IMPROVING STUDENTS' ENGLISH SPEAKING SKILLS THROUGH STORYTELLING TECHNIQUE

THESIS

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Improving Students' English Speaking Skills

Through Storytelling Technique

adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkann sumbernya.** Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 18 Juli 2022

Saya yang membuat surat pernyataan,

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ABSTRACT

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In learning English, the students must master the four basic skills, namely listening, speaking, reading, and writing. Speaking is one of the first skills that English students wish to acquire considering its crucial role. Speaking is often considered difficult for EFL learners to master because students have to acquire other language components such as grammar, vocabulary, pronunciation, and fluency to be proficient English speakers. Using storytelling techniques can be a potential strategy for teaching English speaking skills. The storytelling technique is a technique that helps improve students' skills in terms of enriching vocabulary, improving creativity, improving pronunciation, and organizing ideas. This research aims to find out whether the use of storytelling techniques can help improve the English speaking skills of a private Islamic boarding school's students in Aceh. This quantitative study, with a pre-experimental research design. The total sample was 24 students. The data was obtained by using tests (a pre-test and a post-test), while the data was analyzed using a T-test, and the data obtained from the pretest and posttest were analyzed through the SPSS 20.0 software. This research study reveals students' speaking achievement improved by an increase in the mean score in the experimental class. A mean score of 64. 58 was recorded in the pre-test and a mean score of 82.29 was recorded in the post-test. Overall, the result of this study shows a significant difference between pre-test and post-test because $T_{count} > T_{table}$ (24.063 > 2.068). Therefore, it can be concluded that teaching by the use of storytelling techniques can help improve the students' skills in speaking.

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CHAPTER I

INTRODUCTION

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

A. Background of the Study

In learning English, the students must master the four basic skills, namely listening, speaking, reading, and writing. The four skills are interrelated, and speaking is often considered difficult for EFL learners to master because students have to acquire other language components such as grammar, vocabulary, pronunciation, and fluency in order to be proficient English speakers. Thus, they can become nervous, be afraid of making mistakes, and lack confidence (Lin, 2013). Further, the act of speaking can be challenging because it also involves an interactive process of constructing meaning that includes producing, receiving, and processing information (Torky, 2006).

Despite its challenging nature, speaking is one of the first skills that English students wish to acquire considering its crucial role. In this sense, Bahadorfar and Omidvar (2014) describe why English learners should learn to speak. First, speaking is a crucial part of English learning and teaching. Second, mastery of speaking skills is a priority for English language learners because they help the students improve their communication skills. Third, proficiency in speaking is an instrument to evaluate learners' second/foreign language acquisition. Therefore, students being able to engage in English conversations is the main goal of English

teaching. It becomes a vital aspect of language teaching-learning success if language functions as a system for the expressions of meanings (Putra, 2017).

In many contexts, English students still find difficulties developing sound speaking abilities despite the fact that they have learned English for multiple years. For example, in the context of Aceh, English is taught as a foreign language from junior to senior high school levels. Even though the students have studied English for six successive years, their English speaking skills are still poor (Amiruddin, 2019). My own experience during the teaching practicum at one of the private Islamic boarding schools in Aceh in 2021 suggests that many students encounter difficulties learning English. Many of them have lack vocabulary and grammar abilities, thus affecting their confidence to speak.

Such a problem occurs due to several factors, one of which is related to teachers' teaching techniques. Teachers' teaching techniques are important in teaching speaking because they can determine students' achievement in learning speaking (Andestina, 2017). The fact is that the local English teachers fail to employ interesting and fun approaches when teaching English speaking. A study by Rusdiningsih (2012) reveals that the problems that students faced include difficulty with pronunciation, nervousness, and shyness. Therefore, language teachers should find out appropriate teaching techniques to stimulate the student to be active.

For example, using a storytelling technique can be a potential strategy for teaching English speaking skills. In this regard, Mokhtar et al. (2011) suggest that the storytelling technique can enhance learners' communication skills. Also,

Sanchez (2014) asserts storytelling is the best way to help the students learn the second language in the same way as they learn their mother tongue. Storytelling can be used in a great variety of ways to improve students' oral communication skills. Students learn their mother tongue not by sitting at their desks doing pencil and paper tasks or drilling structure out of context; they do it but by interacting with and manipulating language with a community of learners in a meaningful way. A second language should be learned as the mother tongue and storytelling can help students achieve this. Here, students perhaps will find storytelling activities motivating and immensely interesting as they can attract listeners.

Thus, in the present experimental study, I would like to apply a storytelling technique for teaching English speaking to see if problems associated with English speaking can be alleviated and if students can improve their English speaking ability. In addition, this technique has long been a part of our culture, and teachers should recognize its value as a pedagogical tool. Storytelling is an oral sharing of a personal or traditional story, told using the essence of the tradition from which it originates (Khaerana & Nurdin, 2018).

Other previous studies have indeed suggested the positive contributions of storytelling techniques in English language teaching. 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 research was conducted by Goncalvas et al. (2019) found that the storytelling technique is effective in teaching speaking as it could develop students speaking skills. Storytelling 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 to memorize the vocabulary. Using storytelling to increase vocabulary is very effective because of repetitions of words. The repetition of a word in a story can be easily understood by students. It can bring a lot of fun and also give students the opportunity to memorize words, and understand phrases quickly.

Even though previous studies have posited the positive benefits of storytelling technique in teaching English speaking. Mini research has focused on using the storytelling technique within the context of private Islamic junior boarding schools in Aceh. Thus, we still have little understanding of how this storytelling technique helps students, who live in dormitories, engage in and benefit from storytelling activities when learning English. This present research, therefore, was conducted to find out whether the students' speaking skills improves or not after the storytelling technique is implemented. Therefore, this present study attempts to fill this gap by offering additional insights on the use of storytelling techniques for teaching English in the contexts of traditional Islamic boarding schools in Aceh.

B. Research Question

This present study seeks to answer the following research question:

1. Does the use of storytelling techniques help improve the English speaking skills of private Islamic boarding school students in Aceh?

C. The Aim of the Study

This research aims to find out whether the use of storytelling techniques can help improve Aceh private Islamic boarding school students' English speaking skills.

D. Significant of the Study

The findings of the research are expected to contribute to English teachers, students, and researchers who are interested in this topic. This study is expected to be useful for English teachers because it provides additional insights on the use of storytelling techniques on improving students' speaking skills and can be the technique that teachers will apply in the classroom. I also expect that school-grade students in Aceh can engage in more enjoyable learning activities as their teachers are now open to using more interesting teaching techniques or approaches. This research is far from perfect but I do hope that future researchers can build their research on the findings of this present study and provide additional insights on the possible benefits of storytelling for various pedagogical purposes in various other contexts.

E. Terminology

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

1. 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. Storytelling

   According to Stanley and Dillingham (2009), storytelling is an oral activity to grab audiences' attention by using multi-sensory emotion of an event in a story, it involves improvisation in telling a story, facial gestures, and body movement. Storytelling can become an effective strategy for design knowledge transfer. In this study, storytelling is designed as an activity that enables the students to improve their speaking ability by acting from a script of a story then the students will tell the story in their own language

CHAPTER II

LITERATURE REVIEW

This chapter reviews the literature related to the variables of the present research. The chapter will also review relevant existing research.

A. The Concept of Speaking

Speaking is an important tool in human daily life, how the people interact with each other. 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.

B. Teaching Speaking Skills

Teaching English speaking skills is different from teaching those other English 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. Young learners are particularly sensitive, and some are too shy to speak English in the classroom. Getting learners to speak English and keeping them on task is not always easy (Iksan et al., 2021). So I believe that if students always practice the English language, they should be able to master the English language easily.

