USING ACEHNESE FAIRY TALE STORIES TO MOTIVATE STUDENTS' SPEAKING SKILLS
(A Pre-Experimental Research)

THESIS

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Using Acehnese Fairy Tale Stories to Motivate Students' Speaking Skills

adalah benar –benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya.** Apabila terdapat kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlahh surat pernyataan ini saya buat dengan sesungguhnya.

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ABSTRACT

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Thesis working title : Using Acehnese Fairy Tales Stories to Motivate Students'
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Keywords : Acehnese Fairy Tales, Speaking Skill, Motivation.

This study investigates students' motivation in speaking skills using Acehnese fairy tale stories specifically in SMA Plus Al-Athiyah Banda Aceh. This study aims to know whether the use of Acehnese fairy tale stories in learning English can motivate students' speaking skills, to explore students' difficulties in using Acehnese fairy tale stories to motivate their speaking skills, and also to know students' expectations in using Acehnese fairy tales stories to motivate them in speaking skills. There were 27 students at eleventh grade of SMA Plus Al-Athiyah were chosen as participants. This study utilized the quantitative research design with data collection was obtained by using tests and questionnaires. The result of this study showed that the t-score is -18.735 and the t-table is -2.056 at a significance level of 0.05. These results proved that the t-table value is higher than the t-score, which means -t score < - t table (-18.735 < -2.056). To sum up, the use of Acehnese fairy tale stories can motivate students' speaking skills. Furthermore, the researcher also got positive results from students' answers in the questionnaire. Students are motivated to speak English and have no difficulty in using Acehnese fairy tale stories. Students expected by using Acehnese fairy tale stories they able in speaking English well, get the new vocabulary and way to learn speak English, get more information about Acehnese fairy tale stories.

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CHAPTER I

INTRODUCTION

This chapter discussed the concept of the study that involved the background of the study, the research question of the study, the aims of the study, the significance of the study and the terminologies of the study.

A. Background of the Study

Motivation is an impulse that comes from a person or other things to move a person's soul and behavior to do something. While the motive is a reason for someone to do an action or behavior that has a specific purpose. Australian health (2021) estimates that motivation is the drive to achieve a person's goals or needs. It is influenced by how much a person wants the goal, what person will gain and personal expectations. Motivation is considered a very important factor in a learning process because by having motivation, the students have the drive to learn to achieve what they want. Uno (2013, as cited in Widiarti, 2018), learning motivation can help students in explaining and understanding a person's behavior, including the behavior of someone who is studying. Therefore, someone who has the motivation in learning can achieve learning goals faster than people who do not have the motivation in learning. Motivation has a big influence on the success of learning so that the achievement of goals is as expected.

In learning English, there are four skills; one of them is speaking skill. Speaking skill is an important skill in English that is needed in communicating English and also one of the aspects that supports language learning. With speaking skills, students will feel more confident in explaining things in English

and be able to achieve learning goals during the learning process. In learning English, students are expected to be able to master speaking skills to communicate well in English. That is one of the goals where learning English is applied in the school. English is currently one of the languages used by the world as a social language or known as the *"lingua franca"*. Therefore, with the advancement of communication students are required to be able to master English. Brown (2001, as cited in Puspitasari, 2019) stated that speaking is not a single skill in English, but speaking is an interactive process for constructing the meaning that involved the reception, production, and processing of information. Therefore speaking English is a language skill that is important to be mastered by students.

In this period, the rapid pace of communication and global interaction have made technology as one of the media that is entirely required in language learning. Without adequate technology, students will be overwhelmed and encounter many obstacles in establishing global interactions at this time, to motivate students' speaking skills in learning languages is exceedingly guided by using media that is appropriate to their period. Fairy tale story in form of video is one of the learning media that aids a fun learning and teaching process, fairy tale video are used as learning media. Without using media cause many problems that cannot be resolved properly and perfectly. This statement defines the significance of media as an equipment to solve various issues, especially in the education sector, such as increasing students' motivation and speaking skill. Media is a language learning tool which is an inevitable necessity. Many studies have been conducted on students' motivation in their speaking skills to learn English through

fairy tales. In this study, researcher will use local fairy tales. The local fairy tales that the researcher means are fairy tales from Aceh. There are many Acehnense fairy tales such as *Amat Rhang Manyang,* an Aceh folklore in Krueng Raya Aceh Besar, the legend of the green princess, the origin of Tapak Tuan, the legend of the laut tawar lake and etc. Acehnese fairy tales also have many moral values that can be taken and implemented. A previous research that was conducted by Asriani (2021) concluded that the educational and moral values in *Amat Rhang Manyang* folklore have a religious value, hard work, love the homeland, honesty and also social care. From that research, we can see that many educational and moral values are important to be informed and taught to students nowadays. Therefore, the researcher chose Acehnese fairy tale stories to increase students' motivation in speaking and not only that through Acehnese fairy tales students can also know and preserve stories and culture that have been inherited in their area.

There was previous research conducted by Sari (2015) entitled "The use of videos to improve the students' speaking skills at class VII B of SMPN 2 Patuk in the academic year of 2014/2015" found that by using videos in the teaching and learning of speaking that was proved to improve the students' speaking skills in five aspects there are vocabulary, pronunciation, grammar, fluency and comprehension. However, Hapsara (2016) in the research entitled "The use of video to motivate students to learn English" found that videos could increase students' motivation and it can be seen from students' intrinsic motivation. There have been many studies about students' motivation in speaking skill. One of them is a study conducted by Manukyan and Durgaryan (2019) entitled "Developing

Speaking Skill Through Fairy Tales in Elementary School" the research proved using fairy tales to develop students' speaking skill is productive: they could use effective strategies and techniques to further the pupils' proficiency and skills of English. Learning English through fairy tales video definitely most affects students' motivation and skill if the methods and systems implemented are suitable with the material given properly to use and effectively, but if the methods and systems used are not in accordance with the learning objectives, at the end students will be overwhelmed and cannot dominate the learning optimally. For these reasons, diverse studies have shown that there have been very satisfying achievements in the use of video as a learning medium, previous studies conducted a lot of research on junior high school and elementary school students, while research on students' motivation and speaking skills in learning English through Acehnese fairy tales stories for senior high school students is still lacking, especially for students who are boarding school.

Despite these studies, research regularly reviews students' motivation to speak English through fairy tales stories in form of video. Therefore, this study focuses on senior high school students at boarding school. In contrast to previous studies, in this study, the researcher did not examine junior or senior high school students in public schools, but the researcher examined the motivation and speaking skills of high school students in the boarding school. This research was also conducted to find out the types of students' obstacles in language learning and to examine more deeply the effect of learning English through Acehnese fairy tales stories on students' motivation and speaking skill and also to know students'

expectations in learning speaking through fairy tales. Further research is required on this topic so that it can be answered properly and finding significant outcomes about unresolved issues.

The problem that the researcher observed in learning English at the Boarding School was the lack of students' motivation in speaking English, not only that students also had difficulty in communicating English well. Although there are many programs and good environment that support learning English, but students' motivation in speaking skills are still lacking. Therefore, the researcher interested in conducting an experimental research entitle **"Using Acehnese Fairy Tale stories to Motivate Students' Speaking Skill".**

B. Research Question of the Study

Refers to the background of the study the research questions are:

1. Does the use of Acehnese fairy tale stories in learning English can motivate students' speaking skills?

2. Do students have difficulty in using Acehnese fairy tale stories to motivate their speaking skills?

3. What are students' expectations in using Acehnese fairy tale stories to motivate them in speaking skills?

C. The Aims of the Study:

Related to the research question the aims of this study are:

1. To investigate whether the use of Acehnese fairy tales stories in learning English motivate students' speaking skill

2. To explore students' difficulties in using Acehnese fairy tale stories to motivate their speaking skills

3. To know students' expectations in using Acehnese fairy tale stories to motivate them in speaking skill

D.   Significance of the Study

This experimental research can provide benefits both theoretically and practically. The benefits are as follows.

Theoretically:

This study can add to the current theory dealing with the use of Acehnese fairy tale stories to motivate students' speaking skill. The result of this research may give information about the usefulness of using Acehnese fairy tale stories to motivate students' speaking skills.

Practically:

a. For schools, this research is useful for improving and developing teacher professionalism in teaching so that the quality of education will be better and the goals to be achieved

b. For teachers, this research is useful to provide ideas as well as input for teachers to develop an English learning model through Acehnese fairy tales stories to motivate students' speaking skills

c. For students, this research is useful to motivate students' speaking skills

d. For further research, this research can be reference for similiar further research.

E. Terminologies of the Study

1. *Students' Motivation*

Motivation is a term that refers to the entire process of movement, namely a situation that encourages individuals to perform an action that arises within the individual and has the ultimate goal of the action or movement. Motivation is one of the factors that greatly affect a person's learning process. Brophy (2004, as cited in Gopalan et al., 2018) motivation as a theoretical concept that is used to explain the beginning, direction, force and also insistence of goal-oriented behavior. Furthermore Good and Briphy (As cited in Muawanah & Muhid, 2021) state that motivation is an impulse where it is carried out in certain activities with certain goals. Students' motivation is all the encouragement that students have to carry out learning activities while providing direction and wanting to follow the learning process until the learning objectives are achieved.

The students' motivation referred to in this study is something that can move or encourage students in the learning process so that students can achieve the intended learning objectives. In learning, there are two types of learning motivation, namely intrinsic and extrinsic motivation, both types of motivation greatly influence students to achieve the learning process.

2. *Speaking Skill*

Brown and Yule (1989, as cited in Puspitasari, 2019) state that speaking is to express the need or request, information and also service. Cameroon (2001, as cited in Mustikawati, 2013) states that speaking is an active use of language the aim is to deliver meaning, speaking is more demanding than listening to

language on the learner's language resources and skills. Therefore speaking activities require careful and abundant support, not only support for understanding but also support for production or creation.

Based on the explanation above, speaking skill in this study is a skill that students should have in learning English, not only being able to communicate during learning, but students are expected to be able to apply these skills in real life, not just because of lessons.

