

THE EFFECT OF STORY TELLING ON STUDENTS' SPEAKING ABILITY AT GRADE XI SMA NEGERI 2 SIABU

ATHESIS

Submitted to the State Institute for Islamic Studies Padangsidimpuan as a Partial Fulfiliment of the Requirement for the Degree of Educational Scholar (S.Pd.) in English

Written By:

SUCI RAHAYU Reg. No. 12 340 0075

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY STATE INSTITUTE FOR ISLAMIC STUDIES PADANGSIDIMPUAN 2017



THE EFFECT OF STORY TELLING ON STUDENTS' SPEAKING ABILITY AT GRADE XI SMA NEGERI 2 SIABU

A THESIS

Submitted to the State Institute for Islamic Studies Padangsidimpuan as a Partial Fulfillment of the Requirement for the Degree of Educational Scholar (S.Pd.) in English

Written By:

SUCI RAHAYU Reg. No. 12 340 0075

ADVISOR I

Eka Sustri Harida, M.Pd NIP. 19750917 200312 2 002 ADVISOR II

Zainuddin, S.S., M.Hum NIP. 19760610 200801 1 016 ENT

DONE

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY STATE INSTITUTE FOR ISLAMIC STUDIES PADANGSIDIMPUAN 2017 Term : Munaqosyah a.n. Suci Rahayu Item : 6 (six) exemplars Padangsidimpuan, 05-0406er - 2017 To: Dean of Tarbiyah and Teacher Training Faculty in-Padangsidimpuan

Assalamu'alaikum Wr.Wb.

After Reading, studying, and giving advices for necessary revises on thesis belongs to SUCI RAHAYU, entitle *"The Effect of Storytelling on Students"* Speaking Ability At Grade XI SMA Negeri 2 Siabu".

We assume that the thesis has been acceptable the assignment and fulfill the requirement for the degree of Educational Scholar (S.Pd.) in English Program, Tarbiyah and Teacher Training Faculty in IAIN Padangsidimpuan.

Therefore, we hope that the thesis will soon be examined by the thesis examiner team of English Department of Tarbiyah and teacher training faculty IAIN Padangsidimpuan. Thank you.

Wassalamu'alaikum Wr.Wb.

Advisor I

Eka Sustri Harida, M.Pd NIP: 19750917 200312 2 002

Advisor II

Zainuddin, S.S., M.Hum NIP:/19760610 200801 1 016

DECLARATION LETTER OF WRITING OWN THESIS

The name who signed here:

Name	: SUCI RAHAYU
Reg. No.	: 12 340 0075
Faculty/Department	: Tarbiyah and Teacher Training Faculty/ TBI-2
Title of Thesis	: THE EFFECT OF STORY TELLING ON STUDENTS' SPEAKING ABILITY AT GRAD XI SMA N 2 SIABU

I here by declare that I have arranged and written the thesis by myself, without asking for illegal help from others except the guidance from advisors, and without doing plagiarism as it is in students' ethic code of IAIN Padangsidimpuan article 14.

I do this declaration truthfully, if there is deceitfulness and incorrectness degrading to this deglaration in the future, I will be willing to get punishment as it is required in students' academic degree disrespectfully, and other punishment regarding norms and legal law.

Padangsidimpuan, Juli 2017

Declaration Maker



SUCI RAHAYU Reg. Number 12 340 0075

AGREEMENT OF PUBLICATION OF FINAL TASK FOR ACADEMIC <u>CIVITY</u>

As Academic Civity of The State Institute for Islamic Studies Padangsidimpuan, the name who signed here:

Name	: SUCI RAHAYU
Nim	: 12 340 0075
Faculty / Department Kind	: Tarbiyah and Teacher Training Faculty / TBI-2 : Thesis

To develop science and knowledge, declarate for giving to The State Institute for Islamic Studies Padangsidimpuan Non Exclusive Royalty Right on my thesis with the title:

"THE EFFECT OF STORY TELLING ON STUDENTS' SPEAKING ABILITY AT GRADE XI SMA N 2 SIABU"

With all the sets of equipment (if needed). Based on the this non exclusive royality right, The Institute Islamic Studies Padangsidimpuan has the right to save, format, organize in data base form, keep and publicate my final task as long as I determine as a writer and own creative right.

Thus, this statement is made truthly.

Made in Padangsidimpuan July th 2017

" " signed TERAL MPEL DD0ADC002842602 TRAHAYU

Reg. No. 12 340 0075

EXAMINERS

SCHOLAR MUNAQOSYAH EXAMINATION

Name Reg. No Faculty/Department

: SUCI RAHAYU : 12 340 0075 : Tarbiyah and Teacher Training Faculty/English Education Department : THE EFFECT OF STORYTELLING ON STUDENTS' SPEAKING ABILITY AT GRADE XI SMA NEGERI 2 SIABU

Thesis

Chief,

Ryflubi

Rayendriani Fahmei Lubis, M.Ag Nip.19710510 200003 2 001

Secretary,

Eka Sustri Harida, M.Pd Nip.19750917 200312 2 002

Members,

Ryflubi

Rayendriani Fahmei Lubis, M.Ag Nip.19750917 200312 2 002

Yusni Sinaga, S.Pd., M.Hum Nip.19700715 200501 2 010

Proposed : Place Date Time Result/Mark : 70.87 (B) : 2.84 IPK Predicate : Good

: Padangsidimpuan : October ,09th 2017 : 14.00 until 17.00

Eka Sustri Harida, M.Pd Nip.19750917 200312 2 002

Zainuddin, S.S., M.Hum Nip.19760610 200801 1 016



KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733 Telepon (0634) 22080 Faximile (0634) 24022

LEGALIZATION

Thesis

THE EFFECT OF STORY TELLING ON STUDENTS' SPEAKING ABILITY AT GRADE XI **SMA NEGERI 2 SIABU**

Written By Reg. No

: SUCI RAHAYU : 12 340 0075 Faculty/Department :TARBIYAH AND TEACHER TRAINING FACULTY/ TBI-2

The Thesis had been accepted as a partial fulfillment of the requirement for the degree of graduate of Education (S.Pd)

> Padangsidimpuan, of November 2017 an. Dean Wakil Dekan Bidang Akademik

Dr. Lelya Hilda, M.Si. NIP 19720920 200003 2 002

Name	: SUCI RAHAYU
Reg. No	: 12 340 0075
Faculty	: Tarbiyah and Teacher Training
Department	: English Education (TBI-2)
Title of Thesis	: The Effect of Storytelling on Students' Speaking ability at
	Grade XI SMA Negeri 2 Siabu Mandailing Natal

ABSTRACT

This research is about The Effect of Story Telling on Student's Speaking ability. Some of the students' couldn't understand how is students' speaking ability before using storytelling and how is student' speaking ability after using story telling. They are not interest in learning English. The purpose of this research is to describe the significant effect of story telling on students' speaking ability at grade XI SMA Negeri 2 Siabu Mandailing Natal.

The research is done in SMA Negeri 2 Siabu at Grade XI. The kind of this research is quantitative research in experimental method. Thetotal of population was 116 students. Then, the sample of research is 60 students. Next, this research used test as instrument, test was divided to pre test and post test about students storytelling. To analysis the data, the researcher used formulation of t-test.

After calculating the data, the research found that the ability of the effect of story telling on students' speaking ability at grade XI SMA Negeri 2 Siabu can be categorized in enough. It can be seen from post Test t_{able} is higher than $t_{count}(6.20>29.48)$, and pre test found that t-table is higher than t-count (3.60> 93.5). It means the hypothesis is accepted. It is concluded that there is the significant effect of storytelling on students' speaking ability at grade XI SMA Negeri 2 Siabu. So, the effect of story telling on students' speaking ability are enough ability.

Key words: Story Telling, Students' on Speaking ability.

ACKNOWLEDGEMENT بسم الله الرحمن الرحيم

Firstly, I would like to convey my grateful to Allah SWT. The most Creator and Merciful who has given us the health, time and chance for finishing the thesis entitled "The Effect of Storytelling on Students' Speaking ability at Grade XI SMA Negeri 2 siabu". Besides, shalawat and salam be upon to the prophet Muhammad SAW that has brought the human from the darkness era into the lightness era.

It is a pleasure to acknowledgement the help and contribution to all lecturers, institution, family and friends who have contributed in different ways. Therefore, in this chance the writer I would like to express the deepest gratitude to the following people:

- 1. Eka Sustri Harida, M.Pd., as the first advisor and Zainuddin, S,S., M.Hum. as the second advisor that had guided, supported, advised, and suggested the researcher with great patience to finish this thesis as well.
- 2. The Rector of IAIN Padangsidimpuan, Dr. H. Ibrahim Siregar, MCL.
- 3. Mrs. Hj. Zulhimma, S.Ag., M.Pd., the Dean of Tarbiyah and Teacher Training Faculty.
- 4. Mrs. Rayendriani Fahmei Lubis, M.Ag., the Chief of English Education Department.

- 5. My beloved parents, (Daswar and Hotma) who have supported emotionally and economically, who have taught the researcher how to be patient and survive. They give big suplay in her life with much love, life knowledge, supports, patience, and pray that guardedthe researcher to be better in all conditions.
- 6. The researcher's beloved sisters, (Ceriah Dini S.Pd., Lenni Aminah, Risky Yunika) who have supported emotionally and economically, who have taught the researcher how to be patient and surviveandtheir prays, supports, and smiles all the time.
- Thanks to lovely friends; Elly Siti Hawaty, Isma Yanti, Helli Novrita,Ummu Habibah Harahap, Siska Wahyu Dalimunthe, Afrianisyah, Rosmaini Lubis, Siska Fitriani Rambe, Juni Aida, Ismaida,and all of beloved friends in TBI-1, TBI-2 and also TBI-3.
- 8. All of the people who have helped in finishing the writer's study that cannot mentioned one by one.

The researcher realize that this thesis cannot be considered perfectly without critiques and suggestions from the readers. Therefore, it is such a pleasure for her to get critiques and suggestions from the readers to make this thesis better.

> Padangsidimpuan, 09-10-2017 Researcher

SUCI RAHAYU Reg. No. 12 340 0075

TABLE OF CONTENTS

INSIDE TITLE PAGE	
LEGALIZATION ADVISORS SHEET	ii
AGREEMENT ADVISORS SHEET	iii
DECLARATION OF SELF THESIS COMPLETION	iv
AGREEMENT PUBLICATION OF FINAL TASK FOR	
ACADEMIC CIVITY	V
SCHOLAR MUNAQOSYAH EXAMINATION	vi
LEGALIZATION OF DEAN OF TARBIYAH AND TEACHER	
TRAINING FACULTY	vii
ABSTRACT	viii
ACKNOWLEDGEMENT	ix
TABLE OF CONTENTS	xi
LIST OF TABLES	xiii
LIST OF FIGURES	xiv
LIST OF APPENDIXES	XV

CHAPTER I: INTRODUCTION

A. Background of the Problem	1
B. Identification of the Problem	4
C. Limitation of the Problem	4
D. Formulation of the Problem	4
E. Purpose of the Research	5
F. Significances of the Research	5
G. Definition of Operation Variables	5
H. Outline of Thesis	6

CHAPTER II : THEORETICAL REVIEW

A.	Theoretical Description				
	1.	1. Speaking ability			
		a.	Definitions of Speaking ability	7	
		b.	Speaking Difficulties	8	
		c.	Principle for Teaching Speaking	10	
		d.	Types of Speaking	14	
	2.	Sto	prytelling	18	
		a.	Definitions of Storytelling	18	
		b.	Types of Storytelling	19	
		c.	Teacher's Role in Storytelling	20	
		d.	The Advantages of Storytelling	20	
		e.	Proficiency Description of storytelling	22	

B.	Review of Related Findings	24
C.	Hypothesis	28

CHAPTER III: RESEARCH METHODOLOGY

A.	Time and Place of the Research	29
B.	Research Design	29
C.	Population and Sample	30
D.	Instrument of Collecting Data	32
E.	Validity and Reliability Instrument	33
F.	Procedure of the Research	35
G.	Technique of analyzing Data	36

CHAPTER IV: ENDINGS AND ANALYSIS

А.	Description of Data before Using Speaking Technique	38
	1. The Score of Pre-test on Control Class	38
	2. The Pre-test Score for Experiment Class	42
B.	Description of Data after Using Speaking Technique	45
	1. The Post-test Score for Control Class	45
	2. The Post-test Score for Experiment Class	48
C.	Hypothesis test	51
D.	Discussion	52
E.	Limitation of the Research	54

CHAPTER V: CONCLUSION AND SUGGESTION

A.	Conclusion	55
B.	Suggestion	56

REFERENCES APPENDIXES CURRICULUM VITAE

CHAPTER I

INTRODUCTION

A. Background of the Problems

Looking at the developing science and technology, language has an important rule for human life, by using language the people will express their ideas, emotion, and desires, and it is used as a medium to interact with one another, to fulfil their daily need. English has been the most important language in international communication. The people all over the world speak the language when they meet one another in every international meeting, workshop, or conference. All countries in the world have set the language as one of the compulsory subject studied at school.

