THE INFLUENCE OF STORYTELLING IN IMPROVING STUDENTS’ SPEAKING ABILITY
(An Experimental Study at Second Grade Students of Mts At-taqwa 02 Bekasi)

A “Skripsi”
Presented to the Faculty of Tarbiya and Teachers’ Training
in Partial Fulfillment of the Requirements
for the Degree of S.Pd (Bachelor of Arts) in English Language Education

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JAKARTA
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The “Skripsi” “THE INFLUENCE OF STORYTELLING IN IMPROVING STUDENTS’ SPEAKING ABILITY, EXPERIMENTAL STUDY AT SECOND GRADE STUDENTS OF MI's AT-TAQWA”, written by Sulimah, student’s registration number 103014027020 was examined session of the Faculty of Tarbiya and Teachers’ Training, Syarif Hidayatullah State Islamic University Jakarta on March 18, 2009. The “skripsi” has been accepted and declared to have fulfilled one of the requirements of the degree of S.Pd (Bachelor of Arts) in English Language Education in the Department of English Education.

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Sulimah
ABSRACT

Speaking is a skill which is used by someone to communicate in daily life, whether at school or outside the school. The skill is required by much repetition. In learning to speak, especially foreign language, students have difficulties in expressing their ideas. They often make mistakes while trying to communicate in English and sometime they seem lose interest in what they learn if they find they make little progress because the topics are not interesting. Therefore, the writer as a teacher uses storytelling in order to make teaching more exciting and help increasing the students' involvement in learning process so that they can practice the language and develop their language skills.

Storytelling is an activity of telling stories that can be used to transfer materials from the speaker to the listener in relax and enjoyable atmosphere where at the same time it can stimulate listeners to tell their idea. It's an act of sharing to another person or group about an enjoyable, bad or good story.

The writer chooses one of school in Bekasi to do a research. The research will be held at second grade students of MTs At-Taqwa 02, Bekasi. The objective of this research is to find out whether storytelling has significant influence in improving students' speaking ability so it can help the educators in their effort making creativity to know what extend the students' participation in the class. Field research and library research will become the technique of data collecting. In order to find the data in the field research, an experiment by teaching through storytelling will be done at MTs At-Taqwa 02, Bekasi. To get the data needed the writer will give oral test to measure the students' speaking ability. The test is divided into pre-test and post-test. The last step to know the result calculation of pre-test and post-test from the data, the writer will analyze the scores by using statistic calculation of t-test formula.
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APPENDIXES
A. Background of Study

At present, almost everyone admit the importance of knowing other language than his native language because he thinks that other language, especially English gives him a chance to communicate with other people all over the world. Therefore, English has very important role in our society because it is the major language of international communication and is not limited to any one country, region, or culture. The awareness of mastering English as a foreign language is quite high in Indonesia. English is taught to students in the school and outside the school.

Most students learn a language to know the language itself and to know how to use it appropriately in the society. Therefore, there are four language skills that must be mastered by the students that are listening, speaking, reading, and writing. Of all the four skills, speaking seems the most important in mastering English. Someone can master a language if he can express his ideas and opinions. James Earl Jones, an actor, told that "When I read great literature, great drama, speeches, or sermons, I feel that the human mind has not achieved anything greater than the ability to share feelings and thoughts through language."
Learning a language can be more rewarding, meaningful, and effective when the language is used for authentic communication. To be able to communicate orally in the target language, they must practice speaking. Someone can make a good communication by using spoken words to exchange feelings, ideas, and information with another person, so he can understand and know something about the people who speak the language. Huebener stated that "The ability to understand is basic to communication. Effective communication consists of two factors that are the ability to speak and the ability to understand."²

As we know, there are many kinds of activities that can be done in class in learning to speak that are by performing dialogs (in pairs or small group), drama, discussion, debate and so on. Anyhow, when doing these activities, there may be some students who can't participate well because afraid of making mistakes, afraid to be laughed at by others and don't feel confident if they are asked to practice speaking. Sometime they seem lose interest in what they learn if they find they make little progress because the topics are not interesting. So the teachers are unlikely to create an animated classroom atmosphere. Actually, variety is important in making teaching more interesting.

To help students solve these problems, the teacher must motivate them and create the most effective way to stimulate them, so they will be interested in practicing speaking and it also can encourage them to have more self-confidence in expressing their opinions so that they can take part actively in the class. They need opportunity to speak the language, to know and understand something that the people are being talked. It means that the students need to learn to speak and they must have the opportunity to speak and the way to providing this medium is through storytelling.

By joining storytelling activity as storyteller, students can share to another person or group about an enjoyable experience or bad and good stories. It creates a relaxed and happy relationship between teacher as storyteller and student as listener or vice versa, these put them together and build a mutual confident
between them. It also helps students to be good listeners where at the same time it can stimulate them to tell their idea and then they are able to speak in front of audiences. Forest affirmed that “The arts of storytelling can be an enjoyable tool for practicing both listening skill and verbal expression.”

From the explanation above, the writer is interested in using storytelling as a way to make teaching more exciting and commensurate with the students’ needs because she considers that storytelling can motivate students to practice the language so that they can take part actively in the classroom. The teaching learning process has to involve not only teacher and students but also the student and student. The writer chooses MTs At-Taqwa to do a research because in teaching speaking the teacher doesn’t use variety activities so it makes the students boring. The activity done most in the speaking classroom is to make dialogues according to the given situations or topics. Actually, these topics and situations provide little space for the students to imagine and create; therefore, dialogues on these situational topics are hard to develop in depth and width. This problem can weaken their speaking English ability and also the speaking scores can be low. The writer uses storytelling in order to make teaching more exciting and help increasing the students’ involvement in learning process so that they can practice the language and develop their language skills.

B. Identification of the Problem

According to the background of the problem above, speaking skill can be reached by the students with practice. It is the most complex skill than three other skills because the speaker must take note of the important aspects in speaking. However, it is the most important in learning certain language because someone who can speak well, he master the language. Learning a language can be effective if it is used in real practice. By practicing speaking, the students can make a good communication. They can express their feeling and opinion to another person so that he knows what they talked. To improve students’ speaking ability they must
take part actively in the class by joining some speaking activities. There are many activities that they can participate well on them such as discussion, debate, storytelling, dramatization, and so on.

All activities above will be useful for the students to improve their speaking ability. The writer chooses storytelling activity to make students enjoy in practicing speaking. Storytelling is an interesting activity, because the students enjoy stories and they wax enthusiastic in retelling them. When the teacher tells the story, the students try to extend imagination, then they will tell it. The imagination can generate language. Therefore, storytelling can provide language development and increase students’ interest in ways of using language. This activity will influence speaking ability. The writer actually wants to know whether the storytelling has influence in improving speaking ability. She limits the research on storytelling as a technique to teach speaking skill in the classroom.

C. Statement of the Problem

To make clear the exactly problem that the writer is going to explain in this skripsi, she is formulated as follows:

- Is there significant influence upon students’ speaking ability before and after using storytelling in teaching speaking at the second grade of MTs At-Taqwa 02, Bekasi?

D. Method of Study

In order to find the answer of the above question, an experiment by teaching through storytelling will be done at MTs At-Taqwa 02, Bekasi. Pre-test will be given before the experiment and post-test after the experiment. Actually, the general purpose of experiment is “untuk meneliti pengaruh dari sebuah kondisi terhadap sebuah gejala.” The result of both scores are then calculated by using t-test formula to see whether the teaching technique by using storytelling has influence in improving students’ speaking ability or not.
E. Significance of Study

Hopefully, the study will give many advantages to the English teachers in implementing the teaching language skills especially speaking skill that uses storytelling as a useful activity to develop the students’ speaking ability. Therefore, they can develop their teaching skill continuously by using a good or appropriate way to advance our education in our country. It also can assist the students in learning one of language skills in an interesting way and they can be more creative in exploring new vocabulary to retell the story and to tell their opinion. Subsequently, the students can develop their ability to communicate in English.
CHAPTER II
THEORETICAL FRAMEWORK

A. Storytelling

1. Definition of Storytelling

Everyone who can speak can tell a story. Therefore, basically, people are storyteller. Whether they realize it or not, everyday they talk about their lives and they sometimes share the highlights of a film or movie or reminiscing about their good times. Donald N. McCloskey took an assertion by Peter Brooks (1985: 3), in his Reading for the Plot: ‘Our lives are ceaselessly intertwined with narrative, with the stories that we tell, all of which are reworked in that story of our own lives that we narrate to ourselves .... We are immersed in narrative.’ As the historian J. H. Hexter (1986: 8) put it, storytelling is ‘a sort of knowledge we can’t live without.’

Storytelling is so important especially for teacher to make the effort to be able to tell stories. Through storytelling teacher introduces the students to many kinds of literature. "Storytelling is one of the few kinds of talk done by the teacher that offers experiences with rich, complex, and vivid language. This is especially important in developing complexity of language and acquiring a wide
vocabulary." Storytelling provides language development and increase students' interest in ways of using language.

Storytelling that is used by the teacher in preschool and elementary school is primarily for enjoyment because children enjoy stories. Participating in those stories as audience gives pleasure to the children so that they are motivated to tell stories themselves. Therefore David A. Male suggested that:

The teacher should strive to develop some personal skill in the art because storytelling is one of the oldest and most famous arts. He can create a very special living relationship with his listener, drawing upon an ancient oral tradition, acquainting them new words, phrases, expressions, showing a sustained narrative line, illustrating the compelling attractiveness of good vocalisation and extending the imaginative experience of the listeners.3

From the definitions above, the writer concludes that storytelling is an activity of telling story that is done by storyteller to describe an event or sequences of events by using a language and particular skills in a relaxed and natural style of speech.

2. Selecting the Story

The teachers, as storytellers, have to take into account students' interest and make a selection of stories. Whereas the hardest part of storytelling is to select a story to tell. It is not because of shortage of material but because there are many stories to choose from. Yet, selection is the most interesting and rewarding exercise. In looking for story to tell, teachers will extend the knowledge and appreciation of literature of all kinds; discover a new and challenging ways.

