



**THE EFFECT OF STORYTELLING
ON STUDNT'S SPEAKING ABILITY
AT GRADE X SMA N 1 ANGKOLA SELATAN (TAPSEL)**

A THESIS

*Submitted to the State Islamic University of Syekh Ali Hasan Ahmad
Addary Padangsidempuan as a Partial Fulfillment of the Requirement
for Graduate Degree Education (S. Pd) in English*

Written By:
ANGGI HANDAYANI HARAHAHAP
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**ENGLISH EDUCATIONAL DEPARTMENT
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
OF SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
2023**



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LETTER OF AGREEMENT

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Padangsidempuan, January 2023

Item : 7 (seven) exemplars

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To: **Dean**

Tarbiyah and Teacher Training Faculty

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Padangsidempuan

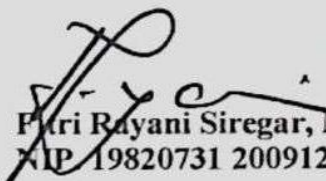
Assalamu 'alaikum wr.wb.

After reading, studying and giving advice for necessary revision on the thesis belongs to **Anggi Handayani Harahap**, entitled “**The Effect of Storytelling on Students’ Speaking Ability at Grade X SMA N 1 Angkola Selatan (TAPSEL)**”. We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in IAIN Padangsidempuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan. Thank you.

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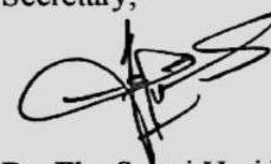
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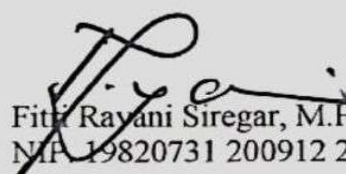
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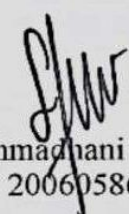
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LEGALIZATION

**Thesis : The Effect of Storytelling on Student's
Speaking Ability at Grade X SMA N 1 Angkola
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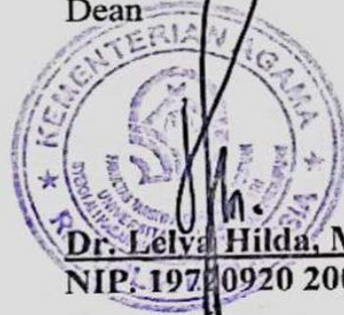
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ABSTRACT

This Research focussed on the effect of storytelling on students' speaking ability at grade X SMA N 1 Angkola Selatan (Tapsel). The problems of the students were; 1) most of the students are not able to pronounce English sound accurately, 2) a lot of students hard to speak English fluently, 3) a lot of students hard to speak in good grammatically. 4) a lot of students less in vocabulary, 5) a lot of students hard to speak English in daily communication.

The purposes of this research were; 1) to examine the students' speaking skill at grade X SMA N 1 Angkola Selatan before implementation storytelling. 2) To examine the students' speaking skill at grade X SMA N 1 Angkola Selatan after implementation storytelling, and 3) to examine whether there is significant effect of storytelling on students' speaking skill at grade X SMA N 1 Angkola Selatan.

The kind of this research was quantitative research with experimental method. The population were all of the students at the tenth grade of SMA N 1 Angkola Selatan. The sampel were X IPS 2 as experimental class that consisted of 26 students and X IPS 1 as control class that consisted of 29 students. The data were collected through pre-test and post-test in oral speaking and analyzed by using t-test formula.

The result of research shows that the mean score of experimental class was higher than experimental class in pre-test after using storytelling. The mean score of experimental class in pre-test was 55.83 and the mean score of experimental class in post-test was 77.3. In addition, after doing t-test, the researcher found that $t_{count} > t_{table}$ ($13.46 > 2.00$). Therefore, alternative hypothesis (H_a) of this research was accepted and hypothesis (H_0) was rejected. It can be concluded that there was significant effect of storytelling on students' speaking ability at grade X SMA N 1 Angkola Selatan (Tapsel).

Key Words: Storytelling Strategy, Speaking Ability

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ABSTRAK

Penelitian ini berfokus pada pengaruh storytelling terhadap kemampuan berbicara siswa kelas X SMA N 1 Angkola Selatan (Tapsel). Masalah siswa adalah; 1) sebagian besar siswa tidak mampu mengucapkan bunyi bahasa Inggris dengan akurat, 2) banyak siswa sulit berbicara bahasa Inggris dengan lancar, 3) banyak siswa sulit berbicara dengan tata bahasa yang baik, 4) banyak siswa yang kurang kosa kata, 5) banyak siswa yang kesulitan berbicara bahasa Inggris dalam komunikasi sehari-hari.

Tujuan dari penelitian ini adalah; 1) untuk menguji keterampilan berbicara siswa kelas X SMA N 1 Angkola Selatan sebelum penerapan storytelling. 2) Untuk menguji keterampilan berbicara siswa kelas X SMA N 1 Angkola Selatan setelah penerapan storytelling. dan 3) untuk menguji apakah ada pengaruh yang signifikan dari bercerita terhadap keterampilan berbicara siswa di kelas X SMA N 1 Angkola Selatan.

Jenis penelitian ini adalah penelitian kuantitatif dengan metode eksperimen. Populasinya adalah seluruh siswa kelas X SMA N 1 Angkola Selatan. Sampel tersebut adalah kelas X IPS 2 sebagai kelas eksperimen yang terdiri dari 26 siswa dan kelas X IPS 1 sebagai kelas kontrol yang terdiri dari 29 siswa. Data dikumpulkan melalui pre-test dan post-test dalam berbicara lisan dan dianalisis dengan menggunakan rumus t-test.

Hasil penelitian menunjukkan bahwa nilai rata-rata kelas eksperimen lebih tinggi daripada nilai rata-rata kelas kontrol setelah menggunakan metode bercerita. Nilai rata-rata kelas eksperimen pada pre-test adalah 55,83 dan nilai rata-rata kelas eksperimen pada post-test adalah 77,3. Selain itu, setelah melakukan uji-t, peneliti menemukan bahwa $t_{hitung} > t_{tabel}$ ($13,46 > 2,00$). Dengan demikian, hipotesis alternatif (H_a) penelitian ini diterima dan hipotesis (H_0) ditolak. Dapat disimpulkan bahwa ada pengaruh yang signifikan dari bercerita terhadap kemampuan berbicara siswa di kelas X SMA N 1 Angkola Selatan (Tapsel).

Kata Kunci: Strategi Storytelling, Kemampuan Berbicara

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Nothing in the world is perfect, I realize that there are still many shortcomings in this thesis. Therefore, I would be very grateful for correction to improve this thesis. Comments and criticism are also expected from all the readers of this thesis.

Padangsidempuan, 19 July 2022
Researcher

ANGGI HANDAYANI HARAHAP
Reg. No. 18 203 00053

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CHAPTER I

INTRODUCTION

A. Background of the Problem

One of the important skill that students be mastered in English is Speaking. Speaking is hard to be mastered for some learners . Especially in English, learners often think about grammar when speak whereas it is not really important. Because the aim of speaking is communication. The speaker and listener can be understood each other. Then, most teachers have already used some methods to present their middle school speaking activity, but students are still fail. It was known from the observation when the researchcer communicate with the learners. The result was, learners did not answer what the researcer said.

Conveying meaning from the speaker to the listener is the purpose of speaking. Speaking become an important part in language because it is the basic term to communicate. When the students be able to speak means that students understand the language. Speaking happened between to or more person that called listener and speaker. From the speaking activity, it has been known wheter the students understand or not by looking the feedback from both. Teacher has a lot involvement in the classroom when teaching speaking. Beside that, teachers have to prepare the appropriate media in speaking as well such as teaching materials to achieve educational goals. The purpose of this effort is to improve curriculum outcomes.

Since English is not the native language in Indonesia, there are so many problems in teaching and learning English. English become a second language for the most country in the world include Indonesia. The government in each country insert English to the curriculum. The purpose of this was students hope understand English to face the global competition. Learning words, phrases and grammatical functions needs to make speaking be fluent and students have lots of word. So, there will be various of sentence when speaking.

Douglas Brown said that The 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 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.

Focusing on the problem in English Foreign Language (EFL), the problems observe by the researcher happen at SMA N 1 Angkola Selatan in teaching and learning English especially in teaching speaking. Dealing with the expectation of the objective in speaking skill is not easy and simple, either for the teachers or students.

Commonly students feel afraid and nervous when they want to speak or communicate using English in front of their classmates. Then the students

¹ H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, Third Edit (Sans Fransisco: Pearsion Education, 2007).

do not have any ideas or initiative to speak English, because the lack of vocabulary, grammatical patterns, and lack of practicing English speaking. The students still frequently make mistakes in pronouncing the English words, and the students often misunderstanding in communication because they don't comprehend about the meaning.

From the English teacher of SMA N 1 Angkola Selatan that the teacher in that school was seems to be monotonous when teaching. Next, It was known that teachers used old strategies rather than teaching approach so that students' speaking ability was still lack. It is the problem that was researcher found in this school. In addition, teacher should apply approach learning in order to know the problem of the students in speaking specifically. So that teacher knew how to solve the problem. Speaking mastery is integrated with genre mastery. One of the genres taught this semester is story texts. In order to understand the narrative text, students must achieve several indicators of the narrative text. Students should be able to tell stories in the textual form of stories, retell stories they are familiar with, and tell stories using a given set of images.² It mean students must be able to tell a story by mastering the text in order to convey a story properly.

Here, researcher believes that storytelling strategies make speaking activities fun and engaging. Storytelling is a mean of sharing and interpreting experiences. She believes that storytelling strategies can

² Natra Novyta Lubis, English Teacher SMA N 1 Angkola Selatan, Private Interview, Friday, 14 January 2022

motivate students to speak English freely. It also makes the learning process fun for students.

Based on Ann Koziouich in Hairiyanto said that, storytelling is a compelling strategy of sharing experience in order to make sense of our world right here and now. Storytelling in any form is a natural way for students to build speaking ability.³ In short, storytelling is an activity in which teachers and students may interact with each other through stories.

Storytelling is the process by which a narrator tells a story in an authentic setting, using gestures, sounds, and images to convey a specific message to the audience involved in the storytelling process. The process of imparting facts and vocabulary is easier to remember. Storytelling is a language teaching strategy in which students briefly summarize a story or story they have heard from someone before or compose their own story to tell their classmates.

