

**THE USE OF STORYTELLING TECHNIQUE TO
FACILITATE STUDENTS' SPEAKING PROFICIENCY**

THESIS

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



Organized by :

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EDUCATION AND TEACHER TRAINING FACULTY

UNIVERSITAS ISLAM NEGERI WALISONGO

SEMARANG

2022



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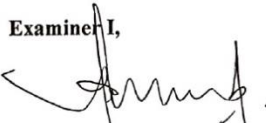
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ABSTRACT

Title : **THE USE OF STORYTELLING
TECHNIQUE TO FACILITATE
STUDENTS' SPEAKING PROFICIENCY**
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This study aims to explain the effectiveness of using storytelling technique to facilitate students' speaking proficiency at the eight grade A students' of SMPN 4 Wanayasa. The method of this research was a pre-experimental design that consisted of one group pre-test and post-test design class. The sample of this research was the eight grade A students with the total number where 16 students. The instruments of data collection for this research were pre-test, post-test and documentation. The research findings indicated that the eight grade A students of SMPN 4 Wanayasa Banjarnegara were very low in speaking proficiency. But after treatment, their speaking proficiency improved significant. It was proven by the result of the mean score obtained by the students through pre-test was 54,5 which was classified as very poor category and the mean score of the students in post-test was which was clasified as 74,25. While the value of t-test was greather than the value of t-table. ($19.79 > 2.13$). It was indicated that the Null Hypothesis (H_0) was rejected and the alternative Hypothesis (H_1) was accepted. It could be concluded that the use storytelling technique is effective to facilitate students speaking proficiency.

Keyword : *Speaking Proficiency, Storytelling Technique*

DEDICATION

I sincerely dedicate this final project to my dear parents, Mrs. Nurhayati and Mr. Daryono who have supported and motivated me in completing this thesis and my studies until now by the grace of Allah **سُبْحَانَهُ وَتَعَالَى**.

MOTTO

“Whoever fears Allah, He will make a way out for him. And gave him sustenance from a direction he did not expect. And whoever puts his trust in Allah, surely Allah will fulfill his (needs). Verily, Allah does what He (wills) do. Verily, Allah has made a provision for everything.”

(Ath-Thalaq 2-3)¹

"Do not be weak and do not be sad, even though you are people of the highest degree if you believe."

(Surah Ali Imran: 139)²

¹ Gramedia, Al Quran QS *Ath-Thalaq*/2-3.

² Gramedia, Al Quran QS *Ali Imran*/139.

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In the name of Allah, the Most Gracious and Most Merciful. All praises and thanks be to Allah SWT, Lord of the worlds, for His mercy and grace so that this thesis can be completed. Sholawat and greetings are always poured out to the Prophet Muhammad SAW, who has guided and introduced Islam to the right path. The author realizes that this thesis could not be completed without the support, cooperation, assistance, and love from many parties. Therefore, he would like to sincerely express his gratitude and deepest appreciation to:

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2. The Head of English Department, Sayyidatul Fadlilah, M.Pd.
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Finally, the writer realizes that this final project is far from perfect, so it requires suggestions from readers and subsequent writers to improve it. The author hopes that this thesis can be useful and May Allah always provide the best way for us. Aamiin

Semarang, 28 November 2022

The Writer,

A handwritten signature in black ink, appearing to read 'Delia Fatchiatul Inayah' with a stylized flourish at the end.

Delia Fatchiatul Inayah

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CHAPTER I

INTRODUCTION

A. Background of the study

Language is a communication tool used by everyone in everyday life as a means to show the information and arguments to others. Communication cannot be separated from culture because language characteristic of the nation and is closely related to the attitudes or behaviour of the group of speakers of that language.³ Because it is used as a communication tool, language is considered important. If there is an error in using the language it will cause misunderstanding. often the content of the message can't conveyed perfectly. Language also influences a person's attitude and behaviour. As an example, the differences between Javanese and Batak. Javanese looks soft while Batak looks firm.

In Indonesia, English is one of the important subjects taught in junior high schools. There are four skills that must be mastered, namely listening, speaking, reading, and writing. Speaking as an important skill to be mastered by students. People should know how to express thoughts, opinions, feelings and ideas through language.

English is the most important language to master, because English is the most language used in the world for example in the fields of scientific research, education, business, internet, travel and tourism, media and newspapers, software, medicine, engineering, information and technology, entertainment, banking

³ Sitti Rabiah, "Language As A Tool For Communication And Cultural Reality Discloser", *Thesis* (Makasar : Faculty of Letter Universitas Muslim Indonesia,2018), p.1

and so on.⁴ This is the reason why everyone must master English. With the progress of the times, all people in the world can interact each other easily. Getting expert in English getting a lot of a chance. Now most of the business and internet needs use English. Besides that, many journals use English. So EFL/ESL learners need to concentrate more on these skills. On the other hand, the teachers are suggested to implement some useful strategies in their class to engage students more in learning speaking skills in their English class.

In fact, based on observation with Mrs. Setiya Wahyu Rachmawati, S.Pd as an English teacher at SMPN 4 Wanayasa, she explained that English outcomes are still low in learning, students are still very weak in speaking. In general, students find it very difficult to appear speaking in front of the class. They speak not fluently, stammer, forget the storyline and they are nervous about with their own friends. Students also often feel bored and have difficulty with the material presented, then they feel afraid when they get wrong pronunciation in English.

This fact can be caused by learning that is still done conventionally or from the students themselves. The problems that come from students include, students' awareness to learn to speak English is too low then students do not have enough opportunities to practice speaking English, besides that the vocabulary that students know is too limited, students also do not know how to pronounce words and students fear of making mistakes that cause students to feel embarrassed.⁵

⁴ Parupalli Srinivas Rao, "The Importance Of Speaking Skills In English Classrooms", *Journal of Alford Council of International English & Literature Journal*, (Vol. 2, Issue. 2, 2019, p.6

⁵ Devi Novita Swary, A Study Of Students' Problems In Learning Speaking English At The Second Grade Of Smp Negeri 1 Talaga", Thesis (Cirebon: English Education Department Universitas Islam Nurjati, 2014), p.1

Djamarah (1996), said the learning model conventional is the traditional learning method or It is also called the lecture method because it has been used for a long time This method has been used as a means of oral communication between teachers and students in the learning process and learning.⁶

Ujang Sukandi (2003), defines that approach Conventional is characterized by teachers teaching more teach about non-competence concepts, The aim is that students know something, not being able to do something, and during the student learning process listen more. Here it is seen that The conventional approach in question is process learning that is more dominated by the teacher as recipient of knowledge.⁷

According to Muhammad Nafi Annury, each student has their own learning style so that the material studied can be understood easily. Learning styles in education are individual habits that occur naturally in obtaining information in learning situations. And each individual has a different way of learning. Teachers should also assess and adapt their methods to students' learning styles so that students can learn comfortably.⁸ Teachers delivers lessons monotonously without paying attention to students' speaking proficiency in the teaching and learning process in class. Conventional learning carried out by teachers is lectures and students only listen without a dynamic relationship in the classroom environment, as a result students become bored

⁶ Maria Magdalena, “*Kesenjangan Pendekatan Model Pembelajaran Conventional Dengan Model Pembelajaran Contextual Terhadap Hasil Belajar Pancasila Di Program Studi Teknik Akademi Maritim Indonesia*”, Thesis (Medan : Teknik Akademi Maritim Indonesia, 2018), p.3

⁷ Maria Magdalena, “*Kesenjangan Pendekatan ...*”, p.4

⁸ Muhammad Nafi Annury, “*Students’ Learning Language Styles: An Ethnographic Case Study at UIN Walisongo Semarang*”, Vision: Journal for Language and Foreign Language Learning, (Vol.5, No. 1, 2016), p.138.

and sleepy with the material being taught and this can affect student learning outcomes at school.

The conditions that do not support students' speaking skills because students are passive during learning, only listening, without practice. While educators are too active, this makes students when asked by educators, many are silent, hesitant to express opinions. While good learning is if there is two-way communication, namely students and educators.

There are some techniques, method or media to improve students' speaking skill such as Guessing Game Technique, Storytelling Technique, Puppet Show Media, Short Drama, Information Gap Activities, Short Conversation, and others.

In accordance with the problems faced by the students above, the researcher used different techniques to make students' speaking skills better than before. Researchers used storytelling to improve students' speaking skills. Researchers use storytelling to make it fun, enjoyable and easier for them when learning to speak and become good speakers. Storytelling is used as a technique. Storytelling is a fun technique because when students share stories with their classmates, they have improvised how the characters in the stories they read pronounce word for word in sentences, they have to follow what intonation and expressions the characters have.

According to Akhyak and Indramawan (2013) in a study entitled "Improving Students' English Speaking Competence through Storytelling", storytelling applied in teaching speaking can improve students' fluency, grammar, pronunciation, vocabulary, and content. Storytelling also has benefits for the learning process, for example storytelling can increase feelings of well-being and relaxation, also encourage active student participation, improve verbal skills, encourage the use of imagination and creativity, encourage collaboration between

students, storytelling also improves listening skills. Skills. As a result, storytelling is fun to learn to speak and makes storytellers good conversationalists.⁹

The storytelling method is closely related to the cognitive and moral development of children. Children have a natural interest to listen, read and understand stories. Hence, this method can stimulate and motivate students in the learning process (Special Handbook of Moral Education, Curriculum Development Centre, Ministry of Education Malaysia, 1983). According Piaget's Theory of Moral Development (1965) and Kohlberg (1969) is that teachers can help children learn moral values through stories and scenarios. After the teacher tells a story the pupils should be given the opportunity to create discussions and interactions between peers so that children can learn what is "wrong" or "right" through problem solving and conflict in the individual consciousness and make collective decisions. Moral education learned in this manner is much more meaningful to students and increases their interest and motivation to learn Moral Education.¹⁰

From the description above, the researcher is interested in conducting research, namely “The Use of Storytelling Technique to Facilitate Students’ Speaking Proficiency” and the results of this study are expected to convince students to be interested in learning English.

B. Research Question

⁹ Akhyak dan Anik Indramawan, “Improving the Students’ English Spesking Competence through Storytelling”, *Journal of International Journal of Language and Literature*, (Vol. 1, No. 2, 2013), p.19

¹⁰ Subadrah Madhawa Nair, et al., “Comparing The Effects Of The Story Telling Method And The Conventional Method On The Interest, Motivation And Achievement Of Chinese Primary School Pupils”, www.sciencedirect.com, access 18th December 2022.

How is the effectiveness of using storytelling technique to facilitate students' speaking proficiency?

C. The Objective of the Research

The objective of the research to explain the effectiveness of using storytelling technique to facilitate students' speaking proficiency.

D. Significance of the Research

As for doing this research, the researcher hopes that the results of this study can provide benefits and some contributions to language learning:

a. Theoretical Significance

This study provides suggestions for the successful application of Storytelling technique. The results of this study are expected to provide feedback for students speaking proficiency in Storytelling.

b. Pedagogical Significance

- 1) For teachers, that is as an alternative approach to learning speak and provide information and an overview of the application storytelling technique.
- 2) For students, it is to facilitate learning outcomes and participation as well as the ability to understand English lessons for junior high school students.
- 3) For further researchers, that is as input in facilitate the quality of learning through facilitate learning approaches that are considered relevant.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses three theoretical reviews related to the research. These theories can provide information that is used to answer questions about research, namely previous research, literature review, and hypothesis of the research.

A. Previous Research

In compiling this research, the author considers several relevant previous studies to support this research; they are :

1. A Research conducted by Anggarda Paramita and Praditya Putri Utami with the title "*Students' Perception: Digital Storytelling As a Media For Junior High School Students In Learning Speaking*"

The aim of this research is to determine students' perceptions of the use of digital storytelling media in learning to speak. Students are very active in using digital storytelling media, because it is very easy to learn to speak English. Researchers used qualitative methods, researchers used interviews to get students' perceptions, observation, and the storytelling learning process, gave them assignments. There were respondents who had some understanding of storytelling material in speaking learning, They had done their job well. Even so, these students can do the storytelling assignment well. Such as making vocabulary in notebooks, translating

them in Indonesian, then memorizing and making storytelling videos in English.¹¹

2. A Research conducted by Amru Bin As entitled “*Story Telling to Improve Speaking Skills*”

This study aims to measure students' mastery after they practice speaking through storytelling techniques. This study used experimental research methods with samples divided into experimental group (EG) and control group (CG). In collecting data, tests and questionnaires were used. The results showed that the speaking skills of EG students, who were taught by storytelling techniques, improved much more and significantly better than the improvement of speaking skills of CG students who were taught using conventional techniques.¹²

The author assumes that Amru Bin As's research is related to this research because it raises the same variable, namely the storytelling technique. However, Amru Bin As's research used two research samples, namely the experimental group and the control group.

3. A Research conducted by Irina Karpovich , Oksana Sheredekina , Tatyana Kreпкаia and Larisa Voronova entitled “*The Use of Monologue Speaking Tasks to Improve Students’ English-Speaking Skills*”

The purpose of this study is to investigate the use of monologue speaking task towards improving English speaking skills of first year students. The researchers

¹¹ Anggarda Paramita and Praditya Putri Utami, “Students' Perception: Digital Storytelling As a Media For Junior High School Students In Learning Speaking”, *Journal of Education Tambusari*, (Vol. 5, No. 2, 2021), p.5282

¹² Amru Bin As, “Storytelling to Improve Speaking Skills”, *Journal of English Education Journal (EEJ)*, (Vol. 7, Issue. 2, 2016), p. 201

applied a true experimental research design. The research instrument used by the author is pre-test and post-test.

The evidence base for the need for and effectiveness of using a monologue speaking task paired with peer interaction and peer assessment to improve first-year students' English speaking skills is supported by correlation analysis of the data. The results obtained indicate the level of progress in performing the monologue speaking task and help answer research questions.¹³

The author assumes that this research is related to author research because the topic of discussion is very related. However, if the research of Irina Karpovich, Oksana Sheredekina, Tatyana Krepkaiia and Larisa Voronova aims to test the use of monologue speaking tasks on students' speaking skills, the authors relate the use of storytelling technique to facilitate students' speaking proficiency. This study can provide a reference topic because this study provides an explanation of students' speaking.