No body questions how important the selection of stories is for successful storytelling. Teachers have to know which stories to be read and whether it will interest students to listen or not. Therefore, there are some factors that must be considered when selecting a story.

2 Carol J. Fisher and C. Ann Terry, Children's Language and the Language Arts. (New...
Selecting material for storytelling depends mainly on two factors: a story should have a relatively simple plot and sequence of events and clear characterization, and the overall style or effect of the story should suit the personality of the teller.4 According to Donna E. Norton, there are several characteristics of stories that are good for telling.5

a. The story should have a strong beginning, to bring your listener into the story quickly. It means that the story’s beginning should make the students an impression. Therefore, the teacher should note the opening of storytelling that should always give some indication of what the story is going to be about.

b. The story should have lots of action, so it is not monotonous. The listeners enjoy the development of an active plot because it holds their attention.

c. The story’s dialogue should appear natural. It is not exaggeration to say.

d. The story shouldn’t have many characters; usually three or four characters with one main character are enough, since both the teller and the listener may have difficulty distinguishing any more than that.

e. The story should have a definite climax that both of them can recognize. A convincing and satisfying closure usually use a “slow three”-“happily ever after”, “that’s the end of that”, and “they never saw him again”. You can do this by slowing down and adding emphasis.

f. The story should have a satisfactory conclusion. It should give a moral value and the conflict in the story should be solved, so the end of story is complete.

Besides, the teachers as storyteller should choose something suspenseful so that the listeners are curious to know the continuation of the story. They also should choose a story appropriate to the age and experience of the audiences, their needs and interests. They should consider the degree of difficulty of language and activities, and the most common requirement when adapting the story to tell is the shortening of a lengthy story to meet the limitations of the time.

3. The Steps to Prepare Storytelling

After the teacher has selected the story that s/he would like to tell, the actual process of preparing the story begins. The steps have to be followed by the teachers in order to provide successful experience for them. Quoting from Patti
Hubert, an experienced storyteller, Donna E. Norton explains that there are several things to consider as you prepare to tell a story:6

a. Read the story completely through about three times.
b. Try to list mentally the sequence of events. You are giving yourself a mental outline of the important happenings.
c. Go back and reread the story, taking notes of the events you didn’t remember.
d. Now go over the main events again and add the details you remember. Think about the meaning of the events and how to express that meaning, rather than trying to memorize the words in the story.
e. When you feel you know the story, tell the story to a mirror. This can be a real mirror, or an audio or video recorder or a friend-anything that helps you “see” how you’re doing.
f. After you have practiced two or three more times, the wording will improve, and you can try changing vocal pitch to differentiate characters. Remember, changing vocal pitch can hold the listener’s attention.
g. Try changing your posture or hand gestures to represent different characters. Gestures keep the eyes on you.
h. Don’t be afraid to use pauses to separate scenes.

On the other hand, quoting from Tooze (1959), Jalongo gives a brief of the aspects preparing to tell a story:7

a. Know the story and practice it until there is no chance of forgetting it.
b. Tell the story simply, directly, and sincerely, using your voice and body to maximum effect. The voice and body is the instrument, and it helps to use them well.
c. Trust the medium-words-and rich heritage of the oral tradition.
d. Pace your telling by changing the tempo when necessary and using pauses effectively.
e. Establish rapport with the listeners to make that story come alive for them. In this aspect, the listener need to be able to recreate in their imagination something of the time the narrative was taking place, they need information about the setting, and, where appropriate, other participants and they need to be able to understand the point of the narrative, why it is being told.8

Thus, when the teachers want to tell the story, they should understand it and use the voice and body well to keep the students’ attention, a brief notes or outline than memorize it, media that relate to the story appropriately, and pauses to

6 Donna E. Norton, The Effective Teaching..., p. 334
7 Mary Renck Jalongo, Early Childhood Language Arts, (Massachusetts: Allyn and Bacon, 1992), p. 146
separate the scene. They should make a good relation with the listeners so that they are brought into the story. The teacher tells stories at his best if he prepares not only his story but himself.

Those steps are very important for those who want to present a story in the class. Therefore, the teacher must be prepared to become totally involved, loving the story s/he is telling and passing on this enthusiasm in which is a key element in successful storytelling along with the message the story is expressing.

4. The Ways of Presenting a Story

According to Mary Renck Jalongo, there are two ways of telling a story that the teller can choose, that are the traditional storytelling and storytelling with props.9 Both of these ways are very useful for telling the story so that the effective storytelling can be made by using them well.

a. Traditional Storytelling

The traditional way is to use only voice and gesture to share a story. Quoting from Baker and Greene (1987), Jalongo explain that the storyteller uses nothing but verbal and nonverbal communication skills and nothing comes between the teller and the listener. Although traditional storytelling emphasizes its origins in oral language, beginning storytellers in our print-oriented society often begin with a published or recorded version of the stories they tell.

b. Storytelling with Props

This way is accompanied by various types of props such as real or representative objects that are used to introduce a character, underscore a key concept, build suspense, or surprise the listeners. “Props are a means of support in a physical way. The meaning and essence of the story can be supported in a physical way by materials and activities selected by the teacher and used judiciously in the narration.”10 When students know the story well and enjoy telling a favorite story, they might like to use some pictures or

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9 Mary Renck Jalongo, Early Childhood Language, 1996
10 Mary Renck Jalongo, Early Childhood Language, 1996
puppet figures to supplement their telling of the story. We can encourage them and help them be successful, but insisting on their doing it is probably counterproductive.

There are some additional storytellings with props that are using:

a) **Real Objects**
   
   Certain stories lend themselves to showing objects from the story. These can add the authenticity of the story and are one of the easiest ways of making the details of a story accessible to all students.\(^{11}\)

b) **Puppets**
   
   Puppets are especially useful for young learners. These can be used by the teacher when telling the story for the first time and in later lesson by the learners to produce short dialogues or when retelling the story.\(^{12}\)

c) **Pictures**
   
   A set of pictures for each story is an extremely useful props, along with a suitable place to display them either before the narration as a taster or after as a reminder. When using pictures make sure they are large enough for all the class to see and use afterwards, individually or in small groups. Scene from the story can be put on to a rectangular shape, but characters should be stuck on to card and then cut round to make them more realistic.\(^{13}\)

d) **Movable picture**
   
   There are many advantages in having movable pictures, especially in stories with repeating sequences. The effect is more dramatic if the scene can be gradually built up before the children’s eyes.\(^{14}\)

e) **Mask**
   
   These can be made by the students, using faces drawn on paper bags and then put over their heads; or faces cut out and mounted on a stick to hold in front of the face or attached to the head with elastic. These are useful for students to create their own dialogues, use for miming activities, retell the story or create new stories.\(^{15}\)

f) **Roll Stories**
   
   The roll story is also sequentially illustrated. The pictures are drawn on a large roll of paper, then unrolled as the story is told. The completed roll story is placed inside a box with an opening cut out like television screen. The roll should have dowels at either end so that it is easy to roll and unroll. Roll stories are also excellent culmination activities after you have

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\(^{12}\) Gail Ellis and Jean Brewster, *The Storytelling Handbook ...*, p. 70

\(^{13}\) Gail Ellis and Jean Brewster, *The Storytelling Handbook ...*, p. 70

\(^{14}\) Gail Ellis and Jean Brewster, *The Storytelling Handbook ...*, p. 70

\(^{15}\) Gail Ellis and Jean Brewster, *The Storytelling Handbook ...*, p. 70
read or told a story. The students can form groups to draw pictures, and retell the story with their own pictures.\textsuperscript{16}

g) Chalk Talks

It is fascinating to watch someone illustrate a story while he tells it. For example, a teacher invites a cartoonist to visit one of his classes. The cartoonist quickly sketches cartoon figures while telling a corresponding story. This is a highly motivating activity that led many students to try the technique with simple-figure stories. While you may not have this cartoonist’s rapid drawing ability, you might enjoy trying the activity with stick figure characters or simple shapes.\textsuperscript{17}

5. Procedures of Telling Story

There are a number of techniques that the storyteller can use when presenting a story to provide enjoyable and successful experience for the students. If they are unfamiliar with storytelling, begin with short sessions which do not demand too much from them and over-extend their concentration span. These are procedures of telling a story offered for the teachers to be a guide in their teaching:\textsuperscript{18}

a. Have the students sit on the floor or the chair around the teacher when s/he reads the story, make sure that everyone can see both her/his face and the illustrations in story. The teacher can do this by gathering students around her/him in a semicircle; this arrangement also makes it easier for them to hear her/his voice and to see any visuals s/he wishes to use.

b. Tell a story slowly and clearly to the students. Then, give them time to think, ask questions, look at the pictures, and make comments. However, do vary the pace of your voice when the story speeds up.

c. Make comments about the illustrations. When the storyteller says a word, point to the illustration at the same time. It is used to make students easy to understand and to know what the storyteller means.

d. Encourage the students to take part in the storytelling by repeating key vocabulary items and phrases. The teacher can invite them to do this by pausing and looking at them with a questioning expression.

e. Use gestures, mime, facial expressions, varied pace, and tone as simple and natural as the storyteller can be. It is also very important for the storyteller to adapt her/his voice to the different characters in order that s/he can convey the meaning and keep the students’ attention. So, the teacher has to be something of an actress, able to use her whole body but particularly eyes and voice to good effect.

\textsuperscript{16} Donna F. Norton, \textit{The Effective Teacher}, p. 220

\textsuperscript{17}
It is good for the teachers to use these procedures in order to improve their storytelling skills. They should make a seating arrangement in order that the students can hear their voice and see any visuals clearly, tell the story slowly and clearly, use the props effectively in order that the students can easily understand the story, give special attention to repeated phrases so that the students are brought into the story, and use whole body especially eyes to make eye contact with every student and voice to differentiate the characters.

Besides, the teachers can discuss the message or the moral value in the story. To add more, they can ask whether there are difficult words for the students and if they are needed, they must explain them. If they want to test the students’ comprehension of the story, they can tell them to retell the story in their own words or ask them to give an opinion about the story. By doing it students can focus more on the story.