The process of teaching is not always easy, being a teacher means that knowing all the elements in the teaching and learning process. The most achievement for a teacher is to see the students' progress in the teaching and learning process. Based on the above facts, it is available to study "The Effect of Storytelling on Students' Speaking Ability at Grade X SMA N 1 Angkola Selatan (Tapsel)".

³ Hairiyanto, "The Effect of Storytelling Technique Towards Students' Speaking Ability at Class XI of State Islamic Senior High School (MAN) Salido" 2, no. 1 (2018).

B. Identification of the Problem

Especially in SMA N 1 Angkola Selatan (Tapsel), researcher found that there are some problems in Speaking skill at grade X of SMA N 1 Angkola Selatan (Tapsel) following are:

1. Most of the students not able to pronounce English sound 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 limits the material use storytelling in kinds of legend in teaching narrative text. The researcher 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 legend that make students interested in practicing English.

D. Formulation of the Problem

To clarify the problem of this study, the researcher formulates the problem as follows:

1. How is the students' speaking skill at grade X SMA N 1 Angkola Selatan before storytelling strategy?

2. How is the students' speaking skill at grade X SMA N 1 Angkola Selatan after storytelling strategy?
3. Is there any significant effect of storytelling on students' speaking ability at grade X SMA N 1 Angkola Selatan?

E. Purposes of the Research

From the above formulation, the objectives of this research are:

1. To examine the students' speaking skill at grade X SMA N 1 Angkola Selatan before implementation storytelling.
2. To examine the students' speaking skill at grade X SMA N 1 Angkola Selatan after implementation storytelling.
3. To examine whether there is significant effect of storytelling on students' speaking skill at grade X SMA N 1 Angkola Selatan.

F. 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.

G. Definition of Operational Variables

The researcher has conveyed some theories of each variable.

Therefore, writer can conclude both variables as follows:

1. Storytelling

Storytelling is a tale to one or more listener through voice and gesture.

In oral telling, we usually repeat things more than redundancy, especially if the students are having difficulty following.

2. Speaking Ability

Speaking is the ability to communicate orally between speaker and a listener, to exchange information, feelings and ideas, and to understand the meaning of verbal or non-verbal use in a variety of life situations.

H. Outline of the Research

The structure of this study is divided into five chapters. Each chapter consists of a number of sub-chapters with details on:

Chapter 1 consists of the background of the problem, the identification of the problem, the limitation of the problem, the formulation of the problem, the purpose of the research, the meaning of the research, and the structure of the thesis.

Chapter 2 consists of theoretical explanations and sub-chapters such as theoretical explanations of speaking ability and explanations of storytelling. Then review relevant results, conceptual frameworks, and hypothesis.

Chapter 3 consists of the methodology of the study, the time and place of the study, the study design, the population and sample, the study equipment, the techniques of data collection, and finally the techniques of data analysis and an overview of the paper.

Chapter 4 consist of the result of the research, this chapter is talking about data analysis, description of the data and threats of research. Chapter 5 deals with conclusions and suggestions. There are several conclusions that can be drawn from the results of this study. Therefore, researchers have some suggestions for students and teachers.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

1. Teaching Speaking

a. Definition of Teaching 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 ability is a skill needed in part of life, it is a mean of someone to express their opinions, feelings, ideas or information to a person orally either face to face or from a distance.

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.

David Nunan said, speaking has been described as the ability to express one-self in life situations, or to describe actions or situations in precise terms, or to speak or express a train of thought

fluently.¹ It means that speaking is a skill used in daily life communication.

Burns & Joyce define speech as an interactive process of meaning construction involving the generation, reception, and processing of information. It is form and meaning depend on the circumstances in which it occurs, such as the participants themselves, the physical environment, and the purpose of speaking.² It can be inferred that speaking enables speakers to communicate with other without appropriate grammar.

Speaking means to negotiate intended meanings and adjusting a speech to produce the desired effect on the listener. According to Richards states that speaking is one of the elements of communication.³ It means speaking is a communication skill that enables a person to verbalize thought and ideas.

Paulston and Brunder said speaking ability is understood as the goal of language teaching. Developing speakers who can communicate in the target language.⁴ Speaking is the ability to communicate orally between a speaker and a listener, to exchange information, feelings and ideas, and to understand the meaning of verbal or non-verbal use in a variety of life situations. This suggests

¹ David Nunan, *Practical English Language Teaching*, (New York: Mc. Grow Hill, 2003).

² Burns and Joyce, *Teaching Speaking Skills* (Masaryk, American, 2011).

³ Jack C Richards, *Communicative Language Teaching "Approaches and Methods in Language Teaching"* (Cambridge: Cambridge University Press, 2006).

⁴ Christiana Brat Paulston and Mary Newton Brunder, *Teaching English as a Second Language: Techniques and Procedures*, 2nd ed. ((Massachusetts: Winthrop Publisher Inc), 2006).

that speaking is the most important skill when learning a foreign or second language.

According to Chaney and Burke in Said and Waris, speech is the process of constructing and sharing meaning using verbal and non-verbal symbols in various contexts.⁵ Skills are learned over and over again. It is primarily neuromuscular and not an intellectual process.

Based on the above statement, the researcher concludes that the person speaking needs to understand what he or she is saying. You need to build some talking points that lead others to react to what you are saying. Therefore, from the definition above, can be concluded that speaking ability is the ability of students to express their thoughts verbally, represented by speaking scores.

b. Difficulties of Speaking

There are lots of factor that made students hard to speak. But, students and teachers should know what the factors to know the way to solve it, here are some difficulties in speaking based on Brown:⁶

1) Clustering

⁵ Said and Waris, "Developing Speaking Skill of Grade VIII Students Through Short Conversation".

⁶ H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy Second Edition* (New Jersey: Englewood Cliffs, 2001).

Fluent speech is phrases, not word-by-word. Through such clustering, learners can cognitively and physically organize their outcomes (in breathing groups).

2) Redundancy

In order to make the sentence clearer, the speaker need repeat the sentence again so the listener can be more understand what speaker said.

3) Reduced Forms

Some words may exist in communication but not exist in English. Some used it when communicate. It need to make the speaking or communication more natural.

4) Performance Variables

It was hard to understand when the native spoke because native often speak fast and there was no hesitation in speaking. However, when non-native speak, it was often to see delay to think and sometime there was pause. So that, it was easier to understand the non-native than native.

5) Colloquial Language

One of the benefits of spoken language is that the thought process manifests a certain number of performance delays, pauses, setbacks, and corrections.

6) Rate of Delivery

Another important characteristic of fluency is the speed of transmission. One of the responsibilities of teaching spoken English is to ensure that learners achieve acceptable speed along with other attributes of fluency.

7) Stress, Rhythm and Intonation

This is the most important feature of English pronunciation. The English rhythms and intonation patterns produced by stress to explain the message.

8) Interactions

It was happened through speaking. Good interaction will be gotten by understanding which can be through speaking. Eight factors that make speaking difficult, if we can master some of these eight factors, then speaking will be very enjoyable and easy to understand.

Difficulties in speaking are not a reference for not being able to speak English fluently, with these difficulties we can learn to know what needs to be improved when we speak. From these difficulties the researcher knew what things was the source of being able to speak loudly and quickly.

c. How to Teach Speaking

There are three basic reasons why we recommend giving students assignments that encourage them to use all available languages:⁷

a) Rehearsal

Allowing students to have open-ended discussions gives them the opportunity to rehearse their discussions outside the classroom. Participating in a role-playing game at an airport check-in counter allows you to rehearse such real life even in the safety of the classroom. This is not the same practice for which more in-depth studies are conducted. Instead, it is a way for students to get a feel for what communicating in a foreign language is really like.

b) Feedback

A speaking task that tries to use all the languages the student knows provides feedback to the teacher and the student. Teachers can check class grades and language problems. Students can also see how easy it is to find a particular style of speaking and what they need to do to improve.

c) Engagement

A good speaking activity can and should be very motivating. If all students practice well, teachers can set up activities well, and provide empathetic and helpful feedback, students will

⁷ Jeremy Harmer, "How to Teach English" (England: Wesley Longman, 1998).

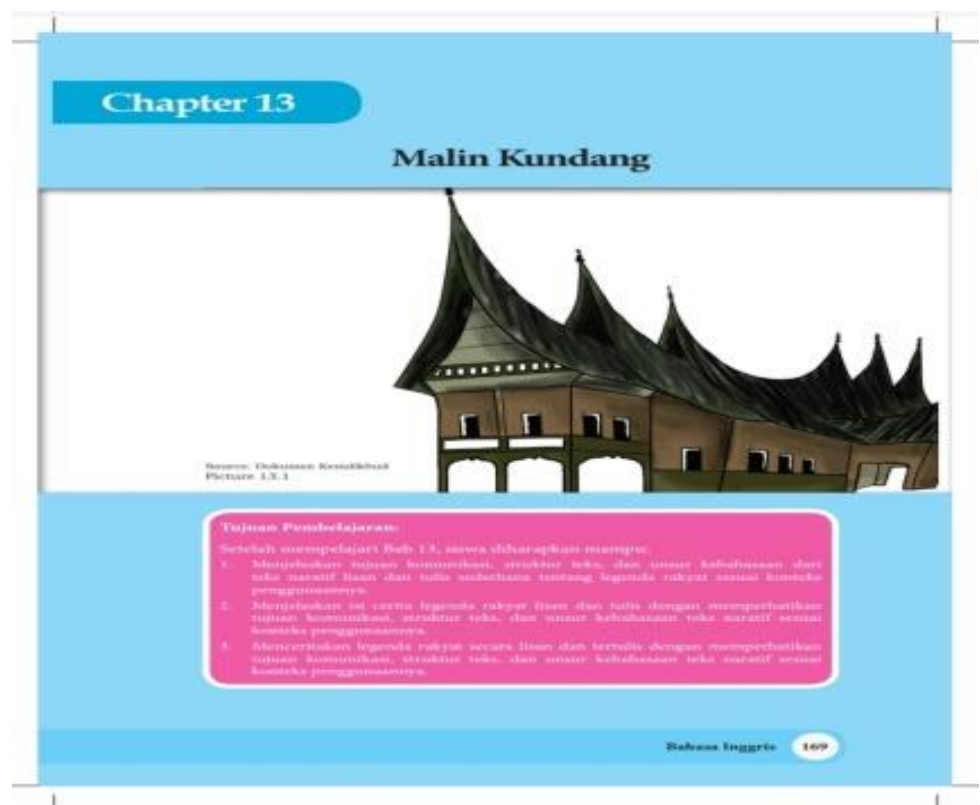
derive great satisfaction from the activity. Many speaking tasks (role-playing, problem-solving in discussions, etc.) are fun in and of themselves.