4. A Research conducted by Salamah Jamiatun and Sucipto with the title "*The Effectiveness of Storytelling Using REALIA to Improve the Speaking Ability of Class X Students of SMAN 1 Sanden Academic Year 2012/2013*".

The purpose of this study was to determine the Effectiveness of Storytelling Using REALIA to Improve Speaking Skills in Class X Students. They collected data using post-test and pre-test in the experimental group. The results of this study indicate that the average post-test in the experimental group is higher than the average pre-test (57.03>34.84). The conclusion of this research is the

¹³ Irina Karpovich , et al., "The Use of Monologue Speaking Tasks to Improve First-Year Students' English-Speaking Skills", *Educ. Sci.* (2021)p. 5

speaking ability of SMA N 1 Sanden students who are taught through storytelling using REALIA gives positive achievements.¹⁴

The author assumes that this research is related to author research because the topic of discussion is very related. However, if Salamah Jamiatun and Sucipto's research aims to determine the effectiveness of storytelling using REALIA, then this study can provide a topic reference because this study provides an explanation of the effectiveness of storytelling.

5. A Research conducted by Mukminatus Zuhriyah with the title "*Story Telling to Improve Students' Speaking Skills*"

This study discusses how to improve students' speaking skills through story telling in second semester N grade students at Hasyim Asy'ari University using classroom action research methods. The number of students in this class is 23 students at the beginner level. The data of this research were obtained from observation and speaking test. The results of the speaking test in cycle two explained that the students' speaking aspect got good progress.¹⁵

The researcher assumes that the research written by Mukminatus Zuhriyah is related to author research because it raises the same topic, namely the use of story telling technique to facilitate students' speaking. However, Mukminatus Zuhriyah studied learning activities in the classroom using the classroom action research method.

¹⁴ Salamah Jamiatun and Sucipto, "The Effectiveness of Storytelling Using REALIA to Improve the Speaking Ability of Class X Students of SMAN 1 Sanden Academic Year 2012/2013" *Thesis* (Universitas Ahmad Dahlan, 2013), p.1

¹⁵ Mukminatus Zuhriyah, "Storytelling to Improve Students Speaking Skills", *Journal of Universitas Islam Raden Intan*, (Vol. 10, No. 1, 2017), p.199

while in this study using experiments. The level of participants used is also very different. they studied fellow students while in this study examined junior high school students.

The researcher assumes that these researches written by Anggarda Paramita, Amru Bin As, Irina Karpovich, Salamah Jamiatun and Mukminatus Zuhriyah is related to his research because it raises the same topic, about students' speaking. However, this research examines learning activities in the classroom using classroom action research methods and true experimental methods. while in this study, students' perceptions of the use of storytelling were investigated to improve speaking skills. The level of participants used is also very different. their studied high school students while in this study examined junior high school students.

B. Theoretical Review

1. Definition of Speaking

Speaking is a productive skill that can be observed directly and empirically. Such observations are always concerned with the accuracy and effectiveness of test takers' listening skills, which of course compromises the reliability and validity of oral production tests.¹⁶

Speaking is productive aural or oral skill. It consists of producing systematic verbal utterances to convey meaning.¹⁷ Speaking seeks to provide you with the highlights, to motivate you, remind you, and persuade you.

¹⁶ H Douglass Brown, *Language Assessment: Principles and Classroom Practices*, (New York : Pearson Education, Inc, 2001), p.140

¹⁷ David Nunan, *Practical English Language Teaching*, (New York: McGeaw-Hill Companies,.Inc, 2003), p. 48.

Sometimes, the best speaking seeks nothing more than to motivate you to get more information. The speaker, first of all, has to produce sound by controlling the various aspects of human anatomy and physiology involved in speech producing.

According to Bahar, speaking is a means of oral activity that plays an important role in human interaction and communication when speakers express ideas, thoughts and feelings to others through a series of sounds, words and sentences. If someone is speaking they need sufficient vocabulary, grammar, pronunciation and fluency as a rule in speech formation.¹⁸

Speaking is the skill that the students would be judged upon most in real-life situations. It is an important part of everyday interaction and most often the first impression of a person is based on his/her ability to speak fluently and comprehensively. So, as a teacher, we have a responsibility to prepare the students as much as possible to be able to speak in English in the real world outside the classroom and the testing room. Speaking is a skill, not just like swimming, drive a car, or playing ping-pong. Too often, in the traditional classroom, learning English has been relegated to linguistic knowledge only with the title or no attention paid to practicing language skills.¹⁹

Speaking is one of the central elements of communication. In EFL teaching it is an aspect that needs special attention and instruction. Effective interaction that comes from careful analysis with sufficient language input and telling activities will help learners speak English

¹⁸ A. Kaharudin Bahar, *Lets Speak English Activity* (a comprehensive guiding book for parepare : STAIN Parepare, 2007), p.32

¹⁹ David Nunan, "Practical English ...", p. 48.

fluently and accurately.²⁰ With careful analysis of language input, you will get many benefits, from being able to understand the use of the language to being able to use the language fluently. Storytelling activities can help students speak English because every learner tells a story directly, it is always practical to speak in English so if it is done repeatedly it will help the students fluency. However, in telling a story or speaking, everyone must pay attention to important things. Be willing to be friendly towards, after your argument, express your opinion openly, state the views or wishes of a person or group, state your opinion publicly, in opposition to speak up, speak more loudly and say what you think.²¹

From the definition above the researcher assumes that speaking is communication tool from people to get information or arguments.

2. Component of Speaking

There are some components in speaking that had to be considered by the speakers as follow:

a. Comprehensibility

Comprehensibility is the quality of comprehensible language or thought.²² Easy for listener to understand the speaker's intention, the speaker's intention and general meaning are fairly clear and also the comprehensibility is most of what the speakers says

²⁰ Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching*, (New York: Cambridge University Press, 2002), p. 210.

²¹ Martin Mansher, *Oxford Learners 'Pocket Dictionary, New Edition*, (Oxford University Press, 2008), p. 426.

²² Merriam Webster, "Defeniton of Comprehensibility", <https://www.the free dictionary.com/comprehensibility>, accessed on Monday, 17 Oct 2022.

easy to follow, the way for speakers' to produce clearer language when the speak.

b. Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency is one of the goals of language learners. It can be fluent if you have sufficient speed of speech and only a small number of pauses and “ums” or “ers”. This shows that the speaker does not have to spend a lot of time searching for the language items needed to express the message.²³

c. Grammar

According to Harmer (2003, p.142), Grammar is the description of the ways in which words can change their forms and can be combined into sentences in that language.²⁴ So that this grammar becomes one of the important components in speaking. If the words are not arranged according to the rules of grammar in that language, then the group of words cannot be used as a sentence and has no meaning.

d. Pronunciation.

Pronunciation namely production, identification of the sounds, stress patterns, and intonation in English. It introduces multiple-choice hearing identification.²⁵ There are several aspects to consider in English pronunciation. First, it relates with the organs of speech and how the organs produce sounds. The flow of air

²³ Azlina Kurniati, et al., “A Study On the Speaking Ability of The Second year Students of SMK Telkom Pekanbaru”, *Thesis* (Riau : Language and Arts Department Riau University, 2010), p.6

²⁴ Anggarawati, “A Close Study on Grammatical Errors of an English Textbook”, *Thesis*, (Salatiga, 2013), p. 6

²⁵ Harold S Madsen, *Techniques in Testing*, (New York: Oxford University Press, 1983), p.57

which comes from lungs will have modification at vocal cord, pharynx, mouth, and nasal cavity. 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, etc.²⁶

Without a good pronunciation, listeners cannot understand the meaning of the sentences spoken and will complicate communication. Therefore, pronunciation has a central role in both academic and social fields in the way that students can be able to participate and integrate successfully in their community.

e. Vocabulary

Vocabulary is one of important elements in teaching and learning speaking. It is important for language learners to choose appropriate words in certain situations in order to make their speaking meaningful.²⁷ For example, when people want to describe their feeling about something, they have to be able to find a word which reflects their feeling. Therefore, students need to understand the importance of meaning in context and the facts about word formation and how to twist words to fit different grammatical contexts.

3. Recount Text in The Teaching Speaking

a. Definition of recount text

According to Anderson, recount was speaking or writing about past events or a piece of text that retell

²⁶ Gerald Kelly, *How to teach Pronunciation*, (England: Pearson education Limited, 2000), p. 4- 6.

²⁷ Paul Bogaards, & Batia Laufer-Dvorkin, *Vocabulary in a Second Language: Selection, Acquisition, and Testing*, (Amsterdam: John Benjamins Publishing, 2004), p. 40

past events. Usually in the order which they happened. Recount paragraph meant that form text telling about someone's experience in the past, therefore the experience of the readers themselves, such as their adventure and their day's activity.²⁸

Recount was a kind of text which retells the action happened in the past. In addition, Cahyono said that recount text was telling the experience in the past. A recount text presents the past experience in the series of events in detail.²⁹ It meant that recount text was the type of text retelling past events.

From the explanation above, the researcher concluded that recount text was a piece of text that reconstruct past events which someone happened in order and related in particular relation. In this research, the students had to retell the story based on someone's experience depicted in the comic-strips for teaching and learning process of English.

b. The Generic Structure and Language Features of Recount Text

According to Cliffwatt cited from Wasmianti's recount focuseds on a sequence of events relating to a particular activity. The recount text follows three steps :

- 1) Orientation : the orientation sentences were usually in the first paragraph. It consists of at least two until four paragraph. Orientation explains about the background of the main information that was

²⁸ Anderson, *Text Type in English I and II*, (Sount Yara: Machmillian Education Australia, 1997

²⁹ Bambang Yudi Cahyono, *Teaching English by Using Various Text Type*, (Malang: State University of Malang Press, 2011)

needed to fully understand the retelling. It can be what, who, where and when the story happened.

- 2) Events : in this paragraph, the students need to focus on supplying details or explanation about what, who, when and where. Generally, the recount was sequenced in time order. Reorientation/ evaluative moment (optional) : this was an optional step and it often used to finwash writing by rounding the series of events. It refers back to some information in the orientation paragraph.³⁰

c. Language Features of Recount Text

- 1) Using simple past tense (subject + V2)
- 2) Focus on the temporal sequence. Recounts were written in chronological order. We also used time connectives to introduce each section, such as first, then, after that, before, when, finally etc.
- 3) Focus on specific participants.

Recounts were written in the first person. It meant we used pronoun “I” and “we”. In line with that, according to Ngabut in Language Education Journal, in order to be able to construct a recount text effectively, the students should know well the steps that should be followed.

There were six steps of how to write a recount text effectively :

- a) Prep were what information required beside on the theme or the topic
- b) Provide the setting and introduce the participants in orientation

³⁰ Wasmianti, “Improving Students” Writing Skill on Recount Text through Dyadic Essay Technique”, *Thesis* (Teacher Training and Education Faculty State Institute of Islamic Studies of Salatiga, 2015)

- c) Determine the events that occur based on its sequences
- d) Summarize the events in reorientation
- e) Arrange all information to make first draft
- f) Analyze the first draft especially in structure of text, vocabulary and grammar conjunction, spelling and punctuation.³¹

4. Definition of Story Telling

Storytelling is to retell the story having read or heard by using the storytellers' own words based on their understanding about the story. According to Zaro and Saberri in Akhyak and Indramawan (2013: 20), storytelling is an activity involving the interaction between storyteller and audience and between an individual and the listener in the certain level. Storytelling teaches us about life, about ourselves, and about others.³²

Storytelling is a unique way for students to increase an understanding, respect, and appreciation for other culture. Wilson explains that storytelling is an activity that can be defined very simply as that which is done by 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.³³

a. Storytelling as Speaking Activity

³¹ Rizqi Claudia Wardani, et al., "Students Ability in Constructing Paragraph of Recount Text", *Language Education Journal Universitas Pendidikan Muhammadiyah Sorong*, (Vol. 6, No. 1, 2019), p. 34.

³² Akhyak dan Anik Indramawan, "Improving the Students' ...", p.20

³³ Daniel Gray Wilson, "Storytelling in Organizations", *Tesis* (London: Harvard University, 2002), p. 4-5.

Storytelling is the oldest form of education activity in speaking skill that can stimulate the learners to enjoy the speaking learning process. It has many benefits, such as for entertainment, education, cultural preservation, and instilling moral values. It is also has elements that have to be noticed, they are plot, characters, and narrative point of view. Moreover, Brown listed several types of classroom speaking activity in this following form: ³⁴

- a. Imitative. Students practice an intonation or try to identify a certain vowel sound. The elements of language form are the focus of this activity.
- b. 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.
- c. Responsive. It means that students practice their language by answering some questions. This activity use simple utterances which can be meaningful and authentic.
- d. Transactional (dialogue). Transactional dialogue seeks for the purpose of getting or exchanging specific information. It is an extended form of responsive language.
- e. 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 feeling.

³⁴ H. Douglas Brown, *Language Assessment- Principle and Classroom* (New York: Pearson Education, 2001), p. 271—277.

- f. Extensive (monologue). Students are asked to give extended monologues in the form of oral reports, summaries, or speeches.
- g. Other interactive techniques. These include interviews, games, jigsaw, problem-solving activities, role-play and discussion.³⁵ It is clear that storytelling is one activity that relates to many types of speaking activity. Storytelling is an activity that needs a storyteller and audiences, so, the learners will be a speaker and audience, they have to perform their story and response another story.

C. Conceptual Framework and Paradigm

1. Conceptual Framework

There are two variables in this research. They are independent variable (X) and dependent variable (Y). The independent variable (X) is story telling technique and the dependent variable (Y) is the students' speaking proficiency.

Based on the description above the researcher assumed that the students' speaking proficiency could give the positive influence use story telling technique. By using story telling strategy the students could be more focus and concentration to comprehend the story and it is also implicates some elements that support to facilitate the students' speaking proficiency.

The students' story telling will be good if the story telling have been applied with effectively and correctly. But

³⁵ H. Douglas Brown, *Language Assessment ...*, p. 271—277

the students' story telling technique will be bad if the story telling is not applied with effectively and correctly.