When students enjoy hearing stories over and over again and read them entirely or part of them, so they hear English frequently. It makes the students familiar with English, learn to keep in mind sequences of ideas, helps them to be a good listener and the main point is able to speak in front of the audience. The teachers can also use the cassette to allow the students to listen to the story whenever they want and to reinforce the learning of slower students.

6. The Function and Purpose of Storytelling

When the students participate in the stories either as teller or audience, it will directly give pleasure to both. They can learn new skills when they enjoy telling the story. Therefore, Agustiyawati in her article about *Telling Story* remarked that, there are many functions of storytelling that will be acquired by the students.\(^{19}\) When the teacher tells the story, he tries to share it to students in order to stimulate memory through both visual and verbal imagination. It means that storytelling helps them to develop their thinking skills and it is also being used to stimulate the curiosity of students. To motivate the students in order that they
become interested in reading, teachers can use the telling of stories. Telling stories also helps the students build their vocabularies and develop listening skills. Besides, by telling stories teachers can teach them about narrative structures—beginning, sequencing, and ending in order that the students can recall events in proper sequences, teach new words that have meaning and many kinds of sentences, train to answer and ask questions, and learn ethics and morals. Teachers can also transfer culture when teaching by using stories.

Sometimes teachers think about how to be a professional storyteller who can spellbind the audiences. The first step in convincing their self is to remember that the goal is enjoyment, not competing with the nation’s leading performers. Telling story gives enjoyment for the student. Participating in those stories as audience gives pleasure to the children so that they are motivated to tell stories themselves.

B. Speaking

1. Definition of Speaking

Speaking, as a way of communication, is very important in our life because we, as social humans, have to use it in order that we can make a relation with the other people. Jo McDonough and Christopher Shaw defined that, “Speaking is desire and purpose-driven that may involve expressing ideas and opinions; expressing a wish or a desire to do something; negotiating and/or solving a particular problem; or establishing and maintaining social relationship and friendship.” While another linguist, Lynne Cameron gave a brief definition of speaking that is, “Speaking is the active use of language to express meanings so that other people can make sense of them.”

The important thing in speaking is practicing the language because practice makes us perfect. This skill is used by someone to communicate in daily life.
whether at school or outside the school. According to Rebecca, "Speaking is fundamentally an interactive task." It is done by two or more people that speak and try to understand one another in real time. It means that speaking needs speaker co-operation.

An awareness of the effects of the interactive can be of great benefit to students, both in terms of fluency and appropriacy and also to improve global listening skill.

Speaking is an active process and one which is difficult to dissociate from listening in many ways. So, "speaking is primarily an aural/oral process which takes place through the dimension of time in a strictly linear fashion, and cannot persist through time without a secondary recording apparatus, such as a tape recorder." It means that this process takes place in real time and allows very little time for the speaker to respond to the listener in their conversation and something that was talked by them cannot be taken back or altered except the speech is recorded if necessary.

In the process of speaking a speaker must not only consider the informational content of what he is saying (whether it is correct and relevant) but also tries to think how to express his own ideas appropriately and effectively so that he can attract the listeners' attention. Therefore, the speaker needs to find the most appropriate words and the correct grammar to convey meaning accurately and precisely, and needs to organize the discourse so that listeners will understand. In addition, he must change the position of tongue and jaw in order to articulate the appropriate sounds and be sensitive to any change in the "register" or style necessitated by the person(s) to whom he is speaking and the situation in which the conversation is taking place. To illustrate this, a student who wants to request permission from the teacher may use the words, "Could I finish my

drawing at home, sir?” and he may use informally to someone s/he knows fairly well, “Can I borrow your pen?”

From the definitions above, speaking can be defined as the process of sharing or giving information to the other person in order that they know something in our mind so that we can make a relation with them. Therefore, there is no gap between them in their meeting or their interaction.

2. Speaking Ability

Speaking ability is an important aspect in learning certain language. It gives a feeling of pleasure and sense of power if we always practice to speak in our daily life with calmness and fluency, so we can hold the attention of the listener. “Fluency is one of components in speech process; it is also used to describe the ability to communicate an intended message, or to affect the listener or interlocutor in the way that is intended by the speaker.”26 Therefore, the speech must be accurate and fluent enough to be coherent to the listeners so that it can attract their attention and they can get the point.

Many people assume that someone who can speak a language, s/he can master it. They may often form judgments about our language competence from our speaking rather than from any of the other language skills because speaking ability seems the most important. “The ability to speak a foreign language is without doubt the most highly prized language skill, and rightly so, because he who can speak language well can also understand it and can learn to read it with relative ease .... Also, the ability to speak a language will greatly expedite and facilitate learning to write it.”27 Students who learn a foreign language should hear any material many times so that they can try to reproduce it and write what they talked. When they have a good writing, automatically they can read their writing well.

---

“Spoken language is used in face to face conversation and is generally colloquial in form and style. It depends on social conventions and situational expectations. It can be formal, especially if used by a literate person and if the situation demands it.”

When we speak to someone whom we know extremely well and such familiarity does not need formal language. But when we attend a meeting or such a seminar, we must use formal language because the situation demands it.

The ability in speaking can be defined as the ability to express oneself intelligibly, accurately and without hesitation, which is used to assist developing the other language skills.

### 3. Kinds of Speaking Activity

Speaking is an oral communication. It is a process in which someone uses spoken words to express feelings, ideas, and information with another person. When students learn a language, they must practice speaking. In order that they can take part actively in the classroom, they should be provided with the opportunity to actively use the language that they know in meaningful activities that they feel motivated to talk about. The activities may be useful for students to improve their speaking ability as follows:

**a. Communication games**

Speaking activities based on games are often a useful way of giving students valuable practice. Game-based activities can involve practice of oral strategies such as describing, predicting, simplifying, asking for feedback, through activities such as filling in questionnaires and guessing unknown information.

Actually the students really like this activity because they can learn how to speak the language by using games. They don’t realize that the teacher asks them to practice the language itself because they really enjoy it. They do it voluntarily. Whereas, when the teacher asks them to practice a dialogue,
sometimes they feel shy. This activity makes them fun, so they don't feel bored.

b. Solving problem/ Information gap

Communicative purpose can be established in the classroom by means of the information gap. These activities are usually carried out in pairs or groups and often involve students in asking and answering questions. One partner has some information that the other does not. The aim is to find out what this is so as to complete a task.30

This activity demands the students to communicate with each other to find out the best solution of the problem or information that is contained in some questions, so they can solve the problem, know the answer of them and complete the task.

c. Retelling the story

Retelling a story in a foreign language is a very demanding task. The demands of retelling story after listening and understanding should not be underestimated: language needed at word, sentence and discourse levels must be found and produced. If students are to retell the story, they are asked to work at this level in production.31

The students need to be able to enter the imaginative world that the story creates. This means that they can understand enough about the characters and their lives to be able to empathise with them. So, they can produce sentences by retelling the story well because they can imagine what the story actually looks like.

d. Discussion

After hearing a story, each student should be given the opportunity to comment and to react to one another's comments. It can be done if the teacher discusses about the message or the moral value of the story. Then, he can find different opinions that are expressed by the students.
The discussion can give students the opportunity to respond to the story elements (plot, theme, characterization, setting, style), to relate the book to books by the same authors, by other authors or student authors, to relate the book to their life experiences (personal, others, social issues) or to evaluate (like or dislike, prove a point, clarify an idea) (Pierce, 1990).

e. Dramatization

It is an active situation with a lot of learning and experiencing. This involves students in learning lines for their role and can provide them with a memorable occasion to practice English. This activity involves a high amount of participation by the group, and is therefore aimed for smaller groups of individuals. The group should learn how they would act in a situation, or explore being characters in a situation and what is making them act the way they are in order that the drama appears natural.

f. Simulations/Role play

In simulations the individual participants speak and react as themselves, but the group role, situation and task they are given is an imaginary one. They usually work in small groups, with no audience.

In role play participants are given a situation plus problem or task, as in simulations; but they are also allotted individual roles. It is very often done in pairs; sometimes it involves interaction between five or six different roles.

In simulation the teacher tries to give the students a stimulus such as asking them about the story or showing them some pictures that relate to the story. It is done in order that they are not blank about what they will learn. When they know the task, the teacher begins to determine their roles. Then, they can begin to play the role in the classroom.

4. The Problems in Speaking Activities

There are some problems in speaking activities that has been found by Penny Ur. in her teaching, as follows:

32 Mary Renck Jalongo, *Early Childhood...,* p. 152
33 Gail Ellis and Jean Brewster, *The Storytelling Handbook...,* p. 49
a. Inhibition. Learners are often inhibited about trying to say things in foreign language in the classroom: worried about making mistakes, shy, and fear.

b. Nothing to say. Learners often complain that they can’t think of anything to say: in other word they can’t express themselves.

c. Low or uneven participation. Learners can’t participate well because they only get very little time to talk. It is caused by some learners to dominate, while others speak very little or not at all.

d. Mother-tongue use. When the learners share the same mother tongue, they may tend to use it because it is easier and doesn’t make them feel unnatural to speak to one another.

These problems usually happen to the students who do the speaking activities. He can’t participate well because afraid of making mistakes, afraid to be laughed at by others and don’t feel confident or sometimes they seem no ideas in their mind if they are asked to practice speaking.

5. The Aim of Speaking

When we speak to others, give him an information or tell him a joke, we believe that our speech have some purposes. The purposes are very important to be a guide in how we present our ideas. Ralph Waldo Emerson, an author, said that “Speech is power: speech is to persuade, to convert, to compel. It is to bring another out of his bad sense into your good sense.” By using speaking skill, many people can understand what we mean, so they can fulfill what we want.

Furthermore, the ancient Roman and Greek orators-Cicero, St. Augustine, and Aristotle-introduced three main purposes for speaking. They are still practiced by speakers today.

a. To inform. A speech that informs explains or clarifies information for the audience. In preparing an informative speech, the message should be clear, and the audience should understand the information.
b. To persuade. A speech that persuades intends to change the audience’s belief or opinion to your position or move them to action.

c. To entertain. A speech that entertains amuses the audience.

