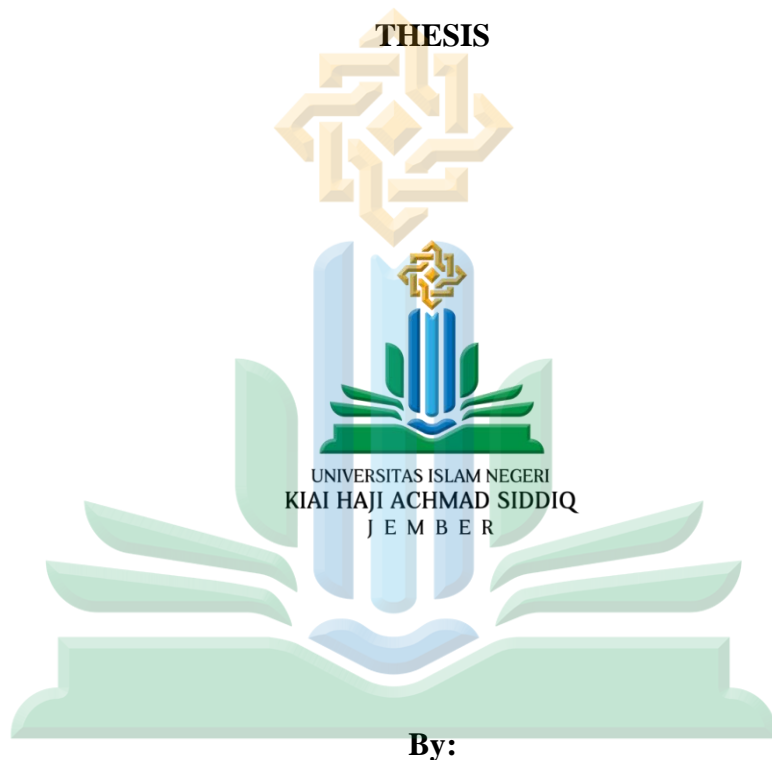# THE USE OF STORYTELLING
TO IMPROVE STUDENTS' SPEAKING SKILL
AT THE EIGHT GRADE STUDENTS
OF SMPN 01 BANGSALSARI IN ACADEMIC YEAR 2023/2024

THESIS

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**STATE ISLAMIC UNIVERSITY
OF KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
JUNE 2024**

THE USE OF STORYTELLING
TO IMPROVE STUDENTS' SPEAKING SKILL
AT THE EIGHT GRADE STUDENTS
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THESIS

Presented to State Islamic University Kiai Haji Achmad Siddiq Jember
In Partial Fulfillment of the Requirements of Bachelor's Degree (S.Pd)
Faculty of Tarbiyah and Teacher Training
Islamic Education and Language Department
English Education Department

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ii

THE USE OF STORY TELLING
TO IMPROVE STUDENTS' SPEAKING SKILL
AT THE EIGHT GRADE STUDENTS'
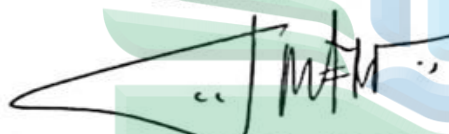## OF SMPN 01 BANGSALSARI IN ACADEMIC YEAR 2023/2024

THESIS

Has been examined and approved in Partial
Fulfillment of the Requirement of Bachelor Degree (S.Pd)
Faculty of Tarbiyah and Teacher Training
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iii

MOTTO

خَلَقَ ٱلْإِنسَـٰنَ ۝ عَلَّمَهُ ٱلْبَيَانَ ۝

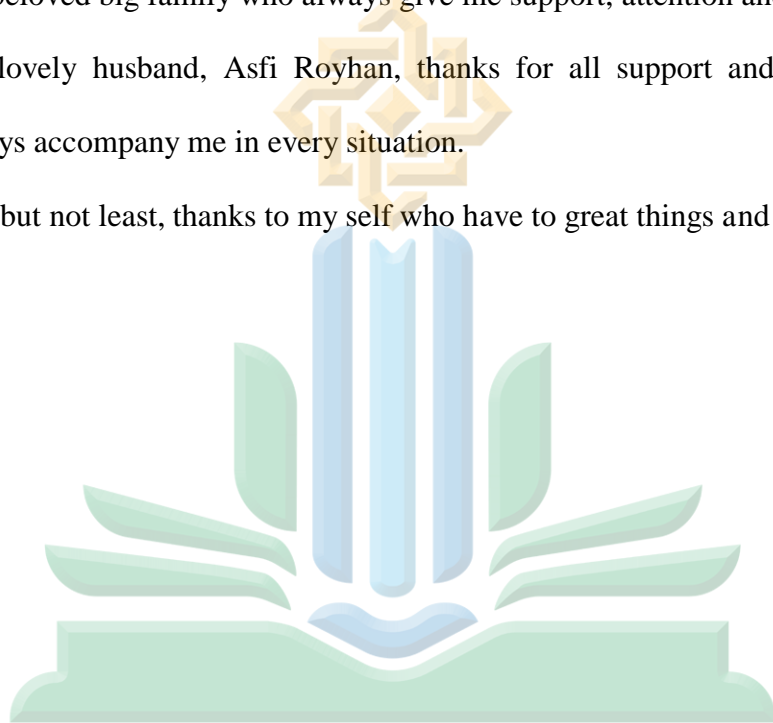*Meaning : "3) He created humans, 4) (and) Thaught him eloquence".* (QS. Ar - Rahman : 3-4)[*]

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[*] Al-Quran Ministry of Religion of the Republic of Indonesia, Al-Quran and its Translation, (Jakarta: Lajnah. Pentashihan Mushaf Al-Quran, 2015).

DEDICATION

As a researcher, I dedicate this thesis to:

1. My beloved parents, Mr. Qowimuddin and Mrs. Isnawati who have supported me. Thankyou for a countless things, may Allah reward all your kindness.

2. My beloved big family who always give me support, attention and pray for me.

3. My lovely husband, Asfi Royhan, thanks for all support and attention and always accompany me in every situation.

4. Last but not least, thanks to my self who have to great things and stay alive.

ACKNOWLEDGEMENT

8. The English Teacher of SMPN 01 Bangsalsari Mrs. Deni M.Pd, as a collaborator who has giv me support and helped me during my research

9. My beloved friends who always helped me and give me support each other

May Allah SWT reward all the kindness of who helped me to finish this thesis.

Jember, 03th Mei 2024

<u>AMILIA BADRIANISAH</u>
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v

ABSTRACT

Amilia Badrianisah, 2024: *The Use of Story Telling to Improve Students' Speaking Skill at The Eight Grade Students' of SMPN 01 Bangsalsari Jember in 2023/2024 Academic Year.*
Keywords: *Speaking skill, Story telling. Improve*

The aim of this research was to improve speaking skill of the students by using story telling at the eight grade students of SMPN 01 Bangsalasari. Many of students had a problem in speaking. After doing interview and observation with the English teacher of SMPN 01 Bangsalsari the students' speaking skill was still low. It happened because the students got a problem in speaking skill. In speaking the students could not pronounce the world correctly and fluently. After discussing with the English teacher, we decided to use the story telling to teach speaking and hope could solve the students' problem in speaking in the class. By implementing the storystorytelling hope it can be a good, possibility, and helpful way to improve students' speaking skill. It expected coukd help students' to improve students' speaking skill and made students' more interest to practice the speaking skill.

The research question was "how is the implementation of storytelling to improve students speaking skill at the eight grade students of SMPN 01 Bangsalsari?".

This study uses (CAR) Classroom Action Research. After the research was carried out in one cycle, which consist of planning, implementing, observing, and reflecting. The participants of this research were the students of 8th G of SMPN 01 Bangsalsari, which consist of 28 students. The instruments of collecting data were from interview,observation and documentation, speaking test, which consist of Post-Test. The research criteria of success was the students reached 75% minimum completeness criteria score or KKM (70) determined by the English teacher.

This research showed the results of students' speaking score in preliminary study was 64,28% or 18 students' who passed the KKM. And improvement scores after the cycle showed that in Post-Test, there were 22 students who pass the KKM with the percentage 78,57%. Based on the data analysis, data collection, observation, interview and documentation shows that by implementing the story telling could improve studnts' speaking skill at the eight grade studnts of SMPN 01 Bangsalsari. By appliying the storytelling the student could speak fluentlyand cleaarly. The researcher also gave the suggestion for the further researcher to conduct the research on other skills with other strategies or media in teaching and learning process.

TABLE OF CONTENT

LIST OF TABLE

LIST OF APPENDIX

1. Appendix 1 : Matrix of Research

2. Appendix 2 : Surat Permohonan Penelitian

3. Appendix 3 : Surat Telah Menyelesaikan Penelitian

4. Appendix 4 : Rencana Pelaksanaan Pembelajaran (RPP)

5. Appendix 6 : Test Instrument (Post Test)

6. Appendix 7 : Example of Student Post Test Result

7. Appendix 8 : Rubric Score Rubric (Scoring Rubric for Speaking Test)

8. Appendix 9 : Research Journal

9. Appendix 10 : Interview With The Teacher

10. Appendix 11 : Students's Attendance List

11. Appendix 12 : Documentation

Appendix 13 : Researcher's Bioghraphy

CHAPTER I

INTRODUCTION

A. Background of The Research

In learning English students need to learn four skills, those are listening, spaking, reading and writting. The four skills' in English are related one another, but listening and reading are cosidered tobe passive skills as the learners because they do not show their talent in exhibiting these skills. Both of them, its only listen and read to the language without producing the language (words). Therefore, speaking and writting considered to be active skills in English learning because they could show their talent in exhibiting these skills. In larning speaking and writting skills, the learners should produce some words or sentence on their own word. especially to be mastered in speaking skills, they need wide of vocabulary, knowing the structure of the sentence (grammar) and the usage, and also need a lot of practice. This makes the speaking skills to be most important part in learning English.

Speaking skill is the most important skill to acquire foreign language learning. Among the four key of language skills, speaking is deemed to be the most important skill in learning foreign language.[1] Speaking skill is being important in learning English because this skill is a skill that used in real life and many people use it for communication by other people. So, most of people emphasize that the criteria of success in learning English is the ability to speak English well.

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[1] Parupalli Srinivas Rao, "The Importance of Speaking Skills in English Classrooms*," ACIELJ* Vol. 02 No. 2 (2019): 8.

Speaking is delivering a language through the mouth. Speaking is the action or expression of someone in spoken language.[2] Tarigan also defined that Speaking is a behavioral skill in which the speakers will become proficient in using it if they practice it repeatedly and continuously.[3] It can be said that speaking skill is a key of communication. However, speaking is the most important ability in learning English for asking and delivering information. It indicates that both of speaker and listener at least can communicate and understand about the topic.

Speaking is the ways for people to interacts or ask and bring message from one person to another. Oral communication will not be running well without speaking, because it is the essential way in which the speakers can express themselves through the language.[4] In the fact learning speaking English is the most difficult skills in English to be learned by the student exactly in junior high school, Zhang claimed that speaking has become the most difficult skill to master for the majority of English learners, and they are still incompetent in communicating orally in English.[5] Ur strengthen that there are some factors in his research about the difficulties in speaking. The students were shy to speak English, the students used mother tongue when they talked English, the students tended to keep silent in the class and many of them

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[2] Arnanda Novia, Harpain. "An Analysis of Students" Difficulties in Speaking English at Grade X of SMA Persada Bandar Lampung," *Jurnal Linguistika*, Vol 8, No 2(Oktober 2017): 34.

[3] Tarigan, H.G, *Prinsip-prinsip Dasar Metode Pembelajaran dan Pembelajaran Bahasa*. (Bandung: Angkasa, 1990), 134

[4] David Nunan, *Practical English Language Teaching* (New York: McGraw Hill, 2003), 14.

[5] Zhang, S, 2009: The Role of Input, Interaction, and Output in The Development of Oral Fluency." *Journal of Teaching English Language*, 2(4), 91 100.http://dx.doi.org/10.5539/elt.v2n4p91.

was afraid to get errors when speaking English.[6] From the result by the other researcher about the difficulties in learning speaking English we can conclude that, it has a negative effect in student learning speaking English, not only about the grades but the students' mentality, the students will lose their confidence in learning and the class will passive.

Based on the results of preliminary study through observations at 8th-G of SMPN 01 Bangsalsari. The problem that occurred in speaking skill they can not speak fluently in English. The student still confused when the teacher asked them about the content of the materials, the students just can write but not to speak because they have never been trained to speak English before and the learners are still embrassed to hesitate and sutter when speaking and the teacher doesn't have method or strategy to teach speaking skill that can be easily improve the student speaking skill. This is because they lack practice and the educators need to train the the students optimally as possible, so that students can excel in learning.