2. Paradigm

Paradigm is the correlation pattern at the variables which will be research. Furthermore, based on the theoretical framework above, the researcher describes that paradigm as following:

The use of storytelling technique to enhance the students' speaking skill

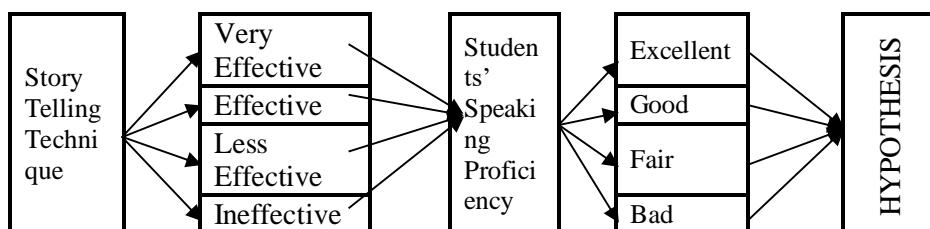


Figure 1- Paradigm

Referring to the picture above, the researcher can define that the effectiveness of storytelling technique in learning English facilitate students' speaking proficiency. So, from the interpretation above, it can be concluded to be a hypothesis.

Based on the statement above, the researcher can conclude that the effectiveness of storytelling technique facilitate the students' speaking proficiency.

D. Hypothesis

H_0 : Using storytelling technique to facilitate the students' speaking proficiency at the eight grade A students of SMPN 4 Wanayasa is not effective.

H₁ : Using storytelling technique to facilitate the students' speaking proficiency at the eight grade A students of SMPN 4 Wanayasa is effective.

CHAPTER III

METHOD OF RESEARCH

This chapter discusses the methodology of the research related to: (1) research design (2) subject of the study (3) data collection (4) instrument (5) data analysis.

A. Research Design

In this study, the researcher uses Pre-experimental research design with a quantitative approach. The design of this research is a Pre-experimental design because the researcher wants to know the effectiveness of using storytelling technique in the learning process in order to facilitate students' speaking proficiency. According to Arikunto, experimental research is research that aims to determine whether or not there is an influence of the variables studied.³⁶ On the other hand Sugiyono states that experimental research can be interpreted as a research method used to seek the influence of certain influences on others under controlled conditions.³⁷

³⁶ Suharsimi Arikunto, *Procedure Penelitian: Suatu Pendekatan Praktek*, (Jakarta: PT.Rineka Cipta, 2000), p. 272

³⁷ Sugiyono, *Metodologi Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R&D*, (Cet.26; Bandung; Alfabeta, 2017), p. 107

Then the researcher did not use CAR because according to Arikunto it was research on things that happened in the community or target group, and the results could be applied directly to the community concerned. CAR by testing an idea into practice or real situations on a micro scale where it is hoped that these activities will be able to improve, improve quality and carry out social improvements.³⁸ And then Hamzah stated that CAR is usually applied by a teacher or school principal or a leader.³⁹ So there is differences between purpose of CAR and the researcher research and the role of the researcher is different from the research role in CAR.

The most important criterion is the right design to test a particular hypothesis from the research.⁴⁰ The research design used in this study is pre-experimental design that only involves one group, namely:

the experimental group which was given an initial test in the form of a pre-test before being given treatment/treatment and given the end of learning (final exam)

in the form of a post-test. Like the following picture:

³⁸ Suharsimi Arikunto, *Peningkatan Mutu Pembelajaran Melalui Penelitian* (Jawa Timur: Lembaga Penjamin Mutu Pendidikan (LPMP), 2007), p. 18.

³⁹ Hamzah B.Uno, Satria Koni, Nina Lamatenggo, *Menjadi Peneliti PTK yang Profesional* (Cet.III; Jakarta: Bumi Aksara, 2014), p. 62.

⁴⁰ Donald Ary, et al., *Introduction to Research in Education Third Edition*, (New York : Halt, Rinehart and Winston, Inc.:1985), p. 260.

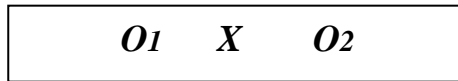


Figure 2- One group Pre-test and Post-test Design

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Information:

X = The treatment of the experimental group is by applying the story telling method.

$O1$ = Pre-test before the treatment is given

$O2$ = The final test (post-test) after the treatment is given

$O1 - O2$ = Effect of storytelling technique

In this design, assessment were made twice, namely before and after the experiment. Assessment made before the experiment ($O1$) are called pre-test and assessment after the experiment ($O2$) are called post-test. The difference between $O1$ and $O2$ namely $O1 - O2$ is assumed to be the effect of the treatment.

B. Research Settings

This sub-chapter describes the time and place of data collection in the study.

a. Place

This Research was conducted at Junior High School 4 Wanayasa, which is located at Jl. Wanayasa – Batur KM. 2, Wanaraja, Wanayasa, Banjarnegara, Central Java.

The reason the author chooses the Junior High School 4 Wanayasa as a place of research because the school is in a rural area where most of the students who study there come from rural areas as well. Why choose a rural school because there are still very low with understanding of English

why choose a rural school because there are still very low with understanding of English. In addition, students' speaking skills are still low and knowledge of English is still lacking. So while researching the use of storytelling to improve students' speaking skills, and increase students' motivation in learning English and be open to their knowledge of English.

b. Time

This research was conducted in the first semester in the academic year of 2022/2023 for the research about four weeks beginning from 1st up to 25th November 2022.

C. Subject of The Research

The subjects of this study were students of Junior High School 4 Wanayasa eight-grade A students in the academic year 2022/2023.

D. Population and Sample of The Research

1. Population

The population is a generalization area consisting of objects or objects that have certain qualities and characteristics set by the researcher to be studied and then drawn conclusions.⁴¹ So the population is not only people, but also the object under study includes all the traits or characteristics possessed by the subject. Based on the views above, it can be understood that what is meant by the population in this study are eight grade students of SMPN 4 Wanayasa.

2. Sample

In research, it is necessary to have a so-called sample research or miniature of the population that is used as an example. In this case Donald Ary suggests "*Sample is a group selected from population for observation in a study*".⁴² This opinion about the sample can be seen from what was stated by

⁴¹ Sugiono, *Metode Penelitian Qualitative, Quantitative and R & D*, (Bandung Alfabeta, 2013), p. 167.

⁴² Donald Ary, et al., *Introduction to Research* ..., p.649.

Sugiyono that *"the sample is part of the number and characteristics possessed by the population"*.

For this research, the researcher used Simple Random Sampling. Sugiyono stated that this technique was carried out randomly without regard to the existing strata in the population because the members of the population were considered homogeneous.

By looking at some of the opinions above, the researcher can conclude that the sample is part of the population that represents the whole. The samples in this study were eight-grade A students of SMP N 4 Wanayasa. The number of students is 16 students consisting of 3 boys and 13 girls. The researcher chose this class based on an observation with the English teacher that this class had a low score on the speaking test..

E. Variables and Indicators

The independent and dependent operational variables observed in this study can be defined as follows:

1. Independent variable (X) : The use of storytelling technique to facilitate students' speaking proficiency
2. Dependent variable (Y) : Student's speaking proficiency.

F. Instrument of the Research

In this research, the writer use speaking test and documentation as the instruments. To make clear, here are the following details:

1. Speaking Test

In this research the writer used speaking test. The test be used to get data of the students' speaking skills in pre-test and post-test. The pre-test will be given before the treatment to find out the students' prior skill about speaking and post-test will be given after treatment to find out the students' speaking after the treatment. The test is in the form of a monologue speaking test.

2. Documentation

The writer would used documentation as the last instrument in this research by taking some documentation data such as the pictures during the process of the research, the data of the sample's name and some field notes when the treatment held.

G. Technique of Collecting Data

The procedure of collecting data to facilitate students' speaking proficiency had been took by doing pre-test, treatment, and post-test. The procedure of collection data in this research described as follows:

1. Pre-Test

At the first meeting, the researcher gave a pre-test to the students. First, the researcher came to class. Then the researcher explained what the students had to do. After that, the researcher asked the students to write and tell their stories to other in front of the class. And then students' tell their stories. The purpose of the test is to determine the students' speaking proficiency before treatment.

c. Treatment

The researcher treated the students for five meetings in which each meeting around 90 minutes. The students were treated by using storytelling technique. Each meeting consists of 2x45 minutes. The procedures of treatment were described in this section:

1) *The First Meeting*

- The researcher give an video about the recount text.
- The students' watch the video story about "*My Holiday in Bali*".
- The researcher gives a brief explanation about recount text such us the meaning, purpose, structure text, types of the text and language features.

- The students' make group' each consist of 5 students.
- The researcher give the text about "*My Holiday in Bali*" to each group.
- Each group discus to identifies the text.
- Each group presented their results and read the text.

2) *The Second Meeting*

- The researcher gives a brief explanation about recount text and review last meeting.
- The researcher give an example how to storytelling (read aloud)
- The researcher give the text to the students' about "*My Sister Experience*"
- The researcher read the text repeated by the students'.
- The students tell the story in front of the class.

3) *The Third Meeting*

- The researcher gives a brief explanation about recount text and review last meeting.
- The researcher give an example how to storytelling (read aloud)

- The researcher give the text to the students' about "*My First Marathon Contest*"
- The researcher read the text repeated by the students'.
- The students tell the story in front of the class.

4) *The Fourth Meeting*

- The researcher gives a brief explanation about how to make recount text and review last meeting.
- The students' make recount text.

5) *The Fifth Meeting*

- The students tell about their story in front of the class.

d. Post-Test

In the last meeting, the researcher gave the students a post-test. First, the researcher came to class. Then the researcher explained what the students had to do. After that, the researcher asked the students to tell their stories without the text in front of the class. And then students' tell their stories. The result of post-test compared with the result of pre-test to find out whether there were significant effect of the treatment or not.

H. Technique of Data Analysis

1. Scoring Rubric

After collected the test data, researcher rates the students' score in rating scale. The researcher calculated the students' score from pre-test and post-test and the speaking rubric used based on 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.⁴³

Table 1 - Scoring Rubric

No	Aspects	Description Of Indicators	Score	
1	Pronunciation	Have fewtraces of foreign accent.	5	(95-100)
		Always intelligible, though one is conscious of a definite accent.	4	(85-94)
		Pronunciation problems necessitate concentratedlistening andoccasionally lead to misunderstaning.	3	(75-84)
		Very hard to understand because of pronunciation	2	(65-74)

⁴³ David P. Harris, *Testing English as a Second Language*, (New York: Tata MsGraw-Hill Publishing company Ltd, 1969), p. 83.

		problems. Frequently beasked to repeat.		
		Pronunciation problems tosevere as to make speech virtually unintelligible.	1	(below 65)
2	Grammar	Makes few (if any) notice able errors of grammar orword order.	5	(95-100)
		Occasionallymakes grammatical;and/or word order errors which do not however,obscure meaning.	4	(85-94)
		Makes frequent errors of grammar andword order which occasionally obscure meaning.	3	(75-84)
		Grammar andword order errors make comprehension difficult. Most often rephrase sentences and/or restricthim to basic pattern.	2	(65-74)
		Errors in grammar andword order to severe as to make speech virtually	1	(below-65)

		unintelligible.		
3	Vocabulary	Use vocabulary and idioms is virtually that of a native speaker.	5	(95-100)
		Sometimes uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.	4	(85-94)
		Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.	3	(75-84)
		Misuse of words and very limited vocabulary make comprehension quite difficult.	2	(65-74)
		Vocabulary limitations so extreme as to make conversation virtually impossible.	1	(below 65)
4	Fluency	Speech as fluent and effortless as that of a native speaker.	5	(95-100)
		Speed of speech seems to be slightly affected by language problems.	4	(85-94)
		Speed and fluency are rather than	3	(75-84)

		strongly affected by language problems.		
		Usually hesitant; often forced into silence by language limitations.	2	(65-74)
		Speech is so halting and fragmentary as to make conversation virtually impossible.	1	(below 65)
5	Comprehension	Appears to understand everything without difficulty.	5	(95-100)
		Understands nearly everything at normal speed, although occasional repetition.	4	(85-94)
		Understands most of what is said at slower-than-normal speed with repetitions. Has great difficulty following what is said.	3	(75-84)
		Can comprehend only 'social conversation' spoken slowly and with frequent repetitions.	2	(65-74)
		Cannot be said to understand even simple conversational English.	1	(below 65)

2. Classification Scores

After the researcher calculated the data, the researcher classified the student's final score. It was classified into five criteria below:⁴⁴

Table 2 - Classification Score

Classification Score		
Interval	Predicate	Classification
8,6 – 100	A	Excellent
7,1 – 85	B	Good
5,6 – 70	C	Fair
4,1 – 55	D	Poor
<40	E	Very Poor

3. Scoring The Students' Answer

Scoring the student's answer by dividing the correct answer with the total answer. This formulates used to find out the students' speaking skill.⁴⁵

⁴⁴ Mustakim and Ismail Ismail, "The Influence of English Camp in Improving Speaking Skill of English House Course Students in Maroangin", *Education Journal STKIP Muhammadiyah Enrekang* (Vol. 2, No. 2, 2018), p. 68.

⁴⁵ Suharismi Arikunto, *Prosedur Penelitian : Suatu Pendekatan Praktek*, (Jakarta: PT Rineka Cipta, 2010), p.207

$$\text{Score} = \frac{\text{Students correct answer}}{\text{The total number of item}} \times 100$$

4. Calculate The Rate Percentage

To calculate the rate percentage of the learner score used the formula below :

$$P = \frac{F}{N} \times 100\%$$

Where :

P = Percentage

F = Frequency

N = Total number of students⁴⁶

5. Mean Score

Find out the mean score of each students, by using the formula :

$$\bar{X} = \frac{\Sigma X}{N}$$

Where :

\bar{X} = Mean Score

ΣX = The Total Number Of The Students Score

N = The Number Of Students⁴⁷

6. Standard Deviation

⁴⁶ Anas Sudjino, *Pengantar Statistik Pendidikan*, (Jakarta: PT Raja Grafindo Persada, 2001), p. 40-41.