Based on the three basic categories, it will be easier for students to learn speaking and they will understand it very easily, because they use all the languages they get from learning it.

d. Materials of Teaching Speaking

Here is the example of material:

The Legend of Malin Kundang⁸



⁸ Utami Widiati, *Bahasa Inggris SMA/MA/SMK/MAK Kelas X*, 3rd ed. (Jakarta: Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud, 2017).



VOCABULARY BUILDER

Match the words with the Indonesian equivalents. Compare your work to your classmate's.

live hard (<i>verb</i>)	menikmati
passed away (<i>verb</i>)	kaya raya
raided (<i>verb</i>)	hidup susah
pirates (<i>noun</i>)	meninggalkan
bravery (<i>noun</i>)	menyerang
defeat (<i>verb</i>)	menghancurkan
wealthy (<i>adjective</i>)	membajak
recognized (<i>verb</i>)	keberanian
merchant (<i>noun</i>)	menjual
denied (<i>verb</i>)	pedagang atau saudagar
pleaded (<i>verb</i>)	meninggal
curse (<i>verb</i>)	bajak laut
wreck (<i>verb</i>)	mengetahui



PRONUNCIATION PRACTICE

Listen to your teacher reading the following words. Repeat after him/her.

live hard	/ lɪv ha:rd /
passed away	/ pæsd ə weɪ /
raided	/ reɪdɪd /
pirates	/ paɪrəts /
bravery	/ brəvəri /
defeat	/ di fi:t /
wealthy	/ weɪli /
recognized	/ rekəgnəzɪd /
merchant	/ mɜ:ʃ ə nt /
denied	/ di naɪd /
pleaded	/ pli deɪd /
curse	/ kɜ:rs /
wreck	/ rek /

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READING

Read the following text, and then answer the following questions.

THE LEGEND OF MALIN KUNDANG

A long time ago, in a small village near the beach in West Sumatra lived a woman and her son, Malin Kundang. Malin Kundang and his mother had to live hard because his father had passed away when he was a baby. Malin Kundang 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 sell the caught fish in the town.

One day, when Malin Kundang was sailing, he saw a merchant's ship being raided by a band of pirates. With his bravery, Malin Kundang helped the merchant defeat the pirates. To thank him, the merchant allowed Malin Kundang to sail with him. Malin Kundang agreed in the hope to get a better life. He left his mother alone.

Many years later, Malin Kundang became wealthy. He had a huge ship and a lot of crews who worked loading trading goods. He was also married to a beautiful woman. When he was sailing on his trading journey, his ship landed on a coast near a small village. The local people recognized that it was Malin Kundang, a boy from the area. The news ran fast in the town; "Malin Kundang has become rich and now he is here".

An old woman, who was Malin Kundang's mother, ran to the beach to meet the new rich merchant. She wanted to hug him to release her sadness of being lonely after a long time. When his mother came near him, Malin Kundang who was with his beautiful wife and his ship crews denied that she was his mother. She had pleaded Malin Kundang to look at her and admit that she was her mother. But he kept refusing to do it and yelling at her. At last Malin Kundang 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 to leave the old woman who was then full of sadness and anger. Finally, feeling enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize to her. Malin Kundang just laughed and set sail. Suddenly a thunderstorm came in the quiet sea, wrecking his huge ship. He was thrown out to a small island. It was really too late for him to avoid his curse; he had turned into a stone.

Taken with adaptation from: <http://understan.dgriest.blogspot.com/2009/05/narrative-analysis-on-malin-kundang.html>

e. Speaking Assessment

Speaking assessment of examinees in pairs, or even groups, has become the object of a growing amount of attention from both researchers and language assessment practitioners. The procedure is often referred to as “paired orals” or “group orals. “Such formats are argued to hold potential for increased interactivity and authenticity relative to a one-on-one interview. However, the added complexity complicates rating. Nevertheless, paired and group oral assessments have successfully been incorporated into large-scale assessment programs. Here the indicators of speaking:⁹

1) Accent

Accent is a complex area, with a lot of sub skills that can be practiced. The basic rule of thumb is that an average speaker can speak can use the sub skills of accent to emphasise and make the communicative effect of their speech more impactful.

2) Grammar

Grammar includes lots of important areas for spoken language such as an understanding of tenses and the correct way to structure sentences. Grammar helps us to convey information in a way that the listener will recognize and understand.

⁹ Sari Luoma, *Assesing Speaking*, ed. J. Charles Alderson & Lyle F. Bachman, 1st ed. (new York: Cambridge University Press, 2004).

3) Vocabulary

Vocabulary is where students understand the meanings and pronunciations of words necessary for communication. When they understand what a word means, they can check what the word or sentence means. This is so important so they can keep up a conversation.

4) Fluency

Fluency is the ability to hear words and understand them straight away. If they see a word written down, they can read it aloud and pronounce it properly. Ways to develop this include guiding your students to read passages out loud. You could also get your students to read aloud in front of the class. This builds their confidence and also helps them to announce better.

5) Comprehension

Comprehension is the power of understanding an exercised aimed at improving or testing ones understanding of a language in written or spoken. In sum, comprehension can be defined as the ability to understand spoken English. Comprehension in speaking is the aim of many language learners.

Assessment is one of the systematics for obtaining results in the teaching and learning process, that assessment will be reference for knowing the development of students, from the speaking

assessments above the teacher can categorize students according to their respective abilities.

2. Storytelling

a. Definition of Storytelling

Storytelling is an oral activity to grab audience's attention by using multisensory stirring emotion of an event in a story, it involves improvisation in telling the story, facial gestures, body movement, and gestures are use in a colorful way to create scenes in a sequence, however, storytelling consists of more than just storytelling.¹⁰ It can be inferred that Storytelling is retelling a literary text that has a sequence of events including the act of using voice and body language to communicate the text from one person to others in colorful ways to create scenes.

Storytelling is a basic human strategy for coming to term with fundamental elements of our experience, such as time, process and change. It's a powerful way to share and transfer knowledge especially experience knowledge. Instead, there are several approaches they use to conquer their fears, among them storytelling which use as strategy in speaking skill.¹¹ It can be storytelling is one

¹⁰ Yunita Hidayati, "The Effect of Storytelling Towards Students' Speaking at X Grade Students of MA Nurul Haramain Boarding School" 7, no. 2 (2019).

¹¹ Linde Zingaro, "*Speaking Out Storytelling For Education*" (United States of America: Library of Congress Cataloguing, 2005).

of strategy to increase students' willingness in teaching and learning process.

Storytelling is natural way for students to build literacy skill and learning how to tell a story by writing it down, talking about it and learning to actively listen to someone else's story.¹² In short, storytelling is activity in which teacher and students may interact each other through story. In addition, also a method can be used in order to make students creative in using their language by involving imagination and the use of language and gestures to create scenes in the mind of the listeners.

Storytelling is to retell the story having read or heard by using the storytellers, own words based on their understanding about the story.¹³ Storytelling helps listening and speaking skills also. Children will learn the importance 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.

Josephine said storytelling is present in many aspects of human life. Stories are told by grandparents, parents, and other family

¹² Yanto, "The Effect of Storytelling Technique Towards Students' Speaking Ability at Class XI of State Islamic Senior High School (MAN) Salido."

¹³ Mukminatun Zuhriyah, "Storytelling to Improve Students' Speaking Skill" 10, no. 1 (2017).

members.¹⁴ Professional storytellers share their tales at fairs, festivals, 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.¹⁵ It inferred to make students creative in using their language by involving imagination and the use of language and gestures to create scenes in the mind of the listeners.

This simplified explanation of storytelling is the oldest form of educational activity in speaking skill that can stimulate the learners to enjoy the speaking learning process. It has many benefits, such as entertainment, education, cultural preservation, and instilling moral values. It also has elements that have to be noticed, they are the plot, characters, and narrative point of view.¹⁶ In

¹⁴ Josepha Sherman, *Storytelling An Encyclopedia of Mythology and Folklore* (Myron E. Sharpe, 2008).

¹⁵ Zuhriyah, “Storytelling to Improve Students’ Speaking Skill.”

¹⁶ Hidayati, “The Effect of Storytelling Towards Students’ Speaking at X Grade Students of MA Nurul Haramain Boarding School.”

addition, story is the full sequence of events in a work of fiction as we imagine them to have taken place, in the order in which they would have occurred in life.

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.

b. The Types of Stories

There are three types of stories, they are: legend (sagen), folktale (marchen) and myth.¹⁷

a) 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.

¹⁷ Sherman, *Storytelling An Encyclopedia of Mythology and Folklore*.

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 fables that teach morals and warn against bad behavior.

b) Legend

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 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.

c) 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.

The types of stories above will make it easier for the storyteller to tell a story that will be told based on the type of story, and the listener will immediately understand where the story is being told by the storyteller because the story has been categorized based on its type.

c. Procedures of Teaching

The procedure of the implementation of storytelling in the instructional process covers three activities, they are follows:¹⁸

1. 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.
2. In speaking session, the teacher prepares a text 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 body movement. The teacher performers by giving correct pronunciation, stress, and intonation. After that asks students to practice with their friends.
3. The last activity is retelling story performance. In this activity, the teacher asks the students to have storytelling performance in front of the classroom individually. The teacher also let the students to bring series when they have performance.

The procedures of storytelling according to Edwards & Willis as follows:¹⁹

¹⁸ Gail E. Tompkins, *Language Arts: Content and Teaching Strategies* (New Jersey: Prentice-Hall, 1995).

¹⁹ Corony Edwards and Jane Willis, *Teachers Exploring Tasks in English Language Teaching* (Oxford: Oxford University Press, 2005).

1. The students have heard a story once. Teacher can tell the students that each time they read a text, they will become more familiar with the language of the story and will be able to participate more in different ways.
2. Storytelling using local legends can help teacher to set values and to introduce cultural identities to the students. The participant was selected as the representative of a group which is appropriate with one of case study features.
3. 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.

From the teacher's story procedure, it will be easier for them to convey moral messages to students, and they will understand more quickly what the contents of the story are.

d. **The Advantages and Disadvantages of Storytelling Strategy**

1) The Advantages of Storytelling

The most important advantages of storytelling may be summarized as follows:²⁰

- 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.

²⁰ Mauro Dujmovi, "Storytelling as a Method of Efl Teaching" 1 (2006).

