THE USE OF STUDENTS LIFE EXPERIENCES TO IMPROVE THEIR ENGLISH SPEAKING ABILITY

THESIS

Submitted by

YUSLINDA ANIZAH

NIM. 170203201

Student of F Education and Training
Department of English Education

**FACULTY OF EDUCATION AND TEACHER TRAINING
AR-RANIRY STATE ISLAMIC UNIVERSITY
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By:

YUSLINDA ANIZAH
170203201

Student of Fakultas Tarbiyah dan Keguruan
Department of English Language Education

Approved by:

Main Supervisor,   Co-Supervisor,

Prof. Jariani,S.Ag.,S.S.,M.Sc.,M.S., Ph.D   **Fitriah, S.Ag.,M.Pd**
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Board of Examiners,

Chairperson,　　　　　　　　　　　　Secretary,

Prof. Jarjani,S.Ag.,S.S.,M.Sc.,M.S., Ph.D　　　Azizah, S.Ag., M.Pd

Member,　　　　　　　　　　　　　　Member,
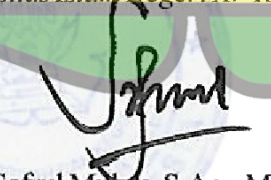
Prof. Habiburrahim, S.Ag., M.Com.,MS.,Ph.D　　Nidawati, S.Ag., M.Ag

Certified by:
The Dean of *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh

Prof. Safrul Muluk, S.Ag., M.A.. M.Ed., Ph.D
NIP. 197301021997031003

SURAT PERNYATAAN

Saya yang bertanda tangan dibawah :

Nama	: Yuslinda Anizah
NIM	: 170203201
Tempat Tanggal lahir	: Berastagi, 03 Januari 1999
Alamat	: Baet, Kecamatan Baitussalam, Aceh Besar

Menyatakan yang sesungguh nya bahwa skripsi yang berjudul:

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Adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalam nya, maka akan sepenuhnya menjadi tanggung jawab saya.

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Saya yang membuat surat pernyataan,

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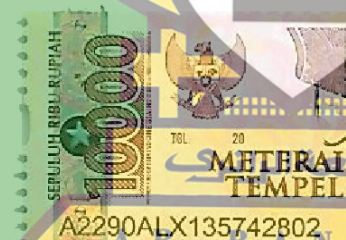
First of all, I would like to express my deepest praise and gratitude to Allah Subhanahu Wa Ta'ala, the Lord of the worlds who has his mercy and blessings on this world. Sholawat and greetings may be extended to the Prophet Muhammad Shalallahu Alaihi Wa Sallam and his family and friends who have brought enlightenment in human life.

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The researcher,

Yuslinda Anizah

ABSTRACT

Speaking is a challenging skill for EFL learners to master. This is so because, to become proficient English speakers, students must learn vocabulary and pronunciation in conversation. Students also need to have ideas for speaking out they can use their lived experiences. This study aims to investigate how they use of lived experience stories helps improve students' English speaking. This study Hypothesis that using student life experiences improve their English speaking ability. I conducted experimental research on sixty students of SMP Negeri 1 Naman Teran, divided into two classes thirty student in the control class and thirty in the experimental class. The data was collected directly in test. This study revealed that the average speaking score of students in the experimental class was 80, higher than that the control class, 73. This research also analyzed the significant differences between the control class and the experimental class, (0.000) less than 0.05. This research indicates that using the strategy of telling lived experiences helps students to further improve their speaking abilities. Therefore it is suggested that teachers should use lived experiences when teaching speaking to students.
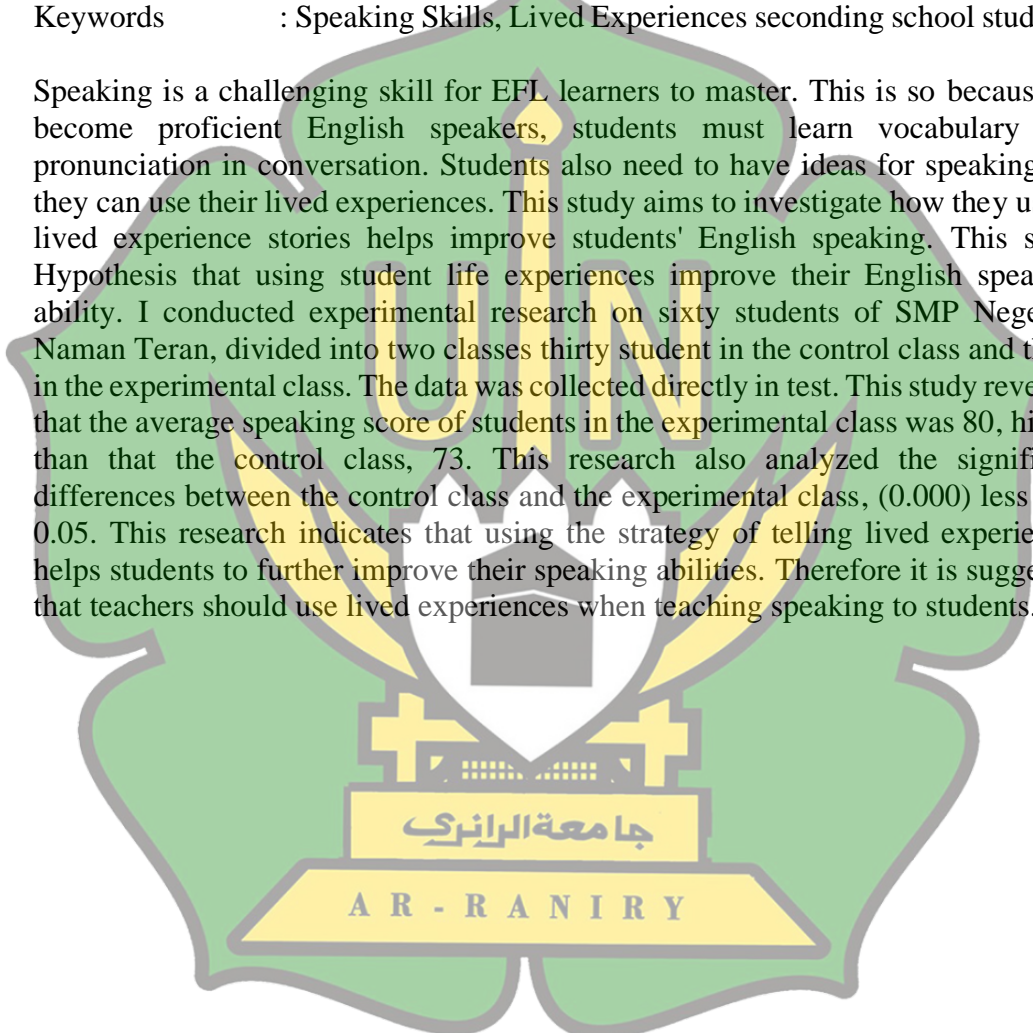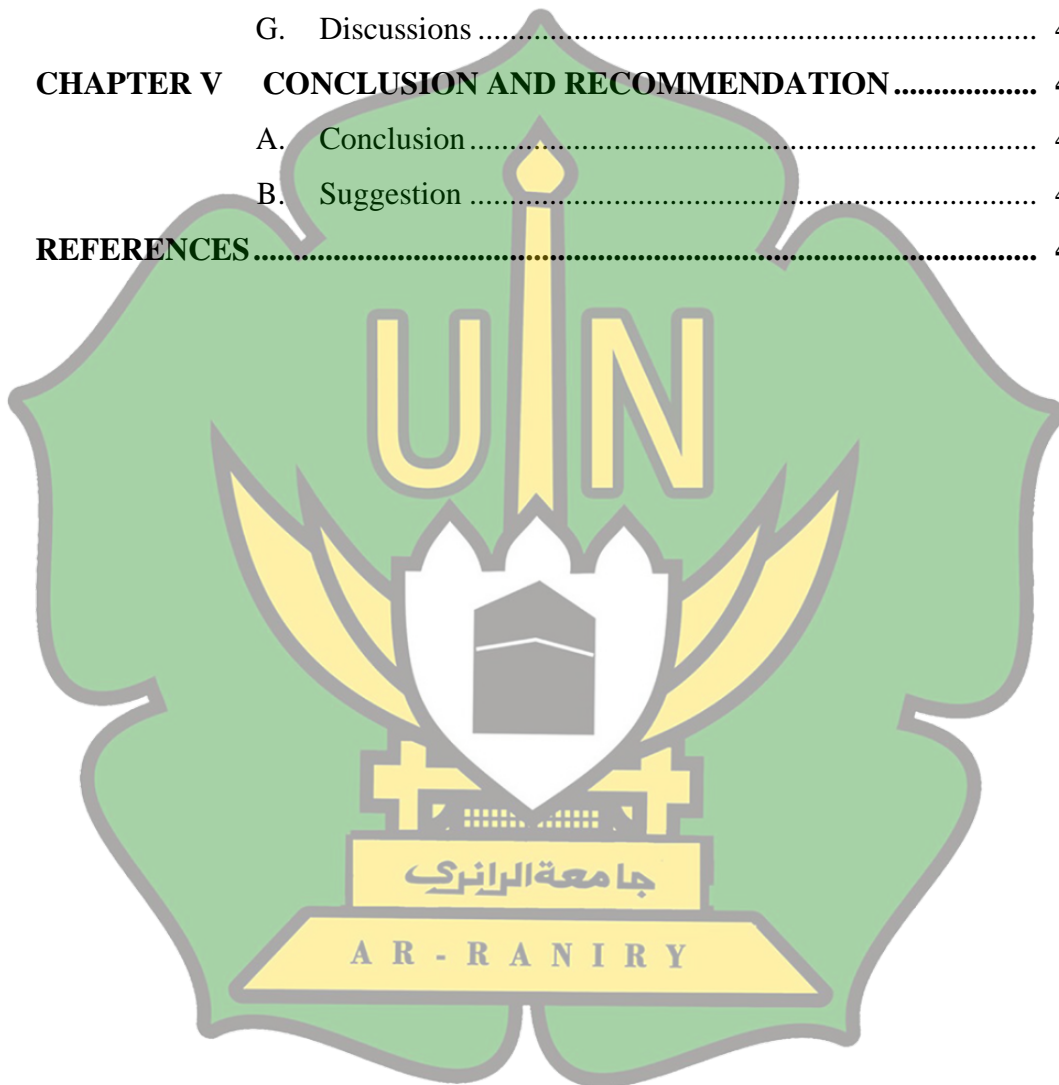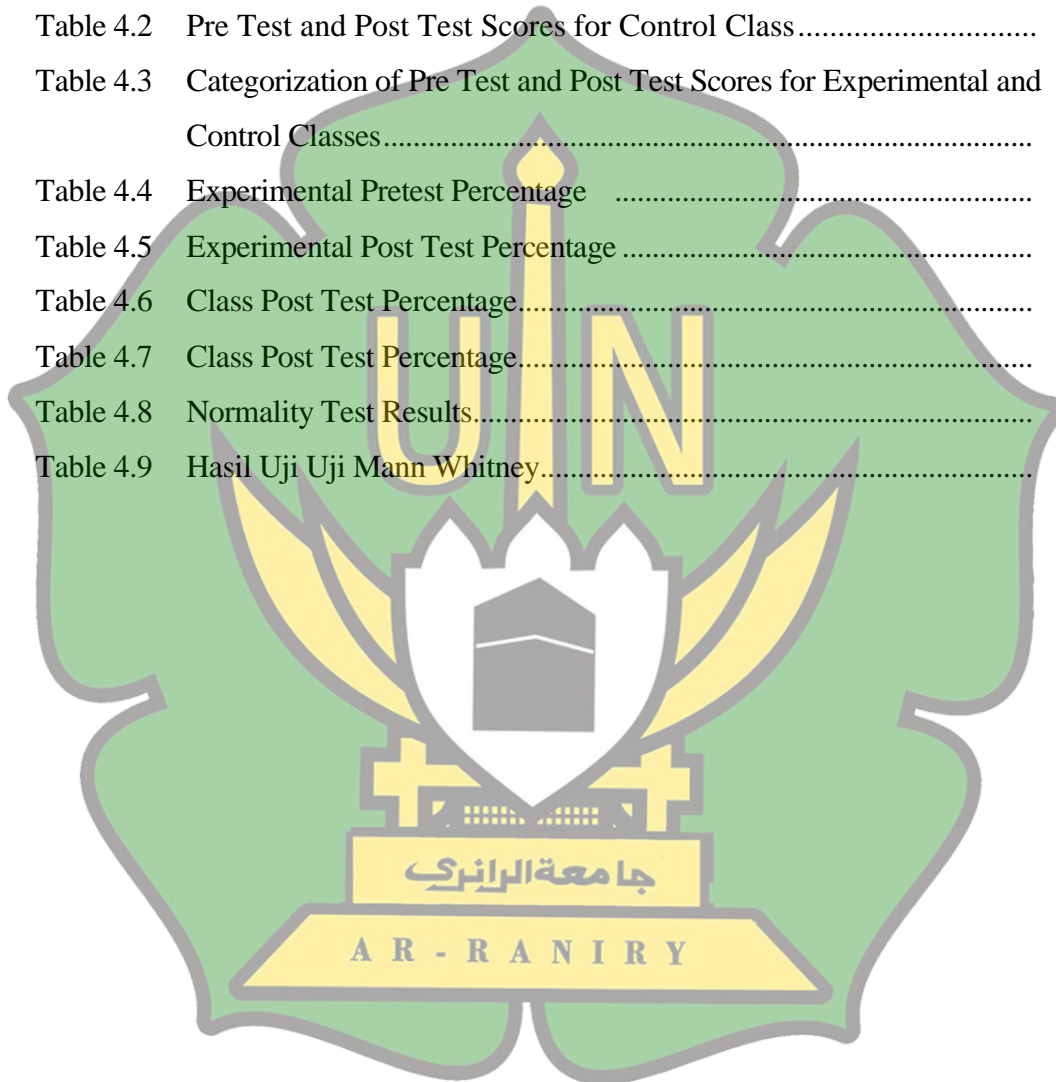
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CHAPTER I

INTRODUCTION

This chapter explains the following: Background of the study, research questions, the aim of the study, and research terminologies.

A. Background of the Study

Speaking is a productive skill that is inseparable from listening. When we speak we will produce text skills in English. English language ability is a very crucial measure of ability in the professional world. Learning English is important because it not only prepares students for living in this globalized era but also helps them continue their education to a higher level.

It is necessary to learn to interact, and form relationships with other people. Today's world is increasingly interconnected thanks to Globalization. Because speaking is one of the basic skills of English, speaking is an important component in language learning. According to Iman (2017), students need to acquire speaking skills for communicative purposes. Speaking is usually imitative and reproductive which provides students with practice language and communication patterns.

Some factors that cause students difficulty speaking English are a lack of time and opportunity. Besides, students find learning English boring because the system or technique used to monitor their progress is concentrated on the teacher. According to Amiruddin (2019), Students' ability to speak English is still low despite having studied the language for six years in a row. Many students still have difficulty developing good speaking skills.

My experiences in one of the SMPN 1 Naman Teran district of Karo many of the students struggled with vocabulary when learning English, making it difficult for them to start a conversation in English. This is not only students, faculty but also teachers' teaching methods. The teacher's teaching technique is important in teaching speaking because it influences student achievement in learning to speak (Andestina 2017). Many students in class do not pay attention when the teacher is teaching and they are learning.

Therefore, students may become interested in learning if they are not taught how to speak or are not allowed to speak in language sessions. Teachers tend to still deliver learning material using the lecture method, without paying attention to students' understanding of speaking skills in this language process, students only listen without practicing directly in front of the class, which means students bored and sleepy in the process studying in class.

Some previous studies have been conducted by other researchers. The first study was conducted by Inayah (2015). Her experimental study also focused on improving students' speaking skills through storytelling techniques. This study shows that the storytelling technique positively affected students' speaking ability, and overall, students' attitudes toward the implementation of the storytelling technique were positive. They enjoyed the learning process and were interested in the story.

Another relevant study conducted by Goncalves et al. (2019) found that the storytelling technique is effective in teaching speaking as it could develop students' speaking skills. lived experiences story techniques improve students' interest in learning English, mainly when expressing their expressions when telling a story.

Further, the application of the storytelling technique helps them memorize the vocabulary. Using story-based, live experiences to increase vocabulary is very effective because of the repetition of words. The repetition of a word in a story can be easily understood by students. It can be a lot of fun and also give students the opportunity to memorize words and understand phrases quickly.

Therefore, this research was conducted to determine the efficiency of student learning efforts. In this research, I want to find out the impact of using students' life experiences to improve their English-speaking ability.

B. Research Questions

Based on the background of the problem above, this study addresses the following question;

Do the use of student-lived experience techniques improve the English speaking ability of students at SMP Negeri 1 Naman Teran?

C. Research Aim

The aim of this study was to investigate how the use of life experience stories helps reduce students' speaking ability.