When we talk with another person, directly we want to share information about important things or something new that he should know or we want to affect him to support our opinion especially when we join the discussion or we want to tell him a joke.

Actually we don’t only achieve one aim but also these aims can be in one speech. Therefore, to achieve these aims the speaker should make a good communication in his/her daily life.

C. The Influence of Storytelling in Improving Speaking Ability

With the recent growth of English as an international language of communication, there is clearly a need for many students to speak and interact in a multiplicity of situation through the language. In other word, most students do not only want to know the language itself but also to know how to use it according the situation, purpose, and roles of them. Therefore, in order to do them easily, they must practice speaking in real practice.

Speaking is one of language skills that plays a large part in learning a language than the other three skills. The students should be able to express themselves in the target language, to cope with basic interactive skills like exchanging greeting and thank, and to express ‘his needs’; request information, service etc. in learning speaking. The teacher should also give the interesting activity that can make the students comfortable to practice speaking. Therefore, the students should be provided with the opportunity to actively use the language that they know in meaningful activities that they feel motivated to talk about. Unfortunately, the students in Mts At-Taqwa 02 have difficulty in mastering English. The teacher doesn’t use variety activities in teaching speaking so it makes students boring. The activity done most in the speaking classroom is to make dialogues according to the given situations or topics. Actually, these topics and situations provide little
situational topics are hard to develop in depth and width. This problem can weaken their speaking English ability and also the speaking scores can be low. The writer uses storytelling in order to make teaching more exciting and help increasing the students’ involvement in learning process so that they can practice the language and develop their language skills.

Storytelling is an activity of telling stories that can be used to transfer materials from the speaker to the listeners in relax and enjoyable atmosphere where at the same time it can stimulate listeners to tell their idea. Using storytelling in teaching speaking is useful activity to develop students’ speaking ability because stories are motivating and immensely interesting, can attract listeners and promote communication. Stories are also an enormous language treasure so they are regarded as the models of language and treasures of the culture, from which students at various language levels and age groups can find suitable stories to read and tell. The lively atmosphere and real life environment created by stories encourages the students to talk and discuss with each other, so the students can share and discuss about anything they ever read, or even the story that has happened to them.

As we know, stories play a significant role in students’ growth. Therefore, using storytelling can help the students in stimulating their imagination, contributing to comprehension, and appreciating literature. It also helps the students become more self-confident to express themselves spontaneously and creatively so that they can take part actively in the classroom. In other word, it helps increasing the students’ involvement in learning process and it directly helps in developing the students’ language ability especially speaking ability. Therefore, they can get a good score in learning speaking.
CHAPTER III
RESEARCH METHODOLOGY AND RESEARCH FINDINGS

A. Research Methodology

1. Objective of the Research

The objective of the research is to find out whether the storytelling activity has significant influence in improving students’ speaking ability and to find out the supporting data in this research. So, it’s great to help the educators and teaching agents in their efforts making creativity to know what extend the students’ participation in the class.

2. Place and Time

The field research of this study was held at MTs At-Taqwa 02 which is located on Jl. Kaliabang Bungur Utara No. 2 Pejuang Kecamatan Medan Satria Kota Bekasi. On January 21st, 2009, the writer asked permission to the headmaster and observed the school. Then, she conducted this research from January 28th up to February 11th, 2009.

3. Method of Research

In order to find the data in the field research, an experiment by teaching through storytelling was done at MTs At-Taqwa 02, Bekasi. The writer took the students’ score of pre-test and post-test. Pre-test was given before the experiment and post-test after the experiment. Then, in calculating the data she used t-test
formula to see whether the teaching technique by using storytelling has influence in improving students’ speaking ability or not.

In this research the writer measured speaking skill by using pre-test and post-test. Because the influence measure of storytelling in improving speaking ability is the improvement of students' speaking scores, so if students in taking post-test have significant score than pre-test, they make progress in learning speaking skill. It means using storytelling in teaching speaking gives good progress for many students.

4. Technique of Sample Taking

The total population of this research is all the students at the second grade of MTs At-Taqwa 02 that consist of two classes namely VIII.1 and VIII.2. There are 66 students from all of classes. The research was done in VIII.2. Therefore, the writer took 30 students as sample. Taking the sample is as representation of the entire objects. Actually the basic idea in sampling is (1) We seek information about whole of objects; (2) We examine some of them; and (3) We extend our findings to the entire objects.

5. Technique of Data Collecting

In doing this research the writer collected the data from library research and internet study to support the field research.

The library research was taken from some libraries. The writer looked for some theories and some referential books to support theoretical framework.

On internet the writer browsed and surveyed some articles that are mentioned as references.

The last, the field research was conducted by the writer. She directly got in touch with the students of MTs At-Taqwa 02, Bekasi. She gave an oral test that divided into pre-test and post-test.
6. Research Instrument

Based on the explanation above, the instrument used to get the data needed in the research followed:

a. Oral Test

The writer gave the students test in order to measure their speaking ability. The test was divided into pre-test and post-test. The writer gave pre-test in the first meeting and post-test in the last meeting. And to get the validity of the test result, the writer used scoring procedure of oral test by David P. Harris as follows:

<table>
<thead>
<tr>
<th>Score</th>
<th>Description of Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>(5)</td>
<td>Has few traces of foreign language</td>
</tr>
<tr>
<td>(4)</td>
<td>Always intelligible, though one is conscious of a definite accent</td>
</tr>
<tr>
<td>(3)</td>
<td>Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstand-</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pronunciation</th>
<th>Grammar</th>
<th>Vocabulary</th>
<th>Fluency</th>
<th>Comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Makes few (if any) noticeable errors of grammar or word order</td>
<td>Use of vocabulary and idioms is virtually that of a native speaker</td>
<td>Speech as fluent and effortless as that of a native speaker</td>
<td>Appears to understand everything without difficulty</td>
<td></td>
</tr>
<tr>
<td>Occasionally makes grammatical and/or word order errors which do not, however, obscure meaning</td>
<td>Sometimes uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies</td>
<td>Speed of speech seems to be slightly affected by language problems</td>
<td>Understands nearly everything at normal speed, although occasional repetition may be necessary</td>
<td></td>
</tr>
<tr>
<td>Makes frequent errors of grammar and word order which occasionally obscure</td>
<td>Frequently uses the wrong words; conversation somewhat limited because of inadequate</td>
<td>Speed and fluency are rather strongly affected by language problems</td>
<td>Understands most of what is said at slower-than-normal speed with repetitions</td>
<td></td>
</tr>
</tbody>
</table>
In order to case the computation the writer converts the small score of David P. Harris to the scale of 100 as follows:

<table>
<thead>
<tr>
<th>Score</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>95 - 100</td>
</tr>
<tr>
<td>4</td>
<td>85 - 94</td>
</tr>
<tr>
<td>3</td>
<td>75 - 84</td>
</tr>
<tr>
<td>2</td>
<td>65 - 74</td>
</tr>
<tr>
<td>1</td>
<td>Below 65</td>
</tr>
</tbody>
</table>

7. Technique of Data Analysis

After getting the data from pre-test and post-test, the writer analyzed the data by using comparative technique. She compared the pre-test and post-test score.

To calculate the score, the writer used t-test formula. It is done to measure the influence of storytelling in improving students’ speaking ability. Because the
so if students in taking post-test have significant score than pre-test, they make progress in learning speaking skill.

There were 30 students that analyzed the result of oral test by the writer. The components of oral test that rated consist of pronunciation, grammar, vocabulary, fluency, and comprehension. Therefore, in calculating the data the writer used t-test formula. The formula as follows:

\[ t_o = \frac{M_1 - M_2}{SE_{M_1-M_2}} \]

The procedure of calculation as follows:

1. Determining Mean of Variable X (Mean of pre-test) with formula:
   \[ M_1 = M' + i \frac{\left( \sum f x' \right)}{(N)} \]

2. Determining Mean of Variable Y (Mean of post-test) with formula:
   \[ M_2 = M' + i \frac{\left( \sum f y' \right)}{(N)} \]

3. Determining Standard Deviation of Variable X with formula:
   \[ SD_1 = i \sqrt{\frac{\sum fx^2}{N} - \left( \frac{\sum fx'}{(N)} \right)^2} \]

4. Determining Standard Deviation of Variable Y with formula:
   \[ SD_2 = i \sqrt{\frac{\sum fy^2}{N} - \left( \frac{\sum fy'}{(N)} \right)^2} \]

5. Determining Standard Error Mean of Variable X with formula:
   \[ SE_{M_1} = \frac{SD_1}{\sqrt{N-1}} \]

6. Determining Standard Error Mean of Variable Y with formula:
   \[ SE_{M_2} = \frac{SD_2}{\sqrt{N-1}} \]
7. Determining Standard Error from the differences between Mean of Variable X and Mean of Variable Y with formula:

$$SE_{M_1-M_2} = \sqrt{SE_{M_1}^2 + SE_{M_2}^2}$$

8. Hypothesis of Study

The writer’s hypotheses are:

**H₀**: There is no significant influence of storytelling technique in improving students’ speaking ability.

**H₁**: There is significant influence of storytelling technique in improving students’ speaking ability.

B. Research Finding

1. Description of Data

In this research the writer gave the students oral test to get the data needed. The test focused on five components of speech process that are pronunciation, grammar, vocabulary, fluency, and comprehension. Therefore, she used scoring procedure of oral test by David P. Harris to rate it.