3. *Fairy Tales*

Nowadays, many students have ignored fairy tales, especially local tales. Whereas, through fairy tales, many educational and moral values that can be implemented in everyday life. In this era, media is needed to support language learning. Richards and Renandya (2002, as cited in Sari, 2015) state that videos are extremely media that incorporates a wide type of visual elements and a great range of audio experiences in addition to spoken language. Alessi (2001, as cited in Puspitasari, 2019) video is a powerful tool for teaching and learning. It is considered very suitable to be implemented in learning English to increase students' motivation and their speaking skills. In this study, the type of video that will be used as media is Acehnese fairy tales. Lepin (2009) reports that a fairy tale is a story that includes folkloric features such as goblins, fairies and princesses. Fairy tales are a subclass of folk tales.

The fairy tale stories in form of video intended for this research is a tool or media used to support the English learning process to motivate students' speaking skills. The researcher chose some Acehnese Fairy tales stories that can

make students more participate and be actively involved in the class. From several studies, it showed that the media of video for learning English is very effective and efficient.

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher discussed the literature review related to this research. Meanwhile, this chapter aims to deepen knowledge about the field to be researched. The theories discussed including motivation, speaking and fairy tale stories.

A. Motivation Theory

In learning English, it is very necessary to motivate students to learn so that various kinds of media are needed to support learning in accordance with the objectives and can motivate students to learn. There are various media that have supported the process of learning English in Islamic boarding schools, unfortunately, there are still very few students who have the motivation to learn English. Teachers have tried to use various methods to increase student motivation, one of which is the use of media.

A good teacher uses a variety of positive methods to motivate students to learn. When students can feel enjoy the learning process, by the time their motivation will develop. There are several factors that can affect students' motivation in learning, such as self-confidence, interest in subjects, fulfillment of aspirations, perceived benefits, gender, patience, persistence and socioeconomic level. There is the most important factor that greatly influences students' motivation to learn, namely giving rewards or praise to students when something has been done well and correctly even though it is not very perfect. Teachers must be very skilled at inspiring student motivation in various forms. It would be better

if the teacher could be a friend to students so that students are interested in learning and telling stories about their experiences every day.

1. *Understanding Motivation in the Learning*

Basically, motivation is an art that comes from a person and also arises from the surrounding environment. Likewise with learning, in the learning of course someone needs motivation to be encouraged to achieve learning goals. As for learning motivation Includes: Awakening, Empowerment and also Guidance of desired attitudes and behaviors. Boonkit (2010, as cited in Restiana, 2019) "motivation is one of the key to success in the teaching and learning process that can be interpreted as an effort which can encourage someone to do something or the driving force of the subject to to act on a goal" (p.134). Dahliana (2019) states motivation is related to the goal of human life, the motive and interest which lead people to hold their attention to something, including in learning. Motivation can encourages a person to do something, so motivation in learning can encourage the person to learn. Motivation is defined as a change in energy, it is categorized by an effective response and stimulus to reach a goal.

Learning is a stage where there will be changes in individual behavior as a result of the interactions and experiences they have in the learning environment. Learning motivation is a positive energy that causes an individual to change. These changes are reflected in psychological symptoms, emotions and feelings that encourage people to act in accordance with their goals, needs and desires. Something has to be satisfied. Sardiman (2012, as cited in Widiarti, 2018) suggests that in the learning process, motivation can be said to be part of the

overall driving force in students that will lead to learning activities, which ensure the continuity of these learning activities, so that the desired goals are achieved by the subject of study it can be achieved.

2. ***The Role of Motivation in Learning***

Motivation is related to goals that affect all students' activity. The role of motivation are encourage and also activate students to maintain their interest, let students focus on certain tasks that are related to achieving learning objectives, and help meet the students' needs for short-term and long-term results. Those are the basic position of motivation, but it does not mean that one can achieve good learning outcomes, because one's success or failure is not important but motivation is influenced.

Hamalik (2011, as cited in Widiarti, 2018) there are several factors that can affect learning motivation such as age, physical condition and intelligence strength that must be considered. As stated above, a person's motivation can also be seen from how old he is, how intellectual he is and his physical condition. Therefore, a teacher must know more closely about the identity of the students who want to be taught because by knowing the students, the teacher can easily find out what makes students interested in learning and thus students will be motivated to learn because he gets the attention of the teacher. The role of motivation in learning is to make students play an active and creative role during the learning process or outside the learning process, students feel curious about the lesson. If students already have the motivation in learning, it cannot be denied that the learning objectives will be achieved by what is desired.

3. *Types of Learning Motivation*

In learning, there are two types of motivation, namely intrinsic motivation and extrinsic motivation. These two types of motivation greatly affect students in learning, as follows:

a. Intrinsic Motivation

Manukyan and Durgaryan (2019) state that intrinsic motivation is caused by pressure or encouragement within the individual to achieve a goal without any encouragement from outside including the surrounding environment. Intrinsic motivation is the motivation that is activated, the function of intrinsic motivation does not need to be stimulated from outside, because it is inside each individual. If a person already has the intrinsic motivation, then they will consciously do activities that do not require extrinsic motivation, this desire is driven by positive thinking and now is required in all subjects studied.

On the other hand, intrinsic motivation in a person comes from the desire for achievement, pressure, deadlines, and satisfaction. With this desire arises the urge to take an action in order to achieve a target that he has set for himself. That is what is meant by intrinsic motivation, namely motivation that arises by itself from the individual. This intrinsic motivation is very influential in the process of achieving learning objectives. Usually, students who have intrinsic motivation are very ambitious and diligent in learning because they have motivations that influence them to achieve learning targets.

b. Extrinsic motivation

Extrinsic motivation is active and effective because of external. According to Manukyan and Durgaryan (2019) extrinsic motivation is the motivation that arises due to encouragement from outside including the surrounding environment so that the individual acts in a certain activity in order to achieve the goals.

Extrinsic motivation does not mean unnecessary and bad motivation in education. Stimulating student learning motivation requires external motivation. Teachers who teach successfully are teachers who are good at evoking. Use external motivation in various ways to stimulate student interest in learning. In terms of external motivation, it aims to stimulate students' enthusiasm in various ways, so that students want to take the course. Based on the discussion above, it can be seen that extrinsic motivation is also very necessary in education. Extrinsic motivation is the motivation that comes from outside a person such as invitations, orders, pressure and the surrounding environment. With the extrinsic motivation of students who previously did not have the motivation to learn from themselves but have an environment that invites them to learn, these students will learn too.

4. *Learning Motivation Principles*

Motivation plays an important role in learning activities. If someone wants to succeed and achieve the learning goal, they must be motivated as a means of supporting teaching and learning activities. To motivate students in speaking skill is a topic that require great concern for educationalist. Nowadays,

motivating students is one of the greatest challenges of education. Hadre, Crowson, Debacker and White (2007, as cited in Filgona & Okoronka, 2020) argued that motivation is the most powerful determinant of students' success or failure in school. Baron and Donn (2000, cited in Filgona & Okoronka, 2020) added that students with a high levels of motivation have some characteristics such as diligence and active in the learning process, initiative, disciplined, not easy to satisfy and always try with all effort to get the best result. Therefore, to make the best use of motivation, there are some principles of learning motivation are not only known but also must be explained in teaching activities. Djamarah (2011) principles of learning motivation are as follows:

1) Motivation aims to encourage people to participate and act in learning activities.

2) In the learning process, intrinsic motivation is more important than extrinsic motivation.

3) Motivation in the form of praise or reward is better than punishment.

4) Motivation is closely related to learning needs.

5) Motiv ation can foster optimism in learning.

6) Motivation produces learning achievement.

B. Speaking Theory

Speaking is one of the most important skills in learning English. Speaking is also one of the main communication elements in the interaction process. Byrne (1984, as cited in Muklas 2017) states that speaking is oral communication. Speaking is known as a two-way process between speaker and listener that

involves productive and receptive skills. Individuals alternately play the roles of speaker and listener, and are used to convey information, ideas, and emotions to others using oral language. Therefore, the emotional state of students affects the quality of their speech, be it fluency or structure. The main purpose of speaking is communication. Therefore, to communicate ideas effectively, the speaker ought to understand the meaning of everything that is to be communicated, understand the principles that form the basis of communication, and must evaluate the effectiveness of communication with the audience.

In another definition, Harmer (1996 as cited in Hardianti, 2020) defines speaking as a form of communication, in which the speaker must convey what is said emotionally. Mridha and Muniruzzaman (2019) state that speaking is very necessary for transferring messages and interpersonal communication. As we know speaking is a natural skill that happened through the process of socializing communication. Furthermore Brown (2001, as cited in Puspitasari 2019) argues that speaking is not a unique skill, but speaking is an interactive meaning-construction process involving the generation, reception and processing of information. Therefore, speaking is a language skill that students must master. At the same time, speaking can also be expressed in humans' life or can use as a precise language to report a behavior or situation. This means that speaking puts more emphasis on a person's skill to express something in the language they have, be it in the form of a report or expression.

Based on definition above, it can be inferred that speaking is a matter of expressing thoughts, opinions, or feelings to others. In addition, speaking is the

process of constructing and sharing meaning through the use of linguistic and non-linguistic aspects in various contexts, involving the generation, reception, and processing of information. Widyasworo (2019) states that students' difficulties in speaking English include linguistic and non-linguistics. Linguistics are vocabulary, pronunciation and grammar, while non-linguistics are anxiety, inhibition, shyness, nothing to say, lack of self confidence and low motivation.

1. *Function of Speaking*

The function of speaking in learning English is to interact using English with the wider community. Usually, someone can master English not only from learning but also from the influence of the environment. In fact, people who often use English in daily conversation are faster to master speaking than people who learn but do not practice their English conversation. Therefore, by practicing English in daily conversation, a person can develop competence in oral communication.

Brown and Yule (as cited in Sari, 2019) there are three part versions of Brown and Yule's framework namely speak as interaction, speak as transaction and speak as performance. In other words, the main purpose of speaking is to interact in social relationships and also to proceed normally in the form of dialogue.

a. Speak as Interaction

Indeed, speaking in the form of interaction is difficult to master because not everyone can interact well, if she or he want to master speaking as part of an interaction, she or he need natural and good communication with other people so that speaking as interaction is created. However, students who are just learning a

second language will find that it is difficult to master and they will find it difficult to present a picture if they interact directly with the other language, usually they will lose words and forget what they want to say in their second language. However, by the time interacting frequently, students will get used to it and later will be able to speak English as a form of their interaction. In addition, speaking as interaction needs some skills, such as how to start conversations, choosing the topics, chatting, recounting personal experiences and events, taking turns, reacting and interrupting to others, and it also requires some characteristics.

