



**THE EFFECT OF STORYTELLING STRATEGY
TOWARD STUDENTS' SPEAKING ABILITY OF
NARRATIVE TEXT AT VIII GRADE
OF SMP N 1 ARSE**

A THESIS

*Submitted to the State Institute for Islamic Studies (IAIN)
Padangsidimpuan as a Partial Fulfillment of the Requirement for the
Graduate Degree of Education (S.Pd) in English*

Written By:

HERLIDA
Reg. No. 16 203 00060

**ENGLISH EDUCATION DEPARTMENT
TARBIYAH AND TEACHERTRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2021**



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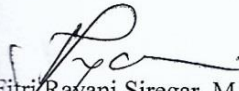
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LEGALIZATION

Thesis : The Effect of Storytelling Strategy Toward
Students' Speaking Ability of Narrative Text at
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Narrative Text at VIII Grade of SMP N
1 Arse**

ABSTRACT

This Research focuses on The Effect of Storytelling Strategy toward Students Speaking Ability of Narrative Text at VIII Grade of SMP N 1 Arse. The problems of this research are most of the students not able to pronounce English sounds accurately, fluently, grammatically, students have lack in vocabulary and also students' get difficulties in speaking English in daily communication.

The subject of this research is the students at SMP N 1 Arse, and the objective of the research is to know speaking ability of students' before being taught by Storytelling strategy, to know speaking ability of students after being taught by Storytelling strategy, to know there is any significant effect of storytelling strategy toward students' speaking ability of narrative text at SMP N 1 Arse.

In this research, the type of research used was pre experimental research. The research took total sampling after conducting normality and homogeneity, where experimental class is VIII A and control class is VIII B. The writer used one class as sample that consists of 26 students. Before giving the treatment, the students were given pre-test and post-test were given after the treatment.

To collect data, researcher used a test for measuring students' speaking ability, and for analyzing the data the researcher used T-test. The test was used in order to find out the students' speaking ability of narrative text at VIII Grade of SMP N 1 Arse. Based on the data analysis, the writer has concluded that there is significant effect of storytelling strategy toward students speaking ability of narrative text at VIII Grade of SMP N 1 Arse

Key Words: storytelling Strategy, Speaking Narrative Text

ABSTRAK

Penelitian ini fokus pada pengaruh yang signifikan dari strategi storytelling terhadap kemampuan berbicara teks narasi pada siswa kelas dua di SMP N 1 Arse. Permasalahan dalam penelitian ini yaitu siswa tidak dapat berbicara bahasa Inggris secara akurat, lancar dan mempunyai tata bahasa, siswa memiliki kekurangan dalam kosakata, serta siswa mengalami kesulitan dalam berbicara bahasa Inggris dalam berkomunikasi sehari-hari.

Subjek penelitian ini adalah siswa kelas dua SMP N 1 Arse, dan tujuan adalah untuk mengetahui kemampuan berbicara siswa 'sebelum diajarkan oleh strategi storytelling, untuk mengetahui kemampuan berbicara siswa setelah diajarkan oleh strategi storytelling, untuk mengetahui ada pengaruh yang signifikan dari strategi storytelling pada kemampuan berbicara siswa dari teks narasi di SMP N 1 Arse.

Dalam penelitian ini, jenis penelitian yang digunakan adalah penelitian eksperimental. Penelitian ini mengambil total sampling setelah dilakukan tes normalitas dan tes homogenitas, dimana kelas eksperimen adalah VIII A dan kelas control adalah VIII B. Penulis menggunakan satu kelas sebagai sampel yang terdiri dari 26 siswa. Sebelum memberikan pengajaran, siswa diberi pre-test dan post-test diberikan setelah pengajaran.

Untuk mengumpulkan data, peneliti menggunakan tes untuk mengukur kemampuan berbicara siswa, dan untuk menganalisis data digunakan tes-T. Tes digunakan untuk mengetahui kemampuan berbicara siswa tentang teks narasi pada kelas 2 SMP N 1 Arse. Berdasarkan analisis data, penulis menyimpulkan bahwa ada pengaruh yang signifikan dari strategi storytelling terhadap kemampuan berbicara siswa pada teks narasi kelas dua di SMP N 1 Arse.

Kata Kunci : Storytelling Strategy, Speaking, Narrative Text

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This thesis is presented to the English Education Study Program of the State Institute for Islamic Studies Padangsidempuan (IAIN Padangsidempuan) as partial fulfillment of the requirement for degree strata 1 (S1).

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Researcher

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Speaking is the productive oral skill. It consists of producing systematic verbal utterances to convey meaning. The abilities of speaking are very important in expressing our minds to other people. Most teachers have already used several methods in presenting speaking activities for the junior high school level, but their students still poor. This fact can be observed if we try to communicate with them, they do not give any responses or they just keep silent.

The aim of speaking is to convey information to the others. Speaking as one of the four language skills is an important aspects of language. Through speaking students can show that they are proficient in the language or not. In speaking there is an interaction between speaker and listener. So, there is feedback whenever the information is sent. In teaching speaking, teachers should have the ability to guide students in order to increase the students' speaking ability. Besides, they also prepare the teaching materials as well as the teaching aids to reach the objectives of teaching. The purpose of that effort is to increase the result of teaching as curriculum demanded.

In teaching and studying English there are so many problems that have occurred, because in Indonesia, English is not mother tongue. Learning English is very important, because English has become an international language, which is used by most communities in the world. Many countries use English as their second language. Since language is important to communicate, it is not enough for students to learn words, phrases, and grammatical features if they want to produce language in their daily communication or to interact with others in English.

As the necessity of the International Language, English has become an important language. Looking at this importance in this global era, speaking skills becomes one of the most important skills to be developed and enhanced as means of effective communication worldwide. In spite of the difficulties in studying English, it is worthwhile to study the language because it plays a very important role in almost all fields of life such as: communication, commerce, economy, politics, education, science, technology and so on.

As one of the parts of the global era, I cannot deny that speaking skill is important to the educational development. In Indonesia, English is taught from the elementary level to the University level. In fact, in the classroom activity, some of the students are able to speak fluently and mostly are at low level.

Douglas Brown in M. Syukron Katsir said that Learning a second language is long and complex undertaking. Your whole person is affected as you struggle to reach beyond the confines of your first language and into a new language, a new culture, a new way of thinking and acting.¹

¹M. Syukron Katsir, "The Effect of Storytelling Strategy Toward Students' Speaking Ability of Narrative Text at The Second Year of Mts Muhammadiyah 02 Pekanbaru" (State Islamic University Sultan Syarif Kasim Riau Pekanbaru, 2011), p.1, repository.uin-suska.ac.id.

In other words, it is difficult for students to master English as the new language for them. In mastering English, they should have good proficiency; the students have to learn the important parts of Language. There are four skills namely; listening, speaking, reading and writing. In this research, the writer just focuses on speaking.

The researcher found from one of English teacher in SMP N 1 Arse Mr. A. Batubara, that most English teachers in this school seem still using usual strategy of teaching although direct method and functional approach have been being implemented. It is one of the problems in this school. The problem of teaching is not only the teaching material, but also the strategy that we use in teaching speaking. The mastery of speaking is integrated with the mastery of genre, one of genre taught for this semester is narrative text. In understanding narrative text, students must accomplish some indicators of narrative text. That students must be able to tell a story in the form of narrative text, retell a story that students know very well, and tell a story based on the series of pictures given.²

The teachers must make variations and choose a suitable strategy in teaching speaking in order to make students interested. The teacher taught students by giving explanation about the materials and then the teacher asked the students by giving question and give response. Sometimes, the teacher used guessing games and discussion. Actually, there are some teaching strategies

² Private Interview to the teacher of SMP N 1 Arse, (Arse: SMP N 1 Arse, November 08th, 2020)

that can be used by the teacher to increase students speaking ability, one of them is Storytelling strategy.

According to Alison, there is a way to make students able to speak English well, it is called Storytelling Strategy.³ Storytelling is one of the strategies that can improve students' speaking ability because storytelling gives greater chance to express the students' ideas, and storytelling can develop the students' leadership talent and discussion skill, then the students' are more active in their study and active to participate in the discussion of class, and then storytelling can cooperate among group members.

Narrative story is interesting genre that is very use full for students to explore and express ideas, opinion, and experience. It has moral values to be shared with students, it teaches us about good thing and shows us the bad thing and should be done. Narrative as a story, so it is should have the element that can make story more interesting to the reader such as a conflict and conclusion of the story.

Teaching is not an easy job, but it is necessary one. It can be very rewarding when we see our students progress and know that we have helped them to achieve that. Based on the above facts, it is available to study **“The Effect of Storytelling Strategy Toward Students' Speaking Ability of Narrative Text at the VIII Grade of SMP Negeri 1 Arse”**.

³Alison in M. Syukron Katsir, “The Effect of Storytelling Strategy Toward Students' Speaking Ability of Narrative Text at The Second Year of Mts Muhammadiyah 02 Pekanbaru” (State Islamic University Sultan Syarif Kasim Riau Pekanbaru, 2011), p.3., repository.uin-suska.ac.id.

B. Identification of the Problem

The identification of problems in this research is going to be :

1. Most of the students not able to pronounce English sounds accurately.
2. Most of the students not able to speak English fluently.
3. Most of the students not able to speak English grammatically.
4. Most of the students have lack English vocabulary.
5. Students' get difficulties in speaking English in daily communication.

C. Limitation of the Problem

The researcher will limit the problem from this research to the context of the effect of storytelling strategy toward students' speaking ability in SMP N 1 Arse and to shorten the time of the research, the researcher limits the material and use storytelling in teaching narrative text. The writer chooses narrative text, because based on standard competence of syllabus, the students should be able to express the meaning of oral functional text. So that, narrative is a text that matches to achieve the standard competence in speaking, because this text tells about the fables that make students interested in practicing English.

D. Formulation of the Problem

Is there any significant effect of storytelling strategy toward students speaking ability of narrative text at VIII Grade of SMP N 1 Arse?

E. The Purpose of the Research

The purpose of this research is to examine the significant effect of students speaking ability at VIII Grade of SMP N 1 Arse before and after implementing storytelling strategy.

F. The Significances of the Research

The research intended to be useful for :

1. For English teacher, as an alternative teaching resource to give them more information about another technique which can be applied in teaching speaking in order to improve their competence in teaching English.
2. For students, to increase their ability, especially in speaking of narrative text.
3. For researcher, be useful as a reference in the learning process in future and as comparison.

CHAPTER II

THEORETICAL DESCRIPTION

A. The Description Theory

1. The Nature of Speaking

a. Definition of Speaking

There are many theories have pointed out by many linguistics about the results of speaking, the researcher tries to make some of them. People speak in order to express their idea, feeling, or respond to the other's talk, when the others can understand what has been talked, it means that the speaker get the meaning.

Speaking is one of the skills in language learning that has to be fulfilled. Speaking is a skill which holds oral communication that involves meaning derivation between two persons or more, as the speaker and the listener. Both are talking about the content that is related to their needs, situation, and purposes. The spoken contents or ideas contain information that we are expected to hold in memory, and all at once to give feedback to the interlocutor.⁴

According to As Rivers, speaking is used twice as much as reading and writing in our communication.⁵ Speaking is one of Speaking is one of

⁴ Resha P.w, Mawardin M. Said, and Abdul Waris, "Developing Speaking Skill of Grade VIII Students Through Short Conversation," *English Language Teaching Society (ELTS)* 3, no. 1 (2015): p.1, <https://media.neliti.com/media/publications/244500-none-65dd45e8.pdf>.

⁵ Shaimaa Abd EL Fattah Torky, "The Effectiveness of a Task-Based Instruction Program in Developing the English Language Speaking Skills of Secondary Stage Students.," *Online Submission*, 2006, p.13, <https://eric.ed.gov/?id>.

the four language skills (reading, writing, listening and speaking). It is the means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints. In addition, people who know a language are referred to as ‘speakers’ of that language. Furthermore, in almost any setting, speaking is the most frequently used language skill.

According to Chaney and Burke, speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of the context. The skill is acquired by much repetition; it is primarily a neuromuscular and not an intellectual process. It consists of competence in sending and receiving messages.⁶

Based on the statements above the researcher infers that if someone speak, they should understand what is they talk about. In this section, the researcher should develop ideas or build some topics to be talked that make the other responds to what speakers says.

Speaking ability is the capability to other the articulation to express, to state or deliver though, opinion and wish to the other person.⁷

Burns & Joyce and Luoma define speaking as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, the physical environment, and the purposes for speaking.⁸

⁶ P.w, Said, and Waris, “Developing Speaking Skill of Grade VIII Students Through Short Conversation,” p.1.

⁷ Yuli Puji Astutik, “The Effect of Using Suggestopedia Among Students’ Speaking Ability” 2, no. 1 (2019): p.138, <https://jurnal.umj.ac.id>.

⁸ Torky, “The Effectiveness of a Task-Based Instruction Program in Developing the English Language Speaking Skills of Secondary Stage Students.,” p.34.

Paulston and Brunder said that speaking ability is taken to be the objectives of language teaching: the production of speaker competent to communicate in target language.⁹

So, from definition above the researcher concluded that speaking ability is the students' ability in expressing their ideas orally which is represented by the scores of speaking.

b. The Difficulties of Speaking

To make speaking easier, we must know the difficulties of speaking. According to Brown, there are eight factors that make speaking difficult, as follows:¹⁰

1) Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath group) through such clustering.

2) Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

3) Reduced Forms

Contractions, elisions, reduced vowels, etc; all forms special problems in teaching spoken English. Students who don't learn

⁹ M. Syukron Katsir, "The Effect of Storytelling Strategy Toward Students' Speaking Ability of Narrative Text at The Second Year of Mts Muhammadiyah 02 Pekanbaru," p.23.

¹⁰ H. Douglas Brown, *Teaching by principles an Interactive Approach to Language Pedagogy*, (New Jersey: Englewood Cliffs, 2001), p.256-257.

colloquial contractions can sometimes develop a stilted, bookish quality of speaking.

4) Performance Variables

One of the advantages of spoken language is that process of thinking to manifest a certain number of performance hesitations, pauses, backtracking and corrections. For example, in English “Thinking time” is not silent, but filled with; uh, um, well, you know, I mean, like etc. one of the important differences between native and non native speakers of language is in their hesitation phenomena.

5) Colloquial Language

Make sure the students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and that they get practice in producing these forms.

6) Rate of Delivery

Another important characteristic of fluency is rate of delivery. One of tasks in teaching spoken English is to help learners to achieve an acceptable speed along with other attributes of fluency.

7) Stress, Rhythm and Intonation

This is the most important characteristic of English pronunciation. The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

8) Interactions

Learning to produce waves of language in a vacuum without interlocutors would find speaking skill of its richest component: the creativity of conversational negotiations.¹¹

c. How to Teach Speaking

There are three basic reasons why it is a good idea to give students to giving tasks which provoke them to use all and any language at their command, as follows:¹²

1) Rehearsal

Getting students to have free discussions give them a chance to rehearse having discussions outside the classroom. Having them take part in a role play at an airport check – in desk allows them to rehearse such a real life even in the safety of the classroom. This is not the same as practice in which more detailed study takes place; instead it is a way for students to get the feel of what communicating in the foreign language really feels like.

2) Feedback

Speaking tasks where students are trying to use all and any languages they know provides feedback for both teacher and students. Teacher can see how well their class is doing and what language

¹¹ *Ibid.*,

¹² Liony, “A Comparative Study Between the Results of Teaching Speaking By Using Playing Game Method and Role Play Method” (State Institute for Islamic Studies Padangsidempuan, 2014), p.18-19.

problems they are having; students can also see how easy they find a particular kind of speaking and what they need to do to improve.

3) Engagement

Good speaking activities can and should be highly motivating. If all the students are practicing fully and if the teacher has set up the activity properly and can give sympathetic and useful feedback they will get tremendous satisfactions from it. Many speaking tasks (role play, discussion problem solving, etc) are intrinsically enjoyable in themselves.

2. The Nature of Storytelling

a. Definition of Storytelling

Storytelling is a process where a person (the teller), using vocalization, narrative structure, and mental imagery communicates with other humans (the audience) who also use mental imagery and, in turn, communicate back to the teller primarily via body language and facial expression. The communication cycle is ongoing, and in the process a “story” is created.¹³

Storytelling strategies are the only or best methods for use in online teaching, the following strategies have helped us improve students comprehension. A key feature to a good story is the *hook*. A hook should draw the reader into the story by arousing their curiosity and making

¹³ Roney, R. Craig, “Storytelling in the Classroom”96, v9 (1996): p. 7

them want to hear more.¹⁴ Storytelling version of Hochschild's theory, we create curiosity by asking students whether they realize they will need to use surface acting to be successful in their careers. Provocative questions such as that motivate students to invest their time and energy in learning the answers. We find that introducing them to some of the interesting contradictions within scientific research also works as a successful hook. Once we gain their interest, we provide a connecting framework so the students can understand the material. Students find it easier to understand new material when we connect it to something they already understand.