Ball and Forzani (2009) define teaching as helping others learn to do particular things as an everyday activity in which many people engage regularly. While speaking means making use of words in an ordinary voice. So, teaching

speaking is instructing a person to communicate. According to Kayi (2006), teaching speaking means that the teacher teaches the listener 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) Select 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, (6) Use the language quickly and confidently with few unnatural pauses, which is called as fluency. Nowadays, many teachers agree that students should learn to speak a foreign language by interacting with others. In this case, students should master several speaking components', such as pronunciation, grammar, vocabulary, and fluency. In brief, English teachers should be creative in developing their teaching-learning to create a good atmosphere, improve the students speaking skills, give attention to the speaking components and make the English lesson more exciting.

According to Brown (2001), six categories apply to the kinds of oral production that students are expected to carry out in the classroom. They are:

1. Imitative

   This category includes the ability to practice intonation and focus on some particular elements of language form (Brown, 2004). That is just imitating a word, phrase, or sentence. The important thing here is focusing on pronunciation. The teacher uses drilling in the teaching-learning process. The reason is by using drilling, students get the opportunity to listen and to orally repeat some words.

2. Intensive

This is the students' speaking performance that is practicing some phonological and grammatical aspects of language. This technique focuses on a small range of grammatical, phrasal, lexical, or phonological competencies. It usually places students doing the task in pairs (group work). For example, reading aloud includes reading a paragraph, reading the dialogue with a partner, reading information from a chart, etc (Brown, 2004).

3. Responsive

Responsive performance includes interaction and test comprehension but at the somewhat limited level of terse conversation, standard greeting and small talk, simple requests, and comments. This is a kind of short reply to the teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful (Brown, 2004).

4.Transactional

This is longer and more complex than of responsive technique. The purpose of this technique is to accustom students to convey or exchange facts, specific information, or opinions with others. For example, a conversation is made in pairs (Brown, 2004).

5.Interpersonal

The purpose of this technique is carried out more to maintain social relationships than for the transmission of facts and information. The forms of

interpersonal speaking performan ce are interviews, role play, discussions, conversations, and games (Brown, 2004).

6. Extensive

Extensive speaking here is mostly in the form of a monologue, in practice, the advanced levels are called on to give extended monologue in the form of oral reports, summaries, or perhaps short speeches (Brown, 2004).

Each category above can be implemented based on the students' level and students' ability.

C. Classroom Speaking Activities

Many of the classroom speaking activities currently in use fall near the communicative end of the communication continuum. As Kayi (2006) proposes other activities to promote speaking so that students can practice and produce oral language well. Those speaking activities are as follows:

1. Information-gap activities

Information gap activities have some purposes, such as collecting information and solving a problem. An information gap is where two speakers have different bits of information. They can only complete the whole picture by sharing the information- because they have different information, there is a 'gap' between them. Information gap activities are effective because it encourages students to talk extensively in the target language.

2. Telling stories

   Students need to be able to tell stories in English, too. Teachers can encourage students to retell stories that they have read in their books or found in newspapersor on the internet (such retelling is a valuable way of activating previously learned or acquired language).

3. Favorite objects

   A variation on getting students to tell personal stories is an activity in which students are asked to talk about their favorite objects. Students think about how they would describe their favorite objects in terms of when they got them, why they got them, what they do with them, why they are so important to them, and whether there are any stories associated with them.

4. Famous people

   Students think of five famous people. They have to decide on the perfect gift for each person. We can also get groups of students to decide on which five famous people (living or dead) they would most like to invite for dinner, what they would talk about and what food they would give them.

5. Student presentations

   Individual students give a talk on a given topic or person. For this to work for the individual, time must be given for students to gather information and structure it accordingly.

6. Balloon debate

   Balloon debate is a speaking activity where is a group of students is in the basket of a balloon that is losing air. Only one person can stay in the

balloon and survive (the others have tojump out). Individual students representing famous characters or professions have to argue why they should be allowed to survive (Thornbury, 2005).

D. Characteristics of Successful Speaking Activities

Every teacher expects to accomplish a successful learning process, and to know whether their learning process succeeds or fails, teachers need to know the characteristics of a successful learning process. Ur (2012) stated that successful speaking activity has some characteristics such as:

1. Learners talk a lot

   As much as possible, the time allotted to the activity is occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.

2. Participation is even

   A minority of talk active participants does not dominate classroom discussion: all get a chance to speak, and contributions are fairly event distributed.

3. Motivation is high

   Learners are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.

4. Language is of an acceptable level

   Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

E. Teaching Speaking Strategies

William and Burden (2003) assert that the strategy used by teachers is the factor of success or failure in language learning it is ultimately the strategies that determine what language instruction is and how they are conducted. Teaching strategy means various methods or ways that teachers in the teaching-learning process implement. Using strategy in teaching is very important since they determine teachers' success in achieving teaching goals.

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 inusing it. These instructors help students to learn speaking so that the students can use speaking to learn.

F. Storytelling

1. Definition Of Storytelling

Stanley and Dillingham (2009) stated that storytelling is an oral activity to grab audiences' attention by using multi-sensory stirring emotion of an event in a story, it involves improvisation in tellingastory, facial gestures, and body movement (p.2). Furthermore, Irawati, (2003), says that storytelling is anoral activity where language and gestures are used in a colorful way to create scenes in a sequence; however, storytelling consists of more than just storytelling. As a part of speaking

activities in the class, storytelling is also an effective teaching tool that enables students to focus on story structure.

Storytelling is a procedure that enables a child to play a large role in reconstructing stories. It underlines both social and academic development. When they tell a story, they use language for an extended time. They construct the story. This activity increases their language development.

When narrating stories, the speaker uses the language for an extended time. This active participation with stories results in increased language development, comprehension, and an interest in books and learning to read. Retelling after reading provides another opportunity for the reader to reconstruct the text.

According to Gibson (2003), telling a story is an active process that encourages children to reconstruct the text, it also allows for interaction between tutor and child. When necessary, a teacher can help the child reconstruct the meaning of the text by using open-ended questions and lead-in to facilitate. For example, if a child pauses and seems confused, ask, what happened next? If a child needs help detailing the main character, say, tell me more about this character.

2. Form of Storytelling

Fikriah (2016) stated that storytelling builds confidence, develops language skills, encourages speaking and listening fluency, and increases motivation and interaction for the students. By using the storytelling method, the student is more enjoyable during the learning process. Because besides the student being able to

develop language skills, the student also is able to know the histories, pieces of information, sciences, etc. There are eight forms of storytelling:

1. Cave Painting

   In a time before languages and writing, paintings on cave walls told stories of times long ago, be them warnings, depicting moments that happened in the past, or simple stories made up for the entertainment or education of children (Ikrammuddin, 2017).

2. Oral Traditions

   According to Ikrammuddin (2017), the tradition of telling stories through word of mouth was the next development in storytelling. As languages came around, people in larger groups were together as the population grew, and people began talking to each other, stories were being past-on much faster, and spreading. Although Oral Traditions were one of the earliest forms of storytelling, it is still very much used widely today, which shows how traditions stick around when they're worth something.

3. Fable

   Ikrammuddin (2017) stated that a fable is a short, simple story, most often including animals, that is told to teach some sort of moral lesson, often told to young children. Fables that are most popular and well known are most probably "Si Kancil," who told many of these short moral stories to the people.

4. Myth

   A myth is a story that is most often about the creation of the world, or about Gods/Goddesses and higher beings, or mythical characters (mythical meaning

made up and almost completely unbelievable). Myths originate from Ancient Greek times also, and although they have no truth to them, they are an opinion on the creation and existence of this world (Ikrammuddin, 2017).