- 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 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 help 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. From the benefits of Storytelling above, the researcher concludes that storytelling is very beneficial for students, because from of stories can make students become motivated to imagine and express their aspirations directly, so that without realizing they speak and express opinions.

2) The Disadvantages of Storytelling

Disadvantages of storytelling strategy are:²¹

- a) The students do not see the relationship between what he 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 fell bored if the teacher monotonous and do not allow them being part of it. From same of the weaknesses of storytelling above, the researcher concluded that storytelling can make students bored if the teacher is too monotonous in learning. Students will find it very difficult to tell a story that has been

²¹ Herlinda, "The Effect Of Storytelling Strategy Toward Students' Speaking Ability of Narrative Text at VIII Grade of SMP N 1 ARSE," no. 16 (2021).

prepared by the teacher, because students do not listen to what the teacher conveys.

So, based on the explanation above, can be concluded that storytelling is the best way to apply the students' ability to convey a story with steps that are not monotonous so that students are more confidence in using language that is easy to tell a story. In other side, storytelling sometimes make the student fill bored to listen the other students' perform, also the students would feel difficult because the students should memorize some gestures that needed in the story.

3. Teaching Speaking by Using Storytelling

The use of storytelling strategy in speaking is one of consideration. In language learning and inactivating speaking ability of students, the use of storytelling becomes necessity and it is intended to promote students speaking ability competence. However, it does not mean that this strategy is really satisfied. Here some activities in class as follow:

- a. Pre Teaching (20 minutes)
 - a) The teacher enters the class and checks the cleanliness of the class.
 - b) The teacher checks student attendance list
 - c) The teacher invites students to pray together before starting the teaching and learning process
 - d) The teacher conveys the indicators and learning objectives

- e) The teacher does apperception that is the teacher asks the students about what they are doing at home
 - f) The teacher provides motivation, namely the teacher provides direction and motivation so that students always carry out their duties and responsibilities properly and honestly.
- b. While Teaching (100 Minutes)
- a) 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.
 - b) In speaking session, the teacher prepares a text 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 body movement. The teacher performs by giving correct pronunciation, stress, and intonation. After that asks students to practice with their friends.
 - c) The last activity is retelling story performance. In this activity, the teacher asks the students to have storytelling performance

in front of the classroom individually. The teacher also let the students to bring series when they have performance.²²

c. Post Teaching (15 minutes)

- a) Students are directed to conclude the material on how to give and ask for information related to simple folk legends.
- b) Students and teacher reflect on the activities that have been carried out in the teaching and learning process.
- c) The teacher conveys the lesson plan for the next meeting.
- d) Teacher and students pray as the closing of the lesson.

4. Teacher's Strategy

Teacher strategy is intended as a teacher's effort in creating an environment system that enables the teaching process, the learning objectives that have been formulated can be achieved and succeeded.²³

So a teacher is required to have the ability to organize in general the components of learning. In the learning process requires a strategy in improving the performance of a teacher, because the teacher is the subject in implementing the learning strategy.

Teacher Strategy at Grade X SMA N 1 Angkola Selatan:

a. Pre Teaching (15 minutes)

²² Tompkins, *Language Arts: Content and Teaching Strategies*.

²³ Irikawati, "Identifying Teacher's Strategies In Teaching Writing" 2, no. 2 (2017).

- 1) Opening with greetings and praying to start learning, checking the attendance of students as a discipline.
 - 2) Linking the material/theme/learning activities that will be carried out with the experience of students with the previous material/theme/activity/as well as asking question to remember and connect with the next material.
 - 3) Conveying motivation about what can be obtained (benefit objectives) by studying the material: sentences that contain parts of the legend of a story.
- b. While Teaching (60 minutes)
- 1) Literacy activities

Students are given motivation and guidance to see, observe, read, and rewrite it. They are given shows and reading material related to sentence material that contains parts of the legend of a story.
 - 2) Critical Thinking

The teacher provides an opportunity to identify as many things as possible that are not understood, starting from factual questions to hypothetical questions. This question must still be related to the sentence material that contains the legend part of a story.
 - 3) Collaboration

Students are formed in groups to discuss, gather information, re-presents, and exchange information about sentences that contain parts of the legend of a story.

4) Communication

Students present the results of group or individual work as well as classical, express opinions on the percentages made and then respond back to the groups or individuals who present.

5) Creativity

The teacher and students make conclusion about the things they have learned related to sentences that contain parts of the legend in a story. Students are then given the opportunity to ask questions about things that have not been understood.

c. Post Teaching (15 minutes)

- 1) Students make a summary/conclusion of the lesson about the important points that appear in the new learning activity.
- 2) Teacher review of the lesson about the important points that appear in the new learning activity.

B. Review of Related Findings

To avoid the same title used in the research, than the writers shows the relevant research that have done by another people before. First, the research was conducted by Hairi Yanto. He found that data students pre-test

and post-test, the following be descript research has been conducted of students' speaking ability. It appears that the average student learning outcomes speaking on the experimental class is 54, while the control class had an average of 38. This indicated that the learning outcomes of students in the experimental class higher than the control class.²⁴

Second, research is Febriana, she found that whether or not teaching english speaking using storytelling technique was effective to improve the student speaking ability. This research used one group pretest-posttest design and quantitative research method. The instrument of this research was pre-test and post-test.²⁵

The third research has done by Hidayati. She said the storytelling technique has a significant impact toward students' speaking skill. The result of sig.2-tailed is lower than 0.05 and test is higher than t-table, that indicated once again the hypothesis that the researcher said is now accepted sample t-test was calculated to analyze the effect of storytelling toward student's speaking skill, the result showed that the sig.2-tailed 2.018) As a result, it can be interpreted that the storytelling was significantly affecting the student's speaking skill.²⁶

The fourth research by Zurriyah and Mukminatus that said speaking is the first way to interact with others in the social community. Furthermore,

²⁴ Yanto, "The Effect of Storytelling Technique Towards Students' Speaking Ability at Class XI of State Islamic Senior High School (MAN) Salido."

²⁵ Hurnia Pebriana, "Improving Students' Speaking Skill By Using Storytelling at Class VII G SMPN 15 Mataram" (Universitas Mataram, 2015).

²⁶ Hidayati, "The Effect of Storytelling Towards Students' Speaking at X Grade Students of MA Nurul Haramain Boarding School."

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.²⁷

The fifth research by Adnan Zaid and Sri Sarjiati they said research findings showed the data collected from two observations revealed that there was 1.06 % improvement of the students' speaking ability. It is seen that the mean score on each indicator is below 80.00. It means that their speaking ability is still low. Although the mean scores were still below 80.00, their achievement was better than their achievement in the first meeting. It is seen that there was an increase of 1.06% in students' speaking ability. It means that Story telling could improve the students' speaking ability.²⁸

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 student's 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

²⁷ Zuhriyah, "Storytelling to Improve Students' Speaking Skill."

²⁸ Dr. Adnan Zaid, "The Use of Storytelling To Improve Students' Speaking Ability" 2 (2003).

speaking in order to improve students speaking skill and purposed to get communication well.

Here, the researcher thinks that retelling story will make the speaking activity became joyful and attractive. Through storytelling technique, I believe the students will be more motivate to performance with speak English freely because at the first, they have been stimulate to comprehend the story. It is also makes the students enjoy the learning process.

Concept of storytelling is to make students easier to understand the vocabulary. The effect of storytelling to vocabulary mastery can be seen as picture follow:

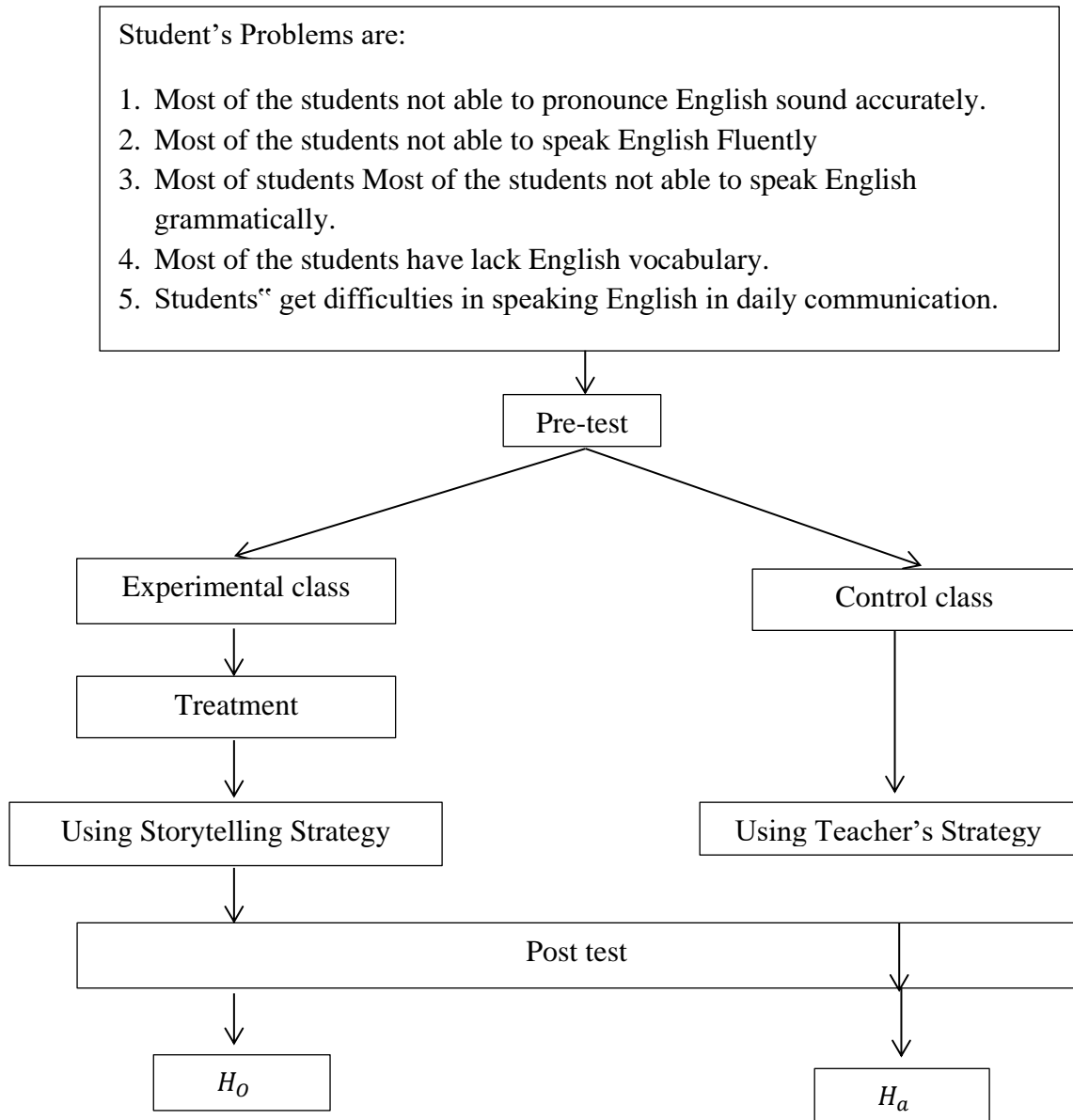


Figure 1: Conceptual Framework

Based on the conceptual framework above, storytelling is the strategy that use the researcher to make the students easier to understand the text. First, the researcher gives pre-test to the students before treatment. Then Researcher gives the treatment by using storytelling to experimental

class, and teacher strategy to control class. The last, the researcher give post-test to find out the effect of Storytelling on Students' Speaking Ability at Grade X SMA N 1 Angkola Selatan.