Storytelling is to retell the story having read or heard by using the storytellers' own words based on their understanding about the story.¹⁵ Storytelling helps listening and speaking skills also. Children will learn the important of both of the skills, of how to communicate ideas and interact with others. They will develop their vocabulary and study when and where to use words and phrases. Storytelling aids in the development of student's ability interpret and understanding events beyond their immediate experience.

Josepha said that, storytelling is present in many aspects of human life. Stories are told by grandparents, parents, and other family members.¹⁶ Professional storytellers share their tales at fairs, festivals,

¹⁴ Rasby Marlene Powell and Ottis Murray, "Using Storytelling Strategies to Improve Student Comprehension in Online Classes" 12, no. 1 (2012): p.49.

¹⁵ Mukminatus Zuhriyah, "Storytelling to Improve Students' Speaking Skill" 10, no. 1 (2017): p.122, <https://ejournal.radenintan.ac.id/index.php/ENGEDU>.

¹⁶ Sherman, Josepha. 2008. *Josepha Storytelling an Encyclopedia of Mythology and Folklore* (New York: Myron E. Sharpe), p. xvii

schools, libraries, and other sites. Stories are integral to the mediums of television, film, opera, and theater, and storytelling sessions sometimes take place in the business world at special meetings. Campfire tales are meant to make campers shiver and urban legends, contemporary folktales that usually are attributed to a “friend of friend,” are told and retold. No matter how unlikely the tale may be, the teller invariably insists.

Storytelling improved our comprehension, fluency, vocabulary, grammar, and pronunciation. Thus, it can be said that storytelling could improve students’ speaking skill.¹⁷

This simplified explanation of storytelling does not capture the interactive, cultural, and living essence of storytelling. It is necessary to look at more details which include the origin of the story (oral or written), the Who, What, When, Where and Why of the performance, the type of story, and the emotional and cultural implications of the storytelling event. The finer points of these details are debated and discussed among those attempting to provide a definition of storytelling.¹⁸

So, from definitions above the researcher concluded that storytelling is an activity to involve the interaction between storyteller and audience, also between an individual and the listener in the certain level.

¹⁷ Zuhriyah, “Storytelling to Improve Students’ Speaking Skill.”

¹⁸ Katie Elson Anderson, “Storytelling,” 2010, p.2, <https://doi.org/10.7282/T35T3HSK>.

b. The Types of Stories

There are three types of stories, they are : legend (sagen), folktale (marchen) and myth.¹⁹

1. Legend (Sagen)

Legends may be considered the most historical type of story but it is important to note that they are not history. They are historical in nature because they are assumed to be true, even if they are not verifiable. Legends take place in a specific time and location in the present world, unlike the supernatural worlds of other story types.

The characters in legends are real people and true historical figures, but the events are not always true to history. The characters in legends can be common folk and unnamed individuals or specifically named kings and heroes. The events, while not historically accurate are considered to be real events in the sense that they are believable and plausible. Common themes in legends are the struggle against evil and super human feats of courage, strength and intellect. Legends are localized, deeply tied in with the religion and culture of a region. Folklorists, anthropologists, psychologists and other scholars look to legends to help understand the history, religion and culture of the legends owners.

Some examples of well known legends are those of King Arthur, Johnny Appleseed, Davy Crockett, and Jesse James. Epics

¹⁹ Anderson, p.10-12.

and hero tales such as *The Anied* and *The Iliad* meet the criteria for legend and are often included under the broader label of legend.

2. Folktales

The term folktale is used to refer to any traditional narrative, written or oral, that is assumed to be false. The broad term folktale includes tall tales, animal tales, fables and fairy tales. The characters in folktales are usually humans alongside animals (some with human traits), trolls, ogres, fairies, witches, goblins and other magical creatures. The events in a folktale take place “Once upon a time”, meaning that they do not refer to specific times and events as legends and myths do. This lack of specification is a key element of folktales allowing for the appearance of the same tale across many cultures.

For example, there are several instances of “Cinderella” stories in various cultures, each with its local customs and characters, all with the same underlying plot and theme. Folktales, unlike myths and legends are not intended to be taken as serious lessons on history and culture. Their main purpose is to entertain, though there are examples of folktales such as Aesop’s fables that teach morals and warn against bad behavior.

3. Myth

Myths, like legends are considered to be accounts of true events. Unlike legends, myths take place in a remote time and space.

The events in myth occur in a world that exists well before the current world, or sometimes even in a different world. The characters in myth are supernatural, usually deities, animals, or humans with special powers.

c. Procedures of Storytelling

The procedure of the implementation of storytelling using picture series in the instructional process covers three activities, they are as follows :²⁰

In reading session, the teacher gives reading texts to the students which were related to the speaking material discussed. In this phase, the teacher asks the students to read the text first then followed by grammar and vocabulary discussion. The teacher also gives some explanations about the text and asked whether they understood the text or not.

In speaking session, the teacher prepares picture series related to the story that has been discussed in the reading session. It is aimed at making students could memorize the content of the story easier. The teacher gives example how to tell story by using picture series. The teacher performs by giving correct pronunciation, stress, and intonation. After that asks students to practice with their friends.

The last activity is retelling story performance. In this activity, the teacher asks the students to have storytelling performance in front of the

²⁰ Purwatiningsih, "Teaching Speaking Through the Implementation of Storytelling Technique by Using Storytelling" 1 (2014): p.123-124, <https://spinsucks.com/communication/creative-storytelling-process/>.

classroom individually. The teacher also let the students to bring series when they have performance

The procedures of storytelling according to Slattery & Willis as follows :²¹

The students have heard a story once. Teacher can tell the students that each time they read a book, they will become more familiar with the language of the story and will be able to participate more in different ways

Secondly, Storytelling using local legends can help teacher to set values and to introduce cultural identities to the students. The participant were selected as the representative of a group which is appropriate with one of case study features

Then, the teacher invited the class to visualize the vocabulary and to understand the basic vocabulary by using TPR (total physical response). The students responded the vocabularies in a physical way by carrying out the instructions.

d. The Advantages and Disadvantages of Storytelling Strategy

1) The Advantages of Storytelling Strategy

The most important advantages of storytelling may be summarized as follows:²²

- a) Stories are motivating and fun and can help develop positive attitudes towards the foreign language and language learning. They can create a desire to continue learning.

²¹ Intan satriani , "Storytelling in Teaching Literacy: Benefits and Challengers" 1 (2019) p. 114-115, <https://journal.uniku.ac.id/index.php/ERJEE>

²² Mr.sc. Mauro Dujmovic, "Storytelling As a Method of Efl Teaching," *Metodički Obzori: Časopis Za Odgojno-Obrazovnu Teoriju i Praksu* 1, no. 1 (2006): p.77-78, diglib.unila.ac.id.

- b) Stories exercise the imagination. Children can become personally involved in a story as they identify with the characters and try to interpret the narrative and illustrations. This imaginative experience helps develop their own creative powers.
- c) Listening to stories in class is a shared social experience. Reading and writing are often individual activities; storytelling provokes a shared response of laughter, sadness, excitement and anticipation which is not only enjoyable but can help build up child's confidence and encourage social and emotional development.
- d) Children enjoy listening to stories over and over again. This frequent repetition allows certain language items to be acquired while others are being overly reinforced. Many stories also contain natural repetition of key vocabulary and structures. This helps children to remember every detail, so they can gradually learn to anticipate what is about to happen next in the story. Repetition also encourages participation in the narrative. Following meaning and predicting language are important skills in language learning.
- e) Listening to stories allows the teacher to introduce or revise new vocabulary and sentence structures by exposing the children to language in varied, memorable and familiar contexts, which will enrich their thinking and gradually enter their own speech.

Listening to stories develops the child's listening and concentrating skills via:

- visual clues (for example, pictures and illustrations),
- Their prior knowledge of how language works,
- Their general knowledge.

2) Disadvantages of Storytelling Strategy

Disadvantages of storytelling strategy are :²³

- a) The students do not see the relationship between what the teacher narrating and the content taught.
- b) The difficulty of creating and telling a good story. A good storyteller needs to practice a lot their gestures and expressions, and he or she is expected to be creative in order to make new challenging and innovating stories for their students
- c) Otherwise, students could feel bored if the teacher monotonous and do not allow them being part of it.

3. The Nature of Narrative text

a. Definition of Narrative Text

Narrative is a story. Mostly narrative are imaginary stories but sometimes narrative can be factual too.²⁴ Narrative text is a kind of text

²³ [www.https://blogs.cardenalcisneros.es/childrenslit2016/wpcontent/uploads/2016/10/Storytelling.jpg](https://blogs.cardenalcisneros.es/childrenslit2016/wpcontent/uploads/2016/10/Storytelling.jpg)

²⁴ Irwan Sulisty, "An Analysis of Generic Structure of Narrative Text," *English Teaching Journal* 4, no. 2 (2013): p.171.

which is has a nonfiction or fiction that tells a story for entertainment and it use past tense.²⁵

A.S Hornby in Oxford Advanced Learner's Dictionary defines "Narrative is a description of events, especially in a novel or story, the act or process of feeling a story." It similarly with John Langan says, "Narration is a writer tells the story of something that happened" through narrative, we make statement clear by relating in detail something that has happened to us." According to Otong Setiawan, "Narrative is kinds of text about story of legend and resolution to amuse and to give entertain to readers."²⁶

According to Pardiyono, "Narrative is a story talk the past activities or events which order to problematic and to give lesson to readers"²⁷

From the statements above, it can be concluded that a narrative text is a text which contains a story ordered chronologically. In order that the text can be enjoyed by the readers, the writer should arrange the text interestingly. The purpose of telling the story is to give meaning, and to entertain the readers.

²⁵ Luh Gede Giri Putri, "Teaching Reading Through Narrative Text Using Picture Series at The Second Year Students of SMP N 1 Seputih Raman" (Faculty of Teacher Training And Education Lampung University, 2016), p.8, digilib.unila.ac.id.

²⁶ Rayendriani Fahmei Lubis, "Writing Narrative Text," *English Education* 02, no. 01 (2014): p.8.

²⁷ Lubis, p.8.

b. Generic Structure of Narrative Text

All language in the world passes their own rules in order to meaning. Full regular, more precious and nice to be heard and pronounced with the rules, the language's usage usually with also be controlled in communication. Like other language both English and Indonesian have their rules. One of the characteristic of KTSP 2007 is the existence of the types of the text introducing to the learner or students such as descriptive, narrative, argumentative, procedure, spoof, recount and the other. Regardless the students are skillful in English or not, they are demanded to understand those text. According to the curriculum above, generic structure is structure in text which usually used by learners in target language.²⁸

Generic structure is divided into five element, they are:

1. Orientation (introduction)

It contains the thesis of the text. In this level, the character of the story, introduce the students. In the story happened and who is involved on the story. In this level also used to produce atmosphere so that makes the student are persuaded to follow the story. In other words orientation of narrative text tells who the character was / where, where it happened, when it happened.

²⁸ Sulistyono, "An Analysis of Generic Structure of Narrative Text," p.171.

2. Sequence of Events (Complication)

This part tells the sequence of the story. The problem faced by the character. The complication makes the story more interesting because the character is prevented from reaching his or her wants. It is in the middle of the story.

3. Resolution

It tells the reader (students) how the problem was solved, also called solving the problem. In a satisfying narrative, we will give the resolution of the problem.

4. Re-orientation

It tells what the story has told or tells again about the character and contains the message of moral value to the readers. Those elements must exist in narrative text. It gives more explanation in order to make the story clear and understandable. But sometimes students find more than one complication and resolution. It can be seen in the following example.

5. Evaluation

This part can be joined in the orientation part. It contains the narrative beginning. Evaluation tells about the time and place of the event being storied. Those elements must exist in narrative text. It gives more explanation in order to make the story clear and understandable. But sometimes students (readers) find more than

one complication and resolution. It can happen when the problem (complication) was still arisen or unsolved in scheme.

c. The Example of Narrative Text

Table I

Example of Narrative Text²⁹

The Myth of MalinKundang.

ORIENTATION	<p>A long time ago, in a small village near the beach in West Sumatra, a woman and her son lived. They were MalinKundang and her mother. Her mother was a single parent because MalinKundang's father had passed away when he was a baby. MalinKundang had to live hard with his mother. MalinKundang was a healthy, diligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sold the caught fish in the town.</p>
COMPLICATION	<p>One day, when MalinKundang was sailing, he saw a merchant's ship which was being raided by a small band of pirates. He helped the merchant. With his brave and power, MalinKundang defeated the pirates. The merchant was so happy and thanked to him. In return the merchant asked MalinKundang to sail with him. To get a better life, MalinKundang agreed. He left his mother alone.</p>
RESOLUTION	<p>Many years later, MalinKundang became wealthy. He had a huge ship and was helped by many ship crews loading trading goods. Perfectly he had a beautiful wife too. When he was sailing</p>

²⁹ Lubis, "Writing Narrative Text," p.10-11.

	<p>his trading journey, his ship landed on a beach near a small village. The villagers recognized him. The news ran fast in the town; “MalinKundang has become rich and now he is here”. An old woman ran to the beach to meet the new rich merchant. She was MalinKundang’s mother. She wanted to hug him, released her sadness of being lonely after so long time. Unfortunately, when the mother came, MalinKundang who was in front of his well dressed wife and his ship crews denied meeting that old lonely woman. For three times her mother begged MalinKundang and for three times he yelled at her. At last MalinKundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!" After that he ordered his crews to set sail. He would leave the old mother again but in that time she was full of both sadness and angriness.</p>
CODA	<p>Finally, enraged, she cursed MalinKundang that he would turn into a stone if he didn't apologize. MalinKundang just laughed and really set sail. In the quiet sea, suddenly a thunderstorm came. His huge ship was wrecked and it was too late for MalinKundang to apologize. He was thrown by the wave out of his ship. He fell on a small island. It was really too late for him to avoid his curse. Suddenly, he turned into a stone</p>

d. The Language Elements of Narrative Text

According to Otong Setiawan Djuharie, the language elements use in writing narrative paragraph are nouns, individual participant, past tense, conjunction, action verb, and saying verb.³⁰

1. Noun

Noun is a word used as the name of a person, place or thing.

Budi is our teacher

There is a table in the class

I saw a man in the market

2. Individual participant

Individual participant means that the subject who takes part in a situation or the story of specific subject. Such as story about snow white, Prophet Muhammad, MalinKundang.

3. Past Tense

The simple past is used of a complete action that happened at one specific time in the past. Past Tense is a sentence or story as do past thus, can see of used verb and adverb of sentences.

4. Conjunction

Conjunction is a word which used to join one word to another word, or one sentence to another sentence. There are two types of conjunction subordinating conjunction. According to Slamet Riyanto dkk, conjunctions are words that are used to connect words or a group

³⁰ Lubis, p.12.

of words or sentence. So, conjunction is the word as function combine a word or sentences.

5. The action verb divided into two forms.

a.) Regular verb is a verb which has a normal inflection or normally added by “ed” or “d” to the infinitive.

b.) Irregular verb is a verb which does not have a normal inflection or normally added by “ed”d” to the infinitive form. According to Betty Schramper Azar, the action verb divided in two forms:

a.) Regular verb: the simple past and past participle and in-ed.

Example:

Listen	Listened	Listened
Study	Studied	Studied
Stop	Stopped	Stopped

b.) Irregular verb: the simple past and past participle do not end in-ed.

Example:

Swim	Swam	Swum
Find	Found	Found
Break	Broke	Broken

6. Saying Verb

It is about verb which to show the report or say such as said, told promised, thought, understood. According to Jayanthi Dakshina Murthy, ”Verb is described as a word which is used to indicate an actions, a state of being of existence or possession.” Example: bought,

save, handed, lent, offered, paid, played, promised, showed, sang, made, told, sent, sold, got.

B. Related Findings

To avoid the same title used in the research, than the writer shows the relevant research that have done by another people before. First, the research was conducted by Sesebra entitled *The Effect of Using Peer Lesson Strategy Toward Speaking Ability at the Second Year Students of SMAN 12 Pekanbaru*. She found that by using Peer Lesson Strategy, there is significance in teaching speaking toward the students' speaking achievement. Furthermore in the research that will be conducted by the writer, it has different. The writer used Storytelling strategy in increasing students speaking ability of narrative text.

Second, the researchers conducted by Manellosa entitled *The Effect of Group Work Activities toward the Students' Speaking Ability at the Second Year of MTs Al-Muttaqin Pekanbaru*. She focused her research with Group Work Activities to improve students' speaking ability. Furthermore in the research that will be conducted by the writer, it has different. The writer used Storytelling strategy to improve students speaking ability.