5. Legend

A Legend is a historical story told to show human characteristics such as bravery, courage, honesty, etc. Story such as King Arthur is legends that show a historical figure that represents such characteristics, the said Legend showing human characteristics such aspower, bravery, and Betrayal. These stories are based on real people andnot fabricated but may often be exaggerated or changed to show some sort of hero or major event to represent something. They also have been passed on throughout the generations as most forms of storytelling may have changed over time depending on where and when to make sense (Ikrammuddin, 2017).

6. Theatre

The theatre was an audience-based form of storytelling. It was the move from just telling the story orally to acting it out, to give off a much better interpretation of the story. Theatre started in Ancient Greece, and the Greeks performed stories in giant amphitheaters which were great for the acoustics as the bowl shape allowed the sound of the voices to carry out through to massive audiences. The name audience came from the fact that they could hear the story, more than see it. Theatre is much more of an interactive form of storytelling. The actors encouraged the audience to join in and interact with

them in later years, such as shouting famous catchphrases or trying to offer their help to the protagonist on stage (Ikramuddin, 2017).

7. Text

Storytelling through texts has developed and adapted over a long time since it first started. Right-back when languages were made and developed, things were being written, but it wasn't an ideal form of storytelling as it was very time-consuming, and only one person could read the story at a time. Not to mention many couldn't read and write. When the printing press was created, the text became a popular use for storytelling. This meant that multiple copies of the book could be made, and over time ways were found to cross them over from different places as transport developed. Texts have changed throughout the years, from handwritten to printing presses, all the way through to computers and mobiles. Text-based stories up to this stage were the only ones that could be copyrighted as there could be written proof of who owned the idea. There are many examples of big text-based stories, but some big modern examples would be book series such as Harry Potter, The Hobbit, etc. These are up-to-date examples of how text is still a very large part of storytelling today, but how all also still link to each other, as these are some of the text stories that have been transformed into the Film form of storytelling (Ikramuddin, 2017).

8. Film/TV

According to Harmer (2007), film and TV is the most recent form of storytelling used due to technology. It's a visual and audio form of storytelling,

and film first came around in the 1880s when it was first made and showed a series of images using a projector. It allowed things to be filmed, to create a story, and shown later to a large audience. Creating films generally follow one of a few structures, and all films stick to these normally as they are so successful.

3. The Advantage of Storytelling

Nunan (2003) defined a story as the way people communicate their experience, the way they understand the experience of others, the way they liberate their imaginations, and the way they make sense of the world and their own position within it. Storytelling is the oldest form of education. Cultures around the world have always told tales to pass down their beliefs, traditions, and history to future generations. Stories capture the imagination, engaging the emotions and opening listeners' minds. Consequently, any point that is made in a story or any teaching that is done afterward is likely to be much more effective.

Here are the essential advantages of storytelling may be summarized as follows:

1. Stories are motivating and fun. (Ikrammuddin, 2017) stated that they can help develop positive attitudes towards foreign language and language learning. They can create a desire to continue learning.
2. Stories exercise the imagination. (Ikrammuddin, 2017) defined that children can become personally involved in a story as they identify with

the characters and try to interpret the narrative and illustrations. This imaginative experience helps develop their own creative powers.

3. Stories help students understand and appreciate culture. (Dodson, 2000) stated that reading and writing are often individual activities and storytelling provokes a shared response of laughter, sadness, excitement, and anticipation, which is enjoyable and can help build up a child's confidence and encourage social and emotional improvement.
4. Children enjoy listening to stories over and over again. (Brown, 2004) stated that materials and activities that derive from literacy texts and movies are great aids to learning in that they appeal to the learners' imagination, increase motivation and, above all, create a rich and meaningful context.
5. Listening to stories allows the teacher to introduce or revise new vocabulary and sentence structures by exposing the children to language in varied, memorable, and familiar contexts, which will enrich their thinking and gradually enter their own speech (Ikrammuddin, 2017).

Listening to stories develops the child's listening and concentrating skills via visual clues (for example, pictures and illustrations), their prior knowledge of how language works, and their general knowledge. This allows them to understand the story's overall meaning and relateit to their personal experience.

G. The teaching of Speaking Skills by Using the Storytelling Technique

Munawaroh (2012) asserts that while listening to stories, children develop a sense of structure that will later help them to understand the more complex stories

of literature where the use of literature in foreign language teaching has greatly increased over the past few years. Based on Brown (2004), materials and activities that derive from literacy texts and movies are great aids to learning in that they appeal to the learner's imagination, increase motivation and, above all, create a rich and meaningful context.

Storytelling is the original form of teaching. There are still societies in which it is the only form of teaching. According to Almond (2005), storytelling is one of the most frequently used, especially with beginners. It provides some good things to build students' confidence, contextualize language, and develop students" empathy for other characters. Though attempts have been made to imitate or update it, like the electronic storytelling of television, live oral storytelling will never go out of fashion. A simple narrative will always be the cornerstone of the art of teaching. Colloquial or literary, unaffected or flowery, the full range of language is present in stories develop uniquely. The listeners benefit from observing non-polished speech created on the spot. While listening to stories, children develop a sense of structure that will later help them understand the more complex literature stories. In fact, stories are the oldest form of literature.

H. A Good Way of Storytelling

Alsofi (2008) has stated that the Storytelling Technique (STT) is an important and effective technique whereby the listeners may share and have language learning experiences much more collaboratively. In addition, the listeners or the learners can reconstruct the general meaning and ideas from the story by incorporating their own feelings and existing knowledge. When the learners listen

to a dramatic story, it can expand their imaginative and creative powers, additionally, they may be stimulated to retell, remember, predict, and memorize. Ikrammuddin (2017) discusses some of the following ways to tell the story:

1. Have an interesting story to tell

   The key to storytelling is to provide listeners with a good story. No one will listen if you do not have a story worth listening to. Youhave to focus on your audience. You are not going to tell a horror story to little kids! Just like you should not tell an overly childish story to older ones. Find a good story for the listeners.

2. Use facial expressions

   If a character in the story is sad, for example, frowning. If a character is happy, a smile will work. You have to pay attention to the story's mood, as well, and let the mood flow into your expressions.

3. Allow your voice to be expressive

   Give the characters different voices. For example in the story of Goldilocks, the three bears could have a high, low, and medium voice. If the mood in the story is scary, low tones are perfect. Build your voice at the exciting parts, then drop it suddenly right before the most exciting part. In a simple fairy tale, focus on your audience. If your audience is young children, use kind voices. Older kids may enjoy more fun telling.

I. Test of Speaking

According to Terry (2008), a test is a method to determine a student's ability to complete certain tasks or demonstrate mastery of a skill or knowledge of content.

So the test is a really important tool in the learning process. Maulany (2013) stated that a test is a strategy to determine a student's ability to complete certain tasks or demonstrate mastery of ability or knowledge of content. The test can measure the criteria of abilities for people, especially in speaking, such as; fluency, vocabulary, pronunciation, and grammar.

Students must take individual quizzes or other assessments (such as essays or performances). The teacher gives students adequate time to complete it. The students must do work individually on the quiz. At this point, they must show what they have learned as individuals. Then the result would be to measure how far the student's abilities.

J. Previous Related 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.

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 done by Goncalvas et al. (2019). This research aims to know storytelling could develop students speaking skills and there are some significant differences between before and after the implementation of using the storytelling to develop students speaking skills. The respondents of the study were 22 second-grade students from a catholic school in Brazil. This study used qualitative descriptive analysis. The qualitative method was used to count the mean score of students pre-test and post-test. While the descriptive analysis was used to describe the result of students encountered during the pre-test without the intervention of the researchers during the implementation of storytelling to teach speaking and show was the mean score of the post-test to be compared with the pre-test. The result of the study concluded that using storytelling could develop students' speaking skills.