D. Hypothesis

The researcher formulates the hypothesis of the research stated that:

Alternative hypothesis (H_a) : There is a significant effect of storytelling on students' speaking ability at grade X SMA N 1 Angkola Selatan.

Null hypothesis H_0 : There is no significant effect of storytelling on students' speaking ability at grade X SMA N 1 Angkola Selatan.

CHAPTER III

RESEARCH OF METHODOLOGY

A. Place and Time

The research location is in SMA N 1 Angkola Selatan. It is in Jalan Simarpinggan, Napa, Angkola selatan, Tapanuli Selatan, North Sumatera. The research was conducted start from January 2022 until Desember 2022.

B. Research Design

The nature of this study is a quantitative study with experimental methods. This study uses two of his classes, an experimental class and a control class. Experimental classes are classes taught using storytelling strategies as therapeutics, and control classes are classes taught using conventional methods.

This research has been done by true experimental design with a pre-test and post-test control group design. The pretest-posttest control group design includes two subject groups. In this design, the effect of treatment on the dependent variable is tested by comparing the dependent variable status of the post-treatment experimental group with the untreated control group. A study design using one treatment is shown below:

Table I**Table of Design Instrument**

Class		Treatment	
Experimental Class	Pre-test	Teaching Speaking by Using Storytelling Strategy	Post-test
Control Class	Pre-test	X	Post-test

C. Population and Sample

1. Population

The population of this study are all X class students of SMA N 1 Angkola Selatan. It consists of 165 students in 6 classes. You can see it in the table as below:

Table II**Population of Grade X SMA N 1 Angkola Selatan**

No	Class	Total
1	X IPA 1	26
2	X IPA 2	27
3	X IPA 3	27
4	X IPS 1	29
5	X IPS 2	26
6	X IPS 3	30
	TOTAL	165

2. Sample

Sampling is the process of selecting a large number of people for research to be representative of the larger selected group. A sample contains people, things, or events selected from a larger group called a population.¹ The population for this study is sufficiently large and homogeneous that it should be divided into classes or groups. In this study, the researchers used cluster samples taken from the population without relying on stratified random probabilities, but very closely to the grading or grouping of school classes. So, based on pre-observation of researcher, students X IPS 1 and X IPS 2 had some ability in speaking lesson.

The source of this information is the results of students and English teachers during the exam showing that all students passed the exam, which is the goal of Perfection 60. So, from the above fact, researcher found the sample that homogeny. They are X IPS 1 and X IPS 2. X IPS 2 as the experimental class that consist of 26 students and X IPS 1 control class consist of 29 students. Therefore, total samples are 55 students.

¹ Peter W. Airasian Gay, L.R Geoffrey E. Mills, *Educational Research: Competencies for Analysis and Application*, ed. Cristie Robb, 10th ed. (USA: Kevin Davis, 2000).

Table III
Sample of the research

No	Class	Total Students
1	Experimental class/IPS 2	26
2	Control class/IPS 1	29
Total		55

D. Instrument of Collecting Data

Data collection methods are very important in conducting research. In this study, an oral speech test serves as the instrument for this study. To determine the effectiveness of the speaking test, researchers should assess the students' speaking ability as indicated by speaking ability, 1) accent, 2) grammar, 3) vocabulary, 4) fluency, and 5) comprehension.

Table IV
The Indicators of Speaking:²

No	Accent	Score
1	a. Student is able to pronounce each word b. Student is able to mark the foreign accent c. Students is able to comprehend what he/she pronounced.	0-20
Grammar		
2	a. Student is able to simplify his/her phrases and sentences b. Students are able to formulate accurate phrases c. Student is able to formulate the grammar phrases; coherent and unity d. Student is able to control his/her failure pattern e. Student tries to decrease the errors	0-20

² Luoma, *Assesing Speaking*.

Vocabulary		
3	<ul style="list-style-type: none"> a. Student is able to complete the missing text given b. Student is able to limit his/her vocabulary to simple phrases and certain topic c. Student is able to choose words accurately d. Student is able to make the phrase coherent by complementing the suitable words to the missing test. 	0-20
Fluency		
4	<ul style="list-style-type: none"> a. Student's speech is very fluent and in routine sentences b. Student is not halting in speech c. Student's speech is not hesitant: sentence is not left incompletely. d. Student's speech is not effortless and smooth 	0-20
Comprehension		
5	<ul style="list-style-type: none"> a. Student does not only understand 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. Student understands 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 gave the speaking test to the students.

E. Validity and Reliability Instrument

1. Validity

Validity is important in all forms of research, in all kinds of tests and measurements, and is best considered in terms of degree.

Very effective, moderately effective, and generally ineffective. Validation begins with understanding the interpretations made to the selected test or tool. Next, you need to collect evidence to support your preferred interpretation.

A good test must be valid. Test has to be valid in order to measure the sample ability accurately. Construct validity was used in this research. Construct validity used to validate the instrument. It seems to validate the content of the instrument. Indeed, researchers validate the test against English teachers. There are two validation of test in this research, they are post-test and pre-test. Each cycle has the test. A test is run for each pre-test and post-test. Another important requirement for researchers is reliability.

2. Reliability

Reliability means that the test results show similarity. A research tool has a high reliability score if the test produces measurably consistent results.

Construct validity and reliability are aspects of expert-based measures. Researchers will try to put forward perspectives on whether the device is usable, still needs improvement, or is not in use. Researchers used speech tests to test students' ability to speak. Then, assesment in speaking ability based on the indicator of speaking. The general indicator usually used when the teacher need to see the stdeunts ability.

F. Procedures Collecting Data

There are two cycles of collecting data in this research. First was pre-test and the second was post-test, For the Pre-test, here were some steps:

1. Pre-test

This test done before to know the score of the students in speaking. Then, the result would be compared with the post-test which was a test after the treatment done:

- a. The researcher prepared the text.
- b. The researcher distributed the text to the students on experimental and control classes.
- c. The researcher explained and giving the instruction that what should they do with the text.
- d. The researcher gave time to read the text.
- e. The students did the test use storytelling in front of the class.
- f. The researcher take a video as an assessment.
- g. The researcher checked the students test by video and find out the mean score of both of class.

2. Treatment

The researcher gave the treatment by teaching the experiment class using storytelling strategy.

The procedures was:

- a) 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.

- b) In speaking session, the teacher prepares a text related to 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 body movement. The teacher performs by giving correct pronunciation, stress, and intonation. After that asks students to practice with their friends.
- c) The last activity is retelling story performance. In this activity, the teacher asks the students to have storytelling performance in front of the classroom individually. The teacher also let the students to bring series when they have performance.³

In control class is taught by using conventional method.

3. Post-test

After giving the treatment, the research conduct a post-test which the different test with pre-test. 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.

³ Tompkins, *Language Arts: Content and Teaching Strategies*.

G. Technique of Data Analysis

1. Requirement Test

a. Normality Test

This test need to see wheter the data distributed normal or not. In this study, the formula that researcher used chi-square which showed as follow: ⁴

$$x^2 = \sum \left[\frac{f_0 - f_h}{f_h} \right]$$

Where:

x^2 = Chi-Quadrat

f_0 = Obtained Frequency

f_e = Expected Frequency

b. Homogeneity Test

This test was needed to see wheter the data was homogenous or not. Then, if the data from both class were homogenous so they had the same variant. To know each class was homogenous, each class would be equal. This research used Harley test:⁵

⁴ Anas Sudijono, *Pengantar Statistik Pendidikan*, 1st ed. (Jakarta: PT Raja rafindo Persada, 2006).

⁵ Sudijono.

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

Hypothesis is accepted if $F_{count} \leq F_{table}$

Hypothesis is rejected if $F_{count} \geq F_{table}$

2. Hypothesis Test

Hypothesis came from the assumption. It was answered the formulation of the problem. This research used formula of t-test:⁶

$$Tt = \frac{M1 - M2}{\left(\frac{\sum X_{12} + \sum X_{22}}{n1 + n2 - 1}\right) \left(\frac{1}{n1} + \frac{1}{n2}\right)}$$

Where:

Tt = The value which the statistical significance

M₁ = The average score of the experimental class

M₂ = The average of the control class

X₁² = Derivation of the experimental class

X₂² = Derivation of the control class

N₁ = Number of experimental

N₂ = Number of control

From the formulation above, it can be known that if the t_{table} was lower than t_{test} , H_a was accepted and H_o was rejected. This means that storytelling has a great impact on a student's ability to speak. Then, If t_{test} was lower than t_{table} , so H_a will be rejected and

⁶ Suharsimi Arikunto, *Evaluasi Program Pendidikan*, 2nd ed. (Jakarta: Bumi Aksara, 2018).

H_0 will be accepted. It means that there is no significant effect of storytelling on students' speaking ability at grade X SMA N 1 Angkola Selatan (Tapsel).

CHAPTER IV

THE RESULT OF RESEARCH

This chapter presents the results of the research. It discusses the impact of storytelling on students' speaking ability. Researchers calculated the data on pre- and post-tests. In this study, we applied a quantitative study using a t-test formulation to test hypotheses.

A. Description of Data

1. Description Data of Pre-test Experimental Class

Class X IPS 2 was chosen as an experimental class. Based on the student's performance on the pretest, researchers calculated the student's score in Appendix 6. The score was gotten 1287 in pre-test, the score of mean was 55, the score of median was 57.5, the score of mode was 52.8, the score of range was 45, the score of interval 7, score of standar deviation was 10.92, the score of variant was 44.62. So, from the calculation data, it was gotten the highest score was 70, and 30 was the lowest score.