D. Significance of the Study

This study is significant in that it can provide insight into how the use of student lived experiences improve their English speaking ability, for class II student of SMP Negeri 1 Naman Teran, district Karo North Sumatra by analyzing the factors that underlie their low English language ability. At the time this research was conducted, it became very important to identify what causes student's speaking ability and what appropriate method to use to reduce it as will as covering other

problem that would arise if they experienced speaking ability. This will give the teacher an informed picture of what needs to be taught and how the lesson should proceed. Next, the teacher will pay special attention to dealing with factors that will recur in the future. Apart from that, it is also hoped that this research can be a useful reference for future researchers who are interested in conducting further research in the field of speech ability.

E. Terminologies

To avoid readers' misunderstanding, the terms used throughout this research report need clear explanations. The terms are as follows:

1. English Speaking Skill

According to Farabi et al. (2017), speaking is an important part of language learning and teaching that involves the production, reception, and processing of information. Speaking is a process of interaction where speakers attempt to establish meaning through creating, receiving and processing information Furthermore, it involves identifying whether logical, verbal, psychological, and physical rules should be applied in a given situation. The main objective of speaking is communication. In this study, the main objective of applying the storytelling method was to improve students' speaking ability.

2. Lived Experiences

A person's lived experience is a narrative of their actions and experiences, together with the lessons they learned from them. The study of linguistics, communication, and culture and society are all characterized by life experience. Wilhelm Dilthey's (2022) philosophy states that natural sciences are thought to rely

on scientific experimentation, but human sciences are based on living experience. This strategy is more akin to recollection, in which an event is discussed and thought back on after it has happened. Individuals with real-world experience provide excellent guides for learning strategies aimed at improving language proficiency. Above all, they offer insightful commentary on life's experiences.

CHAPTER II

LITERATURE REVIEW

This chapter review literature on the study speaking ability, action learning approach, and conceptual framework are among the main issues it raises.

A. The Concept of Speaking

Speaking is an important tool in human daily life. According to Bailey (2005) "speaking is a process of interaction where speakers attempt to establish meaning through creating, receiving and processing information." In short, speaking uses words and produces sound to express ourselves either idea, feeling, or thought by acting from a script of a story.

Speaking is one of the four components of the English language, and its fundamental characteristic is that it occurs in real time (Solcova, 2011). Speaking is characterized as a creative talent in which speakers produce something to convey their ideas and win over the audience. Various experts have various definitions of speaking. Speaking is an oral communication, according to Herwanto (2013), who also defined speaking as a complicated talent including an active process of interaction between the speaker and the listener.

Speaking occurs when two persons are conversing with one another, according to Harmer (2001). These definitions lead to the conclusion that speaking is an oral communication activity that involves information transfer between the speaker and the listener. As a result, the author comes to the conclusion that To express oneself, one must talk using words and make noises. In a regular voice,

express your feelings, thoughts, and needs.

B. Teaching Speaking Ability

Speaking ability is the capacity for interpersonal communication. Speaking is therefore essential for interpersonal communication in day-to-day life to modify information. "Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information orally. According to Brown (2004). One of the most important aspects of teaching a foreign language is teaching speaking skills. Speaking is real communication therefore, it needs habit formation. In English classes, the learners often feel uncomfortable using English when communicating and interacting with others, and they feel unconfident doing so.

Teaching speaking, then, is the process of teaching someone how to talk. When a teacher teaches a student to speak in English, they are teaching them to: (1) produce the English speech sound and sound pattern; (2) use words and sentences, stress intonation patterns and the rhythm of the second language; (3) choose appropriate words and sentences according to the proper social setting, audience, situation, and subject matter; (4) organize their thoughts in a meaningful and logical sequence; (5) use language as a means of expressing, values and judgments; and (6) use the language quickly and confidently with few awkward pauses, or fluency.

Many educators these days concur that interacting with people in a foreign language is the best way for students to acquire the language. In this situation, students should become proficient in a number of speaking skills, including fluency, grammar, vocabulary, and pronunciation. To put it briefly, English teachers should

be creative in how they develop their lessons in order to foster a positive learning environment, help students become better speakers, focus on the speaking components, and make the subject matter more engaging.

C. Speaking teaching strategies

Students often think that the ability to speak is the product of language learning, but speaking is also a crucial part of the language learning process. Effective instructors teach students speaking strategies using minimal responses, recognizing scripts, and using language to talk about language, which they can use to help themselves expand their knowledge of the language and their confidence in using it. These instructors help students learn to speak so that they can use speaking to learn.

a. Using minimal responses Language

Language learners who lack confidence in their ability to participate successfully in oral interaction often listen in silence while others do the talking. One way to encourage such learners to begin to participate is by helping them build up a stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners. Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses, enabling a learner to focus on what the other participant is saying without having to plan a response simultaneously.

b. Recognizing scripts

Some communication situations are associated with a predictable set of

spoken exchanges called a script. Greetings, apologies, compliments, invitations, and other functions that are influenced by social and cultural norms often follow patterns or scripts. So do the transactional exchanges involved in activities such as obtaining information and making a purchase. In these scripts, the relationship between a speaker's turn and the one that follows it can often be anticipated. Instructors can help students develop their speaking abilities by making them aware of the scripts for different situations so that they can predict what they will hear and what they will need to say in response. Through interactive activities, instructors can give students practice managing and varying the language that different scripts contain.

c. Using language to talk about language

Learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. Instructors can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participant's language skill level. Instructors can also give students strategies and phrases for clarification and comprehension checks. By encouraging students to use clarification phrases in class when misunderstanding occurs and responding positively when they do, instructors can create an authentic practice environment within the classroom itself. As they develop control of various clarification strategies, students will gain confidence in their ability to manage the various communication situations they may encounter outside the classroom.

The are several division in learning to improve student's English speaking ability:

1. Functions of Speaking Ability

A number of linguists have made an effort to classify the purposes of speech in interpersonal communication. The three roles of speaking are "talk as interaction, talk as transaction, and talk as performance," according to Brown and Yule, cited by Richards (2015). Since the forms and functions of each of these speech activities vary greatly, different instructional strategies are needed. The explanations of speaking's purposes are provided below.

The first is to think of talking as interaction; it relates to what most people think of when they say "conversation" and depicts interaction that is largely social. This function is more concerned with the speakers and how they want to exhibit themselves to one another than it is with the content. When individuals meet, for example, they exchange pleasantries, engage in small conversation, share stories, and so on.

Talk as transaction is another function; it relates to situations in which attention is focused on what is said or done. Participants and how they engage socially with one another are less important than the message and making oneself known clearly and properly. For example, students might participate in hands-on activities to learn about the ideas of floating and sinking. Talk as a performance is the final function. It's about public speaking, which involves delivering knowledge to an audience through activities such as classroom presentations, public announcements, and speeches.

There is also a link between the three functions of speech and the storytelling technique. Live experiences are a type of speaking activity that encourages or forces students to use their verbal abilities. As a result, lived experiences have the potential to encourage students to use their speaking abilities.

2. Teaching Of Speaking Ability

Teaching speaking differs significantly from teaching listening, writing, or reading. Because speaking is a form of genuine communication, it necessitates the creation of a habit. Speaking just takes more practice. As a result, the author believes that if students consistently practice the English language, they will be able to learn it quickly. English teachers should be innovative in how they design their teaching learning processes in order to create a pleasant environment, improve students' speaking abilities, pay attention to the speaking components, and make English class more interesting.

Richard and Renandya quoted in Maksum, (2012) list the following as characteristics of successful instruction:

a. The instruction is guided by the pre planned curriculum

b. The strong expectation for students learning

c. The situation is clear and focused

d. The student are carefully oriented to the lesson

e. The teacher replay when the students do not understand

f. Class time considered for learning

The instructor has to be aware of the difficulties the kids are having learning how to speak. When teaching speaking skills, there are some areas that require the

teacher's attention. The author will provide some information on speech instruction. The goal of writing instruction in speaking is to help students grasp proper word and sound usage by guidance, knowledge, or teacher training.

A lot of people who are learning English as a second language or as a foreign language believe that speaking English well is crucial. Furthermore, he clarifies that students frequently evaluate their progress in acquiring a language by measuring how much they believe their speaking skill has improved as a result of the course. Speaking is seen as being more important than the other four skills while learning a second or foreign language. Furthermore, speaking is the source of all other language-learning abilities, according to Ur as stated in Khamkhien (2010).

According to Brown (2001), there are six types of oral output that students should engage in in the classroom. They are:

a. Imitative

Imitative speaking is a sort of intonation exercise that aims to isolate a certain vowel sound. It's done with the intention of focusing on a certain component of language form rather than engaging in meaningful conversation. The most typical form of this activity is drilling.

b. Intensive

Intensive speaking is a step up from imitative speaking in that it encompasses any speaking performance aimed at improving a grammatical part of the language. It might take the form of a self-directed or group activity.

c. Responsive

Responsive speaking refers to the ability to respond to inquiries or comments

in a meaningful and genuine manner.

d. Transactional

In this example, transactional refers to the actions taken throughout the discourse. It is a type of responsive language that is used to express or exchange specialized information.

e. Interpersonal

Speaking, like transactional speaking, is done in a discourse. Its primary function is to sustain social ties rather than to transmit facts and information. These discussions are a little more difficult. Slang, ellipsis, sarcasm, a casual tone, and other elements can be used by learners.

f. Extensive

Lengthy speaking, primarily as a monologue; in reality, higher levels are expected to provide extended monologues in the form of oral reports, summaries, or possibly brief speeches. Each of the categories above can be applied depending on the level and ability of the student's.

D. The elements of Speaking Ability

The following components can help maintain oral communication. In the development of students, there are several elements that must be understood in the speaking learning process, as follows:

a. Vocabulary

One of the most crucial aspects of teaching and learning spoken language is vocabulary. In order to make their speaking meaningful, language learners must use the proper words in certain contexts. When individuals wish to express how they

feel about something, for example, they must be able to choose a term that accurately represents their feelings. As a result, students must comprehend the significance of context in understanding meaning, as well as the facts about word construction and how to twist words to fit various grammatical situations.

b. Pronunciation

Pronunciation in English is concerned with the creation and recognition of sounds, stress patterns, and intonation. Multiple-choice hearing identification is introduced. Some features of English pronunciation are taken into account. It first has to do with the speech organs and how they make sounds. At the vocal cord, throat, mouth, and nasal cavity, the passage of air from the lungs will be altered. It occurs when the vocal cords open and shut. Nonetheless, the air in the upper section of the speech organs, such as the pharynx, mouth, and nasal cavity, is transformed into plosive, lateral, velar, nasal, bilabial, alveolar, dental, and other sounds.

Listeners will be unable to grasp what the speaker is saying if the pronunciation is poor, making communication more difficult. As a result, pronunciation is very important in both academic and social settings. The means by which students can actively participate in and effectively integrate into their communities.

c. Grammar

Grammatical proficiency is all about showing proficiency in a variety of areas, from inflections to syntax, from which Without understanding the language's pattern, we won't be able to communicate. Because grammar is so important for language learners, it's obvious that students will need to master some of these

principles in order to speak correctly. Grammar characteristics such as modals, modifiers, prepositions, clauses, and other grammatical aspects should be taught to students.

d. Fluency

Listeners will be unable to grasp what the speaker is saying if the pronunciation is poor, making communication more difficult. As a result, pronunciation is very important in both academic and social settings. The means by which students can actively participate in and effectively integrate into their communities. Such as answering coherently within the conversation's turns, utilizing linking words and phrases, and maintaining an understandable pronunciation and acceptable tone without hesitating. Accuracy and fluency are inextricably linked. The mastery of phonological components, grammar, and discourse is referred to as accuracy.

E. Comprehension

The final aspect of speech is understanding. Understanding and interpretation of what is spoken is referred to as comprehension. It is about students' ability to talk fluently and naturally on all professional and general themes, as well as like native speakers. To summarize, pronunciation, grammar, vocabulary, fluency, and understanding are all significant and complementary aspects of a student's speaking ability. These factors work together to help you achieve your aim of speaking. Furthermore, those features will serve as the instrument or grading criteria for the study's speaking test. Each part includes a score scale to assess the students' ability to communicate. After that, the ratings will be gathered as research data.

F. Teaching Lived Experiences

Lived experience is the main aim of study in phenomenological research. The aim of the research is to look beyond students' lived experiences as facts and determine the interpretation of their meaning. In the lived experience method, researchers want to use this method in the development of students' English.

Bradley (2005) states that there are two Senses involved in lived experience. A person's formative or diachronic experiences are the major previous events that have molded them into the person they are today. Dieses are the initial sense of experience. Over time, these experiences add up, impart knowledge, and influence how we react to the outside world. The second sense, the current sense of experience, speaks of important things that are taking place right now.

Although there is a high recommendation to use the story lived experiences method in EFL classes, its implementation must also include consideration of student perceptions. Since the learners are one of the main stakeholders in learning, their perception is one of the determining factors for success in every learning activity, including story lived experiences. Students' perceptions of story lived experiences, activities and materials greatly influence their level of motivation and involvement. Lived experience within the scope of ordinary students improves students' speaking skills in the method of retelling their life experiences to their friends. Phenomenology is an approach used to reveal the meaning of human experience as people live it (Manen, 2007).

Lived Experience is a term used to describe a person's understanding of the world gained through direct and immediate participation in daily activities, rather than through representations made by others. Direct Experience is another term for understanding people through direct, face-to-face interactions, rather than through technological media.

Belief in subjectivity ultimately stems from consideration of the subject's experiences and life events in inquiry. Consequently, Depraz (2003) defines experience as "direct acquaintance and direct experience with the entire course of thought and action, with emphasis not on the context of the action but on its immediate and inherent nature, and thus inextricably personal."

A person's lived experience is their direct knowledge of that location. The thoughts, feelings, beliefs, and attitudes that a person has regarding where their life experiences occur. The words "life experience" and "engagement" are often used together. These three concepts are interrelated and impact each other. A person's life experiences are important because they influence their level of involvement with a place and their attachment to that place. A person's life experiences and emotional ties to their community will influence how they view it. The decisions and behavior a person takes in the community where they live will also be influenced by their life experiences.

Several sources define life experience as a description of life that can include ideas, beliefs, personal experiences, and learning about life through a story. On the other hand, other sources define experience as a picture of life that can include these things. Serrat, (2008). According to experts, storytelling is the act of telling children

about their own life experiences through conveying stories orally in a service to help them understand the meaning behind their feelings and thoughts.

1. The Effect Lived Experiences

The effect of the learning method of telling life experiences in improving speaking skills provides positive results and has a significant effect on second/foreign language skills such as pronunciation, vocabulary learning, and fluency. Learning life experience stories can be an interesting language class (Zhang, 2013). students' ability to use life experience stories to improve students' English speaking skills, but only a few focus on life experiences, focusing on the stories they have that can express meaning related to their awareness, beliefs and actions. Draft experiences in phenomenology and suggestions for experiences with technology as educational technology research constructs are proposed as important research to conduct (Cilesiz, 2011).

This has the potential to provide valuable insight into the use of life experience in teaching and learning. The aim of this research is to describe and interpret the meaningful experiences of students at SMP Negeri 1 Naman Teran, Karo Regency, North Sumatra in using one method of developing speaking skills. To help them learn English. Description and interpretation will lead to another goal, namely to promote higher efficiency and a better understanding of the value derived from the participants' lived experiences.

2. The Aim lived experiences

The purpose of speaking fluency is to improve students' capacity to talk fluently and interactively via language practice in real-world situations. The goal of

these speaking exercises will be language practice if they are preceded by activities that present and give regulated textual tasks involving grammar or vocabulary. Speaking activities that include reading or listening to texts first, or just speaking for the purpose of speaking, have the goal of improving speaking fluency.

3. Experience as Speaking Activity

Lived experiences are the oldest kind of speaking skills teaching activity that may motivate students to enjoy the process of learning to speak. It has several advantages, including entertainment, education, cultural preservation, and moral value instillation. It also contains components that should be noted, such as a story, characters, and the point of view of the narrative. Brown also included numerous other forms of classroom speaking activities in this article. In the following format:

a. It is imitative. Students work on their intonation or attempt to pinpoint a certain vowel sound. The focus of this practice is on the aspects of language form.

b. It is really intensive. This is a speaking performance that is intended to improve phonological or grammatical skills. It's normally done solo or in pairs.

c. It is adaptable. It entails pupils practicing their language skills by responding to a series of questions. Simple statements that are relevant and sincere are used in this practice.

d. The goal of transactional discussion is to achieve a certain goal (dialogue).

e. Interpersonal communication (dialogue). The goal of interpersonal discourse is to preserve social ties rather than to transmit facts and information. Students

are frequently asked to talk about how they are feeling.

f. Exhaustive (monologue). Students are required to deliver lengthy monologues as part of oral reports, summaries, or presentations.

g. Exhaustive (monologue). Students are required to deliver lengthy monologues as part of oral reports, summaries, or presentations.

It is apparent that storytelling is a form of speaking activity that is related to a variety of other types of speaking activities. Live experiences is an activity that requires both a storyteller and an audience, so the students will participate as both a speaker and an audience, performing their narrative and responding to another story. The narrative will encourage students to practice imitating and intensive speaking as a sort of preparation before performing the lived experiences. The students will then be compelled to respond to the tale as if they were in the audience. Lived experiences will have a positive influence on the learners' speaking skills since they teach them how to talk with proper gestures and intonation. It is advantageous for the students to maintain their extensive speaking skills. As a result of this explanation, lived experiences may be used in a variety of settings, including speaking classes and many types of jobs. This may be used by the teacher as a creative method to introduce a job as a topic in the classroom.