We can conclude that the students speaking skill was low. On the other side when the researcher asked the students about their feeling when they got English learning process, most of them answered that they did not like with learning English especially in speaking skill, because they thought that speaking was the most difficult skill in English. They said that they more like listening skill and writing skill. The reason why the students did not like with the speaking skill, because they did not know the word to say and how to

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[6] Penny Ur. *A Course in Language Teaching* (Cambridge: Cambridge University Press, 1996), 120.

pronounce the word correctly. The student looked confused in express their ideas. They were always afraid in making mistakes, because when they spoke up in front of the class and did mistakes in choosing the word or in pronounce the word, he was laughed by his friends.

Based on the result of observation in SMPN 01 Bangsalsari and interviewed the English teacher, there were 7 classes in the 8th grade, and the students who had a lowest achievement in learning speaking English were the students of 8th G. In this research, the totals of students in 8th G were 28 students. The students who passed the target score of KKM in speaking English were still 64,28% or 18 students, and the minimal (KKM) mastery level criterion in SMPN 01 Bangsalsari that must be attained in English was 70 (seventy). the precentage of the students who passed the KKM was bellow:
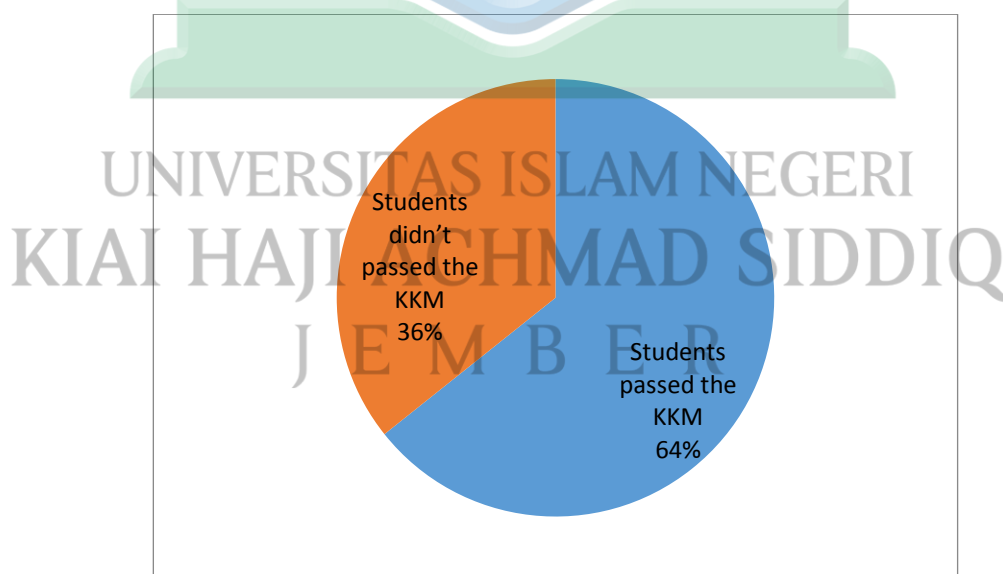
In this research the English teacher purposed increase the speaking skills of the student being 75% students that would be passed in KKM. Some

students dislike in learning English, some students slept in the class, some students was not focus with the material, some students often went in and went out of class during teaching learning process, and some students chose absent during English material. From that statement, the researcher assumed that the students need something new in teaching and learning process to improve their speaking skill. After discussing with the English teacher, we concluded that to improve students' speaking skill and active in the class. So the strategy that could solve the students speaking problem in the class was a story telling.

According to Hidayat in Rahayu story telling or storytelling is an activity to tell something that tells about the actions of experiences or events that really happened or the results of a ficture.[7] Arini and his friends stated that storytelling activities can provide entertainment and stimulate children's imagination. Storytelling activities also increase children's language skills and help them to internalize the characters of stories. [8] opinions, this is what strengthens the implementation of the story telling model to improve students speaking skills.

Story telling is a strategy in teaching speaking. The storytelling used in this research is storytelling based on recount text which is very short and only consists of a few paragraphs and it is not limited in topic by the teacher.in this research the procedure which start with conditioning the students, determine of the theme, make a tittle, explore/learn, write a script, develop the story, and practice in front of class.

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[7] Rahayu, Aprianti Yofita. Menumbuhkan Kepercayaan Diri Melalui Kegiatan Bercerita (Jakarta : PT Indeks, 2013) h.80

[8] Ni Wayan Arini dkk. Peningkatan Keterampilan Berbahasa Berbasis Kompetensi.

Based on the explanation above, it can be concluded that by using storytelling with short recount text as a good alternative and effective way of teaching speaking English in SMPN 01 because this strategy could make the students' speaking skill improved, by using this strategy they can express their ideas, and they can improve their confidence. So it can make the students' interested in learning English. It is expected that students' enjoy their learning and improve their speaking skill.

In addition there are many resercher showed that story telling was an appropriat strategy to improve students speaking skill. The previous resechwas conducted by Tanti Hardianti " *Story Telling to Improve Students' Speaking Skill"*. The result of the study findings that the data of students' score of preliminary study and post test was significance improved, tanti also conclude that the Story telling cn improve students' spiking ability, the student become active and conident t speak english.

Based on the reason above, the writer interested in researching the study of "The Use of Story Telling To Improve Students' Speaking Skill at the Eight Grade Students' of SMPN 01 Bangsalsari"

B. **Research Question**

Based on the background of the research above, the research question is: how is the implementation of storytelling to improve students speaking skill at the eight grade students of SMPN 01 Bangsalsari?

C. The Purpose of The Research

The pupose of the reesarch was to describe how the implementation of story telling could improve students' speaking skill at the eight grade students of SMP 01 Bangsalsari.

D. The Significance of The Research

The significances of this study is expected to be useful for :

1. For the students, the result of this research is expected to improve the students' achievement in speaking and gift a new experience for students in learning speaking English by using storytelling as media.

2. For the teacher, the result of this research is expected to be able to enrich the teachers knowledge in terms of teaching speaking English by story telling recount text.

3. For the other researcher, the result of this research could be used as a reference in conducting other research with similar theme of storytelling and speaking by different skill, media or the research design.

E. Action Hypotesis

The action hypotesis of this classroom action research is the implementation of storytelling can improve students' speaking skill at the 8th G of SMPN 01 Bangsalsari

F. Definition of Key Term

1. Story Telling

Story telling is a story or storytelling to convey an event through words or pictures with this story telling model students will play an active role in the learning process

2. Speaking Skill

Speaking skill is one of the language skills as a way of communicating between individuals and groups to express opinions.

CHAPTER II

REVIEW OF RELATED REVIEW

A. Previous Study

1. The first previous research was from Inggit Rositasari from Sanata Darma University, Yogyakarta, entitled *"The Use of Digital Storytelling to Improve Students Speaking Skill in Retelling Story"*. The method of the research was classroom action research (CAR). There are four stages of the method planning, implementing, developing and evaluating. The purpose of the research is to analyze the extent to which Digital Storytelling media can improve students' speaking skill in retelling a story. The results of this study indicated that there was a significant score in the preliminary study and post-test. The mean score of Preliminary study was 79.3. Moreover, there was significant score in the post-test. It was 0.05.[10] So from the score of preliminary study and post-test of the research, it could be concluded that by using digital storytelling could improve students' speaking skills in retelling a story.

2. The second previous research was from Harmawati from Universitas Muhammadiyah Makassar in academic year 2020, entitled *"The Effectiveness of Using Digital Storytelling in Teaching Speaking at SMA Muhammadiyah 9 Makassar"*. The objective of this research was whether or notthe in using digital storytelling gave an effect to improve the students' speaking fluency at SMA Muhammadiyah 9 Makassar. The method of this

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[10] Inggit Rosita, "The Use of Digital Storytelling to Improve Students' Speaking Skill in Retelling Story*"* (Thesis, Universitas sanata darma Yogyakarta, 2017), 87.

research used was a pre-experimental method. The subject of the research was the twelfth grade of SMA Muhammadiyah 9 Makassar in academic year 2019/2020.[11] The mean score of students pre-test was (3,45) was fewer than mean score of post-test (4.54). Then there was a significant effect from pre-test and post-test. So, It could be concluded that the score of the students was significant, and it indicated that the media has a big effect in the classroom.

3. The third previous research was from Syafryadin, Haryani dll entitled *"Digital Story Telling Implementation for Enhancing Students' Speaking Ability in Various Text Genres"*. The researcher used an action research and random sampling. The subject of this research was the Tenth Grade of Science this research the researcher used 2 cycles to know the result of strategy or media that used in the research. The first cycle showed the data that from 34 students, only 15 students or (44,11%) who could retell the story well and 19 students or (55,88%) of the students were not capable in retelling story. So the total average in cycle I was 71. Based on the result above only 15 students that passed the standard minimum criteria with score 75 or (70%) students had to achieve it. So the researcher used cycle two by implementing the media digital story telling. The data of cycle two showed that from 34 students tenth grade science 4, there were 27 students or (76,41%) who could retell the story well, and 7 students or (20,58%) who could not retell the story correctly. Therefore, the total average in cycle I

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[11] Harmawati, "The Effectiveness of Using Digital Storytelling in Teaching Speaking at SMA MUHAMMADIYAH 9 MAKASSAR" (Thesis, Universitas Muhammadiyah Makassar, 2020), 35.

and cycle II to increase from 71 become 78. [12] It showed that digital storytelling gave improvement in speaking English, and by using digital storytelling could increase the students critical thinking, creative, and also the students confident.

4. The fourth previous research was from Karine Baghdasaryan from American university of Armenia. The title was "The Impact of Digital Storytelling on EFL Learners' Speaking Skills". The method of the research was mixed method or qualitative and quantitative method, and employed quasi- experimental. The instrumentations used for data collection constituted pre and posttests, an attitudinal questionnaire, and a semi-structured interview. The objective of the research was to investigate an effective and enjoyable language learning tool that would encourage EFL learners to reinforce their learning, especially speaking. The subject of the research was EEC students of Communication Level 1(Com 1). The total number of the participants was 24 including males and females. The experimental group consisted of 12 participants, and the same number of participants was addressed to the control group. The age of the participants ranged from 10 to 15. The result of the research in this study after the researcher did her pre-tests and post-test, the researcher knew that by using digital story telling gave an impact to the students speaking skills. [13] It could

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[12] Syafryadin, Haryani, dll, "Digital Storytelling Implementation for Enhancing Students' Speaking Ability in Various Text Genres", International Journal of Recent Technology and Engineering (IJRTE) ISSN: 2277-3878, Volume-8 Issue-4 (November 2019): 3148.

[13] Karine Baghdasaryan, "The Impact of Digital Storytelling on EFL Learners' Speaking Skills" (Thesis, American University of Armenia, 2011), 57.

be concluded that by implementing the digital storytelling truly gave an impact in learning speaking English, increasing students' confidence.

5. The fifth relevant study was done by Ayu Fitriana (Student Number: 108014000065) with her thesis entitled The Effectiveness of Role Play on Students' Speaking Skill. This study is generally attempted to find the effectiveness of role play on students' speaking skill for the first grade students at SMP Muhammadiyah 37 Parung academic year 2013/2014. To know whether this technique effective or not, the writer used pre-experimental study applied in VII.5 class. The study had been done in six meetings that were designed; first meeting was for pre-test, 4 meetings were for treatments, and the last meeting was for post-test. As the quantitative method, the writer analyzed the data by using t-test. The result showed that there was significant difference on the students' speaking achievement taught with Role Play. The students' mean of pre-test's score of experiment class was 51.64. Then in post-test, the mean score of experiment class was 63.64. In other words, role play technique is effective in teaching speaking skill for the first grade of junior high school students.[14]

Table 2. 1
The Similarities and Differences

No.	Author and Tittle	Similarities	Differences
1.	Inggit Rositasari. "The Use of Digital Storytelling to Improve Students Speaking Skill in Retelling Story".	Both of the reaserch focused on improving students' speaking skill	The previous research used two cycle in classroom action research. While, in my research used one cycle. The previous research focused on various text

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[14] Ayu Fitriana, The Effectiveness of Role Play on Students' Speaking Skill, English (Jakarta: Education Department UIN Jakarta, 2014)p. 1

			genres, while the current research focused on recount text
2.	Harmawati "The Effectiveness of Using Digital Story telling in Teaching Speaking at SMA Muhammadiyah 9 Makassar".	Both of the research focused on improving students' speaking skill.	The previous research was used pre experimental research, while in this research used classroom action research.Achievement The subject of the previous research was the students of Senior High School, while the current research was the students of Junior High School.
3.	Syafryadin, Haryani, dll "Digital Story Telling Implementation for Enhancing Students' Speaking Abilit in Various Text Genres".	Both of the researchs used classroom action research. Both research focused on students speaking ability.	The subject of this research was the students of Senior High School, while the current research was the students of Junior High School. This research focused on various text genres, while the current research focused on recount text.
4.	Karine Baghdasaryan, "The Impact of Digital Storytelling on EFL Learners' Speaking Skills".	Both of the researchs focused on students speaking skills.Both of the study used CAR	The previous research used mixed method or qualitative and quantitative method, while the current research used classroom action Research. The previous research focused on the impact of storytelling in speaking skills students, while the current research focused on the use of story telling to improve students speaking skills.
5.	Ayu Fitriana (Student Number: 108014000065) with her thesis entitled The Effectiveness of Role Play on Students' Speaking Skill.a	Both of the research focused on improving students' speaking skill	The previous research used mixed method or qualitative and quantitative method, while the current research used classroom action Research.

