style-type: none"> • Errors in grammar and word order so severe as to make speech virtually unintelligible. 	1	(below 65)
3	Vocabulary	<ul style="list-style-type: none"> • Use vocabulary and idioms is virtually that of a native speaker. 	5	(95-100)
		<ul style="list-style-type: none"> • Sometimes uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies. 	4	(85-94)
		<ul style="list-style-type: none"> • Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary. 	3	(75-84)
			2	(65-74)

		<ul style="list-style-type: none"> • Misuse of words and very limited vocabulary make comprehension quite difficult. • Vocabulary limitations so extreme as to make conversation virtually impossible. 	1	(below 65)
4	Fluency	<ul style="list-style-type: none"> • Speech as fluent and effortless as that of a native speaker. • Speed of speech seems to be slightly affected by language problems. • Speed and fluency are rather than strongly affected by language problems. • Usually hesitant; often force into silence by language limitations. • Speech is so halting and fragmentary as to make conversation virtually impossible. 	5 2 3 2 1	(95-100) (85-94) (75-84) (65-74) (below 65)
5	Comprehension	<ul style="list-style-type: none"> • Appears to understand everything without difficulty. • Understands nearly everything at normal speed, although occasional repetition. • Understands most of what is said at slower-than-normal speed with repetitions. • Has great difficulty 	5 2 3 2	(95-100) (85-94) (75-84) (65-74)

		<p>following what is said. Can comprehend only 'social conversation' spoken slowly and with frequent repetitions.</p> <ul style="list-style-type: none"> • Cannot be said to understand even simple conversational English. 	1	(below 65)
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Appendix 1. 10 The Students' Pre Test Score of Experimental Class (VII A)

NO	Name	Criteria					Mean Score
		Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	
1	Student 1	70	65	65	65	70	67
2	Student 2	70	70	65	65	75	69
3	Student 3	70	65	70	70	70	69
4	Student 4	70	65	70	70	65	68
5	Student 5	60	65	60	60	55	60

6	Student 6	65	65	50	60	70	62
7	Student 7	60	50	55	60	60	57
8	Student 8	50	55	50	55	65	55
9	Student 9	50	60	65	50	65	58
10	Student 10	60	55	50	65	50	56
11	Student 11	60	50	55	50	65	56
12	Student 12	55	60	60	55	60	58
13	Student 13	60	65	60	60	65	62
14	Student 14	65	60	65	55	60	61
15	Student 15	50	50	55	50	65	54
16	Student 16	50	50	50	55	60	53
17	Student 17	60	65	50	50	65	58
18	Student 18	60	50	50	50	65	55
19	Student 19	60	70	50	65	65	62
20	Student 20	60	65	60	50	70	61
21	Student 21	65	60	55	60	70	62
22	Student 22	55	55	60	55	70	59
23	Student 23	70	70	70	65	70	69

24	Student 24	60	50	50	50	60	54
25	Student 25	70	55	65	60	55	61
26	Student 26	75	70	75	70	75	73
27	Student 27	50	55	50	50	50	51
28	Student 28	50	50	50	50	60	52
29	Student 29	60	65	60	65	50	60
30	Student 30	65	60	60	65	65	63
Total							1805
Mean							60.166666667

Appendix 1. 11 The Students' Pre Test Score of Control Class (VII B)

NO	Name	Criteria					Mean Score
		Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	
1	Student 1	60	55	65	60	70	62

2	Student 2	70	70	60	70	80	70
3	Student 3	60	60	60	60	60	60
4	Student 4	60	60	65	60	60	61
5	Student 5	65	80	70	65	70	70
6	Student 6	60	55	65	60	55	59
7	Student 7	60	65	60	60	60	61
8	Student 8	65	65	50	60	70	62
9	Student 9	60	50	50	50	55	53
10	Student 10	65	60	65	55	55	60
11	Student 11	60	65	55	70	60	62
12	Student 12	65	70	60	60	75	66
13	Student 13	70	60	70	60	50	62
14	Student 14	60	70	60	55	55	60
15	Student 15	60	55	55	55	60	57
16	Student 16	70	65	70	60	60	65
17	Student 17	65	55	55	60	70	61
18	Student 18	70	55	70	60	60	63

19	Student 19	70	65	70	60	80	69
20	Student 20	75	70	60	60	65	66
21	Student 21	70	65	55	50	65	61
22	Student 22	65	50	55	50	55	55
23	Student 23	60	60	60	60	70	62
24	Student 24	65	60	55	60	70	62
25	Student 25	60	60	65	50	55	58
26	Student 26	50	50	55	50	60	53
27	Student 27	70	70	75	70	80	73
28	Student 28	55	50	55	60	55	55
29	Student 29	50	60	55	60	60	57
30	Student 30	55	60	65	60	70	62
Total							1847
Mean							61.566666667