⁴⁷ Sugiono, *Metode Penelitian Qualitative, Quantitatif and R&D*, (Bandung: Alfabeta, 2010), p.43

Find out standard deviation of the students score in pre-test and post test on speaking skill by using the following formula :

$$D = \sqrt{\frac{\Sigma x - \frac{(\Sigma x)^2}{n-1}}{N-1}}$$

Where :

D = Standard Deviation

ΣX = The Sum of Square

N = Total Number of Sum⁴⁸

7. Test Of Significant

Finding the different of mean score between the pre-test and post test by calculating the value of t-test, the formula as follow as :

$$t_{test} = \frac{\bar{x}_D}{\sqrt{\frac{\Sigma d^2}{N(N-1)}}}$$

Where :

t = Test Of Significance

\bar{x}_D = The Mean Score Of Different Analysis

Σd^2 = The Square Of The Sum Score Different

N = The Total Number Of The Students⁴⁹

⁴⁸ L.R Gay, *Educational Research Competencies For Analysis And Applications, Second Edition*, (Columbus Ohio: Person Merrill Prentice Hall, 1981), p. 298.

⁴⁹ L.R Gay, *Educational Research Competencies* ...,p. 331.

8. Criteria Of Testing Hypothesis

The statistical hypothesis in this research as follows :

To test hypothesis the researcher used one tail with 0,05 level of significance. For independence sample, the formula of freedom (df) is $N-1$

1. If t_{table} value higher than t_{test} value.

H_0 is accepted and H_1 is rejected, it means that Using storytelling technique to facilitate the students' speaking proficiency at the eight grade A students of SMPN 4 Wanayasa is not effective.

2. If t_{test} Value higher than t_{table} value.

H_0 is rejected and H_1 is accepted, it means that Using storytelling technique to facilitate the students' speaking proficiency at the eight grade A students of SMPN 4 Wanayasa is effective.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter consisted of two sections. They are findings of the research and discussions of the findings. The writers analyzed the data that is obtained through the result of pre-test and the result of post-test.

A. Research Findings

This research was conducted in the eight grade A students' of SMPN 4 Wanayasa Banjarnegara in the academic year 2022/2023. The research was conducted from 1 November until 25 November 2022. The total of meetings in this research were seventh meetings, one meeting as pre-test, five meetings as treatment and one meeting as post-test. The treatment class was treated by implementing storytelling method in teaching. The research was done by using an Pre-experimental design.

B. Data Description

To know the result of the students pre-test and post-test, the writer makes the table of students score such as follows :

In this table the writers gave the students the first test before treatment to know the students' knowledge and the writers found that the result of pre-test was bad as saw the score below :

Table 3 - The Pre-test of Students

NO	RESPONDEN	CRITERIA					TOTAL POINT	SCORE
		COMPREHENSION	GRAMMAR	VOCABULARY	PRONUNCIATION	FLUENCY		
1	ASB	2	1	2	2	2	9	36
2	AF	3	3	3	3	3	15	60
3	AS	2	2	1	2	2	9	36
4	ANBS	1	2	1	3	2	9	36
5	AKL	4	3	4	3	3	17	68
6	DSF	2	3	3	3	3	14	56
7	FC	3	2	2	3	2	12	48
8	HKN	2	2	3	2	2	11	44
9	IWW	3	3	3	3	3	15	60
10	LSS	4	3	4	4	3	18	72
11	LK	3	3	3	2	3	14	56
12	NSL	2	3	2	2	2	11	44
13	PNH	3	2	3	3	3	14	56
14	SIR	3	3	3	3	3	15	60
15	SAL	4	3	4	3	3	17	68
16	WMA	4	3	4	4	3	18	72
TOTAL		45	41	45	45	42	218	872

MEAN SCORE	
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Based on the table above, the writer calculated the total of the results, and seeking the mean score of pre-test with formula :

$$\bar{X} = \frac{\Sigma X}{N}$$

$$\bar{X} = \frac{\Sigma 872}{16}$$

$$\bar{X} = 54,5$$

The mean score of pre-test was 54,5 it can be concluded that the students speaking skill before treatment was very poor.

Then the result of the post-test can be seen on the table below :

In this table the writers gave the students test again after treatment to know that there was effective and improvement and the writers found that the result of post-test was effective as saw the score below:

Table 4 - The Post-test of Students

NO	RESPONDEN	CRITERIA					TOTAL POINT	SCORE
		COMPREHENSION	GRAMMAR	VOCABULARY	PRONUNCIATION	FLUENCY		

1	ASB	3	3	3	3	3	15	60
2	AF	4	3	4	4	4	19	76
3	AS	3	3	3	3	3	15	60
4	ANBS	3	3	3	3	3	15	60
5	AKL	4	4	4	5	4	21	84
6	DSF	4	4	4	4	4	20	80
7	FC	4	3	4	4	3	18	72
8	HKN	3	3	4	4	3	17	68
9	IWW	4	3	4	4	4	19	76
10	LSS	4	4	5	5	4	22	88
11	LK	3	3	4	4	4	18	72
12	NSL	3	3	4	4	3	17	68
13	PNH	3	3	4	4	4	18	72
14	SIR	4	4	4	4	4	20	80
15	SAL	4	4	4	5	4	21	84
16	WMA	4	4	5	5	4	22	88
TOTAL		57	54	63	65	58	297	1188
MEAN SCORE								

Based on the table above, the writer calculated the total of the results, and seeking the mean score of pre-test with formula :

$$\bar{X} = \frac{\Sigma X}{N}$$

$$\bar{X} = \frac{\Sigma 1188}{16}$$

$$\bar{X} = 74,25$$

The mean score of post-test was 74,25 , it can be concluded that the students speaking skill after treatment was effective.

C. The Percentage of Pre-Test Classification

The percentage of the pre-test classification also shows that the different percentage of pre-test and post-test results, the writer makes the table of the percentage of percentage classification of pre-test as follows :

In this table shows that only classification fair and very poor has percentage and the writers found that the low of the students' knowledge before treatment.

Table 5 - The Precentage of Pre-test Classification

Classification	Score	Frequency	Percentage
Excellent	86-100	0	0%
Good	71-85	2	12,5%
Fair	56-70	8	50%
Poor	41-55	3	18,75%
Very Poor	40 - below	3	18,75%
		16	100%

The table shows that none students got excellent classification. 2 (12,5%) students got good classification, 8 (50%) students got fair classification, 3 (18,75%) students got poor and 3 (18,75%) students got very poor. It means that the students speaking skill still low.

The following is the table of the percentage classification of post-test :

In this table shows that there was significant between percentage of pre-test and post-test.

Table 6 - The Percentage of Post-test Classification

Classification	Score	Frequency	Percentage
Excellent	86-100	2	12,5%
Good	71-85	9	56,25%
Fair	56-70	5	31,25%
Poor	41-55	0	0%
Very Poor	40 - below	0	0%
		16	100%

The table shows that there was decrease percentage of students got fair classification 5 (31,25%) students. 9 (56,25%) students got good classification, 2 (12,5%) students Excellent. There was no students got poor and very poor. It means that using story

telling technique to facilitate students' speaking proficiency is effective because there is different significant.

D. Standard Deviation Pre-test and Post-test

Based on the data on the table 4.1 and 4.2 the writers also calculated the standard deviation of pre-test and post-test, the result can be seen as follows:

Pre-Test	Post-Test
$SD = \sqrt{\frac{\Sigma x - \frac{(\Sigma x)^2}{n-1}}{N-1}}$	$SD = \sqrt{\frac{\Sigma x - \frac{(\Sigma x)^2}{n-1}}{N-1}}$
$SD = \sqrt{\frac{872 - \frac{(872)^2}{16-1}}{16-1}}$	$SD = \sqrt{\frac{1188 - \frac{(1188)^2}{16-1}}{16-1}}$
$SD = \sqrt{\frac{872 - \frac{760384}{15}}{15}}$	$SD = \sqrt{\frac{1188 - \frac{1411344}{15}}{15}}$
$SD = \sqrt{\frac{872 - 50692,26}{15}}$	$SD = \sqrt{\frac{1188 - 94089,6}{15}}$
$SD = \sqrt{\frac{49820,26}{15}}$	$SD = \sqrt{\frac{92901,6}{15}}$
$SD = \sqrt{3321,351}$	$SD = \sqrt{6193,44}$
$SD = 57,6311$	$SD = 786984116$

According to the data above, the standard deviation of pre-test was 57,6311, it is lower than the standard deviation of the post-test 786984116. So the writer concluded that the storytelling technique can facilitate the students speaking proficiency that give to them during the treatment process.

The mean score and standard deviation of the students' pre-test and post-test result on speaking test were tabulated in the table below :

Table 7 - The Mean Score and Standard Deviation

No	Test	Mean Score	Standard Deviation
1	Pre-Test	54,5	57,6311
2	Post-Test	74,25	786984116

The table above showed that the mean score of post-test higher than pre-test. Therefore, the researcher conclude that the activities that researcher use storytelling technique to facilitate the students' speaking proficiency at the eight grade A students' of SMPN 4 Wanayasa is effective. It means that the post-test result higher than the pre-test result, and the standard deviation of post-test is higher than the standard deviation of pre-test.

E. Test of Significant

Table 8 - Worksheet of Calculate Score of Pre-test and Post-test

No	Respondent	Pre-test	Post-test	D	d	d ²
1	ASB	36	60	24	4,25	18,0625
2	AF	60	76	16	-3,75	14,0625
3	AS	36	60	24	4,25	18,0625
4	ANBS	36	60	24	4,25	18,0625
5	AKL	68	84	16	-3,75	14,0625
6	DSF	56	80	24	4,25	18,0625
7	FC	48	72	24	4,25	18,0625
8	HKN	44	68	24	4,25	18,0625
9	IWW	60	76	16	-3,75	14,0625
10	LSS	72	88	16	-3,75	14,0625
11	LK	56	72	16	-3,75	14,0625
12	NSL	44	68	24	4,25	18,0625
13	PNH	56	72	16	-3,75	14,0625
14	SIR	60	80	20	0,25	0,0625
15	SAL	68	84	16	-3,75	14,0625
16	WMA	72	88	16	-3,75	14,0625
	Jumlah	872	1188	316	- 2,13163E- 14	239
	Rata-rata	54,5	74,25	19,75		

To make sure, the writer also calculated the significant difference of the mean score of post-test. It can be seen as follows :

$$t_{hitung} = \frac{\bar{x}_D}{\sqrt{\frac{\sum d^2}{N(N-1)}}$$

$$t_{hitung} = \frac{19,75}{\sqrt{\frac{239}{16(16-1)}}$$

$$t_{hitung} = \frac{19,75}{\sqrt{\frac{239}{16(15)}}$$

$$t_{hitung} = \frac{19,75}{\sqrt{\frac{239}{240}}$$

$$t_{hitung} = \frac{19,75}{\sqrt{0,99583}}$$

$$t_{hitung} = \frac{19,75}{0,9979144}$$

$$t_{hitung} = 19,791274$$

According to the data above, the significant difference of post-test was 19,791274 and then the writer seeking for degree of freedom for 16 sample by using following formula :

$$df = (N - 1)$$

$$df = (16 - 1)$$

$$df = 15$$

F. Testing of Hypothesis

$$df = (16 - 1) = 15, \alpha = 0,05 = t_{table} = 2.13145$$

The result of t_{test} value was tabulated as follows :

Table 9 - Result of t-test and t-table

t_{test} Value	t_{table} Value
19,791274	2,13145

Table above shows that t_{test} Value 19,791274 was higher than t_{table} Value 2.13145. It means that H_0 is rejected and H_1 was accepted.

H_0 : Using story telling technique to facilitate the students' speaking proficiency at the eight grade A students of SMPN 4 Wanayasa is not effective.

H_1 : Using story telling storytelling to facilitate the students' speaking proficiency at the eight grade A students of SMPN 4 Wanayasa is effective.

Based on the results of the descriptive analysis, the average value of pretest = 54,5 and posttest = 74,25 is obtained. This means that there is an increase in students' speaking scores after getting the story telling technique.

Therefore, it can be concluded that the giving of the story telling technique has a significant effect on increasing the value to facilitate speaking proficiency for eight grade A students of SMP N 4 Wanayasa.

G. Discussion

This study aims to explain the effectiveness using storytelling technique to facilitate students' speaking proficiency. To achieve the research objectives, the researcher conducted a pre-experimental study with a one group pre-test post-test design. The pre-test was carried out before the students gave the treatment, the purpose of the pre-test was to find out the research students' speaking proficiency before being taught the storytelling technique. After that, the treatment was given using the storytelling technique, the treatment was carried out in five meetings. The last is the post-test, the purpose of the posttest is to find out the students' speaking proficiency after being given treatment using the storytelling technique.

The data collected from the results of the pre-test and post-test revealed that there was an 19,75 point increase in students' speaking ability using the storytelling technique.

The following table describes the average score of students before the implementation of the treatment and after the implementation of the treatment.

Table 10 - Pre-test and Post-test

Pre-Test	Post-Test
54,5	74,25

This means that students' speaking proficiency has increased. Based on observations during the treatment. The researcher found that at the first treatment was carried out, students had many problems to storytelling. Moreover it was carried out in front of the class which was watched by all class mates. Many of them feel nervous so the story cannot be carried out smoothly. Besides that, many of them have difficult to pronoun the word. For examples in the words "*Experiences*", "*Checked*", "*Prepared*", "*Monkeys*", "*T-shirts*", *etc.* They often make mistakes in word stress, intonation and tone.

In the next treatment, students are confident to telling stories in front of the class. But there are still many students who had difficulties in pronouncing words. The difficult pronunciation is the word "*exhausting*". The students said that, the word sound foreign and is rarely used by them.

In the next treatment the students were able to master the stage. even though at the beginning they looked nervous, but when they started telling stories they seemed confident. pronunciation errors have decreased, they can replace the wrong pronunciation with the

correct pronunciation of words. Prior to the post test, students were given a week to practice telling stories at home.