G. Previous Studies

There are several studies had been done about the implementation of storytelling techniques in teaching speaking. In this section, I discuss briefly the previous related study of storytelling teaching to give a clear foundation and support to the present study.

One of the previous studies has done by Inayah (2015). The research was conducted in the tenth grade of a senior high school in Bandung. The researcher used a quasi-experimental design involving 30 students in the experimental group and in the control group respectively. The experimental group was given the treatment with the storytelling technique, while the control group with the conventional technique. The instrument used were speaking tests (pre-test and post-test) given to both groups, and questionnaires to the experimental group only. 23 The result of this study shows that: the storytelling technique affected improving students' speaking ability and overall students' attitudes toward the implementation of the storytelling technique were positive because they enjoyed the learning process and they were interested in the story

The second previous related study has by Goncalvas et al. (2019). The aim of this research is to find out whether the use of narrative to improve students' speaking abilities can improve their speaking abilities and whether there is a real difference between speaking abilities before and after using the storytelling method. Twenty-two second grade students from a Catholic school in Brazil participated in this study as respondents. In this research, qualitative descriptive analysis was used. The average score of students before and after the test is determined using qualitative techniques. Meanwhile, descriptive analysis was used to show the average score of the post-test compared to the pre-test and to explain the results experienced by students during the pre-test without researcher participation when using storytelling to teach speaking ability.

The third relevant was conducted by Citrayasa (2019). This research was

conducted at Junior High School Students' Lived Experiences Of Learning English Using Busuu". Researches on MALL mostly focus on how learning by using mobile phones gives significant effect on second/ foreign language skills. However, only few which focus on their lived-experiences of learning English using their smartphones anywhere outside their class and anytime outside their school time can reveal meanings related to their awareness, beliefs, and actions. This research is then aimed at describing and interpreting the students' lived experience of using a mobile application namely *Bussu* for learning English. The study is a hermeneutic phenomenology study which focuses on the description and interpretation of the students' lived experiences of using *Busuu* to learn English. There were two participants interviewed using in-depth interviews and the data was in the form of texts. The result shows the participants' lived experiences showed some empirical meanings: ubiquitous learning, fun learning, and useful English learning assistant. This study also reveals the finding of transcendent meaning that *Busuu* encouraged them to become more autonomous learners. The current study differs in certain ways from these earlier, similar investigations. In this study, I employed experimental teaching, which took place over the course of six meetings. The SPSS program was utilized to assess the pretest and posttest results. This program facilitates quick, reliable, and simple data analysis.

The last relevant research was carried out by Ikrammuddin (2017). The research took place at Insan Qur'ani Boarding School whereby the research subject was the second grade. The researcher used Classroom Action Research (CAR) 25 design which means the researcher did experimental teaching (pre-experimental),

tests, and questionnaires. Purposive sampling is the technique that the researcher used in choosing the sample. The result of the research demonstrated that the pretest and post-test were analyzed by using a statistical formula. According to the results of the research, applying the storytelling technique in teaching speaking could improve students'skills. It was proven by the improvement of the mean score which was shown higher (72.6 to 84). Moreover, based on the analysis of questionnaires, most of the students gave a positive response to the storytelling technique. Finally, it could be concluded that the use of the storytelling technique improved the students' skill in speaking and their interest in speaking.

This previous related research is different from the current research study. In this research, I used experimental teaching that occurred over six meetings, and the data obtained from the pretest and posttest were analyzed through SPSS application. This application makes data analysis fast, valid and easy. In this research there is one question and to answer the question is there a significant difference between student improvement in teaching speaking through the life experience story method? So here I use a hypothesis to measure it.

a) Null hypothesis (Ho) that the life experience story strategy will have no effect improve students' speaking skills.

b) Alternative hypothesis (Ha) that the life experience story strategy will be effective in improving students' speaking skills.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher provided a general explanation of the research design, research sites and samples, data collection techniques, and analysis techniques.

A. Research Design

This research uses a quantitative method. According to Creswell (2012), the quantitative method is the correlation design in which investigators use the correlational statistic to describe and measure the degree of association (or relationship) between two or more variables or sets of scores. The design of this study is pre-experimental. Arifin (2014) stated that experimental research is the practice of studying something under varying conditions and observing other things. The characteristics of the pre-experimental design include pretests and posttests; there is no control group. According to Gay and Airasain (2012), a set of pretests and the posttest layout takes a set, pretested, exposed to treatment, and posttest.

According to Sugiyono (2018), quantitative data is a research method based on positivistic (concrete data); research data is in the form of numbers that will be measured using statistics as a counting test tool, related to the problem being studied in order to reach a conclusion.

B. Research Location

I carried out this speaking improvement lesson for class II student's at SMP Negeri 1 Naman Teran, situated in Kutarayat Village, Naman Teran Subdistrict,

Karo Regency, North Sumatra.

C. Population and Sample

1. Population

According to Sugiyono (2011), population is a generalization consisting of objects or subjects that have certain qualities and characteristics that are determined by researchers to be studied and then conclusions drawn. The population of this study was class II students of SMP Negeri 1 Naman Teran, Karo Regency, North Sumatra. The population for this study was 60 students.

2. Sample

A sample is a part of a subject or object that represents a population. Based on Sugiyono (1997), the perception is that the sample is a small portion of the number and characteristics of the population. In this section the researcher will take samples from class II students of SMP Negeri 1 Naman Teran, Karo Regency, North Sumatra. The technique in this research is experimental and classroom control. The control and experimental classes were divided into two, namely 30 students for the control class and 30 students for the experimental class. So this technique will be relevant for class II students at SMP Negeri 1 Naman Teran.

D. Data Collection

To collect the necessary quantitative data, I carried out the following process:

1. Experimental Teaching

Teaching experiments are a special type of instructional design. I conducted Experimental teaching in classes attended by research samples to collect data. My experimental teaching occurred over 6 meetings. Below are the steps I took during

my experimental teaching.

1) First Meeting

- Explanation about pre-test.

- Distribute pre test to the student.
- Pre-test, vocabulary, pronoun and grammar
- Closing

2) Second Meeting

- Researcher provides videos about recount texts

- Students listened to the researcher tell his life experience about " My English Learning Experiences". The researcher provides a brief explanation of recount text, its meaning, purpose, text structure, text type and linguistic characteristics.

- The Students are asked to form groups of 5 students each.

- The researcher gave a text about "My English Learning Experiences" to each group.

- Each group discusses and exchanges vocabulary to complete the tasks given by the researcher.

- Each group presents the results and reads the text.

3) Third Meeting

- The researcher provides a brief explanation of the recount-text and a review of the last meeting.

- Researcher provide examples of how to tell stories of life-experiences

- The researcher gave students a text about "My English Learning Experience"

- Researchers read students' texts repeatedly and provide vocabulary at each meeting.

- Students told stories in front of the class.

4) Fourth Meeting

- The researcher provided a brief explanation of the recount text and a review of the last meeting.

- Researcher provides examples of how to tell stories of lived-experiences

- Researcher gives students a text about "My English Learning Experiences"

- The researcher read the text, repeated by the students and the researcher provides vocabulary at each meeting

- The students told stories in front of the class.

5) Five Meeting

- The researcher gives a brief explanation about how to recount and review texts at the last meeting.

- Students recount texts using the vocabulary they understand during the meeting.

6) Sixth Meeting

- Students told their life-experiences in front of the class, telling their friends.

2. Test

In educational research, the school system tests were used in educational research and the classroom to collect information and assess students' skills, knowledge, and intelligence. The Achievement Test is one such popular technique

that is used to assess a person's level of learning. These exams assess a person's competency and mastery across a range of subject areas. The topic was suggested by the researcher, who also gave a thorough justification. The researcher can distinguish between students' abilities by developing an exam. At the first meeting, students take a pretest. After treatment, they take a posttest. The pre-test assesses students' anxiety levels about storytelling with the subject of "lived experiences" before the treatment.

Dieses Tests Objective is to gauge a student's advancement in a specific subject area. The mean score of the data was determined by the researcher using Microsoft Excel's "Average" formula. A group of numbers was multiplied by their count to determine the mean. The researcher measured students' speaking comprehension using the story lived experiences model, and then used the SPSS-Software to calculate the data. Using the story-lived experiences model, the T-test is used to compare the speaking comprehension levels of students in the experimental- and control groups.

3. Speaking Rubric Score

A speaking scoring rubric was used to assess and collect data on the students' speaking abilities. The speaking scores of the students were evaluated using Harris's (1977, as cited in Azizah, 2016) rubric both in the pre- and post-test phases. The implementation of a speaking scoring rubric is mentioned in this study as a possible source of anxiety for students. This is because, as was covered in chapter 1, students are aware of a variety of language-related topics, including vocabulary, pronouns, grammar, fluency, and comprehension. As such, anxiety may arise as a result of the fear of making mistakes.

Table. 3.1 Speaking Scoring Rubric

Categories	Range Score		Aspects
Vocabulary	5	(95-100)	Use of vocabulary and expressions like a native Speaker
	4	(85-94)	Sometimes use inappropriate words and have to rearrange ideas
	3	(75-84)	Frequently use the wrong word, and conversation is somewhat limited because of inadequate vocabulary.
	2	(65-74)	Misuse of words and very limited vocabulary makes understanding quite difficult
	1	(Below 65)	Speech is so halting and fragmentary.
Pronunciation	5	(95-100)	The accent sounds like a native speaker, and it is simple to understand.
	4	(85-94)	Easy to understand even with a certain accent
	3	(75-84)	Improper pronunciation makes listeners have to concentrate more
	2	(65-74)	Difficult to understand because there are pronunciation problems that are often repeated
	1	(Below 65)	The problem with pronunciation is so serious that it can't be understood
Fluency	5	(95-100)	Fluent like a native speaker
	4	(85-94)	Fluent seems a little distracted by the language Problem
	3	(75-84)	Language issues cause some fluency challenges
	2	(65-74)	Often hesitating and stopping due to language barriers.
	1	(Below 65)	Speech stutters and breaks off, making discourse impossible

Ad: Ali 2022

E. Data Analysis Technique

After the data has been collected in its entirety from the test results, the next stage is the data analysis stage. The collected data is then processed using statistics that suit the variants of the two sample groups. The formula used is as follows:

1. **Calculating the average score of pretest and post test**

The average value is calculated using the statistical formula proposed by Sudjana, which is as follows:

$$\underline{X} = \frac{\sum X}{N}$$

Information:
$\underline{X}$ = The mean or average value sought
$\sum X$ = Total score X
N   = Total sample

2. **Calculating Percentages**

After the data is obtained, each component is then processed using certain conditions. To determine the level of students' speaking skills, data analysis is used based on the average score of the test results which are analyzed using a simple statistical formula with percentage calculations called frequency distribution, namely:

$$P = \frac{F}{N} \; x \; 100\%$$

Information:
P   = Persentase
F   = Frequency
N   = Sample
100%   = Fixed number

To find out the level of these criteria, then the data obtained scores (%) with descriptive analysis of percentages with standard criteria norms as follows:

Table 3.2 Students' Mean Score Classification

Kategori	Kriteria
80 – 100	Very Good
60 – 79	Good
40 – 59	Pretty Good
20 – 39	Not Good
00 – 19	Not Good

Source: Sugiyono, 2018.

1. Normality Test

The normality test in the research was carried out to determine whether the data in the post-test of the experimental class under study was normally distributed or not. As for the test equipment used to determine whether the data is normally distributed or not, the author uses the Kolmogorov-Smirnova test and the Shapiro-Wilk test using the SPSS version 26 application provided that the significance value is > 0.05 then the data is normally distributed, conversely if the significance value is < 0.05 then the data is not normally distributed (Sugiyono, 2019:109).

2. Hypothesis Testing

To test the hypothesis, the Mann Whitney Test was used for both experimental class post test learning outcomes values using SPSS version 26. The decision making is, if the significance value is < 0.05, then the hypothesis is accepted, conversely if the significance value is > 0.05, then the hypothesis is rejected.

Table. 3.3 *The Criteria for the Hypothesis testing*

Comparison	Hypothesis	
	H0	H1
t-values<alpha score	Rejected	Accepted
t-values>alpha score	Accepted	Rejected

The table 3.3 shows if the t value is smaller than 0.05 (alpha score), the null hypothesis is rejected, while the alternative hypothesis is accepted. Moreover, if the t value is equal or higher than <0.05, the null hypothesis is accepted while the alternative is rejected.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Finding

This research was conducted at SMP Negeri 1 Naman Teran, Karo district, North Sumatera. During May 17 - 20 May, 2023. The sample of this study were second grade student of SMP Negeri 1 Naman Teran.

B. Description of Learning Outcome Data

In this section, research findings are explained regarding improving the English speaking skills of students at SMP Negeri 1 Naman Teran before and after learning with direct experience for the experimental class and control class. The pretest and post test scores for the experimental and control classes can be seen in Table 4.1.

Table 4.1 Pre Test and Post Test Scores for Experiment Class

Experimental Class		
Respondent	Pre-Test	Post-Test
1	65	70
2	65	70
3	70	78
4	72	80
5	73	80
6	74	82
7	70	77
8	69	78
9	68	82
10	70	80
11	75	90
12	76	78
13	65	75

14	70	75
15	70	78
16	65	74
17	60	77
18	74	80
19	76	92
20	76	90
21	70	80
22	75	90
23	75	90
24	70	86
25	55	70
26	63	76
27	70	88
28	60	75
29	68	73
30	70	86
Mean Score	2070	2405

C. Calculating the Average Value

The next step is to carry out an analysis by calculating the average value of improvement in the English speaking skills of students at SMP Negeri 1 Naman Teran, namely as follows:

a. Experimental Class Pre Test Average

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

$$= \frac{2070}{30}$$

$$= 69$$

Based on the results of the calculations above, the average score for English speaking skills before being given experimental class treatment was 69 and was classified as good.

b. Experimental Class Post Test Average

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

$$= \frac{2405}{30}$$

$$= 80.$$

Based on the results of the calculations above, the average score for English speaking skills after being given experimental class treatment was 80 and was classified as very good.

Table 4.2 Pre Test and Post Test Scores for Control Class

Control Class		
Respondent	Pre-Test	Post-Test
1	60	66
2	55	65
3	60	68
4	74	80
5	68	75
6	70	76
7	65	72
8	68	70
9	65	72
10	68	74
11	72	78
12	70	80
13	64	70
14	68	73
15	66	72
16	56	65
17	60	70
18	65	72
19	70	78
20	72	80
21	68	76

22	70	82
23	70	84
24	68	78
25	55	65
26	60	66
27	66	74
28	56	65
29	65	72
30	68	76
Mean Score	1962	2194

c. Control Class Pre Test Average

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

$$= \frac{1962}{30}$$

$$= 65$$

Based on the results of the calculations above, the average score for English speaking skills in the control class in the pretest was 65 and was classified as good.

d. Control Class Post Test Average

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

$$= \frac{2194}{30}$$

$$= 73$$

Based on the results of the calculations above, the average score for English speaking skills in the control class in the post test was 73 and was classified as good.

D. Calculating Category Percentages

After obtaining the average pre-test and post-test scores for both classes, in the next stage the percentages are calculated based on the score categories obtained by the students as shown in Table 4.3.