Appendix 1. 12 The Students' Post Test Score of Experimental Class (VII A)

		Criteria	
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NO	Name	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	Mean Score
1	Student 1	75	70	70	75	80	74
2	Student 2	80	70	70	80	85	77
3	Student 3	75	70	70	80	80	75
4	Student 4	70	75	75	70	75	73
5	Student 5	70	65	70	70	75	70
6	Student 6	70	75	75	75	80	75
7	Student 7	70	70	70	70	80	72
8	Student 8	75	70	70	70	70	71
9	Student 9	70	70	70	65	65	68
10	Student 10	50	50	55	50	55	52
11	Student 11	65	65	70	65	70	67
12	Student 12	50	50	55	50	55	52
13	Student 13	70	75	65	70	75	71

14	Student 14	70	65	65	70	65	67
15	Student 15	70	65	70	60	70	67
16	Student 16	70	65	65	75	70	69
17	Student 17	70	75	70	75	70	72
18	Student 18	70	65	75	70	70	70
19	Student 19	75	75	70	70	75	73
20	Student 20	70	75	70	70	75	72
21	Student 21	70	65	65	70	70	68
22	Student 22	80	80	75	75	80	78
23	Student 23	80	80	70	85	80	79
24	Student 24	80	75	75	75	80	77
25	Student 25	70	75	75	70	75	73
26	Student 26	80	80	80	85	85	82
27	Student 27	65	70	70	70	65	68
28	Student 28	75	75	75	70	80	75
29	Student 29	50	50	50	50	55	51
30	Student 30	75	70	65	65	70	69
Total							2110
Mean							70.3

**Appendix 1. 13 The Students' Post Test Score of Control Class
(VII B)**

NO	Name	Criteria					Mean Score
		Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	
1	Student 1	70	70	70	65	75	70
2	Student 2	60	50	55	60	55	56
3	Student 3	70	75	70	75	75	73
4	Student 4	65	60	60	65	60	62
5	Student 5	75	70	75	70	75	73
6	Student 6	65	50	55	65	65	60
7	Student 7	70	65	65	70	70	68
8	Student 8	70	60	60	65	75	66
9	Student 9	70	65	60	65	75	67
10	Student 10	65	65	65	70	70	67

11	Student 11	60	60	60	65	60	61
12	Student 12	75	70	70	75	80	74
13	Student 13	65	70	65	65	65	66
14	Student 14	70	60	60	70	60	64
15	Student 15	65	60	60	65	70	64
16	Student 16	50	60	55	55	70	58
17	Student 17	50	60	55	50	65	56
18	Student 18	70	75	70	60	80	71
19	Student 19	75	65	70	80	75	73
20	Student 20	65	65	70	65	70	67
21	Student 21	60	60	55	50	60	57
22	Student 22	55	50	50	50	55	52
23	Student 23	70	70	60	65	75	68
24	Student 24	55	50	50	60	60	55
25	Student 25	60	55	55	65	65	60
26	Student 26	60	60	55	60	70	61
27	Student 27	80	75	80	85	80	80
28	Student 28	60	55	55	60	60	58
29	Student 29	60	65	60	60	70	63

30	Student 30	70	65	70	70	75	70
Total							1940
Mean							64.6

Appendix 1. 14 The students' gained comparison scores between pre test and post test of both Experimental Class (VII A) and Control Class (VII B)

NO	Experimental Class	Score	Control Class	Score
	Name		Name	
1	Student 1	7	Student 1	8
2	Student 2	8	Student 2	-14
3	Student 3	6	Student 3	13
4	Student 4	5	Student 4	1
5	Student 5	10	Student 5	3
6	Student 6	13	Student 6	1
7	Student 7	15	Student 7	7
8	Student 8	16	Student 8	4
9	Student 9	10	Student 9	14
10	Student 10	-4	Student 10	7
11	Student 11	11	Student 11	-1
12	Student 12	-6	Student 12	8

13	Student 13	9	Student 13	4
14	Student 14	6	Student 14	4
15	Student 15	13	Student 15	7
16	Student 16	16	Student 16	-7
17	Student 17	14	Student 17	-5
18	Student 18	15	Student 18	8
19	Student 19	11	Student 19	4
20	Student 20	11	Student 20	1
21	Student 21	6	Student 21	-4
22	Student 22	19	Student 22	-3
23	Student 23	10	Student 23	6
24	Student 24	23	Student 24	-7
25	Student 25	12	Student 25	2
26	Student 26	8	Student 26	8
27	Student 27	16	Student 27	7
28	Student 28	23	Student 28	3
29	Student 29	-9	Student 29	6
30	Student 30	6	Student 30	8
Total		305		93