Speak as interaction is the same as a conversation that functions as a daily social interaction. According to Richards (2021) conversation and small talk are examples of interactional talk. Small talk has an important role in social interaction, usually students who do not often do small talk will avoid the social environment and feel awkward if they join their environment. Therefore, skills are needed so that students can master small talk.

b. Speak as Transaction

The second types of speaking are focus on what is done or said, and try to understand with precision and also clarity, rather than how the participants do social interaction. Speak as the transaction is a process in which the sending and receiving of messages takes place continuously in a communication. As we know, the word transaction has to do with the exchange process in a relationship, what is exchanged in this transaction is the message that is conveyed and received both verbally and non-verbally.

There are some main skills in speaking as the transaction such as explaining

the needs, describing something, confirming the information, asking questions, making suggestions, testing opinions and also clarifying understanding and comparing.

c. Speak as Performance

The third type of speaking is Performance, which refers to public speaking that delivers information such as announcement, grief assignments and also speeches. The comparison between speak as an interaction or transaction, speak as performance has a recognizable and there is monologue-based format. This type of speaking is evaluated on how effective it is for the listener. In addition, oral performance is affected by some factors. To help students overcome some problems in language learning, teachers require to find out the factors that influence students' speech performance. The factors suggested by Hoang and Ngoc (2015, cited in Jahbel, 2017) include:

1) Performance conditions (time pressure, planning, performance standards and support),

2) Emotional factors (such as motivation, trust, and anxiety),

3) Auditory ability

4) Feedback in oral activities.

2. *Improving Speaking Ability*

Usually, In boarding schools there are some programs as activities to improve and increse students in language learning, for example:

a. Memorizing Vocabulary

Usually, memorizing vocabulary is one of the activities in boarding school.

This activity aims to improve and increase students' vocabulary, so students can use the vocabulary they already know to practice in daily activities. Many researchers believe that vocabulary is the most important thing in language learning. A related study by Dakhi and Fitria (2019) show that vocabulary is the basis for communication. The importance of vocabulary is as the basis for human communication, vocabulary as the reflection of social reality, vocabulary as an academic ability predictor and vocabulary as an emotion booster.

Vocabulary is a major part of language, someone who learns language must start by remembering vocabulary. When we want to convey ideas, of course, we need words to form into sentences. Therefore, it is said that vocabulary greatly affects the success of one's language learning. Likewise, students who live in boarding schools are equipped with vocabulary so that they can speak English or Arabic. Several skills that can help students to remember vocabulary such as flashcards, listening and association, reading more, brute force repetition, uses each vocabulary elements to make phrases and sentences, learning the key sounds, using cognates, diglot weaving, create a list and take a vocabulary test.

b. Conversation Practice

Conversation or known as dialogue is an essential function in human life. Everyone communicates their thoughts to others, so talking means we are interacting with other people. The dialogue exercises also apply to students in boarding schools. It is usually they do in their daily conversation in each of their activities. Each student ought to perform activities based on the theme presented to them. In addition, Kayi (2006) mention some activities that promote the use of

a second language in her diary as follows:

1) Role-playing

A way for students to learn their speaking is role-playing. Students pretend to be in various social environments and then play various social roles. In role-playing activities, teachers provide students with data, such as who they will be and their thoughts or feelings.

2) Brainstorming

Based on a given topic by the teacher, students are able to generate and specify their ideas through brainstorming. Depending on the context, both individual and group brainstorming are an effective ways for students to generate and specify their ideas quickly and freely. The proper feature of brainstorming is that students will not be criticized for their ideas, so students will share their new ideas through brainstorming, students will stimulate their brains to think creatively, spontaneously and logically. Therefore, in this method it is very necessary to determine the goal first and then students will easily know what they want to talk about in their conversation.

3) Storytelling

Students can briefly summarize a story they heard from anyone or videos, or they can make up their own stories and tell it to their classmates. Storytelling can cultivate innovative thinking. You can also help students express their ideas in the structure of the beginning, middle and end, as well as the necessary roles and background of the story. Students can also tell riddles or jokes. For example, at the beginning of class, the teacher gives a short story it can include short fairy

tales or short videos. Then after watched the videos given students are able to retell the story to their classmates. In this way, the teacher will not only take care of the students' oral ability but also attract the attention of the whole class to give their care to the classmates that retell the story.

4) Picture description

Another way is using pictures in oral activities, this way is simply providing students with pictures and asking them to describe the content of the pictures. For this activity, students can form some groups, and each group will get a different image. Students will discuss the image with their group, then the speaker of each group describes the image to the whole class. This activity encourages students' creativity and imagination, as well as their public speaking skills and confidence.

3. *Self-confidence in Speaking*

Self-confidence has a key feature that can start up any action, especially when speaking in a second language. In other language skills, speaking is a unique place for effective communication, and self-confidence is one of the facilitating factors that support starting a conversation. As indicated in McIntyre (2004, as cited in Gürler, 2015) self-confidence significantly will improve students' willingness to communicate in foreign languages. Speaking requires a high degree of self-confidence, which means being a confident person in doing something and not being aggressive and shy in social situations. Therefore, if you want to become a native speaker and speak a foreign language fluently, self-confidence is a key to begin some important communication barriers.

4. *Fluency as A Characteristic of Speaking*

The term "fluency" is widely used in language teaching, and "fluency" often appears on language assessments and tests. According to Haryanto (2016) fluency in speaking is the ability to produce utterance or oral production which can be understood by either the speaker or the listener himself. Fillmore (1979, as cited in Yang, 2013) defines there are four fluent speaking skills: able to make long speeches with few pauses; able to make sentences in a coherent, reasonable and semantic manner; creative and imaginative when using language. Nation (1989, as cited in Yang, 2013) provides three aspects of fluency: The speed and process of language production; control a pause, rhythm, pronunciation, accent, and other language elements and content interruption mode.

Nation (2007, as cited in Yang, 2013) the development of fluency is a chain focused on meaning. So, fluency in using language focuses on meaning rather than structure or grammar. Someone who speaks with fluency, of course, really considers the meaning of what he says so that the person who hears it or the other person understands it. While the use of structure in fluency characteristics for speaking is not too important.

5. *Grammatical Structure in Speaking*

In linguistics, grammar is a natural language that sets of structural constraints on writers' or speakers' composition of clauses, phrases and words. Students need to organize correct sentences in dialogue. Based on the explanation by Heaton (1978, as cited in Surya 2012), students can manipulate the structure and distinguish the appropriate grammatical forms. The usefulness of grammar also

lies in learning the correct methods for acquiring linguistic knowledge in oral and written form. For ESL students to become fluent in English, learning grammar will significantly slow down their progress. Basic grammar is important, but focusing only on grammar will prevent students from being able to speak English fluently within a reasonable amount of time. Grammar is an effective feature for improving communication and writing skills, but it is only suitable for people who have a good foundation in English fluency.

Grammar is a feature that can synthesize sentences. Grammar is even essential for human social life. When a person meets a new friend or visits a new place, the last thing someone get is to be misunderstood. To avoid it we need to have a clear idea of how to construct words. In short, it can be concluded that grammar is Important in communication.

C. Fairy Tales

Education is a process that every individual is supposed to go through. Through learning, humans can find out what it is like as an individual who has responsibility in their respective roles. The learning process occurs because of the interaction between the individual and the environment in which is located. Basically, the teaching and learning process is a communication way between teachers and students. Usually, in communication there is the deviations arise so communication is not effective and efficient. This is often caused by a lack of student interest in learning, teachers use less attractive methods. As we know, to overcome these problems, support media is needed to integrate the teaching and learning process. The use of fairy tales in learning is one of the most attractive

choices for teachers. Kurniati (2015) states that through fairy tales, the development of language articulation, language comprehension, grammar, use of language and language awareness stimulated whole the students so they will have speaking skills.

Richard and Renandya (2002, as cited in Mustikawati, 2013) Audio-visual materials are a good help in applying and facilitating the learning of a foreign language. Audio-visual materials have positive contribution to language learning as long as students use at the right time and place. Therefore, audio-visual materials will be used in this research are a fairy tale videos. Learning through fairy tale stories in the form of video is more fun than using print media such as books or paper. Learning through books is very commonly done so which will make students feel bored during learning because there is no renewal of the modern learning system and technique.

1. Definition of Fairy Tales

There are a lot of definitions of fairy tale. There are three explanations based on Oxford Dictionary: such as a supernatural one; conveying a moral and not based on fact (Kindersley, 1998). Fairy tale is story that can entertain and involve fantastic forces and beings as fairies, wizards, and goblins. A fairy story is a short story that leads to a happy ending. Originally, the term fairy tale came from France. Ashliman (2004) in 1697 d'Aulony started publishing volumes of fantasy stories under the collective title *Les contes des fees* (Tales of Fairies). Despite of the differences between the definitions mentioned above, they all have common features which involve fairy magic and creatures.

In short, fairy tale is a fantasy story and legend but very entertaining. Therefore, the researcher tried to use fairy tales to increase students' motivation in speaking English. Fairy tales are considered to have their character or characteristics so they can make students interested in learning by using fairy tales.

2. *Characteristics of Fairy Tales*

Fairy tales are considered to be a part of folklore. Ashliman (2004), the main elements of fairy tales are:

a) Fairy tales usually begin and end with words like "Once upon a time", "In a far away", "There once was", "long time ago", "They lived happily ever after", "They lived for many". (b) In fairy tales, usually the place and time are unknown. The setting is often enchanted. (c) Princes and princesses, heroes and heroines are commonly included in fairy tales as well as poor farmers, beggars and soldier wise old women, and youngest kids, for example; The Fisherman and his wife, Rapunzel, Hansel and Gretel, The Frog Prince. (d) The main character usually wants to make their life better. For example; in the fairy tale The Magic Porridge Pot, a poor little girl went to the forest to find some food for her and her mother. She wanted to help her mother and no longer be hungry. (e) Fairy tales usually include good characters and bad characters. Red Riding Hood and the big grey wolf are very good examples of good and bad characters. (f) Fairy tales involve magic elements. Magic can be both positive and negative. For example in the magic porridge pot, when the little girl used it properly, the pot did not harm anyone, but when the mother

tried to use it and she used it in the wrong way – the town was covered in porridge. (g) The plot of fairy tales focuses on a problem or a conflict that need to be solved. (h) Fairy tales usually include moral values or a lesson to be learned as well as advices for the reader. They have been used to transmit life's lessons to countless people in a number of different cultures.