At the next meeting, students were given the opportunity to present story that their made before in front of the class. From the treatment that has been done repeatedly. It can be seen that their appearance is much better. Even though their average score is still below 74,25, their performer is better than the first meeting. There was an increase of 19,75 point in students' speaking ability. That is, storytelling can improve students' speaking skill.

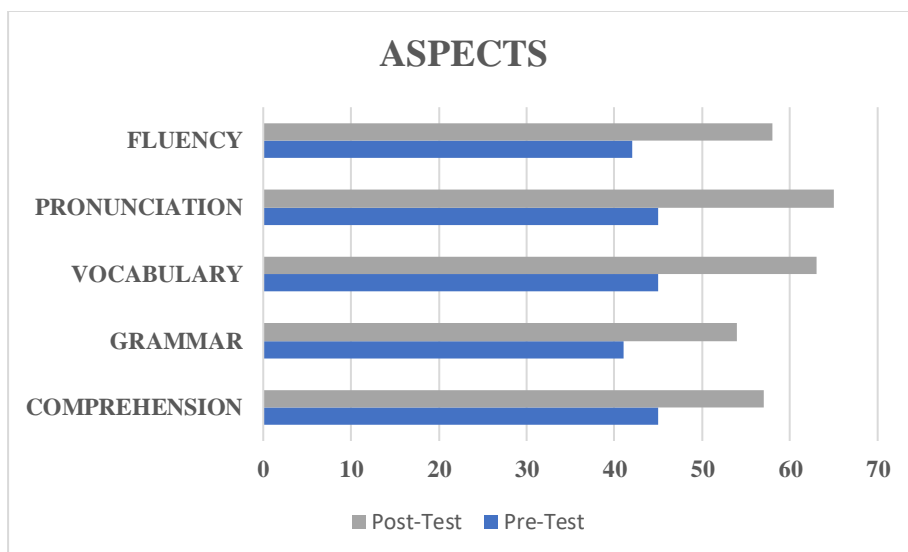


Figure 3 - Aspect in Pre-test and Post-test

As we can see in the graph above. The progress has been made in every aspect. The highest increase occurred in the aspect of

pronunciation and then followed by vocabulary and fluency. Grammar shows the lowest increase. This can show that the use of the storytelling technique to facilitate students' speaking proficiency is effective especially in pronunciation.

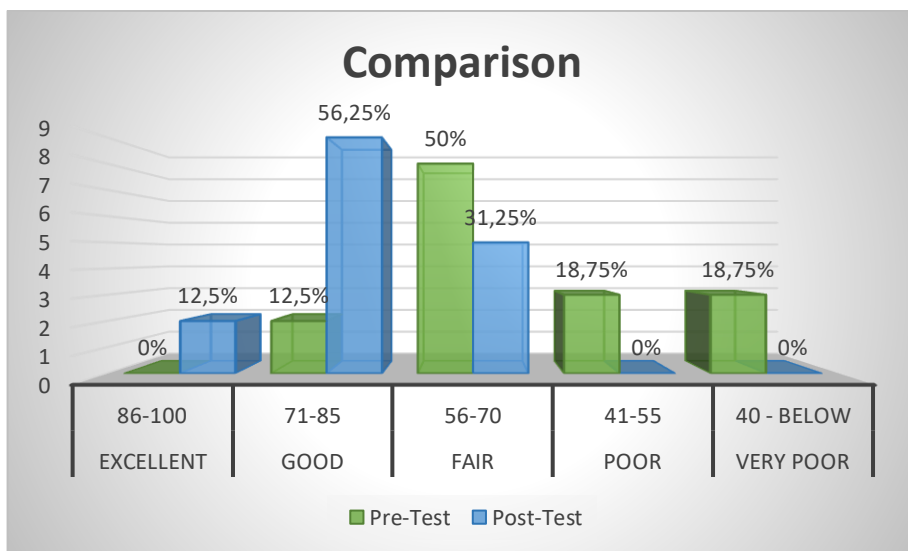


Figure 4 - Comparison Pre-test and Post-test

The graph above shows the difference in the number of students in the pre-test and post-test. There, the pre-test shows that 0% gets the classification Excellent, while in the post-test there is an increase of 12.5%. Then, it can be seen in the next diagram that there are 12.5% who get a good classification in the pre-test, then in the post-test there is a significant increase, namely getting 56.25%. Next different from the previous chart. Students who get a fair

classification in the post-test get a decrease compared to the pre-test. The previous 50% to 31.5%. This means students got fair classification were getting fewer. However, it can be noted that those who received poor and very poor classifications on the pretest were higher than the post-test, namely 18.75%. So that it can be ensured that students didn't get bad scores on the pre-test.

This changed after the researchers carried out the treatment. Speaking skills have increased, as the researchers observed. The reason why the value of speaking skills increased rapidly, because they were threatened by retelling some stories using English. All students are enthusiastic about learning English because of this method. They also lose boredom and get a lot of motivation in learning English especially speaking skills. This is evidenced by the performances of students who were really well prepared in telling stories, starting from learning to give meaning to each vocabulary word from the text, learning to recite it, or even memorizing stories.

As discussed in the findings, it was revealed that the storytelling technique facilitate students' speaking proficiency is effective. This can be seen from the results, the average pretest value is 54,5, then the post-test average value is 74,25. it means the post-test average score is higher than the pre-test average score. In the study, the researcher found a significant difference in students' speaking proficiency before and after the researcher applies the storytelling

technique. Furthermore, the result of the calculation of the t_{test} is 19,791274. Degrees of freedom (df) is 15 where the t_{table} value is at a significant level of 0.05 is 2.13145. This shows that t_{test} is higher than t_{table} , the result is $t_{test} > t_{table}$, $19,791274 > 2.13145$. The calculation between the t_{table} and t_{test} values at $\alpha = 0.05$ was used in this study, which shows that the t_{test} is higher than the t_{table} value, H_1 is accepted and H_0 is rejected. The results describe the H_1 of the two-variable hypothesis indicating that there is a significant difference in the mean scores for the two. So, the storytelling technique to facilitate students' speaking proficiency is effective.

The results of this study support the findings of previous studies. This is consistent with the results of Anggarda Paramita and Praditya Putri Utami (2021) on "*Students' Perception: Digital Storytelling As a Media For Junior High School Students In Learning Speaking*". Based on research that from the six respondents there were three respondents who had some understanding of storytelling material in speaking learning, and they had done their job well. Even so, these students can do the storytelling assignment well. Such as making vocabulary in notebooks, translating them in Indonesian, then memorizing and making storytelling videos in English.

The results of this study support the findings of previous studies. The results of this study are consistent with Amru bin As (2016) research on storytelling to improve speaking skills. based on data

analysis there was a significant increase between the experimental group and the control group. Based on the average post-test score for each group, the average EC post-test score was 76 while the CC score was 57. This has experienced a significant increase. Therefore, this study shows that storytelling can improve students' speaking skills.

Other research results are supported by Irina Karpovich (2021) with research using monologue speaking tasks to improve first year students' English speaking skills. Based on the analysis of the data, the average score of the stage I test was 6.5 for CG and 8 for EG 50.15, then the stage II test was 7 for CG and 8.5 for EG, followed by stage III was 7 for CG and 9 for EG and then Stage IV gets 8 for CG and 10 for EG. That means there is an increase at each stage. It can be concluded that the monologue speaking test can improve students' speaking skills.

In brief, based on the test findings from the discussion, it can be concluded that the application of storytelling technique to facilitate students' speaking proficiency in the eight grade A students of SMPN 4 Wanayasa is effective.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter explains the researcher's conclusion and suggestion.

A. Conclusion

In conclusion, the use of storytelling technique to facilitate student's speaking proficiency is effective by the result of the data analysis in the previous chapter, based on the data analysis when it was held in the eight grade A students of SMPN 4 Wanayasa, Banjarnegara in the academic year of 2022/2023.

Based on the result of the research find that the average pre-test score was 54,5 and average post test score was 74,25. It means there was a different 15,75 average score. Furthermore, it was obtained that t_{test} is higher than t_{table} ($19,791274 > 2,13145$). Because t_{table} low than t_{test} , so H_0 was rejected, and H_1 was accepted that using storytelling technique to facilitate students' speaking proficiency is effective.

B. Suggestion

From these conclusions, there are several suggestions put forward by researchers:

The researcher realizes that it is still not perfect. The research was carried out in a short time. This made this research unable to be carried out optimally. The lack of experience from researchers,

then the implementation of this research is less than perfect. For this reason, it is hoped that this research can be used as a reference for further research in the same field. In this section, the researcher would like to provide the following suggestions:

1. For English Teachers

Teachers must update their knowledge of any techniques, methods, strategies and tools to assist students in mastering English. Apart from that, the teachers also have to be creative in presenting the material, so that students can be interested and excited to learn English.

2. For Students

Students can practice their speaking skills through various techniques, methods, strategies, one of which is storytelling. Students can practice it technique or the other with his friends even without the supervision of the teacher.

3. Future Researcher

Future researchers can conduct similar research on storytelling techniques with different variations. In addition, this research can also be used as a reference with different teaching sections.

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APPENDIX

APPENDIX 1

The Students' Name List

No	Name	Responden
1	Aan Setio Budi	ASB
2	Afrilia Ferliana	AF
3	Ahmad Saeful	AS
4	Alfan Nofian Bagus Sulaiman	ANBS
5	Amelia Kirana Larasati	AKL
6	Diah Selfa Fitana	DSF
7	Fitri Cahyawati	FC
8	Hefni Khairun Nisa	HKN
9	Icha Widya Wati	IWW
10	Luna Silfya Sari	LSS
11	Lutfi Kholifah	LK
12	Nina Sukma Lestari	NSK
13	Paola Nurhidayati	PN
14	Suci Indah Ramadhani	SIR
15	Sukma Ayu Lestari	SAL
16	Wika Mukti Al-Maghfiroh	WMA

Appendix 1 - The Students' Name List

APPENDIX 2

The Instrument of Pre-Test and Post-Test

Subject : English
Skill : Speaking
Class : 8
Instruction :

Please tell about your experience last weekend in front of the class!

Appendix 2 - The Instrument of Pre-Test and Post-Test

APPENDIX 3

Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	:	SMPN 4 WANAYASA
Mata Pelajaran	:	Bahasa Inggris
Kelas/Semester	:	VIII/ 1
Materi Pokok	:	Recount Text
Tahun Pelajaran	:	2022/2023
Alokasi Waktu	:	2 X 45 Menit
Pertemuan	:	1

A. Kompetensi Inti

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

No	Kompetensi Dasar	Indikator
1	3.11 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya	3.11.2 Mengidentifikasi struktur teks personal recount 3.11.3 Menentukan unsur kebahasaan teks personal recount 3.11.4 Mengidentifikasi penggunaan tanda baca dan ejaan dalam teks personal recount 3.11.5 Mengidentifikasi ide pokok dan penjelas teks personal recount
2	4.11.2 Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	4.11.2.1 Menyempurnakan penggunaan tanda baca dan ejaan teks pengalaman pribadi di waktu lampau (personal recount) 4.11.2.2 Membuat teks pengalaman pribadi di waktu lampau (personal recount) 4.11.2.3 Menceritakan

		pengalaman pribadi di waktu lampau (personal recount)
--	--	---

C. Tujuan Pembelajaran

1. Siswa mampu mengidentifikasi struktur teks, unsur kebahasaan, penggunaan tanda baca dan ejaan dalam recount text.
2. Siswa mampu memahami ide pokok dan penjelas recount text.
3. Siswa mampu mengungkapkan jawaban pertanyaan terkait dengan recount teks yang dibaca.
4. Siswa mampu Menyusun recount text sederhana tentang orang, dengan memperhatikan fungsi social struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.
5. Siswa mampu menceritakan kembali suatu teks recount yang dibaca baik secaralisan dan tertulis.

D. Materi Pembelajaran

Recount Text

Recount Text is text which tells about something happened in the past.

Type

- Personal Recount : Menceritakan tentang pengalaman pribadi penulis
- Factual Recount : Menyajikan Laporan peristiwa yang benar terjadi.

- Biographical Recount : Menceritakan kisah hidup seseorang.
- Imaginative Recount : Menyajikan cerita imajinatif berdasarkan kejadian yang telah terjadi.