Table 4.3 Categorization of Pre Test and Post Test Scores for Experimental and Control Classes

No	Name	Experimental Class Score				Control Class Score			
		Pre Test	Category	Post Test	Category	Pre Test	Category	Post Test	Category
1	S1	65	Good	70	Good	60	Good	66	Good
2	S2	65	Good	70	Good	55	Pretty Good	65	Good
3	S3	70	Good	78	Good	60	Good	68	Good
4	S4	72	Good	80	Good	74	Good	80	Very Good
5	S5	73	Good	80	Good	68	Good	75	Good
6	S6	74	Good	82	Very Good	70	Good	76	Good
7	S7	70	Good	77	Good	65	Good	72	Good
8	S8	69	Good	78	Good	68	Good	70	Good
9	S9	68	Good	80	Very Good	65	Good	72	Good
10	S10	70	Good	82	Very Good	68	Good	74	Good
11	S11	75	Good	80	Very Good	72	Good	78	Good
12	S12	76	Good	90	Very Good	70	Good	80	Very Good
13	S13	65	Good	78	Good	64	Good	70	Good
14	S14	70	Good	75	Good	68	Good	73	Good
15	S15	70	Good	78	Good	66	Good	72	Good
16	S16	56	Pretty Good	74	Good	56	Pretty Good	65	Good
17	S17	60	Good	77	Good	60	Good	70	Good
18	S18	74	Good	80	Very Good	65	Good	72	Good
19	S19	76	Good	92	Very Good	70	Good	78	Good
20	S20	76	Good	90	Very Good	72	Good	80	Very Good
21	S21	70	Good	80	Very Good	68	Good	76	Good
22	S22	75	Good	90	Very Good	70	Good	82	Very Good
23	S23	75	Good	90	Very Good	70	Good	84	Very Good

24	S24	70	Good	86	Very Good	68	Good	78	Good
25	S25	55	Pretty Good	70	Good	55	Pretty Good	65	Good
26	S26	63	Good	76	Good	60	Good	66	Good
27	S27	70	Good	88	Very Good	66	Good	74	Good
28	S28	60	Good	75	Good	56	Pretty Good	65	Good
29	S29	68	Good	73	Good	65	Good	72	Good
30	S30	70	Good	86	Very Good	68	Good	76	Good

a. Percentage of Experimental Class

(1) Percentage of Experimental Class Pre Test

In this section, the percentage classification of pre-test English speaking skills for the experimental class is calculated using the following formula:

$$Very\ Good \quad P = \frac{0}{30} \ x \ 100\% = 0\%$$

$$Good \quad\quad\quad P = \frac{28}{30} \ x \ 100\% = 93\%$$

$$Pretty\ Good \quad P = \frac{2}{30} \ x \ 100\% = 7\%$$

$$Not\ Good \quad\quad P = \frac{0}{30} \ x \ 100\% = 0\%$$

$$Very\ Poor \quad P = \frac{0}{30} \ x \ 100\% = 0\%$$

Table 4.4 Experimental Pretest Percentage

No	Category	Frequency	Percentage
1	Very Good	0	0%
2	Good	28	93%
3	Pretty Good	2	7%
4	Not Good	0	0%
5	Very Poor	0	0%
Total		**30**	**100%**

Based on the calculation of the percentage level of pre-test English speaking skills for the experimental class, it can be depicted in Diagram 4.1.
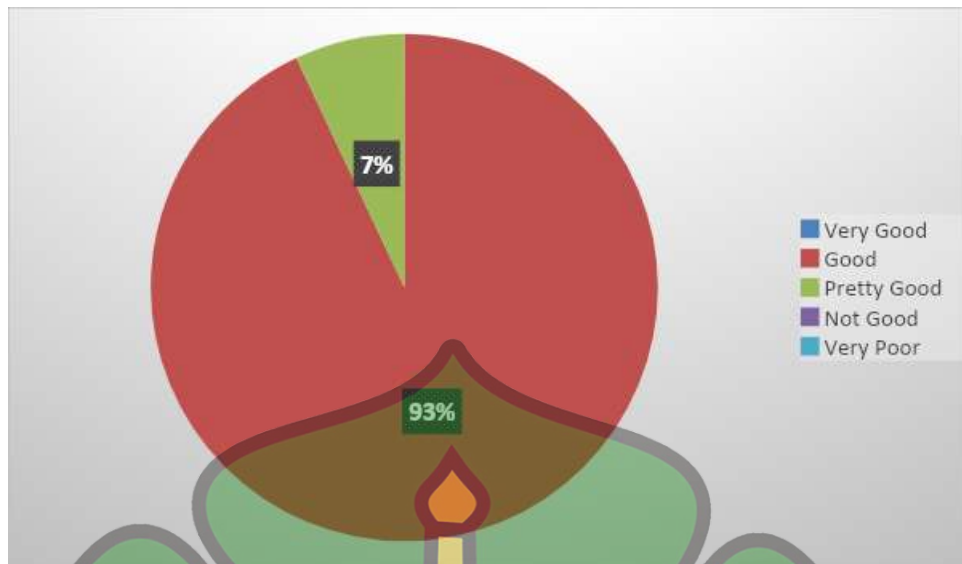
Figure 4.1 Percentage of Experimental Class Pre-Test English speaking Skills

Diagram 4.1 above shows that the average percentage level of pre-test English speaking skills in the experimental class is classified as fair. Of the 100% of athletes, 93% are in the good category and 7% are in the pretty good. However, there is none in the very good, not good and very poor categories.

(2) Percentage of Experimental Class Post Test

In this section, the percentage classification of post-test English speaking skills for the experimental class is calculated using the following formula:

$Very\ Good \quad P = \dfrac{14}{30}\ x\ 100\% = 0\%$

$Good \quad\quad\quad P = \dfrac{16}{30}\ x\ 100\% = 93\%$

$Pretty\ Good \quad P = \dfrac{0}{30}\ x\ 100\% = 7\%$

$Not\ Good \quad\quad P = \dfrac{0}{30}\ x\ 100\% = 0\%$

$Very\ Poor \quad\quad P = \dfrac{0}{30}\ x\ 100\% = 0\%$

Table 4.5 Experimental Post Test Percentage

No	Category	Frequency	Percentage
1	Very Good	14	47%
2	Good	16	53%
3	Pretty Good	0	%
4	Not Good	0	0%
5	Very Poor	0	0%
Total		**30**	**100%**

Based on the calculation of the percentage level of post-test English speaking skills for the experimental class, it can be depicted in Diagram 4.2.
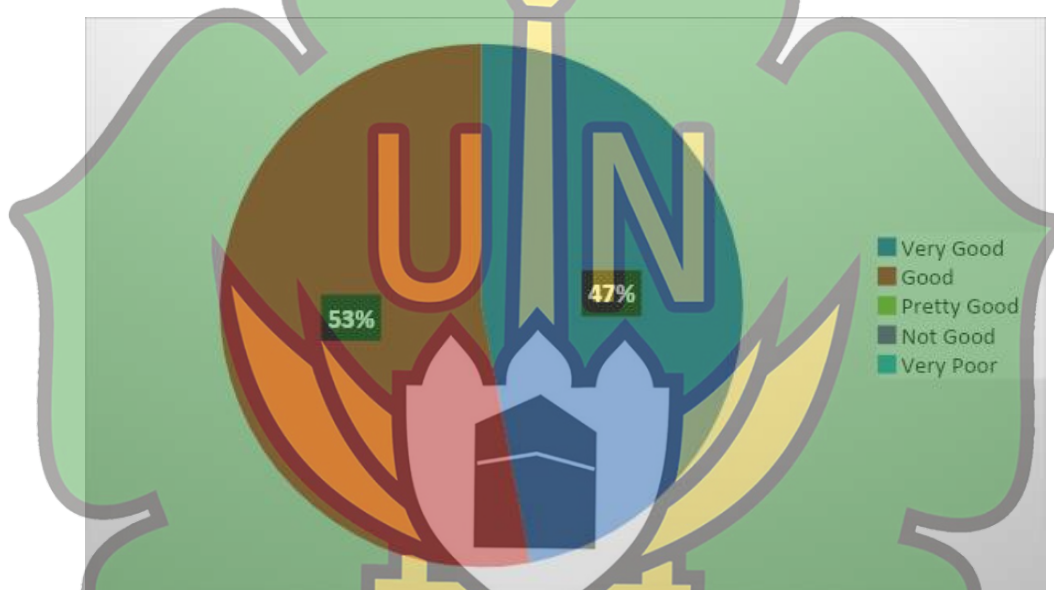

Figure 4.2 Percentage of Experimental Class Post-Test English Speaking Skills

Diagram 4.2 above shows that the average percentage level of English Speaking skills in the experimental class post test is classified as good. Of the 100% of athletes, 47% are in the very good category and 53%% are in the good category. However, none of them are in the pretty good, not good and very poor category.

b. Percentage of Control Class

(1) Percentage of Control Class Pre Test

In this section, the percentage classification of post-test English speaking

skills for the control class is calculated using the following formula:

$$Very\ Good \quad P = \frac{0}{30} \ x \ 100\% = 0\%$$

$$Good \quad\quad\quad P = \frac{26}{30} \ x \ 100\% = 86\%$$

$$Pretty\ Good\ \ P = \frac{4}{30} \ x \ 100\% = 14\%$$

$$Not\ Good \quad\ P = \frac{0}{30} \ x \ 100\% = 0\%$$

$$Very\ Poor \quad P = \frac{0}{30} \ x \ 100\% = 0\%$$

Table 4.6 Class Post Test Percentage

No	Category	Frequency	Percentage
1	Very Good	0	0%
2	Good	26	86%
3	Pretty Good	4	14%
4	Not Good	0	0%
5	Very Poor	0	0%
Total		**30**	**100%**

Based on the calculation of the percentage level of post-test English speaking

skills for the control class, it can be depicted in Diagram 4.3.

Figure 4.3 Percentage of Experimental Class Post-Test English Speaking Skills

Diagram 4.3 above shows that the average percentage level of English

speaking skills in the control class post test is classified as good. Of the 100% of athletes, 86% are in the good category and 14%% are in the pretty good category. However, none of them are in the very good, not good and very poor category.

(2) Percentage of Control Class Post Test

In this section, the percentage classification of post-test English speaking skills for the control class is calculated using the following formula:

$Very\ Good \quad P = \dfrac{5}{30}\ x\ 100\% = 17\%$

$Good \qquad\quad P = \dfrac{25}{30}\ x\ 100\% = 83\%$

$Pretty\ Good \quad P = \dfrac{0}{30}\ x\ 100\% = 0\%$

$Not\ Good \quad\ P = \dfrac{0}{30}\ x\ 100\% = 0\%$

$Very\ Poor \quad P = \dfrac{0}{30}\ x\ 100\% = 0\%$

Table 4.7 Class Post Test Percentage

No	Category	Frequency	Percentage
1	Very Good	5	17%
2	Good	25	83%
3	Pretty Good	0	0%
4	Not Good	0	0%
5	Very Poor	0	0%
	Total	**30**	**100%**

Based on the calculation of the percentage level of post-test English Speaking skills for the control class, it can be depicted in Diagram 4.4.
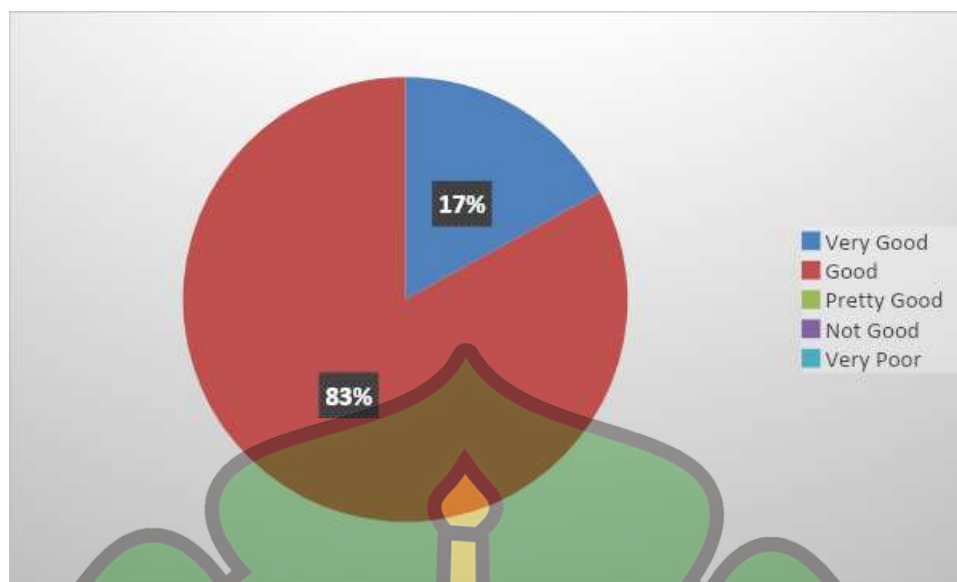
Figure 4.4 Percentage of Experimental Class Post-Test English Reading Skills

Diagram 4.4 above shows that the average percentage level of English speaking skills in the control class post test is classified as good. Of the 100% of athletes, 83% are in the good category and 17%% are in the very good category. However, none of them are in the pretty good, not good and very poor category.

E. Normality Test of Learning Results for Experimental Class and Control Class

The normality test is used to determine whether the data from the sample has a normal distribution or not. To obtain normal distribution data, it was tested using the Chi Square formula using SPSS version 26. The SPSS output for the normality test can be seen in Table 4.8.

Table 4.8 Normality Test Results

Tests of Normality							
	Class	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Learning Results of	Pre-test experimental class	.143	30	.146	.939	30	.102

Experimental and Control Classes	Post-test experimental class	.214	30	.112	.939	30	.103
	Pre-test control class	.185	30	.115	.872	30	.113
	Post-test control class	.201	30	.109	.662	30	.112
a. Lilliefors Significance Correction							

Based on the normality test table above, it can be seen that the significance value in both normality tests, both the Kolmogorov-Smirnova test and the Shapiro-Wilk test, obtained a sig value > 0.05, so all the data is declared to be normally distributed.

F. Hypothesis Testing

Based on the results of the Mann Whitney test for the two post test learning outcomes values for the experimental class and control class using SPSS version 26, the following output was obtained:

Tabel 4.9 Hasil Uji *Uji Mann Whitney*

	Post Test
Mann-Whitney U	171.000
Wilcoxon W	577.000
Z	-3.687
Asymp. Sig. (2-tailed)	.000
a. Grouping Variable: Class	

Based on the results of the Mann Whitney test, it is known that the significance value obtained is 0.000. This shows that there are differences in the learning outcomes of control class students and experimental class students. This can be seen from the significance value of 0.000 <0.05.

G. Discussions

The purpose of this research is to find out that life experience can improve students' speaking skills. The research results are presented in main points based on the research questions. The point is, that life experience stories can improve students' speaking skills based on scores before and after treatment. Success indicators

This research will be based on the oral proficiency assessment categories proposed by Brown (2001). The research is considered successful if students experience a significant increase in the average student score before and after treatment. Therefore, I calculated the null hypothesis (Ho) which states that the use of life experience stories cannot improve students' speaking skills and the alternative hypothesis (Ha) means that the use of life experience stories can improve students' speaking skills. Here, I can assume that life experience stories are quite effective in improving students' speaking skills. This is caused by the average pretest score.

Based on the results of the Mann-Whitney test, it is known that the significance value obtained is 0.000. This shows that there are differences in the learning outcomes of control class students and experimental class students. This can be seen from the significance value of 0.000 <0.05.

Based on the explanation above, it can be seen that the average score for English speaking skills in the pre-test control class was 65 and the post-test score was 73. For the experimental class, the pretest was 69 and the post-test score was

80. Most of the students were interested in learning using the storytelling method and students got vocabulary. New words and can communicate with friends.

Based on data analysis, there was a significant increase in student scores from the pretest to the posttest in the experimental class. Many students got good scores, but some students got bad scores. Based on the results, it can be concluded that the average percentage and average score on the posttest are higher than during the pretest.

This finding is related to research conducted by Goncalves et al. (2019), who revealed that the technique of telling life experiences is effective in teaching speaking because it can develop students' speaking skills. This research uses quantitative analysis. Quantitative methods are used to calculate the average pretest and posttest scores of students in the experimental class and control class.

The results can be seen from the pretest and posttest scores by carrying out maintenance in the classroom. Very different from the pretest results and post-test scores. Overall, the findings of this study are in line with existing research that shows the potential benefits of using stories about lived experiences to teach English speaking skills. Inayah's (2015) research shows that this life experience story technique has a positive influence on students' speaking abilities and overall student abilities.

Attitudes towards the application of life experience story techniques are positive. They enjoy the learning process and are interested in the life experiences of their classmates. Based on the results of the pretest and posttest results, I concluded that using the life experience story technique is one of the most

interesting and effective techniques in improving students' speaking skills and the life experience story technique can be applied in language classes to help and facilitate students' speaking.

CHAPTER V

CONCLUSION AND RECOMMENDATION

A. Conclusion

Finally, The findings of this research indicate that, after explaining and describing all the data contained in Chapter IV, in this section, the conclusions are presented. I formulate several concluding statements. From the discussion in the previous chapter, I concluded that the life experience story technique can improve students' English speaking skills. This research was conducted on class II students in one of the schools in Karo Regency, North Sumatra Province. The number of class II students is 60. Based on data, class II students in private Islamic boarding schools have succeeded in implementing storytelling in teaching speaking. It can be seen from the data that T_{count} is higher than Tt_{able}. This means that the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. In short, the use of life experience stories can improve students' speaking skills.

Therefore, in teaching speaking, storytelling is effective. It can help students to develop their speaking. Thus, story lived experiences give a lot of contributions to English learning and it shows they improved in several aspects of speaking performance, such as pronunciation, vocabulary, and fluency.

B. Suggestion

After conducting this study, the writer proposed some suggestions that would be useful for teachers and other researchers who are interested in using storytelling technique to improve students' skill in speaking for their study or teaching.

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1. For the teachers

Correct choice of teaching technique can make the teaching and learning process not only run well but also interesting and enjoyable. Enjoyable teaching and learning activities help students receive the material more effectively and efficiently; it also makes the teacher more focus on the necessary things needed for the class. Storytelling technique is a technique which lead students to be more independent; thus it is good to be applied in small classes as well as the big ones. It is simple, fun and arousing creativity. That's why, it is recommended for teacher to apply it in their class.

2. For the students

Storytelling is a simple technique which used for speaking activities. It is not only helpful in teaching and learning process in the classroom. Story life experiences also useful in other speaking activities to generate and organize ideas, opinion and thoughts. So, the researcher suggests that all students learn how to use it.

3. For the other researchers

a. This study discusses the use of storytelling technique in teaching English to improve the students' skill especially in speaking. It was conducted on senior high school students. The researcher hopes that this technique can be applied by other researcher in different level of students.

b. Considering that this study still any lack and it is just one of efforts in increasing students' skill in speaking, so the researcher hopes that the finding of this study will be used as starting point of the future research on similar problems.