English has many functions, one of them as stated in the 2004 curriculum that English is means for the students to develop science, technology, culture and art, and the final objective of teaching and learning process is the students are expected to master the four skills of the language: listening, speaking, reading and writing. Teaching and learning will be success if they are supported by some factors such as the method that is used in teaching English, completeness of teaching facilitation, interesting media, and condition of school environment. Speaking is the productive oral skill, it consists of producing systematic verbal utterances to convey meaning.¹ Speaking is the ability to speak fluently presupposesnot only knowledge of language future, but also the ability to process information and language 'on the spot'.

Speaking is one of the important skill in language learning beside listening, writing, and reading. Speaking is the act, utterance or discourse of one who speak. It also can be defined as an activity in giving and asking information as if dialoguing by two or more people. In speaking, there is a process of communication between speakers and listener.²

Many people thought that speaking is difficul. Because, speaking happens in real time, and speaking can not be edite and revised. We will be possible to do mistakes in pronunciation or grammar. As speaking had an important role in running foreign communication, it must be mastered by them because it is related to the students' need in facing and having globalization or free trade are time.

Students can't speak English well. For that condition, there are some factor of the difficulties . there are internal and external factors. Internal factor come from the students themselves. Brown stated that those problem are considered to be solving ommediately. The first problem is about the

¹ David Nunan. *Productical English LanguageTeaching* (New york: Mc graw Hill companies 2003) 2003

² Tarigan, H. Guntur. 1990. Prinsip-prinsip Dasar Metode Riset Pengajaran dan Pembelajaran Bahasa. Bandung: Angkasa.

students. Because, the students, can't speak English well. With the using storytelling can help the student improve the ability. The students afraid to express their ideas.

Many students were lack motivation and attention about the importan of speaking. Student were seldom to practice speaking because students'vocabulary matery was less in memory. Most of them did not have the strategies in speaking ability. They did not have the trick or technique or methode to make speaking easier. Teacher teach speaking just opening the book and read the conversation by them selves and students listen to what the teacher read. Furthermore, the problems above must be solved by the teacher. Its purposes are to solve the problem in the classroom, to solve or o avoid weakness of students, and to improve students' speaking ability.

Indonesia as one of the developing countries has also set its educational curriculum to include English as a foreign language which is studied from junior high school up to the university level. Being successful student is not easy, this fact can be seen mostly at grader XI *SMA N 02 SIABU*, although they have been studying English for more than a year, but they are still unable to use English Speaking in interacting with their teacher in the classroom.

Based on the ilustration above, it is undeniably that speaking is important for every body. However, speaking is still problem in school, aspecially at SMA N 2 SIABU. It can be seen based on ilustration bellow.

B. The Identification of the Problem

Based on background of problem, the researcher identified that students of grade XI SMA Negeri 2 SIABU have many difficulties in speaking ability. Between, students are lack motivation and attention about the important of speaking, students are seldom to practice speaking and students can not express their idea in English language.

C. The Limitation of the Problem

Based on the above of the problems, the researcher focused the problem on practice speaking. The researcher also focused the discussion about the thesis on the effect of storytelling on students' speaking ability at grade XI SMA Negeri 2 SIABU.

D. The Formulation of the Problem

Based on the above identification of problem, the researcher formulated the problem as bellow:

- How is students' speaking ability before using storytelling at grade XI SMA Negeri 2 Siabu Mandailing Natal.
- How is students' speaking ability after using storytelling at grade XI SMA Negeri 2 Siabu Mandailing Natal
- 3. Is there any significant effect of storytelling on students' speaking ability at grade XI SMA Negeri 2 Siabu Mandailing Natal.

E. The Purposes of the Research

The purpose of this research are:

- To describe the students' speaking ability before using storytelling at SMA Negeri 2 Siabu Mandailing Natal.
- 2. To describegrade XI students' speaking ability after using storytelling at SMA Negeri 2 Siabu Mandailing Natal.
- 3. To describe the Significant effect of storytelling on students' speaking ability at grade XI SMA Negeri 2 Siabu Mandailing Natal.

F. The Significances of the Research

The significances of the research were:

- Head Master, to give English teachers motivation to do the best in teaching.
- 2. English Teachers, to improve their quality of teaching Speaking.
- 3. Students, to know the best way to learn English
- 4. Researchers, to do further same topic of the research.

G. The Defnition of Operation Variables

In this research, there are many terms that should be known in order to avoid misunderstanding of terms as follow:

1. Speaking ability: Speaking ability is an activity of contructing meaning that involves producing, receiving, and processing information.

 Storytelling is the conveying of events in words, images and sounds, often by improvisation or embellishment. Story telling is important to be learned and mastered by every individual.

H. Outline of Thesis

The systematic of this research was divided into five chapters. Each chapter consisted of many sub chapters with detail as follow:

- Chapter one, discusses about introduction, consist of: background of the problem, focus of the research, defenition of therminologies, formulation of the problem, aims of the research, Signification of research for all element of at Grade XI SMA N 1 Siabu include Head Master, English teacher, students and also for the further researcher who want to conduct this research.
- 2. Chapter two, discusses of the theoretical description and review related finding.
- 3. Chapter three, discusses about the methodology of the research consist of; place and time of research, method of the research, source of data. Fourth, instrument of collecting data was test. technique of the data trustworthiness to make this research more valid. technique analysis data.
- 4. Chapter four, discusses about findings and in findings consisted of general findings, specific findings and discussion.
- 5. Chapter five, discusses about conclutions and suggestions.

CHAPTER II

THEORETICAL DESCRIPTION

In conducting a research, theories or needed to explain some concepts or terms applied in research concerned. Some concept or terms are used in this research and they need to be theoretically explained. In the following part theoretical elaboration on the concept or terms used will be presented.

A. Theoretical Description

1. Speaking Ability

a. Definition of Speaking Ability

Speaking is important for them to practice their capability and their understanding, how to send idea, and how to spell word well; in this case the students' motivation and interest are very needed to make the process of their understanding more easily. Speaking is an interactive process construction meaning that involves producing and receiving and processing information.

David Nunan states that speaking is the productive oral skill, it consists of producing systematic verbal utterances to convey meaning.¹ Speaking is the ability to speak fluently presupposes not

¹David Nunan. *Practical English Language Teaching*,(New York: Mc. Grown-hill Companies Inc, 2003), p. 48

only knowledge of language feature, but also the ability to process information and language 'on the spot'.

Based on definition above, the researcher states that speaking is expressing idea, opinions, or feeling to others by using word or sounds of articulation in order to inform, to persuade, and to entertain that can be learnt thought teaching and learning process.

b. Speaking Difficulties

Brown said that there are some difficulties in speaking, they are.

- Clustering: Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath groups) thought such clustering.
- Redundancy: The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners cab capitalize on this feature of spoken language.
- Reduced forms: Contraction, elisions, reduced vowel, etc. All from special problems in teaching spoken English (see below, section on pronunciation).
- 4) Performance variables: One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitation, pauses, backtraking, and correction.

- 5) Colloqulal language: Make sure your students are reasonably well acquainted with with the words and idiom and phrases of colloqulal language and that they get practice in producing these form.
- 6) Rate of delivery: Another salient characteristic of fluency is rate of delivery. One of your tasks in teaching spoken English is to help learners to achieve an acceptable speed along with other attributes of fluency.
- 7) Stress, Rhytm, and intonation: This is the most imfortant characteristic of English pronunciation, as will be explained below ."The stress is the key to the pronunciation of an English word and the location of the stress always be learned with the word".²
- 8) Interaction: As note in the previous section, learning to produce waves of language in a vacuum – whitout interlocutors – would rob speaking skill of its richest component: the creativity of conversation negotiation.³

From the explanation above, the researcher concludes that speaking is what we say to what we see, feel and think.

 ²Anas syafei, *Pronunciation; Theory and Practice*, (Jakarta: Depdikbud, 1988), p. 23.
³H. Douglas Brown, *Teaching By Principle An Interactive Approach to Language Pedagogy* (United Stated of American: London), p. 266-268

c. Principles for Teaching Speaking

Nunan stated there are 5 principles for teaching speaking it will be explained in the following:⁴

- 1) Be aware of the differences between second language and foreign language contexts.
 - a) A foreign language (FL) context is one of target language. It is not the language of communication in the society (e.g., learning English in Japan or studying French in Australia). Learning speaking skill is very challenging for students in FL context, because they have few opportunities to use the target language outside the classroom.
 - b) A second language (SL) context is one of target language. It is the language of communication in the society. Second language learners include refuges, international students, and immigrants.
- 2) Give students practice with both fluency and accuracy.
 - a) Accuracy is the extent to which students' speech what people actually say when they use the target language.
 - b) Fluency is the extent to which speaker use the language quickly and confidently, with few hesitation or unnatural pauses, false starts, and word searches.

⁴David Nunan. *Practical English Language Teaching*,(New York: Mc. Grown-hill Companies Inc, 2003), p. 52

- 3) Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk. It is important as language teacher to be aware of how much we are talking in class so we do not take up all the time the students could be talking. Pair work and group work activities can be used to increase the amount of time that learners get to speak in the target language during lessons.
- 4) Plan speaking tasking task that involve negotiation for meaning. Negotiation for meaning is the learners make progress by communicating in target language because interaction necessarily involves trying to understanding.
- 5) Design classroom activities that involved guidance and practice both transactional and interactional speaking.

From above explanation, it can be concluded that there arefive principles for teaching speaking, they are be aware the differences between a foreign language and second language, give practice with both fluency and accuracy, provide students to talk by using group work and limiting teacher's talk, plan speaking tasking task and the last design classroom activities that involved guidance and practice both transactional and interactional speaking.

Related to principles for designing speaking techniques.

- Technique should cover the specturm of learner needs, from language-based focus on accuracy to message based focus on interaction, meaning, and fluency.
- 2) Techniques should be intrinsically motivating.

Motivation is commonly thought of as an inner drive, impulse, emotion, or desire that moves one to particular action. It is probably st often catch-all for explaining the success of failure of virtually any complex task. For countless, studies and experiments in human learning have shown that motivation is a key to learning. So that, try the technique all times to appeal to students'ultimate goals, interest of their motivation, to thei need in teaching learning process.

 Techniques should encourage the use of authentic language in meaningful contexts.

It is not easy to keep coming up with meaningful interaction but by searching resource material, altought it takes energy and creativity to devise authentic contexts and meaningful interaction, it can be stucture to provide a sense of authenticity.

4) Provide appropriate feedback and correction.

English is Foreign Language (EFL) the use of language is not available in the society such as in our country Indonesia. In this situation, students are totally dependent or the teacher for useful linguistic feedback. It is important that we take advantage of our knowledge of English to inject the kinds of corrective feedback that are appropriate for the moment.

5) Capitalize on natural link between speaking and listening.

Many interactive techniques involve speaking and listening. Don't lose on opportunities to integrate these skills. Skill in producing language are often initiated through comprehension.

6) Give students opportunities to initiate oral communication .

A good deal of typical classroom interaction is characterize by teacher initiation of language. We ask have been condition only to speak. As we design and use speaking techniques, we also allow students to initiate language.