Mean		10.166666667		3.1
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Appendix 1. 15 Mann-Whitney Test

Ranks

	Kelas	N	Mean Rank	Sum of Ranks
Hasil Belajar Speaking Skill	Kelas Experiment (Storytelling)	30	37.98	1139.50
	Kelas Control (Conventional)	30	23.02	690.50
	Total	60		

Test Statistics^a

	Hasil Belajar Speaking Skill
Mann-Whitney U	225.500
Wilcoxon W	690.500
Z	-3.325
Asymp. Sig. (2-tailed)	.001

a. Grouping Variable: Kelas

Appendix 1. 16 Statistical Calculation of Gained Score Both the Experimental and Control Class

No.	X	Y	X-MX	Y-MY	(X-MX) ²	(Y-MY) ²
1	7	8	-3	5	9	25
2	8	-14	-2	-17	4	289

3	6	13	-4	10	16	100
4	5	1	-5	-2	25	4
5	10	3	0	0	0	0
6	13	1	3	-2	9	4
7	15	7	5	4	25	16
8	16	4	6	1	36	1
9	10	14	0	11	0	121
10	-4	7	-14	4	196	16
11	11	-1	1	-4	1	16
12	-6	8	-16	5	256	25
13	9	4	-1	1	1	1
14	6	4	-4	1	16	1
15	13	7	3	4	9	16
16	16	-7	6	-10	36	100
17	14	-5	4	-8	16	64
18	15	8	5	5	25	25
19	11	4	1	1	1	1
20	11	1	1	-2	1	4
21	6	-4	-4	-7	16	49
22	19	-3	9	-6	81	36
23	10	6	0	3	0	9
24	23	-7	13	-10	169	100
25	12	2	2	-1	4	1

26	8	8	-2	5	4	25
27	16	7	6	4	36	16
28	23	3	13	0	169	0
29	-9	6	-19	3	361	9
30	6	8	-4	5	16	25
Total	305	93			1538	1099
Mean	10.16666 6667	3.1			51.2666666 67	36.63333 3333