The current study has uniqueness compared with the line three previous studies. In addition to the same variables as the three previous studies and this current study, most of the researcher focused on story telling. The different way some of the previous study foccused on elemntary school and senior high school, and while this current study foccused on junior high school especially in eight grade students'. And the the previous studies focused on the digital media that they were used. In this reseach the researcher used short recount text to improve speaking skill of the students.

B. Theoretical Framework

1. Speaking Skills'

a. The Definition of Speaking

Speaking is a skill that enables the human to produce the utterance.[15] According to Chaney, speaking is a process of building and sharing through verbal communication or nonverbal communication. It can be said that speaking skill is a key to communication with other people or as a tolls for discussing, giving an argument, some time they can share their ideas and share about some information.

However, speaking is the most important ability in learning English for asking and delivering information. It indicates that both of speaker and listener at least can communicate and understand the topic. Michelle Maxom stated that, Speaking is the most important skill in teaching English language. Tarru Palli strengthen that, Speaking skill is

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[15] Jo McDonough and Christopher Shaw, *Materials and Methods in ELT*: Teacher's Guide, (Massachussets: Blackwell Publishing Ltd, 2003), 157.

the most important skill to acquire foreign language to be learn among the other skills in learning English. It can be concluded that speaking is the most important skills in learning English, because it is an effective ways to helps students in transmit the knowledge, communicate with other people and share the ideas[16].

So, it can be concluded that speaking is an activity to communicate with other people by using spoken language. Speaking is a skill that involves student' to practice. It is one of the active skills in learning English, because they should practice and produce some word or sentences by using their own word.

Speaking in this research, the students should speak up or practice to tell the story in front of the class to improve students' speaking skill. The material of this study was about recount text and using the past tense as a form of recount text, so the students should speak up used grammar forms of recount text (past tense). The aspects of speaking that will be evaluated are pronounciation, Grammar, vocabulary, Comperhension, and fluency.

b. **The Aspect of Speaking**

The aspect of speaking in this research concerned with pronunciation, grammar, vocabulary, fluency, comprehension.[17]

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[16] Jo McDonough and Christopher Shaw, *Materials and Methods in ELT*: Teacher's Guide, (Massachussets: Blackwell Publishing Ltd, 2003), 157.

[17] David Harris, *Testing English as a Second Language* (New York: Mc. Graw. Hill Book

1) Pronunciation

Pronounciation is the way for students to produce clearer language when they speak.[18] It means that the knowledge of studying about how the words produce clearly when people or students talk or speak to make the process of communication easy to understand.

2) Fluency

A speaker is considered as a fluent speaker if he/she can use the language quickly and confidently, with few hesitation or unnatural pauses, false start, word searches, etc. (Noonan, 2003: 55). Speakers need to know where he/she has to pause and stop his/hes speaking in approprioate place. Furthermore, it can be said to speak fluently if a speaker does not produce word per word at a time in his/her speaking. Therefore a good speaker is demanded to be able to produce words in his/her speech into groups of words that form a meaningful unit (phrases or clauses)

3) Vocabulary

Vocabulary becomes a very important part of language learning which can be used to determine students' English speaking fluency. They can generate sentences only by using words so it is impossible to speak fluently without having an ample site of vocabulary. In fact, some students have only limited vocabulary so they meet some difficulties in speaking. Therefore, it is necessary for the English to put some effort

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[18] Bogards, Paul and Batia Laufer-Dvorkin, *Vocabulary in a Second Language,* 2004, 40.

to enrich students vocabulary.

4) Grammar

Heaton suggested that grammar is needed for students to arrange a correct sentence in conversation.[19] It means that grammar is needed in learning speaking English, because it uses to avoid misunderstandings and helps people to speak correctly.

5) Comprehension

For oral communication, it certainly requires a subject to respond, to speech as well as to initiate it. [20] it can be concluded that, comprehension was about the students understanding and interpretation the main point or main idea of what the students said or when the students retelling a story

From the explanation above about the aspect of speaking, we can conclude that all of the aspect is important and complementary components in learning speaking. These aspects support each other to gain the goal of speaking, and this research used all the aspect of speaking to be asses. Types of speaking

According to Brown the types of speaking as in the following taxonomy:[21]

1) Imitative.

It is types of speaking performance and it is the ability to imitate a

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[19] Heaton, *Teaching Speaking and Component of Speaking* (New York: Cambridge University Press, 1990), 32.

[20] Azlina Kurniati, *A Study on the Speaking Ability of the Second Year Students of SMK Telkom Pekanbaru*, Riau University, (Januari,2006),5.

[21] H.Doughls Brown, Principle of Language , 271-274

word or phrase or possible a sentence. While this purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance.

2) Intensive.

It is types of speaking performance in production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships.

3) Responsive.

It is types of speaking performance include interaction and test comprehension but at the somewhat limited level of very shorts conversations, standard greetings and small for talk, simple requests and comments.

4) Interactive.

It is types of speaking performance that has similarity with responsive but these has a differences between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. Here, interactive is an interaction between two people or more that exchanging specific information or interpersonal exchanges which have the purpose of maintaining social relationship.

5) Extensive (monologue).

It is types of speaking performance. Extensive is an oral production tasks include speeches, oral representations, and

storytelling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out together.[22]

Based on the explanation above, this research focused on extensive (monologue). Extensive (monologue) is design to produce tasks include speeches, oral representations, and storytelling. In this research the researcher focused on the students in retelling / explaining procedure text.

2. **Story Telling**

a. **Definition of story telling**

Story telling is an activity to convey a story to the listeners, either in the form of words, pictures, photos, or sound. Sometimes in retelling a story the teller using some expressions of emotion, it involves improvisation in telling the story, facial gesture, and gestures. According to Oliver Serrat Story telling is the vivid description of ideas, beliefs, personal experiences, and life-lessons through stories or narrtives thah evoke powerful rmotions and insight.[23]

Stoy telling can be defined as a human experience that allows us to convey, through the language of words, characteristic of ourselves and others and the world. Furthemore, Mokhtar states that story telling is a technique that offers oportunities to practice organizing, categorizing and remembering information concurrently with practice in predicting,

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[22] H.Doughls Brown, Principle of Language , 271-274
[23] Oliver Serrat,(2010) Asian Development Bank,

summarizing, comparing, contrasting information on all academic comunication function and reading comperhension strategies. Otherwise, they state that reading passages are better understandable and more accurately by story telling.[24]

b. **The use of Story Telling in Improving students' Speaking Skill.**

The use of story telling is a strategy to improve stuents' speaking skill in teaching student junior high school. In this case the teacher uses the past tense as formula in recount text. The student should telling their story infront of class under the tittle "Trip to the beach".

In this studedy the researcher carried out steps of story telling process through 7 steps from H. Dalman. Are follows :

1) Conditioning student

In this step the teacher conditions the students, a fundamental activity that need tobe done as a teacher's ability to facilited a safe, comfortable, fun, natural learning atmosphere so that the students can learn develop their potential optimally.

2) Determine the theme of the story

Theme is problem or something that will be discussd in the story. The theme must be more specific and directed than the topic. The choosen theme can be used as a story or an essay title or determine the theme or tilte, or it can be individually. In this step the theme of the story is "Trip to the beach"

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[24] Mokhtar, The Effectiveness Of Story Telling in Enhancing Communicative Skill in Foundation English course,(Center of General Studies, Malaysia: Universitas Kebangsaan 2018)p. 63-64

3) Make a title of the story

A tittle of the story is a short sentence that dicribes the essence of the story. In this step the student make a title that matches with the theme/topic

4) Create a story .

In this step the students create a story of their personal experience with the topic "Trip to The Beach" based on the recount text which consist of Orientation-Event-Re-orientation. And uses past tense.

5) Write a story

The fifth step is the students write the script about the story on a piece of paper.

6) Practice in front of class.

In this step the students practice their speaking skill by telling their story in front of the class.

3. Recount Text

a. Definition of Recount Text

Recount text is a text that telling the reader about one story, action or activity, it's goal is to entertaining or informing the reader. And the recount text is a text which retells event or experience in the past.

b. Language Features

The characteristic of the recount text is

1. Using simple past tense,

2. Using temporal sequence, e.g. on Saturday, on Monday, on Sunday

3. Focus on specific particcipant, e.g I (the writer)

4. Using conjunctions, such as then, before, after, etc.

5. Using action verb, e.g went, stayed.

c. Generic Structure of Recount text

1. Orientation:

   It gives the readers the background information needed to understand the text, such as who was involved, where it happened and when it happened?

2. Events:

   A serries of Evenets, orderes in shronological sequence.

3. Re-Orientation:

   A personal comment about the event or what happened in the end.
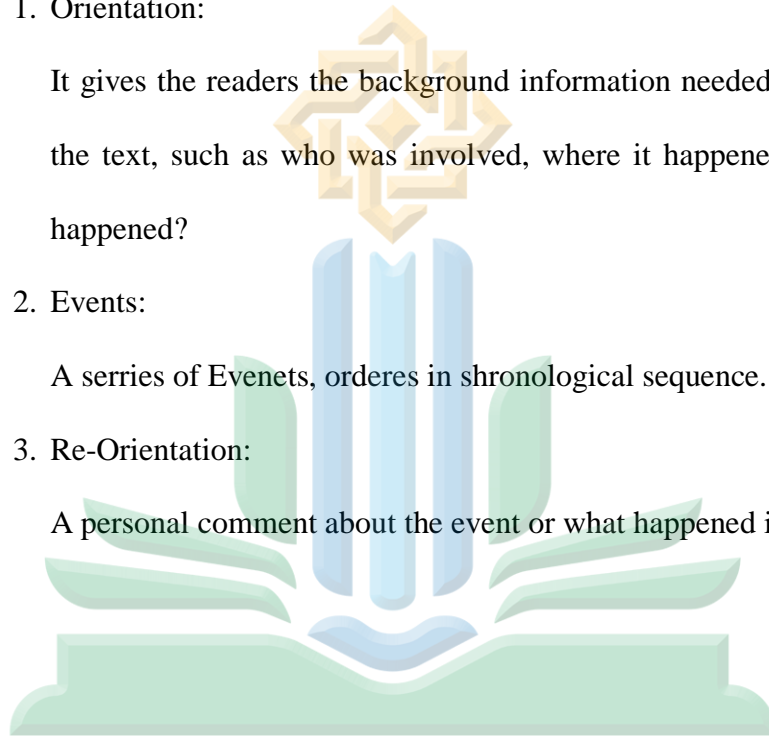
CHAPTER III

RESEARCH METHODOLOGY

In this study, the researcher will describe several discussions, namely: research design, subjects of research, location and time of research, procedures of research, data collection techniques and data analysis techniques.

A. Research Design

This study uses a classroom action research method, which is intended to contribute to increasing knowledge, skills to students', and methods of teaching speaking to teachers in the class. Classroom action research is a form of research that raises real problems experienced by teachers in class. This study aims to improve the quality of teaching and learning activities.[25]

In addition, according to Harmer, classroom action research is a series of processes that teachers or practitioners can carry out to improve aspects of teaching or to evaluate the success and appropriateness of other activities, methods and procedures.[26] Classroom action research is a method way of finding out what is the best in the classroom, so it can improve students' learning.

From the classroom action research that will be carried out, it is hoped that the problems that occur in the learning process can be fixed. Previously, this research was started by observing the teaching and learning process carried out by teachers and students'. By carrying out this classroom action research, it

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[25] Candra Wijaya and Syahrum. 2013. *Penelitian Tindakan Kelas: Melejitkan Kemampuan Penelitian untuk Meningkatkan Kualitas Pembelajaran Guru*. Medan: Cita Pustaka, p. 43

[26] Jeremy Harmer. 2003. *The Practice of English Language Teaching* England: Longman, p. 344

will provide opportunities for teachers to improve and create something new in the teaching and learning process so that it can improve teacher skills in conveying knowledge so that students' can receive the knowledge as expected to solve problems.

Therefore, classroom action research is applying an idea, or a new concept in the classroom to students', with the aim of improving and enhancing learning. The writer conducted one cycle in this study. In this cycle this research consists of planning, implementation or action, observation and reflection.

1. Planning

Planning in this research was an action composed by researcher that have been discussed in first meeting with the teacher based on reflective preliminary observations.[27] In this classroom action research, the planning was done after identifying and diagnosing the students' problem in learning speaking English. It occurred in the class that proven by observing and interviewing. In this phase the researcher should prepare a lesson plan to teach the students in order to improve their speaking skill. Preparing the lesson plan aims to provide the teacher with the guideline of teaching process.