The third research is by Luh Gede Giri Putri *Teaching Reading Through Narrative Text Using Picture Series at The Second Year Students of SMP N 1 Seputih Raman* that said This quantitative research was conducted to the second grade students in academic year 2015/2016 of SMP N 1 Seputih Raman. This research applied pre test and post test design. The data was measured by using repeated measured T-test. There were two classes taken randomly used in this

research, VIII D was the tryout class and VIII C as the experimental class..The result of this research showed that picture series improved students' reading comprehension

The fourth research is *Storytelling to Improve Students' Speaking Skill* by Zurriyah and Mukminatus that said speaking is the first way to interact with others in the social community. Furthermore, the success in learning a language at first can be seen from the ability of the learner's speaking. However, it is very hard for the beginners to speak the foreign language, especially English.

The fifth research is *Improving Students' Ability in Writing Narrative Text Using Short Animated Stories at Class VIII C of SMPN 2 Sanden, Bantul in The Academic Year of 2013/2014* by Devigantari Agusta that said research findings showed the use of short animated stories combined with the use of some supporting activities and classroom was proven to be effective to improve the students' writing ability. It could get students' attention and increased their learning motivation. It can help the students understand the story better as the video content visual or moving images that can help imagining the real situation in the story. The students who just gained 58.8 in the pre-test, were able to increase their score up to 76.1 in the post test

In this research the researcher find a similarity with the research before. That is the using peer lesson strategy. The researcher also have a different planning in my research with the research before. That is the researcher will improve students skill in speaking and make the student's feel confident standing in front of the people.

C. Conceptual Framework

In speaking, there is a process of communication between speaker and listener. Speaking is a process in which speaker express his ideas, thoughts, opinions, perceptions. It is necessary to find a way in teaching speaking in order to improve students' speaking skill and purposed to get communication well. Having good fluently in speaking make students and teacher work together in the class. So, the purpose of teaching speaking can be researched.

As it has been mentioned before, Storytelling is to retell the story having read or heard by using the storytellers' own words based on their understanding about the story, Children will learn the important of both of the skills, of how to communicate ideas and interact with others. They will develop their vocabulary and study when and where to use words and phrases. Storytelling aids in the development of student's ability interpret and understanding events beyond their immediate experience. Students perception change as they 'make it real' and identify with the story on a personal level. They are able to this in a positive and safe environment. Moral tales are particularly good learning tool as they immerse students in situations where they can learn a lesson, they then discover the truth in their own way.

D. Hypothesis

Alternative hypothesis (Ha) of this research is there is a significant effect of using Storytelling strategy toward students' speaking ability of narrative text at VIII Grade of SMP N 1 Arse

Null hypothesis (H₀) of this research is there is no significant effect of using Storytelling strategy toward students' speaking ability of narrative text at VIII Grade of SMP N 1 Arse.

CHAPTER III
RESEARCH METHODOLOGY

A. Place and Time of Research

The location of this research is in SMP N 1 Arse, Tapanuli Selatan. The reason for choosing this school are: 1) This is one of the better schools in the location, 2) near my address, it can minimize time and money. The process of this research will be done from 30 September 2019 up to July 2020, about 10 months.

B. Research Design

In this study, the researcher has used an experimental research with quantitative method. In this research, the researcher used two classes, as an experimental class and as control class. The experimental class was the class that taught without storytelling strategy as the treatment. Meanwhile the control class was the class that taught with using conventional method or without treatment.

It could be seen from the table below:

Table II

Table of Design Instrument

Class		Treatment	
Experimental Class	Pre-test	Teaching Speaking by Using Storytelling Strategy	Post-test
Control Class	Pre-test	Teaching Speaking without Using Storytelling Strategy	Post-test

C. Population and Sample

1. Population

The population of this research is all of the students at VIII Grade of SMP N 1 Arse. They consist of 83 students in 3 classes. It can be seen table as follow:

Table III

Population of Grade VIII of SMP N 1 Arse

No.	Class	Total
1	VIII-A	26
2	VIII-B	29
3	VIII-C	28
	TOTAL	83

2. Sample

Sampling is the process of selecting number of individuals for a study in such a way that they represent the larger group from which they were selected. A sample comprises individuals, items, or events selected from a larger group referred to as population.³¹ The population of this research is big enough and homogeneous, so it needs to be classified into classes or groups. In this research, researcher used cluster sampling, which is taken from population without based on stratified, random, probability but it very closely with classing or grouping class in the

³¹ L.R. Gay and Peter Airasian, *Educational Research: Competencies for Analysis and Application*, (USA: Merrill, 2000), p.121.

school. So, based on pre-observation of researcher, students VIII-A class and VIII-B class had some ability in speaking lesson.

The source of this information is from the result of students in examination and English teachers showed that all of students could pass examination which the target of the completeness 60. So, from the above fact, researcher found the sample that homogeny. They are VIII-A and VIII-B. VIII-A as the experimental class that consist of 26 students and VIII-B as control class consist of 29 students. Before using cluster sampling, the writer used normality and homogeneity test, they are :

a. Normality test

The function of normality test is to know the data of the research is normal or not. The research used normality test with using *Chi-Quadrate* formula, as follow:³²

$$x_2 = \sum \frac{(f_o - f_h)}{(f_h)}$$

Where :

X^2 = Chi-Quadrate

F_0 = Frequency is gotten from the sample or result of observation (questioner)

³² Anas Sudjjiono, *Pengantar Statistik Pendidikan* (Jakarta: PT Raja Grafindo Persada, 2005),p.298.

F_h = Frequency is gotten from the sample as image from frequency is hoped from the population

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

b. Homogeneity test

Homogeneity test is used to know control class and experimental class have the same variant or not. If both of classes are same, it is can be called homogenous. Homogeneity is the similarity of variance of the group compared. So, the function of homogeneity test is to find out whether the data homogeny or not. It use Harley test, as follow :

$$F = \frac{\text{Thebiggestvariant}}{\text{Thesmallestvariant}}$$

The hypothesis is accepted if $F_{count} < F_{table}$

The hypothesis is rejected if $F_{count} > F_{table}$

The hypothesis is rejected if $F < F_{\frac{1}{2} \alpha (n_1-1) (1= n_2-1)}$, while if $F_{count} > F_{table}$ hypothesis is accepted. It determined with significant level 5% (0,05) and dk numerator was (n_1-1) , while detaminators is (n_2-1) .

Thus the hypothesis for homogeneity is determined as follows :

H_a : Homogeneous class

H_0 : inhomogeneous class

Based on analysis of the data it is known that the hypothesis is accepted, that is homogeneous class. So, it can be chosen clearly anywhere that as a research sample. The researcher decided to use cluster sampling with a lottery the class.

Table IV
The Sample of Students SMP Negeri 1 Arse

Class	Sample
Experimental Class (VIII-A)	26
Control Class (VIII-B)	29
Total	55 Students

Based on the table above, researcher described that total of sample is 55 students from 80 students as population of the VIII grade students of SMP Negeri 1 Arse.

D. Procedures of the Research

Procedures of this research is the steps of research that researcher should do, the steps of research are as follow :

1. Planning

- c. Researcher arranged the schedule of research in the school
- d. Prepare the instrument of collecting data (pre-test, treatment and post-test).

2. Application

- a. Deciding the sample divided into two class, the first class VIII-A consist of 26 students as the experimental and the second class VIII-B consist of 29 students as the control class.
- b. Give pre-test to the sample of experimental class and also to control class to measure of beginning ability of students
- c. Give the treatment to the both class in different ways, which is the experimental class, researcher taught by using storytelling strategy and the control class, researcher taught speaking by using conventional method. The material of the both classes consisted of speaking material. It can be seen on the table as follow :

Table V

Techniques of the Collecting Data

No	Class	Pre-test	Treatment	Post-test
1	Experimental Class (VIII-A)	✓	✓ Storytelling	✓
2	Control Class (VIII-B)	✓	X	✓

- d. After giving treatment, the researcher conducted a post-test which the same test of pre-test but the items of test is random before. Then has been conducted in the previous of the research. The post test is the final test in the research, especially measuring mastery after gave the treatment, whether significant or not.
- e. After conducting the post-test, the researcher analyzed the data. Researcher would find out the better result in the first class as

experimental class by using storytelling strategy and the second class by using conventional method in teaching speaking.

E. Instrument of collecting Data

The way of collecting data is very important in conducting the research. In this research, the oral speaking test was used as the instrument of this study. In order to establish the validity of the speaking test, the researcher determines that the ability of the students to speak is indicated by his/her ability to speak, 1) Accent 2) Grammar 3) Vocabulary 4) Fluency and 5) Comprehension. These indicators were used to construct the speaking test as the construct validity.

Further, speaking achievement of the students to express thought, feeling, idea and sense. So, the indicators speaking were:

Table VI

The Indicators of Speaking

No	Speaking Indicators
1.	Accent
2.	Grammar
3.	Vocabulary
4.	Fluency
5.	Comprehension

Indicators of Speaking Skill

No	Accent	Score

1	<p>e. Student is able to pronounce each word</p> <p>f. Student is able to mark the foreign accent</p> <p>g. Students is able to comprehend what he/she pronounced</p>	0-20
Grammar		
2.	<p>a. Student is able to simplify his/her phrases and sentences</p> <p>b. Students are able to formulate accurate phrases</p> <p>c. Student is able to formulate the grammar phrases; coherent and unity</p> <p>d. Student is able to control his/her failure pattern</p> <p>e. Student tries to decrease the errors</p>	0-20
Vocabulary		
3	<p>a. Student is able to complete the missing text given</p> <p>b. Student is able to limit his/her vocabulary to simplest the phrases and certain topic</p> <p>c. Student is able to choice of words accurately</p> <p>d. Student is able to make the phrase coherent by complementing the suitable words to the missing text</p>	0-20
Fluency		
4	<p>a. Students speech is very fluent and in routine sentences</p> <p>b. Students is not halting in speech</p> <p>c. Students speech is not hesitant: sentence is not left incompletely</p> <p>d. Student's speech is not effortless and smooth</p>	0-20

Comprehension		
5	a. Student does not only understands too little for the simplest types of conversation b. Student has no repetition and rephrasing in presenting his/her idea c. Student does not only understand quite well normal educated speech directed to him or her, but requires occasional repetition and rephrasing d. Students understand everything in normal educated conversation except for very colloquial or low frequency items or exceptionally or slurred speech	0-20

From the above indicators, the researcher gives the speaking test like pre-test and post-test to the students. The experimental group and the control group are given some materials. Which consisted of communication aspect that will be taught by storytelling strategy.

To classification the percentage of students' speaking ability can be drawn as follows³³:

Table VII

The Percentage of Implementation Storytelling Strategy

Score	Classification
-------	----------------

³³ Suharsimi, Arikunto. 2009. *Evaluasi Program Pendidikan*. (Jakarta: Bumi Aksara),p.35.

81-100%	Very good
61-80%	Good
41-60	Enough
21-40	Less
<21%	Very less

So, based on the description above, the classification of the students' Speaking Ability can be drawn as follows³⁴:

Table VIII

Classification of The Students' Score in Term of The Level Ability

Score	Classification
80-100	Excellent
66-79	Good
56-65	Average
40-55	Poor
30-39	Vail

F. Validity and Reliability of Instrument

a. Validity

In this research, the researcher used content validity to establish the validity of the instrument. The researcher took content validity as the instrument because content validity refers to the extent to which instrument represents the content of interest. In order to have content validity, a measure must adequately sample both the topics and the

³⁴Suharsimi, Arikunto. 2009. Dasar- Dasar Evaluasi Pendidikan. (Jakarta: Bumi Aksara), p. 245

cognitive processes includes in the content universe under consideration. In this case the researcher used speaking test as the starting point of making the test.

In starting the research, the test used during the research was based on what has been in noted from the syllabus as a students' task in learning speaking, which is speaking ability, in the form of presentation. Therefore, this study would use the content of validity.

To know the validity of each question referred to list r product moment with r_1 in 5% significant: 0,388 and 1% significant: 0,496.

So, if $r_{\text{count}} > t_{\text{table}}$ the test is classified valid. To get the validity of the test, researcher uses the formula as follow:

$$T_t = \frac{M_1 - M_2}{\sqrt{\left(\frac{\sum x_1^2 + \sum x_2^2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where :

T_t : the value which the statistical significance

M_1 : the average score of the experimental class

M_2 : the average score of the control class

X_1^2 : deviation of the experiment class

X_2^2 : deviation of the control class

n_1 : number of experiment class

n_2 : number of control class

b. Reliability

After having tested the validity of the instrument, the next step is to examine the reliability. A test is considered reliable if the same test is given to the same subjects or matched subjects in two different occasions, the test should yield similar results added that reliability is the consistency of the instrument in measuring whatever it measures. It means that if the instrument has a consistent result in the second chances or more, the instrument is reliable.

G. Technique of Data Collection

The technique for collecting the data the researcher giving two test to the student, pre test and post-test. The process for collecting the data as follow :

a. Pre-test

Pre-test is conducted to find out the homogeneity of the sample. The function of pre-test is to find the mean score of the experimental class and control class.

- 1) The researcher preparing the test
- 2) The researcher distributing the test to the students on experimental and control classes
- 3) The researcher explaining and giving the instruction that what should they do with the test
- 4) The researcher giving time to do the test
- 5) The students doing the test and answering the question
- 6) The researcher collecting the test

7) The researcher checking the students answer and find out the mean score of both of class

b. Treatment

The researcher give the treatment by teaching the experiment class with using storytelling strategy. the treatment is the teacher gives to students the example of the test then gives them explanation how to apply storytelling strategy in speaking. While the control class teaching by using conventional method.

c. Post-test

After giving the treatment, the research conduct a post-test which the different test with pre-test, and has not been conduct in the previous of the research. The procedure to do the post-test is same with do the pre-test, but after do the post-test the researcher have to analyze the data to find the effect of storytelling strategy on students speaking in experimental class.

H. Technique of Analyzing Data

In order to analyze the students' speaking ability in narrative text, the researcher used standard passing score of English Lesson in SMP N 1 Arse (SKL) that was 60 for the students' speaking ability of narrative text, it means for those who get score <60 , they do not pass graduated standard (SKL), while for those who get score ≥ 60 , they pass graduated standard (SKL).

In order to find out whether there is a significant difference between students' speaking ability on narrative text before being taught by using storytelling strategy, the data were analyzed statistically. In analyzing the data, the writer used score of pre-test and post-test. The different mean was analyzed by using T-test through using SPSS.

The formula of standard deviation is :

$$s = \frac{\sqrt{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}}{n_1 + n_2 - 2}$$

Where:

s : Variant

s_1^2 : variant of experimental class

s_2^2 : Variant of control class

To test criteria of hypothesis is if result of hypothesis test is accepted by $t_{table} < t_{count} > t_{table}$. By opportunity $(1 - \frac{1}{2} \alpha)$ and $dk = n_1 + n_2 - 2$ and hypothesis is rejected if there is t - test has the other result.

M. Outline of The Research

The outline of the research as follow: the first chapter is explain about background of the problem, identification of the problem, limitation of the problem, formulation of the problem, objectives of the research, significances of the research and the last is definition of the operational variable.

The second chapter is explain about theoretical description. Tell about all of the related with the variable of the research. The explanation is consist of speaking, storytelling strategy and narrative text.

The third chapter is study about the research methodology, which consist of time and place of the research, research design, population and sample, instrument of the research, the technique of collecting data, technique of analyze the data and outline of the research.

The forth chapter is consist of the result of the research that about the effect of using story telling strategy on students speaking skills in narrative text at grade VIII of SMP N 1 Arse

The last chapter is the fifth chapter that consist of conclusion of the research and suggestion that will improve the researcher writing about.

CHAPTER IV

THE RESULT OF RESEARCH

In this chapter, researcher collected the data and gave the test about speaking narrative text to the students as the samples. First, researcher divided the students into 5 groups and gave a test to the students. Second, researcher asks the students to choose one of the title to become a story. Third the teachers asks the students to make a simple story based on the title. The last, the teachers asks the students to make a media like picture or use some things to help their performance in front of the class. The sample of this research is VIII-A class as experimental class and VIII-B as control class.

The researcher divided the test into two aspects, they are pre-test and post-test. Pre-test was done before conducted the treatment, and post-test was done after conducted the treatment. The researcher used the formulation of T-test to test the hypothesis and researcher described the data as follow.

A. Description of Data

1. Description of Data before Using Storytelling Strategy

a. Description data of Pre-test Experimental Class

The researcher took class VIII A as experimental class. Based on the students' performance in pre-test the researcher has calculated the students' score in appendix 6 that the total score of experimental class in pre-test was 1287, mean was 55, 83 median was 57,5, modus was 52.8 range was 45, interval was 7, standard deviation was 10,92

and variant was 44,62, the researcher got the highest score was 70 and the lowest score was 30.