7) Encourage the development of speaking strategies.⁵

The simply have not thought about developing their own personal strategies for accomplishing oral communicative purpose, for example:

To make the students have strong interest in teaching and learning process especially in learning speaking, teacher must choose better techniques for improving students speaking. Good speaking activities can and should be highly motivating

⁵H. Douglas Brown, *Principle of Language Learning and Teaching*, (New Jersey: Prentice Hall, 2000), p. 254.

d. Types of Speaking

According to Douglas Brown, there are 6 types of spoken language:

- a) Imitative is the activity in following the other activity. The portion of classroom speaking time may be spent legitimately in the human tape recorder speech, for example, in practice an intonation contour, trying to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.
- b) Intensive speaking is the step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners are "going over" certain forms of language.
- c) Responding A good deal of student speech in the classroom is responsive short replies to teacher or student initiated questions or comments. These topic are usually sufficient and do not extend into dialogues.

- d) Transactional, transactionallanguage, carried out for the purpose of conveying or exchanging specific information. It is an extended form of responsive language.
- e) Interpersonal. The other form of conversation mentioned in the previous chapter was interpersonal dialogue. The purpose of maintaining social relationship than for the transmission of facts and information.
- f) Extensive. Finally, students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. Here the register is more formal and deliberative. This monologues can be planned or impromptu.⁶

Much of our language teaching power is faithful to study in mastering English conversation. Hence, Douglas Brown stated that there are two types of speak language, they are

⁶H. Douglas Brown, *Teaching by Principle..*, p. 266-268



1. Monologues

In monologues, when one speaker use speak language for any length of time, as in speeches of speech, lectures, reading, news broadcasts, and the like the hearer must process long stretches of speech without or not the hearer comprehends. The monologue is divided in to two types, as follow:

- a) Planned monologue: it usually has little redundancy and relatively difficult to comprehend, example: speech and other pre-write material
- b) Unplanned monologue: it has more redundancy and relatively easy to comprehend, example:impromput lectures and long stories.

2. Dialogues

Dialogues are the interaction between two or more speakers, Rudolph and Kathen said that dialogue involves two or more speakers and can be subdivided into those exchanges that promote social relationship (interpersonal) and those for wich the purpose is to convey proposition or factual information (transactional). In each case, participants may have a good deal of shared knowledge (background information, schemata). Therefore, the familiarity of interlocutors will produce conversations with more assumptions implication, and other meaning hidden.

In conversation between or among participants who are unfamiliar with each other, references and meaning have to be made more explicit in order for effective comprehention. When such references are not explicit, misunderstanding can easily follow. From the above figure, the dialogue consists of two types, those are: interpersonal and transactional. Interpersonal is also call social relationship and transactional is call factual information.

From the above explanation, it can be conclude that type of speaking basically speak language can be divided into six types.

2. Storytelling

a. Definition of Story Telling

Storytelling is the conveying of events in words, images and sounds, often by improvisation or embellishment. Story telling is important to be learned and mastered by every individual.

Basically, the word of storytelling is consist of two words they are story and telling, In oxford learner's pocket dictionary, the definition of story is "description of past or imaginary events, news report".⁷ Next telling is come from tell that means "give information about reveal or secret".⁸ From above definition, the researcher concluded that storytelling is a process, a medium for sharing, interpreting, offering the content and experiental, and thus dynamic interaction between teller and listener.

From above definition, it can be inferred that storytelling is passes on the essence of who we are. Stories are a prime vehicle for assessing and interpreting events, experiences, and concepts from minor moments of daily life to the grand nature of the human condition. It is an intrinsic and basic form of human communication. More than any other forms of communication, the telling of stories in an integral and essential part of the human experiences.

⁷Oxford Learner's Pocket Dictionary., p. 438 ⁸*Ibid.*, p. 456

b. Types of Storytelling

There are many different types of stories. The most important consideration when choosing a tale to tell is whether you like it enough to tell it with enthusiasm. Stories should communicate to you a need to be told. Some of the different categories of stories available to storytellers are:

- 1) Fable is a short moral story not based on fact, using animals as characters, such as, Aesop's fable- The fox and the grapes lion and the mouse and others.
- Fairytale is the best- know would be grimm's fairytales about imaginary folk, such as elves, giants, witches, gnomes, and fairies. Closer to home is Mary and the Leprechaun, by Irish-Australian writer Jhon Kelly.
- 3) Folk tale is a traditional story, in wich ordinary people gain special insight, transforming them and enabling them to overcome extraordinary obstacles. See The Magic Orange Tree & other Haitian folktales by diane wolkstein.
- Legend is a story based on the life of a real person in wich events are depicted large than life, for example, The stories of Robin Hood, or King Arthur and the Knights of the Round Table.
- 5) Myth is a story about gods and heroes, expalining the workings of nature and human nature. See psyche and Eros or Inanna by Diane Wolkstein.⁹

From explanation above, the research concluded there are many

types of storytelling and in this research the research chose fable type of

story. It told about short moral short not based on the fact.

⁹ Helen McKay and Berice Dudley. *Storytelling* (Hale and Iremonger, Sydney, Australia, (1996)., p. 5

c. Teacher's Role in Storytelling

When presenting stories to children, teacher should keep the following premises in mind as:

- The affective domain, the word of feelings and emotions is a relevant in education; children experiences the word as a whole; words are not separatefrom life experience.
- Narration of person experience makes lesson more captivating and meaningful
- Stimulating of imagination assist development of metaphoric fluency.
- 4) A teacher's enjoyment of language resonates with children Finally, the teacher must keep above point in storytelling to bring the students in mind when presenting the story. The teacher had the role in storytelling activities to make the students more interesting and more comprehending in learning process.

d. The Advantages of Storytelling

Storytelling is an art that has mental, social and educational benefits on children. People of all ages love stories. Children are great fants of stories and love to listen to them. Storytelling literally means reading out stories to them or just telling a story from the memory to them. It is becoming a lost art today as many teachers find very little time to spend with kids as the hustle and bustle of life demands them to reserve more time for the need of life. Storytelling is a great activiti of lerning. At each phase of the development of the story, kids ask question. A proper teller can use tricks to make them curios and encourage them to ask question. Storytelling is the basic training for academic learning. When they see images in the book and listen to the stories, kids learn to associate between images and story and later imagination and visuals. The most bulging benefit of storytelling is:

- Increased knowledge in children. They get to know about various places, practices in life, relationships etc through stories.
- 2) Introduces lot of new vocabulary to students. At school, people communicate with limited number of words. But stories will have academic level vocabulary and lot of new words for the kid to learn.
- 3) Encourages children to participate actively in the learning process. It can enhance the listening skills of children. Kids love to talk instead of listening to anything. But this is not acceptable in the classroom, thus storytelling gives them with the necessary training to listen and understand instead of talking.¹⁰

¹⁰ Helen McKay and Berice Dudley. *Storytelling* (Hale and Iremonger, Sydney, Australia, (1996)., p. 5

e. Proficiency Description of Storytelling

Arthur Hughes stated, there are five testing for language. It will be

explained in the following:

1) Accent

- a) Pronunciation frequently unintelligible
- b) Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.
- c) "Foreignaccent" requires concentrated listening, and mispronunciation and apparent errors in grammar or vocabularies.
- d) Marked "foreign accent" and occasional mispronunciation which do not interfere with understanding.
- e) No conspicuous mispronunciation, but would not be taken for a native speaker
- f) Native pronuntiation, with no trace of "foreign accent"

2) Grammar

- a) Grammar almost entirely inaccurate phrases
- b) Constant errors showing control of very few major patterns and frequently preventing communication
- c) Frequent erros showing some major pattern uncontrolled and causing occasional irritation and misunderstanding
- d) Occasional error showing imperfect control of some patterns but no weakness taht causes misunderstanding
- e) Few errors, with no patterns of failure
- f) No more than two errors during the interview

3) Vocabulary

- a) Vocabulary inadequate for even the simplest conversation
- b) Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc)
- c) Choice of word sometimes inaccurate, limitation of vocabulary prevant discussion of some common professional and social topic
- d) Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion of any non-technical subject with some circumlocutions
- e) Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situation
- f) Vocabulary apparently as accurate and extensive as that of an native speaker

4) Fluency

- a) Spech is so halting and fragmantary that conversation is virtually impossible
- b) Speech is very slow and uneven expect for short or routine sentences
- c) Speech is frequently hesitant and jerky; sentences may be left uncompleted
- d) Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for words
- e) Speech is effortles and smooth, but perceptibly non-native in speech and evenness
- f) Speech on all professional and general topics as effortless and smooth as a native speaker's.

5) Comprehension

- a) Understand to title for the simplest type of conversation
- b) Understand only slow, very simple speech on common social and touristic topics; requires constant repetition and rephresing
- c) Understand careful, somewhat simplified speech when engaged in a dialogue, but may require considerable and rephresing
- d) Understand quite well normal educated specch when engaged in a dialogue, but requires occasional repetition or rephresing
- e) Understand everything in normal educated conversation expect for very colloquial or low frequency items, or exceptionally rapid or slurred speech
- f) Understand everything in both formal and colloquial specch to be expected of an educated native speaker.¹¹

From Explanation above, the research concluded that on story

telling in story telling is needed variations in learning through unique

accents, correct grammar, vocabulary broad, positive influence and

understanding that is easy to accept students so that students easily

understand the text.

To make easier for understanding this proficiency level of

storytelling, let see in the table as below;

¹¹ Arthur Hughes. *Testing for Language Teaching* (Cambridge UniversityPress; Austalia, 1941).,p. 112-112

Speeling Indicator	Level						Score
Speaking indicator	1	2	3	4	5	6	21
Accent	0	1	2	2	3	4	12
Grammar	6	12	18	24	30	36	126
Vocabulary	4	8	12	16	20	24	84
Fluency	2	4	6	8	10	12	42
Comprehention	4	8	12	15	19	23	81
Total <u>366</u>							

Table 1Weighting TableProficiency Description of storytelling

B. Review of Related Findings

There are some related findings in this research; the first Minarti . Her research was about solving the students' problems in speaking bility at grade VII SMP Negeri 5 Padangsidimpuan. Most of students had low achievement in speaking ability, students derive from different ethnics, students were afraid to speak in front of the class and the English teacher was seldom implement technique in teaching learning process. The method used in this research was classroom action research, by implementing the Kemmis design which consisted of identification problems and did the four steps.
Those were planning, acting, observing, and reflecting. In this research, the researcher used two speaking tests and two cycles. Moreover, the participant of this research were the class of VII-10 consists of 26 students and also there was collaboration with an English teacher. Meanwhile, the data were derived among from speaking tests, observation notes, and also interview.¹²

Second, Anisyah Ritonga. The researcher found that there was the significant differetce of mean score after using task based language teaching. Mean score of experimental class before using Task Based Language Teaching was 58 34 and mean score after using Task Based Language Teaching was 71.3. the effect of Task Based Language Teaching to students speaking ability was 3.16 with T(Observed) is higher than $t_{table}(3.16 < 1.664)$. it meanS (Ha) was accepted and (Ho) was rejected. The category effect of using Task Based Language Teaching on students speaking ability, minimized $t_{count} < t_{table}$ (3.16-1.664=1.5). so the reseracher concluded that the category effect of using Task Based Language Teaching on students speaking ability categorized into very high. Therefore, the hypothesis was accepted. Then there was significant effect of using Task Based Language Teaching on students speaking ability at grade VIII MTS N 2 Padangsidimpuan.¹³

¹²Minarti.Improving students' Speaking Ability by Using Guessing *Games* at grade VII SMP Negeri 5 Padangsidimpuan. (*Unpublished Thesis*) IAIN Padangsidimpuan

¹³Aisyah Ritonga. The effect of task based language teaching TBLT to students speaking ability at grade VIII MTSN 2 Padangsidimpuan. (*Unpublished Thesis*) IAIN Padangsidimpuan