In this research, the researcher involved several activities before implement the action. Those are as follows:

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[27] Rustiyarso. DII, Penelitian Tindakan Kelas, Yogyakarta:Noktah,2020)41

1) The researcher observed the class and interviewed the English teacher and the students to get the data about students' speaking problem.

2) The researcher established research schedule.

3) The researcher determined to choose the storytelling strategy.

4) The researcher made a lesson plan (on the lesson plan, the steps of storytelling are mentioned).

5) The researcher taught twice and once for the test.

2. Implementing

Implementing in classroom action research is an actions by the teacher as a researcher consciously, planned, and in accordance with the lesson plan.[28] The researcher taught the students in accordance with the planning that has been arranged. There was one cycle in this research. In this cycle consisted of 3 meetings, 2 meetings for teaching and 1 meeting for test. In this phase, the researcher and the collaborator included some steps that must be considered in implementing the action, as follows:

1) The teacher explained about the material (recount text) by using ppt.

2) The teacher ask the students to make a story based on the recount text which consist of Orientation-event-re-orientation and uses past tense.

3) The teacher ask the students to practice their story they made in front of class.

4) The researcher checked the students' pronunciation and vocabulary to know how the students pronounced the text and their knowledge about

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[28] Rustiyarso. DII, Penelitian Tindakan Kelas, Yogyakarta:Noktah,2020)43

the story they made.

3. Observing

Observing phase was the time to gathering data and documenting the effect or impact of the actions.[29] It can be concluded that, observing is a responsive activity by documenting the actions during observation. In this phase, the researcher collaborated with the English teacher as collaborator to observe the class situation while implementing the action.

The researcher and the collaborator observed the class situation include of: the students' speaking activity, and the students' responses during teaching and learning activities, the students' enthusiastic participant during learning process, the students' interaction, and while the students doing exercise. The researcher and teacher as collaborator also made some notes during observation by using observation checklist.

4. Reflecting

Reflecting is aimed to reflect or evaluate from the phase before.[30] In this research the researcher and the collaborator analyzed the score of students' speaking test based on the formula about average score and the class percentage which passed the minimal mastery level criterion (KKM) in part of data analysis based on the criteria of success. When the result is successful, the research can stop. But, when the result is still failed, the researcher will revise the plan and continue to the next cycle.

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[29] Rustiyarso. DII, Penelitian Tindakan Kelas, (Yogyakarta: Noktah,2020)45

[30] Rustiyarso. DII, Penelitian Tindakan Kelas, (Yogyakarta: Noktah,2020)46

5. **Revising** the plan

In this research, revised plan is needed, when the action of the cycle did not make improvement on students' speaking skill. It means that the revised plan was conditional to the next cycle or second cycle. In this research, the researcher adopted The Classroom Action Research procedure by Kemmis and Taggart model, 2006. The figure is below:[31]

B. **Research Setting, Time of Research and Research Subject**

1. **Setting of Place**.

The research was conducted at SMPN 01 Bangsalsari, which is located in Bangsalsari village, Jember city. The researcher choose the SMPN 01 Bangsalsari as the place of the research because in that school the students' still had many problems with improving Speaking skill .

Time of Research.This research is conducted classroom action research in the first semester of academic year 2023/2024.

2. **Subject of Research**

The subject of this research was the students' of 8th Grade of SMPN 01 Bangsalsari which consist 28 students' who had problem in speaking skill. Their ages varied from thirteen to fifteen years old.

C. **The Procedure of Research**

There were four components in one cycle for doing Classroom Action Research. It consisted of planning, implementing / acting, observing, and reflecting. In this research used one cycle. The researcher collaborated with the

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[31] Prof. Dr. Rochiati Wiriadtmaja, Metode Penelitian Tindakan Kelas, (Bandung: Remaja Rosdakarya, 2006),66

English teacher who taught English in class 8th g. The activities that be done in one cycle were as follows:

1) **Pre – cycle**

In the pre – cycle, the researcher interviewed the English teacher and observed the students' activities in the class. From that, the researcher knew the problem that was happening to the students and their difficulties in speaking skill, and also the researcher knew the students' speaking score from the English teacher as collaborator of this research.

2) **Cycle 1**

The teacher used storytelling in teaching speaking skill.

a. Planning

In this cycle the planning was arrangement for doing something considered in advance. The planning had to be flexible because it depended on the curriculum of the school. After the problem of students have been known, the researcher and the English teacher worked together to plan everything needed in order to solve the students' problem, so, the researcher prepared everything related to their teaching and learning process.

1. Arranging the lesson plan.

2. Preparing the media related to the material.

3. Preparing teaching material.

4. Preparing observation checklist

5. Making the test (instruction).

b. Implementation

Implementation was the process of doing something or it was the implementation of the plan. The researcher was flexible and ready of situation changing in the school. Thus the action was dynamic, needed immediately decision for what be done and completed the simple evaluation for the students.

1) The teacher explained the material.

2) The teacher introduced storytelling to the students.

3) The teacher asked to the students related to the material (recount text)

4) The researcher asked the students to do what teachers' instruction.

a. Observation

The observation was done to check:

1) The students' activity in the classroom.

2) The students' response during teaching and learning process in the class.

3) The students'speaking skill improvement; pronunciation, grammar, vocabulary, fluency, comprehension.

b. Reflecting

This step was analyzing the whole action had been done. Based on the data had been collected, teacher and the researcher discussed and made evaluation about the improvement of students speaking skill.

D. Data Collection Technique

The technique of collecting data used by the researcher to get the data was using:

1. Students' Speaking Test

Test is a way to measure the students' skill, as like the students' skill in the beginning, the students' progress in learning and the students improvement about the skills' during treatment and the students skills' in the cycle.[32] There are some types of test as like quiz, writing test and spoken test or an oral test. In this research the teacher uses spoken test or an oral test.

To get the result of the research, in the last step the teacher and researcher gave speaking test to the students. The test in this research was oral test. The test was about speaking test, and for the test was individually. The material was about recount text (past tense as language feature of the text). To support the test, the teacher asked the students to explain / retell the recount text about their experience with the theme Trip to The Beach they made.

From this activity, the teacher would take score with the observer to check the students' improvement in speaking skill. In this test, the aspect of speaking that would be evaluated was: pronunciation, grammar, vocabulary, fluency and comprehension. The teacher and the observer checked the students' pronunciation and vocabulary to know how the

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[32] Department pendidikan dan kebudayaan direktorat jendral pendidikan dasar dan menengah direktorat pendidikan umum, penelitian tindakan (Action Research) (Bandung: Alfabeta,1999) p,33-34

students pronounced the text and their knowledge about the story they made. The teacher checked the grammar because the material was past tense. It was related to the Brown, he stated that there are some components that are scored in speaking are pronunciation, grammar, vocabulary, fluently, comprehension.[33] Then, the criteria of speaking assessment were adapted from brown's speaking rubric. The components of the score were illustrated as below:

Table 3.1
Scoring Rubric for Speaking Test

No	Criteria	Scale	Description
1.	Pronunciation	17-20	Easy to understand and has native speaker's Accent
		13-17	Easy to understand with certain accent
		9-13	There are some problems in pronunciation that made listener should more concentration and sometimes there is misunderstanding
		5-9	Difficult to understand because there is problem in pronunciation, asked to repeat
		1-5	Pronunciation is so bad and it cannot be Understood
2.	Grammar	17-20	There is no or little mistake in grammar
		13-17	Sometimes makes mistake in grammar
		9-13	Often makes mistake in grammar and it influences the meaning
		5-9	There are many mistakes in grammar which made hinder and should re-arrange sentence
		1-5	Grammar
3.	Vocabulary	17-20	Using a variety vocabulary
		13-17	Sometimes using vocabulary which is not Appropriate
		9-13	Using vocabulary which is not appropriate, conversation becomes limited because the vocabulary is limited
		5-9	Using wrong vocabulary and it is limited, it is difficult to understand

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[33] H. Doughlas Brown, Language Assesment Principle and Classroom Practice (United States of America: San Fransisco State University, 2003), 172-173

		1-5	Vocabulary is so limited so conversation impossible to occur
4.	Fluency	17-20	Speaks fluently and little hesitation
		13-17	Speaks with some hesiatations
		9-13	Speech is frequently hesitant and jerky, sentence may be left uncomplete
		5-9	Speak frequent confused and unwell
		1-5	Speech is so halting and fragmentary thet conversation is virtually impossible
5.	Comprehension	17-20	Understand all without any difficulties
		13-17	Understand almost all, although there is repetition in certain part
		9-13	Understand most of what she/he talks in slow Speaking
		5-9	Difficult to understand what she/he talks
		1-5	Cannot understand although in simple Conversation

2. Observation

In this case, the observation of the research was done by the researcher. The researcher observed teaching and learning process in SMPN 01 Bangsalsari especially in 8th G in academic year of 2023/2024 as preliminary study to know the class situation, the teacher's performance and the students' response during teaching and learning process.

3. Interview

Interview data used to collect the data or the information that cannot be obtained through observation. The data obtained from the process of the interviews to get the result and to test the correctness of the answer.[34]

The first interview, the researcher interviewed the teacher to get the data about the students speaking problems in the classroom. It is about the

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[34] Jakni, Metodology Pnelitian Eksperimn Bidang Pendidikan, (Bandung : Alfabeta, 2016, p.161

problems of the students in learning speaking English, the students speaking score, the students' situation in the class during teaching learning process. The second interview, the researcher interviewed the students about their feeling during teaching learning process. So from interviewing English teachers and students of 8th G, the researcher got the data about students' speaking skill. To know the result of interviewing with the English teacher and the students of 8th G.

E. Techniques of Analysis Data

Technique of data analysis came from the interpretation of the data collection. In analysis data, the researcher gets data from quantitative and qualitative. The qualitative data will be analyzed by using interview and observation sheet which described the success of the teaching learning process using short story to teach speaking skill. Data analysis method used in this research is descriptive analysis that is presented and analysis by factual information systematically. Below are the techniques of analysis data :

1. Quantitative Data

The quantitative data collected and analyzed by computing the score of writing test. For scoring this analysis the researcher use mean. Mean have meaning as the number of group data divided with number of value from respondent to see the avarage from the students' test. The mean will be gotten by using this formula[35] :

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[35] Sukardi,(2009), *EvaluasiPendidikanPrinsipdanOperasionalnya*,Jakarta:PTBumi.

Notes:

 : Mean of the students' score

n: number of students'

The score precentage of each cycle will be concuded by using this

formula Pass Score :

x100%

Notes:

P: The Class Presentge Score

F: Total Presentage Score

N: Number of Students'

2. Qualitative Data

Qualitative data, in this case the qualitative data informed the description of observation students' activities during teaching and learning process and the interview before and after implementing Classroom Action Research (CAR). The description of observation students' activities related with the students' overview in the class, the students' expression included to the level of understanding of a subject, attitudes, students' activities, students' attention, students' enthusiasm in learning process, students' confidence.

F. Validity of Data

Validity of a test is the extent to which it measures what it is supposed to measure and nothing else. According to Arthur Hughes about validity, the test could be said valid if it is accurate with what the researcher want to

measure, from that we could see that the test and the data could be said valid if it could be proven such as content validity, face validity, construct validity, empirical validity and consequential validity.

In this research the researcher used content validity. According to Brown, he stated that if the test or the samples of subject matter about which conclusions are to be drawn, and if requires the test taker to perform the behavior that is being measured, it could claim content-related evidence of validity, often popularly referred to as content validity.[36] Before conducting the test of this research, the test would be checked for validity of the research. To try the content validity, the researcher compared the contents of the subject instruments based on the English curriculum and syllabus. Then after all the items were compared, the researcher could do treatment.

G. Criteria of Success

Based on the school agreement between the researcher and the teacher, classroom action research can be called successful if it can exceed the criteria that have been determined, that is when there is 75 % of students' could achieve the target score. It means that during CAR students' have to achieve the target score of KKM 70 of speaking test (the post-test). Moreover, CAR is able to be called as fail if it is cannot exceed the criteria that have been detained. Then, the alternative action would be done in the next cycle.

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[36] H. Doughlas Brown, *Language Assesment Principe and Classroom Practice* (New York: Prentice Hall.2001),22-23.

H. Research Team

In this phase, the research team of this research include: the researcher, and the English teacher of SMPN 01 Bangsalsari. In this research the researcher researched the students' problem during teaching and learning process, the researcher discussed with the teacher to solve the problem and implement the action before giving test to check the students' improvement.