Table V**The score of Experimental Class in Pre-test**

Description	Pre-Test
Total Score	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 were in the 51-57 range (8 students/30.76%). The lowest score of the students is in 58-64 intervals (2 students / 7.69%).

Table VI**Frequency Distribution of Experimental Class in Pre-test**

No	Interval Class	Mid-Point	Frequency	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%

Histogram below would show about the data description. Then, by looking at the table above, it has been known that if the students 30 until 36, the score would be gotten was 5. Then, if the students were 37 until 43, the score would be 3. Next, if the students were 44 until 50, the scored was 5. Then, if the students were 51 until 57, the scored would be 8. Then, if the students were 58 until 64, the scored was 2, and if the students were 63 Until 71 it was 1. The highest interval was 3 with the 65-69 students, and 5 was the lowest score with the 30 until 36 students.

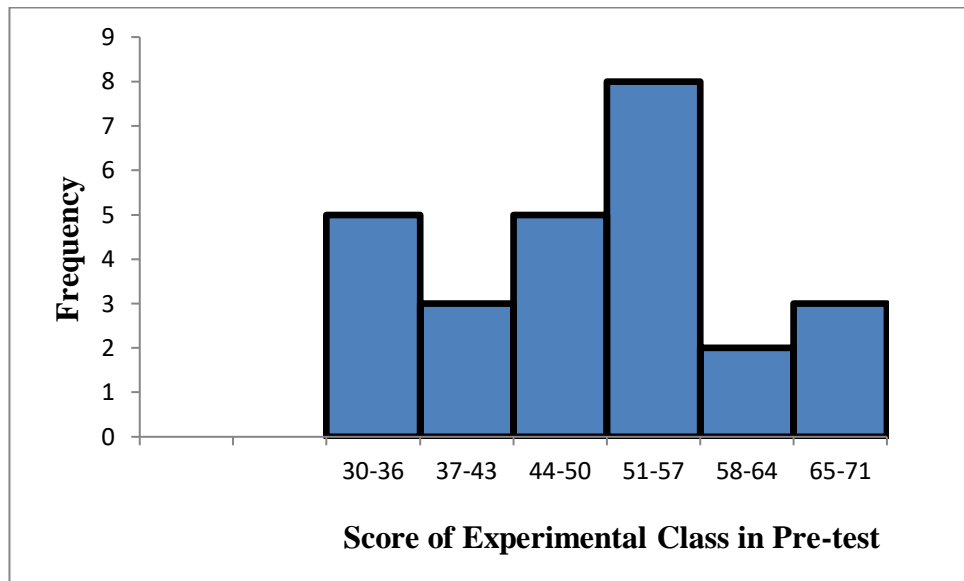


Figure 2: Pre-test Histogram of Experimental Class

2. Description Data of Pre-test Control Class

In a control class pretest, researchers calculated the results from the students' performance. The pretest total control class score was 1335, with a mean was 54, a median was 52, mode was 44.5, a range was 35, and the interval was 6, a standard deviation was 6.1, and a variant was 66.74. The highest score was 65 points and the lowest score was 30 points.

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

Description	Pre-Test
Total Score	2228
Highest score	65
Lowest score	30
Mean	4
Median	52
Modus	44.5
Range	35
Interval	6
Standard deviation	6.1
Variant	66.74

The table below showed 7 students which was about 20.30 % in the interval 42-47, which means the most students were in that interval. Then, 3 students which was around 10.34 % with was in interval 54-59 was the least.

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

No	Interval Class	Mid-Point	Frequency	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%
	$i = 6$		29	84.18%

Histogram below showed the data description. From the histogram, it was known that the students 30 until 35 had 6.36 score. Then, the last score was students 60 until 65 was 5. From the histogram, it was known 5 was the highest with the interval 60 until 65 and 6 was the lowest score with the interval 30 until 35.

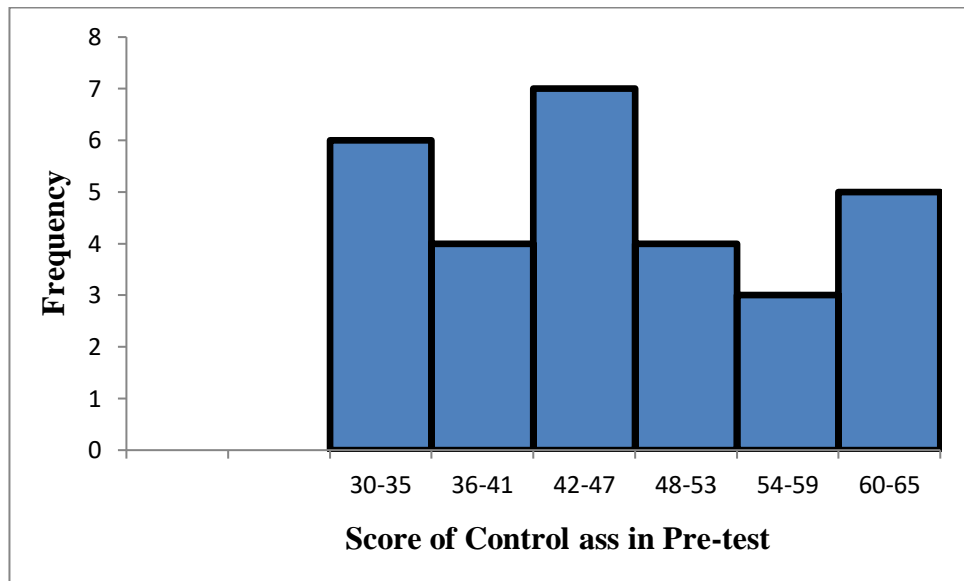


Figure 3: Pre-test Histogram of Control Class

3. Description Data of Post-test Experimental Class

Calculation of results obtained by students practicing the test after the researcher conducted treatment through storytelling strategy. The total post-test score for the experimental class was 1938, with a mean was 77.3, a median was 81.89, a mode was 76.9, range was 40, interval was 7, standard deviation was 8.19, and a variant was 37.16. The highest score a researcher had was 90 and the lowest score was 60.

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

Description	Post-Test
Total Score	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 78-80 (9 students / 34.61%). The least students are in interval 88-92 (2 students / 0.52%).

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

No	Interval Class	Mid-Point	Frequency	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%
	$i = 7$		26	92.77%

A clear description of the data is displayed in the histogram. Based on the chart above, the frequency of scores for students between 60 and 66 was 5. 67 to 73 6. 74 to 80 9. 81 to 87 4 and 88 to 94 2. The histogram shows that the highest interval (88 -94) was 2 and the lowest interval. (60-66) was 5.

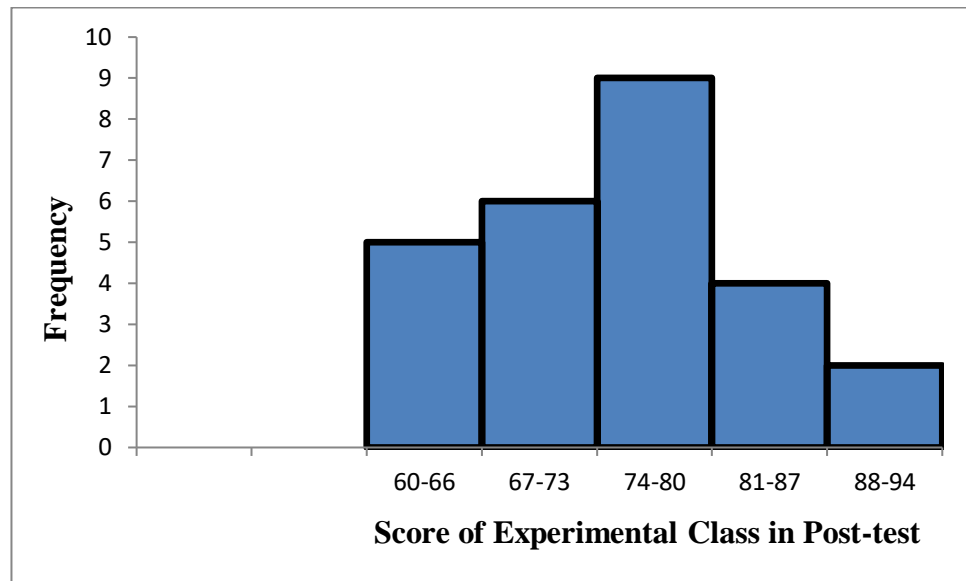


Figure 4: Post-Test Histogram of Experimental Class

4. Description Data of Post-test Control Class

A calculated score obtained by students in a control class practicing the test after being taught to speak using conventional techniques. The control class post-test total score was 2117, mean 70.8, median 78.1, mode 76.72, range 28, interval 5, standard deviation 8.3, and variant 77.07; The lowest score was 60.

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

Description	Post-Test
Total Score	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 interval 80-84 (3 students / 10.34%).

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

No	Interval Class	Mid-Point	Frequency	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%
	$i = 7$		29	90.51%

A clear description of the data is displayed in the histogram. Based on the chart above, the frequency of scores for students between 60 and 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 lowest interval (60-64) was 4.

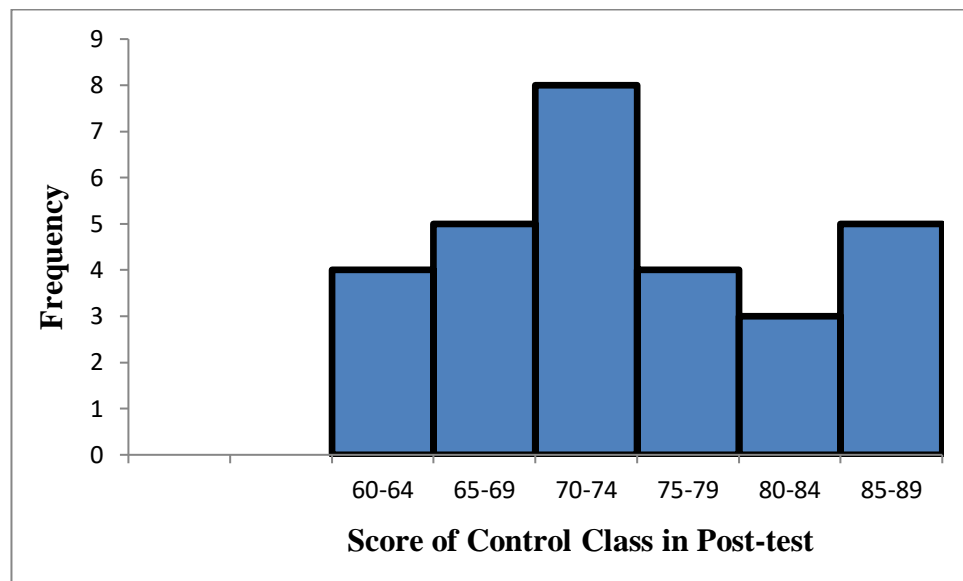


Figure 5: Post-Test Histogram of Control Class

B. Data Analysis

1. Requirement Test

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

a. Normality and Homogeneity Pre-Test

1) Normality of Experimental 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 $n = 29$ band 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 XIII

Normality in Pre-test

Class	Normality Test	
	Xcount	Xtable
Experimental Class	4.33	9.488
Control Class	-0.49	7.815

2) Homogeneity of Experimental Class 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 at SMA N 1 Angkola Selatan by experimental and control class was homogenous.