The third, laina Tussyaripah. Based on the result of the research, the researcher showed the description of data was found that the result of Experimental class was higher than control class (80.51 > 75.78) and the score of t_{count}was bigger than t_{table}(4.18 > 2.00). It means that the hypothesis alternative (Ha) was accepted. So, there was significant effect of using demonstration method on students' speaking ability in learning procedure text at grade XI SMA Negeri 4 Padangsidimpuan.¹⁴

The fourth, Elida Fitri Nasution. Data analysis of the post-test showed that score of the students in the Experimental class was significantly higher than score of the student in the control class at the level of significance 5% with degree of freedom $(n_1 + n_2 \Box 2) = 38$. Mean score was got in the experimental class is 79, highest score is 80 and smallest score is 68. While, mean score was got in the control class is 75.17, highest score is 68 and smallest score is 64. The t_{count} 2.423 while the t_{table} 1. 684. Therefore, the hypothesis was accepted. So, there was significant effect using debate method to students' speaking ability at grade X SMA Abdi Utama Sibuhuan.¹⁵

The fifth, In suryani. The research result showed the progressive mean of the students the first meeting was 53 the second meeting was 57.50 thirt meeting was 70 and the fourth meeting was 86.66. so, the mean in the second

¹⁴Laina Tussyaripah The effect of Using Demonstration Method on Students' Speaking Ability in Learning Procedure Text at Grade XI SMA Negeri 4 Padangsimpuan (*Un-Published Thesis*) IAIN Padangsidimpuan

¹⁵Elida Fitri Nasution The Effect of Debate Method to Students' Speaking Ability at Grade X SMA Abdi Utama Sibuhuan (*Un-Published Thesis*) IAIN Padangsidimpuan

cycle was higher than the first cycle. The data indicated that the students' got improvement. It is indicate that the application of storytelling technigue improves students' speaking ability at MTSN 2 Padangsidimpuan. Hopefully, the research result could be positive input for other researcher and teachers to conduct the research, particularly of speaking issue.¹⁶

Finally, there are many technique can increase students speaking ability. Especially storytelling. Next the researcher hope that storytelling can increase students speaking ability. As the result the researcher is interested in this research with the title " The Effect of Storytelling on Students' Speaking Ability at Grade XI SMA Negeri 2 Siabu"

C. Hypothesis

L.R. Gays," A hypothesis a researcher's prediction of the result of the research findings. It states the researcher's expectations concerning the relationship between the variables in the research problem". The hypothesis of this research was stated that: "There is the significant effect of storytelling on students' speaking ability at grade XI SMA Negeri 2 Siabu.

¹⁶In suryani, Improving Students' Speaking Ability by Using Story Telling at grade VIII MTSN 2 Padangsidimpuan.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses about the method and the procedure of the research that had been done by the researcher to answer the problem of the research in the previous chapter. The procedures consist of the time and place of research, research design population and sample, instrument, technique of collecting data, and technique of data analysis.

A. Time and Place of Research

The location of the research is at SMA N 2 SIABU MANDAILING NATAL. It is located JL. Lintas Sumatra, Kec. Siabu, Kab. Mandailing Natal. The time of the research has been started on September 2016 until July 2017

B. Research Design

This research is conducted by using an experimental research: therefore it deals with two groups: control class and experimental class. Experimental research is the only type of research that can test hypothesis to establish cause and effect". The experimental research is a kind of research which has the aim to know causal's effect relationship between one variable and more to other variable. The experimental research controls the selection of participant for the study and divides the selection participant into more group having similar characteristics at the stars of experimental. The design is applied in order to investigate the effect of storytelling on students' speaking ability.

C. Populasi and Sample

1. Population

There are many perception about population that published by the expert. First, Suharsimi Arikunto said who had been written in encyclopedia of educational Evaluation: "A population is a set (or collection) of all elements processing one or more attributes of interest". The second is Sukardi. He said from Ary, et.at, (1985:138) that population is all members of well defined class of people, event, or subject.

Table 2

The population of the Research

grade XI SMA Negeri 2 Siabu Mandailing Natal

No	Class	Total of students'
1	VIA_1	30 Students
1		50 Students
2	XIA-2	30 Students
3	XIS-1	28 Students
4	XIS-2	28 Students
	Total	116Sudents
1		

2. Sample

In the research, many techniques to take sample from the population, such as random sampling, stratified sampling, probability sampling proportional sampling, purposive sampling, quota sampling, cluster sampling, and double sampling. In this research, researcher used cluster sampling. Cluster sampling was the sample, which it was taken from population without based on stratified, random, probability but it very closely with classing or grouping class in the school.

To more understandable for looking the sample, it can be described in the table below:

TABLE 3

THE SAMPLE OF THE RESEARCH

GRADE XI SMA NEGERI 2 SIABU MANDAILING NATAL

NO	CONTROL CLASS XI IPA-1	EXPERIMENT CLASS XI IPA-2
1	30 STUDENTS	30STUDENTS
	TOTAL	60 STUDENTS

D. Instrument of Collecting Data

A research must have an instrument because a good instrument can go guarantee for taking the valid data. In addition. Suharsimi Arikunto said, "instrument of the research is a tool of facility is used by the researcher in collecting data".¹ So that, the processes is easier and better with more careful, complete and systematic.

In this research, the instrument of collecting data is using telling experience. The test is consisting of pre-test and post-test about students' speaking ability.

E. Validity And Reliability Instrument

1. Validity

AnasSudjono stated that validity is a characteristic of the good test. To get the validity of an achievement test can be used two ways:²

In this research, the researcher had used item validity to find out the validity of instrument. Item validity is a part of the test as a totally to measure the test by items.

To know the validity of each question would be refer to list *r*biserial with *r*_t*in* 5% *significant*: 0.349 and 1% significant: 0.449. So, if $r_{\text{account}} > r_{\text{table}}$ the table is classified valid.

¹Suharsimi Arikunto. *Prosedure Penelitian Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta, 1993), p. 108.

²AnasSudjono, *Pengantar Statistic Pendidikan*, (Jakarta :PT Raja GrafindoPersada), p. 250

Toget the validity of test, the formula of r pointbe serialcanbe used as follow:

$$r_{\text{pbi}=\frac{M_p-M_t}{SD_t}} = \frac{\overline{P}}{q}$$

Where:

r_{pbi}	: coefficient item validity
M_P	: Mean score of the total score
SDt	: Standard Deviation of the total score
р	: presentation of the right answer of the item tested validity
q	: presentation of the wrong answer of the item tested validity

Reliability of the Test 2.

An instrument of the research must be reliable. A reliable test isconsistent and dependable.³ To get the reliability of the test, SuharsimiArikunto said that to obtain the reliability of the test, the researcher uses formula K-R 20.4

The formula:

$$\mathbf{R}_{11} = -\frac{n}{n-1} - \frac{S_{t^2} - \sum pq}{S_{t^2}}$$

Where:

³H. Douglas Brown, *Op. Cit*, p. 21. ⁴SuharsimiArikunto, *Op. Cit*, p.188.

R_{11:}Reliability of the Instrument

N :Total of Question

St²:Variants Total

p :<u>Proporsi Subject who is right Answer(1)</u>

Ν

Q:Proporsi Subject who is Wrong Answer (0)

Reliability is a good character of the test that refers to the consistency of the measurement. The test is reliable if $r_{count} > r_{table}$ by using formulation KR 20 with r_{table} 0.70. (see appendix 14)

F. Procedure of the Research

To get the data from the student, the researcher collected by giving pre test and post test by test to students.

1) Pre test

The pre-test is conducted to find out the homogeneity of the sample. Pre-test is important to be conducted. It has function to find the main score of conventional strategy before the research is given treatment.

2) Treatment

After giving the pre-test, the students gave treatment. The experimental classhad taught by using storytelling.

3) Post-test

After giving treatment, the researcher conducted a post-test. It is different test with the pre-test. This post-test is the final test in the research, especially measuring the treatment, whether is an effect or not of storytelling on students speaking ability. After conducting the post-test, the researcher analyzes the data.

G. Technique of Data Analysis

1. Normality test

To know whether data of research has normal. So, reseracher used Chi-Quadrate formula, as follow:

$$x^2 = \sum \left(\frac{f_o - f_h}{f_h} \right)$$

Where:

x² = Chi-Quadrate f_o = Frequency is gotten from the sample/result of observation (questioner)

$$f_h$$
 = Frequency is gotten from the sample as image from
frequency is hoped from the population⁵

⁵Mardalis.*MetodePenelitian: SuatuPendekatan Proposal*, (Jakarta: BumiAksara, 2003), p. 85.

To calculate the result of Chi-Quadrate, it was used significant level 5 % (0,05) and degree of freedom as big as total of frequency is lessened 3 (dk = k - 3). If result $x_{count}^2 < x_{table}^2$. So, it was could be concluded that the data was distributed by normal.

1. Homogenityvariant test

Homogeneity variant test was used to know whether control class and experimental class have the same variant or not. If the both of classes was same, it was could be called homogeneous. To test it, researcher used formula as follow:

$$F = \frac{The \ Biggest \ Variant}{The \ Smallest \ Variant}$$

Where:

 n_1 = Total of the data that bigger variant

 n_2 = Total of the data that smaller variant

Criteria:

$$H_0: \sigma_1^2 = \sigma_2^2$$
$$H_a: \sigma_1^2 \neq \sigma_2^2$$

Where:

 σ_1^2 = Variantof experimental class

 σ_2^2 = Variant of control class⁶

H₀ is accepted if $F \leq F_{\frac{1}{2}} \bigoplus_{i=1}^{\infty} While if F_{count} > F_{table}$. So, H₀ is rejected with significant level 5 % (0,05) and knumerator is (n₁-1)

whiledkdenominatoris

(n₂-1)

⁶Sudjansa, *Metode Statistika*, (Jakarta: Tarsito, 2002), p. 250.

CHAPTER IV

ENDINGS AND ANALYSIS

As mentioned in earlier chapter, in order to evaluate the effect of storytelling on students' speaking Ability, the researcher has calculated the data using test, the test consist of pre-test and post-test and use quantitative data analysis, the researcher use t-tes at the formulation for calculating the data. Next, the researcher described the data as below:

A. Description of Data Before Using Storytelling

1. The Score of Pre-test on Control Class

The researcher would like to describe the score of students on control class in speaking before using storytelling in to able below, let me see the table to make more understanding in looking the score.

Table 6

Pre test Scores

Control class

No	Initial	Gender	Score
1	RIS	Male	60
2	SUMA	Male	50
3	OLN	Male	50
4	NUR	Male	60

5	PURN	Male	60
6	ROH	Male	70
7	ROHY	Male	60
8	NOV	Male	80
9	NURS	Male	70
10	DES	Male	50
11	SAY	Male	70
12	RTH	Male	60
13	ROS	Male	60
14	NING	Male	90
15	ROP	Male	50
16	LES	Male	60
17	DER	Male	50
18	ALF	Male	60
19	FIT	Male	70
20	НОТМ	Male	50
21	PUTR	Male	70
22	ROB	Male	50
23	SAM	Female	50
24	IKHW	Female	50
25	SAHM	Female	70

26	HEND	Female	60
27	ABDL	Female	60
28	ADE	Female	50
29	RS	Male	90
30	SN	Male	50
	Total		1930
	Highest Score		90
	Lowst Score		50
	Mean		64.4
	Mode		50
	Median		64.5

Based on above table, the sam score in control class was 19300, highest score was 90, lowest score was 50, mean was 64.4, mode was 50, and median was 64.5.

Table 9

Frequency distribution of student's score in control class

No	Interval	Median	Frequency	Percentages
1	50-55	52,5	12	40%
2	55-60	57	10	33.33%
3	60-65	62	0	0
4	65-70	67	6	20%
5	70-75	72	0	0
6	75-80	77	1	3.33%
7	80-85	82	0	0
8	85-90	87	1	3.34%
Tota	1		30	100%



Figur 1: histogram of student's score of control class

2. The Pre-test Score for Experiment Class Before Using Storytelling

The researcher would like to describe the score of students on experiment class in speaking before using storytelling into table below, let me see the table to make more understanding in looking the score.