Haase (2008, as cited in Lepin, 2009) argues that the classification of fairy tales are literary narratives that include an episodic structure and constructed primarily on motifs, the genre is unabashedly fictional, the setting is indefinite, the mode of reality in which the characters move is fantastic or supernatural, language is formulaic includes bare-bones characterizations and repetition.

3. *Benefits of Using Fairy Tales Stories*

Bettelheim (as cited in Rahman, 2017) provides a psychoanalytical perspective on why using fairy tales are so important and enthralling for students. The purpose of fairy tales are to entertain and educate students. As a part of their cultural heritage, the tales are supposed to contain moral value and cultural messages that can provide many benefits in terms of developing students' knowledge and fostering students' personalities. Based on the study, there are some benefits of telling a fairy tale to students as follows: Enriching the vocabulary of children, stimulating their creativity and imagination, training the students' skills to listen and comprehend the story, introducing the student to new things that included new basic knowledge, developing powers of expression. It is defined that fairy tales use to educate students and in fairy tale stories there are many moral values. Pathan (2013) states that by using stories in

language teaching, that like using something bigger and more important than language teaching itself. It means, using fairy tales is effective in the teaching and learning process. Fairy tales support the students to be more excited and students will pay attention to learn in language teaching.

Duff and Maley (as cited in Pawana, Manurung & Wahyudin., 2014) state the use of fairy tales in the classroom offer advantages such as it offers a wide range of styles, and vocabulary. Then it deals with matters that concern on students and sometimes that are related to their personal experiences. Fairy Tale opens to multiple interpretations and opinions, bringing about genuine interaction and participation in the classroom. The use of fairy tale in the classroom makes the students more excited and they pay attention and also concentrate on the learning process. Gurel (in Ayrancı, 2017) summarize there are some benefits of tales as follows: As a tale is one of the main types that attract students, they tend to ask questions about tales. Students' speaking skills will develop since they tell the tales they learn from others by listening or watching the video. The students understand the event fiction in the fairy tales while listening and will notice that they have to comply with a specific narration sequence while telling the story. Tales contribute and are very support students' vocabulary, idioms and etc. According to Mantra and Maba (2018) folktales-based instruction can improve students' motivation and speaking skills. From the explanation above, it can be concluded that the use of fairy tales in learning can improve students' speaking skills and make students motivated to learn because they are curious and excited about fairy tales. The use of fairy tales in the learning process is considered very

important. Through fairy tales, students regain their motivation to learn.

4. *Acehnese Fairy Tales*

In this study, the fairy tales used are local tales from the Aceh region. Fairy tales are literary works and oral traditions that have existed for a long time. Fairy tales can be found in several places, each place must have a different story with different educational and moral values. Through these Acehnese fairy tales, the researcher wants to remind Aceh's cultural heritage which contains morals and culture and has many benefits. Aceh tales can also be used as a means of learning English such as speaking. With the implementation of Acehnese fairy tales as a means of learning English to motivate students to speak, students learn two things, namely the use of Acehnese fairy tales to motivate students to speak English as well as introduce Acehnese fairy tales and cultural heritage which many students currently do not know.

Based on a previous study conducted by Hidayat and Yakob (2019) entitled the development of Acehnese folklore teaching materials based on local wisdom to build the character of junior high school students in Langsa city, the research found that the teaching materials for writing Acehnese folk stories based on local wisdom have been developed in SMPN Langsa are feasible to use in the teaching process as a learning source. The research focuses on students' writing skills, while what I examine is the use of Acehnese fairy tales to motivate students' speaking skills. From this research, it can also be concluded that the use of Acehnese fairy tales can develop students' writing and speaking skills. Writing and speaking are productive skills in English, while reading and

listening are receptive skills. Through listening and reading from videos about Acehnese fairy tales that are played during the treatment process, students look very motivated. Their motivation appears when watching videos and they have curiosity about Acehnese fairy tales. From the Acehnese fairy tales that have been watched students also get moral values that they can apply in their daily lives. After watching the video, students are also motivated to look up the new vocabulary they don't know in the dictionary to retell the stories they have watched. Students also have the desire to practice the new vocabulary they get through speaking skills. The Acehnese fairy tale stories in form of video that have been selected for students' treatment are *asal usul alue naga* and *batu belah batu bertangkup*.
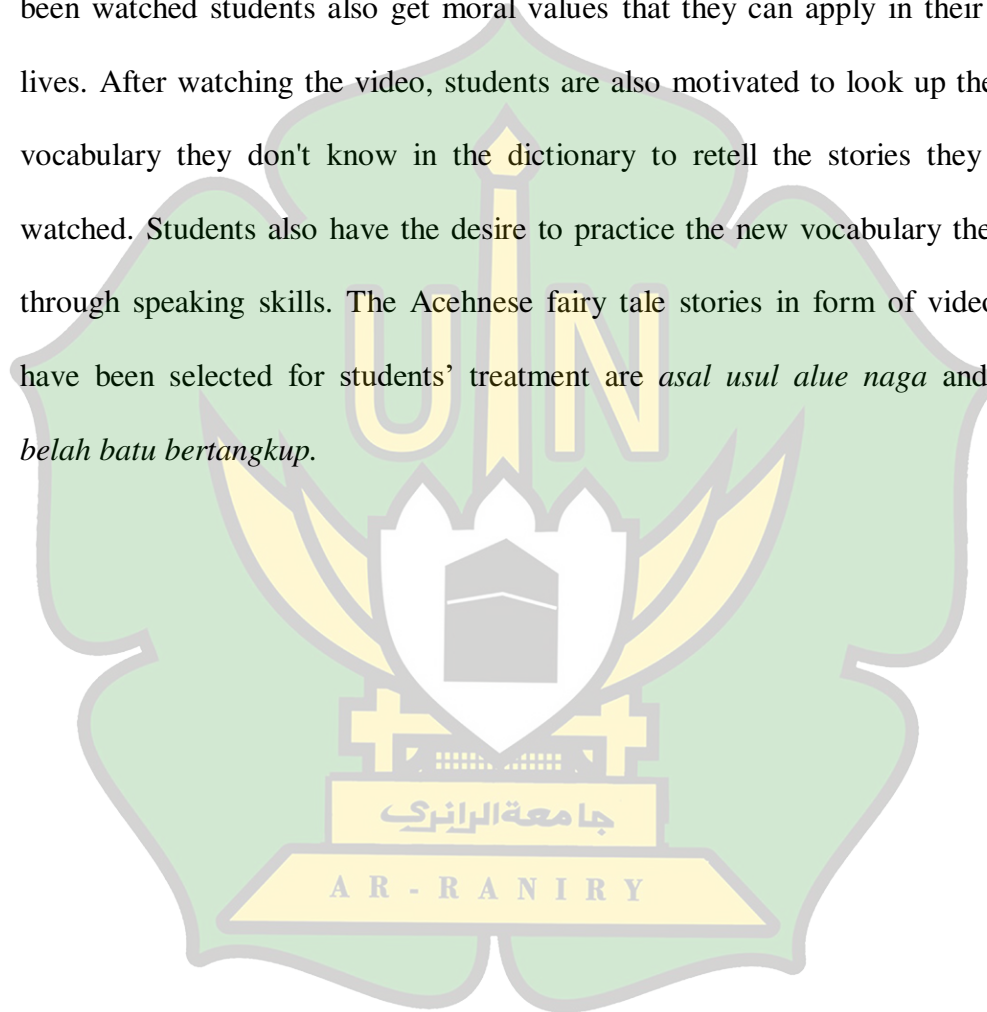
CHAPTER III

RESEARCH METHODOLOGY

In the previous chapter, the literature review that is relevant to this research has been discussed. This chapter discussed the research methodology carried out in this study; namely, research design, participants, the technique of data collection and technique of data analysis.

A. Research Design

The research design used in this study is quantitative approach with an experimental research. Basically, quantitative design can be divided into two types there are associational and experimental. Creswell (2016) states that "Experimental design is a study in which researchers generalize and identify samples" (p. 208). The main purpose of the experimental design is to examine the impact of an action on the results of the research being studied. According to Mackey and Gass (2005) in experimental research, researchers deliberately manipulate one or more variables (independent variables) to determine the effect on other variables (dependent variables). In this study, the researcher wanted to see the effect of the fairy tale video treatment on students' motivation in speaking.

The type of design in this research is pre-experimental. Creswell (2016) states that pre-experimental is a design in which the researcher observes one main group and makes observations within it throughout the study. In this type of design, the control group is not used to compare with the experimental group. The pre-experimental design has several forms and in this study, the researcher used the One-Group Pre-Test and Post-Test design. This technique was carried out

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twice and only for one experimental group. First, the researcher conducted a pre-test to collect data; the aim was to find out the students' motivation in speaking English before being given treatment. Second, the researcher conducted a post-test to collect data after the treatment was carried out. Creswell (2016:230) suggests one group pretest-posttest design as follows:

Table 3. 1 *The table of one group pre-test and post-test design*

Group	Pre-test	Treatment	Post-test
A ———→	01	X ———→	02

Above is the experimental design, in which group A as a group to be treated, 01 means the pre-test, X symbolizes as the treatment of the research and 02 illustrates as the post-test. In this research, 01 was given before giving the treatment and 02 after giving the treatment and X is used after giving the pre-test. In this research, there are two variables, fairy tale video was an independent variable and students' motivation in speaking skills was a dependent variable. The independent variable is the variable of influence while the dependent variable is the variable that is being influenced. The following table shows the research design.

Table 3. 2 *Experimental Research Design*

Group	Independent Variable	Dependent Variable
Experimental Group	Acehnese Fairy tale stories	Students' Motivation in speaking skill

B. Research Location

This study took place at SMA Plus Al-Athiyah, which is a boarding school

that is located in Beurawe, Kuta Alam, Banda Aceh city. As we know, boarding school students usually live in dormitories, female dormitories are located in Beurawe, the place where the school is located, while the male dormitory is located in Leu Blang, Darul Imarah Aceh Besar. Every morning male students are escorted by bus to the school that located in Beurawe. Almost all students studying at SMA Plus Al-Athiyah are students from outside Banda Aceh and some are from Banda Aceh.

The participants of this study are the eleventh grade students at senior high school Plus Al-Athiyah.