The test was divided into pre-test and post-test. Pre-test was given before the experiment and post-test after the experiment. Therefore, the data consisted of students’ score of pre-test and post-test. (See in appendix)

2. Analysis of Data

To know the result calculation of pre-test and post-test form the data description above, the writer analyzed the score by using statistic calculation of t-test formula. She used the following calculation to examine the rightness or falseness of the writer’s hypothesis above. The calculation steps that is used as follows:

a. Determining the Distribution of Frequency Oral Test Score:
Table 3.2
Score of Oral Test

<table>
<thead>
<tr>
<th>Subject</th>
<th>Score</th>
<th>Pre-Test</th>
<th>Post-Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>64</td>
<td>77</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>67</td>
<td>67</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>84</td>
<td>83</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>78</td>
<td>84</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>73</td>
<td>83</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>82</td>
<td>73</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>74</td>
<td>80</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>65</td>
<td>65</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>71</td>
<td>70</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>69</td>
<td>69</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>68</td>
<td>72</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>73</td>
<td>77</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>65</td>
<td>67</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>72</td>
<td>76</td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>64</td>
<td>68</td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>69</td>
<td>70</td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>69</td>
<td>65</td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>76</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td>70</td>
<td>74</td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td>69</td>
<td>67</td>
<td></td>
</tr>
<tr>
<td>21.</td>
<td>64</td>
<td>69</td>
<td></td>
</tr>
<tr>
<td>22.</td>
<td>68</td>
<td>66</td>
<td></td>
</tr>
<tr>
<td>23.</td>
<td>77</td>
<td>66</td>
<td></td>
</tr>
<tr>
<td>24.</td>
<td>78</td>
<td>74</td>
<td></td>
</tr>
<tr>
<td>25.</td>
<td>69</td>
<td>74</td>
<td></td>
</tr>
<tr>
<td>26.</td>
<td>62</td>
<td>63</td>
<td></td>
</tr>
<tr>
<td>27.</td>
<td>72</td>
<td>72</td>
<td></td>
</tr>
<tr>
<td>28.</td>
<td>66</td>
<td>69</td>
<td></td>
</tr>
<tr>
<td>29.</td>
<td>80</td>
<td>85</td>
<td></td>
</tr>
<tr>
<td>30.</td>
<td>71</td>
<td>72</td>
<td></td>
</tr>
</tbody>
</table>

N = 30 2129 2172
Table 3.3
Distribution of Frequency from Pre-test

<table>
<thead>
<tr>
<th>Score (X)</th>
<th>f</th>
</tr>
</thead>
<tbody>
<tr>
<td>81 - 85</td>
<td>2</td>
</tr>
<tr>
<td>76 - 80</td>
<td>5</td>
</tr>
<tr>
<td>71 - 75</td>
<td>7</td>
</tr>
<tr>
<td>66 - 70</td>
<td>10</td>
</tr>
<tr>
<td>61 - 65</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>30</td>
</tr>
</tbody>
</table>

Table 3.4
Distribution of Frequency from Post-Test

<table>
<thead>
<tr>
<th>Score (Y)</th>
<th>f</th>
</tr>
</thead>
<tbody>
<tr>
<td>81 - 85</td>
<td>4</td>
</tr>
<tr>
<td>76 - 80</td>
<td>4</td>
</tr>
<tr>
<td>71 - 75</td>
<td>8</td>
</tr>
<tr>
<td>66 - 70</td>
<td>11</td>
</tr>
<tr>
<td>61 - 65</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>30</td>
</tr>
</tbody>
</table>

b. Determining Mean, Standard Deviation, and Standard Error from Mean of Variable X by using these calculation steps:

<table>
<thead>
<tr>
<th>Score</th>
<th>f</th>
<th>X</th>
<th>x'</th>
<th>fx'</th>
<th>fx'^2</th>
</tr>
</thead>
<tbody>
<tr>
<td>81 - 85</td>
<td>2</td>
<td>+2</td>
<td></td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>76 - 80</td>
<td>5</td>
<td>+1</td>
<td></td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>71 - 75</td>
<td>7</td>
<td>M'(73)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>66 - 70</td>
<td>10</td>
<td>-1</td>
<td>-10</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>61 - 65</td>
<td>6</td>
<td>-2</td>
<td>-12</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td></td>
<td>30 = N</td>
<td></td>
<td></td>
<td>-13 = Σfx'</td>
<td>47 = Σfx'^2</td>
</tr>
</tbody>
</table>

\[ M_1 = M' + \frac{\left( \sum fx' \right)}{N} \]

\[ = 73 + 5 \left( \frac{-13}{30} \right) \]

\[ = 73 + 5 \cdot (-0.43) \]

\[ = 73 + (-2.15) = 70.85 \]
2) \[ SD_1 = \sqrt{\frac{\sum fx^2}{N} - \frac{(\sum fx)^2}{(N)}} \]

\[ = 5 \sqrt{\frac{47}{30} \frac{(-13)^2}{30}} \]

\[ = 5 \sqrt{1,56 - (-0,43)^2} \]

\[ = 5 \sqrt{1,56 - 0,1849} \]

\[ = 5 \sqrt{1,3751} \]

\[ = 5 \times 1,17 = 5,85 \]

3) \[ SE_{M_1} = \frac{SD_1}{\sqrt{N-1}} \]

\[ = \frac{5,85}{\sqrt{30-1}} = \frac{5,85}{\sqrt{29}} \]

\[ = \frac{5,85}{5,385} = 1,086 \]

c. Determining Mean, Standard Deviation, and Standard Error from Mean of Variable Y by using these calculation steps:

<table>
<thead>
<tr>
<th>Score</th>
<th>f</th>
<th>Y</th>
<th>(y^*)</th>
<th>(f_{y^*})</th>
<th>(f_{y^*}^2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>81 - 85</td>
<td>4</td>
<td>+2</td>
<td>8</td>
<td>16</td>
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<tr>
<td>76 - 80</td>
<td>4</td>
<td>+1</td>
<td>4</td>
<td>4</td>
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<tr>
<td>71 - 75</td>
<td>8</td>
<td>(M'(73))</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>66 - 70</td>
<td>11</td>
<td>-1</td>
<td>-11</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>61 - 65</td>
<td>3</td>
<td>-2</td>
<td>-6</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>30 = N</td>
<td></td>
<td>-5 = (\sum f_{y^*})</td>
<td>43 = (\sum f_{y^*}^2)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2) $SD_y = i \sqrt{\frac{\sum f_y^2}{N} - \left(\frac{\sum f_y}{N}\right)^2}$

$= 5 \sqrt{\frac{43}{30} - \frac{(-5)^2}{30}}$

$= 5 \sqrt{1.43 - 0.0256}$

$= 5 \times 1.4044 = 7.022$

3) $SE_{M_1} = \frac{SD_1}{\sqrt{N-1}}$

$= \frac{7.022}{\sqrt{30-1}} = \frac{7.022}{\sqrt{29}}$

$= \frac{7.022}{5.385} = 1.304$

d. The next step is to determine Standard Error from the differences between
Mean of Variable X and Mean of Variable Y with formula:

$SE_{M_1-M_2} = \sqrt{SE_{M_1}^2 + SE_{M_2}^2}$

$= \sqrt{1.086^2 + 1.304^2}$

$= \sqrt{1.179396 + 1.700416}$

$= \sqrt{2.879812} = 1.69$

3. Test of Hypothesis and Interpretation of Data

The next step is to test the hypothesis by using formula:

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

$= \frac{70.85 - 72.2}{1.69} = \frac{-1.35}{1.69} = -0.79$

After the writer found the value of $t_o (-0.79)$, the last step is to interpret the
data. Anas Sudijono interprets the value of $t_o$ by using the value of $t_1$ as follows[^4]:
The writer proposed the statistic hypotheses of this “skripsi” that are:

a. Null Hypothesis (Ho): there is no significant influence of storytelling in improving students’ speaking ability.

b. Alternative Hypothesis (Ha): there is significant influence of storytelling in improving students’ speaking ability.

From the result of calculation, it is obtained that the value of \( t_o = -0.79 \). To find the value of \( t_r \), the writer determined the degree of freedom (df) by using formula: \((N - 1) = 30 - 1 = 29\). To know whether it is significant or not, we have to look at the \( t\)-table (see in Appendix). Determining \( t\)-table in level of significance 5% and 1% with df:

- In significance level of 5% = 2.04
- In significance level of 1% = 2.76

After comparing the value of \( t_o (-0.79) \) and the value of \( t_r (2.04 \text{ and } 2.76) \), the writer eventually drew an assumption as follows:

\[ 2.04 > -0.79 < 2.76 \]

According to the result of hypothesis, the value of \( t_o \) is smaller than \( t\)-table, so the null hypothesis is accepted and alternative hypothesis is rejected. It means that there is no significant influence of storytelling in improving students’ speaking ability. In other word, using storytelling technique in teaching speaking wasn’t able to improve speaking ability at second grade students of Mts At-Taqwa 02 Bekasi because the students in taking post-test did not have significant score than pre-test. Therefore, the influence of storytelling technique in improving students’ speaking ability did not bring significant differences.
CHAPTER IV
CONCLUSION AND SUGGESTION

A. Conclusion
Based on the result of oral test, the writer concludes that the students in taking post-test do not have significant score than pre-test. It is also supported by the data analysis and the test of hypothesis that shows the using of storytelling does not have significant influence in improving students’ speaking ability. The result of the research analysis shows the value of \( t_o \) (-0,79) is smaller than \( t-table \) (2,04 and 2,76). Therefore, the null hypothesis is accepted and alternative hypothesis is rejected. It means that teaching technique by using storytelling is not an effective way for the teachers to teach speaking skill because it does not give good progress for many students in learning speaking skill.

B. Suggestion
After conducting the research, the writer tries to make some suggestion based on good view of this research. This suggestion may give input for English teacher in teaching speaking by using storytelling technique.