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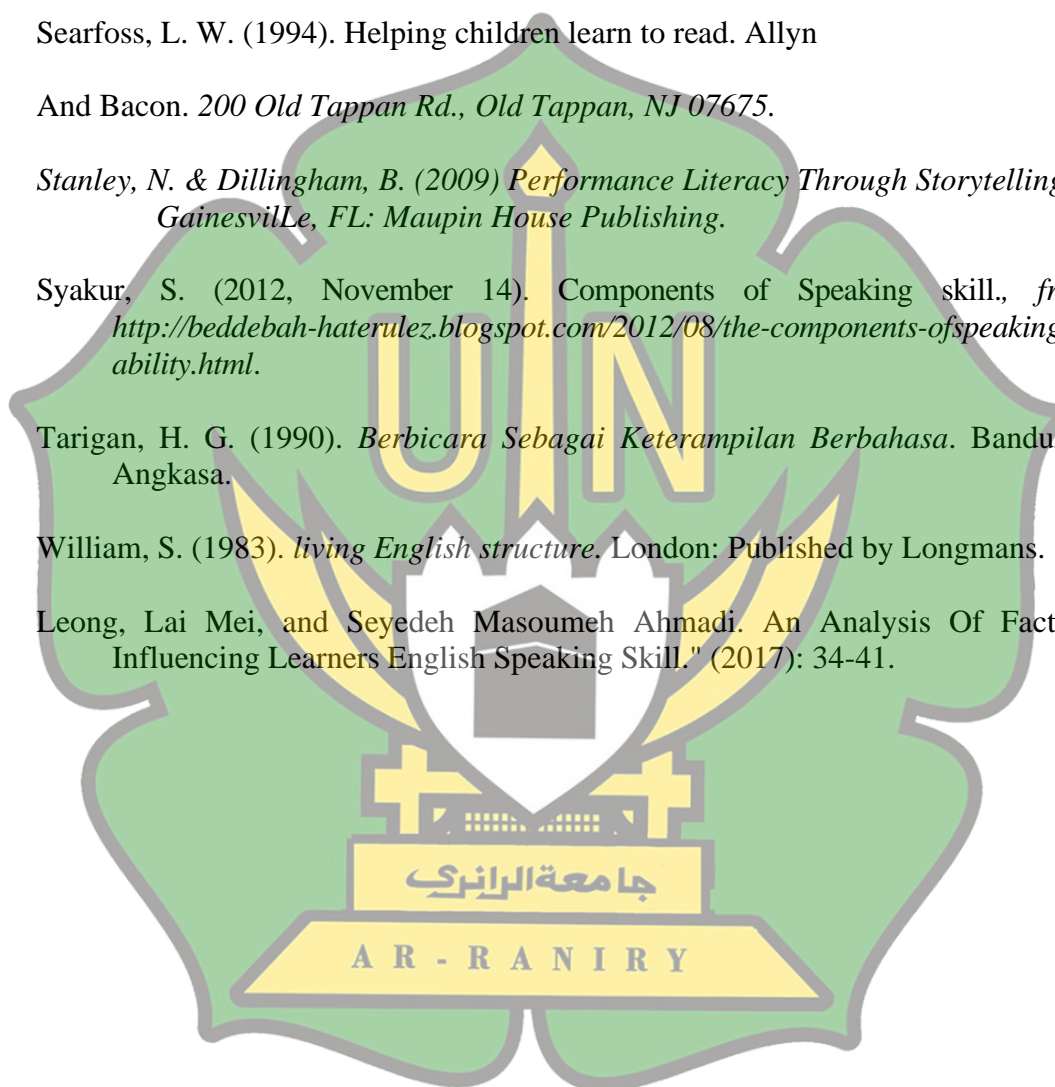And Bacon. *200 Old Tappan Rd., Old Tappan, NJ 07675*.

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APPENDICES

Appendix A. Appointment Letter of Supervisor

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

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniy.ac.id

Nomor   : B-3113/Un.08/FTK.1/TL.00/02/2023
Lamp   : -
Hal   : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

1. Kepala SMP Negeri 1 Naman Teran

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

Nama/NIM   : **YUSLINDA ANIZAH/170203201**
Semester/Jurusan : / Pendidikan Bahasa Inggris
Alamat sekarang : Baet, Baitussalam Aceh
Besar

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 *The Use of Student Life Experiences to Improve Their English Speaking Ability.*

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

Banda Aceh, 24 Maret 2023
an. Dekan
Wakil Dekan Bidang Akademik dan
Kelembagaan,

Berlaku sampai : 24 April 2023

Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

Appendix C Recommendation Letter from Education Office to Conduct Field Research

PEMERINTAH KABUPATEN KARO
DINAS PENDIDIKAN
SMP NEGERI 1 NAMAN TERAN
JLN. LAU KAWAR - SIGARANGGARANG

S U R A T K E T E R A N G A N
NO: 420/   /SMP. 01/ 10/ 2023

Yang bertanda tangan dibawah ini:

Nama   : Jendakita Br Sinulingga,S.Pd, M.Pd
NIP   : 19720611 201001 2 004
Jabatan   : Kepala Sekolah

Dengan ini menerangkan bahwa   :

Nama   : YUSLINDA ANIZAH
NIM   : 170203201
Semester   : 12/ Pendidikan Bahasa Inggris
Alamat sekarang   : Baet, Baitussalam Aceh Besar

Adalah benar telah melaksanakan Penelitian di SMP Negeri 1 Naman Teran Kabupaten Karo, terhitung tanggal 24 Maret s/d 27 Maret 2023 guna penulisan skripsi dengan judul " *The Use of Student's Lived Experiences to improve their English Speaking Skills.*

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya.

Sigaranggarang, 7 juni 2023
Kepala Sekolah SMP Negeri 1 Naman Teran

Jendakita Br Sinulingga,S.Pd, M.Pd
NIP. 19720611 201001 2 004

Appendix D   Lesson Plan

LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Tema/Muatan :	Recount Text		Kelas/Semester :	VII/Genap
Pembelajaran ke :	Pertemuan ke -1		Alokasi Waktu:	(4x40 menit)

Kompetensi Dasar	3.11 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya.
Indikator Pencapaian Kompetensi (IPK) :	3.11.1 Menjelaskan fungsi sosial yang terkandung dalam teks personal recount tulis pendek dan sederhana. 3.11.2 Menganalisis struktur teks personal recount tulis pendek dan sederhana. 3.11.3 Menganalisis unsur kebahasaan pada teks personal recount tulis pendek dan sederhana

A. Tujuan Pembelajaran

Setelah mengikuti pelajaran peserta didik diharapkan dapat:
- Menjelaskan struktur dan unsur kebahasaan pada teks khusus dalam bentuk teks
- Menyimpulkan makna terkait struktur dan unsur kebahassan teks recount

B. Langkah-Langkah Pembelajaran (Pertemuan ke-1)

Kegiatan Pembelajaran		Waktu
Kegiatan Pendahuluan 1. Melakukan pembukaan dengan salam dan berdoa untuk memulai pembelajaran, dan memeriksa kehadiran siswa 2. Mengaitkan materi/kegiatan pembelajaran dengan pengalaman peserta didik,serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya 3. Menyampaikan motivasi tentang apa yang diperoleh(tujuan & manfaat) dengan mempelajari materi fungsi sosial struktur dan unsur kebahasaan teks		15 Menit
Kegiatan Inti		
Kegiatan Literasi	Peserta didik diberi motivasi dan panduan untuk melihat,mengamati,membaca dan menulisnya kembali. Peserta didik diberikan tayangan dan bahan terkait topik teks recount	60 Menit
Critical Thinking	Guru memberikan kesempatan kepada peserta didik untuk mengidentifikasi pertanyaan-pertanyaan yang berkaitan dengan teks tentang "vacation or trip that you have done" yang disajikan kemudian merumuskannya dalam bentuk hipotesis. Pertanyaan ini harus berkaitan dengan materi teks recount	
Collaboration	Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi,mempresentasikannya ulang dan saling bertukar informasi mengenai topik teks recount	
Communication	Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, guru menilai dan mengamati kemampuan siswa dalam menggunakan bahasa Inggris melalui presentasi yang dilakukan peserta didik.	

Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait teks recount Peserta didik diberi kesempatan untuk menanyakan kembali terkait hal- hal yang belum dipahami.

Kegiatan Penutup 1. Peserta didik dan guru bersama-sama membuat rangkuman /isi simpulan pembelajaran tentang point-point penting yang muncul dalam kegiatan belajar yang baru dilakukan. 2. Bertanya jawab tentang materi yang telah dipelajari (untuk mengetahui hasil ketercapaian materi). 3. Guru memberi kesempatan kepada peserta didik untuk menyampaikan pendapatnya tentang pembelajaran yang telah diikuti. 4. Merencanakan kegiatan tindak lanjut dalam bentuk tugas kelompok/perseorangan dan menyampaikan rencana pembelajaran pada pertemuan berikutnya. Kemudian proses pembelajaran diakhiri dengan berdoa bersama.	15 Menit

C. Penilaian:

- **Penilaian Pengetahuan** berupa tes tertulis & tertulis uraian, tes lisan/obeservasi terhadap diskusi tanya jawab dan percakapan serta penugasan
- **Penilaian keterampilan** berupa penilaian unjuk kerja,penilaian proyek, penilaian produk dan penilaian portofolio

Mengetahui,
Kepala SMP Negeri 1 Naman Teran

**Jenda Kita Br Sinulinga. S.Pd.,
M.Pd**

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Tema/Muatan :	Recount Text	Kelas/Semester :	VII/Genap
Pembelajaran ke :	Pertemuan ke -2	Alokasi Waktu:	(4x40 menit)

Kompetensi Dasar	3.11 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya.
Indikator Pencapaian Kompetensi (IPK) :	3.11.1 Menjelaskan fungsi sosial yang terkandung dalam teks personal recount tulis pendek dan sederhana. 3.11.2 Menganalisis struktur teks personal recount tulis pendek dan sederhana. 3.11.3 Menganalisis unsur kebahasaan pada teks personal recount tulis pendek dan sederhana

D. Tujuan Pembelajaran

Setelah mengikuti pelajaran peserta didik diharapkan dapat:
- Menjelaskan struktur dan unsur kebahasaan pada teks khusus dalam bentuk teks
- Menyimpulkan makna terkait struktur dan unsur kebahassan teks recount

E. Langkah-Langkah Pembelajaran (Pertemuan ke-2)

Kegiatan Pembelajaran		Waktu
Kegiatan Pendahuluan 4. Melakukan pembukaan dengan salam dan berdoa untuk memulai pembelajaran, dan memeriksa kehadiran siswa 5. Mengaitkan materi/kegiatan pembelajaran dengan pengalaman peserta didik,serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya 6. Menyampaikan motivasi tentang apa yang diperoleh(tujuan & manfaat) dengan mempelajari materi fungsi sosial struktur dan unsur kebahasaan teks		15 Menit
Kegiatan Inti		
Kegiatan Literasi	Peserta didik diberi motivasi dan panduan untuk melihat,mengamati,membaca dan menulisnya kembali. Peserta didik diberikan tayangan dan bahan terkait topik teks recount	
Critical Thinking	Guru memberikan kesempatan kepada peserta didik untuk mengidentifikasi pertanyaan-pertanyaan yang berkaitan dengan teks tentang "Holiday experiences" yang disajikan kemudian merumuskannya dalam bentuk hipotesis. Pertanyaan ini harus berkaitan dengan materi teks recount	60 Menit
Collaboration	Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi,mempresentasikannya ulang dan saling bertukar informasi mengenai topik teks recount	
Communication	Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan	
Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait teks recount Peserta didik diberi kesempatan untuk menanyakan kembali terkait hal- hal yang belum dipahami.	

Kegiatan Penutup 5. Peserta didik dan guru bersama-sama membuat rangkuman /isi simpulan pembelajaran tentang point-point penting yang muncul dalam kegiatan belajar yang baru dilakukan. 6. Bertanya jawab tentang materi yang telah dipelajari (untuk mengetahui hasil ketercapaian materi). 7. Guru memberi kesempatan kepada peserta didik untuk menyampaikan pendapatnya tentang pembelajaran yang telah diikuti. 8. Merencanakan kegiatan tindak lanjut dalam bentuk tugas kelompok/perseorangan dan menyampaikan rencana pembelajaran pada pertemuan berikutnya. Kemudian proses pembelajaran diakhiri dengan berdoa bersama.	15 Menit

F. Penilaian:

- **Penilaian Pengetahuan** berupa tes tertulis & tertulis uraian, tes lisan/obeservasi terhadap diskusi tanya jawab dan percakapan serta penugasan
- **Penilaian keterampilan** berupa penilaian unjuk kerja,penilaian proyek, penilaian produk dan penilaian portofolio

Mengetahui,
Kepala SMP Negeri 1 Naman Teran

Jenda Kita Br Sinulinga. S.Pd., M.Pd

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Tema/Muatan :	Recount Text	Kelas/Semester :	VII/Genap
Pembelajaran ke :	Pertemuan 3	Alokasi Waktu:	(4x40 menit)

Kompetensi Dasar	3.11 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya.
Indikator Pencapaian Kompetensi (IPK) :	3.11.1 Menjelaskan fungsi sosial yang terkandung dalam teks personal recount tulis pendek dan sederhana. 3.11.2 Menganalisis struktur teks personal recount tulis pendek dan sederhana. 3.11.3 Menganalisis unsur kebahasaan pada teks personal recount tulis pendek dan sederhana

A. Tujuan Pembejajaran
Setelah mengikuti pelajaran peserta didik diharapkan dapat:
- Menjelaskan struktur dan unsur kebahasaan pada teks khusus dalam bentuk teks
- Menyimpulkan makna terkait struktur dan unsur kebahassan teks recount

B. Langkah-Langkah Pembelajaran (Pertemuan ke-3)

Kegiatan Pembelajaran		Waktu
Kegiatan Pendahuluan 1. Melakukan pembukaan dengan salam dan berdoa untuk memulai pembelajaran, dan memeriksa kehadiran siswa 2. Mengaitkan materi/kegiatan pembelajaran dengan pengalaman peserta didik dan kegiatan sebelumnya, serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya 3. Menyampaikan motivasi tentang apa yang diperoleh (tujuan & manfaat) dengan mempelajari materi struktur dan unsur kebahasaan teks		15 Menit
Kegiatan Inti		
Kegiatan Literasi	Peserta didik diberi motivasi dan panduan untuk melihat,mengamati,membaca dan menulisnya kembali. Peserta didik dan guru mengulang atau me-recall kembali formula pattern dari Recount Text yang telah dipelajari pada pertemuan sebelumnya.	60 Menit
Critical Thinking	Guru memberikan kesempatan kepada peserta didik untuk mengidentifikasi pertanyaan-pertanyaan yang berkaitan dengan teks recount yang ada di printed text/worksheet mengenai stories of life-experiences yang disajikan kemudian merumuskannya dalam bentuk hipotesis.	
Collaboration	Peserta didik diberikan tugas kinerja untuk membuat sebuah teks recount dengan mendiskusikan, mengumpulkan informasi, mempresentasikannya ulang dan secara individu menggali informasi mengenai topik "My English Learning Experiences".	
Communication	Peserta didik mempresentasikan hasil tulisannya secara individu dengan klasikal, mengumpulkan kosakata baru yang ditemukan dalam teks tersebut, dan mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh individu yang mempresentasikan.	
Creativity	Guru dan peserta didik lain bersama membuat kesimpulan tentang hal-hal yang telah dipelajari terkait teks recount. Peserta didik diberi kesempatan untuk menanyakan kembali terkait hal- hal yang belum dipahami.	