The English teacher and the researcher in Classroom Action Research (CAR) became a collaborator of the research and as expert judgments of this research. The collaborator of the research helped the researcher to know the students' problem, discuss about the method or media which would be used, made a lesson plan and research schedule.
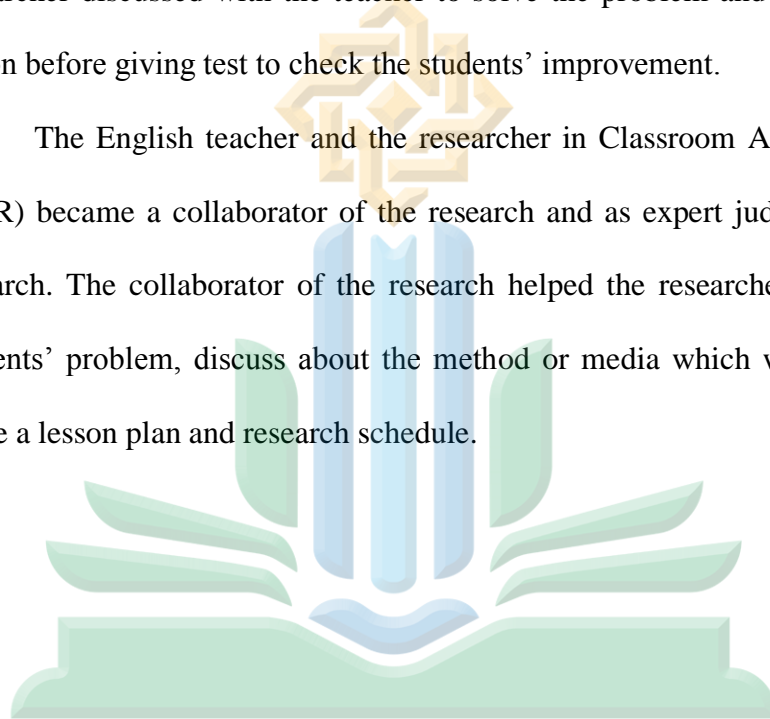
CHAPTER IV

RESEARCH FINDINGS AND RESEARCH DISCUSSION

The chapter presents about the profile of the school, research finding and discussion. The detail of the research processes were presented below:

A. Overview of Research Objects

1. Profile of SMPN 01 Bangsalsari Jember

SMPN 01 Bangsalsari Jember was located in Sukorejo street No. 107 Bangsalsari Jember. SMPN 01 Bangsalsari Jember has a good facilities, there are 35 rooms, consist of school library, laboratory room, science laboratory, school healty room, teachers room, head master room and 27 classroom. In the teaching process it use 2013 curriculums.

2. Vission and Mission of SMPN 01 Bangsalsari

a) The vission of SMPN 01 Bangsalsari :

The creation of a religious school, culture that excels with character and environmental insight based on imtaq, science and technology.

b) The mission of SMPN 01 Bangsalsari

1. Carryout the effectiveness, efficient, acountable and transparent school mnagement.

2. Realizing the profesionalism devlopment of educators and education staff.

3. Optimizing the development of found resources and the utilization of school potential.

4. Creating a comfortable, safe and conducive educational tmosphere and environment.

5. Instilling religious culture and upholding the value of faith and taqwa.

6. Develop an explorative learning process with a science and technology approach.

7. Developing talents and positive ways of thinking in students.

8. Instill the character of students who are responsible for the school family and the environment of the nation and their country and care about nature and others.

9. Realizing institutional quality improoementand school management.

10.   Realizing school activities that uphold the local and national culture wisdom.

11.   Optimizing coopertion between schools of community parents in the development of students.

B. Findings

In part of chapter, the researcher describe about the improving students' speaking skill by using story telling at the 8th grade students' of SMPN 01 Bangsalsari Jember and also describe about the improvement of action research, interviews data and reflection of the object and data presentation.

In this research the researcher was conducted in one cycles, in cycle consist of four research steps, namely of planning, implementing acting, observing and reflecting. In cycle was carried out in three meetings, which included treatment at the first and second meeting and Post-Test in the third

meeting. The data in this reserach are quantitative data and qualitative data. The quantitative data were taken from the result of the students' speaking skill tests which had been carried out in one cycle, which included speaking test, namely Pos- test. Test are given to students' are in the from of Post-Test. The scores of students' speaking test will be analyzed by calculating the presentage score in each test based on the minimum completence criteria (KKM) which is 70.

1. **Research Findings in The Preliminary Study**

First, the researcher conducted interviews the English teacher and the students' of 8th grade of SMPN 01 Bangsalsari Jember and This interview activity aimed to identify the students' problem during teaching and learning process. Observation activities were also carried out after the interview to observe the students' learning process and the students' condition during teaching and learning process.

The result of interviewing with the English Teacher showed that the students' speaking skill was still low. The English teacher explained to the researcher about the students' that had a low score in English subject. The teacher said that 8th G was a class that had a lowest score and the teacher also explained the problems faced by the students' during teaching and learning process. The problems are : a). Most of students' have difficulties to speak english. b). Students' also hard to achieve vocabulary meaning. c). Students' have low motivation in learning English. d). Students' need fun

method in learning create enjoyful embience. From the interviewed with the teacher.

The resarcher prepared the teaching material based on the topic stated in curriculum. The material was about the recount text. The researcher made one lesson plan for each meeting. In this research the researcher got the students' speaking score from the english teacher of 8th G of SMPN 01 Bangsalsari Jember. The speaking assesment of the students' score in preliminary study are the same with the researcher aspect assesment of students' score, the result in preliminary study showed that there were many students' who had a lowest score under the criteria of succes (KKM) 70. The following score of students' in preliminary study :

Table 4.1
The Result of Preliminary study

No.	Students' Name	Scores	Fail/Success
1.	AFY	50	FAIL
2.	AGFR	45	FAIL
3.	AR	73	SUCCESS
4.	AYEB	70	SUCCESS
5.	AZN	70	SUCCESS
6.	AZA	72	SUCCESS
7.	ANM	70	SUCCESS
8.	AEP	56	FAIL
9.	ANH	75	SUCCESS
10.	AW	70	SUCCESS
11.	AKK	55	FAIL
12.	DS	70	SUCCESS
13.	DSFN	70	SUCCESS
14.	HY	64	FAIL
15.	ITR	70	FAIL
16.	KR	50	FAIL
17.	M	70	SUCCESS
18.	MKAH	72	SUCCESS
19.	MFA	70	SUCCESS
20.	MEE	55	FAIL

21.	NN	74	SUCCESS
22.	NTS	70	SUCCESS
23.	NNR	54	FAIL
24.	PEN	71	SUCCESS
25.	RW	58	FAIL
26.	SR	72	SUCCESS
27.	SF	65	FAIL
28.	SH	75	SUCCESS
Total Score		1836	
Highest Score		75	
Lowest Score		45	
Mean Score		65,57	

The researcher calculate the data by using the formula bellow :

a. Mean of the students' score

$$65,57$$

The description of the formula:

: Mean

: Individual score

: Number of the students'

b. Presentage of completeness of speaking test

$$x100\%$$

$$x100\%$$

$$= 64,28\%$$

The description of the formula :

P: The Class Presentge Score

F: Total Presentage Score

N: Number of Students'

From the result of the preliminry research did not reach the minimum standarts or KKM set by the English teacher. It can be seen that there were only 18 from 28 students' who passed the (KKM 70). The mean score was 65,57. The data precentage of 18 students' who passed the (KKM 70) was 64,28% and the precentage of students who didn't passed the (KKM 70) was 35,71%.

The further action in better learning was needed to improve students' speaking skill. so the researcher was hoped that by using story telling could be a solution and improve students'speaking.

2. Reaserch Findings in Cycle I

In this cycle there were four stages in implementing of the cycle consisted of four mains: planning, implementing, observing, and reflecting. The details of te activity were as follows :

a. Planning

First, the researcher met English teacher to discuss about the students' speaking problem when teaching and learning process. The researcher interviewed the English teacher on Tuesday, 6th november 2023 in teacher's room of SMPN 01 Bangsalasari. The result of preleminary study showed that the students speaking skill was still low. The English teacher explained to the researcher about the students that had a low score in English subject. The teacher said that 8th G was a class that had a lowest score and the English teacher also explained the problems' faced by the students in the class during teaching and learning

process. There were some difficulties faced by the students in speaking English, such as fear of making mistakes, fear of being laughed by their friends, fear to speak English because they did not know the way how to speak the words correctly, they had no idea to pronounce the word, and feeling afraid when they were wrong in grammar.

The English teacher said that she used a various method in teaching English to improve the students speaking skill. Sometimes the teacher used the explaining method in teaching during learning process but the students were not active in the class. Sometimes, she tried to make students speaking by asking the students to repeat the word, but the result of using the method the student were still shy and feeling nervous to speak up.

After interviewing the English teacher, the researcher interviewed the students of 8th G to know the students' problems. The result of interviewing with the students of 8th G, the student showed that they did not like speaking skill because it was really difficult. They said that in speaking they should produce words spontaneously; they could not pronounce the word correctly. They felt nervous and afraid when they should speak up in front of their friends. They said that they liked writing skill because they could think first what they wanted to speak, they could write first what would they said, they could open their dictionary when they did not know the vocabulary and it was not spontaneously like speaking.

To make sure the answer from the English teacher and the students, the researcher observed the class situation to know more about students' speaking problem during teaching and learning process. During teaching and learning process the teacher used a conventional method in teaching, and sometimes the teacher asked the students to repeat the teacher and gave the students assignment from textbook and student's worksheets. To make sure the interview of the teacher and the student, the researcher observed the class during teaching and learning process. The result of observation showed that the statement from the teacher and students was the same with the interview.

After interviewing and observing the class situation, the researcher assumed that the students needed a new strategy or media to improve their speaking skill. When teacher always used conventional method or role play strategy to improve the students' speaking skill, but the strategy was failed, the class situation was still monotonous, the students were still sleepy and lazy during learning process, there was no improvement in their speaking test score.

So the researcher concluded that the students needed a new strategy or media in learning process to make the students enjoyed and active in the class, be spirit in learning process, and could improve their speaking ability and the media could solve the students' speaking problem during teaching and learning process. The researcher asked the English teacher's opinion as a collaborator in this research about the

storytelling as a media in teaching and learning process to improve students' speaking skill. The English teacher agreed if the researcher taught speaking by using storytelling because the teacher never used storytelling as a media in teaching speaking.

Besides that, the researcher and the English teacher analyzed the syllabus. The researcher also made the lesson plan for teaching and learning process and prepared media, materials which were appropriate with the standard and basic competence in curriculum of education.

In this research the researcher used a storytelling as strategy in teaching and learning process. The material of this research was recount text, the researcher designed three meetings in one cycle, two meetings for treatment or teaching and one meeting for speaking test. When the researcher discussed with the English teacher about lesson plan the researcher also explained to the English teacher as collaborator what should the collaborator do and what the researcher do in the class. In conducting this research, the researcher's role was as an English teacher who taught speaking English, while the real English teacher's role was as a collaborator or observer who observed the class situation and students' response in teaching and learning process.

b. **Implementing**

In this phase, the researcher taught speaking in one cycle. One cycle consisted of three meetings, two meetings were for teaching and one meeting was for speaking test. The steps of teaching speaking were

based on the lesson plan. The finding of each meeting was explained below:

1) **The First Meeting**

The first meeting was conducted on Monday, 9th november 2023 at 07.30 – 09.00 am during the first and the second lesson hours which were allocated (2×40 minutes). Before starting the class, the researcher made a plan for the action or treatment based on students' speaking problems. In this case, the researcher determined to select the material, and the strtegy into a lesson plan. Based on the syllabus, there were some materials. In this case the researcher took recount text as material to be delivered for students. That was discussing about the definition, the language features and the generic structure of procedure text. Besides of making lesson plan, the researcher also prepared criteria of success.

During teaching speaking in the 8th G class, the researcher collaborated with the English teacher as a collaborator of the research. This research was collaborative classroom action research. In the first meeting, the researcher taught the students while the English teacher helped the researcher to observe the class and make a field note to know the result of students' activities and situation during teaching and learning process.

After preparing all of the materials, the researcher started the class by greeting to the students, asking them to lead pray before

started the class. The researcher checked the students' attendance list, and asked to them about their feeling and condition. The researcher also explained to them about what they were going to have in the meeting.

The condition of the 8th G was enjoyed and happy. In this meeting. The teacher explaining the material about recount text. The researcher began to explain about the definition of procedure text, language features and continued by the generic structure of recount text. The researcher also explained about past tense (the definition, the purpose of simple past tense and the formula of past tense" because past tense was a generic structure of it.

After that, the teacher continued with explaining the example of recount text by using storytelling. The researcher tell the story about the Holiday in the beach. Besides that, by using the media the student knew the meaning of the word, how to pronounce the word and how to write the correct sentence. The students also tried to understand about the steps. After explaining the material, the researcher asked to the students if they did not understand about the material. In the first meeting, the researcher taught the students based on the lesson plan and the syllabus.

The researcher looked the students were interested during learning by using a storytelling strategy. The students could be more active and enjoy in learning process. They could express their idea

by speak up in the class, they focused on the explanation that given by the researcher in the class. But, some of the students still had a problem in speaking skill. The students did not understand well about how to make a story based on the recount text. They were really focused when the researcher explained the material but they still confused to produce and pronounce the word. When the researcher asked them to speak up in front of the class, they were still confused and shy. It was known from the learning process in the class,.the researcher should try and look the students' improvement in speaking skill in the second meeting to know the improvement of the students.