1. *Population*

The whole object of the research is called population. Creswell (2017) states "population is a geographic generalization there are object or subject has the quality, and certain of characteristic that set by the researcher to learning then make the conclusion". The whole students in SMA Plus Al-Athiyah consists of 113 students, 52 males, and 61 females. The Population of this study is eleventh-grade students of SMA Plus Al-Athiyah which consists of 47 students. The school has two eleventh-grade classes with a total of 47 students where XI-A (male) class consisting of 20 students, XI-B (female) consisting of 27 students in the 2021/2022 school year.

Table 3. 3 *Number of Students*

Class	Male	Female	Number of Students
X-A	11	-	11
X-B	-	13	13
XI-A	20	-	20
XI-B	-	27	27
XII-A	21	-	21
XII-B	-	21	21

The table above shows the total population, but in this study, the entire population was not used as the research sample.

2. *Sample*

The researcher took a class of students to serve as samples. The selection of the sample is the most important step in conducting research. According to Salkind (2010) sample is a set of populations. The population can be a set of people, animals or things. The researcher chose 27 students at eleventh grade as samples in this research by using the purposive sampling technique. According to Salkind (2010), purposive sampling is the process of selecting a sample by determining certain criteria. Researchers took students at class XI-B (Female) as an experimental class. At Al-Athiyah High School the classes are separated between males and females. In this study, the sample used was female students.

Table 3. 4 *Research Sample Class*

No	Class	Number of Students
1.	XI-B	27

C. Technique of Data Collection

This research used an experimental method to get the data, the data collected is quantitative. The quantitative data were conducted from tests and questionnaires in the experimental group. Regarding to Creswell (2012) an instrument is a tool

for measuring, observing, and documenting quantitative data. The test was required for this research to get the data on students' motivation in their speaking skills by giving treatment through Acehnese fairy tales stories, the researcher gave pre-test, post-test and questionnaire for the participants.

The research took place in four meetings. The first meeting held a pretest and a brief explanation of fairy tale stories which are part of narrative text. In the second meeting, students were given Acehnese fairy tale stories in form of videos in Indonesian, it was easier for students to understand the storyline. The selected videos given are *asal usul alue naga* and *batu belah batu bertangkup*. In the third meeting, students were still given previous videos of Acehnese fairy tale stories to understand them in depth. The last meeting held a post-test by students retelling Acehnese fairy tales stories that they watched and ended with filling out a questionnaire.

1. Tests

One of the data collecting techniques used in this research is a test. Test aims to measure students' intelligence, knowledge and also their ability. The researcher used the achievement test. Achievement tests measure mastery and proficiency in a different area of knowledge (Ary, Jacobs, Razavieh & Sorensen, 2009) state that achievement tests are used in educational research, as well as in the school system. It is used to measure what an individual has learned in their learning. The researcher constructed a test related to students' speaking skills. However, the advantage of the researcher making this test is to know the differences of students' speaking skill and their motivation to speak English.

The first instrument was the speaking test. Speaking test is assessed based on the rating score table (see appendix E). The researcher started the research by conducting the pre-test. It aims to know students' speaking skill and their motivation in speaking before giving the treatment. The test can be divided into a form, first the researcher asked students to speak about their daily activities. The researcher gave two minutes for each student to tell their daily activities, then the researcher saw how motivated the students were in speaking English and how fluent they are in telling about their activities. After the pre-test was done, the researcher gave the treatment using Acehnese fairy tale stories. Then after two days of treatments the researcher gave post-tests for students, the aim is to know the differences between the pre-test and post-test. The pre-test and post-test aim to obtain quantitative data, carried out by providing questions in the form of a questionnaire and students' speaking skills tests for the experimental class. The pre-test and post-test data are collected and analyzed, from the results of the analysis, conclusions are obtained.

2. Questionnaire

The next data collection technique is a questionnaire. The questionnaire was adapted from Uno which consisted of 10 questions. The researcher measured the questionnaire by using Likert Scales. Likert scales are a noncomparative scaling technique and only measure a single trait in nature. Respondents are asked to choose their level of agreement from the statement of the questionnaire. There are five response levels as follows: 1. Strongly Disagree (SD) 2. Disagree (D) 3. Neutral (N) 4. Agree (A) 5. Strongly Agree (SA). The questionnaire given to the

students was in Indonesian language , and the aim is to make students easier in answering the question. Through a questionnaire, the researcher also got research answers. After the data were collected, then analyzed to gain the research conclusions.

D. Technique of Data Analysis

As has been mentioned, there are three research questions. The first research question is the effect of using Acehnese fairy tales stories to motivate students' speaking skills, the data collection used is tests such as pre-test and post-test and after the data is collected it was analyzed using SPSS, a computer program that aims for statistical analysis. SPSS stands for Statistical Package for Social Science.

The second and the third research question are students' difficulties and students' expectation, data collection techniques used are questionnaires. Questionnaires were conducted so that researcher could find more information about students experienced in the process of learning English through Acehnese fairy tale stories.

Calculating the average score of pre-test and post-test:

$$X : \Sigma \frac{Fx}{N}$$

(Suhaerah, 2014)

X : Mean

Fx : Total score of frequency

N : The number of samples

Finding out the significant difference between pre-test and post-test.

$$t = \sqrt{\dfrac{md}{\dfrac{\Sigma x^2 d}{N(N-1)}}}$$

<div align="right">(Arikunto, 2013)</div>

t = t-score

Md = mean of differences between pre-test and post-test

$\sum X$ d = amount of quadrate deviation

N = total students

To analyze the result of the questionnaire, the researcher classified the data. Those answers are presented in the form of frequency observed. After the researcher calculated the frequency of data, then the researcher computed it into percentage calculation.

$$P = \dfrac{F}{N} \ X \ 100\%$$

<div align="right">(Sudjiono, 2006)</div>

P : percentage

F : frequency

N : Number of sampling

100% : constant value

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter discusses findings and discussions respond to the research questions posed in chapter one. This study's data were obtained from tests, specifically the pre-test and post-test, as well as questionnaires.

A. Findings

1. The Result of the Test

The result of the pre-test and post-test aims to answer the first research question. To see the difference in results before and after treatment, the data in this study were described with an average score.

   a. The Result of the Pre-test

The following pre-test data are presented in table form:

Table 4. 1 *Table of Students' Pretest Score*

No	Students' Initial	1	2	3	4	5	Score	Final Score
1	AS	2	2	3	2	3	12	48
2	AK	2	2	2	2	2	10	40
3	AMH	2	2	2	2	2	10	40
4	A	3	4	3	4	4	18	72
5	AM	2	3	3	2	2	12	48
6	CTM	2	2	3	2	2	11	44
7	DI	4	4	3	4	3	18	72
8	FU	2	2	2	2	3	11	44
9	FD	1	2	2	1	1	7	28
10	FR	2	2	2	1	2	9	36
11	GM	3	3	3	3	4	16	64
12	HA	4	4	4	4	4	20	80
13	IS	3	3	4	4	3	17	68
14	IK	3	3	3	3	3	15	60
15	JB	2	2	2	2	1	9	36
16	KM	2	2	3	2	2	11	44

17	LN	3	3	3	4	4	17	68
18	N	2	3	3	3	2	13	52
19	NF	2	2	2	2	2	10	40
20	NFA	2	2	3	1	2	10	40
21	NUF	2	2	2	2	2	10	40
22	PB	2	2	2	2	2	10	40
23	RA	2	2	2	2	2	10	40
24	RQ	2	2	3	2	2	11	44
25	RAA	1	2	2	1	1	7	28
26	SN	3	3	4	3	3	16	64
27	SS	3	3	3	4	4	17	68
Total	27							1348

The pre-test values presented in the table above can also be presented in the frequency distribution table as below.

Tabel 4. 2 *The Percentage Table of Students' Pre-test Score*

Score Range	Students' Frequency	Students' Percentage
28-33	2	7.4%
34-39	2	7.4%
40-46	11	40.7%
47-52	3	11.1%
59-64	3	11.1%
65-70	3	11.1%
71-76	2	7.4%
77-80	1	3.7%
Total	27	100%

Table 4.2 shows that the highest score in the pre-test is 80. The table above also shows the number of students in different score ranges. There is only one student scored in the interval 77-80 (3.7%) in the pre-test, students in the interval 71-76 (7.4%) consisted of two students. Students in the interval 65-70 were the same as in the intervals 59-64 and 47-52 that is three students (11.1%), students in

the interval 40-46 (40.7%) are 11 students, students in the interval 34-39 (7.4%) are two students while in the interval 28-33 (7.4%) there were 2 students.

From the table above, the average value of the pre-test can also be calculated as follows:

$$X : \Sigma \frac{Fx}{N}$$

$$X : \frac{1348}{27}$$

$$X : 49,93$$

The average score is calculated by dividing the result of the number of frequencies by the total number of students. The mean score of the pre-test was 49.93. These results indicate that the students' speaking scores are still in the low category; 49.93.

b. The Result of the Post-test

Table 4. 3 *Table of Students' Post-test Score*

No	Students' Initial	Answer Items					Score	Final Score
		1	2	3	4	5		
1	AS	3	4	4	3	3	17	68
2	AK	3	4	4	3	3	17	68
3	AMH	3	4	4	3	3	17	68
4	A	4	5	5	5	5	24	96
5	AM	3	4	5	4	3	19	76
6	CTM	3	4	4	4	4	19	76
7	DI	5	5	5	5	4	24	96
8	FU	3	3	3	3	3	15	60
9	FD	3	3	4	3	3	16	64
10	FR	3	4	4	3	3	17	68
11	GM	4	5	5	4	4	22	88
12	HA	5	5	5	4	5	24	96
13	IS	4	5	5	5	5	24	96
14	IK	4	5	4	4	4	21	84

15	JB	3	4	4	3	2	16	64
16	KM	3	4	3	3	3	16	64
17	LN	4	4	4	4	4	20	80
18	N	3	4	4	3	3	17	68
19	NF	4	3	4	4	3	18	72
20	NFA	3	4	4	3	3	17	68
21	NUF	3	3	4	3	3	16	64
22	PB	3	3	4	3	3	16	64
23	RA	2	3	3	3	3	14	56
24	RQ	2	3	3	3	3	14	56
25	RAA	2	3	2	2	2	11	44
26	SN	4	5	5	5	4	23	92
27	SS	5	5	5	5	5	25	100
Total	**27**							**1996**

The students' post-test scores above can also be presented in the frequency distribution table below:

Table 4. 4 *The Percentage Table of Students' Pre-test Score*

Score Range	Students' Frequency	Students' Percentage
44-49	1	3.7%
56-61	2	7.4%
62-67	6	22.2%
68-73	7	25.9%
74-79	2	7.4%
80-85	2	7.4%
86-91	1	3.7%
92-100	6	22.2%
Total	**27**	**100%**

Table 4.4 shows that the maximum score obtained by students in the post-test is 100, and the minimum score is 44, meaning that the lowest score in the interval starts from 44. The table above indicates that students who got the highest score in the interval 92-100 (22.2%) are six students, and student in the interval 86-91

(3.7%) is only one student. Students in the interval 80-85 are similar to 74-79 (7.4 %) two students, students got score in the interval 68-73 (25.9%) are seven students, students got scores in the interval 62-67 (22.2%) are as much as six students, in the interval 56-61 (7.4%) are two students, and the score range from interval 44 to 49 (3.7%) is only one student.