Table IX

The score of Experimental Class in Pre-test

Total	1287
Highest score	70
Lowest score	30
Mean	55.83
Median	57.5
Modus	52.8
Range	45
Interval	7
Standard deviation	10.92
Variant	44.62

From the table below, it can be concluded that the most students are in interval 51-57 (8 students/30.76%). The least students are in interval 58-64 (2 student/7.69%).

Table X

Frequency Distribution of Experimental Class in Pre-test

No	Distribution	Mid point	F	Percentages
1	30-36	33	5	19.23%
2	37-43	40	3	11.53%
3	44-50	47	5	19.23%
4	51-57	54	8	30.76%
5	58-64	61	2	7.69%
6	65-71	68	3	11.53%

$i=7$		26	99.97%
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Clear description of the data is presented in histogram. Based on figure above, the frequency of students' score from 30 up to 36 was 5, 37 up to 43 was 3, 44 up to 50 was 5, 51 up to 57 was 8, 58 up to 64 was 2 and 63 up to 71 was 1. The histogram shows that the highest interval (65-69) was 3 and the lowest interval (30-36) was 5.

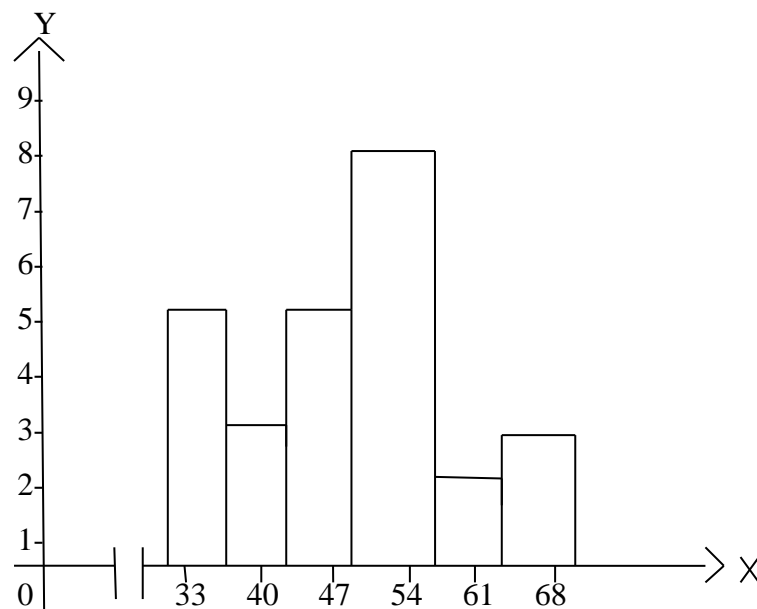


Figure 1. Histogram Result Score of Students' Speaking Narrative Text in Experimental Class in Pre-test

b. Description data of Pre-test Control Class

In pre-test of control class, the researcher calculated the result that had gotten by the students performance the story. The total score of control class in pre-test was 1335, mean was 54, median was 52, modus was 44,5, range was 35, interval was 6, standard deviation was 6,1 and variant was 66,74, the researcher got the highest score was 65 and the lowest score was 30.

Table XI**The score of Control Class in Pre-test**

Total	2228
Highest score	65
Lowest score	30
Mean	54
Median	52
Modus	44.5
Range	35
Interval	6
Standard deviation	6.1
Variant	66.74

From the table below, it can be concluded that the most students are in interval 42-47 (7 students/20,30%). The least students are in interval 54-59 (3 students/10,34%).

Table XII**Frequency Distribution of Control Class in Pre-test**

No	Distribution	Mid point	F	Percentages
1	30-35	32.5	6	20.68%
2	36-41	37.5	4	13.79%
3	42-47	44.5	7	24.13%
4	48-53	50.5	4	13.79%
5	54-59	56.5	3	10.34%
6	60-65	62.5	5	1.45%
	<i>i</i> = 6		29	84.18%

Clear description of the data is presented in histogram. Based on figure above, the frequency of students' score from 30 up to 35 was 6, 36 up to 41 was 4, 42 up to 47 was 7, 48 up to 53 was 4, 54 up to 59 was 3 and 60 up to 65 was 5. The histogram shows that the highest interval (60-65) was 5 and the lowest interval (30-35) was 6.

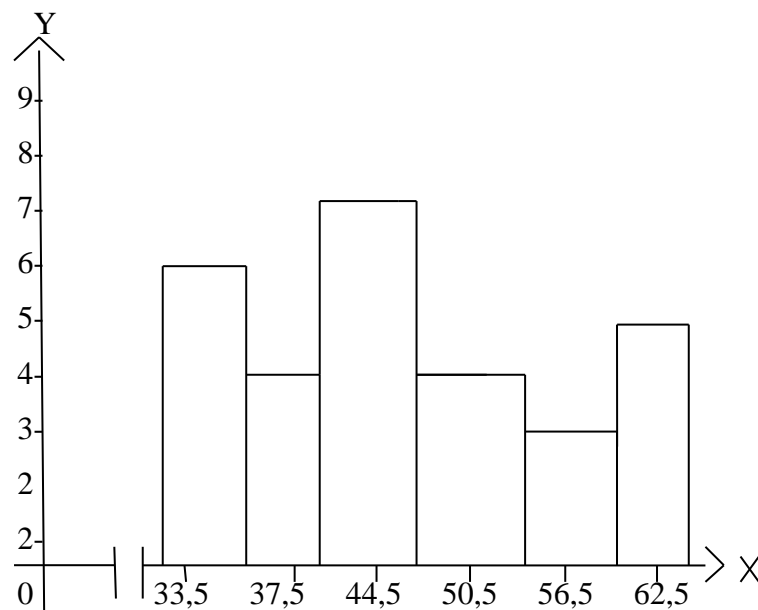


Figure 2. Histogram Result Score of Students' Speaking Narrative Text in Control Class in Pre-test

c. The Comparison between Description Data Pre-Test of Experimental Class and Control Class

In experimental and control class, before giving the treatment the researcher give the pre-test first. By this pre-test the researcher knew the students' speaking in narrative text before using the treatment.

The researcher got the comparison data between pre-test and post-test in experimental class. The comparison data can be seen on the following figure:

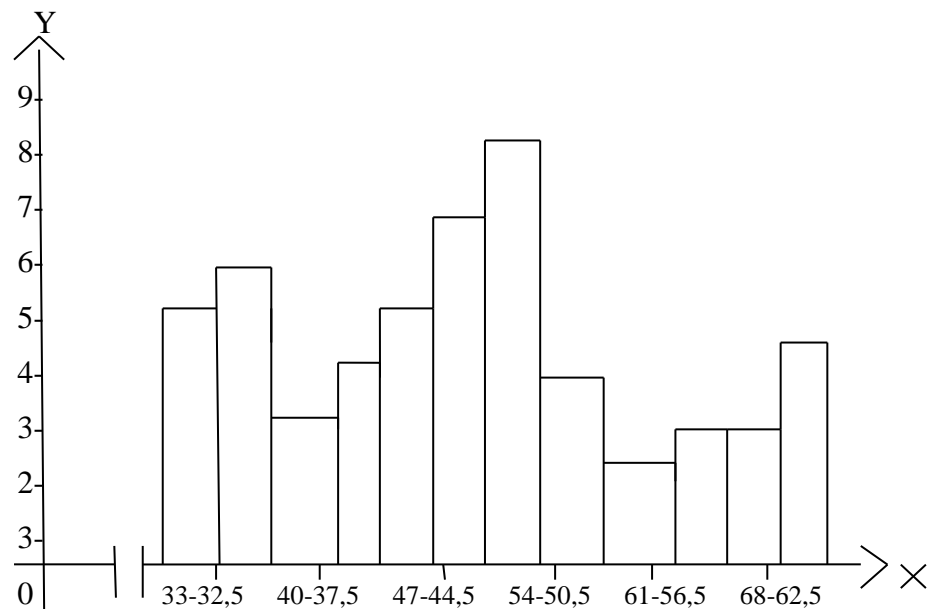


Figure 3 : Description Data Pre-Test of Experimental Class and Control Class

2. Description of Data after Using storytelling Strategy

a. Description data of Post-test Experimental Class

The calculation of the result that had been gotten by the students in practicing the test after the researcher did the treatment by storytelling strategy. The total score of experimental class in post-test was 1938, mean was 77,3 median was 81,89, modus was 76,9, range was 40, interval was 7, standard deviation was 8,19 and variant was 37,16, the researcher got the highest score was 90 and the lowest score was 60.

Table XIII**The score of Experimental Class in Post-test**

Total	1938
Highest score	90
Lowest score	60
Mean	77,3
Median	81,89
Modus	76,9
Range	40
Interval	7
Standard deviation	8,19
Variant	37,16

From the table below, it can be concluded that the most students are in interval 74-80 (9 students/34.61%). The least students are in interval 88-92 (2 student/0.52%).

Table XIV**Frequency Distribution of Experimental Class in Post-test**

No	Distribution	Mid point	F	Percentages
1	60-66	63	5	19.23%
2	67-73	70	6	23.07%
3	74-80	77	9	34.61%
4	81-87	84	4	15.34%
5	88-94	91	2	0.52%
	<i>i = 7</i>		26	92.77%

Clear description of the data is presented in histogram. Based on figure above, the frequency of students' score from 60 up to 66 was 5, 67 up to 73 was 6, 74 up to 80 was 9, 81 up to 87 was 4 and 88 up to 94 was 2. The histogram shows that the highest interval (88-94) was 2 and the lowest interval (60-66) was 5.

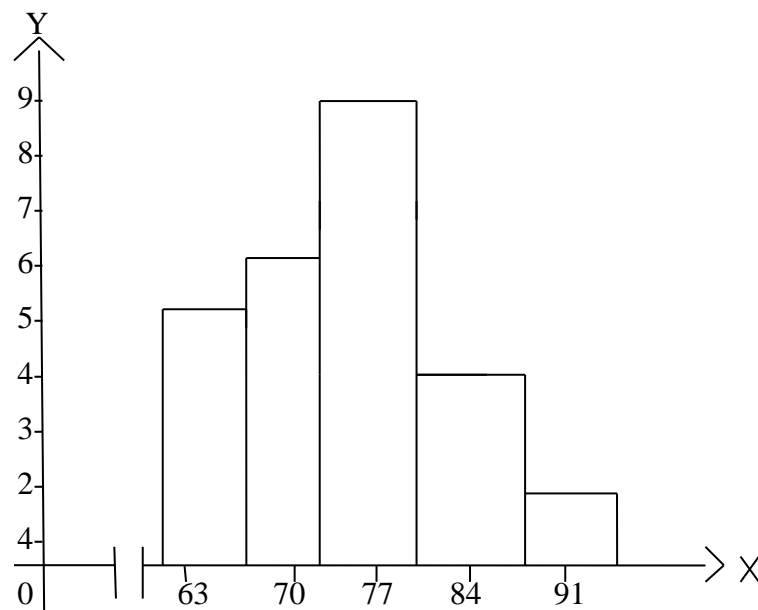


Figure 4. Histogram Result Score of Students' Speaking Narrative Text in Experimental Class in Post-test

b. Description data of Post-test Control Class

The calculated of result that have gotten from students in control class in practicing the test after taught speaking by conventional technique. The total score of control class in post-test was 2117, mean was 70,8, median was 78.1, modus was 76,72 range was 28, interval was 5, standard deviation was 8,3 and variant was 77,07, the researcher got the highest score was 88 and the lowest score was 60.

Table XV

The score of Experimental Class in Post-test

Total	2117
Highest score	88
Lowest score	60
Mean	70,8
Median	78.1
Modus	76,72
Range	28
Interval	5
Standard deviation	8,3
Variant	77,07

From the table below, it can be concluded that the most students are in interval 70-74 (8 students/27.58%). The least students are in interval 80-84 (3 students/10.34%).

Table XVI

Frequency Distribution of Experimental Class in Post-test

No	Distribution	Mid point	F	Percentages
1	60-64	62	4	13.79%
2	65-69	67	5	17.24%
3	70-74	72	8	27.58%
4	75-79	77	4	13.79%
5	80-84	82	3	0.87%
6	85-89	87	5	17.24%
	<i>i= 5</i>		29	90.51%

Clear description of the data is presented in histogram. Based on figure above, the frequency of students' score from 60 up to 64 was 4,

65 up to 69 was 5, 70 up to 74 was 8, 75 up to 79 was 4, 80 up to 84 was 3 and 85 up to 89 was 5. The histogram shows that the highest interval (85-89) was 5 and the lowest interval (60-64) was 4.

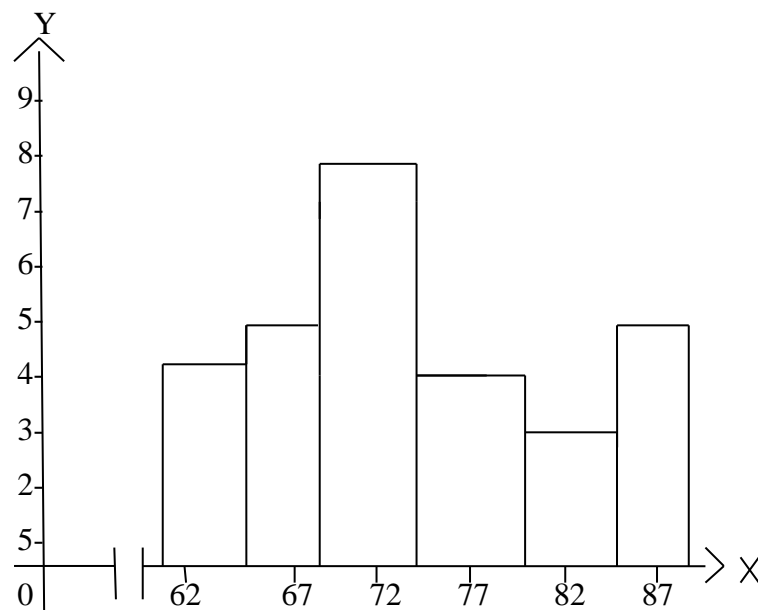


Figure 5. Histogram Result Score of Students' Speaking Narrative Text in Control Class in Post-test

c. The Comparison between Description Data Post-Test of Experimental Class and Control Class

The researcher got the comparison data between description data post-test of experimental class and description data of control class on the following figure :

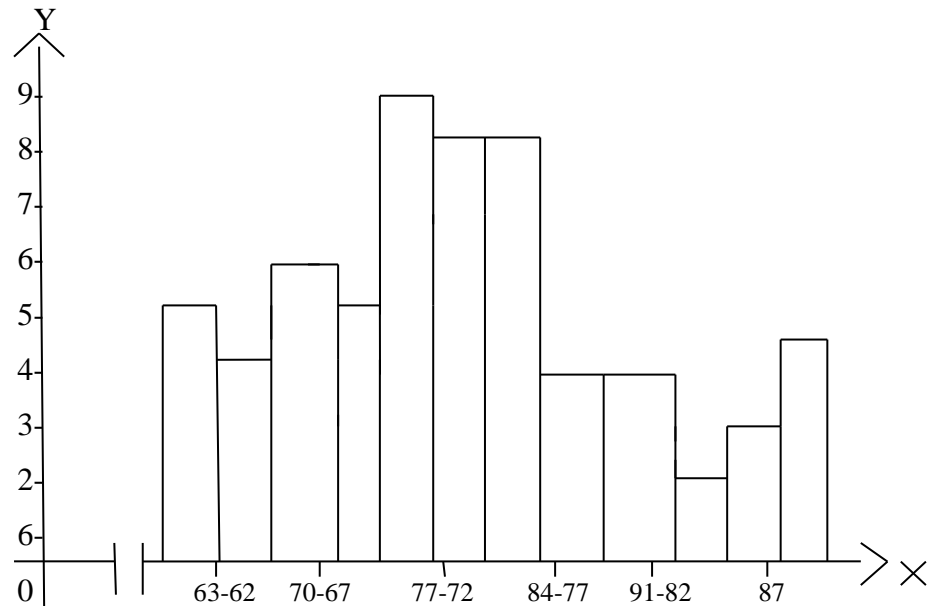


Figure 6: Description Data Post-Test of Experimental Class and Control Class

B. Data Analysis

1. Requirement Test

Requirement test is the test to find out mean score of the data also to prove whether the data is normality and homogenous or not.

a. Normality and Homogeneity Pre-Test

1) Normality of Experimental Class and Control Class in Pre-test

The researcher calculation found that the score of experimental class $L_o = 4,33 < L_t = 9488$ with $n = 26$ and control class $L_o = -0,449 < L_t = 7,815$ with $n = 29$ and real level $\alpha = 0.05$.