First, in teaching speaking the teachers have to use a story that have simple and familiar vocabulary for the students and avoid using complicated words which are not frequently used. Second, using some props is also very important for the teacher because they can make students easy to understand the meaning and essence of the story. Props can be used to introduce a character, underscore a key concept, and surprise the listener. Third, the teachers have to use a method that can make the students active in the classroom so that they can know what extend their participation in the classroom. Finally, when adapting the story to tell, the most requirement of that is shortening of a lengthy story to meet the limitations of
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Huebener, Theodore, How to Teach Foreign Language Effectively, New York: University Press, 1960

Jalongo, Mary Renck, *Early Childhood Language Arts*, Massachusetts: Allyn and Bacon, 1992


## Score of Speaking Pre-test

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<thead>
<tr>
<th>Name</th>
<th>Pronun.</th>
<th>Grammar</th>
<th>Vocabulary</th>
<th>Fluency</th>
<th>Compre.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abdul Latif</td>
<td>(65) Very hard to understand. Frequently asked to repeat</td>
<td>(65) Hard to comprehend. Often rephrase sentence</td>
<td>(60) Vocabulary limitations so extreme.</td>
<td>(65) Usually hesitant</td>
<td>(65) Understand the speech slowly with frequent repetition</td>
</tr>
<tr>
<td>Alif Azis A.</td>
<td>(60) Speech is virtually unintelligible</td>
<td>(65) Hard to comprehend. Often rephrase sentence</td>
<td>(65) Misuse of words and very limited vocabulary</td>
<td>(70) Usually hesitant</td>
<td>(75) Understand at slower speed with repetition</td>
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<tr>
<td>Alinda Mishar L.</td>
<td>(80) Occasionally lead to misunderstanding</td>
<td>(80) Frequently makes grammatical errors</td>
<td>(90) Sometimes uses inappropriate words</td>
<td>(80) Speed is strongly affected by language problem</td>
<td>(90) Understand at normal speed</td>
</tr>
<tr>
<td>Amul Irfan Irsana</td>
<td>(75) Occasionally lead to misunderstanding</td>
<td>(75) Frequently makes grammatical errors</td>
<td>(80) Frequently uses the wrong words</td>
<td>(70) Usually hesitant</td>
<td>(90) Understand at normal speed</td>
</tr>
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<td>(65) Very hard to understand. Frequently asked to repeat</td>
<td>(75) Frequently makes grammatical errors</td>
<td>(70) Misuse of words and very limited vocabulary</td>
<td>(75) Speed is strongly affected by language problem</td>
<td>(80) Understand at slower speed with repetition</td>
</tr>
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<td>(85) Sometimes uses inappropriate words</td>
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<td>Comprehend</td>
<td>Misuse of Words and Vocabulary</td>
<td>Speech Halting and Fragmentary</td>
<td>Speech Halted and Fragmentary</td>
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<td>Misuse of words and very limited vocabulary</td>
<td>Speech is so halting and fragmentary</td>
<td>Understand the speech slowly with frequent repetition</td>
</tr>
<tr>
<td>Eliska Vidya Putri</td>
<td>Speech is virtually unintelligible</td>
<td>Hard to comprehend.</td>
<td>Frequently uses the wrong words</td>
<td>Speech is so halting and fragmentary</td>
<td>Understand at normal speed</td>
</tr>
<tr>
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<td>Very hard to understand.</td>
<td>Hard to comprehend.</td>
<td>Misuse of words and very limited vocabulary</td>
<td>Usually hesitant</td>
<td>Understand the speech slowly with frequent repetition</td>
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<tr>
<td>Intan Ikhrani</td>
<td>Very hard to understand.</td>
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<td>Misuse of words and very limited vocabulary</td>
<td>Usually hesitant</td>
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<td>Irma Novia</td>
<td>Occasionally lead to misunderstanding</td>
<td>Frequently makes grammatical errors</td>
<td>Misuse of words and very limited vocabulary</td>
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<td>Understand the speech slowly with frequent repetition</td>
</tr>
<tr>
<td>Ivnu Yulambau</td>
<td>Speech is virtually unintelligible</td>
<td>Hard to comprehend.</td>
<td>Misuse of words and very limited vocabulary</td>
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<tr>
<td>Lia Akliyah</td>
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<td>Understand at slower speed with repetition</td>
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<td>Frequently makes grammatical errors</td>
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<td>Frequently makes grammatical errors</td>
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<td>Understand at slower speed with frequent repetition</td>
</tr>
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<td>Meryln Raflisia</td>
<td>Occasionally lead to misunderstanding</td>
<td>Hard to comprehend. Often rephrase sentence</td>
<td>Misuse of words and very limited vocabulary</td>
<td>Speed is strongly affected by language problem</td>
<td>Understand the speech slowly with frequent repetition</td>
</tr>
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<td>Nanang Imron</td>
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<td>Understand the speech slowly with frequent repetition</td>
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<tr>
<td>Nourinta Ayu R. P.</td>
<td>Very hard to understand.</td>
<td>Frequently asked to repeat</td>
<td>Errors in grammar so severe</td>
<td>Usually hesitant</td>
<td>Cannot understand even simple conversation</td>
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<td>Understand the speech slowly with frequent repetition</td>
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<td>Nurul Ilmi</td>
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<td>Frequently uses the wrong words</td>
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<td>M. Zeni Fadillah</td>
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<td>(60) Vocabulary limitations so extreme</td>
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<td>(70) Understand the speech slowly with frequent repetition</td>
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<td>Malik Abd. Azis</td>
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<td></td>
<td></td>
<td></td>
<td>Understand at slower speed with repetition</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Kepada Yth,
Bapak Kepala Jurusan Bahasa Inggris
Fakultas Tarbiyah dan Keguruan
Di
Tempat

Assamu‘alaikum Wr. Wb.

Segala puji bagi Allah SWT (Tuhan semesta alam), shalawat dan salam semoga tercurah selalu kepada Nabi Muhammad SAW. Doa dan harapan semoga bapak beserta staf senantiasa selalu sukses dalam menjalankan aktifitas sehari-hari.

Selanjutnya saya yang bertanda tangan dibawah ini:
Nama : Sulimah
NIM : 103014027020
Jurusan : Pendidikan Bahasa Inggris
Semester : VIII-B

Dengan ini saya mengajukan judul skripsi yang berjudul:
“The Influence of Storytelling in Improving Students' Speaking Ability”
(Case Study at fourth level of Intensive English Course (IEC) Ciputat)
Sebagai bahan pertimbangan saya lampirkan bersama ini:
1. Outline
2. Absraksi
3. Daftar Pustaka sementara

Billahit taufiq wal hidayah
Wassalamu‘alaikum Wr. Wb.

Jakarta, 24 Feb 2008

Menyetujui,
Ketua Jurusan

Drs. Nasrun Mahmud M.Pd.
NIP. 150040070

Pemohon

Sulimah
NIM. 103014027020
Kepada Yth.
Dr. Atiq Susilo, M. A
Pembimbing Skripsi
Fakultas Ilmu Tarbiyah dan Keguruan
UIN Syarif Hidayatullah
Jakarta.

Assalamu 'alaikum wr. wb.

Dengan ini diharapkan kesediaan Saudara untuk menjadi Pembimbing I/II (materi/teknis) penulisan skripsi mahasiswa:

Nama : Sulimah
NIM : 103014027020
Jurusan : Pendidikan Bahasa Inggris
Semester : VII (Delapan) B
Judul Skripsi : The influence of storytelling in improving student’s speaking ability.


Bimbingan skripsi ini diharapkan selesai dalam waktu 6 (enam) bulan, dan dapat diperpanjang selama 6 bulan berikutnya tanpa surat perpanjangan.

Atas perhatian dan kerja sama Saudara, kami ucapkan terima kasih.

Wassalamu 'alaikum wr. wb.
a.n. Dekan

Ketua Jurusan Bahasa Inggris,

Tembusan:
1. Dekan FITK
2. Pudek Bidang Akademik
3. Mahasiswa YRS
Kepada Yth:
Kepala MTS At – Takwa
Di
Tempat

Assalamu’alaikum wr. wb.

Dengan hormat kami sampaikan  Bahwa,

Nama : Sulimah
NIM : 103014027020
Jurusan : Pendidikan Bahasa Inggris
Semester : VIII (Delapan) B
Judul Skripsi : The influence of storytelling in Improving student’s speaking ability.

adalah benar mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan UIN Jakarta yang sedang menyusun skripsi, dan akan mengadakan penelitian di instansi/ sekolah yang Saudara pimpin. Untuk itu kami mohon Saudara dapat mengizinkan mahasiswa tersebut melaksanakan penelitian dimaksud.

Atas perhatian dan bantuan Saudara, kami ucapkan terima kasih.

Wassalamu’alaikum wr. wb.

An. Dekan
Kabag Tata Usaha
Ub. Kasubbag Akademik & Kemah.

Drs. Rasi‘in
NIP. 150 264 332

Tambahkan:
1. Dekan FITK
2. Ketua Jurusan ybs.
SURAT IZIN PENELITIAN

No. 001 /MTs.A.2/S.2/I/2009

Yang bertanda tangan di bawah ini Kepala Madrasah Tsanawiyah Attaqwa 02
Kaliabang Bungur Medan Satria Kota Bekasi, memberi izin kepada:

Nama : SULIMAH
NIM : 103014027020
Fakultas : Tarbiyah dan Pendidikan
Jurusan : Pendidikan Bahasa Inggris

Untuk mengadakan penelitian di MTs. Attaqwa 02 dalam rangka menyusun skripsi.

Demikian surat keterangan ini diberikan untuk dipergunakan seprlunya dan kepada yang berkepentingan harap maklum.

Bekasi, 10 Januari 2009

Kepala Sekolah,

[Signature]

BAYDILLAH KHOIR,M.Pd.I
YAYASAN ATTAQWA CABANG PEJUANG

MADRASAH TSANAWIYAH ATTAQWA 02

Jl. Kaliabang Bungur Utara No. 2 Pejuang Kec. Medan Satria Kota Bekasi Telp. 88970070

SURAT KETERANGAN

No. 004 /MTs.A.2/S.2/II/2009

Yang bertanda tangan di bawah ini Kepala Madrasah Tsanawiyah Attaqwa 02 Kaliabang Bungur Medan Satria Kota Bekasi, menerangkan dengan sebenarnya bahwa:

Nama: SULIMAH
NIM: 103014027020
Fakultas: Tarbiyah dan Pendidikan
Jurusan: Pendidikan Bahsa Inggris

Nama tersebut di atas telah melaksanakan penelitian di Madrasah Tsanawiyah Attaqwa 02, mulai tanggal 21 Januari 2009 sampai dengan 11 Februari 2009.

Demikian surat keterangan ini diberikan untuk dipergunakan seperlunya dan kepada yang berkepentingan harap maklum.