Based on the table, the maximum score got by a student is 100; it can be interpreted that the post-test score increased from the pre-test score. From the table above, the average score of the students' post-test results can be calculated as follows:

$$X : \Sigma \frac{Fx}{N}$$

$$X : \frac{1996}{27}$$

$$X : 73,93$$

The average score is obtained by dividing frequencies by the total number of students. The result of the students' average score on the post-test was 73.93. These results indicate an increase in the scores on the post-test. On the pre-test, the students got an average score of 49.93, and then there was an increase in the post-test score of 73.93. In short, the students' mean scores improved by 24 points.

c. The Result of the Pre-test and Post-test

Table 4. 5 *The Students' Scores of Paired Speaking Pre-test and Post-test*

No.	Students' Initial	Pre-test Score	Post-test Score
1	AS	48	68
2	AK	40	68
3	AMH	40	68
4	A	72	96
5	AM	48	76

6	CTM	44	76
7	DI	72	96
8	FU	44	60
9	FD	28	64
10	FR	36	68
11	GM	64	88
12	HA	80	96
13	IS	68	96
14	IK	60	84
15	JB	36	64
16	KM	44	64
17	LN	68	80
18	N	52	68
19	NF	40	72
20	NFA	40	68
21	NUF	40	64
22	PB	40	64
23	RA	40	56
24	RQ	44	56
25	RAA	28	44
26	SN	64	92
27	SS	68	100

Hypothesis:

H_0: Assumes that there is no significant difference in using Acehnese fairy tales stories to motivate students' speaking skill

H_a: Assumes that there is a significant difference in using Acehnese fairy tales stories to motivate students' speaking skill

Table 4. 6 *Comparison Score by Using T-Test*

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre	49.93	27	14.607	2.811
	Post	73.93	27	14.858	2.859

Paired Samples Correlations

N	Correlation	Sig.
27	.898	.000

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	Df	
Pair 1	Pre – Post	-24.000	6.656	1.281	-26.633	-21.367	-18.735	26	.000

t table:

$t_{\alpha/2,n-1} = t_{0,05/2,27-1} = t_{0,025,26} = 2{,}056$

The table above shows the statistical value of the t test = - 18,735. Because -t value < -t table (-18.735 < - 2.056), it can be concluded that there is a significant difference between students' pre-test and post-test scores.

2. The Result of the Questionnaire

In this section, the researcher also provides the questionnaire results, which aim to answer the second and third research questions. There are 10 question items that have been given to class XII students after the test and treatment. The data are shown in the table below.

Table 4. 7 *The Result of the Questionnaire*

No	Questions	Frequency (F)					Percentage(%)				
		SA	A	N	D	SDA	SA	A	N	D	SDA
1.	Using Acehnese fairy tale stories can motivate me in speaking skills	18	7	2	-	-	66.7	25.9	7.4	-	-
2.	Acehnese fairy tale stories will allow me easier to speak English	10	10	7	-	-	37.0	37.0	25.9	-	-
3.	Acehnese fairy tale stories help me to improve my speaking skills	15	9	2	1	-	55.6	33.3	7.4	3.7	-

No.	Statement										
4.	I have no difficulty in using Acehnese fairy tale stories to motivate me in my speaking skills	9	11	6	1	-	33.3	40.7	22.2	3.7	-
5.	Retelling the Acehnese fairy tales stories that I have watched makes me fluent in speaking English	11	12	4	-	-	40.7	44.4	14.8	-	-
6.	The difficulties that I face do not make me give up to motivate myself to speak English	16	9	2	-	-	59.3	33.3	7.4	-	-
7.	I expect to be able to speak English well by using Acehnese fairy tales stories	20	6	1	-	-	74.1	22.2	3.7	-	-
8.	I got a lot of new vocabulary and also a new way to motivate myself in my speaking skills	20	5	2	-	-	74.1	18.5	7.4	-	-
9.	The use of Acehnese fairy tales stories to motivate students speaking skills made me know more about Acehnese fairy tales	19	7	1	-	-	70.4	25.9	3.7	-	-
10.	Acehnese Fairy tale stories to motivate students' speaking skills are very suitable to be implemented for high school students	16	9	2	-	-	59.3	33.3	7.4	-	-
	Total Percentage	**154**	**85**	**29**	**2**	**-**	**570.5**	**314.5**	**107.3**	**7.4**	**-**

(Uno, 2016)

Table 4.7 shows that the first question received a percentage of (66.7%) which means that 18 students strongly agree that using Acehnese fairy tales can motivate them in their speaking skills. There were seven students (25.9%) who agreed and two other students (7.4%) chose a neutral answer for the first question.

In the second question, it was found that there were ten students (37.0%) strongly agreed and also ten students (37.0%) agreed that the use of Acehnese fairy tales could help them speak English more easily, while seven students (25, 9%) answered neutrally to this second question. The third question found fifteen students (55.6%) answered strongly agree that the use of Acehnese fairy tales helped them to improve their English speaking skills, nine students (33.3%) answered agree, two students (7.4%) were neutral and one student (3.7%) answered disagree if the use of the Acehnese fairy tales could help students with speaking skills.

The fourth question found nine students (33.3%) strongly agree that they have no difficulty in using Acehnese fairy tales stories to motivate students to speak; eleven students (40.7%) chose to agree, six students (22.2%) answered neutral, and one student (3.7%) answered disagree. It means that the student has difficulty in using Acehnese fairy tales to motivate their speaking English skills. The fifth question shows that eleven students (40.7%) strongly agree that retelling Acehnese fairy tales from the video can make students more fluent in speaking English; twelve students (44.4%) answered agree and four students (14.8%) were neutrally.

The sixth question revealed that sixteen students (59.3%) strongly agreed that difficulties encountered did not cause students to give up on motivating themselves to learn English speaking skills; nine students (33.3%) disagreed; and two students (7.4%) chose neutral. The seventh question shows that as many as twenty students (74.1%) strongly agree that their expectations with the use of

Acehnese fairy tales are fulfilled when students are able to speak English, six students (22.2%) answered agree and only one student (3.7%) chose neutral. The eighth research question found that there were as many as twenty students (74.1%) who strongly agree that the use of Acehnese fairy tales helped students to get a lot of new vocabulary and new ways to motivate students to speak English, five students (18.5%) answered agree and two students (7.4%) answered neutral.

In the ninth question, 19 students (70.4%) strongly agreed that the use of Acehnese fairy tales makes students learn more about Acehnese fairy tales, seven students (25.9%) answered agree and only one student (3.7%) chose neutral. The last question found that as many as sixteen students (59.3%) strongly agreed that the use of Acehnese fairy tales to motivate students in speaking was very suitable to be implemented in high school students, nine students (33.3%) chose to agree and two students (7.4 %) answered neutral.

From the description above, it can be concluded that many students have positive answers rather than a negative one. That means positive answers are higher than negative answers. This proved that the use of Acehnese fairy tale stories can motivate students' speaking skills.

B. Discussions

In this section, the researcher discussed the research results based on the research questions. This study aims to answer the question of students' speaking skills through the use of Acehnese fairy tales, and whether it can motivate students in speaking skills.

Meanwhile, the first research question is whether the use of Acehnese fairy tales can motivate students' speaking skills. From the results of the t-test above, it can be concluded that the use of Acehnese fairy tale stories can motivate students' speaking skills. It is also strengthened again by the data from the questionnaire students have filled in. Specifically, twenty-five students (92.6%) agreed that the use of Acehnese fairy tale stories can motivate students' speaking skills, while only two students (7.4%) answered neutral. Not only that, but the use of Acehnese fairy tales stories also help students speak English more efficiently and also improves students' speaking skills. This finding is related to the study conducted by Mantra & Maba (2018), which found that folktales-based instruction can be used to improve students' motivation and their speaking skills. Folktales can be used to inspire, educate as well as engage students in various speaking activities. Folktales can enrich students' local cultural awareness. Manukyan and Durgaryan (2019), showed that there is a great significance given to the methodology and strategies to teaching English through fairy tales.

The second research question is whether students have difficulty in using Acehnese fairy tales to motivate their speaking skills. From the questionnaire data, it can be concluded that most of the students did not experience difficulties. A total of twenty students (74%) agreed that they had no difficulty in using Acehnese fairy tales to motivate students' speaking skills and only one student (3.7%) disagreed, meaning that just a student had difficulty using the media provided. The data above also proved that through Acehnese fairy tales students did not give up on motivating themselves to speak English even though they had

difficulties in learning. A study by Pricilia & Rahmansyah (2019), which revealed that the folktale-based storytelling can be used as a solution to overcome the difficulty in speaking skills. Local folktales certainly give birth to a new different spirit and can foster a sense of love for the local culture itself.

The last research question is about students' expectations of the use of Acehnese fairy tale stories to motivate students' speaking skills; twenty-six students (96.3%) agreed that through the use of Acehnese fairy tales they were able to speak English well. On the other hand, there are as many as twenty-five students (92.6%) agreed that the use of Acehnese fairy tale stories helped students get new vocabulary and new ways to learn English speaking skills. Not only that, the data showed that twenty-six students (96.3%) agreed that the use of Acehnese fairy tales stories made students more aware of Acehnese fairy tales. Meanwhile, 25 students (92.6%) agreed that the use of Acehnese fairy tales was suitable for high school students. In line with Rahman's findings (2017) in scope of the revival of local fairy tales for education. The study was conducted to explore the function of fairy tales as entertainment and education for students. The case study in South Sulawesi found the conclusions as follows; storytelling is still suitable to educate and entertain students, and the level of students' interest in fairy tales can not be separated from the strategies or method of the person telling the stories. Student's motivation in learning through fairy tales can be strongly determined by students' mood, the implication of fairy tales can help students develop their logical thinking, provide students with new knowledge, encourage their value and practice honesty.