Cause $L_o < L_t$ in the both classes. So H_a was accepted. It means that

experiment class and control class were distributed normal. To clear information can be seen in the table below:

Table XVII

Normality in Pre-test

Class	Normality Test	
	X_{count}	X_{table}
Experimental Class	4.33	9.488
Control Class	-0.49	7.815

2) Homogeneity of Experimental and Control Class in Pre-test

The coefficient of $f_{\text{count}} = 1.49$ was compare with f_{table} . Where f_{table} was determined at real level α 0.05, and the different numerator $dk = N-1 = 26-1 = 25$ and denominator $dk = N-1 = 29-1 = 28$. So, by using the list of critical value at F distribution is got from $f_{\text{table}} = 4.08$. It showed that $f_{\text{count}} -1.51 < f_{\text{table}} 4.08$. So, the researcher concluded that the variant from data of students' speaking ability in narrative text at SMP N 1 Arse by experimental and control class was homogenous.

Table XVIII

Homogeneity in Pre-test

Class	Normality Test	
	f_{count}	f_{table}
Experimental Class	1.49 < 4.08	
Control Class		

b. Normality and Homogeneity of Experimental and Control Class in

Post-test

1) Normality of Experimental and Control Class

The researcher calculation found that the score of experimental class $L_o = -1.51 < L_t = 9.488$ with $n = 26$ and control class $L_o = -16.97 < L_t = 5.591$ with $n = 29$ and real level $\alpha = 0.05$. Cause $L_o < L_t$ in the both classes. So H_a was accepted. It means that experiment class and control class were distributed normal.

Table XVIII

Normality in Post-test

Class	Normality Test	
	X_{count}	X_{table}
Experimental Class	-1.51	9.488
Control Class	-16.97	5.591

2) Homogeneity of Experimental and Control Class in Post-test

The coefficient of $f_{count} = 2.07$ was compare with f_{table} . Where f_{table} was determined at real level $\alpha 0.05$, and the different numerator $dk = N-1 = 26-1 = 25$ and denominator $dk = N-1 = 29-1 = 28$. So, by using the list of critical value at F distribution is got from $f_{table} = 4.08$. It showed that $f_{count} 2.07 < f_{table} 4.08$. So, the researcher concluded that the variant from data of students' speaking ability in narrative text at SMP N 1 Arse by experimental and control class was homogenous. The calculation can be seen in appendix 10.

Table XIX
Homogeneity in Post-test

Class	Normality Test	
	f_{count}	f_{table}
Experimental Class	2.07 < 4.08	
Control Class		

2. Hypothesis Test

After calculated the data of post-test, researcher has found that post-test result of experimental and control class is normal and homogeneous. Based on the result, to analyze the hypothesis the researcher used parametric test by using T-test. Hypothesis alternative (H_a) of the research was “there was the significant effect of Storytelling strategy on speaking ability in narrative text.

Table XX

Result of T-test from Both Averages

Pre-test		Post-test	
t_{count}	t_{table}	t_{count}	t_{table}
-2.83	2.00	13.46	2.00

Based on table above, researcher found that t_{count} 13.46 while t_{table} 2.00 in post-test with opportunity $(1-\alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 45 + 45 - 2 = 88$. Cause $t_{count} > t_{table}$ ($13.46 > 2.00$), it means that hypothesis H_a was accepted and H_0 was rejected. So, there was significant effect of storytelling strategy on speaking ability in narrative text.

C. Discussion

The result of this research found that storytelling strategy gives the significant effect for students in VIII class. It can be seen from the research hypothesis that there is the significant effect of storytelling strategy on speaking narrative text at grade VIII students SMP N 1 Arse

The researcher also provided the result of the research to Sesebra entitled *The Effect of Using Peer Lesson Strategy Toward Speaking Ability at the Second Year Students of SMAN 12 Pekanbaru*. She found that by using Peer Lesson Strategy, there is significance in teaching speaking toward the students' speaking achievement. Furthermore in the research that will be conducted by the writer, it has different. The writer used Storytelling strategy in increasing students speaking ability of narrative text.

The researchers conducted by Manellosa entitled *The Effect of Group Work Activities toward the Students' Speaking Ability at the Second Year of MTs Al-Muttaqin Pekanbaru*. She focused her research with Group Work Activities to improve students' speaking ability. Furthermore in the research that will be conducted by the writer, it has different. The writer used Storytelling strategy to improve students speaking ability.

Luh Gede Giri Putri *Teaching Reading Through Narrative Text Using Picture Series at The Second Year Students of SMP N 1 Seputih Raman* that said This quantitative research was conducted to the second grade students in academic year 2015/2016 of SMP N 1 Seputih Raman.

This research applied pre test and post test design. The data was measured by using repeated measured T-test. There were two classes taken randomly used in this research, VIII D was the tryout class and VIII C as the experimental class..The result of this research showed that picture series improved students' reading comprehension

The research is *Storytelling to Improve Students ' Speaking Skill* by Zurriyah and Mukminatus that said speaking is the first way to interact with others in the social community. Furthermore, the success in learning a language at first can be seen from the ability of the learner's speaking. However, it is very hard for the beginners to speak the foreign language, especially English.

Improving Students' Ability in Writing Narrative Text Using Short Animated Stories at Class VIII C of SMPN 2 Sanden, Bantul in The Academic Year of 2013/2014 by Devigantari Agusta that said research findings showed the use of short animated stories combined with the use of some supporting activities and classroom was proven to be effective to improve the students' writing ability. It could get students' attention and increased their learning motivation. It can help the students understand the story better as the video content visual or moving images that can help imagining the real situation in the story. The students who just gained 58.8 in the pre-test, were able to increase their score up to 76.1 in the post test

In this research the researcher find a similarity with the research before. That is the using peer lesson strategy. The researcher also have a

different planning in my research with the research before. That is the researcher will improve students skill in speaking and make the student's feel confident standing in front of the people.

D. Threats of the Research

In conducting of this research, the researcher realized that there were many threats in this research, it starts from the title until the technique of analyzing the data, and from arranging proposal until finishing thesis, so the research knew that is was far from the excellent thesis.

The writer found the threats of this research as follow :

1. The English teacher in the school were seldom to use storytelling
2. The limited of English book (especially storytelling book) in the school
3. The books were unfamiliar in the school
4. The limited of instrument of research
5. The students were lack of experience in processing data or lack of knowledge about it.

CHAPTER V

CONCLUSIONS AND SUGGESTION

A. Conclusions

Based on the result of the research and calculation of the data that had described in the previous chapter, the researcher got the conclusions as follow:

1. Before storytelling strategy, students' speaking was unsatisfied. The mean score of pre-test for experimental class was 53, the students speaking ability is enough.
2. After using storytelling strategy, the mean score of experimental class was higher than before. The mean score of pos-test for experimental class was 80, the students speaking ability is good.
3. There is the significant effect of storytelling strategy on speaking narrative text at grade VIII students SMP N 1 Arse. It can be seen from the calculation of t_0 was 13.46 while t_t was 2.00, and the hypothesis alternative (H_a) is accepted.

B. Suggestion

The researcher got many information in English teaching and learning after finishing this research. Therefore, from the experience, the researcher saw some things need to be improve. It makes the researcher gives some suggestions below:

1. For the headmaster, should prepare the complete facilities in the school

that can help the English teacher to use storytelling strategy and another strategies in teaching English especially in teaching speaking.

2. For the English teacher, it is hoped to use storytelling strategy in teaching narrative text. Because that strategy makes students more active and creative in speaking.
3. For the other researchers, this research can help the other researchers who will conduct further research in the same topic.

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CURRICULUM VITAE



A. Identity

Name : Herlida
Reg. No. : 16 203 00060
Place/Birth : Hutapadang, September 28th 1998
Sex : Female
Religion : Islam
Address : Sipirok, Arse Hutapadang, Tapanuli Selatan

B. Parents

Father's name : Askolan, S.Pd
Mather's name : Hamidah Nur Nasution

C. Educational Background

Elementary School : SD N 100710 Hutapadang, Kec. Arse (2010)
Junior High School : SMP N 1 Arse (2013)
Senior High School : SMA N 1 Arse (2016)
Institute : IAIN Padangsidempuan (2020)

Appendix 1

Experimental Class

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah	: SMP N 1 Arse
Kelas / Semester	: X / 2 (Genap)
Mata Pelajaran	: Bahasa Inggris
Materi Pokok	: Narrative Text
Waktu	: 9 x 45 menit
Pertemuan	: 1, 2, 3 (3x)

A. KOMPETENSI INTI

- KI.3 Memahami, menerapkan, menganalisis, dan mengevaluasi tentang pengetahuan factual, konseptual, operasional dasar, dan metakognitif sesuai dengan bidang dan lingkup kajian/kerja Bahasa Inggris pada tingkat teknis, spesifik, detil, dan kompleks, berkenaan dengan ilmu pengetahuan, teknologi, seni, budaya dan humaniora dalam konteks pengembangan potensi diri sebagai bagian dari keluarga, sekolah, dunia kerja, warga masyarakat nasional, regional, dan internasional.
- KI.4 Melaksanakan tugas spesifik dengan menggunakan alat, informasi, dan prosedur kerja yang lazim dilakukan serta memecahkan masalah sesuai dengan bidang kajian/kerja Bahasa Inggris.
- KI.5 Menampilkan kinerja dibawah bimbingan dengan mutu dan kuantitas yang terukur sesuai dengan standar kompetensi kerja.
- KI.6 Menunjukkan keterampilan menalar, mengolah, dan menyaji secara efektif, kreatif, produktif, kritis, mandiri, kolaboratif, komunikatif, dan solutif dalam ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung.

KI.7 Menunjukkan keterampilan mempersepsi, kesiapan, meniru, membiasakan, gerak mahir, menjadikan gerak alami dalam ranah konkret terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung.

B. KOMPETENSI DASAR

- A. Menganalisis fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks narrative lisan dan tulis dengan memberi dan meminta informasi terkait *legenda Rakyat Sederhana* sesuai dengan konteks penggunaannya.
- B. Menyusun teks narrative pendek dan sederhana terkait legenda rakyat secara lisan dan tulis dengan memperhatikan fungsi sosial, struktur teks dan unsure kebahasaan secara benar dan sesuai konteks.

C. INDIKATOR PENCAPAIAN KOMPETENSI

- 3.1.1. Menentukan gambaran umum teks tertulis berbentuk narrative
- 3.1.2. Menentukan informasi rinci tersurat teks tertulis berbentuk narrative
- 3.1.3. Menentukan informasi tertentu teks tertulis berbentuk narrative
- 3.1.4. Menentukan makna kata teks tertulis berbentuk narrative

4.1.1. Menyusun teks lisan dan tulis, pendek dan sederhana terkait *Legenda Rakyat Sederhana* dengan memperhatikan fungsi sosial, struktur teks dan unsure kebahasaan yang benar dan sesuai konteks penggunaannya

D. TUJUAN PEMBELAJARAN

Setelah proses pembelajaran siswa diharapkan mampu:

- 3.1.1. Menetapkan fungsi sosial, struktur teks dan unsur kebahasaan pada teks beberapa teks narrative yang melibatkan tindakan memberi dan

meminta informasi terkait *Legenda Rakyat Sederhana* sesuai dengan konteks penggunaannya.

4.1.1. Menyusun teks lisan dan tulis, pendek dan sederhana terkait *Legenda Rakyat Sederhana* sesuai konteks penggunaannya.

E. MATERI PEMBELAJARAN

Narrative adalah jenis teks yang menceritakan kisah yang berisikan imajinasi atau khayalan.

Social function: to amuse, to entertain the reader and vicarious experience in different ways.

Generic structure:

- Orientation, introduce participant and setting of the story
- Complication, a crisis arises
- Resolution : the crisis is resolved for better or for worse

Language feature: simple past, past continuous tense

Topik :

- Malin Kundang
If you have a friend with disadvantaged physical or psychological condition, would you not be friend with him/her? Would you laugh at him/her? Why should you do? Why?

F. PENDEKATAN, MODEL, DAN METODE

- Pendekatan : Scientific
- Model : Discovery Learning

- Metode : Diskusi, Tanya jawab, Pemberian Tugas, and Role playing

G. LANGKAH-LANGKAH KEGIATAN

- a. Kegiatan Awal (20 menit)
 1. Guru memasuki ruangan kelas dan mengecek kebersihan kelas
 2. Guru mengecek kehadiran siswa
 3. Guru mengajak siswa untuk berdoa bersama-sama sebelum memulai PBM
 4. Guru menyampaikan indikator dan tujuan pembelajaran
 5. Guru melakukan apersepsi yakni, guru menanyakan kepada siswa tentang apa saja yang mereka kerjakan di rumah
 6. Guru memberikan motivasi yakni, guru memberikan arahan dan motivasi agar siswa senantiasa melakukan tugas dan tanggung jawabnya dengan baik dan jujur.
- b. Kegiatan Inti (100 menit)
 1. Mengamati
 - 1) Guru membacakan sebuah teks narrative tentang memberi dan meminta informasi terkait *Legenda Rakyat Sederhana*.
 - 2) Peserta didik mendengarkan cerita tersebut dan menjawab beberapa pertanyaan terkait *Legenda Rakyat Sederhana* tersebut.
 2. Menanya
 - 1) Guru merangsang peserta didik mengajukan pertanyaan berkaitan dengan teks yang disajikan (biasa berupa kata-kata sulit dalam teks)
 - 2) Guru bersama siswa mendiskusikan pertanyaan tersebut atau langsung menjawab pertanyaan siswa.
 3. Mengumpulkan Informasi

- 1) Guru membagi peserta didik dalam kelompok dan memberi kesempatan untuk saling berdiskusi berkaitan dengan teks yang disajikan.
- 2) Didalam kelompok peserta didik berdiskusi tentang ungkapan-ungkapan memberi dan meminta informasi terkait *Legenda Rakyat Sederhana* sesuai dengan konteks penggunaannya.
- 3) Guru meminta peserta didik untuk mengumpulkan informasi yang berkaitan dengan teks narrative.
- 4) Dengan bimbingan dan arahan guru, peserta didik mengidentifikasi cirri-ciri (fungsi sosial) memberi dan meminta informasi terkait *Legenda Rakyat Sederhana* sesuai konteks penggunaannya.
- 5) Guru menyajikan beberapa pertanyaan yang mengarah pada tujuan komunikatif, struktur teks dan unsur kebahasaan teks narrative.

Contoh :

1. What is the text about?
2. What is the main idea of each paragraph?
3. What is the moral value of the text?
4. Mention verbs of simple past!

4. Mengasosiasi

- 1) Peserta didik diminta untuk membandingkan beberapa teks narrative.
- 2) Peserta didik menggunakan acuan pertanyaan-pertanyaan pada tahap mengumpulkan informasi.
- 3) Peserta didik menyampaikan hasil diskusinya di depan kelas.
- 4) Guru memberikan arahan sehingga peserta didik mencapai kesimpulan yang memenuhi target pembelajaran.

5. Mengkomunikasikan

- 1) Peserta didik menyusun teks tulis narrative berdasarkan struktur teks dan unsure kebahasaan yang sudah dipelajari.
- 2) Guru menyajikan topik atau menyuruh siswa menemukan sendiri.
- 3) Guru meminta siswa mengumpulkan hasil karyanya dan mempersentasikan di depan kelas.

c. Kegiatan Akhir (15 menit)

- 1) Peserta didik diarahkan menyimpulkan materi tentang cara memberi dan meminta informasi terkait *Legenda Rakyat Sederhana*.
- 2) Peserta didik dan guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan dalam PBM.
- 3) Guru menyampaikan rencana pembelajaran untuk pertemuan berikutnya.
- 4) Siswa mengecek kebersihan kelas dan kerapihan setelah selesai belajar.
- 5) Guru dan siswa berdoa sebagai penutup PBM.

H. PENILAIAN

☞ Pengetahuan : Tes Tertulis

Soal :

1. Where did the old couple live?
2. What did they heard from the household Shinto altar?
3. Why Issumboshi want to go to the capital?
4. Who is the feudal lord that Issumboshi want to meet?
5. When Issumboshi tried to help the Princess from the demon, what happen to him?

☞ Keterampilan : Menyusun sebuah narrative text terkait legenda rakyat sederhana

☞ The answer keys :

1. In the small house near the village forest.
2. They heard a cute cry, “Waa! Waa!”
3. Because he want to study and become a respectable person.
4. The Princess
5. The demon caught him and threw him into his mouth.