3. **The Second Meeting**

The second meeting was conducted on, 10th november 2023 at 09.00-10.30 a.m. during the third and the fourth lesson hours which were allocated (2×45 minutes). In the second meeting the researcher and the collaborator came to 8th g class. In this meeting the English teacher as the collaborator helped the researcher to observe the class situation and made a field note to know the result of teaching and learning process in the second meeting. The researcher opened the class by greetings and asked the students to lead a pray. After that the researcher checked the students' attendance list and asked the students condition to warming up the class situation. On that day, three students were complete.

Formerly, the researcher reviewed and asked the students about the last meeting (recount text) to refresh the students' memory. The researcher

also asked the students about their feeling when they got the material. Some students told researcher that they were happy when learning by using a story telling.

To make sure about the students comprehension, the researcher chose and asked the students about what was the recount text, there were 7 students who were brave and felt confidence to answer the question. They answered the question correctly.

In this meeting the researcher also explained again about the recount text but in this meeting the researcher focused on the material about past tense, and examples of positive, negative, interrogative. The researcher also explained to the students how to write the story based on the recount text, by using past tense. In the end of the class, the researcher concluded the material to make sure about students understanding. The researcher also asked to the students about their feeling whether they enjoyed or not with the lesson in the second meeting. The students raised up and said that they enjoyed the class and interesting with the material. The researcher also asked to the students the reason why they felt happy and enjoyed the class. Some students answered that they felt enjoyed and interesting with the class because they could know orally how to pronounce the word from the native.

After concluding the material to the students and asked them several questions. Then the researcher informed them that in next meeting they would get speaking test. After the teacher informed that, the student was shocked and complained to the teacher and researcher . They asked to the

teacher not to give them a test because they still was afraid and feeling nervous if they should improve their speaking in front of the class. In the end of the class, the researcher asked them to learn more about recount text . Then, the researcher gave a suggestion to the students, greeted to them and left the class.

4. Observing

In the observing phase, the researcher collected the data about the implementation of storytelling by giving speaking test to the student to know the student speaking improvement, the test of this research was oral test and the test was individually. In this meeting all of students attended the class.

For the speaking test in this research, the material was about recount text and the theme of the recount text was my trip to the beach, First, the researcher asked the student to pray. Second, The teacher asked the student to prepare a peace of paper, third the teacher asked the students to write a story on a piece of paper. Then the researcher asked them to practice in front of the class. Every student had been given 2 until 3 minutes to speak up or to explain their expereience. When the researcher asked them to come forward one by one, the students were really nervous and some students felt afraid to come forward but the researcher constantly asked them to explain the text. But after the student tell their storythe researcher also asked to the student about 5W+1H, to check the students understanding to the content of the text.

The researcher started the speaking test. All of the students were ready to come forward telling their story. In this test the researcher opened by asking the students first, who were want to be the first to tell the story.? One of the students raised up and come forward to explain her story. She tell their story confidently, and also she tell the story correctly and fluently.

After that, the researcher chose the students randomly to tell the story in front of the class. The researcher looked the students that there were felt nervous and shy to speak up in front of the class. Sometimes, they forgot about the storyline and sometimes the researcher helped them to remind the storylineby replaying the written text. It made the students spoke up slowly.

Besides that, there were students who were really nervous and afraid when the researcher asked them to story telling in front of the class. Although there were students who were still afraid and nervous to story telling in front of the class, but the other students were really excited to tell their stories in front of the class. The other students who really excited to storytelling in front of the class, they could tell their story of their experience correctly and in sequence. They could speak up fluently and correctly. The students were still waiting for appointed by the researcher to come forward, they were really crowded and sleepy. Besides that, there were students who studied and tried to remember and memorize the text before the researcher called them to follow the speaking test. After that, test the class was ended. Then, the researcher gave a suggestion to the students about their speaking test, greeted to them and left the class.

After giving test to the students, the researcher checked the field note from the English teacher. The researcher looked that there was improvement on students speaking skill. When the researcher gave the students speaking test, most of them could tell the story of their experience and answer the question fluently and correctly, it happened because they understood about the recount text. They could speak up without nervous and afraid when they spoke up in front of the class because they were enjoyed the class. They could explain by using correct tense (past tense). Although there were students who still forgot and were shy to tell their storry in front of the class, but overall the students could tell and answer the question from the teacher well.

The teacher and the collaborator also observed the students situation in the class, the students' pay attention or not during teaching and learning process, the students' enthusiastic, the students' confident in delivering question and answer. The data were described as follows:

Table 4.2
The Result of Observation on Students' Learning Activities

No.	Students' Learning Activities	Score	Category
1.	Students' are involved using the teaching media and materials provided by the teacher.	3	Good
2.	Students' actively participate in the learning process.	2	Fair
3.	Students' pay attention to the teachers' explanation	3	Good
4.	Students' show their interesting in doing the learning activities through the use of children story telling as a stratgy to improve students speaking skill	3	Good
5.	Students' give response and do all instruction from the teacher	2	Fair
6.	Students' are not confused about story telling, in teaching and learning process	3	Good
7.	Students' ask some question to the teacher about the material that they do not understand well.	2	Fair

8.	Students' do test independently	3	Good
	Number of score	31	
	Total of score	21	

Category **:**

1 = poor

2 = fair

3 = good

4 = very Good

Based on the data above will be anlyzed by using this formula:

x100%

x100% $=$ 67,74% (Good)

So it can be concluded that the students' learning activities during the teaching and learning process in the use of story telling was good, it can be seen from the precentage score of 67,74%.

Based on the data above it can be concluded that the condition or atmosphere during the application of this media was going well.

5. Reflecting

In this reflecting, the researcher evaluated the students' speaking skill during teaching and learning process by using storytelling. The researcher evaluated it by looking at the data that had been collected. The researcher used students' observation checklist, observation and interview from the first meeting until the speaking test that was written by the English teacher and the result of students' speaking test score in speaking test.

Based on observation in the first meeting, the students were interested and enjoyed the learning process by using storytelling strategy.

The students could understand the material well. They could understand about the meaning and the purpose of the recount text. The students felt enjoy and focused during the researcher explaining the material.

They had already known about recount text (what is the recounttext, the purpose of the text, generic structures and also the features of the text). During teaching and learning process, the students did not make a lot of noise in the class because the students focused on the researchers' explanation and there were improvement on students' speaking achievement. It can be concluded that the students needed something new media or strategy in teaching and learning process to make the students more active and interested to speak up. Most of the students enjoyed the class when the researcher gave them material by using storytelling strategy .

In this research, the researcher concerned to the students' speaking skill. The students' speaking skill was better than before. The students could improve their knowledge about the vocabulary, the pronunciation, and the fluency. They tell the story and how to pronounce the word fluently. After the researcher explained the material, the researcher sometimes checked the students' pronunciation asking the students to repeat the sentences (word). So, the students could know the meaning of the sentences or the word without looking the dictionary and the students could repeat the sentence by fluently.

Besides of that, the students also understood about the grammar and the recount text by using storytelling strategy. The teacher explained the

meaning of recount text, the generic structure (past tense), the features of the text. Therefore, the student could remember about the patterns of recount text (past tense) automatically. Sometimes, the researcher also asked to the students about the text by using 5W + 1H. As like what was the purpose of the text?, So, by it the students could improve their grammar and their comprehension to the recount text. As we know that grammar was needed for students especially in learning speaking skill. Heaton also strengthen that, grammar was needed for students to arrange the correct sentence in conversation. It means that grammar was needed in learning speaking English, because it used to avoid misunderstandings and helps people to speak correctly. Before implementing the story telling strategy for teaching and learning in speaking skill, the researcher determined the criteria of succe. This research would be successful if the presenatge of the students learning result after the cycle increase with the minimum score is 70. And after implementing the storytelling strategy, the result of the students' speaking test score showed that the mean score was 71,57

Table 4.3
Score Post-Test

No.	Students' Name	Scores	Fail/Success
1.	AFY	65	FAIL
2.	AGFR	74	SUCCESS
3.	AR	73	SUCCESS
4.	AYEB	60	FAIL
5.	AZN	78	SUCCESS
6.	AZA	72	SUCCESS
7.	ANM	74	SUCCESS
8.	AEP	72	SUCCESS
9.	ANH	76	SUCCESS
10.	AW	70	SUCCESS
11.	AKK	65	FAIL
12.	DS	75	SUCCESS
13.	DSFN	74	SUCCESS
14.	HY	72	SUCCESS
15.	ITR	74	SUCCESS
16.	KR	62	FAIL
17.	M	75	SUCCESS
18.	MKAH	73	SUCCESS
19.	MFA	76	SUCCESS
20.	MEE	70	SUCCESS
21.	NN	74	SUCCESS
22.	NTS	72	SUCCESS
23.	NNR	62	FAIL
24.	PEN	74	SUCCESS
25.	RW	62	FAIL
26.	SR	74	SUCCESS
27.	SF	74	SUCCESS
28.	SH	82	SUCCESS
	TOTAL SCORE	2004	
	HIGHEST SCORE	82	
	LOWEST SCORE	60	
	MEAN SCORE	71,57	

In this post test, the total score obtained by students in 2004 with 28 students, so the mean was :

$$71,57$$

The description of the formula :

: Mean

: Individual score

: Number of the students'

Based on the presentage above it can be explained that the total score of students' in post test is 2004 and the number of students' is 28, so the everage score obtained from post test is 71,57.

In addition, there are 22 students' who can achieve the minimum completense criteria score, with a total of 28 students'. So the precentage value in post test I can be analyzed using the following formula:

$$x100\%$$

$$x100\%$$

$$= 78,57\%$$

The description of the formula :

P: The Class Presentge Score

F: Total Presentage Score

N: Number of Students' '

And also there are 6 students' who have not reached the minimum completence criteria. So the precentage value in post test can be analyzed using ths following formula:

58

x100%

x100%

= 21,42%

From this analysis we can take conclusion that the score of the students' in the post-test there was improvement from 64,28% in the pre eleminary study, to 78,57% students who can pass the (KKM 70). Based on the data above, the researcher considered that the use of story telling to improve students' speaking skill was successful. Therefore, this research was ended in cycle one only.

Table 4.4
The Score of Preliminary study and Post-Test

Score Explanation	Pre-cycle	Test
Sum of the score	1836	2004
The number of the students	28	28
Students' mean score	65,57	71,57
Precentage score of the students who pass the KKM	64,28%	78,57%

C. Discussion

This section presented the discussion of the research finding of teaching speaking by using storytelling as strategy in teaching and learning process of this research, the result showed that the students' speaking scor wwas gradually improved. It mean that ther was an improvement of students' speaking achievement. From the data in the preliminary study, the students mean score was 65,57 with th precentage of the students who reached the KKM was

The use of storytelling strategy in teaching vocabulary is carried out in one cycles, wich consist of two meetings. In cycle this research consist of

planning,implementing,acting,observing and reflecting. In addition, in using storytelling as a strategy, researcher used the observation sheets in data in assesing the use of Story telling strategy in teaching speaking to students' in class. In the cycle, the teacher's teaching activities and students's learning activities during the teaching and learning process that have been carried out by researhers get a good category in using story telling in improving students speaking skill

The implementation of story telling in teaching speaking Englih got a good response from the students. During teaching and learning process by using story telling the students focused when the teacher explained the material by it, the students could know to write the sentence, know the meaning of the word and how to pronounce the word correctly. However, some students still had a problem in speaking as like they were shy, afrai and did not know the word written and the way how to pronounce th word. it made the students did not understand well about the materia, but most of the students really focused when the researcher explained about the recount text but some students were confused bout how to make the story of recount text.

The teacher began the speaking class by explaining the material using story telling and it made the students enjoy the learning and teaching process, they had already known about the recount text, the purpose, the generic structure, and also the language features. During teaching and learning process the students did not make a lot of noise in the class because the students focused on the teacher explanation and there were improvement on students'

speaking improvement. It can be concluded that the students needed something new media or sttegy, in teaching and learning process to make students more active and interested to speak up. Most of students enjoyed the class when the researcher gave them material by uing story telling. According to Joel Brady stories can also help students understand the process of academic and scintific inquiry.[37]

Then in the next phase, in this cycle, researcher applied the story telling and there was increase in the result of the research that can be seen through the post test scores of each student, with the verage score of 28 students being 71,57. With the breakdown 22 students who completed it completely was 78,57% and there were only 6 students who failed with the precentage 21,42%.