The third relevant study was conducted by Megawati (2018). The research was conducted at eleventh-grade students of SMK Swasta Cimanggis Depok. The researcher applied qualitative research, a classroom action research. This research used three cycles. Each cycle consisted of planning, acting, observing, and reflecting. The subject of the research was the eleventh-grade students of SMK Swasta Cimanggis which consisted of 22 males and females. The researcher collected data using observation, test, and discussion that was needed at the time

of research. This research employs to describe the process in which the researcher using teaching speaking especially in English speaking. The result of the implementation of the storytelling technique used by the researcher was very appropriate for students in eleventh grade because they were more active to speak up in class. The storytelling technique promoted students who were still confused when they want to speak up and they have lack of confidence. They can develop their pronunciation. Their enthusiasm was high and was confident to improve their speaking skill.

The forth previous related studies has done by Zuhriyah (2017). This research was a collaborative classroom action research whose main purpose was to know whether or not storytelling could improve the students' speaking skill. The subjects were 23 students of class N of the second semester of Intensive English Program of Hasyim Asy'ari University Tebuireng Jombang in the academic year of 2016/2017. The data of this research were got from the observations done by the collaborator and the speaking test. The result showed that there was an improvement on students' speaking skill after the implementation of storytelling. The speaking test result in cycle two explained that the students' speaking aspects got good progress. Storytelling improved their comprehension, fluency, vocabulary, grammar, and pronunciation. Thus, it can be said that storytelling could improve students' speaking skill.

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)

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 pre-test 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.

These previous related studies are somehow different from the present study. In this research, I used experimental teaching which occurred during six meetings, and data obtained from the pretest and posttest were analyzed through the SPSS application. This application makes the data analysis fast, valid, and easy.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the methods for conducting this research. It includes research design, research sites, and participants, the technique of data collection, the technique of data analysis,

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 (p.619). 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, expose to treatment, and posttest.

In this study, the sample was only one class. I decided to do an experiment without using the control group. Creswell (2012) explained the table of one group pretest and posttest design as below:

Table 3.1
The table of one group's pretest and posttest

Group	Pretest	Treatment	Posttest
Experiment	T1	X	T2

Note :
T1 : Pretest

X : Treatment

T2 : Posttest

T1 was a pretest that was given before treatment in the classroom. T2 was a posttest after the treatment. Then, X was a treatment in teaching and learning. I used treatment after the pretest.

B. Research Sites and Participants

1. Population

This present study took place at a private Islamic junior boarding school in the Pidie Jaya district of Aceh Province. The number of classes in the private Islamic junior boarding school is 6, but I only took one class for this study. The second-grade students were invited as the samples of this study because all students in the second grade have learned English since the first grade of junior high school. They are, then, assumed to be familiar with English classes.

Table 3.2
The number of students

Class	**Man**	**Women**	**Number of students**
VII	20	20	40
VIII	20	24	44
XI	20	22	42
Total	**60**	**67**	**126**

The number of students in a private Islamic junior boarding school is 126 students. The population of this study is all students in the private Islamic junior boarding school.

2. Samples

The sample for this research is 20 second-grade students (one classroom). I chose this class because the students of this class lack ability in four English skills, especially in speaking.

C. Data Collection

To collect the necessary quantitative data, I took the following steps:

1. Experimental Teaching

Teaching experiment is a special type of study design. I conducted experimental teaching in the class attended by the research samples to collect the data.

My experimental teaching occurred in six meetings. Here are the steps that I took during my experimental teaching.

1. In the first meeting, I entered the class and introduced myself to the students. To know the students skill in speaking, the pretest was given.
2. During the next four meetings, I entered the class and I would teach English speaking to the students by using the storytelling technique with different materials.
3. In the last meeting, they will be given a posttest after doing four treatment meetings.

2. Test

There was one appropriate primary method for data collection chosen for this research; it was a test. According to Overton (2008), a test is a method to determine a student's ability to complete certain tasks or demonstrate mastery of a skill or knowledge of content. The test is a method of collecting data. Those who use this test instrument only follow the instruction usually contained in the test instrument (Soewadji, 2012). Pretest and posttest were two kinds of tests that were used in this research. I used the pretest to see the students' speaking ability in retelling stories. In the pretest section, I give an explanation about the pretest and distribute a story on paper to the students. The students read the story and retell it in front of the class. After that, the treatment was conducted during several meetings. The last meeting was a posttest given as a standard test to measure the success of achieving an instructional goal.

In addition, the post-test helped me investigate students' speaking skills, and whether there is an improvement or not after the treatment. I was conducted treatment by using storytelling in teaching and learning process. After that, a posttest was accomplished by requesting the students to retell story in front of the classroom. I applied oral proficiency tests for both the pretest and post-test data and scored them by using a rubric suggested by Brown (2001). The aspect that should be achieved in the speaking skill test included pronunciation, vocabulary, fluency, and grammar. The analytic score has four item and each item scores is five point. So, the maximum score is 25. But it will be multiplied with 4 items, and the final maximum score will be 100.

In the research problem, if the posttest score was higher than the pretest, it proved the improvement of students' speaking and storytelling is practical to apply as the media in teaching speaking.

D. The technique of Data Analysis

The test data is about the students' achievement in speaking before (pretest) and after applying the storytelling technique (posttest). I analyzed the pretest and posttest data by statistical analysis. I referred to the data analysis method of *Metode Statistika* proposed by Sudjana (2008). In analyzing the test score, I calculated the mean score of the students. To classify the score, I used the means' pattern. There are several methods for analyzing the data:

1. Normality

Normality is an important requirement in parametric analysis. This is the first step of analyzing data. The researchers have to know whether the data is normal distribution or not, because normality of the data is very important because if the data were in the normal distribution, it is considered to be representative of the population. In this research, I used a one-sample Kolmogorov-Smirnov Test in the SPSS application.

2. T-test

According to Bevans (2020), a T-test is a statistical test that is used to compare the means of two groups. In this research, the data obtained from the pretest and posttest were analyzed through the SPSS 20.0 software. This method makes the data analysis faster and easier. In this case, I used paired sample T-test because I hoped to find out the effect of storytelling in improving students speaking skills.

The pretest scores are compared to determine if there is a significant difference. Calculating the average score of "pretest and posttest":

$$X : \sum \frac{fx}{N}$$

Note :

X = mean

Fx = total score of frequency

N = the number of sample

This is the formula used to determine the significant differences between pretest and posttest results.

$$T = \sqrt{\frac{md}{\frac{\sum x^2 d}{N(N-1)}}}$$

Note:

T = t-score

Md = mean of differences between pretest and posttest

$\sum x^2 d$ = amount of quadrate deviatioN

N = total students

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, I present the findings of the research, and I will also discuss these findings in accordance with relevant existing literature. For easier reading, the findings are presented in the order of the research questions.

A. Research Findings

Research question of the present study as follows: does the use of storytelling technique help improve the English speaking skill of a private Islamic boarding school students in Aceh. To answer this question, I conducted a pretest and posttest. I look for means scores to find out the possible differences in results before and after the treatment.

1. Normality

Normality test is a test that was conducted to evaluate the distribution of the data on a group or variable data, whether the distribution of the data is normally distributed or not. In this study using the Kolmogorov-Smirnov Test in the SPSS version 20.0 application.

Table 4.1
Normality pretest score of the students.