Purpose

- The text written for ...
- What is the text purpose ...
- What is social function ...
- To **share** unique or unusual **experience**
- To **retell** something unforgettable
- To give information about an **incident**
- To make the readers learn something

Generic Structure

- Orientation : Pengenalan informasi tentang siapa, dimana, dan kapan peristiwa itu terjadi
- Events : Rangkaian peristiwa yang ada dalam cerita
- Reorientation : Biasanya berisi kesan dari peristiwa yang dialami

Language Features

- PAST TENSE
 - I went to Bali last week.
 - I spent my holiday in Bandung
- CONJUNCTION
 - After that
 - Then
 - Next

- ACTION VERB
 - Played
 - Worked
 - Bought
- ADVERB OF TIME
 - Last week
 - 2 years ago
 - 5 month ago

E. Alat, Media dan Sumber Belajar

1. Alat : Proyektor, Laptop
2. Media : Power Point dan Video Pembelajaran
3. Sumber Belajar : Youtube, Buku Bahasa Inggris VIII

F. Langkah-langkah Pembelajaran Pertemuan Pertama

Kegiatan	Deskripsi Kegiatan		Waktu
	Guru	Siswa	
Pembuka	1. Guru memberikan salam kepada siswa dan mempersiapkan secara fisik dan psikis siswa untuk mengikuti pembelajaran dengan diawali berdoa.	1. Siswa menjawab salam dan mengawali pembelajaran dengan berdoa.	10 Menit
	2. Guru menanyakan keadaan siswa.	2. Siswa merespon dengan	

		memberikan jawaban sesuai keadaan mereka.	
	3. Guru mengecek kehadiran siswa, kebersihan dan kerapian kelas, kesiapan buku tulis dan sumber belajar.	3. Siswa memperhatikan Ketika guru mengecek kehadiran serta mempersiapkan diri untuk mengikuti pembelajaran.	
	4. Guru mulai memperlihatkan sebuah video cerita berkaitan dengan teks recount melalui slide kemudian bertanya kepada siswa secara individual untuk mengaitkan dengan pengalaman siswa.	4. Siswa memperhatikan video yang ditampilkan, kemudian siswa menjawab apa sesuai dengan pertanyaan yang diberikan guru terkait pengalaman siswa.	
Inti	Mengamati (Observing)		75 Menit
	1. Guru memberikan sebuah video bertemakan “ <i>My Holiday in Bali</i> ” dan	1. Siswa mengamati dan mencoba memahami maksud dari video yang diberikan	

	meminta siswa memahami dan mengamati apa yang ada didalam video tersebut.	oleh guru.
	2. Guru memberikan penjelasan singkat tentang pengertian dan struktur teks dari teks recount.	2. Siswa memperhatikan penjelasan guru berkaitan dengan teks recount.
	Menanya (Questioning)	
	1. Guru mempersilahkan siswa untuk menanyakan apa yang belum dipahami.	1. Siswa menanyakan materi yang belum dipahami.
	Mengasosiasi (Associating)	
	1. Guru membagi siswa dalam beberapa kelompok.	1. Siswa terbagi dalam beberapa kelompok duduk bersama kelompoknya masing-masing.
	Mencoba (Experimenting)	
	1. Guru akan membagikan teks recount dengan judul “My	1. Masing-masing kelompok memegang teks recount yang telah

	<i>Holiday in Bali”</i> kepada masing- masing kelompok.	diberikan oleh guru.	
	Mengumpulkan Informasi		
	1.Guru akan meminta masing-masing kelompok untuk mengidentifikasi teks recount	1.Masing-masing siswa dalam kelompok mengidentifikasi teks recount.	
	2. Guru meminta masing-masing kelompok mempresentasikan hasil diskusi.	2. Masing-masing kelompok mempresentasikan diskusi.	
	Mengkomunikasikan (Communicating)		
	1. Guru memberikan tanggapan hasil dari bagaimana siswa mengidentifikasi teks recount tersebut.		
Penutup	Guru	Siswa	10 Menit
	1. Guru merefleksi dengan siswa atas manfaat pembelajaran yang telah dilakukan.	1. Siswa memberikan pendapat mereka tentang manfaat apa yang mereka dapatkan mengenai pembelajaran	

		tersebut.	
	2. Guru mengakhiri pembelajaran dan siswa secara sukarela/ditunjuk menyimpulkan pembelajaran hari itu.	2. Salah satu siswa memberikan kesimpulan didampingi guru	
	3. Guru menjelaskan ke siswa mengenai pelajaran yang akan dibahas dipertemuan selanjutnya.		
	4. Guru menunjuk satu siswa untuk memimpin doa dan juga salam.	3. Siswa dan guru berdoa bersama dan memberikan salam.	

Task 1

Make a group!

My Holiday in Bali

When I was 2nd grade of Senior High School, my friends and I went to Bali. We were there for three days. I had many impressive experiences. During the vacation.

First day, we visited Sanur Beach in the morning. We saw the beautiful sunrise together. It was a great scenery. Then, we checked in to hotel. After prepared our selves, we went to Tanah Lot. We met so many other tourists there.

Second day, we enjoyed the day on Tanjung Bena Beach. We played so many water sports such as banana boat, jetsky, speedboat, etc. we were very happy. In the afternoon, we went to Kuta Beach to see the amazing sunset and enjoyed the beautiful wave.

The last day, we spent our time in Sangeh. We could enjoy the green and shady forest. There were so many monkies. We could make a close interaction with them. After that, we went to Sukowati Market for shopping.

That was my lovely time. I bought some Bali T-shirt and souvenirs.

Peneliti

Banjarnegara, 15 Oktober 2022
Guru Bahasa Inggris

Delia Fatchiatul Inayah
NIM.1803046062

Setiya Wahyu Rachmawati, S.Pd
NIP.-

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	:	SMPN 4 WANAYASA
Mata Pelajaran	:	Bahasa Inggris
Kelas/Semester	:	VIII/ 1
Materi Pokok	:	Recount Text
Tahun Pelajaran	:	2022/2023
Alokasi Waktu	:	2 X 45 Menit
Pertemuan	:	2

A. Kompetensi Inti

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

No	Kompetensi Dasar	Indikator
	3.12 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya	3.11.2 Mengidentifikasi struktur teks personal recount 3.11.3 Menentukan unsur kebahasaan teks personal recount 3.11.4 Mengidentifikasi penggunaan tanda baca dan ejaan dalam teks personal recount 3.11.5 Mengidentifikasi ide pokok dan penjelas teks personal recount
2	4.11.3 Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	4.11.2.1 Menyempurnakan penggunaan tanda baca dan ejaan teks pengalaman pribadi di waktu lampau (personal recount) 4.11.2.2 Membuat teks pengalaman pribadi di waktu lampau (personal recount) 4.11.2.3 Menceritakan pengalaman pribadi di waktu lampau (personal recount)

C. Tujuan Pembelajaran

1. Siswa mampu mengidentifikasi struktur teks, unsur kebahasaan, penggunaan tanda baca dan ejaan dalam recount text.
2. Siswa mampu memahami ide pokok dan penjelas recount text.
3. Siswa mampu mengungkapkan jawaban pertanyaan terkait dengan recount teks yang dibaca.
4. Siswa mampu Menyusun recount text sederhana tentang orang, dengan memperhatikan fungsi social struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.
5. Siswa mampu menceritakan kembali suatu teks recount yang dibaca baik secara lisan dan tertulis.

D. Materi Pembelajaran

Recount Text

Recount Text is text which tells about something happened in the past.

Type

- Personal Recount : Menceritakan tentang pengalaman pribadi penulis
- Factual Recount : Menyajikan Laporan peristiwa yang benar terjadi.
- Biographical Recount : Menceritakan kisah hidup seseorang.

- Imaginative Recount : Menyajikan cerita imajinatif berdasarkan kejadian yang telah terjadi.

Language Features

- PAST TENSE
 - I went to Bali last week.
 - I spent my holiday in Bandung
- CONJUNCTION
 - After that
 - Then
 - Next
- ACTION VERB
 - Played
 - Worked
 - Bought
- ADVERB OF TIME
 - Last week
 - 2 years ago
 - 5 month ago

Purpose

- The text written for ...
- What is the text purpose ...
- What is social function ...
- To **share** unique or unusual **experience**
- To **retell** something unforgettable
- To give information about an **incident**
- To make the readers learn something

Generic Structure

- Orientation : Pengenalan informasi tentang siapa, dimana, dan kapan peristiwa itu terjadi
- Events : Rangkaian peristiwa yang ada dalam cerita
- Reorientation : Biasanya berisi kesan dari peristiwa yang dialami

E. Alat, Media dan Sumber Belajar

- a. Alat : Proyektor, Laptop
- b. Media : Power Point dan Video Pembelajaran
- c. Sumber Belajar : Youtube, Buku Bahasa Inggris VIII

F. Langkah-langkah Pembelajaran Pertemuan Kedua

Kegiatan	Deskripsi Kegiatan		Waktu
	Guru	Siswa	
Pembuka	1. Guru memberikan salam kepada siswa dan mempersiapkan secara fisik dan psikis siswa untuk mengikuti pembelajaran	1. Siswa menjawab salam dan mengawali pembelajaran dengan berdoa.	10 Menit

	dengan diawali berdoa.		
	2. Guru menanyakan keadaan siswa.	2. Siswa merespon dengan memberikan jawaban sesuai keadaan mereka.	
	3. Guru mengecek kehadiran siswa, kebersihan dan kerapian kelas, kesiapan buku tulis dan sumber belajar.	3. Siswa memperhatikan Ketika guru mengecek kehadiran serta mempersiapkan diri untuk mengikuti pembelajaran.	
Inti	Mengamati (Observing)		75 Menit
	1. Guru memberikan penjelasan singkat dan memberikan contoh membaca <i>story telling</i> (read aloud) bertemakan “ <i>My Sister Experience</i> ”	1. Siswa mengamati dan mencoba memahami maksud dari cerita yang diberikan oleh guru.	

	dan meminta siswa memahami dan mengamati apa yang ada didalam cerita tersebut..		
	Menanya (Questioning)		
	2. Guru mempersilahkan siswa untuk menanyakan apa yang belum dipahami dan cara membaca yang sulit.	2. Siswa menanyakan materi yang belum dipahami cara membaca yang sulit.	
	Mengasosiasi (Associating)		
	3. Guru meminta siswa berpasangan.	3. Siswa terbagi dalam pasangan duduk bersama.	
	Mencoba (Experimenting)		
	3. Guru akan membagikan teks recount dengan judul “My Sister Experience” kepada masing-	3. Masing-masing siswa memegang teks recount yang telah diberikan oleh guru.	

	masing siswa.		
	4. Guru akan meminta masing-masing siswa untuk ber-story telling kepada pasangannya.	4. Masing-masing siswa ber-story telling kepada pasangannya.	
	Mengkomunikasikan (Communicating)		
	5. Guru memberikan tanggapan hasil dari bagaimana siswa mengidentifikasi teks recount tersebut.		
Penutup	Guru	Siswa	10 Menit
	1. Guru merefleksikan dengan siswa atas manfaat pembelajaran yang telah dilakukan.	1. Siswa memberikan pendapat mereka tentang manfaat apa yang mereka dapatkan mengenai pembelajaran tersebut.	
	2. Guru mengakhiri	2. Salah satu siswa	

	pembelajaran dan siswa secara sukarela/ditunjuk menyimpulkan pembelajaran hari itu.	memberikan kesimpulan didampingi guru	
	3. Guru menjelaskan ke siswa mengenai pelajaran yang akan dibahas dipertemuan selanjutnya.		
	4. Guru menunjuk satu siswa untuk memimpin doa dan juga salam.	3. Siswa dan guru berdoa bersama dan memberikan salam.	

Task 2

Read the recount text below one by one!

My Sister Experience

Last Saturday, my little sister Dina did something funny.

She got up very late at six. She ran fast to the bathroom. She thought she would be late to school. She forgot it was Sunday. She took a very quick bath, got dressed, took her bag, and ran off to school. She didn't even have breakfast. After walking for five minutes, She noticed that no other children were going to school. Soon, she realized it was Sunday. So, She walked back home.

We all laughed at her when she got home. She also laughed at herself, then changed her clothes. Finally, She played skipping rope.

Banjarnegara, 15 Oktober 2022

Peneliti

Guru Bahasa Inggris

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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	:	SMPN 4 WANAYASA
Mata Pelajaran	:	Bahasa Inggris
Kelas/Semester	:	VIII/ 1
Materi Pokok	:	Recount Text
Tahun Pelajaran	:	2022/2023
Alokasi Waktu	:	2 X 45 Menit
Pertemuan	:	3

A. Kompetensi Inti

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

No	Kompetensi Dasar	Indikator
1	3.13 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya	3.11.2 Mengidentifikasi struktur teks personal recount 3.11.3 Menentukan unsur kebahasaan teks personal recount 3.11.4 Mengidentifikasi penggunaan tanda baca dan ejaan dalam teks personal recount 3.11.5 Mengidentifikasi ide pokok dan penjelas teks personal recount
2	4.11.4 Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	4.11.2.1 Menyempurnakan penggunaan tanda baca dan ejaan teks pengalaman pribadi di waktu lampau (personal recount) 4.11.2.2 Membuat teks pengalaman pribadi di waktu lampau (personal recount) 4.11.2.3 Menceritakan pengalaman pribadi di waktu lampau (personal recount)

C. Tujuan Pembelajaran

1. Siswa mampu mengidentifikasi struktur teks, unsur kebahasaan, penggunaan tanda baca dan ejaan dalam recount text.
2. Siswa mampu memahami ide pokok dan penjelas recount text.
3. Siswa mampu mengungkapkan jawaban pertanyaan terkait dengan recount teks yang dibaca.
4. Siswa mampu Menyusun recount text sederhana tentang orang, dengan memperhatikan fungsi social struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.
5. Siswa mampu menceritakan kembali suatu teks recount yang dibaca baik secara lisan dan tertulis.

D. Materi Pembelajaran

Recount Text

Recount Text is text which tells about something happened in the past.

Type

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- Factual Recount : Menyajikan Laporan peristiwa yang benar terjadi.

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Purpose

- The text written for ...
- What is the text purpose ...
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- Events : Rangkaian peristiwa yang ada dalam cerita
- Reorientation : Biasanya berisi kesan dari peristiwa yang dialami

Language Features

- PAST TENSE
 - I went to Bali last week.
 - I spent my holiday in Bandung
- CONJUNCTION
 - After that
 - Then
 - Next

- ACTION VERB
 - Played
 - Worked
 - Bought
- ADVERB OF TIME
 - Last week
 - 2 years ago
 - 5 month ago

E. Alat, Media dan Sumber Belajar

- a. Alat : Proyektor, Laptop
- b. Media : Power Point dan Video Pembelajaran
- c. Sumber Belajar : Youtube, Buku Bahasa Inggris VIII

F. Langkah-langkah Pembelajaran Pertemuan Ketiga

Kegiatan	Deskripsi Kegiatan		Waktu
Pembuka	Guru	Siswa	
	1. Guru memberikan salam kepada siswa dan mempersiapkan secara fisik dan psikis siswa untuk mengikuti pembelajaran dengan diawali berdoa.	1. Siswa menjawab salam dan mengawali pembelajaran dengan berdoa.	10 Menit
	2. Guru menanyakan	2. Siswa merespon	

	keadaan siswa.	dengan memberikan jawaban sesuai keadaan mereka.	
	3. Guru mengecek kehadiran siswa, kebersihan dan kerapian kelas, kesiapan buku tulis dan sumber belajar.	3. Siswa memperhatikan Ketika guru mengecek kehadiran serta mempersiapkan diri untuk mengikuti pembelajaran.	
Inti	Mengamati (Observing)		75 Menit
	1. Guru memberikan contoh membaca <i>story telling</i> (read aloud) bertemakan “ <i>My First Marathon Contest</i> ” guna memberi contoh ber- <i>story telling</i> kepada siswa.	1. Siswa mengamati guru yang memberi contoh.	
	Menanya (Questioning)		
	2. Guru	2. Siswa	

	mempersilahkan siswa untuk menanyakan apa yang belum dipahami dan cara membaca yang sulit.	menanyakan materi yang belum dipahami cara membaca yang sulit.	
	Mengumpulkan Informasi		
	1. Guru meminta siswa untuk menyebutkan bagian mana yang menurut mereka sulit diucapkan.	1. Siswa menyebutkan kata yang menurutnya sukar untuk diucapkan.	
	Mengasosiasi (Associating)		
	1. Guru meminta siswa berpasangan.	1. Siswa terbagi dalam pasangan duduk bersama.	
	Mencoba (Experimenting)		
	1. Guru akan membagikan teks recount dengan judul <i>"My First Marathon Contest"</i> kepada masing-masing siswa.	1. Masing-masing siswa memegang teks recount yang telah diberikan oleh guru.	