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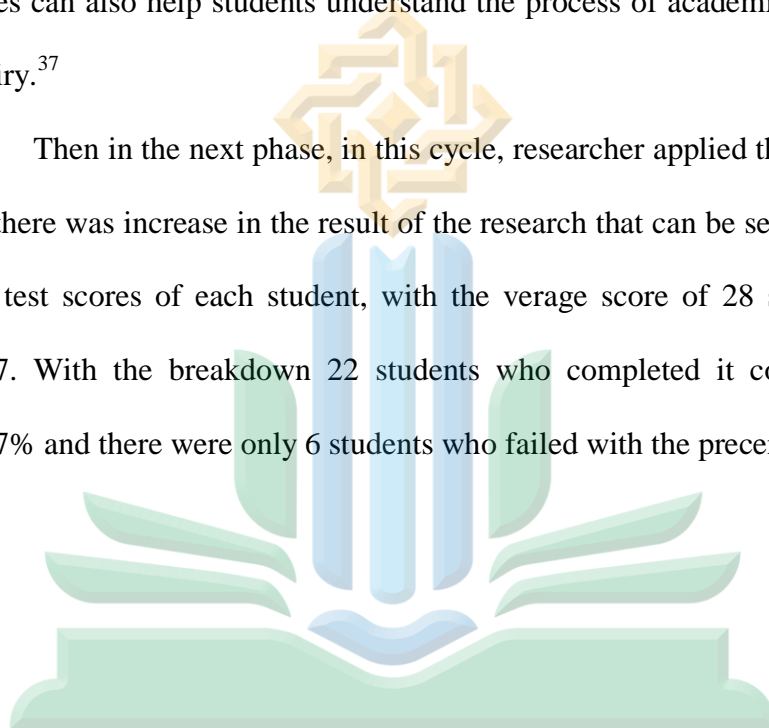
[37] Joel Brady, "*The Educational Benefit of Story Telling* " Journal of Teaching and learning,

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After using story telling in teaching speaking, the researcher form that students' speaking skill score achievement was improved. It can be seen from the test result in Preliminary study and Post-Test. The mean that the students' score on the Preliminary was 65,57 and only 18 students' could achieve the minimum completeness criteria KKM (70) core with a precentage was 64,28%. In the Post-Test, the mean of the students' score was 71,57, and there were 22 students' who could achieved the minimum score of KKM (70), with the precentge 78,57%. so it can be concluded that the use of the story telling can improve student speaking skill score achievement.

B. Suggestion

After seen the result of the research, the following suggestion can be offered to be considered or problem solving in teaching English speaking skill, namely as follows:

1. The English teacher after seen the low students'speaking skill score, the teacher is expected to use the variety of teaching models or media; one of them is using English short recount text can improve the speaking skill score of the students.

2. The other researchers, this reasearch can be used as a source in obtaining more information about enrching students' speaking skill using short story through recount text, and it is happened that other researcher can do further research related to this reserach to expand students' knowledge in teaching speaking skill.

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PERNYATAAN KEASLIAN TULISAN

Yang bertanda tangan dibawah ini:

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Menyatakan dengan sebenernya bahwa dalam hasil penelotian inin tidak terdapat unsur-unsur penjiplakan karya penelitian atau karya ilmiah yang pernah dilakukan atau dibuat orang lain, kecuali yang secara tertulis dalam naskah ini di sebutkan dalam sumbe dan daftrar pustaka.

Apabila dikemudian hari ternyata hasil penelitian ini terbukti terdapat unsur-unsur penjiplakan dan ada klaim dari pihak lain maka saya bersedia untuk diproses sesuai peraturan perundang-undangan yang berlaku.

Demikian surat pernyataan ini saya buat dengan sebenarnya dan tanpa paksaan dari siapapun.

Jember, 03 Mei 2024
Saya yang menyatakan

AMILIA BADRIANISAH
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Appendix 1

MATRIKS OF THE RESEARCH

Table	Variable	Sub Variable	Indicator	Source of Data	Research Method	General Question
THE USE OF STORY TELLING TO IMPROVE STUDENTS' SPEAKING SKILL AT THE EIGHT GRADE STUDENTS' OF SMPN 01 BANGSALSARI IN ACADEMIC YEAR 2023/2024	Story Telling	Recount Text	Language Future Generic Structure	Informant : English Teacher Students of eighth grade Dokumentation	Methodology Classroom Action Research (CAR) Planing Observing Refrecting	How is the implementation of l storytelling that can be able to improve students' interest in speaking skill at the 8th G of SMPN 01 Bangsalsari?
	Speaking Skill	Criteria of Speaking Skill	Pronounciation Grammar Vocabulary Fluency Comprehension		Data Collection Observation Test	
					Data Anaysis CAR was analyzed by using qualitative and quantitative data	

Appendix 2

SURAT PERMOHONAN PENELITIAN

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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Nomor : B-4782/In.20/3.a/PP.009/11/2023
Sifat   : Biasa
Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala SMPN 01 BANGSALSARI
Jl. Sukoejo No. 107 Bangsalsari

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM   : T20186136
Nama   : AMILIA BADRIANISAH
Semester   : Semester sebelas
Program Studi   : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "**The Use of Storytelling To Improve Students' Speaking Skill** it at The Eight Grade Students of SMPN 01 Bangsalsari" selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak/Ibu Budi Utomo, S.Pd

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember **29 Januari 2024**
an. Dekan,
Wakil Dekan Bidang Akademik,

MASHUDI

Appendix 3

SURAT TELAH MENYELESAIKAN PENELITIAN

PEMERINTAH KABUPATEN JEMBER
DINAS PENDIDIKAN
UPTD SATUAN PENDIDIKAN
SMP NEGERI 1 BANGSALSARI
Jl. Sukorejo No 107 Telp.(0331) 711621 Bangsalsari - Jember (68154)
Email :smpn1bangsalsarijember@gmail.com

SURAT KETERANGAN
NO: 670/185/310.18.20523893/2023

Yang bertanda tangan dibawah ini, Kepala SMP Negeri 1 Bangsalsari Kabupaten Jember menerangkan bahwa :

Nama : AMILIA BADRIANISAH
NIM : T20186136
Program Studi : TADRIS BAHASA INGGRIS
Perguruan Tinggi : UIN KHAS Jember

Telah melakukan penelitian mulai tanggal

judul penelitian "**29 Januari 2024 s/d 29 Februari 2024 dengan Judul Penelitian "The Use Of Storytelling To Improve Students' Speaking Skill at The Eight Grade Students of SMPN 01 Bangsalsari Jember** "
Demikin surat keterangan ini kami di buat agar dapat dipergunakan sebagaimana mestinya.

Bangsalsar 29 Januari 2024
Kepala Sekolah,

BUDI UTOMO, S.Pd.
NIP. 19690806 200801 1 008

Appendix 4

RPP
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	**: SMP Negeri 01 Bangsalsari**
Mata Pelajaran	**: Bahasa Inggris**
Kelas/Semester	**: VIII/ II**
Materi Pokok	: Menyusun teks recount tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (*personal recount*)
Skill	: *Speaking*
Alokasi Waktu	: 2 JP x 40 menit (1 Pertemuan)

A. Kompetensi Inti (KI)

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli dan bertanggung jawab dalam berinteraksi secara efektif sesaui dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara dan kawasan regional.

KI 3 : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

KOMPETENSI DASAR	INDIKATOR PENCAPAIAN KOMPETENSI
3.11 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.11.1 Menjelaskan fungsi sosia yang terkandung dalam teks personal recount **tulis** pendek dan sederhana. 3.11.2 Menganalisis struktur teks personal recount **tulis** pendek dan sederhana. 3.11.3 Menganalisis unsur kebahasaan pada teks personal recount **tulis** pendek dansederhana

4.11.2 Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal *recount*), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	4.11.2.1 Menyusun teks personal recount **tulis** pendek dan sederhana. 4.11.2.2 Menghafalkannya dan menampilkan di depan kelas

Nilai karakter yang dikembangkan: jujur, disiplin, percaya diri, kerjasama, tanggung jawab

C. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran:

1. Dengan mengamati dan membaca teks personal recount, siswa dapat menjelaskan fungsi sosial yang terkandung dalam teks personal recount **tulis** pendek dan sederhana dengan baik.
2. Dengan mengamati dan membaca teks personal recount, siswa dapat menganalisis struktur teks personal recount **tulis** pendek dan sederhana dengan baik.
3. Dengan mengamati dan membaca teks personal recount, siswa dapat menganalisis unsur kebahasaan pada teks personal recount **tulis** pendek dan sederhana dengan baik.
4. Siswa dapat membuat teks personal recount **tulis** pendek dan sederhana dengan baik.

D. Materi Pembelajaran

1. **Materi Pembelajaran Regular Recount Text**

   Recount text adalah teks yang menceritakan kembali kegiatan, kejadian, atau pengalaman yang terjadi di masa lampau/ sudah terlewati.

   a. **Tujuan Teks Recount**

   Untuk menceritakan kembali kejadian – kejadian/ pengalaman di masa lampau/ sudah terlewati.

   b. **Fungsi Sosial**

   Melaporkan, mengambil teladan, dan membanggakan.

   c. **Struktur Teks**

   Dapat mencakup:

   a. Orientasi : memberikan pembaca informasi latar belakang (background knowledge) yang dibutuhkan untuk memahami teks, seperti siapa yang terlibat, dimana itu terjadi, dan kapan itu terjadi.
   b. Urutan kejadian/kegiatan: serangkaian peristiwa/kejadian yang diurutkan secara kronologis
   c. Orientasi ulang: sebuah komentar pribadi tentang peristiwa atau apa yang terjadi pada akhirnya.

   d. **Unsur kebahasaan**

   1) Kalimatnya menggunakan *Simple Past tense.*
   2) Formula = S + Verb 2 + Object/Complement (kata keterangan)
   3) Menggunakan action verb, contoh: went, stayed, did
   4) Fokus pada specific participant, contoh: I (the writer)
   5) Menggunakan kata keterangan waktu (adverb of time): *yesterday*, *last month, an hour ago*, *a month ago, last year, last holiday*, dan sebagainya.
   6) Menggunakan kata penghubung (conjunction): *first, then, after that, before, at last, finally*, dan sebagainya.

7) Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb.

8) Ejaan, tanda baca, dan tulisan tangan.

e. Topik

Peristiwa, pengalaman yang terjadi di sekolah, rumah, dan yang dapat menumbuhkanperilaku yang termuat di KI.

2. Materi Pembelajaran Pengayaan

recount text (Holiday)

3. Materi Pembelajaran Remedial

Teks personal recount sederhana dan tambahan latihan soal.

E. Strategy Pembelajaran

Strategi : story telling

F. Media dan Bahan

1. Media : Power Point

2. Alat : LCD, whiteboard, board marker

G. Bahan

Print out bahan ajar, LKPD, buku siswa

H. Sumber Belajar

Buku siswa: Wachidah, Siti, dkk. 2017. Bahasa Inggris "*When English Rings a Bell*" SMP/MTs Kelas VIII. Jakarta: Kemendikbud (Halaman 167-195).

I. Langkah – Langkah PembelajaranSatu Pertemuan (2 JP/80 menit)

Langkah Pembelajaran	Deskripsi Kegiatan	Alokasi Waktu
Kegiatan Pendahuluan	- Guru memberi salam. - Guru mengajak siswa memulai kegiatan pembelajaran dengan berdoa bersama. - Guru memeriksa kehadiran siswa. - Guru mengaitkan materi dengan pengalaman peserta didik atau dengan tema sebelumnya. - Guru menginformasikan materi yang akan dipelajari. - Guru memberikan gambaran tentang manfaat mempelajari materi yang akan dipelajari. - Guru menyampaikan tujuan pembelajaran dan penilaian pada materi.	5 menit

Kegiatan Inti	**Observing** - Guru menyampaikan materi tentang past tense kepada peserta didik sedangkan peserta didik mengamati penjelasan yang di berikan guru - Guru menunjukan contoh contoh kalimat simple past temse kepada peserta didik. - Peserta didik mulai mengamati ciri-ciri contoh atau rumus dalam kalimat yang diberikan guru.	10 menit	
	Questioning - Peserta didik dan guru bertanya jawab tentang materi yang telah di berikan	5 menit	
	Experimenting / exploring - Guru menjelaskan contoh recount text pada siswa - Siswa mengutarakan apa yang mereka peljari dan pikirkan tentang materi recunte text kepada guru	10 menit	
	Associating - Guru meminta peserta didik untuk berpasang pasangan - Guru memberi contoh story recount text pada siswa - Guru meminta siswa untuk mengulang kalimat yg guru ucapkan - Guru mengidentifikasi unsur kebahasaan pada story recount text - guru menvidentifikasi grammar yg terdapat pada text bacaan	35 menit	
	Creating and communicating - guru meminta murid membuat story recount text - Guru meminta siswa untuk memahami dan mendalami recount text yang telah mereka buat. - Guru meminta siswa untuk maju satu persatu mempresentasikan apa yang telah dihafalkan sebelumnya -	10 menit	
Kegiatan Penutup	- Siswa beserta guru membuat simpulan kegiatan yang baru saja dilakukan. - Siswa melakukan refleksi terhadap kegiatan yang sudah dilaksanakan. - Guru menyampaiakan rencana pembelajaran untuk pertemuan mendatang. - Guru mengakhiri pembelajaran dengan salam.	5 menit	

J. Penilaian

Teknik Penilaian

a. Sikap   : Observasi
b. Pengetahuan   : Tes berbicara
c. Keterampilan   : Portofolio

K. Pembelajaran Remedial dan Pengayaan

a. Remedial

Remedial diberikan kepada peserta didik yang belum mencapai KKM. Remedial dilakukan dengan pembelajaran ulang. Pembelajaran ulang dilakukan dengan materi teks personal recount tentang pengalaman pribadi seseorang.

b. Pengayaan

Pengayaan diberikan kepada peserta didik yang telah mencapai KKM untuk menambah wawasan. Peserta didik membaca beberapa contoh teks personal recount yang lainnya kemudian menganalisisnya.