One-Sample Kolmogorov-Smirnov Test

		Pretest
N		24
Normal Parameters[a,b]	Mean	64.58
	Std. Deviation	5.299
Most Extreme Differences	Absolute	.265
	Positive	.265
	Negative	-.194
Kolmogorov-Smirnov Z		1.297
Asymp. Sig. (2-tailed)		.069

a. Test distribution is Normal.
b. Calculated from data.

Table 4.1 shows the output of the result normality by using the one-sample Kolmogorov Smirnov Test. It can be called the data in normal distribution if the significant score is less than 0.05. However, if the significant score is more than 0.05, it means that the data was in the normal distribution. The normal distribution is a probability distribution that is symmetric about mean, showing that data near the mean are more frequent in occurrence than data far from the mean. The test above showed that the subject was 24 students. The significance score from the pretest was 0.069. the significant value from the pretest was bigger than 0.05 (0.069 > 0.05). It means Ho was accepted and H1 was rejected. The data is a normal distribution.

Table 4.2
Normality posttest of the students.

One-Sample Kolmogorov-Smirnov Test

		Posttest
N		24
Normal Parameters[a,b]	Mean	82.29
	Std. Deviation	4.658
Most Extreme Differences	Absolute	.272
	Positive	.272
	Negative	-.186
Kolmogorov-Smirnov Z		1.332
Asymp. Sig. (2-tailed)		.057

a. Test distribution is Normal.
b. Calculated from data.

Meanwhile, table 4.2 shows the result of the normality of students' post-test. The significant value of the post-test was 0.057, and the significant value of post-test was bigger than 0.05 (0.057 > 0.05). It also means that Ho was accepted and H1 was rejected and the data was in the normal distribution. So, it could be interpreted that both the tryout data are in a normal distribution.

2. The Pretest Scores

There were 24 second-grade students participating in the pretest. The pretest data is presented in the table below.

Table 4.3 *Table of students' pretest scores*

No	Students' Initial	Pronunciation	Vocabulary	Fluency	Grammar	Total
1.	NH	15	15	15	15	60
2.	AZ	20	15	20	15	70
3.	RR	15	15	15	15	60
4.	RN	15	15	20	15	65
5.	M	15	15	15	15	60
6.	IM	15	15	15	15	60
7.	IKA	15	15	20	20	70
8.	ALZ	15	15	20	15	65
9.	GA	15	15	15	15	60
10.	MJ	15	20	15	15	65
11.	AR	15	15	15	15	60
12.	TAA	15	20	15	15	65
13.	CAN	15	15	15	15	60
14.	UN	15	15	15	15	60
15.	TS	20	15	20	20	75
16.	PAA	15	15	20	15	65
17.	CMS	20	15	20	20	75
18.	NTR	15	15	20	20	70
19.	MR	15	15	20	15	65
20.	LA	15	15	20	15	65
21.	Y	15	15	15	15	60
22.	KA	15	15	15	15	60
23.	UR	20	15	20	20	75
24.	F	15	15	15	15	60
			Total			1550

These pretest scores could then be displayed in a table of frequency distribution below:

Table 4.4

Table of the percentage of the students' pretest scores

Score range	Students' frequency	Students' Percentage
56-60	11	45.8%
61-65	7	29.2%
66-70	3	12.5%
71-75	3	12.5%
	Total	100%

Table 4.4 indicated that the lowest pretest score was 60. From the table, we can see that 11 students scored between 55-60 (45.8%), seven students scored between 61-66 (29.2%), three students scored between 67-72 (12.5%) , and only two students scored between 73-78 (12.5%).

Based on the data presented in the table above, we could count the mean score of the pretest as follows:

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

X: $\frac{1550}{24}$

X: 64.58

The mean score was counted by dividing the sum of the frequency by the total number of students. Here, the mean score of the pretest was 64.58. This calculation result showed that students' speaking average pretest score was still lower than the maximum score. The final maximum score will be 100.

3. The Posttest Scores

There were 24 second-grade students participated in the post-test. The post-test data is presented in the table below.

Table 4.5

Table of students' post-test scores

No	Students' Initial	Pronunciation	Vocabulary	Fluency	Grammar	Total
1.	NH	20	15	20	20	80
2.	AZ	20	25	25	20	90
3.	RR	20	20	20	20	80
4.	RN	20	25	20	20	85
5.	M	20	20	20	20	80
6.	IM	20	20	20	20	80
7.	IKA	20	25	25	20	90
8.	ALZ	20	20	25	20	85
9.	GA	20	20	20	20	80
10.	MJ	20	25	20	20	85
11.	AR	20	20	20	20	80
12.	TAA	20	25	20	20	85
13.	CAN	20	20	20	20	80
14.	UN	20	20	20	20	80
15.	TS	20	25	25	20	90
16.	PAA	20	20	20	20	80
17.	CMS	20	25	20	20	85
18.	NTR	20	25	25	20	90
19.	MR	15	20	20	20	75
20.	LA	20	20	20	20	80
21.	Y	20	20	15	20	75
22.	KA	20	20	20	15	75
23.	UR	20	25	20	20	85
24.	F	20	20	20	20	80
			Total score			**1975**

Based on the data presented in the table above, we could present the students' post-test scores in the following the table of frequency.

Table 4.6

Table of the percentage of the students' pretest score

Score range	**Students' frequency**	**Students' Percentage**
71-75	3	12.5%
76-80	11	45.8%
81-85	6	25.0%
86-90	4	16.7%
	Total	100%

Table 4.6 indicated that the lowest post-test score was 75. From the table, we can see that three students scored between 71-75 (12.5%), 11 students scored between 76-80 (45.8%), six students scored between 81-85 (25.0%), and the last only four students scored between 86-90 (16.7%).

From the table above, the mean score of the pretest could be counted as follows:

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

X: $\frac{1975}{24}$

X: 82.29

The result was 82.29 and this is the mean score of the posttest. This calculation of the result showed that there was improvement in post-test score. The pretest score of 64.58 rose to 82.29 in the post-test. In short, from the pretest and posttest score, it can be conluded the students' achievement improved by 17.71 points.

4. The differences in students' scores in pretest and posttest

Table 4.7

The differences of students' scores in pretest and posttest

No	Students' Initial	Pretest score	Posttest score	Difference
1.	NH	60	80	10
2.	AZ	70	90	20
3.	RR	60	80	10
4.	RN	65	85	20
5.	M	60	80	10
6.	IM	60	80	10
7.	IKA	70	90	20
8.	ALZ	65	85	20
9.	GA	60	80	10
10.	MJ	65	85	20
11.	AR	60	80	10
12.	TAA	65	85	20
13.	CAN	60	80	10
14.	UN	60	80	10
15.	TS	75	90	15
16.	PAA	65	80	15
17.	CMS	75	85	10
18.	NTR	70	90	20
19.	MR	65	75	10
20.	LA	65	80	15
21.	Y	60	75	15
22.	KA	60	75	15
23.	UR	75	85	10
24.	F	60	80	10

Table 4.7, it showed the improvement of each student in their pretest score to post-test score. The lowest score was 10 points, and the highest improvement score was 20 points.

5. T-test

T-test is a statistical test that is used to compare the means of two groups. It is used in hypothesis testing to determine whether a process or treatment actually has an effect on the population of interest, or whether two group are different from one antoher.

Table 4.8

Comparison score by Using T-test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	64.58	24	5.299	1.082
	Posttest	82.29	24	4.658	.951

Paired Samples Test

		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	-17.708	3.605	.736	-19.231	-16.186	-24.063	23	.000

Table 4.8 showed that the mean of the pretest was 64.58 and post-test scores were 82.29. Then, the number of standard deviations was 3.60 and the t-count was 24.06. Therefore, the T count would be compared with the T table in significance 5% on the table significance for the two-tailed test.