	2. Guru akan meminta masing-masing siswa untuk ber-story telling didepan kelas.	2. Masing-masing siswa ber-story telling didepan kelas.	
	Mengkomunikasikan (Communicating)		
	1. Guru memberikan tanggapan hasil story telling siswa.		
Penutup	Guru	Siswa	10 Menit
	1. Guru merefleksikan dengan siswa atas manfaat pembelajaran yang telah dilakukan.	1. Siswa memberikan pendapat mereka tentang manfaat apa yang mereka dapatkan mengenai pembelajaran tersebut.	
	2. Guru mengakhiri pembelajaran dan siswa secara sukarela/ditunjuk	2. Salah satu siswa memberikan kesimpulan didampingi guru	

	menyimpulkan pembelajaran hari itu.		
	3. Guru menjelaskan ke siswa mengenai pelajaran yang akan dibahas dipertemuan selanjutnya.		
	4. Guru menunjuk satu siswa untuk memimpin doa dan juga salam.	3. Siswa dan guru berdoa bersama dan memberikan salam.	

Task 3

Read the recount text below one by one!

Recount Text

My First Marathon Contest

Last month, I joined the Rogu Marathon, my first marathon contest. I had to run 42 kilometers to complete it. It was hard.

First, I woke up very early in the morning because the marathon started at 7 a.m. When I arrived at the venue, I found out that there were actually a lot of people who participated in it.

When the marathon started, I ran as fast as I could. After some kilometer I was already tired, so I just jogged for the rest of the way. Finally, I finished the marathon. It was exhausting, but it was also so fun.

I wanted to join another marathon. It was a very wonderful experience for me.

Peneliti

Banjarnegara, 15 Oktober 2022
Guru Bahasa Inggris

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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	:	SMPN 4 WANAYASA
Mata Pelajaran	:	Bahasa Inggris
Kelas/Semester	:	VIII/ 1
Materi Pokok	:	Recount Text
Tahun Pelajaran	:	2022/2023
Alokasi Waktu	:	2 X 45 Menit
Pertemuan	:	4

A. Kompetensi Inti

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

No	Kompetensi Dasar	Indikator
1	3.14 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya	3.11.2 Mengidentifikasi struktur teks personal recount 3.11.3 Menentukan unsur kebahasaan teks personal recount 3.11.4 Mengidentifikasi penggunaan tanda baca dan ejaan dalam teks personal recount 3.11.5 Mengidentifikasi ide pokok dan penjelas teks personal recount
2	4.11.5 Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	4.11.2.1 Menyempurnakan penggunaan tanda baca dan ejaan teks pengalaman pribadi di waktu lampau (personal recount) 4.11.2.2 Membuat teks pengalaman pribadi di waktu lampau (personal recount) 4.11.2.3 Menceritakan pengalaman pribadi di waktu lampau (personal recount)

C. Tujuan Pembelajaran

1. Siswa mampu mengidentifikasi struktur teks, unsur kebahasaan, penggunaan tanda baca dan ejaan dalam recount text.
2. Siswa mampu memahami ide pokok dan penjelas recount text.
3. Siswa mampu mengungkapkan jawaban pertanyaan terkait dengan recount teks yang dibaca.
4. Siswa mampu Menyusun recount text sederhana tentang orang, dengan memperhatikan fungsi social struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.
5. Siswa mampu menceritakan kembali suatu teks recount yang dibaca baik secara lisan dan tertulis.

D. Materi Pembelajaran

Recount Text

Recount Text is text which tells about something happened in the past.

Type

- Personal Recount : Menceritakan tentang pengalaman pribadi penulis
- Factual Recount : Menyajikan Laporan peristiwa yang benar terjadi.

- Biographical Recount : Menceritakan kisah hidup seseorang.
- Imaginative Recount : Menyajikan cerita imajinatif berdasarkan kejadian yang telah terjadi.

Language Features

- PAST TENSE
 - I went to Bali last week.
 - I spent my holiday in Bandung
- CONJUNCTION
 - After that
 - Then
 - Next
- ACTION VERB
 - Played
 - Worked
 - Bought
- ADVERB OF TIME
 - Last week
 - 2 years ago
 - 5 month ago

Purpose

- The text written for ...
- What is the text purpose ...
- What is social function ...
- To **share** unique or unusual **experience**
- To **retell** something unforgettable
- To give information about an **incident**
- To make the readers learn something

Generic Structure

- Orientation : Pengenalan informasi tentang siapa, dimana, dan kapan peristiwa itu terjadi
- Events : Rangkaian peristiwa yang ada dalam cerita
- Reorientation : Biasanya berisi kesan dari peristiwa yang dialami

E. Alat, Media dan Sumber Belajar

- a. Alat : Proyektor, Laptop
- b. Media : Power Point dan Video Pembelajaran
- c. Sumber Belajar : Youtube, Buku Bahasa Inggris VIII

F. Langkah-langkah Pembelajaran Pertemuan Keempat

Kegiatan	Deskripsi Kegiatan		Waktu
	Guru	Siswa	
Pembuka	1. Guru memberikan salam kepada siswa dan mempersiapkan secara fisik dan psikis siswa untuk mengikuti pembelajaran dengan diawali berdoa.	1. Siswa menjawab salam dan mengawali pembelajaran dengan berdoa.	10 Menit
	2. Guru menanyakan keadaan siswa.	2. Siswa merespon dengan	

		memberikan jawaban sesuai keadaan mereka.	75 Menit
	3. Guru mengecek kehadiran siswa, kebersihan dan kerapian kelas, kesiapan buku tulis dan sumber belajar.	3. Siswa memperhatikan Ketika guru mengecek kehadiran serta mempersiapkan diri untuk mengikuti pembelajaran.	
Inti	Mengamati (Observing)		
	1. Guru memberikan penjelasan tahapan membuat teks recount yang benar.	1. Siswa mengamati penjelasan guru.	
	Menanya (Questioning)		75 Menit
	1. Guru mempersilahkan siswa untuk menanyakan apa yang belum dipahami.	1. Siswa menanyakan materi yang belum dipahami.	

	Mengasosiasi (Associating)		
	1. Guru meminta siswa menyiapkan tema recount teks.	1. Siswa menyiapkan tema recount teks.	
	Mencoba (Experimenting)		
	1. Guru meminta siswa untuk membuat teks recount sederhana.	2. Siswa membuat teks recount sederhana.	
	Mengkomunikasikan (Communicating)		
	1. Guru memberikan tanggapan hasil recount teks siswa.		
Penutup	Guru	Siswa	10 Menit
	1. Guru mereflekasi dengan siswa atas manfaat pembelajaran yang telah dilakukan.	1. Siswa memberikan pendapat mereka tentang manfaat apa yang mereka dapatkan mengenai pembelajaran	

		tersebut.	
	2. Guru mengakhiri pembelajaran dan siswa secara sukarela/ditunjuk menyimpulkan pembelajaran hari itu.	2. Salah satu siswa memberikan kesimpulan didampingi guru	
	3. Guru menjelaskan ke siswa mengenai pelajaran yang akan dibahas dipertemuan selanjutnya.		
	4. Guru menunjuk satu siswa untuk memimpin doa dan juga salam.	3. Siswa dan guru berdoa bersama dan memberikan salam.	

Peneliti

Banjarnegara, 15 Oktober 2022
Guru Bahasa Inggris

Delia Fatchiatul Inayah
NIM.1803046062

Setiya Wahyu Rachmawati, S.Pd
NIP.-

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	:	SMPN 4 WANAYASA
Mata Pelajaran	:	Bahasa Inggris
Kelas/Semester	:	VIII/ 1
Materi Pokok	:	Recount Text
Tahun Pelajaran	:	2022/2023
Alokasi Waktu	:	2 X 45 Menit
Pertemuan	:	5

A. Kompetensi Inti

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

No	Kompetensi Dasar	Indikator
1	3.15 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya	3.11.2 Mengidentifikasi struktur teks personal recount 3.11.3 Menentukan unsur kebahasaan teks personal recount 3.11.4 Mengidentifikasi penggunaan tanda baca dan ejaan dalam teks personal recount 3.11.5 Mengidentifikasi ide pokok dan penjelas teks personal recount
2	4.11.6 Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	4.11.2.1 Menyempurnakan penggunaan tanda baca dan ejaan teks pengalaman pribadi di waktu lampau (personal recount) 4.11.2.2 Membuat teks pengalaman pribadi di waktu lampau (personal recount) 4.11.2.3 Menceritakan pengalaman pribadi di waktu lampau (personal recount)

C. Tujuan Pembelajaran

1. Siswa mampu mengidentifikasi struktur teks, unsur kebahasaan, penggunaan tanda baca dan ejaan dalam recount text.
2. Siswa mampu memahami ide pokok dan penjabaran recount text.
3. Siswa mampu mengungkapkan jawaban pertanyaan terkait dengan recount teks yang dibaca.
4. Siswa mampu Menyusun recount text sederhana tentang orang, dengan memperhatikan fungsi sosial struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.
5. Siswa mampu menceritakan kembali suatu teks recount yang dibaca baik secara lisan dan tertulis.

D. Materi Pembelajaran

Recount Text

Recount Text is text which tells about something happened in the past.

Type

- Personal Recount : Menceritakan tentang pengalaman pribadi penulis
- Factual Recount : Menyajikan Laporan peristiwa yang benar terjadi.
- Biographical Recount : Menceritakan kisah hidup seseorang.
- Imaginative Recount : Menyajikan cerita imajinatif berdasarkan kejadian yang telah terjadi.

Purpose

- The text written for ...
- What is the text purpose ...
- What is social function ...
- To **share** unique or unusual **experience**
- To **retell** something unforgettable
- To give information about an **incident**
- To make the readers learn something

Generic Structure

- Orientation : Pengenalan informasi tentang siapa, dimana, dan kapan peristiwa itu terjadi
- Events : Rangkaian peristiwa yang ada dalam cerita
- Reorientation : Biasanya berisi kesan dari peristiwa yang dialami

Language Features

- PAST TENSE
 - I went to Bali last week.
 - I spent my holiday in Bandung
- CONJUNCTION
 - After that
 - Then
 - Next
- ACTION VERB
 - Played
 - Worked
 - Bought
- ADVERB OF TIME

- Last week
- 2 years ago
- 5 month ago

E. Alat, Media dan Sumber Belajar

- a. Alat : Proyektor, Laptop
- b. Media : Power Point dan Video Pembelajaran
- c. Sumber Belajar : Youtube, Buku Bahasa Inggris VIII

F. Langkah-langkah Pembelajaran Pertemuan Kelima

Kegiatan	Deskripsi Kegiatan		Waktu
	Guru	Siswa	
Pembuka	1. Guru memberikan salam kepada siswa dan mempersiapkan secara fisik dan psikis siswa untuk mengikuti pembelajaran dengan diawali berdoa.	1. Siswa menjawab salam dan mengawali pembelajaran dengan berdoa.	10 Menit
	2. Guru menanyakan keadaan siswa.	2. Siswa merespon dengan memberikan jawaban sesuai keadaan mereka.	

	3. Guru mengecek kehadiran siswa, kebersihan dan kerapian kelas, kesiapan buku tulis dan sumber belajar.	3. Siswa memperhatikan Ketika guru mengecek kehadiran serta mempersiapkan diri untuk mengikuti pembelajaran.	
Inti	Mengamati (Observing)		75 Menit
	1. Guru memberikan contoh membaca <i>story telling</i> (read aloud) bertemakan <i>My Holiday in Bali</i> ” guna memberi contoh ber- <i>story telling</i> kepada siswa.	1. Siswa mengamati guru yang memberi contoh.	
	Menanya (Questioning)		
	1. Guru mempersilahkan siswa untuk menanyakan apa yang belum dipahami dan cara membaca	1. Siswa menanyakan materi yang belum dipahami cara membaca yang sulit.	

	yang sulit.		
	Mengumpulkan informasi		
	1. Guru meminta siswa untuk menyebutkan bagian mana yang menurut mereka sulit diucapkan dalam teks recount sederhana yang mereka buat.	1. Siswa menyebutkan kata yang menurutnya sukar untuk diucapkan.	
	2. Guru membantu siswa mencari pengucapan yang tepat pada teks recount sederhana	2. Siswa memperhatikan penjelasan guru tentang pengucapan yang tepat dalam teks tersebut.	
	Mengasosiasi (Associating)		
	1. Guru meminta siswa untuk mempersiapkan recount text untuk storytelling.	1. Siswa mempersiapkan teks recount untuk storytelling.	
	Mencoba (Experimenting)		
	1. Guru meminta	2. Masing-	

	masing-masing siswa untuk ber-story telling didepan kelas.	masing siswa ber-story telling didepan kelas.	
	Mengkomunikasikan (Communicating)		
	3. Guru memberikan tanggapan hasil story telling siswa.		
Penutup	Guru	Siswa	10 Menit
	1. Guru merefleksikan dengan siswa atas manfaat pembelajaran yang telah dilakukan.	1. Siswa memberikan pendapat mereka tentang manfaat apa yang mereka dapatkan mengenai pembelajaran tersebut.	
	2. Guru mengakhiri pembelajaran dan siswa secara sukarela/ditunjuk menyimpulkan pembelajaran	2. Salah satu siswa memberikan kesimpulan didampingi guru	

	hari itu.		
	3. Guru menjelaskan ke siswa mengenai pelajaran yang akan dibahas dipertemuan selanjutnya.		
	4. Guru menunjuk satu siswa untuk memimpin doa dan juga salam.	3. Siswa dan guru berdoa bersama dan memberikan salam.	