Bekasi, 11 Februari 2009

Kepala Sekolah,

Drs. H. UBAYDILLAH KHOIR, M.Pd.I
PROFIL MTs. ATTAQWA 02

1. Nama Sekolah : MTs. ATTAQWA 02
2. NSlv! : 21.2.32.76.008
4. Status : Swasta
5. Kecamatan : Medan Satria
6. Kota : Bekasi
7. Provinsi : Jawa Barat
8. Keadaan Siswa

<table>
<thead>
<tr>
<th>Kelas 7</th>
<th>Kelas 8</th>
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<tr>
<td>L</td>
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9. Keadaan Guru/ Pegawai

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10. Sarana

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11. Prasarana

A. Buku

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<td>8</td>
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<td>Set</td>
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12. Prestasi

A. Hasil NEM

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<tr>
<th>Tahun</th>
<th>Mat</th>
<th>B. Ind</th>
<th>IPA</th>
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B. Nilai Rata – rata Kelas

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<td>8</td>
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<td>9</td>
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13. Kondisi Orang Tua siswa

A. Latar Belakang Status Orang Tua

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<th>Pensiunan</th>
<th>Karyawan</th>
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<th>Petani</th>
<th>Buruh</th>
<th>Lain</th>
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<tr>
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<td>%</td>
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</table>
C. Kondisi Pendapatan Orang Tua

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<th>&gt; 500.000</th>
<th>&gt; 1 juta</th>
<th>&gt; 2 juta</th>
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</thead>
<tbody>
<tr>
<td>133</td>
<td>48</td>
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<td>2</td>
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</table>

14. Angka Transisi Kelulusan

<table>
<thead>
<tr>
<th>No</th>
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<th>L</th>
<th>D</th>
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Bekasi, 10 Nopember 2008
Kepala MTs. Attaqwa 02,

Drs. H. Ubaydillah Khoir, M.Pd.I
<table>
<thead>
<tr>
<th>VISI</th>
<th>Berprestasi dan Berakhklakul Karimah</th>
</tr>
</thead>
<tbody>
<tr>
<td>MISI</td>
<td>Melaksanakan Proses Belajar Mengajar secara efektif untuk memiliki keunggulan dalam bidang ilmu pengetahuan dan meningkatkan kegiatan amaliah islamiah.</td>
</tr>
</tbody>
</table>
| TUJUAN    | a. Mendidik para siswa untuk menjadi manusia yang bertaqwa, berakhlaq mulia sebagai muslim yang menghayati dan mengamalkan ajarannya.  
            b. Memberi bekal kemampuan yang diperlukan bagi siswa yang akan melanjtkan kejenjang yang lebih tinggi.  
            c. Memberi bekal keterampilan pada siswa untuk memasuki kehidupan bermasyarakat. |
RENCANA PELAKSANAAN PEMBELAJARAN

SMP/MTs : MTs At-Taqwa
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : VIII/ 2

Standar Kompetensi : Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk narrative untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar : Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk narrative.

Indikator : Melakukan monolog pendek sederhana dalam bentuk narrative.

Jenis Teks : Teks Narrative
Tema : Stories
Aspek/ Skill : Berbicara
Alokasi Waktu : 2 x 40 menit

1. Tujuan Pembelajaran
   a. Siswa dapat mengucapkan setiap kata dengan benar.
   b. Siswa dapat memahami sebuah cerita.
   c. Siswa dapat menceritakan kembali sebuah cerita.

2. Materi Pembelajaran
   a. Teks berbentuk narrative tentang fairy tale.
   b. Kosakata terkait tema/ jenis teks:
      - Verb : died, said, left, lived, stayed, asked
      - To be : was, were
      - Noun : king, queen, cottage, prince, dwarfs, apple
   c. Ungkapan:
      . Once upon a time..., One day..., But then ..., lived happily ever after

3. Metode Pembelajaran/ Teknik : Individual Work
4. Langkah-langkah Kegiatan

a. Kegiatan Pendahuluan
   - Salam dan tegur sapa
   - Guru mengabsen siswa
   - Memotivasi siswa agar fokus pada materi

b. Kegiatan Inti
   - Guru meminta siswa untuk memahami gambar-gambar yang berhubungan dengan materi.
   - Guru menceritakan sebuah cerita yang berhubungan dengan gambar.
   - Guru melatih pengucapan siswa.
   - Guru meminta siswa untuk membaca dan memahami kembali cerita tersebut.
   - Untuk mengetahui seberapa jauh siswa memahami cerita tersebut, guru memberikan pertanyaan secara lisan.
   - Guru meminta siswa menceritakan kembali cerita tersebut.

c. Kegiatan Penutup
   - Guru menyimpulkan materi yang telah dipelajari.
   - Guru memberikan kesempatan kepada siswa untuk mengungkapkan kesulitan-kesulitan yang dialami selama proses pembelajaran.
   - Guru memberikan kegiatan tindak lanjut berupa tugas/pekerjaan rumah.

5. Sumber dan Media Pembelajaran
   a. Pedoman Pengembangan Silabus Mata Pelajaran Bahasa Inggris SMP
   b. Buku Cerita: Snow White and the Seven Dwarfs, 2002: Parragon Books Ltd
   c. Gambar
   d. Handout

6. Penilaian
   a. Teknik : Tes Lisan
   b. Bentuk : Pertanyaan Lisan dan Performance
Listen to the story carefully and retell the story in front of the class using your own words.

Snow White and the Seven Dwarfs

Once upon a time there was a king and a queen. They had a beautiful baby girl. The king and queen called her Snow White.

The queen died soon after Snow White was born. The king was sad and lonely. But, one year later, the king married again.

The new queen was very beautiful. She liked to look at herself in a mirror. The queen had one special mirror. It was magic. Every day she looked into the magic mirror and said, “Mirror, mirror on the wall, who is the fairest of them all?” And the mirror would answer, “You are the fairest.”

One day, the queen looked into the mirror and said, “Mirror, mirror on the wall, who is the fairest of them all?” And the mirror said, “You were the fairest, shining bright. But now the fairest is Snow White.” The queen was very angry. She called for a servant. “Take Snow White into the forest and kill her,” said the queen.

The servant took Snow White into the forest. “I don’t want to kill you. Run away, please,” he said. And he walked away. “Please don’t leave me,” said Snow White. He left her near a cottage.

Snow White walked to the cottage. She knocked at the door. There was no answer, so she went in. She saw seven little chairs around a little table. Then she saw seven little beds. Snow White was very tired. She lay down on one of the beds.

Seven little dwarfs lived in the cottage. Every day they went into the hills to dig for gold.

That night, they came back to the cottage. They found Snow White fast asleep. When she woke up, she told them her story. “You can stay with us,” said the dwarfs.

The next day the seven dwarfs went into the hills to dig for gold. Snow White stayed at the cottage. “Do not let anyone in,” the dwarfs said to Snow White.

Back at the palace, the queen looked into her magic mirror and said, “Mirror, mirror on the wall, who is the fairest of them all?” And the mirror said, “You were the fairest, shining bright. But now the fairest is Snow White.” The queen was very angry. She put some poison in an apple. She dressed up as an old woman and went to the cottage.

Snow White opened the door and saw the old woman. “Would you like an apple?” the old woman asked. “Yes, please,” said Snow White. She took one bite and fell to the ground. When the seven dwarfs came home, they could not wake Snow White. They were very sad.

The dwarfs put Snow White in a glass box. A prince came riding by. He saw Snow White. “What a beautiful girl,” he said. The prince opened the glass box. He kissed Snow White. The kiss woke her up. She saw the prince and fell in love with him. “Will you marry me?” asked the prince. “Yes!” said Snow White.
One day the queen looked in her magic mirror and the mirror said, “You were the fairest, shining bright. But now much fairer is Snow White.” The queen was so angry that she disappeared.

Snow White and the prince got married and lived happily ever after.

MEDIA TERLAMPIR

Bekasi, 28 Januari 2009
Snow White is the fairest.
I don’t want to kill you.

Please don’t kill me!
Do not let anyone in.

Who is the fairest?
Will you marry me?

Yes!
RENCANA PELAKSANAAN PEMBELAJARAN

SMP/MTs : MTs At-Taqwa
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : VIII/2
Standar Kompetensi : Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk narrative untuk berinteraksi dengan lingkungan sekitar
Kompetensi Dasar : Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk narrative.
Indikator : Melakukan monolog pendek sederhana dalam bentuk narrative.
Jenis Teks : Teks Narrative
Tema : Flora and Fauna
Aspek/ Skill : Berbicara
Alokasi Waktu : 2 x 40 menit

1. Tujuan Pembelajaran
   Pada akhir pembelajaran siswa dapat:
   - bercerita tentang kegiatan sehari-hari
   - berdialog sesuai dengan materi yang diberikan
   - menggunakan ungkapan-ungkapan yang biasa dipakai dalam bercerita

2. Materi Pembelajaran
   a. Percakapan-percakapan singkat memuat ungkapan-ungkapan berikut:
      - Listen carefully. - After that, …
      - But then, … - Finally, …
      - Then, …
   b. Kosakata terkait tema/ jenis teks:
      - Verb : ran, forgot, heard, lost, guided
      - To be : was, were
3. Metode Pembelajaran/ Teknik : Individual and Pair Work

4. Langkah-langkah Kegiatan
   a. Kegiatan Pendahuluan
      • Salam dan tegur sapa
      • Guru mengabsen siswa
      • Mengingat kembali materi yang lalu
   b. Kegiatan Inti
      • Guru menanyakan sekilas seputar cerita yang mereka sukai.
      • Guru memberikan sebuah cerita yang dikemas ke dalam sebuah dialog dan meminta siswa untuk memahaminya.
      • Untuk mengetahui pemahaman para siswa, guru memberikan pertanyaan secara lisan. Kemudian siswa menebak kelanjutan dari cerita tersebut.
      • Guru memberikan hand out yang berisikan kelanjutan cerita tersebut.
      • Guru menjelaskan tentang ungkapan-ungkapan yang sering dipakai dalam bercerita.
      • Siswa mempresentasikan cerita yang dikemas ke dalam sebuah dialog tersebut secara berpasangan.
   c. Kegiatan Penutup
      • Guru menyimpulkan materi yang telah dipelajari.
      • Guru memberikan kesempatan kepada siswa untuk mengungkapkan kesulitan-kesulitan yang dialami selama proses pembelajaran.