As the result, it could be concluded as follows:

$T_{table} = \frac{T\propto}{2}, n-1$

$= \frac{T0,05}{2}, 24-1$

= 0.025, 23

= 2.068

In the significance level of 5% (α= 0.05), the T_{table} shows that the critical score is 2.068 and the statistical test T_{count} is 24.063. It could be concluded based on the hypothesis.

3. Ho is accepted if $T_{count} < T_{table}$. It indicates there is no significant difference in storytelling as a technique to improve the students' speaking skills.
4. Ha is accepted if $T_{count} > T_{table}$. It indicates there is a significant difference in storytelling as a technique to improve the students' speaking skills.

In addition, the result of data analysis showed that the T_{count} is 24.063 and T_{table} is 2.068. Because $T_{count} > T_{table}$ (24.063 > 2.068), it means that there was a difference between pretest and post-test scores. In addition, sig (2 tailed) on table paired sample test T-Test is 0.000, it was less than 0.05 (5%). It could also be concluded that there was a significant different between pretest and post-test scores.

Finally, the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. In addition, it can be concluded that teaching by using

storytelling techniques is potentially more effective than teaching without using the storytelling technique.

B. Discussions

The purpose of this study was to find out that storytelling can improve students' speaking skills. The result of this study is presented in main points based on the research question. The point is; storytelling can improve students' speaking skills based on the score before and after treatment. The indicator of the success of this study will be based on the oral proficiency scoring categories proposed by Brown (2001). The study is considered successful if the students made significant improvements in the students' average scores before and after treatment.

Therefore, I counted the null hypothesis (Ho) which mention that the use of storytelling cannot improve the students' speaking skills and the alternative hypothesis (Ha) means the use of Storytelling can improve students speaking skill.

Here, I could assume that storytelling was effective enough to improve students' speaking skill. It was caused by the result that the mean of the pretest score was 64.58 and the mean post-test score was 82.29. Most students are interested in learning by using storytelling and the students got the new vocabulary and could communicate with their friends.

Based on data analysis there were significant improvements in the students' scores, from pretest to posttest of experimental class. Many students got good scores, while there were a few students who got bad scores. Based on the result, it could be concluded that the rate percentage and the mean score in the posttest were

higher than in the pretest. Because $T_{count} > T_{table}$ (24.063 > 2.068), it means that the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted.

This finding is related to the study conducted by Goncalves et al. (2019), which revealed that the storytelling technique is effective in teaching speaking as it could develop students speaking skills. This study used qualitative with descriptive analysis. The qualitative method was used to count the mean score of students pre-test and post-test. The result can be seen from the pretest and posttest scores by doing treatment in the classroom. It was so different between the result of the pretest and post-test values.

Overall, the findings of the present research are in line with the existing research which showcases the potential benefits of the use of storytelling in teaching English speaking skills. Inayah's (2015) study shows that the storytelling technique positively affected students' speaking ability, and overall students' attitude toward the implementation of the storytelling technique were positive. They enjoyed the learning process and were interested in the story. Based on the results of the pretest and posttest, I concluded that using storytelling techniques is one of the most interesting and effective techniques in improving students' speaking skill and storytelling techniques can be applied in language classes to help and facilitate students' speaking.

BAB V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

This chapter presents the conclusions and suggestions of this study related to improving students' English speaking skills through the storytelling technique. I need to write conclusions as follows:

A. Conclusions

After explaining and describing all the data found in chapter IV, in this part the conclusion is served. I formulated some conclusion statements. From the discussion in the previous chapter, I concluded that the storytelling technique can improve students' English speaking skills.

This research was carried out on second-grade students at a private Islamic Junior boarding school in the Pidie Jaya district of Aceh Province. The total number of second-grade students is 24. Based on the data, the second-grade students at a private Islamic Junior Boarding school have succeeded in implementing storytelling in teaching speaking. It can be seen from the data, T_{count} was higher than $T_{table.}$ It means that the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. In short, the use of storytelling can improve students speaking skills.

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

B. Implications

Concerning the result of the research, the implementation of storytelling in second-grade students was successful to improve their speaking skills. Storytelling techniques can attract the students' attention and motivate them in learning. The use of storytelling in speaking activities provided various speaking activities which could facilitate the students to improve their speaking skills. Therefore, storytelling is very beneficial to be implemented in the speaking teaching and learning process, it is suggested for the English teacher to use storytelling technique in the teaching and learning process of speaking.

C. Suggestions

Lastly, based on all of the findings of this research. The result of this research shows the use of storytelling techniques improves students' English speaking skills. The following suggestions are offered; for the teachers, it is suggested to use the storytelling technique in teaching speaking because this strategy helps the teachers in motivating and encouraging the students to start speaking and the strategy involves the story that provides details as the idea for speaking tasks. The students should be more interested in improving their English speaking, especially in achievement. This technique could be used to improve speaking ability because the strategy can create a fun atmosphere in doing the process and generating ideas to elaborate the speech. The last is for the future researcher, this study focuses on speaking and storytelling. Hopefully, future researchers can investigate more about storytelling elaborate with other skills and they can apply a new method to make students active in learning English

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APPENDIX A

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B- 6476/Un.08/FTK/KP.07.6/06/2022

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang :
a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: **B-16628/Un.08/FTK/KP.07.6/11/2021** tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat :
1. Undang Undang Nomor 20 tahun 2003,Tentang Sistem Pendidikan Nasional;
2. Undang Undang Nomor 14 Tahun 2005, Tentang Guru dan Dosen;
3. Undang Undang Nomor 12 Tahun 2012, Tentang Pendidikan Tinggi;
4. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
5. Peraturan Menteri Keuangan RI. Nomor: 190/PMK.05/2012, tentang Tata Cara Pembayaran dalam rangka Pelaksanaan APBN;
6. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
7. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan, dan Pemberhentian PNS di Lingkungan Depag RI
8. Peraturan Menteri Agama RI Nomor 21 Tahun 2015, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Rektor UIN Ar-Raniry Nomor 02 tahun 2016, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
10. Keputusan Rektor UIN Ar-Raniry Nomor 28 tahun 2019, tentang Satuan Biaya Khusus Tahun Anggaran 2020 di Lingkungan UIN Ar-Raniry Banda Aceh;
11. Peraturan Kementerian Keuangan (PMK) Republik Indonesia Nomor: 72/PMK.02/2020, tentang Perubahan atas Peraturan Menteri Keuangan Nomor: 78/PMK.02/2020 tentang Standar Biaya Masukan Tahun Anggaran 2020.

Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal **27 Oktober 2021**

MEMUTUSKAN

Menetapkan :

PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: **Nomor: B-16628/Un.08/FTK/KP.07.6/11/2021** tanggal **9 November 2021**

KEDUA : Menunjuk Saudara:
1. Dr. Faishal Zakaria, MA — Sebagai Pembimbing Pertama
2. Drs. Amiruddin, M.Pd — Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama	:	**Missy Risa Sabila**
NIM	:	**170203175**
Program Studi	:	**Pendidikan Bahasa Inggris**
Judul Skripsi	:	**Improving Students' English Speaking Skills through Storytelling Technique**

KETIGA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2021 dengan Nomor: 025.04.2.423925/2022 tanggal 17 November 2021;

KEEMPAT : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2022/2023

KELIMA : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 03 Juni 2022
Dekan,

Muslim Razali

Tembusan
1. *Rektor UIN Ar-Raniry (sebagai laporan);*
2. *Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;*
3. *Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;*
4. *Mahasiswa yang bersangkutan;*

APPENDIX B

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-6030/Un.08/FTK.1/TL.00/05/2022
Lamp : -
Hal : ***Penelitian Ilmiah Mahasiswa***

Kepada Yth,
Kepala Sekolah SMP Ulumul Qur'an Pidie Jaya

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

Nama/NIM : **MISSY RISA SABILA / 170203175**
Semester/Jurusan : X / Pendidikan Bahasa Inggris
Alamat sekarang : Gampoeng Ie Masen Kayee Adang, Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul ***Improving Students' English Speaking Skill Through Storytelling Technique***

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

Banda Aceh, 19 Mei 2022
an. Dekan
Wakil Dekan Bidang Akademik dan
Kelembagaan,

Berlaku sampai : 19 Juni 2022

Dr. M. Chalis, M.Ag.