From these, it can be discusses that Acehense fairy tale stories can motivate students speaking skills. Using Acehense fairy tale stories can help students in mastering speaking skills. Speaking skills are very fundamental and very much needed in English. People can communicate directly with native speakers or non-native speakers by mastering English speaking skills. To master speaking skills, someone needs a process and a method. Therefore, someone who wants to speak well English should find a way to master English well, as should students. English teachers should use media or tools to motivate students to speak English. Various kinds of media can be used, such as local fairy tales. As we know, the use of fairy tales is very suitable to be applied to students because fairy tales stories have many moral values and can be a source of inspiration for students. Rahman (2017) states that the importance and role of fairy tales in the current societal context can not be ignored, they can be a source of inspiration for students. Moreover, local fairy tale stories also play a role in education and character building. Acehnese fairy tale stories can overcome students difficulty in speaking skills, this is such a new way to motivate students in their speaking skills.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter focuses on two sections, conclusions and suggestions.

A. Conclusions

This study focuses on students' motivation in speaking English in class XII-B of SMA Al-Athiyah Banda Aceh through Acehnese fairy tale stories. As described in the previous chapter, it can be concluded that the use of Acehnese fairy tale has been successfully implemented and has had a positively impacted on students' speaking motivation and their learning process. The following describes the conclusions that have been obtained in the previous chapter.

Based on the data obtained by the researchers, students of SMA Al-Athiyah Banda Aceh have succeeded in implementing learning through Acehnese fairy tales stories and the use of these media can motivate students to speak English. The t-test results showed that the t_{value} is -18,735 and the t_{table} is -2,056 at a significance level of 0.05. These result proved that the – t_{value} is less than the – t_{table}. Thus the research hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. In short, the use of Acehnese fairy tales can motivate speaking skills for eleventh-grade students. Furthermore, the researcher also got positive results from the students' answers in the questionnaire. Students are motivated to speak English through the use of Acehnese fairy tale stories. Based on the questionnaire answers students have no difficulty in using Acehnese fairy tales to motivate their speaking skills. Students also expect, through learning to speak English using

Acehnese fairy tale stories students hope to be able to speak English well, students get new vocabulary and way to learn English, and students learn more about Acehenese fairy tales.

B. Suggestions

Based on the conclusions above, several suggestions are offered for teachers, students and further researchers.

1. Teachers

After investigating the students' motivation in speaking English using Acehnese fairy tale stories, English teachers need to design various kinds of media and learning activities to be implemented in the learning process. This can motivate students to improve students' speaking skills in English. Not only that but also the use of media students are very active in learning and are curious about learning activities that will be carried out next. Thus, an English teacher needs to think creatively in providing learning media and exploring the latest learning resources suitable for students and the material to be taught. Finally, teachers must also care about the students' needs, instructional media and different learning methods for each learning material are also highly recommended to prevent students from being overwhelmed and bored while studying. With varied and different methods and media, every meeting in the learning process will always be awaited by students and make them curious so that students do not ignore each lesson.

2. Students

After seeing the students' ability to speak English, the researcher suggests that students should practice every vocabulary they find in stories, videos, films and other sources. The benefit of speaking practice is that students are trained in speaking English. With this, students will remember the vocabulary that has been obtained.

3. Future researchers

After obtaining the results of this research, there are some suggestions offered by the researcher for future researchers who are conducting the same research. There are several factors to consider in using fairy tales stories in the English teaching and learning process. First, it is necessary to get or explore stories that are interesting for students and match the learning design. Second, researchers need to be more creative in choosing media to present stories. Therefore, it would be better for future researchers to make observations in advance to the intended research place to see the tools or media available at the research site, so that future researchers can more easily create learning methods and media that are in accordance with the available facilities. Finally, the researcher also hopes that future researchers can investigate more deeply the use of Acehnese fairy tales stories and those related to students' motivation in learning English with other skills and also able to apply new learning methods or media to make students more motivated and interested to learn English.

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***Appendix A*: Appointment Letter of Supervior**

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-2240/UN.08/FTK/KP.07.6/02/2022

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 04 Januari 2022

MEMUTUSKAN

Menetapkan :
PERTAMA Menunjuk Saudara:
1. Drs. Luthfi Aunie, M.A.   Sebagai Pembimbing Pertama
2. Rahmi Fhonna, M. A.   Sebagai Pembimbing Kedua
Untuk membimbing Skripsi :
Nama   : Annisa Uzzahara
NIM   : 180203025
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Using Acehnese Fairy Tales Stories to Motivate Students' Speaking Skills

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2020, No.025.04.2.423925/2020, tanggal 12 November 2019.
KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2022/2023
KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 14 Februari 2022
Dekan,

Muslim Razali

Tembusan
1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;

***Appendix B*: Recommendation Letter from The Fakultas Tarbiyah dan Keguruan to Conduct Field Research**

Document

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN

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Nomor   : B-3761/Un.08/FTK.1/TL.00/03/2022
Lamp   : -
Hal   : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
Kepala Sekolah SMA PLUS Al - Athiyah

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM   : ANNISA UZZAHARA / 180203025
Semester/Jurusan   : VIII / Pendidikan Bahasa Inggris
Alamat sekarang   : Jl. Melati No. 13 Kp. Keramat, Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *Using Acehnese Fairy Tale Stories to Motivate Students' Speaking Skills*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 14 Maret 2022
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,

Berlaku sampai : 14 April 2022   Dr. M. Chalis, M.Ag.

Appendix C: **Confirmation Letter from School**

PEMERINTAH ACEH
DINAS PENDIDIKAN
SMA PLUS AL-'ATHIYAH BANDA ACEH
ISLAMIC BOARDING SCHOOL FOR MEMORIZING AL-QUR'AN

SURAT KETERANGAN PENELITIAN
Nomor: 193/SMA-ATHIYAH/V/2022

Yang bertanda tangan dibawah ini Kepala SMA Plus Al-Athiyah Banda Aceh, dengan ini menerangkan bahwa:

Nama	:	**Annisa Uzzahara**
NIM	:	180203025
Jenis Kelamin	:	Perempuan
Prodi	:	Pendidikan Bahasa Inggris
Judul	:	Using Acehnese Fairy Tales Stories to Motivate Students Speaking Skills

Benar yang namanya tersebut di atas telah menyelesaikan penelitian pada SMA Plus Al-Athiyah Banda Aceh, dalam rangka penelitian dengan judul:

" Using Acehnese Fairy Tales Stories to Motivate Students Speaking Skills"

Demikian surat keterangan ini diberikan kepada yang bersangkutan, untuk dapat dipergunakan seperlunya. Atas perhatiannya kami ucapkan terima kasih.

Banda Aceh, 24 Mei 2022
Kepala SMA Plus Al-Athiyah Banda Aceh
a.n Waka. Kurikulum

Rukiah, S.Pd

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Appendix D: **Lesson Plan**

RENCANA PELAKSANAAN PEMBELAJARAN

SEKOLAH   : SMA Plus Al-athiyah

MATA PELAJARAN   : Bahasa Inggris

KELAS / SEMESTER   : XI / II

MATERI POKOK   : Teks Naratif terkait fairy tales

ALOKASI WAKTU   : 4 Pertemuan (8JP)

A. KOMPETENSI DASAR DAN INDIKATOR

KOMPETENSI DASAR	INDIKATOR
3.7. Membandingkan fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait fairy tales, pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.7.1.Mengidentifikasi fungsi sosial teks naratif terkait short story. 3.7.2.Mengidentifikasi struktur teks naratif teks naratif terkait short story. 3.7.3.Mengidentifikasi unsur kebahasaan dan vocabulary teks naratif terkait short story.
4.7.Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks dan unsur kebahasaan tekas naratif, lisan dan tulis, sangat pendek dan sederhana, terkait fairy tales	4.7.1.Memahami teks narrative sederhana 4.7.2. Berdiskusi terkait vocabulary di dalam teks yang di berikan 4.7.3. Bercerita kembali text narrative yang telah diberikan dengan Bahasa sendiri

B. TUJUAN PEMBELAJARAN

Melalui pendekatan Contextual Teaching Learning (CTL) dengan menggunakan model pembelajaran Discovery Learning, peserta didik dapat *mengidentifikasi* fungsi sosial, struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan menyatakan *harapan, doa, dan ucapan selamat atas suatu kebahagiaan dan prestasi*, serta peserta didik dapat *menulis dan mempraktikkan* teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan menyatakan harapan, doa, dan ucapan selamat atas

suatu kebahagiaan dan prestasi, dan menanggapinya, dengan memperhatikan unsur kebahasaan dan memiliki perilaku jujur, disiplin, tanggung jawab, peduli, kerja sama, toleran, santun, responsif, dan pro-aktif.

Setelah melaksanakan serangkaian kegiatan pembelajaran, siswa dapat:

3.7.1. Mengidentifikasi fungsi sosial teks naratif terkait short story.

3.7.2. Mengidentifikasi struktur teks naratif terkait short story.

3.7.3. Mengidentifikasi unsur kebahasaan dan vocabulary teks naratif terkait short story.

4.7.1. Memahami narrative text terkait short story

4.7.2. Berdiskusi terkait vocabulary di dalam teks yang di berikan

4.7.3. Menceritakan kembali teks naratif dengan bahasanya sendiri.

C. MATERI PEMBELAJARAN
Materi Reguler

Teks naratif, berbentuk cerita pendek dan sederhana (Acehnese Fairy Tales Stories)

Fungsi sosial

Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur melalui cerita.

Struktur teks

(gagasan utama dan informasi rinci)

a. Memperkenalkan tokoh, tempat, waktu, terjadinya cerita (orientasi).

b. Memberikan penilaian (evaluasi) tentang situasi dan kondisi terjadinya cerita. c. Memaparkan krisis yang terjadi terhadap tokoh utama (komplikasi)

d. Memaparkan akhir cerita, di mana krisis berakhir (resolusi) dengan bahagia atau sedih

e. Memberikan alasan atau komentar umum (reorientasi), opsional.

Unsur kebahasaan

(1) Tata bahasa: Simple Past tense, Past Continuous Tense

(2) Kalimat langung dan tidak langusng

(3) Kosa kata: benda dan tindakan yang terkait dengan kehidupan tokoh cerita.