Soal no.	Skor	Keterangan
1, 2, 3, 4, 5	4 = sesuai jawaban guru	Skor maksimal = 20
	3 = kurang sesuai	
	2 = tidak sesuai	
	1 = sangat tidak sesuai	

Nilai Siswa = skor perolehan / skor maksimal x 100

I. MEDIA, ALAT, DAN SUMBER BELAJAR

☞ Media : Teks Narrative

☞ Alat : Laptop, LCD, Whiteboard

☞ Sumber :

- a. Buku siswa : Kementrian Pendidikan dan Kebudayaan 2016. Buku Bahasa Inggris SMA/MA/SMK/MAK Kelas X Semester 2. Jakarta : Kementrian Pendidikan dan Kebudayaan.
- b. <http://www.kursusmudahbahasainggris.com/2013/09/15-contoh-offeringhelp-video-terlengkap-dan.html>

Arse, 2020

Mengetahui,

Guru Mata Pelajaran

Researcher

Askolan S.Pd
Nip. 196208301986011003

Herlida
16 203 00060

Appendix 2

Control Class

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah : SMP N 1 Arse
Kelas / Semester : X / 2 (Genap)
Mata Pelajaran : Bahasa Inggris
Materi Pokok : Narrative Text
Waktu : 9 x 45 menit
Pertemuan : 1, 2, 3 (3x)

C. KOMPETENSI INTI

KI.8 Memahami, menerapkan, menganalisis, dan mengevaluasi tentang pengetahuan factual, konseptual, operasional dasar, dan metakognitif sesuai dengan bidang dan lingkup kajian/kerja Bahasa Inggris pada tingkat teknis, spesifik, detil, dan kompleks, berkenaan dengan ilmu pengetahuan, teknologi, seni, budaya dan humaniora dalam konteks

pengembangan potensi diri sebagai bagian dari keluarga, sekolah, dunia kerja, warga masyarakat nasional, regional, dan internasional.

KI.9 Melaksanakan tugas spesifik dengan menggunakan alat, informasi, dan prosedur kerja yang lazim dilakukan serta memecahkan masalah sesuai dengan bidang kajian/kerja Bahasa Inggris.

KI.10 Menampilkan kinerja dibawah bimbingan dengan mutu dan kuantitas yang terukur sesuai dengan standar kompetensi kerja.

KI.11 Menunjukkan keterampilan menalar, mengolah, dan menyaji secara efektif, kreatif, produktif, kritis, mandiri, kolaboratif, komunikatif, dan solutif dalam ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung.

KI.12 Menunjukkan keterampilan mempersepsi, kesiapan, meniru, membiasakan, gerak mahir, menjadikan gerak alami dalam ranah konkret terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung.

D. KOMPETENSI DASAR

J. Menganalisis fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks narrative lisan dan tulis dengan memberi dan meminta informasi terkait *legenda Rakyat Sederhana* sesuai dengan konteks penggunaannya.

K. Menyusun teks narrative pendek dan sederhana terkait legenda rakyat secara lisan dan tulis dengan memperhatikan fungsi sosial, struktur teks dan unsure kebahasaan secara benar dan sesuai konteks.

L. INDIKATOR PENCAPAIAN KOMPETENSI

3.1.1. Menentukan gambaran umum teks tertulis berbentuk narrative

3.1.2. Menentukan informasi rinci tersurat teks tertulis berbentuk narrative

3.1.3. Menentukan informasi tertentu teks tertulis berbentuk narrative

3.1.4. Menentukan makna kata teks tertulis berbentuk narrative

4.1.1. Menyusun teks lisan dan tulis, pendek dan sederhana terkait *Legenda*

Rakyat Sederhana dengan memperhatikan fungsi sosial, struktur teks dan unsure kebahasaan yang benar dan sesuai konteks penggunaannya

M. TUJUAN PEMBELAJARAN

Setelah proses pembelajaran siswa diharapkan mampu:

3.1.1. Menetapkan fungsi sosial, struktur teks dan unsur kebahasaan pada teks

beberapa teks narrative yang melibatkan tindakan memberi dan

meminta informasi terkait *Legenda Rakyat Sederhana* sesuai dengan

konteks penggunaannya.

4.1.1. Menyusun teks lisan dan tulis, pendek dan sederhana terkait *Legenda*

Rakyat Sederhana sesuai konteks penggunaannya.

N. MATERI PEMBELAJARAN

Narrative adalah jenis teks yang menceritakan kisah yang berisikan imajinasi atau khayalan.

Social function: to amuse, to entertain the reader and vicarious experience in different ways.

Generic structure:

- Orientation, introduce participant and setting of the story
- Complication, a crisis arises
- Resolution : the crisis is resolved for better or for worse

Language feature: simple past, past continuous tense

Topik :

- Malin Kundang

If you have a friend with disadvantaged physical or psychological condition, would you not be friend with him/her? Would you laugh at him/her? Why should you do? Why?

O. PENDEKATAN, MODEL, DAN METODE

- Pendekatan : Scientific
- Model : Discovery Learning
- Metode : Diskusi, Tanya jawab, Pemberian Tugas, and Role playing

P. LANGKAH-LANGKAH KEGIATAN

d. Kegiatan Awal (20 menit)

7. Guru memasuki ruangan kelas dan mengecek kebersihan kelas
8. Guru mengecek kehadiran siswa
9. Guru mengajak siswa untuk berdoa bersama-sama sebelum memulai PBM
10. Guru menyampaikan indikator dan tujuan pembelajaran
11. Guru melakukan apersepsi yakni, guru menanyakan kepada siswa tentang apa saja yang mereka kerjakan di rumah
12. Guru memberikan motivasi yakni, guru memberikan arahan dan motivasi agar siswa senantiasa melakukan tugas dan tanggung jawabnya dengan baik dan jujur.

e. Kegiatan Inti (100 menit)

6. Mengamati
 - 3) Guru membacakan sebuah teks narrative tentang memberi dan meminta informasi terkait *Legenda Rakyat Sederhana*.

- 4) Peserta didik mendengarkan cerita tersebut dan menjawab beberapa pertanyaan terkait *Legenda Rakyat Sederhana* tersebut.

7. Menanya

- 3) Guru merangsang peserta didik mengajukan pertanyaan berkaitan dengan teks yang disajikan (biasa berupa kata-kata sulit dalam teks)
- 4) Guru bersama siswa mendiskusikan pertanyaan tersebut atau langsung menjawab pertanyaan siswa.

8. Mengumpulkan Informasi

- 6) Guru membagi peserta didik dalam kelompok dan memberi kesempatan untuk saling berdiskusi berkaitan dengan teks yang disajikan.
- 7) Didalam kelompok peserta didik berdiskusi tentang ungkapan-ungkapan memberi dan meminta informasi terkait *Legenda Rakyat Sederhana* sesuai dengan konteks penggunaannya.
- 8) Guru meminta peserta didik untuk mengumpulkan informasi yang berkaitan dengan teks narrative.
- 9) Dengan bimbingan dan arahan guru, peserta didik mengidentifikasi cirri-ciri (fungsi sosial) memberi dan meminta informasi terkait *Legenda Rakyat Sederhana* sesuai konteks penggunaannya.
- 10) Guru menyajikan beberapa pertanyaan yang mengarah pada tujuan komunikatif, struktur teks dan unsur kebahasaan teks narrative.

Contoh :

5. What is the text about?
6. What is the main idea of each paragraph?
7. What is the moral value of the text?
8. Mention verbs of simple past!

9. Mengasosiasi

- 5) Peserta didik diminta untuk membandingkan beberapa teks naratif.
- 6) Peserta didik menggunakan acuan pertanyaan-pertanyaan pada tahap mengumpulkan informasi.
- 7) Peserta didik menyampaikan hasil diskusinya di depan kelas.
- 8) Guru memberikan arahan sehingga peserta didik mencapai kesimpulan yang memenuhi target pembelajaran.

10. Mengkomunikasikan

- 4) Peserta didik menyusun teks tulis naratif berdasarkan struktur teks dan unsure kebahasaan yang sudah dipelajari.
- 5) Guru menyajikan topik atau menyuruh siswa menemukan sendiri.
- 6) Guru meminta siswa mengumpulkan hasil karyanya dan mempersentasikan di depan kelas.

f. Kegiatan Akhir (15 menit)

- 6) Peserta didik diarahkan menyimpulkan materi tentang cara memberi dan meminta informasi terkait *Legenda Rakyat Sederhana*.
- 7) Peserta didik dan guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan dalam PBM.
- 8) Guru menyampaikan rencana pembelajaran untuk pertemuan berikutnya.
- 9) Siswa mengecek kebersihan kelas dan kerapihan setelah selesai belajar.
- 10) Guru dan siswa berdoa sebagai penutup PBM.

Q. PENILAIAN

☞ Pengetahuan : Tes Tertulis

Soal :

6. Where did the old couple live?
7. What did they heard from the household Shinto altar?
8. Why Issumboshi want to go to the capital?
9. Who is the feudal lord that Issumboshi want to meet?
10. When Issumboshi tried to help the Princess from the demon, what happen to him?

☞ Keterampilan : Menyusun sebuah narrative text terkait legenda rakyat sederhana

☞ The answer keys :

6. In the small house near the village forest.
7. They heard a cute cry, “Waa! Waa!”
8. Because he want to study and become a respectable person.
9. The Princess
10. The demon caught him and threw him into his mouth.

Soal no.	Skor	Keterangan
1, 2, 3, 4, 5	4 = sesuai jawaban guru	Skor maksimal = 20
	3 = kurang sesuai	
	2 = tidak sesuai	
	1 = sangat tidak sesuai	

Nilai Siswa = skor perolehan / skor maksml x 100

R. MEDIA, ALAT, DAN SUMBER BELAJAR

☞ Media : Teks Narrative

☞ Alat : Laptop, LCD, Whiteboard

☞ Sumber :

- c. Buku siswa : Kementrian Pendidikan dan Kebudayaan 2016. Buku Bahasa Inggris SMA/MA/SMK/MAK Kelas X Semester 2. Jakarta : Kementrian Pendidikan dan Kebudayaan.

- d. <http://www.kursusmudahbahasainggris.com/2013/09/15-contoh-offeringhelp-video-terlengkap-dan.html>

Arse, 2020

Mengetahui,

Guru Mata Pelajaran

Researcher

Askolan S.Pd
Nip. 196208301986011003

Herlida
16 203 00060

Appendix 3

INSTRUMENT FOR PRE-TEST

1. Introduction

This test aims to determine students' abilities about students' speaking ability in narrative text and the results do not affect the position of students in this school.

2. Guidance

- a. Teachers divided the students into 4 groups
- b. The leader of group choose one topic from narrative story randomly.
- c. If there is a question about the topic, ask to the teacher in the class.

3. Question

Choose one topic from this narrative story and understanding together with your group, then performance it in front of the class.

- a. The story of toba lake
- b. Malin kundang
- c. Timun mas
- d. The legend of batu menangis

Validator

Researcher

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

Herlida
NIM. 16 203 00060

Appendix 4

INSTRUMENT FOR POST-TEST

4. Introduction

This test aims to determine students' abilities about students' speaking ability in narrative text and the results do not affect the position of students in this school.

5. Guidance

- a. Teachers divided the students into 4 groups
- b. The leader of group choose one topic from narrative story randomly.
- c. Teacher asks all of the groups to make a story from the most title has chosen
- d. If there is a question about the topic, ask to the teacher in the class.

6. Question

Make a short narrative story based on one of the topics below, then performance it in front of the class.

- a. Malin kundang

Validator

Researcher

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Herlida
NIM. 16 203 00060

Appendix 5

Score of Pre-test in Experimental and Control Class

1. Pre-test Score of Experimental Class

No.	Initial name	Pre-test	No.	Initial name	Pre-test
1.	AH	45	14.	MSH	40
2.	AP	30	15.	MS	60

3.	AUH	55	16.	NP	55
4.	CDP	65	17.	FS	35
5.	DDS	40	18.	PAR	55
6.	DAP	60	19.	RS	55
7.	EJS	55	20.	SSP	45
8.	EHB	40	21.	SAB	70
9.	FRH	35	22.	TDS	50
10.	FYH	45	23.	WB	55
11.	HN	70	24.	WSAS	55
12.	IMN	30	25.	SHH	35
13.	LPP	55	26.	ZM	50

TOTAL = 1287

2. Pre-test Score of Control Class

No.	Initial name	Pre-test	No.	Initial name	Pre-test
1.	AFS	30	16.	LS	45
2.	ANP	35	17.	MSP	50
3.	AS	50	18.	MR	40
4.	AS	45	19.	N	65
5.	AU	55	20.	NL	40
6.	AI	45	21.	PS	45
7.	AR	35	22.	PM	45
8.	DI	60	23.	RM	60

9.	DI	40	24.	SP	60
10.	EE	60	25.	VE	55
11.	FR	40	26.	YP	45
12.	FR	30	27.	YAS	45
13.	FY	50	28.	ZAS	55
14.	GM	50	29.	ZS	30
15.	IM	30	TOTAL = 1335		

Appendix 6

Result of Normality in Pre-test

A. Result of Normality Test of VIII A in Pre-test

1. The score of VIII A class in pre-test from low score to high score:

30	35	35	40	40	40	45
45	50	50	50	55	55	55
55	55	55	55	55	60	60
65	65	65	70	70		

2. High = 70

Low = 30

Range = high – low

= 70 - 30

= 40

3. Total of classes = $1 + 3.3 \log (n)$

$$= 1 + 3.3 \log (26)$$

$$= 1 + 3.3 (1.41)$$

$$= 1 + 4.65$$

$$= 5.65 = 6$$

$$4. \text{ Length of classes} = \frac{\text{range}}{\text{total of classes}} = \frac{40}{6} = 6.66 = 7$$

5. Mean

Interval class	F	X	X'	Fx'	x' ²	Fx' ²
30-36	5	33	+3	15	9	45
37-43	3	40	+2	6	4	12
44-50	5	47	+1	5	1	5
51-57	8	54	0	0	0	0
58-64	2	61	-1	-2	1	2
63-71	3	68	-2	-6	4	12
I = 7	26			18		76

$$M_x = M^1 + i \frac{\sum f x'}{N}$$

$$= 54 + 7 \left(\frac{18}{26} \right)$$

$$= 51 + 7 (0.69)$$

$$= 51 + 4.83$$

$$= 55.83$$

$$\begin{aligned}
SD_t &= i \sqrt{\frac{\sum fx'^2}{n} - \left(\frac{\sum fx'}{n}\right)^2} \\
&= 7 \sqrt{\frac{76}{26} - \left(\frac{18}{26}\right)^2} \\
&= 7 \sqrt{2.92 - 0,69^2} \\
&= 7 \sqrt{2.45} \\
&= 7 \times 1.56 \\
&= 10.92
\end{aligned}$$

Table of Normality Test with Chi Kuadrat Formula

Interval of score	Real upper limit	Z-score	Limit of large of the area	Large of area	Fh	Fo	$\left(\frac{fo - fh}{fh}\right)$
65-71	71.5	1.43	0.4236				
58-64	64.5	0.79	0.2852	0.13	3.38	3	-0.11
51-57	57.5	0.15	0.0596	0.22	5.72	2	-0.65
44-50	50.4	-0.48	0.31561	-0.25	-6.5	8	-2.23
37-43	43.5	-1.12	0.13136	0.18	4.68	5	0.06
30-36	36.5	-1.77	0.03836	-0.90	-23.4	3	-1.12
	31.5	-2.22	0.01321	0.02	0.52	5	8.61

$$X^2 \quad 4.33$$

Based on table before, the researcher found that $x^2_{\text{count}} = 4.33$ white $x^2_{\text{table}} = 9.488$. Cause $x^2_{\text{count}} < x^2_{\text{table}}$ ($4.33 < 9.488$) with degree of freedom $(dk) = 7-3 = 4$ and significant level $\alpha = 5\%$. So distribution of VIII A in pre-test is normal.