APPENDIX C

PEMERINTAH KABUPATEN PIDIE JAYA
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMPN ULUMUL QUR'AN PIDIE JAYA
Jalan Komplek kantor Bupati Desa Rungkom. Kecamatan Meureudu.Kab.Pidie Jaya. Kode Pos 24185

SURAT KETERANGAN
Nomor : 421.3/ 030/SMPUQ/ 2022

Yang bertanda tangan dibawah ini Kepala SMP Negeri Ulumul Qur'an Pidie Jaya, menerangkan bahwa :

Nama/NIM	: **MISSY RISA SABILA / 170203175**
Semester/ Jurusan	: X / Pendidikan Bahasa Inggris
Alamat SekaRANG	: Gampong Ie Masen Kayee Adang, Banda Aceh

Yang bersangkutan telah mengadakan penelitian di SMPN Ulumul Qur'an Pidie Jaya, terhitung tanggal 23 – 28 Mei 2022 guna penulisan skripsi dengan judul ***'Improving Students' English Speaking Skil Through Storytelling Technique*".**

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Meureudu, 10 Juni 2022
Kepala SMPN Ulumul Qur'an

MUHTADI. S.Pd
Nip 19810307 200604 1 006

جامعة الرانري
AR-RANIRY

APPENDIX D

RESEARCH INSTRUMENT

PRE-TEST

Please retell the story below!

The Goose with the Golden Eggs

Once upon a time, a man and his wife had the good fortune to have a goose that laid a golden egg every day. Lucky though they were, they soon began to think they were not getting rich fast enough.

They imagined that if the bird must be able to lay golden eggs, its insides must be made of gold. And they thought that if they could get all that precious metal at once, they would get mighty rich very soon. So the man and his wife decided to kill the bird.

However, upon cutting the goose open, they were shocked to find that its innards were like that of any other goose!

جامعة الرانري
AR-RANIRY

POST-TEST

Please retell the story below!

SNOW WHITE AND THE SEVEN DWARFS

Once upon a time there lived a little girl, named Snow White. She lived with her aunt and uncle because her parents died.

One day she heard her aunt and uncle talking about leaving Snow White in the castle because they wanted to go to America and they didn't have enough money to take Snow White with them.

Snow White didn't want her uncle and aunt to do this. So she decided to run away. The next morning she run away from home when her aunt and uncle were having breakfast, she run away into the wood.

In the wood, she felt very tired and hungry. Then she saw this cottage. She knocked but no one answered so she went inside and fell asleep

Meanwhile, seven dwarfs were coming home from work. They went inside. There, they found Snow White woke up. She saw the dwarfs. The dwarfs said; "What is your name?". Snow White said; "My name is Snow White". One of the dwarfs said; "If you wish, you may live here with us". Snow White told the whole story about her. Then Snow white and the seven dwarfs lived happily ever after.

APPEDIX E

TABLE OF SIGNIFICANCE FOR TWO TAILED TEST

df	One-Tailed Test						
	0,25	**0,10**	**0,05**	**0,025**	**0,01**	**0,005**	**0,001**
	Two-Tailed Test						
	0,50	**0,20**	**0,10**	**0,05**	**0,02**	**0,01**	**0,002**
1	1,000000	3,077684	6,313752	12,706205	31,820516	63,656741	318,308839
2	0,816497	1,885618	2,919986	4,302653	6,964557	9,924843	22,327125
3	0,764892	1,637744	2,353363	3,182446	4,540703	5,840909	10,214532
4	0,740697	1,533206	2,131847	2,776445	3,746947	4,604095	7,173182
5	0,726687	1,475884	2,015048	2,570582	3,364930	4,032143	5,893430
6	0,717558	1,439756	1,943180	2,446912	3,142668	3,707428	5,207626
7	0,711142	1,414924	1,894579	2,364624	2,997952	3,499483	4,785290
8	0,706387	1,396815	1,859548	2,306004	2,896459	3,355387	4,500791
9	0,702722	1,383029	1,833113	2,262157	2,821438	3,249836	4,296806
10	0,699812	1,372184	1,812461	2,228139	2,763769	3,169273	4,143700
11	0,697445	1,363430	1,795885	2,200985	2,718079	3,105807	4,024701
12	0,695483	1,356217	1,782288	2,178813	2,680998	3,054540	3,929633
13	0,693829	1,350171	1,770933	2,160369	2,650309	3,012276	3,851982
14	0,692417	1,345030	1,761310	2,144787	2,624494	2,976843	3,787390
15	0,691197	1,340606	1,753050	2,131450	2,602480	2,946713	3,732834
16	0,690132	1,336757	1,745884	2,119905	2,583487	2,920782	3,686155
17	0,689195	1,333379	1,739607	2,109816	2,566934	2,898231	3,645767
18	0,688364	1,330391	1,734064	2,100922	2,552380	2,878440	3,610485
19	0,687621	1,327728	1,729133	2,093024	2,539483	2,860935	3,579400
20	0,686954	1,325341	1,724718	2,085963	2,527977	2,845340	3,551808
21	0,686352	1,323188	1,720743	2,079614	2,517648	2,831360	3,527154
22	0,685805	1,321237	1,717144	2,073873	2,508325	2,818756	3,504992
23	0,685306	1,319460	1,713872	2,068658	2,499867	2,807336	3,484964
24	0,684850	1,317836	1,710882	2,063899	2,492159	2,796940	3,466777
25	0,684430	1,316345	1,708141	2,059539	2,485107	2,787436	3,450189

APPENDIX F
RPP
(RENCANA PELAKSANAAN PEMBELAJARAN)

Sekolah : A private Islamic Junior Boarding School
Mata Pelajaran : B.Inggris
Kelas/Semester : VIII/Genap
Materi : Narrative text
Alokasi Waktu : 2 X 45 Menit (1st meeting)

A. Tujuan Pembelajaran

1. Siswa mampu mengidentifikasikan berbagai aspek dari teks seperti isi dan struktur teks
2. Siswa dalam mengidentifikasi makna yang ada dalam teks.