Table 7

Pre-test Scores Experiment class				
1	AGS	Female	60	
2	AISY	Male	50	
3	ALI	Female	50	
4	ANS	Male	60	
5	ANDR	Female	50	
6	ARI	Female	60	
7	BRIA	Female	50	
8	EFS	Male	90	
9	GINS	Male	50	
10	GUSR	Female	50	
11	ILM	Male	70	
12	INN	Male	70	
13	IRW	Female	50	
14	JUN	Male	60	
15	KHOP	Male	60	
16	LEN	Male	80	
17	MAR	Female	50	
18	MHD	Female	60	
19	MUT	Male	70	
20	NUR	Male	50	
21	NURA	Male	50	
22	NURAW	Male	60	
23	NURSY	Male	70	
24	PUTR	Male	70	
25	RHMD	Female	50	
26	ROP	Male	60	
27	SAR	Male	70	

28	SOL	Female	50
29	SIT	Male	70
30	LKM	Female	70
	Total		1820
	HighestScore		90
	LowestScore		50
	Mean		60.66
	Mode		50
	Median		65

Based on above table, the researcher get the sum scoere in experiment class was 1820, highest score was 90, lowest score was 50, mean was 60.66, mode was 50, and median was 65. Next the calculation of getting the score can be seen in appendix.

Then, the researcher concluded that student Speaking ability before applying storytelling was enough.it was improved by mean of score of control and experiment class was 64.5 and 65. It means that student's speaking ability is homogenous ability altough there are the different of score but there are no significances different.

Table 10

Frequency distribution of student's score in control class

No	Interval	Median	Frequency	Percentages
1	50-55	52,5	12	40%
2	55-60	57	8	26.66%
3	60-65	62	0	0
4	65-70	67	7	23.33%
5	70-75	72	0	0
6	75-80	77	2	6.66%
7	80-85	82	0	0
8	85-90	87	1	3.34%
Tota	1		30	100%



Figure 2 : histogram of student's score of control class

B. Description of Data After Using Storytelling

1. The Post-test Score for Control Class

The researcher would like to describe the score of students on control class in speaking after using storytelling into able below, let me see the table to make more understanding in looking the score.

	Control Class		
No	Initial	Gender	Score
1	RIS	Male	70
2	SUMA	Male	60
3	OLN	Male	70
4	NUR	Male	50
5	PURN	Male	60
6	ROH	Male	60
7	ROHY	Male	70
8	NOV	Male	50
9	NURS	Male	60
10	DES	Male	60
11	SAY	Male	70
12	RTH	Male	60
13	ROS	Male	50
14	NING	Male	60
15	ROP	Male	70
16	LES	Male	60
17	DER	Male	70
18	ALF	Male	60
19	FIT	Male	50
20	HOTM	Male	70
21	PUTR	Male	80
22	ROB	Male	70
23	SAM	Female	50
24	IKHW	Female	50
25	SAHM	Female	70
26	HEND	Female	50
27	ABDL	Female	60

Table 8 Post-test Scores

28	ADE	Female	50
29	RS	Male	60
30	SN	Male	90
	Total		1860
	Highest Score		90
	Lowst Score		50
	Mean		62
	Mode		60
	Median		104.04

Based on above table, the sum score in control class was 1860,

highest score was 90, lowest score was 50, mean was 62, mode was 60, and median was 104.04. Next, the calculation of getting the score can be seen in appendix. Then, the computerization and calculation of frequency distribution of student's score of each group can be applied into table frequency distribution as below:

Table 11

No	Interval	Median	Frequency	Percentages
1	50-55	52,5	12	26.66%
2	55-60	57	8	36.66%
3	60-65	62	0	0
4	65-70	67	9	30%
5	70-75	72	0	0
6	75-80	77	1	3.34%
7	80-85	82	0	0
8	85-90	87	1	3.34%
Tota	l	·	30	100%

Frequency distribution of student's score in control class



Based on above table, it can be drawn in histogram as below:

Figur 3: histogram of student's score of control class

2. The Post-test Score for Experiment Class Before Using Storytelling

The researcher would like to describe the score of students on experiment class in speaking ability after using storytelling into table below, let me see the table to make more understanding in looking the score.

	Experiment Class			
No	Initial	Gender	Score	
1	AGS	Female	70	
2	AISY	Male	60	
3	ALI	Female	70	
4	ANS	Male	80	
5	ANDR	Female	80	
6	ARI	Female	70	
7	BRIA	Female	70	
8	EFS	Male	80	
9	GINS	Male	80	
10	GUSR	Female	70	
11	ILM	Male	80	
12	INN	Male	80	
13	IRW	Female	60	
14	JUN	Male	70	
15	KHOP	Male	70	
16	LEN	Male	90	
17	MAR	Female	70	
18	MHD	Female	70	
19	MUT	Male	80	
20	NUR	Male	80	
21	NURA	Male	70	
22	NURAW	Male	80	
23	NURSY	Male	80	
24	PUTR	Male	80	
25	RHMD	Female	60	

Table 10 Post test Scores Experiment Class

26	ROP	Male	70
27	SAR	Male	70
28	SOL	Female	60
29	SIT	Male	80
30	LKM	Female	60
	Total		2190
	HighestScore		90
	LowestScore		60
	Mean		73.33
	Mode		80
	Median		65

Based on above table, the researcher give the sum score in experiment class was 2190, highest score was 90, lowest score was 60, mean was 73.33, mode was 80, and median was 65. Next, the calculation 0f getting the score can be seen in appendix. Then, the computerization and calculation of frequency distribution of student's score of each group can be appied into table frequency distribution as below:

class				
No	Interval	Median	Frequency	Percentages
1	60-65	62,5	5	6.66%
2	65-70	67	12	43.33%
3	70-75	72	0	0
4	75-80	77	12	40%
5	80-85	82	0	0
6	85-90	87	1	3.34%
	Total		30	100%

 Table 12

 Frequency distribution of student's score in experiment



Bsased on above table, it can be drawn in histogram as below

Figure 4: histogram of student's score of Experiment class

C. Hypothesis Test

The hypothesis of research "Using story telling has signiicant effect on students, speaking ability at grade XI SMA Negeri 2 Siabu". Based on the data collected, the data has been analyzed to prove hypothesis by using formula of T-test.

Hypothesis of research was using story telling the significant effect on students' speaking ability at grade XI SMA N 2 Siabu. The researcher took the decision of criteria in doing this research. Hypothesis was accepted since t count > t table of significant and the degreeof freedom (df)= $n_1 + n_2 - 2 = 30$ + 30 - 2 = 58. The result of the researcher calculation, it can be seen on the table as follow.

Table 16

Post-test		Pre-test	
t _{count}	t _{table}	t _{count}	t _{table}
6.20	29.48	3.60	93.5

Result of T-test

From the calculation of t- test, it was post test found that t-table is higher than t-count (6.20 > 29.48), and pre test found that t-table is higher than t-count (3.60 > 93.5). So that, from the calculation above, it was concluded that the result of experimental was significant, next story telling had significant effect on students' speaking ability at grade XI SMA N 2 Siabu. So the hypothesis was accepted.

D. Discussion

Based on the principles of storytelling is consist of two words they are story and telling. Story is "description of past or imaginary events. Next, telling is come from tell that means "give information about reveal or secret. So, from above calculation data, the researcher appropriated that all the result of research has related with previous theory. This fact can be seen from means score between control and experiment class. It is indicated that the score of experiment was bigger than control class. Finally, the research concluded that storytelling was effective to improve speaking ability, but in this case, storytelling unsuitable to apply for junior high school level it can be seen from their participate in that learning technique, they felt hard to follow the procedure of learning technique. In conclusion, junior high school doesn't yet to discuss well.

Based on the related findings, the researcher discussed the result of the researcher and compared it with related findings. First of all, Anisyah Ritongain here thesis: Using Task Based Language Teaching to Students' Speaking Ability. She found pre test was 58.34 and post test was 71.3.

From that score, could be known that TBLT is given better effect on students' speaking ability in MTsN 2 Padangsidimpuan.¹

In addition, In Suryani did class action research, she foud mean score at the first cycle 53, the second cycle is 57.50, the third cycle is 70 and the fourth cycle is 86.66. She concluded that using storytelling is higher that the application of Storytelling Technique Improves Students' Speaking Ability at MTSN 2 Padangsidimpuan.²

As the result, the researcher found that there is different score the result of research. At the first, Anisyah Ritonga score of post test is bigger than pre test where (58.34 > 71.3) and then, In Suryani found fourth cycle is the higher than all after implementing by Using Storytelling in the class room to improve Speaking class. She got score first cycle 53, the second cycle is 57.50, the third cycle is 70 and the fourth cycle is 86.66. Beside it, the researcher found pre test in control class was 64.46, and exferimental class was 64.20. After applying storytelling in Experimental class, the score was bigger than control class where 65.68 > 72.06. from calculation, the researcher found there was significant csore between post test in experimental class and control class. It means storytelling gives

¹Anisyah Ritonga, The Effect of Task Based Language Teaching (TBLT) to Students' Speaking Ability at Grade VIII MTSN 2 Padangsidimpuan.

² In Suryani Ritonga, Improving Students' Speaking Ability by Using Story Telling at Grade VIII MTSN 2 Padangsidimpuan.

significant effect to students speaking ability at grade VIII MTSN 2 Padangsidimpuan.

E. Limitation of the Research

The research was limited in some situations. It was the problem in the class that appeared during doing the research, but the researcher couldn't hold or improve those things. The limitation of the research was as follow:

- The researcher was not sure whether all of students in the experimental class and control class did the test honestly. There was a possibility that some of them answered the test by copying or imitating their friends' answer.
- 2. Some of students were not too serious in answering the pre-test and post-test. It may caused by the test, because they knew before that the test would not influence their score in school. It made them answer the test without thinking hard and the answer of the test was not pure because they did not do it seriously.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This chapter is intensive research of the effect of story telling on students' speaking ability showed the significant effect. Based on the result of data analysis that the described in the previous chapter, the researcher concluded as below:

- Students' speaking ability before learning using story telling at grade XI SMA Negeri 2 Siabu Mandailing Natal categorized still low and far from hope. It was provided from mean of pre-test score experiment class was60.66
- Students'speaking ability after using story telling at grade XI SMA Negeri
 Siabu Mandailing Natal in creased slowly up to high. It can be seen from mean of post-test score experiment class was 73.33
- 3. The researcher found the result of t-test was Post Test found that the t-table is higher than t-count (6.20 > 29.48), and Pre Test found that t-table is higher than t-count (3.60 > 93.5). It means that there was a significant effect story telling on students' speaking ability at grade XI SMA Negeri 2 Siabu

B. Suggestion

Based on above conclusion and implication of this research that have mentioned before, the researcher wants to give some suggestion as below:

- For headmaster, to make students get the goal of learning, the teacher make a good preparation and headmaster must give teaching media to teacher to make students enjoy in learning.
- 2. For teacher, as an English teacher were hoped to use appropriate method to explain or to teach English subject to the students. Then, from the result of the research, storytelling can be applied on the English teaching classroom especially for the teachers who want to in crease student's speaking ability.
- 3. For Students, students must follow the procedure of learning technique.
- 4. For other researcher, the researcher hope to the other researcher to do the research about the other technique.