6. Median

No	Interval	F	Fk
1	30-36	5	5
2	37-43	3	8
3	44-50	5	13
4	51-57	8	21
5	68-64	2	23
6	65-71	3	26

Position of M_c in the interval of classes is in number 4, that:

$$Bb = 50.5$$

$$F = 5$$

$$Fm = 8$$

$$i = 7$$

$$n = 26$$

$$1/2n = 13$$

$$\begin{aligned}M_e &= Bb + i \left(\frac{\frac{n}{2} - f}{fm} \right) \\&= 50.5 + 7 \left(\frac{13 - 5}{8} \right) \\&= 50.5 + 7 (1) \\&= 50.5 + 7 \\&= 57.5\end{aligned}$$

7. Modus

No	Interval	F	Fk
1	30-36	5	5
2	37-43	3	8
3	44-50	5	13
4	51-57	8	21
5	68-64	2	23
6	65-71	3	26

$$L = 50.5$$

$$d_1 = 3$$

$$d_2 = 6$$

$$i = 7$$

$$\begin{aligned}
Mo &= L + i \left(\frac{d1}{d1+d2} \right) \\
&= 50.5 + 7 \left(\frac{3}{3+6} \right) \\
&= 50.5 + 7 (0.33) \\
&= 50.5 + 2.31 \\
&= 52.81
\end{aligned}$$

B. Result of Normality Test of VIII B in Pre-test

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

30	30	30	30	35	35
40	40	40	40	45	45
45	45	45	45	45	50
50	50	50	55	55	55
60	60	60	60	65	

2. High = 65

Low = 30

Range = high – low

$$= 65 - 30$$

$$= 35$$

3. Total of classes = $1 + 3.3 \log (n)$
= $1 + 3.3 \log (29)$
= $1 + 3.3 (1.46)$
= $1 + 4.81$

$$= 5.81 = 6$$

$$4. \text{ Length of classes} = \frac{\text{range}}{\text{total of classes}} = \frac{35}{6} = 5.83 = 6$$

5. Mean

Interval class	F	X	X'	Fx'	x' ²	Fx' ²
30-35	6	32.5	+2	24	12	24
36-41	4	37.5	+1	16	4	16
42-47	7	44.5	0	9	0	0
48-53	4	50.5	-1	0	-1	4
54-59	3	56.5	-2	-5	-6	12
60-65	5	62.5	-3	-6	-15	45
$i = 6$	29			41		101

$$\begin{aligned}
 M_x &= M^1 + i \frac{\sum f x'}{N} \\
 &= 44.5 + 6 \left(\frac{41}{29} \right) \\
 &= 44.5 + 9.06 \\
 &= 53.56 \\
 &= 54
 \end{aligned}$$

$$SD_t = i \sqrt{\frac{\sum f x'^2}{n} - \left(\frac{\sum f x'}{n} \right)^2}$$

$$\begin{aligned}
&= 6 \sqrt{\frac{101}{29} - \left(\frac{41}{29}\right)^2} \\
&= 6 \sqrt{3.48 - 1.98} \\
&= 6 \sqrt{1.5} \\
&= 6 \times 1.22 \\
&= 6.1
\end{aligned}$$

Table of Normality Test with Chi Kuadrat Formula

Interval of score	Real upper limit	Z-score	Limit of large of the area	Large of area	Fh	Fo	$\left(\frac{fo - fh}{fh}\right)$
60-65	65.5	1.72	0.4573				
54-59	59.5	0.90	0.3159	0.14	4.06	5	0.23
48-53	53.5	-0.08	0.46812	-0.15	-4.35	3	-1.68
42-47	47.5	-1.08	0.14007	0.32	9.28	4	-0.56
36-41	41.5	-1.97	0.03074	0.10	2.9	7	1.41
30-35	35.5	-3.03	0.00122	0.02	0.58	4	-5.89
	29.5	-3.91	0.0005	0.00	0	6	6
						X^2	-0.49

Based on table before, the researcher found that $x^2_{\text{count}} = -0.49$
white $x^2_{\text{table}} = 7815$. Cause $x^2_{\text{count}} < x^2_{\text{table}}$ ($-0.49 < 7815$) with degree of

freedom (dk) = 6-3 = 3 and significant level $\alpha = 5\%$. So distribution of VIII A in pre-test is normal.

6. Median

No	Interval	F	Fk
1	30-35	6	6
2	36-41	4	10
3	42-47	7	17
4	48-53	4	21
5	54-59	3	24
6	60-65	5	29

Position of M_e in the interval of classes is in number 3, that:

$$Bb = 41.5$$

$$F = 7$$

$$Fm = 10$$

$$i = 6$$

$$n = 29$$

$$1/2n = 14.5$$

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

$$= 41.5 + 6 \left(\frac{24,5-7}{10} \right)$$

$$= 41.5 + 6 (1.75)$$

$$= 41.5 + 10.5$$

$$= 52$$

7. Modus

No	Interval	F	Fk
1	30-35	6	6
2	36-41	4	10
3	42-47	7	17
4	48-53	4	21
5	54-59	3	24
6	60-65	5	29

$$L = 41.5$$

$$d_1 = 3$$

$$d_2 = 3$$

$$i = 5$$

$$Mo = L + i \left(\frac{d_1}{d_1 + d_2} \right)$$

$$= 41.5 + 6 \left(\frac{3}{3+3} \right)$$

$$= 41.5 + 6 (0.5)$$

$$= 41.5 + 3$$

$$= 44.5$$

Appendix 7

Homogeneity Test in Pre-test

Calculation of parameter to get variant of the first class as experimental class sample 1 and variant of the second class as control class sample 2 are used homogeneity test by using formula:

$$S^2 = \frac{n\sum xi^2 - (\sum xi)^2}{n(n-1)}$$

Hypothesis :

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

$$H_1 : \sigma_1^2 \neq \sigma_2^2$$

A. Variant of the VIII A class is:

No.	Xi	Xi ²	No.	Xi	Xi ²
1.	45	2025	14.	40	1600
2.	30	900	15.	60	3600
3.	55	3025	16.	55	3025
4.	65	4225	17.	35	1225
5.	40	1600	18.	55	3025
6.	60	3600	19.	55	3025
7.	55	3025	20.	45	2025
8.	40	1600	21.	70	4900
9.	35	1225	22.	50	2500
10.	45	2025	23.	55	3025
11.	70	4900	24.	55	3025
12.	30	900	25.	35	1225
13.	55	3025	26.	50	2500

1287

67415

$$n = 26$$

$$\sum xi = 1287$$

$$\sum xi^2 = 67415$$

$$\begin{aligned} S^2 &= \frac{n\sum xi^2 - (\sum xi)^2}{n(n-1)} \\ &= \frac{26(67415) - (1287)^2}{26(26-1)} \\ &= \frac{1685375 - 1656369}{26(25)} \\ &= \frac{29006}{650} \\ &= 44.62 \end{aligned}$$

B. Variant of the VIII B class is:

No.	Xi	Xi ²	No.	Xi	Xi ²
1.	30	900	16.	45	2025
2.	35	1225	17.	50	2500
3.	50	2500	18.	40	1600
4.	45	2025	19.	65	4225
5.	55	3025	20.	40	1600
6.	45	2025	21.	45	2025
7.	35	1225	22.	45	2025
8.	60	3600	23.	60	3600

9.	40	1600	24.	60	3600
10.	60	3600	25.	55	3025
11.	40	1600	26.	45	2025
12.	30	900	27.	45	2025
13.	50	2500	28.	55	3025
14.	50	2500	29.	30	900
15.	30	900		1335	63325

$$n = 29$$

$$\sum xi = 1335$$

$$\sum xi^2 = 63325$$

$$\begin{aligned}
 S^2 &= \frac{n\sum xi^2 - (\sum xi)^2}{n(n-1)} \\
 &= \frac{29(63325) - (1335)^2}{29(29-1)} \\
 &= \frac{1836425 - 1782225}{29(28)} \\
 &= \frac{54200}{812} \\
 &= 66.74
 \end{aligned}$$

To test the hypothesis the formula was:

$$\begin{aligned}
 F &= \frac{T \square e \text{ Biggest Variant}}{T \square e \text{ Smallest Variant}} \\
 &= \frac{66.74}{44.62}
 \end{aligned}$$

$$= 1,49$$

After doing the calculation, the researcher found that $f_{\text{count}} = 1.49$ with $\alpha = 5\%$ and $dk = 29$ and 29 from distribution list f , researcher found that $f_{\text{table}} = 4,08$, cause $f_{\text{count}} < f_{\text{table}}$ ($1.49 < 4,08$). So, there is no different variant between VIII A and VIII B class. It means that the variant is homogenous.

Appendix 8

Score of Post-test in Experimental and Control Class

1. Post-test Score of Experimental Class

No.	Initial name	Post-test	No.	Initial name	Post-test
1.	AH	70	14.	MSH	65
2.	AP	60	15.	MS	72
3.	AUH	72	16.	NP	75
4.	CDP	75	17.	FS	80
5.	DDS	80	18.	PAR	75
6.	DAP	60	19.	RS	85
7.	EJS	82	20.	SSP	65
8.	EHB	70	21.	SAB	90
9.	FRH	80	22.	TDS	88
10.	FYH	82	23.	WB	75
11.	HN	75	24.	WSA	75
12.	IMN	85	25.	SHH	62

13.	LPP	70	26.	ZM	70
TOTAL		1938			

2. Post-test Score of Control Class

No.	Initial name	Post-test	No.	Initial name	Post-test
1.	AFS	60	16.	LS	88
2.	ANP	60	17.	MSP	70
3.	AS	70	18.	MR	75
4.	AS	72	19.	N	85
5.	AU	72	20.	NL	65
6.	AI	75	21.	PS	65
7.	AR	62	22.	PM	70
8.	DI	80	23.	RM	88
9.	DI	65	24.	SP	72
10.	EE	85	25.	VE	65
11.	FR	75	26.	YP	72
12.	FR	65	27.	YAS	75
13.	FY	88	28.	ZAS	82
14.	GM	72	29.	ZM	82
15.	IM	62	TOTAL = 2117		

Result of Normality in Post-test

A. Result of Normality Test of VIII A in Post-test

1. The score of VIII A class in post-test from low score to high score:

60	60	62	65	65	70	70
70	70	72	72	75	75	75
75	75	75	80	80	80	
82	82	85	85	88	90	

2. High = 90

Low = 60

Range = high – low

$$= 90 - 60$$

$$= 40$$

3. Total of classes = $1 + 3.3 \log (26)$

$$= 1 + 3.3 (1.65)$$

$$= 1 + 4.65$$

$$= 5.65 = 6$$

4. Length of classes = $\frac{\text{range}}{\text{total of classes}} = \frac{40}{6} = 6.66 = 7$

5. Mean

Interval class	F	X	X'	Fx'	x' ²	Fx' ²
60-66	5	63	+2	10	4	20

67-73	6	70	+1	6	1	6
74-80	9	77	0	0	0	0
81-87	4	84	-1	-4	1	4
88-94	2	91	-2	-4	4	8
$i = 7$	26			8		38

$$\begin{aligned}
 M_x &= M^1 + i \frac{\sum f x'}{N} \\
 &= 77 + 7 \left(\frac{8}{26} \right) \\
 &= 77 + 2.1 \\
 &= 79.1
 \end{aligned}$$

$$\begin{aligned}
 SD_t &= i \sqrt{\frac{\sum f x'^2}{n} - \left(\frac{\sum f x'}{n} \right)^2} \\
 &= 7 \sqrt{\frac{38}{26} - \left(\frac{8}{26} \right)^2} \\
 &= 7 \sqrt{1.46 - 0.09} \\
 &= 7 \sqrt{1.37} \\
 &= 7 \times 1.17 \\
 &= 8.19
 \end{aligned}$$

Table of Normality Test with Chi Kuadrat Formula

Interval of score	Real upper limit	Z-score	Limit of large of the area	Large of area	fh	Fo	$\left(\frac{fo - fh}{fh}\right)$
88-94	94..5	1.93	0.4726				
81-87	87.5	1.57	0.4418	0.03	0.78	2	1.56
74-80	80.5	0.35	0.1368	-0.30	-7.8	4	-1.51
67-73	73.5	-0.42	0.33724	0.20	-5.2	9	-2.73
60-66	66.5	-1.21	0.11314	0.22	5.72	6	0.04
	59.5	-2	0.02275	0.09	2.34	5	1.13
						X^2	-1.51

Based on table before, the researcher found that $x^2_{count} = -1.51$ white $x^2_{table} = 9488$. Cause $x^2_{count} < x^2_{table}$ ($-1.51 < 9488$) with degree of freedom (dk) = $7-3 = 4$ and significant level $\alpha = 5\%$. So distribution of VIII A in post-test is normal.

6. Median

No	Interval	F	Fk
1	60-66	5	5
2	67-73	6	11
3	74-80	9	20

4	81-87	4	24
5	88-94	2	26

Position of M_e in the interval of classes is in number 3, that:

$$Bb = 73.5$$

$$F = 9$$

$$Fm = 11$$

$$i = 7$$

$$n = 26$$

$$1/2n = 13$$

$$\begin{aligned}
 M_e &= Bb + i \left(\frac{\frac{n}{2} - f}{fm} \right) \\
 &= 73.5 + 7 \left(\frac{13 - 9}{11} \right) \\
 &= 73.5 + 7 (0.36) \\
 &= 73.5 + 2.52 \\
 &= 76.02
 \end{aligned}$$

7. Modus

No	Interval	F	Fk
----	----------	---	----

1	60-66	5	5
2	67-73	6	11
3	74-80	9	20
4	81-87	4	24
5	88-94	2	26

$$L = 73.5$$

$$d_1 = 3$$

$$d_2 = 5$$

$$i = 7$$

$$\begin{aligned} Mo &= L + i \left(\frac{d_1}{d_1 + d_2} \right) \\ &= 73.5 + 7 \left(\frac{3}{3+5} \right) \\ &= 73.5 + 7 (0.37) \\ &= 73.5 + 2.59 \\ &= 76.09 \end{aligned}$$

B. Result of Normality Test of VII 8 in Post-test

1. The score of VII 8 class in post-test from low score to high score:

60	60	62	62	65	65
65	65	65	70	70	70
72	72	72	72	72	75

75	75	75	80	82	82
85	85	88	88	88	

2. High = 88

Low = 60

Range = high – low

$$= 88 - 60$$

$$= 28$$

3. Total of classes = $1 + 3.3 \log (n)$

$$= 1 + 3.3 \log (29)$$

$$= 1 + 4.81$$

$$= 5.81$$

$$= 6$$

4. Length of classes = $\frac{\text{range}}{\text{total of classes}} = \frac{28}{6} = 4.6 = 5$

5. Mean

Interval class	F	X	X'	Fx'	x' ²	Fx' ²
60-64	4	62	+2	8	4	16
65-69	5	67	+1	10	1	5
70-74	8	72	0	0	0	0
75-79	4	77	-1	-4	1	4
80-84	3	82	-2	-6	4	12

85-89	5	87	-3	-15	9	45
$i = 5$	29			-7		82

$$\begin{aligned}
 M_x &= M^1 + i \frac{\sum f x'}{N} \\
 &= 72 + 5 \left(\frac{-7}{29} \right) \\
 &= 72 + (-1.20) \\
 &= 70.8
 \end{aligned}$$

$$\begin{aligned}
 SD_t &= i \sqrt{\frac{\sum f x'^2}{n} - \left(\frac{\sum f x'}{n} \right)^2} \\
 &= 5 \sqrt{\frac{82}{29} - \left(\frac{-7}{29} \right)^2} \\
 &= 5 \sqrt{2.82 - 0.05} \\
 &= 5 \sqrt{2.77} \\
 &= 5 \times 1.66 \\
 &= 8.3
 \end{aligned}$$

Table of Normality Test with Chi Kuadrat Formula

Interval	Real	Z-score	Limit of	Large	fh	Fo	$\left(\frac{fo - fh}{fh} \right)$
of score	upper		large of	of area			
	limit		the area				

85-89	89.5	2.25	0.4878				
80-84	84.5	1.65	0.4505	0.03	0.87	4	3.59
75-79	79.5	1.04	0.3508	0.09	2.61	5	0.91
70-74	74.5	0.44	0.1700	0.18	5.22	8	0.53
65-69	69.5	-0.12	0.45224	0.28	-8.12	4	-1.49
60-64	64.5	-0.78	0.21770	-0.23	6.67	3	-0.55
	59.9	-1.38	0.08379	0.13	3.77	5	0.32
						X^2	3.31

Based on table before, the researcher found that $x^2_{\text{count}} = -3.31$ while $x^2_{\text{table}} = 5.591$. Cause $x^2_{\text{count}} < x^2_{\text{table}}$ ($3.31 < 5.591$) with degree of freedom (dk) = $5-3 = 2$ and significant level $\alpha = 5\%$. So distribution of VIII B in post-test is normal.