(4) Adverbia penghubung waktu: *first, then, after that, before, at last, finally*, dsb.

(5) Adverbia dan frasa preposisional penujuk waktu: *a long time ago, one day, in the morning, the next day, immediately*, dsb.

(6) Ucapan, tekanan kata, intonasi

(7) Ejaan dan tanda baca

(8) Tulisan tangan

Topik

Cerita yang memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri,

kerjasama, dan bertanggung jawab.

D. **LANGKAH-LANGKAH PEMBELAJARAN**

Indikator Pencapaian pada pertemuan-1 :

3.7.1.Mengidentifikasi fungsi sosial teks naratif terkait short story.

3.7.2.Mengidentifikasi struktur teks naratif teks naratif terkait short story.

3.7.3.Mengidentifikasi fungsi sosial teks naratif terkait short story.

4.7.1. Memahami teks sederhana short story

KEGIATAN PEMBELAJARAN

Pertemuan 1 dan 2 (4 JP)

Langkah Pembelajaran	Model Pembelajaran	Deskripsi	Alokasi Waktiu
Kegiatan Pendahuluan		1. Guru memberi salam kepada seluruh peserta didik . 2. Guru meminta salah satu peserta didik untuk memimpin doa. 3. Guru mengajukan pertanyaan terkait tema yang akan dipelajari. 4. Guru mengaitkan materi pelajaran dengan pengalaman peserta didik. 5. Guru menyebutkan tujuan pembelajaran.	10 menit
Kegiatan Inti	Discovery Learning: ☐ Stimulation ☐ Problem statemen ☐ Data Collection ☐ Data	Memuat kegiatan **Mengamati dan menanya** **Mengamati** 1. Peserta didik memperhatikan Daily stories yang diceritakan oleh guru. 2. Peserta didik mendengar dan mengamati guru 3. Peserta didik	60 menit

	processing ☐ Verification	mengamati kata yang sulit di pahami dan mendiskusikannya dengan group.	
		b.Menanya 1. Peserta didik menyimak pertanyaan guru. 2. Peserta didik menanyakan tentang fungsi sosial, struktur teks dan unsur kebahasaan dari cerita tersebut. 3. Peserta didik menyimak pernyataan guru. 4. Peserta didik menanyakan tentang fungsi sosial, struktur teks dan unsur kebahasaan dari cerita tersebut. Peserta didik merefleksi diri dengan menanyakan hal hal penting terkait teks naratif daily activities. **Mengumpulkan informasi/experimenting** 1. Peserta didik mencari dan mengumpulkan informasi dari cerita pendek dan sederhana dari beberapa sumber. 2. Peserta didik mencari dan mengumpulkan informasi dari cerita rakyat pendek dan sederhana dari beberapa sumber. **Menalar/mengasosiasi** 1. Peserta didik menjelaskan	
	☐ Generalization		

		cerita sehari hari mereka dengan bahasa mereka sendiri. **Mengomunikasikan** 1. Peserta didik menyatakan kesulitan yang dihadapinya selama proses menulis kepada guru. 2. Peserta didik menceritakan kegiatan mereka sehari-hari secara ringkas dan sederhana dengan bahasa mereka sendiri didepan kelas.	
Kegiatan Penutup		a. Peserta didik bersama guru membuat simpulan b. Peserta didik melakukan refleksi terhadap kegiatan yang sudah dilakukan c. Guru memberikan umpan balik proses dan hasil pembelajaran d. Memberi tugas selanjutnya e. Menyampaikan rencana pembelajaran pada pertemuan mendatang	10 menit

Pertemuan 3 dan 4 (4JP)

Langkah Pembelajaran	Model Pembelajaran	Deskripsi	Alokasi Waktiu
Kegiatan Pendahuluan		1. Guru memberi salam kepada seluruh peserta didik . 2. Guru meminta salah satu peserta didik untuk memimpin doa. 3. Guru mengajukan pertanyaan terkait tema yang akan dipelajari.	10 menit

		4. Guru mengaitkan materi pelajaran dengan pengalaman peserta didik. 5. Guru menyebutkan tujuan pembelajaran.	
Kegiatan Inti	Discovery Learning: ☐ Stimulation ☐ Problem statemen ☐ Data Collection ☐ Data processing ☐ Verification ☐ Generalization	Memuat kegiatan **Mengamati dan menanya** **Mengamati** 1. Peserta didik memperhatikan Video dongeng asal mula alue naga yang ditampilkan oleh guru. 2. Peserta didik mencatat alur cerita secara lengkap, bermakna dan jelas, 3. Peserta didik mengamati kata yang sulit di pahami dan mendiskusikannya dengan group. **b.Menanya** 1. Peserta didik menyimak pertanyaan guru. 2. Peserta didik menanyakan tentang fungsi sosial, struktur teks dan unsur kebahasaan dari cerita tersebut. 3. Peserta didik menyimak pernyataan guru. 4. Peserta didik menanyakan tentang fungsi sosial, struktur teks dan unsur kebahasaan dari cerita tersebut. Peserta didik merefleksi diri dengan menanyakan hal hal penting terkait teks naratif fairy tales. **Mengumpulkan**	60 menit

		informasi/experimenting 3. Pesertadidik mencari dan mengumpulkan informasi dari cerita pendek dan sederhana dari beberapa sumber. 4. Peserta didik mencari dan mengumpulkan informasi dari cerita rakyat pendek dan sederhana dari beberapa sumber. **Menalar/mengasosiasi** 2. Peserta didik menjelaskan cerita pendek dengan bahasa mereka sendiri. **Mengomunikasikan** 3. Peserta didik menyatakan kesulitan yang dihadapinya selama proses menulis kepada guru. 4. Peserta didik menceritakan dongeng yang telah ditontonn secara ringkas dan sederhana dengan bahasa mereka sendiri didepan kelas.	
Kegiatan Penutup		a. Peserta didik bersama guru membuat simpulan b. Peserta didik melakukan refleksi terhadap kegiatan yang sudah dilakukan c. Guru memberikan umpan balik proses dan hasil pembelajaran d. Memberi tugas selanjutnya e. Menyampaikan rencana pembelajaran pada pertemuan mendatang	10 menit

E. Penilaian, Pembelajaran Remedial dan Pengayaan

1. Penilaian

Pengetahuan

2.1 Tes Tulis

    a. Teknik Penilaian : Tes Tertulis

    b. Bentuk Instrumen: Essay/Tulis teks narrative

    c. Pedoman Penskoran: berdasarkan hak yang terkait teks narrative

2.2 Keterampilan

    a. Teknik Penilaian : Unjuk kerja

    b. Bentuk Instrumen: Test keterampilan Berbicara

    c. Pedoman Penskoran: berdasarkan hak yang terkait teks narrative

    d. Instrument: Rubrik untuk penilaian keterampilan berbicara

 F. Media/Alat, bahan dan sumber belajar

1. Media/alat   : Pc, Tv, video from youtube https://youtu.be/rDhj-8vRg7k and https://youtu.be/QYtE5uBAUiw

, Papan Tulis, Spidol, Paper/bahan print out dari internet

2. Bahan   :Teks narrative

3. Sumber belajar   : Internet

 G. Pendekatan, Model dan Metode Pembelajaran

1. Pendekatan   : Saintifik

2. Model   : Discovery Learning

3. Metode   : Diskusi, Tanya jawab dan unjuk kerja

Mengetahui: Banda Aceh, 22 Maret 2022

Kepala Sekolah   Guru Mata Pelajaran

…………………………   Annisa Uzzahara

Appendix **E: Table Rating for Speaking (Pre-test and Post-test)**

No.	Criteria	Rating Score	Comments
1.	Grammar	5	Equivalent to that of an educated native speaker
		4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.
		3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate affectively in most formal and informal conversations on practical, social, and professional topics
		2	Can usually handle elementary construction quite accurately but does not have through or confident control of the grammar.
		1	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his/her language.
2.	Vocabulary	5	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.
		4	Can understand and participate in any conversation within the range of his/her experience with a high degree of precision of vocabulary.
		3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he/she rarely has to grope for a word.
		2	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
		1	Speaking vocabulary inadequate to express anything but the most elementary needs.
3.	Comprehension	5	Equivalent to that of an educated native speaker
		4	Can understand any conversation within the range of his experience.
		3	Comprehension is quite complete at a normal rate of speech.
		2	Can get the gist of most conversation non-technical subjects (i.e., topics that required no specialized knowledge).
		1	Within the score of his very limited language experience, can understand simple questions and statements if delivered with slowed speech repetition, or paraphrase.
4.	Fluency	5	Has complete fluency in the language such that his/her speech is fully accepted native speaker.
		4	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency
		3	Can discuss particular interest of competence with reasonable ease. Rarely has to grope for words.
		2	Can handle with confidence but not with facility most social situation, including 14 introductions and casual conversations about current events, as well as work, family, and autobiographical information.
		1	No specific fluency description. Refer to other four language areas for implied level to fluency
5.	Pronounciation	5	Equivalent to and fully accepted by educated native speakers.
		4	Errors in pronunciation are quite rare.
		3	Errors never interfere with understanding are rarely disturb the native speaker. Accent may be obviously foreign.
		2	Accent is intelligible though often quite faulty.
		1	Errors in pronunciation are frequent but can be understood by native speaker used to dealing with foreigners attempting to speak his/her language.

Oral Profeciency Scoring Categories adapted from Brown (2001)

Appendix **F: Questionnaire**

No.	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	Using Acehnese fairy tales stories can motivate me in speaking skills					
2.	Acehnese fairy tales stories will allow me easier to speak English					
3.	Acehnese fairy tales stories help me to improve my speaking skills					
4.	I have no difficulty in using Acehnese fairy tales stories to motivate my speaking skills					
5.	Retelling the Acehnese fairy tales stories that I have watched makes me fluent in speaking English					
6.	The difficulties that I face do not make me give up to motivate myself to learn speaking					
7.	I expect to be able to speak English well by using Acehnese fairy tales stories					
8.	I got a lot of new vocabularies and also new way to motivate myself in speaking skills					
9.	The use of Acehnese fairy tales stories to motivate students speaking skills made me know more about Acehnese fairy tales					
10	Acehnese Fairy tale videos to motivate students' speaking skills are very suitable to be implemented for high school students					

Students motivation questionnaire adapted from Uno (2016)

Appendix **G: Research Photos**