Mengetahui,   Jember, 8 November 2024
Guru Mata Pelajaran
Guru Bahasa Inggris

Dhani, S.Pd., M.Pd   **Amilia Badrianisah**
NIP.   **NIM.20186136**

Appendix 5

TEST INSTRUMENT

Post Test

The Test of this research, the researcher uses an oral test story based on the recount text. The researcher ask the students to make a story text based on the tittle of recount text given. The researcher ask the students tell the story in front of the class.

Students' Direction :

1. Ask the student to pray
2. Ask the student to prepare the paper
3. Ask the student to write the story of their experince under the tittle Trip To the Beach based on recount text
4. Ask the student to practice their story in front of class
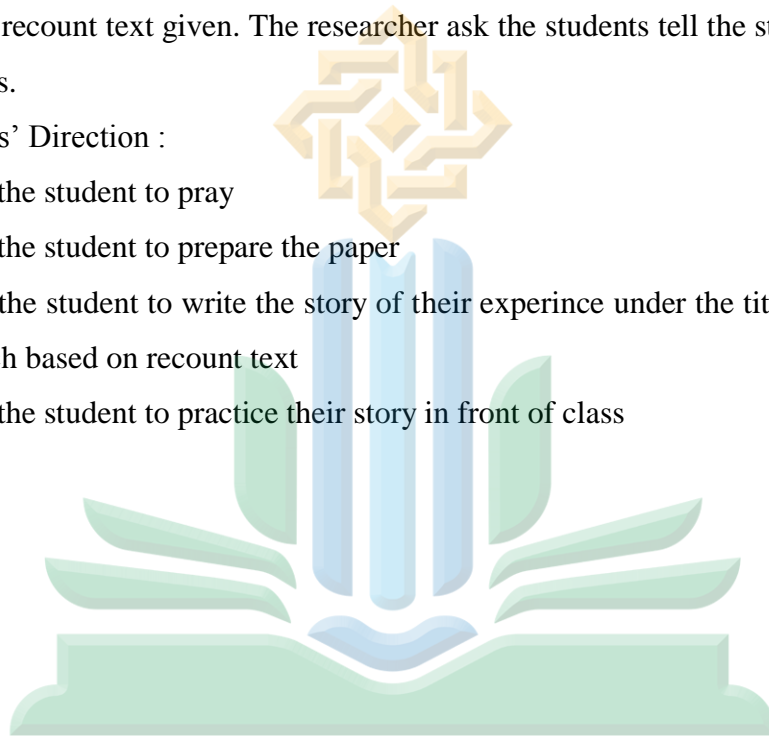
Appendix 6

EXAMPLE OF STUDENT POST TEST RESULT

Trip to Papuma Beach

Yesterday, Me and my Family went to the beach, before go to the beach me and my Family prepare Food and dress.

When we arrived, we look for a shady place at the time the writter was quit hot so we find a nice place. My sister and I swam in the beach Before we went home, we had some Food and changed dress.

After that we go home because it was 6.00 Everyone was happy and the trip very happy
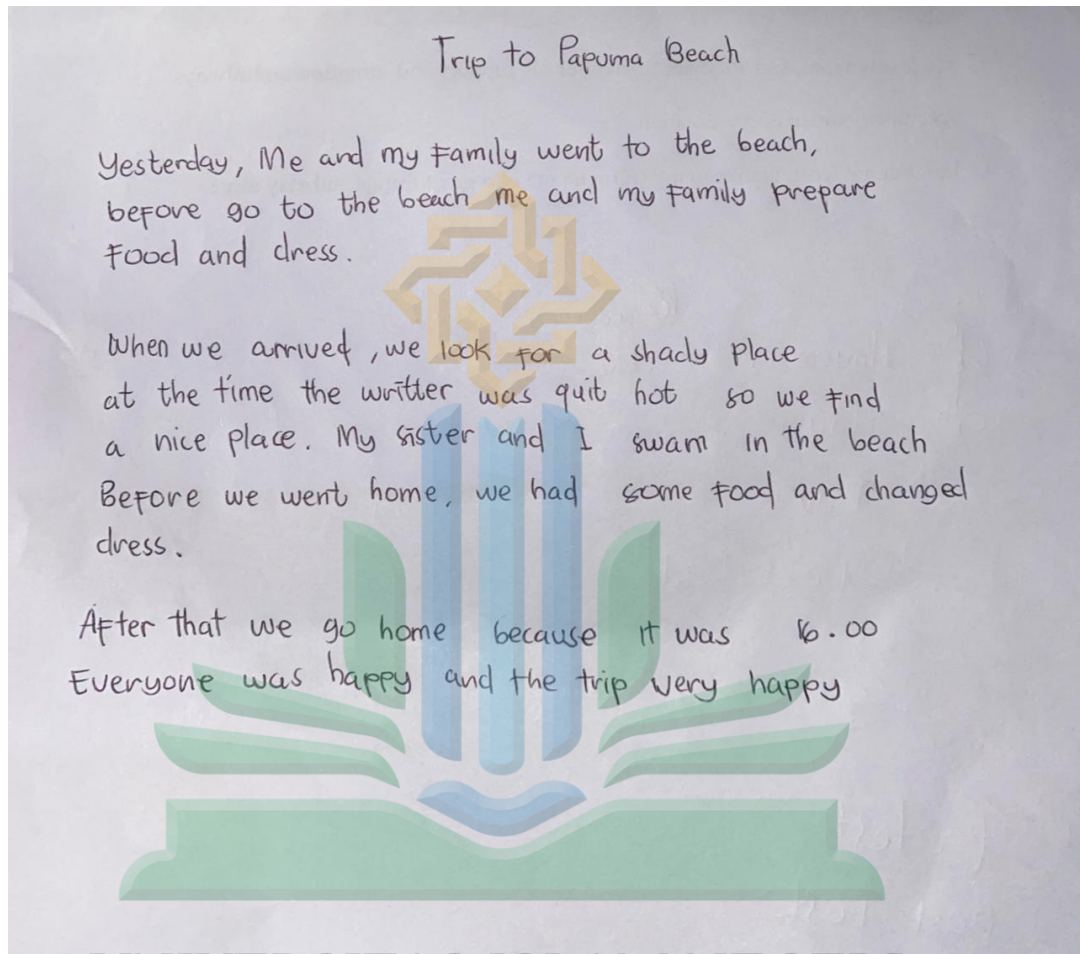
Appendix 7

RUBRIC SCORE RUBRIC
Scoring Rubric for Speaking Test:

No	Criteria	Scale	Description
1.	Pronunciation	17-20	Easy to understand and has native speaker's Accent
		13-17	Easy to understand with certain accent
		9-13	There are some problems in pronunciation that made listener should more concentration and sometimes there is misunderstanding
		5-9	Difficult to understand because there is problem in pronunciation, asked to repeat
		1-5	Pronunciation is so bad and it cannot be Understood
2.	Grammar	17-20	There is no or little mistake in grammar
		13-17	Sometimes makes mistake in grammar
		9-13	Often makes mistake in grammar and it influences the meaning
		5-9	There are many mistakes in grammar which made hinder and should re-arrange sentence
		1-5	Grammar
3.	Vocabulary	17-20	Using a variety vocabulary
		13-17	Sometimes using vocabulary which is not Appropriate
		9-13	Using vocabulary which is not appropriate, conversation becomes limited because thevocabulary is limited
		5-9	Using wrong vocabulary and it is limited, it is difficult to understand
		1-5	Vocabulary is so limited so conversation impossible to occur
4.	Fluency	17-20	Speaks fluently and little hesitation
		13-17	Speaks with some hesiatations
		9-13	Speech is frequently hesitant and jerky, sentence may be left uncomplete
		5-9	Speak frequent confused and unwell
		1-5	Speechis so halting and fragmentary thet conversation is virtually impossible
5.	Comprehension	17-20	Understand all without any difficulties
		13-17	Understand almost all, although there is repetition in certain part
		9-13	Understand most of what she/he talks in slow Speaking
		5-9	Difficult to understand what she/he talks
		1-5	Cannot understand although in simple Conversation

Appendix 8

RESEARCH JOURNAL

RESEARCH JOURNAL'S ACTIVITIES

Name   : Amilia Badrianisah
NIM   : T20186136
Tittle   : The Use of short Story to Enrich Students' Vocabulary Achievement at The
              Eight Grade Students of SMPN 01 Bangsalsari
Location   : SMPN 01 Bangsalsari

No.	Day/Date	Activity	Initials
1.	29 January 2024.	The researher gives a research permit to the school and interviews the English teacher and few students at 8th grade of SMPN 01 Bangsalsari	
2.	31 January 2024.	The researcher observes the classroom activity at 8th grade students and consult about the lesson plan with the english teacher	
3.	5 February 2024.	The researcher applies the action (first meeting)	
4.	7 February 2024.	The researcher applies the action (secong meeting)	
5.	12 February 2024.	The researcher gives avocabulary test to the students	
6.	29 February 2024.	The esearcher asking for a letter of research fiishing	

Bangsalsari, 29 februari 2024.
The Head Master of School

Budi Utomo, S.Pd

Appendix 9

INTERVIEW WITH THE TEACHER

No.	Question	Answer
1.	What curriculum is used at SMPN 01 Bangslsari?	This school uses K13 curriculum
2.	How mny times is English taught week ?	English is taught Taught twice a week, in Monday and Thursday
3.	How many times is allocated for learning in one meeting?	Time allocation is 2x40 minute
4.	What is the problems of the students face for now?	The student still confused when the teacher asked them about the content of the materials, the students just can write but not to speak because they have never been trained to speak English before and the learners are still embrassed to hesitate and sutter when speaking They are poor in understanding text, reading or talking to their frioends using English. from this, I think students are not yet able to master English vocabular completely. So they lack confidance in their activities when learning activities use English and also find it difficult to answer related question.
5.	How do you solve this problem?	I do many things to train students' ability to master their skill in speaking , such as asking students to bring a dictionary so they can look for the difficult words using a dictionary.
6.	Of all the classes, which class experience the most difficulties in mastering vocabularies?	The VIIIG is the most difficulties in mastering the speaking skill.
7.	What is the minimum standart score on english lesson mom ?	It is a 70

Appendix 10

STUDENTS'S ATTENDANCE LIST

No.	Name	F/M
1.	AHMAD FITRA YUDA	M
2.	A. GALANG FATHUR	M
3.	A. RIADI	M
4.	A. YOGA EKA BUDIMAN	M
5.	A. ZAINUN N.	M
6.	A. ZIDANE A.	M
7.	AINI NUR MAULIDA	F
8.	ENDI EKA PRATAMA	M
9.	ANGGRIANI NURUL	F
10.	ANISA WULNDARI	F
11.	ATIKA KIDUNG KARBELA	F
12.	DEVAL SEPTIANO	M
13.	DIANDRA SARI PURBA	M
14.	HAMDANI YUSUF	M
15.	ILSA TARADICA	F
16.	KHAIRUR ROHMAH	F
17.	MAGHFIROH	F
18.	M. KHOLIDI ASYADI ALAN	M
19.	M. FAREL ARDIASYAH	M
20.	M. ERVAN EVENDI	M
21.	NADIA NOVITASARI	F
22.	NADYATUS SILVIA	F
23.	NAYLA NAZILIA	F
24.	PUTRI EKA NADYA	F
25.	RIDHO WICAKSONO	MM
26.	SEPTIAN RAMADHANI	M
27.	SYIFA FAUZIAH	M
28.	SILVIA HADINATA	F

Appendix 11

DOCUMENTATION

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Appendix 12

<center>**RESEARCHER'S BIOGHRAPHY**</center>

A. Personal Information

Name   : Amilia Badrianisah

NIM   : T20186136

Gender   : Female

Place, Date of birth   : Jember, 26 October 1999

Adress   : Dusun Krajan B Bangsalsari Jember

Religion   : Islam

Departmen Major Course   : FTIK English Departmen

Email Adress   : amiliabd26@gmail.com

B. Educational Background

2004-2006   : TK ABA Bangsalsari

2006-2012   : SDN Bangsalsari 02

2012-2015   : MTS Al Mawaddah Coper Jetis Ponorogo

2015-2018   : MA Al Mawaddah Coper Jetis Ponorogo