6. Median

No	Interval	F	Fk
1	60-64	4	4
2	65-69	5	9
3	70-74	8	17
4	75-79	4	21
5	80-84	3	24
6	85-89	5	29

Position of M_e in the interval of classes is in number 3, that:

$$Bb = 74.5$$

$$F = 8$$

$$Fm = 9$$

$$i = 5$$

$$n = 29$$

$$1/2n = 14.5$$

$$\begin{aligned} M_e &= Bb + i \left(\frac{\frac{n}{2} - f}{fm} \right) \\ &= 74.5 + 5 \left(\frac{14.5 - 8}{9} \right) \\ &= 74.5 + 5 (0.72) \\ &= 74.5 + 3,61 \\ &= 78.1 \end{aligned}$$

7. Modus

No	Interval	F	Fk
1	60-64	4	4
2	65-69	5	9
3	70-74	8	17
4	75-79	4	21
5	80-84	3	24
6	85-89	5	29

$$L = 74.5$$

$$d_1 = 4$$

$$d_2 = 5$$

$$i = 5$$

$$Mo = L + i \left(\frac{d_1}{d_1 + d_2} \right)$$

$$= 74.5 + 5 \left(\frac{4}{4+5} \right)$$

$$= 74.5 + 5 (0.44)$$

$$= 74.5 + 2.22$$

$$= 76.72$$

Appendix 10

Homogeneity Test in Post-test

Calculation of parameter to get variants of the first class as experimental class sample 1 and variant of the second class as control class sample 2 used homogeneity test by using formula:

$$S^2 = \frac{n\sum xi^2 - (\sum xi)^2}{n(n-1)}$$

Hypothesis :

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

$$H_1 : \sigma_1^2 \neq \sigma_2^2$$

A. Variant of the VIII A class is:

No.	Xi	Xi ²	No.	Xi	Xi ²
1.	70	4900	14.	65	4225
2.	60	3600	15.	72	5184
3.	72	5184	16.	75	5625
4.	75	5625	17.	80	6400
5.	80	6400	18.	75	5625
6.	60	3600	19.	85	7225

7.	82	6724	20.	65	4225
8.	70	4900	21.	90	8100
9.	80	6400	22.	88	7744
10.	82	6724	23.	75	5625
11.	75	5625	24.	75	5625
12.	85	7225	25.	62	3844
13.	70	4900	26.	70	4900
	1938	146154			

$$n = 26$$

$$\sum xi = 1938$$

$$\sum xi^2 = 146154$$

$$\begin{aligned}
 S^2 &= \frac{n\sum xi^2 - (\sum xi)^2}{n(n-1)} \\
 &= \frac{26(146154) - (1938)^2}{26(26-1)} \\
 &= \frac{3800004 - 3775844}{45(44)} \\
 &= \frac{24160}{650} \\
 &= 37.16
 \end{aligned}$$

C. Variant of the VII 8 class is:

No.	Xi	Xi ²	No.	Xi	Xi ²
1.	60	3600	16.	88	7744
2.	60	3600	17.	70	4900
3.	70	4900	18.	75	5625
4.	72	5184	19.	85	7225
5.	72	5184	20.	65	4225
6.	75	5625	21.	65	4225
7.	62	3844	22.	70	4900
8.	80	6400	23.	88	7744
9.	65	4275	24.	72	5184
10.	85	7225	25.	65	4225
11.	75	5625	26.	72	5184
12.	65	4225	27.	75	5625
13.	88	7744	28.	82	6742
14.	72	5184	29.	82	6742
15.	62	3844		2117	156699

$$n = 29$$

$$\sum xi = 2117$$

$$\sum xi^2 = 156699$$

$$S^2 = \frac{n\sum xi^2 - (\sum xi)^2}{n(n-1)}$$

$$= \frac{29(156699) - (2117)^2}{29(29-1)}$$

$$\begin{aligned}
&= \frac{4544271 - 4481689}{812} \\
&= \frac{62582}{812} \\
&= 77.07
\end{aligned}$$

To test the hypothesis the formula was:

$$\begin{aligned}
F &= \frac{T_{\square} e \text{ Biggest Variant}}{T_{\square} e \text{ Smallest Variant}} \\
&= \frac{77.07}{37.16} \\
&= 2.07
\end{aligned}$$

After doing the calculation, the researcher found that $f_{\text{count}} = 2.07$ with $\alpha = 5\%$ and $dk = 26$ and 29 from distribution list f , researcher found that $f_{\text{table}} = 4.08$, cause $f_{\text{count}} < f_{\text{table}}$ ($2.07 < 4.08$). So, there is no different variant between VIII A and VIII B class. It means that the variant is homogenous.

Appendix 11

T-test of Both Averages in Pre-test

The Formula was used to analyses hypothesis test of both averages was t-test, that:

$$\begin{aligned} T_t &= \frac{M1 - M2}{\sqrt{\left(\frac{(n1-1)s_1^2 + (n2-1)s_2^2}{n_1+n_2-2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}} \\ &= \frac{53 - 56.66}{\sqrt{\left(\frac{(45-1)47.46 + (45-1)35.93}{45+45-2}\right)\left(\frac{1}{45} + \frac{1}{45}\right)}} \\ &= \frac{-3.66}{\sqrt{\left(\frac{44(47.46) + 44(35.93)}{88}\right)(0.02+0.02)}} \\ &= \frac{-3.66}{\sqrt{\frac{2088.24+1580.92}{88} (0.02+0.02)}} \\ &= \frac{-3.66}{\sqrt{\left(\frac{3669.16}{88}\right)(0.04)}} \\ &= \frac{-3.66}{\sqrt{(41.69)(0.04)}} \\ &= \frac{-3.66}{\sqrt{1.667}} \\ &= \frac{-3.66}{1.29} \end{aligned}$$

$$= -2.83$$

Based on researcher calculation result of hypothesis test of both averages, researcher found that $t_{\text{count}} = -2.83$ with opportunity $(1-\alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 45 + 45 - 2 = 88$, $t_{\text{table}} = 2.00$. So, $t_{\text{count}} < t_{\text{table}} (-2.83 < 2.00)$ and H_0 is accepted, it means no difference the average between the first class as experimental class and the second class as control class in this research.

Appendix 12

T-test of Both Averages in Post-test

The Formula was used to analyses hypothesis test of both averages was t-test, that:

$$\begin{aligned} T_t &= \frac{M1 - M2}{\sqrt{\left(\frac{(n1-1)s_1^2 + (n2-1)s_2^2}{n_1+n_2-2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}} \\ &= \frac{80 - 62.9}{\sqrt{\left(\frac{(45-1)54.73 + (45-1)27.06}{45+45-2}\right)\left(\frac{1}{45} + \frac{1}{45}\right)}} \\ &= \frac{17.1}{\sqrt{\left(\frac{44(54.73) + 44(27.06)}{88}\right)(0.02+0.02)}} \\ &= \frac{17.1}{\sqrt{\frac{2408.12+1190.64}{88} (0.02+0.02)}} \\ &= \frac{17.1}{\sqrt{\left(\frac{3598.76}{88}\right)(0.02+0.02)}} \\ &= \frac{17.1}{\sqrt{(40.89)(0.04)}} \end{aligned}$$

$$= \frac{17.1}{\sqrt{1.63}}$$

$$= \frac{17.1}{1.27}$$

$$= 13.46$$

Based on researcher calculation result of hypothesis test of both averages, researcher found that $t_{\text{count}} = 13.46$ with opportunity $(1-\alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 45 + 45 - 2 = 88$, $t_{\text{table}} = 2.00$. So, $t_{\text{count}} > t_{\text{table}}$ ($13.46 > 2.00$) and H_a is accepted, it means there was the difference average between the first class as experimental class and the second class as control class in this research.

Appendix 13

Chi-Square Table

Dk	Significant level					
	50%	30%	20%	10%	5%	1%
1	0,455	1,074	1,642	2,706	3,841	6,635
2	1,386	2,408	3,219	4,605	5,991	9,210
3	2,366	3,665	4,642	6,251	7,815	11,341
4	3,357	4,878	5,989	7,779	9,488	13,277
5	4,351	6,064	7,289	9,236	11,070	15,086
6	5,348	7,231	8,558	10,645	12,592	16,812
7	6,346	8,383	9,803	12,017	14,067	18,475
8	7,344	9,524	11,030	13,362	15,507	20,090
9	8,343	10,656	12,242	14,684	16,919	21,666
10	9,342	11,781	13,442	15,987	18,307	23,209
11	10,341	12,899	14,631	17,275	19,675	24,725
12	11,340	14,011	15,812	18,549	21,026	26,217
13	12,340	15,119	16,985	19,812	22,362	27,688
14	13,339	16,222	18,151	21,064	23,685	29,141
15	14,339	17,222	19,311	22,307	24,996	30,578
16	15,338	18,418	20,465	23,542	26,296	32,000
17	16,338	19,511	21,615	24,769	27,587	33,409
18	17,338	20,601	22,760	25,989	28,869	34,805
19	18,338	21,689	23,900	27,204	30,144	36,191
20	19,337	22,775	25,038	28,412	31,410	37,566
21	20,337	23,858	26,171	29,615	32,671	38,932
22	21,337	24,939	27,301	30,813	33,924	40,289
23	22,337	26,018	28,429	32,007	35,172	41,638
24	23,337	27,096	29,553	33,196	35,415	42,980
25	24,337	28,172	30,675	34,382	37,652	44,314
26	25,336	29,246	31,795	35,563	38,885	45,642
27	26,336	30,319	32,912	36,741	40,113	46,963
28	27,336	31,391	34,027	37,916	41,337	48,278

29	28,336	32,461	35,139	39,087	42,557	49,588
30	29,336	33,530	36,250	40,256	43,773	50,892

Appendix 14

Z-Table

Z	0.00	0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09
-3.9	0.00005	0.00005	0.00004	0.00004	0.00004	0.00004	0.00004	0.00004	0.00003	0.00003
-3.8	0.00007	0.00007	0.00007	0.00006	0.00006	0.00006	0.00006	0.00005	0.00005	0.00005
-3.7	0.00011	0.00010	0.00010	0.00010	0.00009	0.00009	0.00008	0.00008	0.00008	0.00008
-3.6	0.00016	0.00015	0.00015	0.00014	0.00014	0.00013	0.00013	0.00012	0.00012	0.00011
-3.5	0.00023	0.00022	0.00022	0.00021	0.00020	0.00019	0.00019	0.00018	0.00017	0.00017
-3.4	0.00034	0.00032	0.00031	0.00030	0.00029	0.00028	0.00027	0.00026	0.00025	0.00024
-3.3	0.00048	0.00047	0.00045	0.00043	0.00042	0.00040	0.00039	0.00038	0.00036	0.00035
-3.2	0.00069	0.00066	0.00064	0.00062	0.00060	0.00058	0.00056	0.00054	0.00052	0.00050
-3.1	0.00097	0.00094	0.00090	0.00087	0.00084	0.00082	0.00079	0.00076	0.00074	0.00071
-3.0	0.00135	0.00131	0.00126	0.00122	0.00118	0.00114	0.00111	0.00107	0.00104	0.00100
-2.9	0.00187	0.00181	0.00175	0.00169	0.00164	0.00159	0.00154	0.00149	0.00144	0.00139
-2.8	0.00256	0.00248	0.00240	0.00233	0.00226	0.00219	0.00212	0.00205	0.00199	0.00193
-2.7	0.00347	0.00336	0.00326	0.00317	0.00307	0.00298	0.00289	0.00280	0.00272	0.00264
-2.6	0.00466	0.00453	0.00440	0.00427	0.00415	0.00402	0.00391	0.00379	0.00368	0.00357
-2.5	0.00621	0.00604	0.00587	0.00570	0.00554	0.00539	0.00523	0.00508	0.00494	0.00480
-2.4	0.00820	0.00798	0.00776	0.00755	0.00734	0.00714	0.00695	0.00676	0.00657	0.00639
-2.3	0.01072	0.01044	0.01017	0.00990	0.00964	0.00939	0.00914	0.00889	0.00866	0.00842
-2.2	0.01390	0.01355	0.01321	0.01287	0.01255	0.01222	0.01191	0.01160	0.01130	0.01101
-2.1	0.01786	0.01743	0.01700	0.01659	0.01618	0.01578	0.01539	0.01500	0.01463	0.01426
-2.0	0.02275	0.02222	0.02169	0.02118	0.02068	0.02018	0.01970	0.01923	0.01876	0.01831
-1.9	0.02872	0.02807	0.02743	0.02680	0.02619	0.02559	0.02500	0.02442	0.02385	0.02330
-1.8	0.03593	0.03515	0.03438	0.03362	0.03288	0.03216	0.03144	0.03074	0.03005	0.02938
-1.7	0.04457	0.04363	0.04272	0.04182	0.04093	0.04006	0.03920	0.03836	0.03754	0.03673
-1.6	0.05480	0.05370	0.05262	0.05155	0.05050	0.04947	0.04846	0.04746	0.04648	0.04551
-1.5	0.06681	0.06552	0.06426	0.06301	0.06178	0.06057	0.05938	0.05821	0.05705	0.05592
-1.4	0.08076	0.07927	0.07780	0.07636	0.07493	0.07353	0.07215	0.07078	0.06944	0.06811

-1.3	0.09680	0.09510	0.09342	0.09176	0.09012	0.08851	0.08691	0.08534	0.08379	0.08226
-1.2	0.11507	0.11314	0.11123	0.10935	0.10749	0.10565	0.10383	0.10204	0.10027	0.09853
-1.1	0.13567	0.13350	0.13136	0.12924	0.12714	0.12507	0.12302	0.12100	0.11900	0.11702
-1.0	0.15866	0.15625	0.15386	0.15151	0.14917	0.14686	0.14457	0.14231	0.14007	0.13786
-0.9	0.18406	0.18141	0.17879	0.17619	0.17361	0.17106	0.16853	0.16602	0.16354	0.16109
-0.8	0.21186	0.20897	0.20611	0.20327	0.20045	0.19766	0.19489	0.19215	0.18943	0.18673
-0.7	0.24196	0.23885	0.23576	0.23270	0.22965	0.22663	0.22363	0.22065	0.21770	0.21476
-0.6	0.27425	0.27093	0.26763	0.26435	0.26109	0.25785	0.25463	0.25143	0.24825	0.24510
-0.5	0.30854	0.30503	0.30153	0.29806	0.29460	0.29116	0.28774	0.28434	0.28096	0.27760
-0.4	0.34458	0.34090	0.33724	0.33360	0.32997	0.32636	0.32276	0.31918	0.31561	0.31207
-0.3	0.38209	0.37828	0.37448	0.37070	0.36693	0.36317	0.35942	0.35569	0.35197	0.34827
-0.2	0.42074	0.41683	0.41294	0.40905	0.40517	0.40129	0.39743	0.39358	0.38974	0.38591
-0.1	0.46017	0.45620	0.45224	0.44828	0.44433	0.44038	0.43644	0.43251	0.42858	0.42465
-0.0	0.50000	0.49601	0.49202	0.48803	0.48405	0.48006	0.47608	0.47210	0.46812	0.46414

Z-Table

z	0.00	0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09
0.0	0.0000	0.0040	0.0080	0.0120	0.0160	0.0199	0.0239	0.0279	0.0319	0.0359
0.1	0.0398	0.0438	0.0478	0.0517	0.0557	0.0596	0.0636	0.0675	0.0714	0.0753
0.2	0.0793	0.0832	0.0871	0.0910	0.0948	0.0987	0.1026	0.1064	0.1103	0.1141
0.3	0.1179	0.1217	0.1255	0.1293	0.1331	0.1368	0.1406	0.1443	0.1480	0.1517
0.4	0.1554	0.1591	0.1628	0.1664	0.1700	0.1736	0.1772	0.1808	0.1844	0.1879
0.5	0.1915	0.1950	0.1985	0.2019	0.2054	0.2088	0.2123	0.2157	0.2190	0.2224
0.6	0.2257	0.2291	0.2324	0.2357	0.2389	0.2422	0.2454	0.2486	0.2517	0.2549
0.7	0.2580	0.2611	0.2642	0.2673	0.2704	0.2734	0.2764	0.2794	0.2823	0.2852
0.8	0.2881	0.2910	0.2939	0.2967	0.2995	0.3023	0.3051	0.3078	0.3106	0.3133
0.9	0.3159	0.3186	0.3212	0.3238	0.3264	0.3289	0.3315	0.3340	0.3365	0.3389
1.0	0.3413	0.3438	0.3461	0.3485	0.3508	0.3531	0.3554	0.3577	0.3599	0.3621
1.1	0.3643	0.3665	0.3686	0.3708	0.3729	0.3749	0.3770	0.3790	0.3810	0.3830
1.2	0.3849	0.3869	0.3888	0.3907	0.3925	0.3944	0.3962	0.3980	0.3997	0.4015
1.3	0.4032	0.4049	0.4066	0.4082	0.4099	0.4115	0.4131	0.4147	0.4162	0.4177
1.4	0.4192	0.4207	0.4222	0.4236	0.4251	0.4265	0.4279	0.4292	0.4306	0.4319
1.5	0.4332	0.4345	0.4357	0.4370	0.4382	0.4394	0.4406	0.4418	0.4429	0.4441
1.6	0.4452	0.4463	0.4474	0.4484	0.4495	0.4505	0.4515	0.4525	0.4535	0.4545
1.7	0.4554	0.4564	0.4573	0.4582	0.4591	0.4599	0.4608	0.4616	0.4625	0.4633
1.8	0.4641	0.4649	0.4656	0.4664	0.4671	0.4678	0.4686	0.4693	0.4699	0.4706
1.9	0.4713	0.4719	0.4726	0.4732	0.4738	0.4744	0.4750	0.4756	0.4761	0.4767
2.0	0.4772	0.4778	0.4783	0.4788	0.4793	0.4798	0.4803	0.4808	0.4812	0.4817
2.1	0.4821	0.4826	0.4830	0.4834	0.4838	0.4842	0.4846	0.4850	0.4854	0.4857

RESEARCH DOCUMENTATION