Kegiatan Penutup	
1. Peserta didik dan guru bersama-sama membuat rangkuman /isi simpulan pembelajaran tentang point-point penting yang muncul dalam kegiatan belajar yang baru dilakukan. 2. Bertanya jawab tentang materi yang telah dipelajari (untuk mengetahui hasil ketercapaian materi). 3. Guru memberi kesempatan kepada peserta didik untuk menyampaikan pendapatnya tentang pembelajaran yang telah diikuti. 4. Merencanakan kegiatan tindak lanjut dalam bentuk tugas kelompok/perseorangan dan menyampaikan rencana pembelajaran pada pertemuan berikutnya. Kemudian proses pembelajaran diakhiri dengan berdoa bersama.	15 Menit

C. Penilaian:

- **Penilaian Pengetahuan** berupa tes tertulis & tertulis uraian, tes lisan/obeservasi terhadap diskusi tanya jawab dan percakapan serta penugasan
- **Penilaian keterampilan** berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofolio

Mengetahui,
Kepala SMP Negeri 1 Naman Teran

Jenda Kita Br Sinulinga. S.Pd., M.Pd

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Tema/Muatan :	Recount Text	Kelas/Semester :	VII/Genap
Pembelajaran ke :	Pertemuan ke- 4	Alokasi Waktu:	(4x40 menit)

Kompetensi Dasar	3.11 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya.
Indikator Pencapaian Kompetensi (IPK) :	3.11.1 Menjelaskan fungsi sosial yang terkandung dalam teks personal recount tulis pendek dan sederhana. 3.11.2 Menganalisis struktur teks personal recount tulis pendek dan sederhana. 3.11.3 Menganalisis unsur kebahasaan pada teks personal recount tulis pendek dan sederhana

D. Tujuan Pembejajaran

Setelah mengikuti pelajaran peserta didik diharapkan dapat:
- Menjelaskan struktur dan unsur kebahasaan pada teks khusus dalam bentuk teks
- Menyimpulkan makna terkait struktur dan unsur kebahassan teks recount

E. Langkah-Langkah Pembelajaran (Pertemuan ke-4)

Kegiatan Pembelajaran		Waktu
Kegiatan Pendahuluan 1. Melakukan pembukaan dengan salam dan berdoa untuk memulai pembelajaran, dan memeriksa kehadiran siswa 2. Mengaitkan materi/kegiatan pembelajaran dengan pengalaman peserta didik dan kegiatan sebelumnya, serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya 3. Menyampaikan motivasi tentang apa yang diperoleh (tujuan & manfaat) dengan mempelajari materi struktur dan unsur kebahasaan teks		15 Menit
Kegiatan Inti		
Kegiatan Literasi	Peserta didik diberi motivasi dan panduan untuk melihat,mengamati,membaca dan menulisnya kembali. Peserta didik dan guru mengulang atau me-recall kembali formula pattern dari Recount Text yang telah dipelajari pada pertemuan sebelumnya.	60 Menit
Critical Thinking	Guru memberikan kesempatan kepada peserta didik untuk mengidentifikasi pertanyaan-pertanyaan yang berkaitan dengan teks recount yang ada di printed text/worksheet mengenai stories of life-experiences yang disajikan kemudian merumuskannya dalam bentuk hipotesis.	
Collaboration	Peserta didik diberikan tugas kinerja untuk membuat sebuah teks recount dengan mendiskusikan, mengumpulkan informasi, mempresentasikannya ulang dan secara individu menggali informasi mengenai topik "Experiences with a good Friends".	
Communication	Peserta didik mempresentasikan hasil tulisnya secara individu dengan klasikal, mengumpulkan kosakata baru yang ditemukan dalam teks tersebut, dan mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh individu yang mempresentasikan.	
Creativity	Guru dan peserta didik lain bersama membuat kesimpulan tentang hal-hal yang telah dipelajari terkait teks recount. Peserta didik diberi kesempatan untuk menanyakan kembali terkait hal- hal yang belum dipahami.	

Kegiatan Penutup 1. Peserta didik dan guru bersama-sama membuat rangkuman /isi simpulan pembelajaran tentang point-point penting yang muncul dalam kegiatan belajar yang baru dilakukan. 2. Bertanya jawab tentang materi yang telah dipelajari (untuk mengetahui hasil ketercapaian materi). 3. Guru memberi kesempatan kepada peserta didik untuk menyampaikan pendapatnya tentang pembelajaran yang telah diikuti. 4. Merencanakan kegiatan tindak lanjut dalam bentuk tugas kelompok/perseorangan dan menyampaikan rencana pembelajaran pada pertemuan berikutnya. Kemudian proses pembelajaran diakhiri dengan berdoa bersama.	15 Menit

F. Penilaian:

- **Penilaian Pengetahuan** berupa tes tertulis & tertulis uraian, tes lisan/obeservasi terhadap diskusi tanya jawab dan percakapan serta penugasan
- **Penilaian keterampilan** berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofolio

Mengetahui,
Kepala SMP Negeri 1 Naman
Teran

**Jenda Kita Br Sinulinga. S.Pd.,
M.Pd**

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Tema/Muatan :	Recount Text	Kelas/Semester :	VII/Genap
Pembelajaran ke :	Pertemuan ke- 5	Alokasi Waktu:	(4x40 menit)

Kompetensi Dasar	4.11.2 Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.
Indikator Pencapaian Kompetensi (IPK) :	4.11.2.1 Merangkai kata acak menjadi kalimat dalam simple past tense. 4.11.2.2 Merangkai paragraf acak menjadi teks personal recount tulis pendek dan sederhana. 4.11.2.3 Menyusun teks personal recount tulis pendek dan sederhana.

G. Tujuan Pembejajaran

Setelah mengikuti pelajaran peserta didik diharapkan dapat:
- Menjelaskan struktur dan unsur kebahasaan pada teks khusus dalam bentuk teks
- Menyimpulkan makna terkait struktur dan unsur kebahassan teks recount
- Membuat teks recount dengan menggunakan kosakata yang sesuai konteks

H. Langkah-Langkah Pembelajaran (Pertemuan ke-5)

Kegiatan Pembelajaran		Waktu
Kegiatan Pendahuluan		15 Menit
4. Melakukan pembukaan dengan salam dan berdoa untuk memulai pembelajaran, dan memeriksa kehadiran siswa		
5. Mengaitkan materi/kegiatan pembelajaran dengan pengalaman peserta didik dan kegiatan sebelumnya, serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya		
6. Menyampaikan motivasi tentang apa yang diperoleh (tujuan & manfaat) dengan mempelajari materi struktur dan unsur kebahasaan teks		
Kegiatan Inti		
Kegiatan Literasi	Peserta didik diberi motivasi dan panduan untuk melihat,mengamati,membaca dan menulisnya kembali. Peserta didik dan guru mengulang atau me-recall kembali formula pattern dari Recount Text yang telah dipelajari pada pertemuan sebelumnya.	60 Menit
Critical Thinking	Guru memberikan kesempatan kepada peserta didik untuk mengidentifikasi pertanyaan-pertanyaan yang berkaitan dengan teks recount yang ada di printed text/worksheet yang disajikan kemudian merumuskannya dalam bentuk hipotesis.	
Collaboration	Peserta didik diberikan tugas kinerja untuk membuat sebuah teks recount dengan mendiskusikan, mengumpulkan informasi, mempresentasikannya ulang dan secara individu menggali informasi dengan menggunakan kosakata yang sesuai konteks dan tema yang bebas.	
Communication	Peserta didik mempresentasikan hasil tulisannya secara individu dengan klasikal, mengklasifikasikan kosakata baru yang mereka pahami dalam teks tersebut, dan mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh individu yang mempresentasikan.	
Creativity	Guru dan peserta didik lain bersama membuat kesimpulan tentang hal-hal yang telah dipelajari terkait teks recount. Peserta didik diberi kesempatan untuk menanyakan kembali terkait hal- hal yang belum dipahami.	

Kegiatan Penutup 1. Peserta didik dan guru bersama-sama membuat rangkuman /isi simpulan pembelajaran tentang point-point penting yang muncul dalam kegiatan belajar yang baru dilakukan. 2. Bertanya jawab tentang materi yang telah dipelajari (untuk mengetahui hasil ketercapaian materi). 3. Guru memberi kesempatan kepada peserta didik untuk menyampaikan pendapatnya tentang pembelajaran yang telah diikuti. 4. Merencanakan kegiatan tindak lanjut dalam bentuk tugas kelompok/perseorangan dan menyampaikan rencana pembelajaran pada pertemuan berikutnya. Kemudian proses pembelajaran diakhiri dengan berdoa bersama.	15 Menit

I. Penilaian:

- **Penilaian Pengetahuan** berupa tes tertulis & tertulis uraian, tes lisan/obeservasi terhadap diskusi tanya jawab dan percakapan serta penugasan
- **Penilaian keterampilan** berupa penilaian unjuk kerja,penilaian proyek, penilaian produk dan penilaian portofolio

Mengetahui,
Kepala SMP Negeri 1 Naman Teran

Jenda Kita Br Sinulinga. S.Pd., M.Pd

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Tema/Muatan :	Recount Text	Kelas/Semester :	VII/Genap
Pembelajaran ke :	Pertemuan ke -6	Alokasi Waktu:	(4x40 menit)

Kompetensi Dasar	3.11 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya. 4.11.2 Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.
Indikator Pencapaian Kompetensi (IPK) :	3.11.1 Menjelaskan fungsi sosial, struktur teks,dan unsure kebahasaan yang terdapat pada teks recount. 4.11.2.1 Menyusun teks personal recount tulis pendek dan sederhana.

J. Tujuan Pembejajaran

Setelah mengikuti pelajaran peserta didik diharapkan dapat:
- Menjelaskan struktur dan unsur kebahasaan pada teks khusus dalam bentuk teks
- Membuat teks recount sesuai dengan pengalaman hidup mereka dan mempresentasikannya sesuai konteks.

K. Langkah-Langkah Pembelajaran (Pertemuan ke-6)

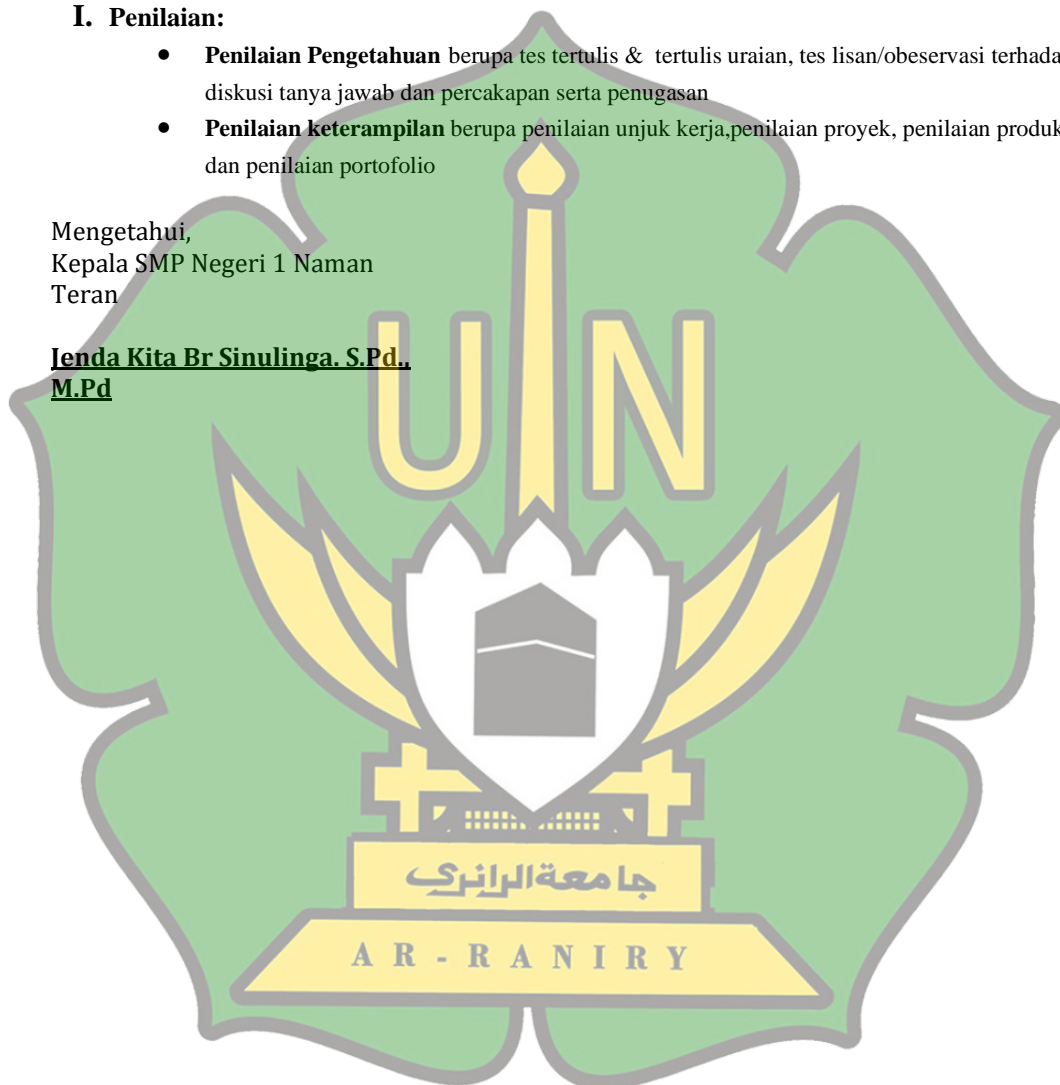| Kegiatan Pembelajaran		Waktu
Kegiatan Pendahuluan 4. Melakukan pembukaan dengan salam dan berdoa untuk memulai pembelajaran, dan memeriksa kehadiran siswa 5. Mengaitkan materi/kegiatan pembelajaran dengan pengalaman peserta didik dan kegiatan sebelumnya, serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya 6. Menyampaikan motivasi tentang apa yang diperoleh (tujuan & manfaat) dengan mempelajari materi struktur dan unsur kebahasaan teks		15 Menit
Kegiatan Inti		
Kegiatan Literasi	Peserta didik diberi motivasi dan panduan untuk melihat,mengamati,membaca dan menulisnya kembali. Peserta didik dan guru mengulang atau me-recall kembali formula pattern dari Recount Text yang telah dipelajari pada pertemuan sebelumnya.	60 Menit
Critical Thinking	Guru memberikan kesempatan kepada peserta didik untuk mengidentifikasi pertanyaan-pertanyaan yang berkaitan dengan teks recount yang ada di printed text/worksheet mengenai stories of life-experiences yang disajikan kemudian merumuskannya dalam bentuk hipotesis.	
Collaboration	Peserta didik diberikan tugas kinerja untuk membuat sebuah teks recount dengan mendiskusikan, mengumpulkan informasi, mempresentasikannya ulang dan secara individu menggali informasi mengenai topik Life-Experiences".	
Communication	Peserta didik mempresentasikan hasil tulisannya secara individu dengan klasikal, mengumpulkan kosakata baru yang ditemukan dalam teks tersebut, dan mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh individu yang mempresentasikan.	
Creativity	Guru dan peserta didik lain bersama membuat kesimpulan tentang hal-hal yang telah dipelajari terkait teks recount. Peserta didik diberi kesempatan untuk menanyakan kembali terkait hal- hal yang belum dipahami.	

Kegiatan Penutup	
1. Peserta didik dan guru bersama-sama membuat rangkuman /isi simpulan pembelajaran tentang point-point penting yang muncul dalam kegiatan belajar yang baru dilakukan. 2. Bertanya jawab tentang materi yang telah dipelajari (untuk mengetahui hasil ketercapaian materi). 3. Guru memberi kesempatan kepada peserta didik untuk menyampaikan pendapatnya tentang pembelajaran yang telah diikuti. 4. Merencanakan kegiatan tindak lanjut dalam bentuk tugas kelompok/perseorangan dan menyampaikan rencana pembelajaran pada pertemuan berikutnya. Kemudian proses pembelajaran diakhiri dengan berdoa bersama.	15 Menit

L. Penilaian:

- **Penilaian Pengetahuan** berupa tes tertulis & tertulis uraian, tes lisan/obeservasi terhadap diskusi tanya jawab dan percakapan serta penugasan
- **Penilaian keterampilan** berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofolio

Mengetahui,
Kepala SMP Negeri 1 Naman Teran

Jenda Kita Br Sinulinga. S.Pd., M.Pd

LAMPIRAN

MATERI AJAR

Definition of Recount Text (Definisi/Pengertian Teks Recount)

Recount text is a text which retells events/experiences that happened in the past. (Teks recount adalah sebuah teks yang menecritakan kembali kegiatan/pengalaman yang terjadi di masa lampau.)

Purpose/Social Function of the Recount Text (Tujuan/Fungsi Sosial Teks Recount)

Its social function is to retell an experience or an event that happened in the past. (Fungsi sosialnya adalah untuk menceritakan kembali sebuah pengalaman atau kegiatan yang terjadi di masa lampau.

Generic Structure of Recount Text (Struktur Umum Teks Recount)

- **Orientation (Orientasi)**
  Memberikan pembaca informasi latar belakang (background knowledge) yang dibutuhkan untuk memahami teks, seperti siapa yang terlibat, di mana itu terjadi, dan kapan itu terjadi.
  - **Sequence of events (Urutan kejadian/kegiatan)**
  Serangkaian peristiwa/kejadian yang diurutkan secara kronologis.
    - **Re-orientation (Orientasi ulang/penutup)**
  Sebuah komentar pribadi tentang peristiwa atau apa yang terjadi pada akhirnya.

Language Features of Recount Text (Unsur Kebahasaan Teks Recount)

- Kalimatnya menggunakan *Simple Past tense*.
  Formula = S + **Verb 2** + Object/Complement (kata keterangan)
- Menggunakan action verb, contoh: *went* (pergi), *stayed* (tinggal), *did* (melakukan).
- Fokus pada specific participant, contoh: I (the writer/penulis)
- Menggunakan kata keterangan waktu (adverb of time): *yesterday (kemarin), last month (bulan lalu), an hour ago (satu jam yang lalu), a month ago (satu bulan yang lalu), last year (tahun lalu),last holiday (liburan kemarin)*, dan sebagainya.
- Menggunakan kata penghubung (conjunction): *first (pertama), then (lalu), after that (setelah itu),before (sebelum), at last (terakhir), finally (akhirnya)*, dan sebagainya.

Grammar focus: Simple Past TenseVerbal Sentence

Affirmative   : S + Verb 2 + Object/Complement Negative: S + didn't + Verb 1 + Object/Complement

Nominal Sentence

Affirmative   : S + was/were + Object/Complement Negative: S + wasn't/ weren't + Object/Complement

Contoh:

Last month my family and I **went** to Pangandaran Beach for a vacation. (Bulan lalu aku dankeluargaku **pergi** ke pantai Pangandaran untuk liburan.)