Peneliti

Banjarnegara, 15 Oktober 2022
Guru Bahasa Inggris

Delia Fatchiatul Inayah
NIM.1803046062

Setiya Wahyu Rachmawati, S.Pd
NIP.-

Appendix 3 - Lesson Plan

APPENDIX 4

Students' Scoring Table

Name :

Absent :

Pre-Test				
Comprehension	Grammar	Vocabulary	Pronunciation	Fluency
...
Post-Test				
Comprehension	Grammar	Vocabulary	Pronunciation	Fluency
...

Appendix 4 - Students' Scoring Table

APPENDIX 5

Transcrip Pre-Test

1. Nama : Ahmad Saeful

Absen : 3

“My Days in Serulingmas”

Hello friends...

My name is Ahmad Saeful. You can call me epol.

I will tell you about my holiday in Serulingmas on October. I went to Serulingmas with my family. I saw many animal. There are taiger, snake, elephant, bird, and fish. And then I went to home.

2. Nama : Icha Widya Wati

Absen :

“My Best Saturday”

Hello friends...

M name is Icha Widya Wati. You can call me Icha.

I will tell you about my best day on Saturday 29 October. It was a day as usual. I went to school late because a got a problem. But it's not serious problem. It is best day because there is no extraculicualar, so I went to home early.

3. Nama : Suci Indah Rahmawati

Absen :

“Pekalongan Beach”

Hello Friends..

My name is Suci Indah Rahmawati. You can call me Indah.

I will tell you about my holiday in Pekalongan.

Last month, I went to pekalongan. After arriving I went to beach.

I playing with sand beach. In evening I back to home.

4. Name : Alfian Nofian Bagus Sulaiman

Absen :

“Surya Yudha Park”

Hello..

I will tell about my holiday in Banjarnegara.

On September, I was in Banjarnegara. I went to Surya Yudha park with my family. I swimming and playing football. I winner football.

5. Nama : Fitri Cahyawati

Absen :

“My Days in Jakarta”

Hello...

My name is Fitri.

I will tell about my holiday in Jakarta.

Last month I was in Jakarta. After arriving my go to beach see fish and I go to park. Next day, my back home.

Appendix 5 - Transcrip Pre-Test

APPENDIX 6

Transcript of Post-test

1. Nama : Amelia Kirana Larasati

Absen :

“My Bored Holiday”

Hello ...

I will tell about my holiday.

Last month I get two weeks at school break. It was bored holiday. I did not have any plan for it, so I just stayed at home to spend my two weeks of school breaks. I did same activities everyday.

I think it was quite bad experience for me.

2. Name : Diah Selfa Fitana

Absen :

“Volley Ball in SMP 1 Wanayasa”

Hello ...

I will tell you about Volley Ball Tournament.

Last month, I joined Volley Ball tournament. I tried to played volley ball perfectly. I attend the ceremony first. And then followed the volley ball match. I got fourteen score. So I lost the game. And then I back to home.

3. Name : Paola Nur Hidayati

Name :

“School”

Hello ...

I will tell you about my story in school.

Yesterday I and my friends participated in a school cleaning activity. I and my friends got a lot of benefit. Now, I know how to make the room clean and healthy.

4. Name : Sukma Ayu Lestari

Absen :

“at School”

Hello ...

I will tell you the story of me and my friends at school.

A month ago, I and my friend named Paola climbed the school fence to pick guava. At that time other students at school did Friday doa. We think that no body saw us. But we realize that there are teacher saw us and surprised. But teacher doesn't caught us.

5. Nama : Wika Mukti Almaghfiroh

Absen :

“Dieng”

Hello ...

I will tell you about my holiday in Dieng.

Last month, I and my friends went to Dieng, there are the cool weather. After arriving I went to temple. The name is Arjuna's

temple. There are a lot of temples. After that I went to kawah Sikidang. I taked many pictures. I think kawah Sikidang is beautifull view. The atmosphere like in Japan.
I think that is great holiday and happiness day

Appendix 6 - Transcript of Post-test

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APPENDIX 7

Research Documentations





Appendix 7 - Research Documentations

APPENDIX 8

Field Notes

1st meeting

- Siswa dapat mengidentifikasi struktur recount text dengan mudah.
- Siswa kesulitan memahami cerita.
- Siswa banyak melakukan kesulitan pengucapan pada kata “*experiences*”, “*checked*”, “*prepared*”, “*speed boat*”, “*monkies*”, “*T-shirts*”.

2nd meeting

- Siswa tidak percaya diri Ketika bercerita didepan kelas.
- Siswa bercerita dengan terhambat.
- Pengucapan yang seringkali diulang akibat kesulitan.
- Siswa banyak melakukan kesalahan pengucapan pada kata “*Thought*”, “*bathroom*”, “*fast*”, “*quick*”.

3rd meeting

- Siswa mulai memiliki rasa percaya diri didepan kelas.
- Masih ada kesulitan pengucapan namun hanya sedikit “*Venue*”, “*participated*”, and “*exhausting*”.
- Siswa mulai memahami jalannya cerita.

4th meeting

- Siswa mampu Menyusun teks recount sederhana.
- Terdapat vocabulary baru yang siswa gunakan dibandingkan Ketika pertama kali membuat cerita.
- Mampu Menyusun sesuai dengan struktur teks dan menggunakan conjunction yang beragam.

5th meeting

- Siswa mampu bercerita didepan kelas dengan percaya diri.
- Siswa mampu memahami cerita.
- Siswa mampu mengucapkan dengan benar walaupun belum sempurna(native language).

Appendix 8 - Field Notes

APPENDIX 9

Research Permit



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN**

Jalan Prof. Hamka Km.2 Semarang 50185
Telepon 024-7601295, Faksimile 024-7615387
www.walisongo.ac.id

Nomor: 4907/Un.10.3/D1/TA.00.01/10/2022 Semarang, 27 Oktober 2022

Lamp : -

Hal : Mohon Izin Riset

a.n. : Delia Fatchiatul Inayah

NIM : 1803046062

Yth.

Kepala Sekolah

di SMP N 4 Wanayasa

Assalamu'alaikum Warrahmatullahi Wabarakatuh.

Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa :

Nama : Delia Fatchiatul Inayah

NIM : 1803046062

Alamat : Desa Jatilawang, RT.01/RW.02, Kec. Wanayasa, Kab. Banjarnegara

Judul Skripsi : **THE USE OF STORYTELLING TO IMPROVE STUDENTS' SPEAKING SKILLS**

Pembimbing : H. Dr. Muhammad Nafi Annury, M.Pd

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan di berikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas mulai tanggal 1 November 2022 sampai dengan tanggal 30 November 2022.

Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terimakasih.

Wassalamu'alikum Warrahmatullahi Wabarakatuh.

a.n. Dekan,

Wakil Dekan Bidang Akademik



Tembusan :

Dekan FITK UIN Walisongo (sebagai laporan)

Appendix 9 - Research Permit

APPENDIX 10

Letter of Completion of Research



PEMERINTAH KABUPATEN BANJARNEGARA
DINAS PENDIDIKAN, KEPEMUDAAN DAN OLAH RAGA
SMP NEGERI 4 WANAYASA
Alamat : Jalan Raya Wanayasa – Batur Km. 2 Kec. Wanayasa Kab. Banjarnegara
KodePos 53457

SURAT KETERANGAN NOMOR : 420 / 072 / 2022

Yang bertanda tangan dibawah ini Kepala SMPN 4 Wanayasa, Kabupaten Banjarnegara menerangkan bahwa :

Nama : Delia Fatchiatul Inayah
NIM : 1803046062
Alamat : Desa Jatilawang, RT 01 / RW 02, Kec. Wanayasa, Kab. Banjarnegara
Prodi : Pendidikan Bahasa Inggris

Benar – benar telah melakukan penelitian mulai dari tanggal 1 November sampai dengan tanggal 25 November 2022 di SMP N 4 Wanayasa untuk menyusun skripsi dengan judul **“THE USE OF STORYTELLING TO IMPROVE STUDENTS’ SPEAKING SKILLS”**

Demikian surat keterangan ini dibuat dengan sesungguhnya dan sebenar benarnya untuk dapat digunakan sebagaimana mestinya.

Wanayasa, 25 November 2022

Kepala Sekolah

SMP NEGERI 4 WANAYASA
ACH. WAHU WIDODO, S.Ag
NIP.19710118 199802 1 001

Appendix 10 - Letter of Completion of Research

APPENDIX 11

T-table

cum. prob	$t_{.50}$	$t_{.75}$	$t_{.80}$	$t_{.85}$	$t_{.90}$	$t_{.95}$	$t_{.975}$	$t_{.99}$	$t_{.995}$	$t_{.999}$	$t_{.9995}$
one-tail	0.50	0.25	0.20	0.15	0.10	0.05	0.025	0.01	0.005	0.001	0.0005
two-tails	1.00	0.50	0.40	0.30	0.20	0.10	0.05	0.02	0.01	0.002	0.001
df											
1	0.000	1.000	1.376	1.963	3.078	6.314	12.71	31.82	63.66	318.31	636.62
2	0.000	0.816	1.061	1.386	1.886	2.920	4.303	6.965	9.925	22.327	31.599
3	0.000	0.765	0.978	1.250	1.638	2.353	3.182	4.541	5.841	10.215	12.924
4	0.000	0.741	0.941	1.190	1.533	2.132	2.776	3.747	4.604	7.173	8.610
5	0.000	0.727	0.920	1.156	1.476	2.015	2.571	3.365	4.032	5.893	6.869
6	0.000	0.718	0.906	1.134	1.440	1.943	2.447	3.143	3.707	5.208	5.959
7	0.000	0.711	0.896	1.119	1.415	1.895	2.365	2.998	3.499	4.785	5.408
8	0.000	0.706	0.889	1.108	1.397	1.860	2.306	2.896	3.355	4.501	5.041
9	0.000	0.703	0.883	1.100	1.383	1.833	2.262	2.821	3.250	4.297	4.781
10	0.000	0.700	0.879	1.093	1.372	1.812	2.228	2.764	3.169	4.144	4.587
11	0.000	0.697	0.876	1.088	1.363	1.796	2.201	2.718	3.106	4.025	4.437
12	0.000	0.695	0.873	1.083	1.356	1.782	2.179	2.681	3.055	3.930	4.318
13	0.000	0.694	0.870	1.079	1.350	1.771	2.160	2.650	3.012	3.852	4.221
14	0.000	0.692	0.868	1.076	1.345	1.761	2.145	2.624	2.977	3.787	4.140
15	0.000	0.691	0.866	1.074	1.341	1.753	2.131	2.602	2.947	3.733	4.073
16	0.000	0.690	0.865	1.071	1.337	1.746	2.120	2.583	2.921	3.686	4.015
17	0.000	0.689	0.863	1.069	1.333	1.740	2.110	2.567	2.898	3.646	3.965
18	0.000	0.688	0.862	1.067	1.330	1.734	2.101	2.552	2.878	3.610	3.922
19	0.000	0.688	0.861	1.066	1.328	1.729	2.093	2.539	2.861	3.579	3.883
20	0.000	0.687	0.860	1.064	1.325	1.725	2.086	2.528	2.845	3.552	3.850
21	0.000	0.686	0.859	1.063	1.323	1.721	2.080	2.518	2.831	3.527	3.819
22	0.000	0.686	0.858	1.061	1.321	1.717	2.074	2.508	2.819	3.505	3.792
23	0.000	0.685	0.858	1.060	1.319	1.714	2.069	2.500	2.807	3.485	3.768
24	0.000	0.685	0.857	1.059	1.318	1.711	2.064	2.492	2.797	3.467	3.745
25	0.000	0.684	0.856	1.058	1.316	1.708	2.060	2.485	2.787	3.450	3.725
26	0.000	0.684	0.856	1.058	1.315	1.706	2.056	2.479	2.779	3.435	3.707
27	0.000	0.684	0.855	1.057	1.314	1.703	2.052	2.473	2.771	3.421	3.690
28	0.000	0.683	0.855	1.056	1.313	1.701	2.048	2.467	2.763	3.408	3.674
29	0.000	0.683	0.854	1.055	1.311	1.699	2.045	2.462	2.756	3.396	3.659
30	0.000	0.683	0.854	1.055	1.310	1.697	2.042	2.457	2.750	3.385	3.646
40	0.000	0.681	0.851	1.050	1.303	1.684	2.021	2.423	2.704	3.307	3.551
60	0.000	0.679	0.848	1.045	1.296	1.671	2.000	2.390	2.660	3.232	3.460
80	0.000	0.678	0.846	1.043	1.292	1.664	1.990	2.374	2.639	3.195	3.416
100	0.000	0.677	0.845	1.042	1.290	1.660	1.984	2.364	2.626	3.174	3.390
1000	0.000	0.675	0.842	1.037	1.282	1.646	1.962	2.330	2.581	3.098	3.300
Z	0.000	0.674	0.842	1.036	1.282	1.645	1.960	2.326	2.576	3.090	3.291
	0%	50%	60%	70%	80%	90%	95%	98%	99%	99.8%	99.9%
	Confidence Level										

Appendix 11 - T-Table

CURRICULUM VITAE

Personal Identity

Name : Delia Fatchiatul Inayah
Student Number : 1803046062
Place and Date of Birth : Banjarnegara, 12 May 2000
Address : RT.01/ RW.02, Jatilawang, Wanayasa,
Banjarnegara, Central Java
HP : 081-217-261-245
Email : deliafatchiatul12@gmail.com

Educational Background

Education :
Primary School : SDN 3 Jatilawang graduated in 2012
Junior High School : SMPN 1 Karangobar graduated in 2015
Senior High School : MAN 2 Banjarnegara, graduated in 2018
University : PBI, FITK, UIN Walisongo Semarang

Semarang, 26 November 2022



Delia Fatchiatul Inayah
NIM.1803046062