REFERENCES

- Anas Syafei, *English Pronunciation Theory and Practice* Jakarta: Departemen Pendidikan dan Kebudayaan, 1998.
- Arthur Hughes. Testing For Language Teaching (CambridgeUniversityPress; Austalia,(1941).,p. 112-112
- Ritonga, Aisyah. The Effect of Task Based Language Teaching TBLT to Students' Speaking Abilityat Grade VIII MTSN 2 Padangsidimpuan. (Un-Published Thesis) IAIN Padangsidimpuan.
- Brown, H. Douglas 1998. *Teaching By Principles An Interactive Approach ToLanguage Pedagogy*. United Stated of America: Longman
- Creswell, Jhon W. 2003. Research Design Qualitative, Quantitative, and Mixed Methods Approaches. Sage Publication: London
- Dwi Suci Amaniarsih, 2008. The Effect of Small Group Discussion Technique on the Students' Ability. Medan.
- Nasution,Elida Fitri The Effect of Debate Method to Students' Speaking Ability at Grade X SMA Abdi Utama Sibuhuan (Un-Published Thesis) IAIN Padangsidimpuan
- Gay, L. R. and Peter Airasian, *Education Research*, New York: Merril, 2000.
- Hornby, A S. 1995. Oxford Advenced Learne's Dictionary of Current English Walton Street, Oxford: Oxford University Press
- Helen McKay and Berice Dudley. 1996. *Story Telling*. Hale and Iremonger, Sydney, Australia.
- In Suryani,Improving Students'Speaking Ability by Using Story Telling at Grade VIII MTSN 2 Padangsidimpuan. (Un-Published Thesis) IAIN Padangsisimpuan
- Laina Tussyaripah, The Effect of Using Demonstration Method on Students' Speaking Ability in Learning Procedure Text at grade XI SMA Negeri 4 Padangsimpuan (Un-Published Thesis) IAIN Padangsidimpuan

- Minarti, Improving students' Speaking Ability by Using Guessing Games at grade VII SMP Negeri 5 Padangsidimpuan. (Un-Published Thesis) IAIN Padangsidimpuan
- Mardalis, MetodePenelitian: Suatu Pendekatan Proposal, Jakarta: BumiAksara, 2003.
- Nunan David. 2003. *Practical English Language Teaching*. New York: Mc Graw-Hill Companies.
- Sukardi. 2009. *Metodologi Penelitian Kompetensi dan Praktiknya*. Jakarta: Bumi Aksara.
- Sugiono. 2010 .*Metode Penelitian Pendidikan Kompetensi dan Praktiknya*. Jakarta BumiAksara.
- Sudjana, Metode Statistika, Jakarta: Tarsito, 2002
- Verderber, Rudolph F. ND Kathleen S. Verderber, *The Challenge of Effective Speaking*, USA: University of America, 2008.

APPENDIX I EXPERIMENTAL CLASS

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	: SMA Negeri 2 Siabu
Kelas/Semester	: XI/2
Subjek	: Bahasa Inggris
Alokasi waktu	: 2 x 45 menit (1 x pertemuan)
Skill Pembelajaran	: Speaking

1. Standar Kompetensi

• Berbicara: Mengungkapkan makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari.

2. Kompetensi Dasar

• 1 Mengungkap-kan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan seharihari dan melibatkan tindak tutur: berterima kasih, memuji, dan mengucapkan selamat.

3. Indikator Pencapaian Kompetensi

Indikator Pencapaian Kompetensi

- Menggunakan tindak tutur berterima kasih
- Merespon tindak tutur berterima kasih
- Menggunakan tindak tutur memuji
- Merespon tindak tutur memuji
- Menggunakan tindak tutur mengucapkan selamat
- Merespon tindak tutur mengucapkan selamat

Nilai Budaya Dan Karakter Bangsa

• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab, mandiri

Kewirausahaan/ Ekonomi Kreatif :

• Percaya diri (keteguhan hati, optimis).

- Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).
- Pengambil resiko (suka tantangan, mampu memimpin)
- Orientasi ke masa depan (punya perspektif untuk masa depan)

4. Tujuan Pembelajaran

- Siswa dapat menggunakan tindak tutur berterima kasih
- Siswa dapat merespon tindak tutur berterima kasih
- Siswa dapat menggunakan tindak tutur memuji
- Siswa dapat merespon tindak tutur memuji
- Siswa dapat menggunakan tindak tutur mengucapkan selamat
- Siswa dapat merespon tindak tutur mengucapkan selamat

1. Standar Kompetensi

• Berbicara: Mengungkapkan makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari.

2. Kompetensi Dasar

• 1 Mengungkap-kan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan seharihari dan melibatkan tindak tutur: berterima kasih, memuji, dan mengucapkan selamat.

3. Indikator Pencapaian Kompetensi

Indikator Pencapaian Kompetensi

- Menggunakan tindak tutur berterima kasih
- Merespon tindak tutur berterima kasih
- Menggunakan tindak tutur memuji
- Merespon tindak tutur memuji
- Menggunakan tindak tutur mengucapkan selamat
- Merespon tindak tutur mengucapkan selamat

Nilai Budaya Dan Karakter Bangsa

• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab, mandiri

Kewirausahaan/ Ekonomi Kreatif :

- Percaya diri (keteguhan hati, optimis).
- Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).
- Pengambil resiko (suka tantangan, mampu memimpin)
- Orientasi ke masa depan (punya perspektif untuk masa depan)

4. Tujuan Pembelajaran

- Siswa dapat menggunakan tindak tutur berterima kasih
- Siswa dapat merespon tindak tutur berterima kasih
- Siswa dapat menggunakan tindak tutur memuji
- Siswa dapat merespon tindak tutur memuji
- Siswa dapat menggunakan tindak tutur mengucapkan selamat
- Siswa dapat merespon tindak tutur mengucapkan selamat

5. Materi Pokok

• Telling Experience	
Mengetahui	Guru Mata Pelajaran
Kepala SMA Negeri 2 siabu	Bahasa Inggris

Drs. M. RUSDIN RAMBE

SUCIRAHAYU

Nim. 12 340 0075

Nip: 196431231 199003 1082
The Answer of Students in Telling Experience

A. Class XI-1 pre test

1. Lenni Aminah

One month ago, we are students of the SMA Negeri 2 siabu, go to West Sumatra. we went on a sampagul bus. There are two locations in West Sumatra tourism that we visited, the first valley termites. we arrived in the Anai valley approximately at 6:30 am.

The second, Taplau beach located in downtown Padang. In Padang Taplau we can observe the sun slowly descends. Then began to touch the horizon and the last beam spread. Taplau beach is the best place to eliminate fatigue. We see the sunset at the Taplau beach . At that time we felt very comfortable, but unfortunately we were not too long in Taplau. Because after from Taplau, there are some tourist places again should we visit. So, we at Taplau approximately from about at 6:00 am until 9:30 pm. After satisfied our time on the beach, we went to a restaurant in the seaside and take a dinner. The price of food in the restaurant was reached by the visitors, food prices are from Rp.17,000 to Rp.100,000. Finished eating we went to the shoe store not far from the beach and we buy shoes in the store.We were in the park around the beach downtown Padang city. The park is made in the area of visitors take a pictures or photos, because the location is very supportive and very interesting. So the visitors do not get bored taking pictures here.

2. Bryan

When holiday long I go to jakarta, because my parent live in jakarta. Jakarta is beautiful place, but jakarta is very ribut and dirty city but many great building there. Every weekend I go to Taman Mini Indonesia, ancol with my family. We enjoy some wahana playing.

3. Gusti randa

Minggu lalu, I and my friend go to Aek sijornih, sijornih is beautiful place, many water is clean and fresh. I swimming and then we take picture in beautiful waterfall Aeksijornih.I see many good place and many people.

The Answer of Students in Telling Experience

A. Class XI A-2 post test

1. Risma

Losing my cat

I have a cat which always staying in may home, but, may cat lost yesterday. He played too far from my home, but he came back my home for a minute I didn't see him. I goearn that I must be careful keep my cat.

2. Sahmadan

Losing my money in sibolga

I lost my money in sibolga when holiday in Sunday. We played in pandan beach. After it we played banana boat. I and my friend pain the cost. My friend paid me because my money is big. After we played banana boat, I took my money on may pocket, but I can'not find it. I am grateful because my friend borrow me money. From that, I will not put my money on the pocket.

3. Putri

I am late wake up sleeping

That morning i late wake up sleeping because i late sleeping i watched on tv in very night. And i slept in living room and then i go to bedroom when my mother command i. Because late sleep. I was late got up. After that i also arrive in school late. And than i was punished. I will go to bed early if my homework already.

4. Ikhwan

Losing my pen

I lost my pen when I go to canten school, I remember when I want write my task. I have cari but not find. But my friend borrow here pen for me. From that, I will not bring my pen to canten I will simpan in my bag.

Score of Experimental Class and Control Class on Post Test

No	The Initial Nameof Students(n)	Post-Test Score
1.	AGS	70
2.	AISY	60
3.	ALI	70
4.	ANS	80
5.	ANDR	80
6.	ARI	70
7.	BRIA	70
8.	EFS	80
9.	GINS	80
10.	GUSR	70
11.	ILM	80
12.	INN	80
13.	IRW	60
14.	JUN	70
15.	КНОР	70
16.	LEN	90
17.	MAR	70
18.	MHD	70
19.	MUT	80
20.	NUR	80
21.	NURA	70
22.	NURAW	80
23.	NURSY	80
24.	PUTR	80
25.	RHMD	60
26.	ROP	70
27.	SAR	70
28.	SOL	60
29.	SIT	80
30.	LKM	60
Total		2101

1. Score of Experimental Class Post Test Using Storytelling

No	The Initial Nameof Students(n)	Post test Score
1.	RIS	70
2.	SUMA	60
3.	OLN	70
4.	NUR	50
5.	PURN	60
6.	ROH	60
7.	ROHY	70
8.	NOV	50
9.	NURS	60
10.	DES	60
11.	SAY	70
12.	RTH	60
13.	ROS	50
14.	NING	60
15.	ROP	70
16.	LES	60
17.	DER	70
18.	ALF	60
19.	FIT	50
20.	НОТМ	70
21.	PUTR	80
22.	ROB	70
23.	SAM	50
24.	IKHW	70
25.	SAHM	60
26.	HEND	50
27.	ABDL	50
28.	ADE	50
29.	RS	60
30.	SN	90
Total		1781

2. Score of Control Class Post test

RESULT OF NORMALITY TEST IN POST – TEST RESULT OF THE NORMALITY TEST OF XI IPA-1 POST - TEST

1. The score of XI IPA-1 class in pre test from low score to high score:

50	50	50	50	50	50	50	50	50	50
50	50	60	60	60	60	60	60	60	60
70	70	70	70	70	70	70	80	90	60

2. High = 80

Low = 50

Range = High – Low

3. Total of Classes $= 1 + 3,3 \log(n)$

$$= 1 + 3,3 \log (30)$$
$$= 1 + 3,3 (1,47)$$
$$= 1 + 4.851$$
$$= 5.851$$

- 4. Interval of Classes $=\frac{range}{totalofclass}$ $=\frac{30}{5.81}$ = 5.16/6
- 5. Mean

Interval Class	F	Х	x	fx	\mathbf{x}^2	fx^2
50 - 55	12	52	3	36	9	27
55-60	8	57	2	16	4	12
60 - 65	0	62	1	0	1	1
65 - 70	7	67	0	7	0	0
70–75	0	72	-1	0	1	1
75-80	2	77	-2	-4	4	8
80-85	0	82	-3	0	6	0
85-90	1	87	-4	4	16	4
<i>I</i> = 6	30			67		53

$$Mx = M^{1} + i \frac{\Sigma f x^{1}}{N}$$
$$= 67 + 5 \left(\frac{67}{30}\right)$$
$$= 67 + 5 (2.23)$$

$$= 67 + (11.15)$$

= 78.15
$$SD_{t} = i \sqrt{\frac{\Sigma f x'^{2}}{N}} - \left[\frac{\Sigma f x'}{N}\right]^{2}$$

$$= {}^{6} \frac{\overline{53}}{30} - \frac{67}{30} {}^{2}$$

$$= {}^{6} \overline{1.76} - (2.23)^{2}$$

$$= {}^{6} \overline{1.76} - 4.97$$

$$= {}^{6} \overline{-3.21}$$

$$= {}^{6} (-1.79)$$

$$= {}^{-10.74}$$

6. Median

No	Interval of Classes	F	Fk
1	50 - 55	12	12
2	55 - 60	8	20
3	60 - 65	0	0
4	65 - 70	7	7
5	70 - 75	0	0
6	75 - 80	1	2
7	80 - 85	0	1

8	85 - 90	1	1

Position of Me in the interval of classes is number 5, that:

Bb = 65.5
F = 7
fm = 20
i = 6
n = 30
1/2n = 15
So :
Me = Bb + i
$$\left(\frac{n/2 - F}{fm}\right)$$