Table XIV

Homogeneity in Pre-test

Class	Normality Test	
	Fcount	Ftable
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 in Post-test

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 XV
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 at SMA N 1 Angkola Selatan by experimental and control class was homogenous. The calculation can be seen in appendix 10.

Table XVI**Homogeneity in Post-test**

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

2. Hypothesis Test

After calculating the post-test data, the researchers found that the post-test results for the experimental and control classes were normal and homogenous. Based on the results, the researchers analyzed the hypotheses using a parametric test using t-test. The research hypothesis (H_a) was “There was a significant effect of storytelling strategy on speaking ability.

Table XVII**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 on students' speaking ability at grade X SMA N 1 Angkola Selatan.

C. Discussion

In this research, the researcher discussed the result in related theories or findings. Where, Ann Koziouich said "storytelling strategy is a compelling strategy of sharing experience in other to make sense of our world right here and now. Storytelling in any form is natural way for students to build literacy skills and learning how to tell a story by speaking it down". In addition, a storytelling strategy can be used in order to make students creative in using their language by involving imagination and the use of language and gestures to create scenes in the mind of the listeners.

Based on the result, the researcher got mean score in post-test was higher than mean score in pre-test (58.83 > 77.3), and also t-count was higher than t table (13.46 > 2.00). It can be concluded that there was significant effect of storytelling on students' speaking ability at grade X SMA N 1 Angkola Selatan.

The researcher also provided the result of the research to Hairi Yanto. He found that data students pre-test and post-test, the following be descript research has been conducted of students' speaking ability. It appears that the average student learning outcomes speaking on the experimental class is 54, while the control class had an average of 38. This indicated that

the learning outcomes of students in the experimental class higher than the control class.¹

The second research by Adnan Zaid and Sri Sarjiati they said research findings showed the data collected from two observations revealed that there was 1.06 % improvement of the students' speaking ability. It is seen that the mean score on each indicator is below 80.00. It means that their speaking ability is still low. Although the mean scores were still below 80.00, their achievement was better than their achievement in the first meeting. It is seen that there was an increase of 1.06% in students' speaking ability. It means that Story telling could improve the students' speaking ability.²

After the researcher doing the research and other researchers' result proved that storytelling is very useful for helping students in speaking. Storytelling is good to be used as innovation and it is recommended for teaching speaking. Storytelling can help the students to develop their talent in appearance. Therefore, the researcher suggest to other researcher to do Classroom Action Research (CAR) method to prove deeply that this storytelling is very good to apply in teaching speaking ability.

¹ Yanto, "The Effect of Storytelling Technique Towards Students' Speaking Ability at Class XI of State Islamic Senior High School (MAN) Salido."

² Zaid, "The Use of Storytelling To Improve Students' Speaking Ability."

D. Threats of the Research

In conducting this research, the researcher realized that there were many dangers in this study, from the title to the data analysis method, and from the preparation of the offer to the completion of the paper.

Researcher found the threat of this research as follows:

1. English teachers at school rarely used storytelling
2. Limited English books at school (especially storytelling books)
3. The book was unknown at school
4. limited research resources
5. Students lacked experience and knowledge of data processing.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

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 using the storytelling strategy, the average score of the pre-test for the experimental class is 53 points, it is on low category.
2. After using the storytelling strategy, the average scores in the experimental class were higher than before. The students' speaking ability is good, with an average score of post-test for the experimental class is 90 points, it is on good category.
3. There is the significant effect of storytelling strategy on speaking ability at grade X students SMA N 1 Angkola Selatan. 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 researchers obtained all information related to teaching and learning English after completing this study. Therefore, from experience, researchers realized that some points need to be improved. That leaves researchers with some suggestions:

1. For the principal, he has to prepare the complete facilities of the school.
It helps English teachers apply storytelling and other strategies to teaching English, especially speaking.
2. It is hoped that English teachers will be able to use storytelling strategies in teaching narrative texts, as this strategy will encourage students to be more active and creative when speaking.
3. For other researchers, this research can help other researchers doing more research on the same topic.

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Appendix 1

Experimental Class

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah	: SMA N 1 Angkola Selatan
Kelas / Semester	: X / 2 (Genap)
Mata Pelajaran	: Bahasa Inggris
Materi Pokok	: Narrative Text
Waktu	: 4 x 45 menit
Pertemuan	: 1, 2 (2x)

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 ilmunpengetahuan, 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

1. 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.
2. 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

1. Menentukan gambaran umum teks secara lisan berbentuk narrative.
2. Menentukan informasi rinci secara lisan berbentuk narrative
3. Menentukan informasi tertentu secara lisan berbentuk narrative
4. Menentukan makna kata teks berbentuk narrative secara lisan.
5. Menyusun teks lisan, pendek dan sederhana terkait *Legenda Rakyat Sederhana* dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks penggunaannya.

D. TUJUAN PEMBELAJARAN

Setelah proses pembelajaran siswa diharapkan mampu:

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 dengankonteks penggunaannya.
2. Menyusun teks lisan dan tulis, pendek dan sederhana terkait *LegendaRakyat Sederhana* sesuai konteks penggunaannya.

E. MATERI PEMBELAJARAN

1. **Narrative** adalah jenis teks yang menceritakan kisah yang berisikan imajinasi atau khayalan.
2. **Social function:** to amuse, to entertain the reader and vicarious experience indifferent ways.
3. **Generic structure:**
 - Orientation, introduce participant and setting of the story

- Complication, a crisis arises
 - Resolution : the crisis is resolved for better or for worse
4. **Language feature:** simple past, past continuous tense
5. **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. STRATEGY : Storytelling

G. LANGKAH – LANGKAH KEGIATAN

1. Pre Teaching (20 Minutes)

- a. The teacher enters the class and checks the cleanliness of the class.
- b. The teacher checks student attendance list
- c. The teacher invites students to pray together before starting the teaching and learning process
- d. The teacher conveys the indicators and learning objectives
- e. The teacher does apperception that is the teacher asks the students about what they are doing at home
- f. The teacher provides motivation, namely the teacher provides direction and motivation so that students always carry out their duties and responsibilities properly and honestly.

2. While Teaching (100 Minutes)

- a. 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.
- b. In speaking session, the teacher prepares a text 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 body movement. The teacher performs by giving correct pronunciation, stress, and intonation. After that asks students to practice with their friends.
- c. The last activity is retelling story performance. In this activity, the teacher asks the students to have storytelling performance in front of the classroom individually. The teacher also let the students to bring series when they have performance.

3. Post Teaching (15 Minutes)

- a. Students are directed to conclude the material on how to give and ask for information related to simple folk legends.
- b. Students and teacher reflect on the activities that have been carried out in the teaching and learning process.
- c. The teacher conveys the lesson plan for the next meeting.
- d. Teacher and students pray as the closing of the lesson.

H. PENILAIAN

No	Accent	Score
1	<ol style="list-style-type: none"> a. Student is able to pronounce each word b. Student is able to mark the foreign accent c. Students is able to comprehend what he/she pronounced. 	0-20
Grammar		
2	<ol style="list-style-type: none"> f. Student is able to simplify his/her phrases and sentences g. Students are able to formulate accurate phrases h. Student is able to formulate the grammar phrases;coherent and unity i. Student is able to control his/her failure pattern j. Student tries to decrease the errors 	0-20
Vocabulary		
3	<ol style="list-style-type: none"> e. Student is able to complete the missing text given f. Student is able to limit his/her vocabulary to simples thephrases and certain topic g. Student is able to choice of words accurately h. Student is able to make the phrase coherent by complementing the suitable words to the missing test. 	0-20
Fluency		
4	<ol style="list-style-type: none"> e. Students speech is very fluent and in routine sentences f. Students is not halting in speech g. Students speech is not hesitant: sentence is not leftincompletely. h. Student"s speech is not effortless and smooth 	0-20
Comprehension		

5	<p>e. Student does not only understands too little for the simplest types of conversation</p> <p>f. Student has no repetition and rephrasing in presenting his/her idea</p> <p>g. Student does not only understand quite well normal educated speech directed to him or her, but requires occasional repetition and rephrasing</p> <p>h. Students understand everything in normal educated conversation except for very colloquial or low frequency items or exceptionally or slurred speech.</p>	0-20
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I. MEDIA, ALAT DAN SUMBER BELAJAR

☞ 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>

Padangsidempuan, April 2022

Mengetahui,
Validator

Peneliti

Natra Novyta Lubis S.Pd
NIP. 197711152008012004

Anggi Handayani Harahap
NIM. 1820300053

Appendix 2

Control Class

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah	: SMA N 1 Angkola Selatan
Kelas / Semester	: X / 2 (Genap)
Mata Pelajaran	: Bahasa Inggris
Materi Pokok	: Narrative Text
Waktu	: 4 x 45 menit
Pertemuan	: 1, 2 (2x)

J. 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 ilmunpengetahuan, 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.

K. KOMPETENSI DASAR

4. 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.
5. 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

6. Menentukan gambaran umum teks tertulis berbentuk narrative
7. Menentukan informasi rinci tersurat teks tertulis berbentuk narrative
8. Menentukan informasi tertentu teks tertulis berbentuk narrative
9. Menentukan makna kata teks tertulis berbentuk narrative
10. Menyusun teks lisan dan tulis, pendek dan sederhana terkait *Legenda Rakyat Sederhana* dengan memperhatikan fungsi sosial, struktur teks dan unsurekebahasaan yang benar dan sesuai konteks penggunaannya.