Appendix 1. 17 Table Distribution Value

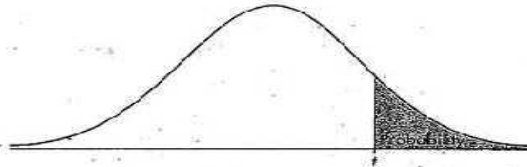


TABLE B: t -DISTRIBUTION CRITICAL VALUES

df	Tail probability p											
	.25	.20	.15	.10	.05	.025	.02	.01	.005	.0025	.001	.0005
1	1.000	1.376	1.963	3.078	6.314	12.71	15.89	31.82	63.66	127.3	318.3	636.6
2	815	1.051	1.386	1.886	2.520	4.305	4.849	6.965	9.925	14.30	22.33	31.40
3	765	.978	1.250	1.638	2.353	3.182	3.482	4.541	5.841	7.453	10.21	12.52
4	741	.941	1.190	1.533	2.132	2.776	2.999	3.747	4.604	5.598	7.175	8.610
5	727	.920	1.156	1.476	2.015	2.571	2.757	3.365	4.032	4.773	5.396	6.869
6	713	.906	1.134	1.440	1.943	2.447	2.613	3.143	3.707	4.317	5.208	5.959
7	711	.896	1.119	1.415	1.895	2.365	2.517	2.998	3.499	4.029	4.785	5.408
8	705	.889	1.108	1.397	1.860	2.306	2.449	2.896	3.355	3.833	4.501	5.041
9	703	.883	1.100	1.383	1.833	2.262	2.398	2.821	3.250	3.690	4.297	4.781
10	700	.879	1.093	1.372	1.812	2.226	2.359	2.764	3.169	3.581	4.144	4.587
11	.697	.876	1.088	1.363	1.796	2.201	2.328	2.718	3.106	3.497	4.022	4.437
12	.693	.873	1.083	1.356	1.782	2.175	2.303	2.681	3.055	3.428	3.930	4.318
13	.694	.870	1.079	1.350	1.771	2.160	2.282	2.650	3.012	3.372	3.852	4.221
14	.692	.868	1.076	1.345	1.761	2.145	2.264	2.624	2.977	3.326	3.787	4.140
15	.691	.866	1.074	1.341	1.755	2.131	2.249	2.602	2.947	3.286	3.733	4.073
16	.690	.865	1.071	1.337	1.746	2.120	2.235	2.583	2.921	3.252	3.686	4.015
17	.689	.863	1.069	1.333	1.740	2.110	2.224	2.567	2.893	3.222	3.646	3.965
18	.688	.862	1.067	1.330	1.734	2.101	2.214	2.552	2.873	3.197	3.611	3.922
19	.688	.861	1.066	1.328	1.729	2.093	2.205	2.539	2.861	3.174	3.579	3.883
20	.687	.860	1.064	1.325	1.725	2.086	2.197	2.528	2.845	3.153	3.552	3.850
21	.686	.859	1.063	1.323	1.721	2.080	2.188	2.518	2.831	3.135	3.527	3.819
22	.686	.858	1.061	1.321	1.717	2.074	2.183	2.508	2.819	3.119	3.503	3.792
23	.685	.858	1.060	1.319	1.714	2.069	2.177	2.500	2.807	3.104	3.483	3.768
24	.685	.857	1.059	1.318	1.711	2.064	2.172	2.492	2.797	3.091	3.467	3.745
25	.684	.856	1.058	1.316	1.708	2.060	2.167	2.483	2.787	3.078	3.450	3.725
26	.684	.856	1.058	1.315	1.706	2.056	2.162	2.479	2.779	3.067	3.435	3.707
27	.684	.855	1.057	1.314	1.703	2.052	2.158	2.473	2.771	3.057	3.421	3.690
28	.683	.855	1.056	1.313	1.701	2.048	2.154	2.467	2.763	3.047	3.408	3.674
29	.683	.854	1.055	1.311	1.699	2.045	2.150	2.462	2.756	3.038	3.396	3.659
30	.683	.854	1.055	1.310	1.697	2.042	2.147	2.457	2.750	3.030	3.385	3.645
40	.682	.851	1.050	1.303	1.684	2.021	2.123	2.423	2.704	2.971	3.307	3.551
50	.679	.849	1.047	1.299	1.676	2.009	2.109	2.403	2.678	2.957	3.261	3.495
60	.679	.848	1.045	1.296	1.671	2.000	2.099	2.390	2.660	2.915	3.232	3.460
80	.678	.845	1.043	1.292	1.664	1.990	2.088	2.374	2.639	2.887	3.195	3.415
100	.677	.845	1.042	1.290	1.660	1.984	2.081	2.364	2.626	2.871	3.174	3.390
1000	.675	.842	1.037	1.282	1.646	1.962	2.056	2.330	2.581	2.813	3.098	3.300
∞	.674	.841	1.036	1.282	1.645	1.960	2.054	2.326	2.576	2.807	3.091	3.291
	50%	60%	70%	80%	90%	95%	96%	98%	99%	99.5%	99.8%	99.9%
	Confidence level C											

Appendix 1. 18 Pictures Activity







CURRICULUM VITAE

A. Personal Identity

1. Name : Maisyaroh Rahmatun Nisa
 2. Place and Date of Birth : Wonosobo, 9 November 1999
 3. Address : Gondang 010/002 Candimulyo,
Kertek, Wonosobo.
- HP : 0895-2715-9835
E-mail : maisyarohnisaiq45@gmail.com

B. Educational Background

1. Formal Education
 - a. Walisongo Islamic State University Semarang
(2018-now)
 - b. Senior High School of Takhassus Al-Qur'an
(2014-2018)
 - c. Junior High School of 4 Kertek Wonosobo (2010-2014)
 - d. Primary School of 1 Candimulyo
(2004-2010)
 - e. Kindegarten of Pertiwi Candimulyo (2002-2004)
2. Non-Formal Education
 - a. Islamic Bilingual Boarding School of Takhassus Al-Qur'an
(2014-2018)
 - b. Ma'had Al-Jami'ah Walisongo Semarang (2018-2020)

C. Achievement

- a. The winner of English Debate Competition at UIN Walisong
(2018)
- b. The Winner of Story Telling Competition at FUPK (2019)
- c. The Winner of Santri Got Talent at Ma'had Al-Jami'ah
Walisongo (2019)

- d. Runner up of English Debate Competition at UIN Walisongo (2019)
- e. The Winner of English Debate Competition at Ma'had Al-Jami'ah Walisongo (2019)
- f. The Fourth Winner of Perisai Diri Competition at Wonosobo Regency (2017)
- g. The Winner of Speech Contest at Takhassus Al-Qur'an Boarding School (2017)
- h. The Fourth Winner of Storytelling Competition at Wonosobo Regency (2012)