We **took** a tourism bus to go there. (Kita **menaiki** bus pariwisata untuk pergi kesana.)

It **was** a nice sunny day with a blue sky and a gentle breeze. (Itu **adalah** hari yang cerah denganlangit biru dan angin sepoi – sepoi.

Verbs Form

Regular

No	Verb 1	Verb 2	Verb 3
1	Open	Opened	Opened
2	Close	Closed	Closed
3	Decide	Decided	Decided
4	Move	Moved	Moved
5	Wash	Washed	Washed

Irregular

No	Verb 1	Verb 2	Verb 3
1	Go	Went	Gone
2	Have	Had	Had
3	Get	Got	Got
4	Make	Made	Made
5	Tell	Told	Told
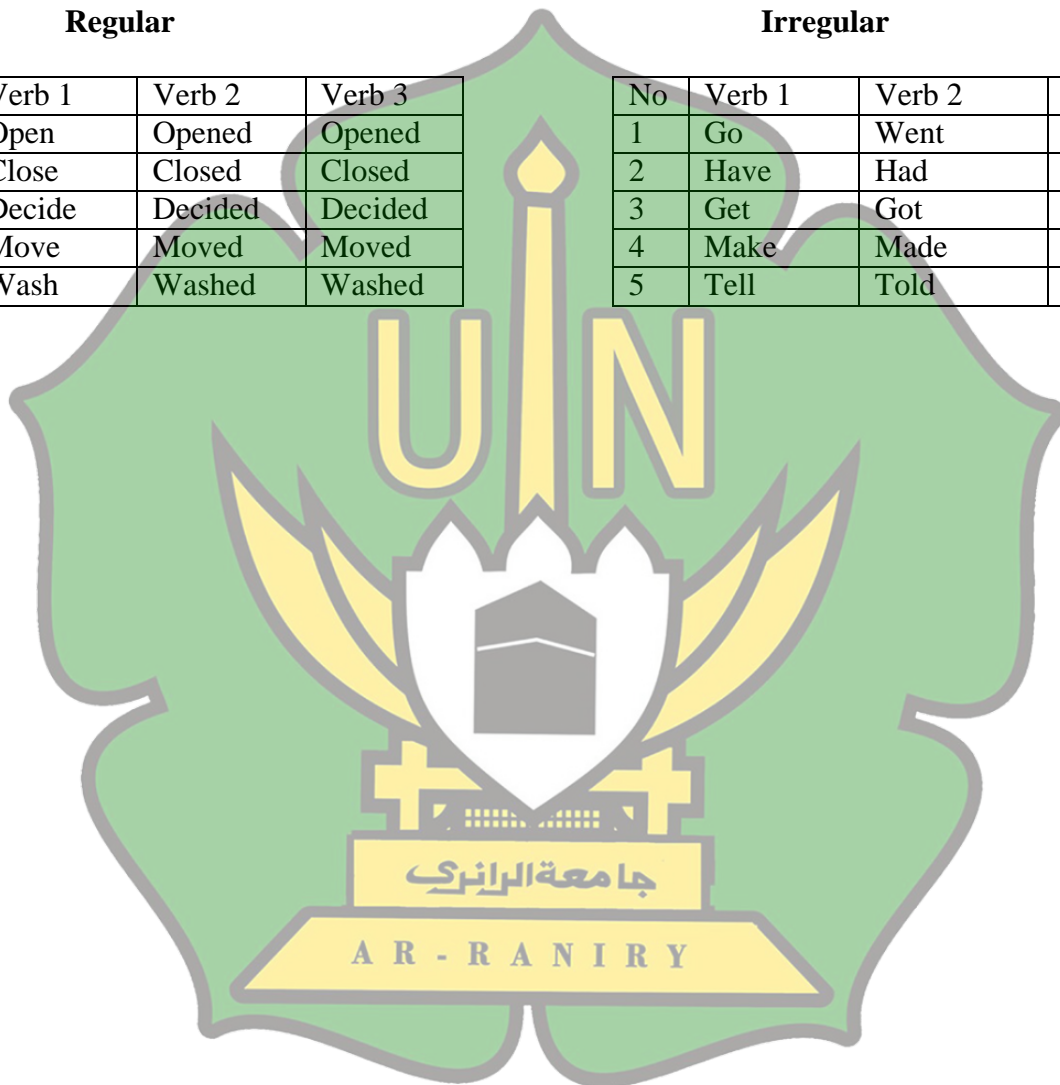
References

Pronoun reference digunakan untuk mengganti *noun* atau *noun phrase* with a *pronoun (kata ganti)*. Ini disebut 'reference' karena pronoun (kata ganti) 'refers' (merujuk/mengacu) pada *noun* atau *noun phrase* yang disebutkan sebelumnya.

Pronoun Quick Reference

Subject	Object	Possessive	Picture
I	me	My / Mine	
You	You	Your	
He	Him	His	
She	Her	Her	
We	Us	Our	
They	Them	Their	
It	It	Its	
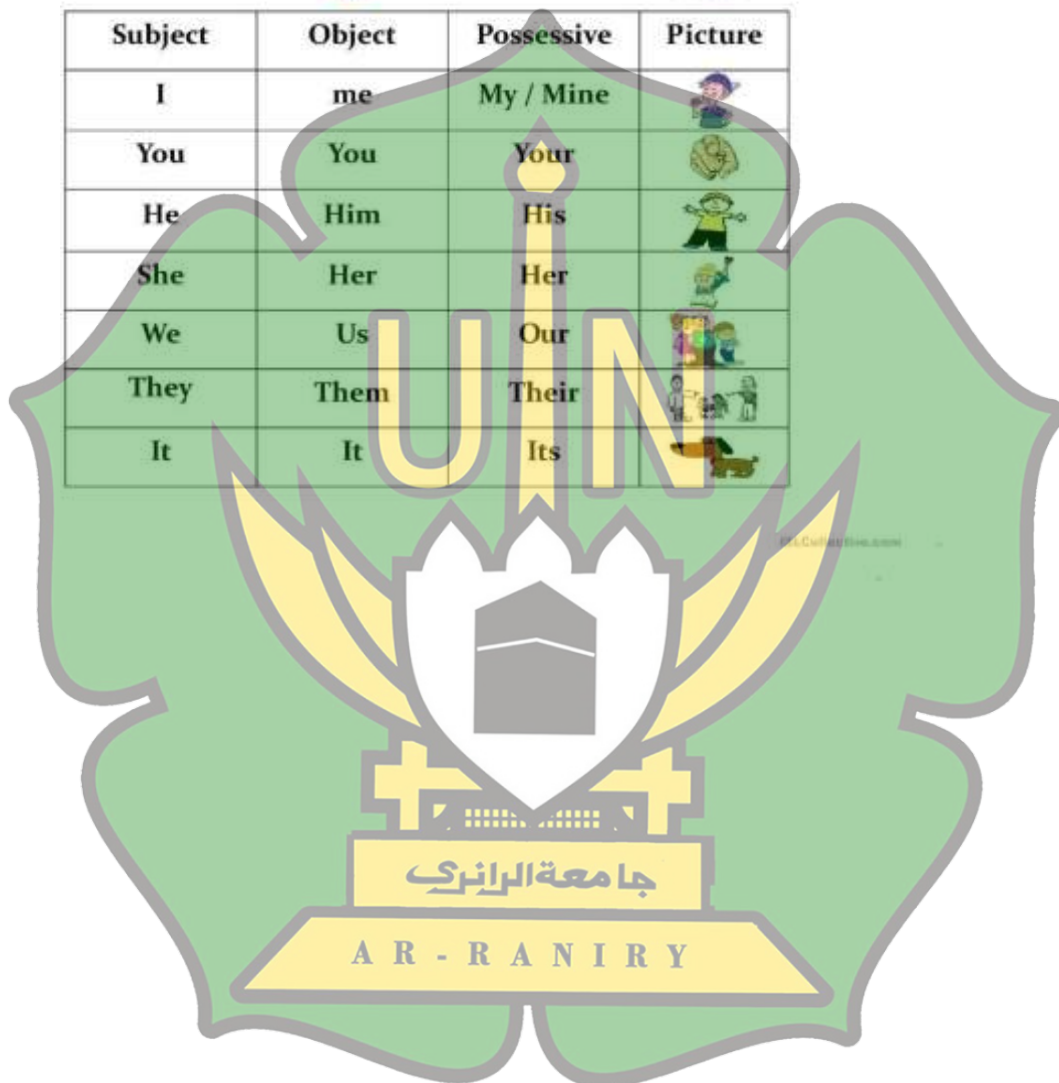
LAMPIRAN 2

Recount Text

Trip To Pangandaran Beach

Last month my family and I went to Pangandaran Beach for a vacation. We took a tourism bus to go there. We left at 7 o'clock in the morning. The trip took about 4 hours and we arrivedat for about 11 a.m.

After we arrived there, we walked down to the beach. It was a nice sunny day with a blue sky and a gentle breeze. I saw some seagulls flew around hunting for fish. The waves were suitable for swimming, but I didn't swim because I couldn't swim. I just played with the water inthe shallow part. We also didn't miss our opportunity here taking some picture with the background of the beautiful Pangandaran beach. Before we went home, we looked for some beautiful souvenirs at the nearby shop there. After that we went home for about 4 p.m. It was a memorable experience for me and my family.

Write down the verb 2 used on the text.

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LKPD 1

A. Change the verbs in the brackets into the correct forms of Past Tense.

1. Rian and I (go)_____to Bali last year.
2. We (visit)_____our grandparents last week.
3. I (stay)_____at my grandma's house last month.
4. The trip (take)_____about 2 hours.
5. We (see)_____some people sunbathing.

B. Read the following text carefully. Then, underline the *conjunctions* and circle the *pasttime expression*s written on the text.

Trip to Pangandaran Beach

Last month my family and I went to Pangandaran Beach for a vacation. We took a tourism bus to go there. We left at 7 o'clock in the morning. The trip took about 4 hours and we arrived at for about 11 a.m.

After we arrived there, we walked down to the beach. It was a nice sunny day with a blue sky and a gentle breeze. I saw some seagulls flew around hunting for fish. The waves were suitable for swimming, but I didn't swim because I couldn't swim. I just played with the water in the shallow part. We also didn't miss our opportunity here taking some picture with the background of the beautiful Pangandaran beach. Before we went home, we looked for some beautiful souvenirs at the nearby shop there. After that we went home for about 4 p.m. It was a memorable experience for me and my family.

C. Analyze the social function of the text.

The social function of the text is…………………………………………………………………..
………
…………………..

D. Analyze the generic structure of the text.

Trip to Pangandaran Beach

Last month my family and I went to Pangandaran Beachfor a vacation. We took a tourism bus to go there. We left at 7 o'clock in the morning. The trip took about 4 hours and wearrived at for about 11 a.m.

After we arrived there, we walked down to the beach. It was a nice sunny day with a blue sky and a gentle breeze. I saw some seagulls flew around hunting for fish. The waves were suitable for swimming, but I didn't swim because I couldn'tswim. I just played with the

water in the shallow part. We also didn't miss our opportunity here taking some picture with the background of the beautiful Pangandaran beach. Before we went home, we looked for some beautiful souvenirs at the nearby shop there. After that we went home for about 4 p.m. It was a memorable experience for me and my family

A. Arrange the jumbled words into good sentences.

1. me / last night / gave / my sister / some money
2. passed / yoga / yesterday / the exam
3. the beach / went / my family and I / to / two weeks ago.
4. take a rest / looked for / we / to / a place
5. at / the market / last week / met / I / them

B. Arrange the jumbled paragraphs into a good order of recount text.

The first day of our holiday, we went to Prambanan Temple. When we got there, we could see that Prambanan Temple was very beautiful and huge. There were many small temples around the location with some big temples. After that, we visited Gembira Loka Zoo.

Last month, My Family and I went to Yogyakarta. We took a tourism bus to go there. We left at 7 o'clock in the morning. The trip took about 4 hours and we arrived at for about 11 a.m. We visited many famous and amazing places in Yogyakarta.

Next day, my family and I went to Malioboro. I bought some souvenirs for my friends in Malioboro. This place was very busy and crowded. Overall, I liked this experience so much.

I could see snakes collection, butterfly, fish, elephant, crocodiles and even tigers. I took some pictures of the animals. In the evening, we went back to our hotel at Sahid Raya Hotel to take a rest. I felt very comfortable staying in this hotel since the facilities were completed and satisfying.

My Holiday in Danau Toba

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LKPD 2

Discuss with your group and make your own recount text.

Use this mind map to help you write your own recount text by answering the guidedquestions, then arrange the answers (sentences) into a recount text.

MIND MAP

1. What did you do?
2. Where did you go?
3. When did it happen?
4. Who did you go with?
5. How did you get there?
6. How long did it take?

Events 1:
1. What did you do? (Mention all the activities you did)
2. What did you see?
3. How did the place look like?

Title of the Story/ Topic

Events 2:
1. What did you do next?
(Mentionall the activities you did)
2. What did you see?
3. How did the place look like?

Re-Orientation:
1. How did you feel about your experience?
2. What was your comment about

Title:…………………………………………………………………………………

Orientation:

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Sequence of Events (Event 1 and Event 2):

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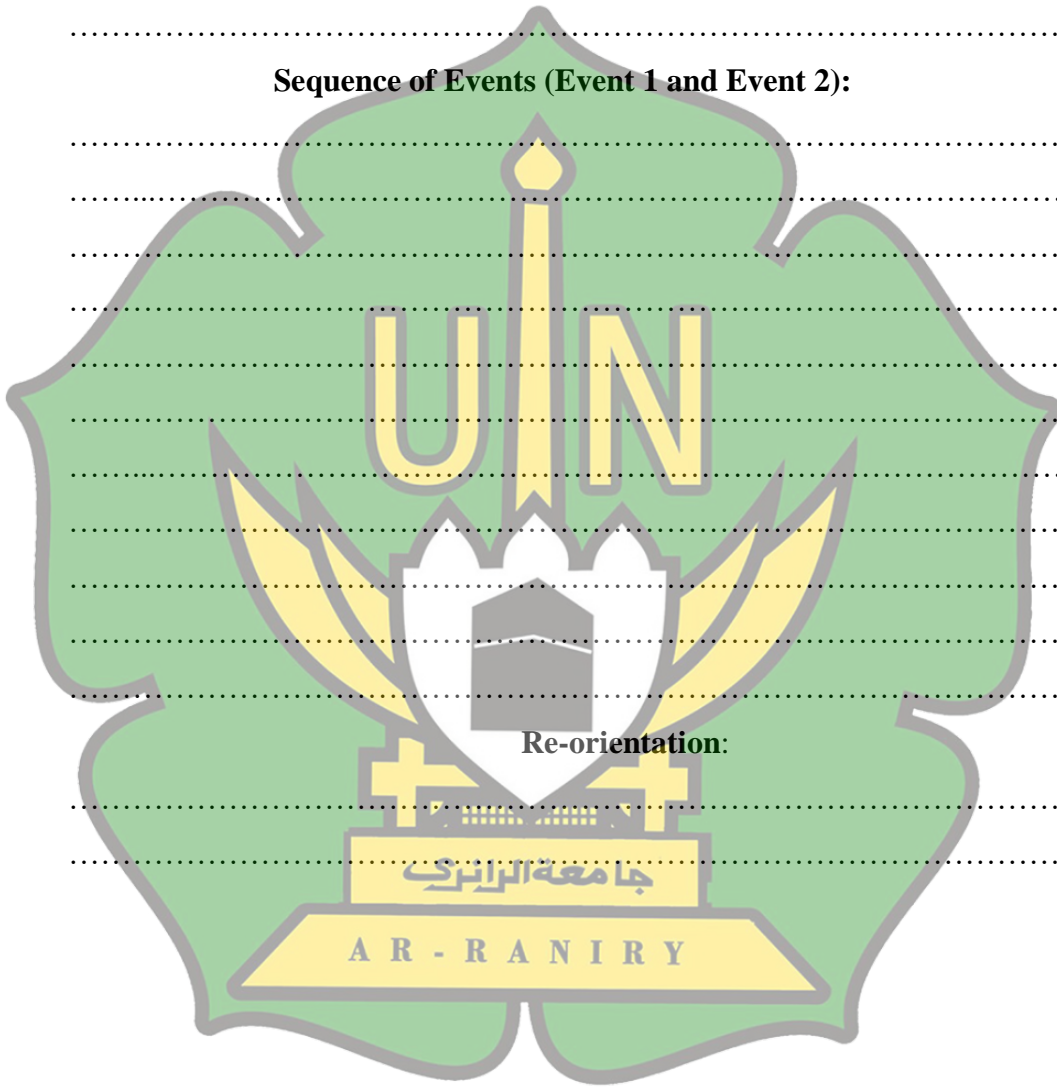
Re-orientation:

…………………………………………………………………………………………

…………………………………………………………………………………………

ANSWERS KEY:

A. Change the verbs in the brackets into the correct forms of Past Tense.
1. Went
2. Visited
3. Stayed
4. Took
5. Saw

B. Read the following text carefully. Then, underline the *conjunctions* and circle the *pasttime expression*s written on the text.

Trip to Pangandaran Beach

(Last month) my family and I went to Pangandaran Beach for a vacation. We took a tourism bus to go there. We left at 7 o'clock in the morning. The trip took about 4 hours and we arrived at for about 11 a.m.