= 65.5 + 6 (0.4)
= 65.5 + (2.4)
= 67.9

7. Modus

No	Interval of Classes	F	Fk
1	50 - 55	12	12
2	55 - 60	8	20
3	60 - 65	0	0
4	65 - 70	7	7
5	70 - 75	0	0
6	75 - 80	1	2

7	80 -85	0	1
8	85 -90	1	1

 $\mathbf{M}_{\mathrm{o}} = L + \frac{d_1}{d_1 + d_2} i$

RESULT OF NORMALITY TEST IN POST TEST

RESULT OF THE NORMALITY TEST OF XI IPA-2 IN POST-TEST

1. The score of XI IPA-2 class in pre test from low score to high score:

60	60	60	70	70	70	60	60	60	60
60	50	50	50	50	50	70	70	70	70
50	50	50	50	50	50	50	70	70	90

2. High = 80

Low = 50

Range = High – Low

$$= 90 - 50$$

= 40

3. Total of Classes = $1 + 3,3 \log (n)$ = $1 + 3,3 \log (30)$ = 1 + 3,3 (1.47)= 1 + 4.851= 5.851

4. Length of Classes
$$=\frac{range}{total of class}$$
 $=\frac{30}{5.851}=5.12/6$

5. mean

Interval Class	F	Х	X	fx	x ²	fx ²
50 - 55	12	52	3	36	9	108
55 - 60	8	57	2	16	4	16
60 - 65	0	62	1	0	1	0
65 - 70	7	67	0	7	0	7
70–75	0	72	-1	0	1	0
75-80	0	77	-2	0	4	0
80-85	0	82	-3	0	6	0
85-90	1	87	-4	1	1	1
<i>I</i> = 6	30			60		132

6.

$$Mx = M^{1} + i \frac{\Sigma f x^{1}}{N}$$

$$= 67 + 6 \left(\frac{60}{30}\right)$$

$$= 67 + 6 (2)$$

$$= 67 + (12)$$

$$= 79$$

$$SD_{t} = i \sqrt{\frac{\Sigma f x'^{2}}{N}} - \left[\frac{\Sigma f x'}{N}\right]^{2}$$
$$= \frac{6}{30} \frac{132}{30} - \frac{60}{30} \frac{2}{30}$$
$$= \frac{6}{4.4 - (2)^{2}}$$
$$= \frac{6}{2.4 - 4}$$
$$= \frac{6}{-1.6}$$
$$= 6 (-1.26)$$

- = -7.65
- 7. Median

No	Interval of Classes	F	Fk
1	50 - 55	12	12
2	55 - 60	8	20
3	60 - 65	0	0
4	65 - 70	7	7
5	70 - 75	0	0
6	75 - 80	1	2
7	80-85	0	1
8	85-90	1	1

- Position of Me in the interval of classes is number 4, that: Bb = 65.5 F = 7fm = 20
- i = 6
- n = 30
- 1/2n =15

So:

Me = Bb + i
$$\left(\frac{\frac{n}{2} - F}{fm}\right)$$

=65.5 + 6 $\frac{15-7}{30}$
= 65.5 + 6 (0.26)

- = 65.5 +1.56
- = 67.06
- 8. Modus

No	Interval of Classes	F	Fk
1	50 - 55	12	12
2	55 - 60	8	20
3	60 - 65	0	0
4	65 - 70	7	7
5	70 - 75	0	0
6	75 - 80	1	2
7	80-85	0	1
8	85-90	1	1

$$\mathbf{M}_{\mathrm{o}} = L + \frac{d_1}{d_1 + d_2} i$$

$$L = 65.5$$

$$d_1 = 7$$

$$d_2 = 20$$

$$i = 5$$

$$M_0 = 65.5 + \frac{7}{7+20} 6$$

$$= 65.5 + 0.25(6)$$

$$= 65.5 + 1.5$$

$$= 67$$

Score of Experimental Class and Control Class on Pre Test

No	The Initial Nameof Students(n)	Score Pre-Test
31.	AGS	60
32.	AISY	50
33.	ALI	50
34.	ANS	60
35.	ANDR	50
36.	ARI	60
37.	BRIA	50
38.	EFS	80
39.	GINS	50
40.	GUSR	50
41.	ILM	70
42.	INN	70
43.	IRW	50
44.	JUN	60
45.	КНОР	60
46.	LEN	80
47.	MAR	50
48.	MHD	60
49.	MUT	70
50.	NUR	50
51.	NURA	50
52.	NURAW	60
53.	NURSY	70
54.	PUTR	70
55.	RHMD	50
56.	ROP	60
57.	SAR	70
58.	SOL	50
59.	SIT	70
60.	LKM	70
Total		1800

3. Score of Experimental Class Pre Test Before Using Storytelling

4. Score of Control Class Pre Test

No	The Initial Nameof Students(n)	Score Pre-Test
31.	RIS	60
32.	SUMA	50
33.	OLN	50
34.	NUR	60
35.	PURN	60

36.	ROH	70
37.	ROHY	60
38.	NOV	80
39.	NURS	70
40.	DES	50
41.	SAY	60
42.	RTH	70
43.	ROS	60
44.	NING	50
45.	ROP	50
46.	LES	50
47.	DER	60
48.	ALF	70
49.	FIT	60
50.	НОТМ	50
51.	PUTR	70
52.	ROB	50
53.	SAM	70
54.	IKHW	50
55.	SAHM	50
56.	HEND	60
57.	ABDL	60
58.	ADE	50
59.	RS	90
60.	SN	50
Total		1670

RESULT OF NORMALITY TEST IN PRE – TEST RESULT OF THE NORMALITY TEST OF XI IPA-1 PRE - TEST

8. The score of XI IPA-1 class in pre test from low score to high score:

50	50	50	50	50	50	50	50	50	50
50	50	60	60	60	60	60	60	60	60
70	70	70	70	70	70	70	90	80	70
									_

9. High = 90

Low = 50

Range = High – Low

10. Total of Classes $= 1 + 3,3 \log(n)$

$$= 1 + 3,3 \log (30)$$
$$= 1 + 3,3 (1,47)$$
$$= 1 + 4.851$$
$$= 5.851$$

11. Interval of Classes $=\frac{range}{totalof class}$ $=\frac{40}{5.851}$ = 6.8/6

Interval Class	F	Х	x	fx	x ²	fx ^{'2}
50 - 55	12	52	3	36	9	108
55 - 60	8	57	2	16	4	32
60 - 65	0	62	1	0	1	0
65 - 70	7	67	0	7	0	7
70–75	0	72	-1	0	1	0
75-80	1	77	-2	2	4	4
80 - 85	0	82	-3	0	9	0
85 - 90	1	82	-4	4	16	16
<i>I</i> = 6	30			65		176

$$Mx = M^{1} + i \frac{\Sigma f x^{1}}{N}$$
$$= 65 + 6(\frac{65}{30})$$
$$= 65 + 6(2.16)$$

$$= 65 + (12.96)$$

= 77.96
$$SD_{t} = i \sqrt{\frac{\Sigma f x'^{2}}{N}} - \left[\frac{\Sigma f x'}{N}\right]^{2}$$

$$= {}^{6} \frac{176}{30} - \frac{65}{30}{}^{2}$$

$$= {}^{6} \overline{5.87} - (2.16)^{2}$$

$$= {}^{6} \overline{5.87} - 4.66$$

$$= {}^{6} \overline{1.21}$$

$$= 6 (1.1)$$

$$= 6.6$$

13. Median

No	Interval of Classes	F	Fk
1	50 - 55	12	12
2	55 - 60	8	20
3	60 - 65	0	0
4	65 - 70	7	7
5	70 - 75	0	0
6	75 - 80	1	2
7	80 - 85	0	1

8	85 - 90	1	1

Position of Me in the interval of classes is number 5, that:

= 70.5 \mathbf{Bb} = 7 F fm = 7 = 6 i = 30 n 1/2n =15 So: $= Bb + i \left(\frac{n/2 - F}{fm}\right)$ $= 70.5 + 6 \frac{15 - 7}{7}$ Me = 70.5 + 6 (1.71)= 70.5 + (10.26)

= 80.76

14.	Modu

C	odus			
	No	Interval of Classes	F	Fk
	1	50 - 55	12	12
	2	55 - 60	8	20
	3	60 - 65	0	0
	4	65 - 70	7	7
	5	70 - 75	0	0
	6	75 - 80	2	2

7	80 -85	1	1
8	85 -90	1	1

 $\mathbf{M}_{\mathrm{o}} = L + \frac{d_1}{d_1 + d_2} i$

RESULT OF NORMALITY TEST IN PRE – TEST RESULT OF THE NORMALITY TEST OF XI IPA-2 PRE - TEST

15. The score of XI IPA-1 class in pre test from low score to high score:

60	60	60	70	70	70	60	60	60	60
60	60	60	50	50	50	70	70	70	70
50	50	50	50	50	50	50	50	50	90

16. High = 90

Low = 50

Range = High – Low

17. Total of Classes $= 1 + 3,3 \log(n)$

 $= 1 + 3,3 \log (30)$ = 1 + 3,3 (1,47)= 1 + 4.851= 5.851

18.	Interval of Classes	$=\frac{range}{totalofclass}$	$=\frac{40}{5.81}=$	6.88/6
-----	---------------------	-------------------------------	---------------------	--------

19. Mean

Interval Class	F	Х	x	fx	x ²	fx ²
50 - 55	12	52	3	36	9	108
55 - 60	10	57	2	20	4	40
60 - 65	0	62	1	0	1	0
65 - 70	6	67	0	6	0	6
70–75	0	72	-1	0	1	0
75-80	1	77	-2	2	4	4
80 - 85	0	82	-3	0	9	0
85 - 90	1	87	-4	4	16	16
<i>I</i> = 6	30			68		174

$$Mx = M^{1} + i \frac{\Sigma f x^{1}}{N}$$
$$= 68 + 6(\frac{68}{30})$$
$$= 68 + 6(2.26)$$
$$= 68 + (13.56)$$
$$= 81.56$$

$$SD_{t} = i \sqrt{\frac{\Sigma f x'^{2}}{N}} - \left[\frac{\Sigma f x'}{N}\right]^{2}$$
$$= {}^{6} \frac{\overline{174}}{30} - \frac{68}{30}^{2}$$
$$= {}^{6} \overline{5.8} - (2.27)^{2}$$
$$= {}^{6} \overline{5.8} - 5.15$$

$$= {}^{6} \overline{0.65}$$

= 6 (0.80)
= 4.8

20. Median

1(Julan			
	No	Interval of Classes	F	Fk
	1	50 - 55	12	12
	2	55 - 60	10	20
	3	60 - 65	0	0
	4	65 - 70	6	7
	5	70 - 75	0	0
	6	75 - 80	1	2
	7	80 - 85	0	1
	8	85 - 90	1	1

Position of Me in the interval of classes is number 5, that:

Me = Bb + i
$$\left(\frac{n/2 - F}{fm}\right)$$

= 70.5 + 6 $\frac{15-7}{7}$
= 70.5 + 6 (1.71)
= 70.5 +(10.26)

= 80.76

No	Interval of Classes	F	Fk
1	50 - 55	12	12
2	55 - 60	8	20
3	60 - 65	0	0
4	65 - 70	6	7
5	70 - 75	0	0
6	75 - 80	2	2
7	80 -85	1	1
8	85 -90	1	1

$$\mathbf{M}_{\mathrm{o}} = L + \frac{d_1}{d_1 + d_2} i$$

L = 65.5
d₁ = 1
d₂ = 12
i = 6
M_o = 65.5 +
$$\frac{1}{1+12}$$
 6
= 65.5 + 0.07 (6)
= 65.5 + 0.42
= 65.92

HOMOGENEITY TEST (POST-TEST)

Calculation of parameter to get variant of the first class as experimental class sample by using mind mapping technique and variant of the second class as control class sample by using conventional teachning are used homogeneity test by using formula:

$$\mathbf{S}^{2} = \frac{n\Sigma xi^{2} - \mathbf{C}xi}{n\mathbf{G}-1}$$

Hypotheses:

 $H_0 \qquad : \ \delta_1^2 = \delta_2^2$ $H_1 \qquad : \ \delta_1^2 \neq \delta_2^2$

A. Variant of the XI IPA-1 Class is:

No	Xi	Xi ²
1	70	4900
2	60	3600
3	70	4900
4	50	2500
5	60	3600
6	60	3600
7	70	4900
8	50	2500
9	60	3600
10	60	3600
11	70	4900
12	60	3600
13	50	2500
14	60	3600
15	70	4900
16	60	3600
17	70	4900
18	60	3600
19	50	2500
20	70	4900
21	80	6400
22	70	4900
23	50	2500
24	50	2500
25	70	4900
26	50	2500
27	60	3600
28	60	3600
29	80	6400

30	60	3600
Total	1920	122500

$$n = 30$$
$$xi = 1920$$
$$xi 2 = 122500$$

So:

$$S^{2} = \frac{n\Sigma xi^{2} - Cxi}{nC - 1}$$
$$= \frac{30\ 122500 - 1920^{2}}{30(30 - 1)}$$
$$= \frac{3675000 - 3686400}{30\ 29}$$
$$= \frac{-11400}{870}$$
$$= 13.10$$

B. Variant of the XI IPA-2

No	Xi	Xi ²
1	70	4900
2	60	3600
3	70	4900
4	80	6400
5	80	6400
6	70	4900
7	70	4900
8	80	6400
9	80	6400
10	70	4900
11	80	6400
12	80	6400
13	60	3600
14	70	4900
15	70	4900
16	90	8100
17	70	4900
18	70	4900
19	80	6400
20	80	6400
21	70	4900
22	80	6400
23	80	6400
24	80	6400
25	60	3600

26	70	4900
27	70	4900
28	60	3600
29	80	6400
30	90	8100
Total	2220	166200

$$n = 30$$

$$xi = 2220$$

$$xi = 166200$$

So:

$$S^{2} = \frac{n\Sigma xi^{2} - Cxi}{nC - 1}$$
$$= \frac{30\ 166200 - 2220^{2}}{29(29 - 1)}$$
$$= \frac{4986000 - 4928400}{30\ 29}$$
$$= \frac{57600}{870}$$
$$= 66.20$$

The Formula was used to test hypothesis was:

1. XI IPA-1 and XI IPA-2 :

$$F = \frac{The \ Biggest \ Variant}{The \ Smallest \ Variant}$$

So:

$$F = \frac{13.10}{66.20} = 0.19$$

After doing the calculation, researcher found that $F_{count} = 0.19$ with α 5% and dk = 30 and 30 from the distribution list F, researcher found that $F_{table} = 13.10$ and 66.20, cause $F_{count} < F_{table}$ (0.19 > 13.10 and 66.20). So, there is no difference in variant between the XI IPA-1 class and XI IPA-2 class. It means that the variant is homogenous.

$\mathbf{T}_{test}\mathbf{OF}$ THE BOTH AVERAGES IN POST-TEST

The formula was used to analyse homogeneity test of the both averages was t-test,

that:

$$t = \frac{\overline{X}_1 - \overline{X}_2}{\sqrt[5]{\frac{1}{n_1} + \frac{1}{n_2}}} \text{ with } S = \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 2)S_2^2}{n_1 + n_2 - 2}}$$

So:

$$S = \frac{30-1 \ 13.10+\ 30-2 \ 66.20}{30+30-2}$$
$$= \frac{29 \ 13.10 \ +28 \ (66.20)}{58}$$
$$= \frac{379.9+1853.6}{58}$$
$$= \frac{2233.5}{58}$$
$$= 38.50$$
$$= 6.20$$

So:

$$t = \frac{\overline{X}_{1} - \overline{X}_{2}}{\sqrt[5]{\frac{1}{n_{1}} + \frac{1}{n_{2}}}}$$

$$t = \frac{1920 - 122500}{6.20 \frac{1}{30} + \frac{1}{30}}$$

$$= \frac{120580}{6.20 \frac{1}{0.033 + 0.033}}$$

$$= \frac{120580}{6.20 (0.066)}$$

$$= \frac{120580}{0.409}$$

$$= 29.4816$$

Based on researcher calculation result of the homogeneity test of the both averages, researcher found that t_{count} = -1.61 with opportunity (1- α) = 1 - 5% = 95% and dk = n₁ + n₂ -2 = 30+ 30 - 2 = 58, reseracher found that t_{table} = 6.20, cause t_{count} < t_{table} (29.S4816 < 6.20). So, H_owas rejected, it means no difference the average between the first class as experimental class and the second class as experiment class in this research.

HOMOGENEITY TEST (PRE-TEST)

Calculation of parameter to get variant of the first class as experimental class sample by using mind mapping technique and variant of the second class as control class sample by using conventional teachning are used homogeneity test by using formula:

$$\mathbf{S}^{2} = \frac{n\Sigma xi^{2} - \mathbf{C}xi}{n\mathbf{G}-1}$$

Hypotheses:

$$H_0 \qquad : \ \delta_1^2 = \delta_2^2$$
$$H_1 \qquad : \ \delta_1^2 \neq \delta_2^2$$

C. Variant of the XI IPA-1 Class is:

No	Xi	Xi ²
1	60	3600
2	50	2500
3	50	2500
4	60	3600
5	50	2500
6	60	3600
7	50	2500
8	80	6400
9	50	2500
10	50	2500
11	70	4900
12	70	4900
13	50	2500
14	60	3600
15	60	3600
16	80	6400
17	50	2500
18	60	3600
19	70	4900
20	50	2500
21	50	2500
22	60	3600
23	70	4900
24	70	4900
25	50	2500
26	60	3600
27	70	4900
28	50	2500

29	70	4900
30	80	6400
Total	1810	117130

n = 30
$$xi = 1810$$

 $xi 2 = 117130$

So:

$$S^{2} = \frac{n\Sigma xi^{2} - Cxi}{nC-1}$$

$30\ 117130\ -\ 1810\ ^2$
30(30-1) 3513900-3276100
$=\frac{\frac{30\ 29}{237800}}{\frac{870}{870}}$

D. Variant of the XI IPA-2

No	Xi	Xi ²
1	60	3600
2	50	2500
3	50	2500
4	60	3600
5	60	3600
6	70	4900
7	60	3600
8	80	6400
9	70	4900
10	50	2500
11	70	4900
12	60	3600
13	60	3600
14	50	2500
15	50	2500
16	60	3600

17	50	2500
18	60	3600
19	70	4900
20	50	2500
21	70	4900
22	50	2500
23	50	2500
24	50	2500
25	70	4900
26	60	3600
27	60	3600
28	50	2500
29	90	8100
30	60	3600
Total	1940	97000

n = 30
$$xi = 1940$$

 $xi 2 = 97000$

So:

$$S^{2} = \frac{n\Sigma xi^{2} - (xi)}{n(-1)}$$
$$= \frac{\frac{30\ 97000 - 1940\ ^{2}}{30(30-1)}}{\frac{291000 - 376360}{30\ 29}}$$
$$= \frac{-85360}{870}$$
$$= -98.11$$

The Formula was used to test hypothesis was:

2. XI IPA-1 and XI IPA-2 :

 $F = \frac{The \ Biggest \ Variant}{The \ Smallest \ Variant}$

So:

$$F = \frac{273.4}{-98.11} = -2.78$$

After doing the calculation, researcher found that $F_{count} = 1.21$ with α 5% and dk = 28 and 29 from the distribution list F, researcher found that $F_{table} = 2.048$ and 2.045, cause $F_{count} < F_{table}$ (-2.78 > 273.4 and -9811). So, there is no difference in variant between the XI IPA-1 class and XI IPA-2 class. It means that the variant is homogenous.

$\mathbf{T}_{test}\mathbf{OF}$ THE BOTH AVERAGES IN PRE-TEST

The formula was used to analyse homogeneity test of the both averages was t-test,

that:

$$t = \frac{\overline{X}_1 - \overline{X}_2}{\sqrt[5]{\frac{1}{n_1} + \frac{1}{n_2}}} \text{ with } S = \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 2)S_2^2}{n_1 + n_2 - 2}}$$

So:
$$S = \frac{\overline{30 - 1\ 273.4 + 30 - 2\ -98.11}}{30 + 30 - 2}$$
$$= \frac{\overline{29\ 273.4 + 28\ (-98.11)}}{58}$$
$$= \frac{\overline{79286 + 2747.08}}{58}$$
$$= \frac{\overline{82033.08}}{58}$$

So:

$$t = \frac{\overline{X}_{1} - \overline{X}_{2}}{\sqrt[5]{\frac{1}{n_{1}} + \frac{1}{n_{2}}}}$$

$$t = \frac{1180 - 117130}{^{37.60} \frac{1}{30} + \frac{1}{30}}$$

$$= \frac{-115950}{^{37.60} \frac{1}{0.033 + 0.033}}$$

$$= \frac{-115950}{^{37.60} (0.033)}$$

$$= \frac{-115950}{^{1.2408}}$$

$$= 93.5$$

Based on researcher calculation result of the homogeneity test of the both averages, researcher found that t_{count} = 4.58 with opportunity $(1-\alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 30 + 30 - 2 = 58$, reseracher found that $t_{table} = 37.60$, cause $t_{count} < t_{table}(-93.5 > 37.60)$. So, H_o was rejected, it means no difference the average between the first class as experimental class and the second class as experiment class in this research.

Score of Experimental Class and Control Class on Post Test

No	The Initial Nameof Students(n)	Post-Test Score	Pre-Test Score	X1	X ²
61.	AGS	70	60	10	100
62.	AISY	60	50	10	100
63.	ALI	70	50	20	400
64.	ANS	80	60	20	400
65.	ANDR	80	50	10	100
66.	ARI	70	60	10	100
67.	BRIA	70	50	20	400
68.	EFS	80	80	0	0
69.	GINS	80	50	30	900
70.	GUSR	70	50	20	400
71.	ILM	80	70	10	100
72.	INN	80	70	10	100
73.	IRW	60	50	10	100
74.	JUN	70	60	10	100
75.	КНОР	70	60	10	100
76.	LEN	90	80	10	100
77.	MAR	70	50	20	400
78.	MHD	70	60	10	100
79.	MUT	80	70	10	100
80.	NUR	80	50	30	900
81.	NURA	70	50	20	400
82.	NURAW	80	60	20	400
83.	NURSY	80	70	10	400
84.	PUTR	80	70	10	100
85.	RHMD	60	50	10	100
86.	ROP	70	60	10	100
87.	SAR	70	70	0	0
88.	SOL	60	50	10	100
89.	SIT	80	70	10	100
90.	LKM	60	70	10	100
Total		2101	1800	500	7300

5. Score of Experimental Class Post Test Using Storytelling

6. Score of Control Class Pre test

No	The Initial	Post test	Pre-Test		
	Nameof	Score	Score	X1	X2
	Students(n)				
61.	RIS	70	60	10	100
62.	SUMA	60	50	10	100
63.	OLN	70	50	20	400
64.	NUR	50	60	10	100
65.	PURN	60	60	0	0
66.	ROH	60	70	10	100
67.	ROHY	70	60	10	100
68.	NOV	50	80	30	0
69.	NURS	60	70	10	100
70.	DES	60	50	10	100
71.	SAY	70	60	10	100
72.	RTH	60	70	10	100
73.	ROS	50	60	10	100
74.	NING	60	50	10	100
75.	ROP	70	50	20	400
76.	LES	60	50	10	100
77.	DER	70	60	10	100
78.	ALF	60	70	10	100
79.	FIT	50	60	10	100
80.	НОТМ	70	50	20	400
81.	PUTR	80	70	10	100
82.	ROB	70	50	20	400
83.	SAM	50	70	20	400
84.	IKHW	70	50	20	400
85.	SAHM	60	50	10	100
86.	HEND	50	60	10	100
87.	ABDL	50	60	10	100
88.	ADE	50	50	0	0
89.	RS	60	90	30	900
90.	SN	90	50	40	1600
Total		1781	1670	400	6600