5. Sumber dan Media Pembelajaran
   a. Pedoman Pengembangan Silabus Mata Pelajaran Bahasa Inggris SMP
   b. Competence-Based English: Developing Competencies in English for Grade VIII SMP; Penerbit Grafindo Media Pratama, 2005
   c. Contextual English: Developing Competencies in English Use for Grade VIII SMP; Penerbit Grafindo Media Pratama, 2007
   d. Gambar
      Hand Out
I. Read the following dialogue and practice it with your friend.

Danny : My sister let me read her new story last night.

She’s so good at writing stories.

Laras : Yes, I know she’s good at it. I’ve read some myself. I want to hear the story. Please, tell me the story.

Danny : Sure. Listen carefully, then. One afternoon, two little kittens were playing outside Sandra’s house. They were running around the garden at first.

Laras : (Listening...)

Danny : But then, they ran outside the garden. They ran and ran, until they realized that they were now deep in the woods.

Laras : And then?

Danny : Then, they started to get scared. The trees were tall. So the sunshine was difficult to see. It was dark in the woods.

Laras : Oh no...

Danny : They forgot the way home. They walked close to each other. They tried to find the way out. Suddenly, they heard something.

Laras : Then, what happened? What did they hear?

Danny : Ah, I think I finish the story here for the moment.

Laras : Oh, come on, Danny! Don’t do that. Just finish the story, please.

Danny : Don’t worry. I just need to get a drink.

Laras : Make it fast, then. The ending is important.

Danny : Okay... okay. Wait here.

Answer the questions orally based on the dialog above.

1. Does Danny finish the story? Why?
3. What do you think will happen next in the story?

Now, continue reading the dialogue.

Danny was back from the kitchen.

Laras : Continue the story, now. Hurry!

Danny : Haha... absolutely, you are so impatient!

Laras : Sit down and continue the story, please.

Danny : OK. When they suddenly heard something, they tried to find where the sound came from. The sound was from a mango tree. It was a bird, a black bird.

Laras : Oh thank God. Mm... but was the bird nice?

Danny : Yes, the bird said ‘hi’ to them. After that, the kittens told the bird that they were lost.

Laras : Did the bird know the way out of the woods?

Danny : Yes, the bird flew above them. The bird guided the kittens to get back Sarah’s garden.

Laras : Oh...

Danny : Finally, the kittens saw Sarah’s house from far. They jumped around. They thanked the bird for helping them.

Laras : Wow, what an interesting story!

II. USE YOUR EXPRESSIONS

Telling a Story

In the beginning

- Listen to me.
- Listen carefully.
- Listen everyone.
- First, ...
- One day, ...
- Once upon a time, ...
In the middle
- Then, ...
- After that, ...
- So, ...
- But then, ...

In the end
- Finally, ...
- That’s it.
- That’s the end of the story.
- That’s all.
- The end.

MEDIA TERLAMPIR

Bekasi, 4 Februari 2009
RENCANA PELAKSANAAN PEMBELAJARAN

SMP/MTs : MTs At-Taqwa
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : VIII/2

Standar Kompetensi : Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk narrative untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar : Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk narrative.

Indikator : Melakukan monolog pendek sederhana dalam bentuk narrative.

Jenis Teks : Teks Narrative
Tema : Friendship
Aspek/ Skill : Berbicara
Alokasi Waktu : 2 x 40 menit

1. Tujuan Pembelajaran
   a. Siswa dapat mengetahui urutan kejadian dalam sebuah cerita.
   b. Siswa dapat mengungkapkan secara lisan teks narrative.
   c. Siswa dapat memahami dan menjawab pertanyaan dari sebuah cerita.

2. Materi Pembelajaran
   a. Teks berbentuk narrative tentang fable.
   b. Kosakata terkait tema/ jenis teks:
      - Verb : played, ran, jumped, flew, dropped
      - To be : were
      - Noun : wood, see-saw, nut, squirrel, ears
   c. Ungkapan:
3. Metode Pembelajaran/ Teknik : Individual and Group Work

4. Langkah-langkah Kegiatan
   a. Kegiatan Pendahuluan
      • Salam dan tegur sapa
      • Guru mengabsen siswa
      • Memotivasi siswa agar fokus pada materi
   b. Kegiatan Inti
      • Guru menanyakan sekilas tentang fable yang mereka sukai.
      • Siswa berhitung 1-5, siswa membentuk 6 kelompok.
      Siswa yang mendapat no.1 berkumpul menjadi satu kelompok. Begitu pula siswa yang mendapat no.2 s/d 5.
      • Guru membagikan Strip Story.
      • Guru meminta siswa untuk memahami sebuah cerita. Kemudian, siswa menyusun cerita tersebut sesuai dengan urutan kejadiannya.
      • Masing-masing siswa dalam kelompok melaporkan hasilnya (menceritakan kembali) secara lisan sesuai dengan urutan kejadiannya.
      • Siswa mengumpulkan jawabannya.
   c. Kegiatan Penutup
      • Guru menyimpulkan materi yang telah dipelajari.
      • Guru memberikan kesempatan kepada siswa untuk mengungkapkan kesulitan-kesulitan yang dialami selama proses pembelajaran.
      • Guru memberikan kegiatan tindak lanjut berupa tugas/ pekerjaan rumah.

5. Sumber dan Media Pembelajaran
   a. Pedoman Pengembangan Silabus Mata Pelajaran Bahasa Inggris SMP
   b. Contextual English: Developing Competencies in English Use for Grade VIII SMP; Penerbit Grafindo Media Pratama, 2007
   c. Hand Out
6. **Penilaian**

   a. Teknik : Tes Lisan
   b. Bentuk : Strip Story dan Performance
   c. Instrumen :

**Arrange the following paragraphs into a good story and retell the story in front of the class.**

1. The next day, when they were playing see-saw, they saw a squirrel walking towards their house. “Hmm… give me a nut,” whispered Dale.
2. “Let’s pretend to go out to play tomorrow,” suggested Chip, “but always watch our nuts.”
3. One day, when the sun shone brightly, Chip and Dale found a piece of wood. They got an idea of making a see-saw with it.
4. Chip gave a nut to Dale. Then he put the nut on one end of the see-saw. When the squirrel went to steal some nuts, Chip and Dale jumped together on the other end of the see-saw. The nut flew through the air and dropped down right between the ears of the squirrel who ran with scare.
5. All afternoon, Chip and Dale played see-saw cheerfully. But when they came home they found that some of their nuts were gone. They were very angry.

Bekasi, 4 Februari 2009
# RENCANA PELAKSANAAN PEMBELAJARAN

**SMP/MTs**: MTs At-Taqwa  
**Mata Pelajaran**: Bahasa Inggris  
**Kelas/ Semester**: VIII/2  
**Standar Kompetensi**: Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk narrative untuk berinteraksi dengan lingkungan sekitar  
**Kompetensi Dasar**: Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk narrative.  
**Indikator**: Melakukan monolog pendek sederhana dalam bentuk narrative.  
**Jenis Teks**: Teks Narrative  
**Tema**: Stories  
**Aspek/ Skill**: Berbicara  
**Alokasi Waktu**: 2 x 40 menit

### 1. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

a. membuat sebuah cerita  
b. mengetahui urutan kejadian dalam sebuah cerita  
c. mengungkapkan secara lisan teks narrative

### 2. Materi Pembelajaran

a. Teks berbentuk narrative tentang fable.  
b. Kosakata terkait tema/ jenis teks:
   - **Verb**: found, flew, opened, dropped, ate  
   - **To be**: are, was  
   - **Noun**: crow, cheese, mouth, fox, feathers  
c. Ungkapan:
   - Once upon a time ...
3. Metode Pembelajaran/ Teknik : Group Work

4. Langkah-langkah Kegiatan
   a. Kegiatan Pendahuluan
      • Salam dan tegur sapa
      • Guru mengabsen siswa
      • Memotivasi siswa agar fokus pada materi
   b. Kegiatan Inti
      • Membahas secara bersama-sama tugas minggu lalu.
      • Siswa membentuk kelompok yang terdiri dari 4 orang.
      • Guru menceritakan sebuah fable.
      • Siswa menyusun urutan gambar yang diacak dan membuat kalimat dari setiap gambar tersebut sesuai dengan urutan kejadian dari cerita yang disampaikan oleh guru.
      • Setiap siswa dalam setiap kelompok melaporkan hasil kerja mereka dengan cara menceritakan urutan cerita tersebut.
      • Membahas secara bersama-sama tugas siswa dengan cara guru mengulang kembali cerita tersebut.
   c. Kegiatan Penutup
      • Guru menyimpulkan materi yang telah dipelajari.
      • Guru memberikan kesempatan kepada siswa untuk mengungkapkan kesulitan-kesulitan yang dialami selama proses pembelajaran.

5. Sumber dan Media Pembelajaran
   a. Pedoman Pengembangan Silabus Mata Pelajaran Bahasa Inggris SMP
   b. Cooperative Learning
   c. Gambar
   d. Hand Out

6. Penilaian
   a. Teknik : Tes Tulis dan Lisan
   b. Bentuk : Mengarang secara Lisan dan Tertulis
Look at the picture. Put them in correct order.

THE FOX AND THE CROW

Write a story based on the pictures you have just put in correct order. Use your dictionary if necessary.

Sample Story

THE FOX AND THE CROW
Once upon a time there was a crow who found a large piece of tasty cheese. She quickly put it in her mouth and flew up into a tree. A hungry fox walked under the tree and suddenly saw the crow and the cheese. He carefully planned what to say. “O Crow,” he said, “You are a really fine bird! What beautiful feathers and eyes you have! It is too bad that you cannot sing.”

The crow was very happy to hear such nice things about her. She was even happier that she could show the fox that she could also sing beautifully. But as she opened her mouth to sing, the cheese dropped to the ground in front of the fox. The fox quickly ate the cheese with great enjoyment.

MORAL: He who listens to flattery forgets everything else. 
Do not trust flatterers!