After we arrived there, we walked down to the beach. It was a nice sunny day with a blue sky and a gentle breeze. I saw some seagulls flew around hunting for fish. The waves were suitable for swimming, but I didn't swim because I couldn't swim. I just played with the water in the shallow part. We also didn't miss our opportunity here taking some picture with the background of the beautiful Pangandaran beach. Before we went home, we looked for some beautiful souvenirs at the nearby shop there. After that we went home for about 4 p.m. Itwas a memorable experience for me and my family.

C. Analyze the social function of the text.
The social function of the text is to retell the writer's trip to Pangandaran Beach.

D. Analyze the generic structure of the text.
1. Orientation
2. Sequence of Events
3. Re-orientation

Kunci Jawaban Keterampilan

E. Arrange the jumbled words into good sentences.
1. My sister gave me some money last night.
2. Yoga passed the exam yesterday.
3. My family and I went to the beach two weeks ago.
4. We looked for a place to take a rest.
5. I met them at the market last week.

F. Arrange the paragraphs into a good order of recount text. My Holiday in Danau Toba

Last month, My Family and I went to Danau Toba. We took a tourism bus to go there. Weleft at 7 o'clock in the morning. The trip took about 4 hours and we arrived at for about 11 a.m. We visited many famous and amazing places in Yogyakarta.

The first day of our holiday, we went to Prambanan Temple. When we got there, we could see that Prambanan Temple was very beautiful and huge. There were many small temples around the location with some big temples. After that, we visited Gembira Loka Zoo. I could see snakes collection, butterfly, fish, elephant, crocodiles and even tigers. I took some pictures of theanimals. In the evening, we went back to our hotel at Sahid Raya Hotel to take a rest. I felt very comfortable staying in this hotel since the facilities were completed and satisfying. Next day, myfamily and I went to Malioboro. I bought some souvenirs for my friends in Malioboro. This placewas very busy and crowded. Overall, I liked this experience so much.

LAMPIRAN 4
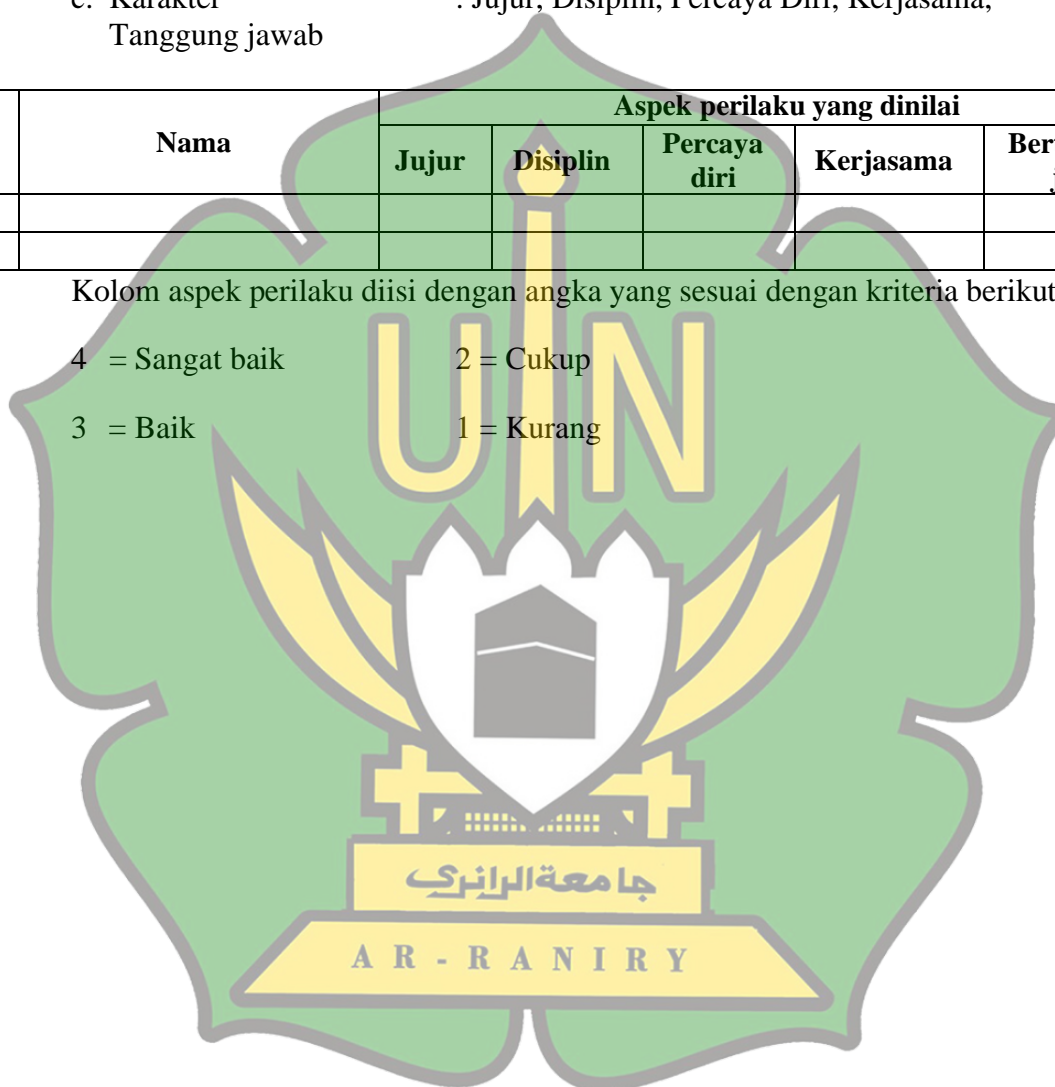
RUBRIK PENILAIAN SIKAP

Penilaian Sikap Observasi Guru

a. Teknik Penilaian   : Observasi
b. Instrumen Penilaian   : Jurnal penilaian sikap
c. Karakter   : Jujur, Disiplin, Percaya Diri, Kerjasama,
   Tanggung jawab

No.	Nama	Aspek perilaku yang dinilai				
		Jujur	Disiplin	Percaya diri	Kerjasama	Bertanggung jawab
1.						
2.						

Kolom aspek perilaku diisi dengan angka yang sesuai dengan kriteria berikut:

4 = Sangat baik   2 = Cukup

3 = Baik   1 = Kurang

RUBRIK PENILAIAN PENGETAHUAN

a. Teknik Penilaian   : Tes Tulis
b. Bentuk   : Uraian

**A. Change the verbs in the brackets into the correct forms of Past Tense.**

No	Aspek yang dinilai	Skor
1-5	a. Jawaban benar	2
	b. Jawaban salah	0
	Skor Maksimal	10

B. Read the following text carefully. Then, underline the *conjunctions* and circle the *pasttime expression*s written on the text.

No	Aspek yang dinilai	Skor
B	a. Mengidentifikasi > 3 kata	10
	b. Mengidentifikasi < 3 kata	5
	Skor Maksimal	10

C. Analyze the social function of the text.

No	Aspek yang dinilai	Skor
C	a. Menyebutkan fungsi sosial dengan tepat	10
	b. Menyebutkan fungsi sosial kurang tepat	5
	c. Tidak menyebutkan fungsi social	0
	Skor Maksimal	10
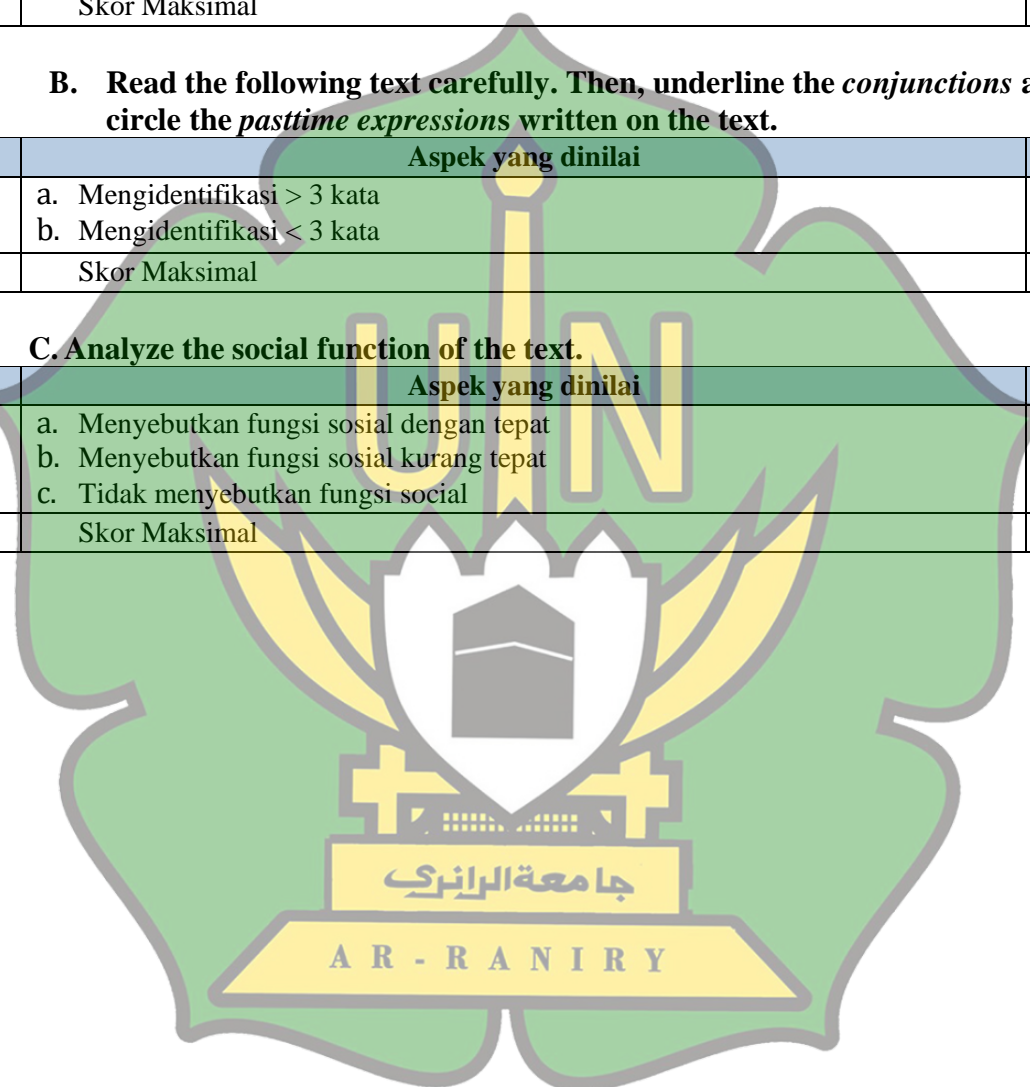
D. Analyze the generic structure of the text.

| No	Aspek yang dinilai	Skor
D	a. Menyusun paragraf dengan tepat sesuai struktur teks recount	10
	b. Menyusun paragraf yang kurang sesuai dengan struktur teks recount	5
	c. Tidak menyusun teks sesuai struktur dengan baik	0
	Skor Maksimal	10

E. Arrange the jumbled words into good sentences.

No	Aspek yang dinilai	Skor
1-5	a. Jawaban benar	2
	b. Jawaban salah	0
	Skor Maksimal	10

F. Arrange the paragraphs into a good order of recount text.

No	Deskripsi	Skor
D	1. Merangkai paragraf dengan benar sesuai dengan struktur teks yang tepat	10
	2. Merangkai paragraf dengan benar struktur teks kurang tepat	5-8
	3. Merangkai paragraf kurang tepat dengan struktur teks yang kurang tepat	1-4
	Skor Maksimal	10

Nilai Pengetahuan = Perolehan skor x 10Skor maksimal = 100
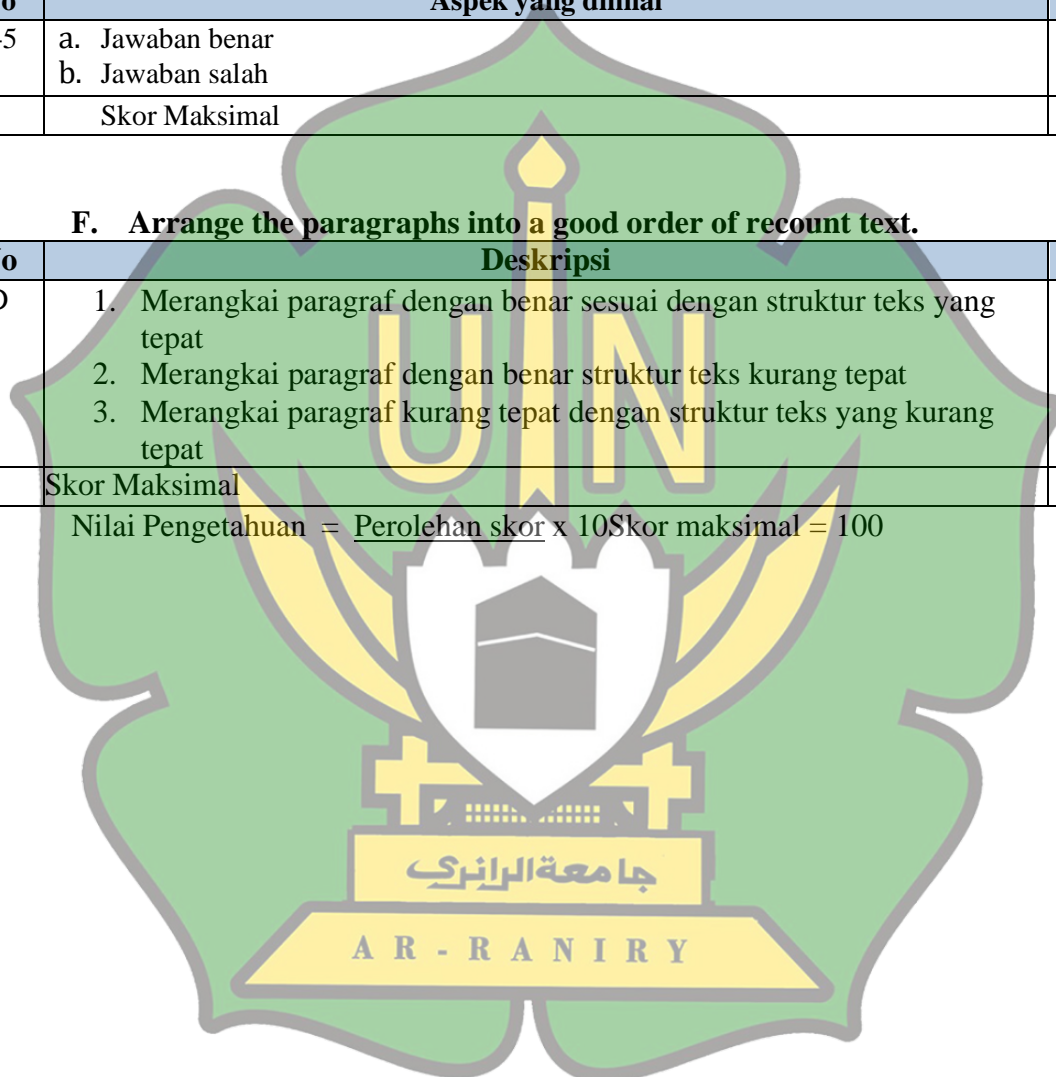
RUBRIK PENILAIAN KETERAMPILAN

    a.   Teknik Penilaian: Tes Tulis
    b.   Bentuk   : Unjuk Kerja

Scores	1	2	3	4
Content	Weak developmentof topic	Adequate development oftopic, listing of detail	Good development of topic	Extensive development of topic, strong support of main ideas with details
Organization	Not organized	Sparsely organized, lackof sequence	Fairly well organized, flow and sequence evident	Completely organized, smooth flow with strong Sequence
Vocabulary	Poor or inappropriate word choice	Fair word choice, simple words	Good word choice, simple words	Vivid imaginative word choice, appropriate use of vocabulary
LanguageUse	Poor: manyerrors	Fair: choppywith variety	Adequate: few errors and some variety of length	Excellent: no errors and a variety length
Mechanics	Many errors(over 10)	Some errors (6 –10)	Very few error (1 – 5)	Error free

Nilai = j*umlah skor yang diperoleh* x 25j*umlah skor total*

Skor maksimal = 100

Appendix E Dokumentasi

DOKUMENTASI

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Appendix F   Autobiography

AUTOBIOGRAPHY

1. Name : Yuslinda Anizah
2. Place / Date of Birth : Berastagi, 3 Januari 1999
3. Sex : Female
4. Religion : Islam
5. Nationality : Indonesia
6. Address : Desa Kutarayat, Kec Naman Teran, Sumatera Utara
7. Email : 170203201@student.ar-raniry.ac.id
8. Occupation : Student of English Language Education of Ar-Raniry Islamic State University
9. Parents
a. Father's Name : Ahmardi Sitepu
b. Mother's Name : Ramista Br Bangun
c. Address : Desa Kutarayat, Kec Naman Teran, Sumatera Utara
10. Educational Background
a. Elementary School : SD Impres Singarang-garang
b. Junior High School : SMPN 1 Naman Teran
c. Senior High School : MA Babun Najah

Banda Aceh, 223 April 2024

The Writer

Yuslinda Anizah