B. Kegiatan Pembelajaran

Agenda Pembelajaran	Kegiatan	Alokasi
Pendahuluan	• Peneliti memberi salam dan tegur sapa kepada siswa. • Peserta didik membaca doa **(PPK: Religius).** • Peneliti mengecek kehadiran peserta didik. • Penyampaian tujuan pembelajaran. • Penyampaian cakupan materi dan uraian kegiatan.	5 menit
Inti	• Peneliti menjelaskan tentang materi. • Siswa menyimak penjelasan peneliti. • Siswa membaca contoh teks narrative yang diberikan peneliti. • Peneliti dan siswa mendiskusikan materi mengenai narrative text. • Peneliti menjelaskan unsur, langkah dan ciri-ciri dalam narrative text. • Peneliti membuat kelompok dan membagi teks narrative sejumlah kelompok. • Siswa bekerja dalam kelompok untuk membahas generic structure dan isi teks berupa topic teks dan gagasan utama suatu paragraph dalam teks tersebut. • Peneliti mengajarkan menggunakan storytelling dan siswa mendengar penjelasan peneliti.	35 menit
Penutup	• Peneliti bersama dengan peserta didik menyimpulkan materi pelajaran yang telah dipelajari. • Peneliti bersama peserta didik melakukan Refleksi terhadap materi pembelajaran yang telah dipelajari (*what we have learnt today?)* • Peneliti menyampaikan rencana kegiatan yang akan datang. • Peneliti menutup pertemuan dengan salam	5 menit

Sekolah : **A private Islamic Junior Boarding School**
Mata Pelajaran : **B.Inggris**
Kelas/Semester : **VIII/Genap**
Materi : **Narrative text**
Alokasi Waktu : **2 X 45 Menit (2nd meeting)**

A. Tujuan Pembelajaran

1. Peserta didik mampu mengidentifikasikan berbagai aspek dari teks seperti isi dan struktur teks
2. Peserta didik dalam mengidentifikasi makna yang ada dalam teks.

B. Kegiatan Pembelajaran

Agenda Pembelajaran	Kegiatan	Alokasi
Pendahuluan	• Peneliti memberi salam dan tegur sapa kepada siswa. • Peserta didik membaca doa **(PPK: Religius).** • Peneliti mengecek kehadiran peserta didik. • Penyampaian tujuan pembelajaran. • Penyampaian cakupan materi dan uraian kegiatan.	5 menit
Inti	• Pengulangan materi • Peneliti menunjuk siswa untuk mengulang secara singkat materi pembelajaran pada pertemuan sebelumnya. • Peneliti menjelaskan how to create storytelling using narative text • Dengan bimbingan peneliti, siswa membuat sebuah narrative text • Siswa ditunjuk peneliti secara bergilir untuk mempresentasikan teks narrative di depan kelas.	35 menit
Penutup	• Peneliti bersama dengan siswa menyimpulkan materi pelajaran yang telah dipelajari. • Peneliti meminta siswa untuk membuat teks narrative sebagai tugas di rumah untuk dipresentasikan di pertemuan yang akan datang • Peneliti bersama siswa melakukan Refleksi terhadap materi pembelajaran yang telah dipelajari (*what we have learnt today?)* • Peneliti menyampaikan rencana kegiatan yang akan datang. • Peneliti menutup pertemuan dengan salam.	5 menit

Sekolah : **A private Islamic Junior Boarding School**
Mata Pelajaran : **B.Inggris**
Kelas/Semester : **VIII/Genap**
Materi : **Simple Past Tense**
Alokasi Waktu : **2 X 45 Menit (3rd meeting)**

A. Tujuan Pembelajaran

1. Siswa mampu membuat kalimat dalam bentuk simple past tense dengan baik dan benar.

B. Kegiatan Pembelajaran

Agenda Pembelajaran	Kegiatan	Alokasi
Pendahuluan	• Peneliti memberi salam dan tegur sapa kepada siswa. • Peserta didik membaca doa **(PPK: Religius).** • Peneliti mengecek kehadiran peserta didik. • Penyampaian tujuan pembelajaran. • Penyampaian cakupan materi dan uraian kegiatan.	5 menit
Inti	• Peneliti menjelaskan tentang materi. • Siswa menyimak penjelasan guru. • Peneliti menjelaskan fungsi social dan struktur teks menggunakan simple past tense. • Siswa menyimak penjelasan peneliti. • Dengan bimbingan dan arahan peneliti, siswa menanyakan bagaimana cara membuat kalimat yang tepat. • peneliti membuat skema berdasarkan struktur teks simple past tense. • Peneliti mulai mengajarkan menggunakan storytelling dan siswa mendengarkan • Peneliti meminta siswa untuk membuat sebuah cerita	35 menit
Penutup	• Peneliti bersama dengan peserta didik menyimpulkan materi pelajaran yang telah dipelajari. • Peneliti bersama siswa melakukan Refleksi terhadap materi pembelajaran yang telah dipelajari (*what we have learnt today?)* • Peneliti menyampaikan rencana kegiatan yang akan datang. • Peneliti menutup pertemuan dengan salam	5 menit

Sekolah : **A private Islamic Junior Boarding School**
Mata Pelajaran : **B.Inggris**
Kelas/Semester : **VIII/Genap**
Materi : **Simple Past Tense**
Alokasi Waktu : **2 X 45 Menit (4th meeting)**

A. Tujuan Pembelajaran

1. Siswa mampu membuat kalimat dalam bentuk simple past tense dengan baik dan benar.

B. Kegiatan Pembelajaran

Agenda Pembelajaran	Kegiatan	Alokasi
Pendahuluan	• Peneliti memberi salam dan tegur sapa kepada siswa. • Peserta didik membaca doa **(PPK: Religius).** • Peneliti mengecek kehadiran peserta didik. • Penyampaian tujuan pembelajaran. • Penyampaian cakupan materi dan uraian kegiatan.	5 menit
Inti	• Pengulangan materi • Peneliti menunjuk siswa untuk mengulang secara singkat materi pembelajaran pada pertemuan sebelumnya. • Peneliti menjelaskan kembali tentang simple past tense • Peneliti dan siswa mendiskusikan materi mengenai simple past tense • Peneliti menjelaskan how to create storytelling by using simple past tense • Dengan bimbingan dan arahan peneliti, siswa membuat kalimat/short story dalam bentuk past tense • Siswa ditunjuk peneliti secara bergilir untuk mempresentasikan kalimat/short story yang telah dibuat. • Siswa menyimak dan mengidentifikasikan simple past yang ada pada kalimat tersebut.	35 menit
Penutup	• Peneliti bersama dengan siswa menyimpulkan materi pelajaran yang telah dipelajari. • Peneliti bersama siswa melakukan Refleksi terhadap materi pembelajaran yang telah dipelajari (*what we have learnt today?)* • Peneliti menyampaikan rencana akan dilaksanakan posttest pada pertemuan selanjutnya. • Peneliti menutup pertemuan dengan salam	5 menit

APPENDIX G
SCORING RUBRIC

Aspect	Score	Description
Pronunciation (5-25 points)	5	The student can pronounce well
	4	The student mispronounces in a few words
	3	The student mispronounces some words
	2	The student's pronunciation is hard to understand
	1	The student uses various vocabulary
Vocabulary (5-25 points)	5	The student uses various vocabulary
	4	The student uses the wrong word
	3	The student mixes vocabulary with English and Bahasa
	2	The student rarely uses Indonesian
	1	The student uses Indonesian or no English vocabulary use
Fluency (5-25 points)	5	The student speaks fluently with no hesitation
	4	The student speaks fluently with occasional hesitation
	3	The student speaks fluently enough with several unnatural hesitation
	2	The student speaks fluently not good enough, with many unnatural hesitations
	1	The student cannot speak fluently and use complete utterances
Grammar (5-25 points)	5	The student makes few or (if any) grammatical errors or word order.
	4	The student makes few grammatical errors but it does not change the meaning
	3	The student makes frequent grammatical errors
	2	The students' grammar and word order errors make comprehension difficult
	1	The students' grammar and word order errors make the speech unintelligible

Oral Proficiency Scoring Categories adapted from Brown (2001), p.406-407.

APPENDIX H

DOCUMENTATION

(Pretest Situation)

(Treatment day 1)

(Treatment day 2)

(Treatment day 3) **(Treatment day 4)**

(Posttest Situation)