M. TUJUAN PEMBELAJARAN

Setelah proses pembelajaran siswa diharapkan mampu:

3. 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 dengankonteks penggunaannya.
4. Menyusun teks lisan dan tulis, pendek dan sederhana terkait *LegendaRakyat Sederhana* sesuai konteks penggunaannya.

N. MATERI PEMBELAJARAN

6. **Narrative** adalah jenis teks yang menceritakan kisah yang berisikan imajinasi atau khayalan.
7. **Social function:** to amuse, to entertain the reader and vicarious experience indifferent ways.
8. **Generic structure:**

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

9. **Language feature:** simple past, past continuous tense

10. **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. STRATEGY PENELITIAN : Teachers' Strategy

P. LANGKAH – LANGKAH KEGIATAN

1. **Pre Teaching (15 minutes)**

- Opening with greetings and praying to start learning, checking the attendance of students as a discipline.
- Linking the material/theme/learning activities that will be carried out with the experience of students with the previous material/theme/activity/as well as asking question to remember and connect with the next material.
- Conveying motivation about what can be obtained (benefit objectives) by studying the material: sentences that contain parts of the legend of a story.

2. **While Teaching (60 minutes)**

- Literacy Activity:** Students are given motivation and guidance to see, observe, read, and rewrite it. They are given shows and reading material related to sentence material that contains parts of the legend of a story.
- Critical Thinking:** The teacher provides an opportunity to identify as many things as possible that are not understood, starting from factual questions to hypothetical questions. This question must still be related to the sentence material that contains the legend part of a story.
- Collaboration:** Students are formed in groups to discuss, gather information, re-presents, and exchange information about sentences that contain parts of the legend of a story.
- Communication:** Students present the results of group or individual work as well as classical, express opinions on the percentages made and then respond back to the groups or individuals who present.

- e. **Creativity:** The teacher and students make conclusion about the things they have learned related to sentences that contain parts of the legend in a story. Students are then given the opportunity to ask questions about things that have not been understood.

6. Post Teaching (15 minutes)

- a. Students make a summary/conclusion of the lesson about the important points that appear in the new learning activity.
 b. Teacher review of the lesson about the important points that appear in the new learning activity.

Q. PENILAIAN

No	Accent	Score
1	d. Student is able to pronounce each word e. Student is able to mark the foreign accent f. Students is able to comprehend what he/she pronounced.	0-20
Grammar		
2	k. Student is able to simplify his/her phrases and sentences l. Students are able to formulate accurate phrases m. Student is able to formulate the grammar phrases;coherent and unity n. Student is able to control his/her failure pattern o. Student tries to decrease the errors	0-20
Vocabulary		
3	i. Student is able to complete the missing text given j. Student is able to limit his/her vocabulary to simples thephrases and certain topic k. Student is able to choice of words accurately l. Student is able to make the phrase coherent by complementing the suitable words to the missing test.	0-20
Fluency		
4	i. Students speech is very fluent and in routine sentences j. Students is not halting in speech k. Students speech is not hesitant: sentence is not leftincompletely.	0-20

	I. Student"s speech is not effortless and smooth	
Comprehension		
5	i. Student does not only understands too little for the simplest types of conversation j. Student has no repetition and rephrasing in presentinghis/her idea k. Student does not only understand quite well normal educated speech directed to him or her, but requires occasional repetition and rephrasing l. Students understand everything in normal educated conversation except for very colloquial or low frequency items or exceptionally or slurred speech.	0-20

☞ MEDIA, ALAT DAN SUMBER BELAJAR

☞ Media : Teks Narrative

☞ Alat : Laptop, Lcd, Whiteboard

☞ Sumber :

- c. Buku siswa : Kementrian Pendidikan dan Kebudayaan 2016. BukuBahsa 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>

Padangsidimpuan, April 2022

Mengetahui,
Validator

Peneliti

Natra Novyta Lubis S.Pd
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Anggi Handayani Harahap
NIM. 1820300053

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. Teacher gives two choices of narrative text to students
- b. Students must prepare themselves to showing their best in front of the class.
- 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, then performance it in front of the class.

- a. Malin kundang
- b. Toba lake

Mengetahui,

Validator

Natra Novyta Lubis S.Pd
NIP. 197711152008012004

APPENDIX 4

INSTRUMENT FOR POST-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. Teacher gives two choices of narrative text to students
- b. Teacher asks all of the students to make a story from the most title has chosen.
- c. If there is a question about the topic, ask to the teacher in the class.

3. Question

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

- a. Sampuraga
- b. Timun Mas

Mengetahui,

Validator

Natra Novyta Lubis S.Pd
NIP. 197711152008012004

APPENDIX 5

Score of Experimental Class in Pre-Test

No	The Name of Students (n)	Pre-Test
1	ASS	60
2	AT	55
3	AS	35
4	AST	40
5	BL	40
6	CDH	55
7	DCH	55
8	Er	50
9	FAS	55
10	IL	55
11	LMS	45
12	LWM	50
13	MN	60
14	MDL	55
15	NA	40
16	NH	30
17	NNS	55
18	PSS	35
19	Ri	45
20	RAH	70
21	SM	65
22	SR	45
23	Su	35
24	TZH	30
25	WTZ	70
26	WS	55
Total		1.285

APPENDIX 6

Score of Control Class in Pre-test

No	The Name of Students (n)	Pre-Test
1	AHL	45
2	AKS	35
3	AH	55
4	ASZ	40
5	ASS	60
6	CCS	40
7	DPP	60
8	EGT	50
9	ER	45
10	ESG	60
11	EGM	30
12	GS	45
13	IL	35
14	JT	45
15	LH	45
16	LML	45
17	MES	40
18	Ma	40
19	MDP	60
20	NAH	45
21	NS	50
22	RH	30
23	SR	50
24	SAT	30
25	SAM	55
26	TS	65
27	TR	30
28	WZG	55
29	SL	50
Total		1.335

APPENDIX 7

Score of Experimental Class in Post-Test

No	The Name of Students (n)	Post-Test
1	ASS	80
2	AT	75
3	AS	70
4	AST	60
5	BL	70
6	CDH	80
7	DCS	82
8	Er	75
9	FAS	75
10	IL	82
11	LMS	72
12	LWM	70
13	MN	85
14	MDL	75
15	NA	70
16	NH	60
17	NNS	75
18	PSS	65
19	Ri	75
20	RAH	90
21	SM	85
22	SR	62
23	Su	65
24	TZP	72
25	WTZ	88
26	WS	80
Total		1.938

APPENDIX 8

Score of Control Class in Post-test

No	The Name of Students (n)	Post-Test
1	AHL	70
2	AKS	75
3	AH	82
4	ASZ	80
5	ASS	88
6	CCS	72
7	DPP	88
8	EST	75
9	ER	62
10	ESG	85
11	EGM	65
12	GS	70
13	IL	65
14	JT	65
15	LH	65
16	LML	60
17	MES	62
18	Ma	60
19	MDP	85
20	NAH	70
21	NS	75
22	RH	72
23	SR	75
24	SAT	72
25	SAM	72
26	TS	88
27	TR	65
28	WZG	82
29	SL	72
Total		2.117

APPENDIX 9

The Score of Pre-Test and Post-Test at Experimental Class

No	The Name of Students (n)	Pre-Test	Post-Test
1	ASS	60	80
2	AT	55	75
3	AS	35	70
4	AS	40	60
5	BL	40	70
6	CDH	55	80
7	DCS	55	82
8	Er	50	75
9	FAS	55	75
10	IL	55	82
11	LMS	45	72
12	LWM	50	70
13	MN	60	85
14	MDL	55	75
15	NA	40	70
16	NH	30	60
17	NNS	55	75
18	PSM	35	65
19	Ri	45	75
20	RAH	70	90
21	SM	65	85
22	SR	45	62
23	Su	35	65
24	TZP	30	72
25	WTZ	70	88
26	WS	55	80
Total		1.285	1.938

APPENDIX 10**The Score of Pre-Test and Post-Test at Control Class**

No	The Name of Students (n)	Pre-Test	Post-Test
1	AHL	45	70
2	AKS	35	75
3	AH	55	82
4	ASZ	40	80
5	ASS	60	88
6	CCS	40	72
7	DPP	60	88
8	EST	50	75
9	ER	45	62
10	ESG	60	85
11	EGM	30	65
12	GS	45	70
13	IL	35	65
14	JT	45	65
15	LH	45	65
16	LML	45	60
17	MES	40	62
18	Ma	40	60
19	MDP	60	85
20	NAH	45	70
21	NS	50	75
22	RH	30	72
23	SR	50	75
24	SAT	30	72
25	SAM	55	72
26	TS	65	88
27	TR	30	65
28	WZG	55	82
29	SL	50	72
Total		1.335	2.117

APPENDIX 11

RESULT OF NORMALITY TEST IN PRE-TEST

A. Result of Normality Test of Experimental Class (X IPS 2)

1. The score of X IPS 2 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 (R) = high score – low score

$$= 70 - 30$$

$$= 40$$

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

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

$$= 1 + 3.3 (1.41)$$

$$= 1 + 4.65$$

$$= 5.65$$

$$= 6$$

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
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

$$\begin{aligned}
 M_x &= M^1 + i \frac{\sum fx'}{N} \\
 &= 54 + 7 \left(\frac{18}{26} \right) \\
 &= 54 + 7 (0.69) \\
 &= 54 + 4.83 \\
 &= 58.83
 \end{aligned}$$

$$\begin{aligned}
 SD_t &= i \sqrt{\frac{\sum fx'^2}{N} - \left(\frac{\sum fx'}{N} \right)^2} \\
 &= 7 \sqrt{\frac{76}{26} - \left(\frac{18}{26} \right)^2} = 7 \sqrt{2.92 - 0.69^2} \\
 &= 7 \sqrt{2.45} = 7 \times 1.56 \\
 &= 10.92
 \end{aligned}$$

Table of Normality Test with Chi Quadrate 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

$$x^2 = 4.33$$

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 X IPS 2 in pre-test was 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_e in the interval of classes is in number 4, that:

$$Bb = 50.5$$

$$F = 5$$

$$Fm = 8$$

$$i = 7$$

$$N = 26$$

$$1/2n = 13$$

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

$$= 50.5 + 7 \left(\frac{13-5}{8} \right)$$

$$= 50.5 + 7 (1) = 50.5 + 7$$

$$= 57.5$$

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

$$L = 50.5$$

$$d_1 = 3$$

$$d_2 = 6$$

$$i = 7$$

$$\begin{aligned} Mo &= L + i \left(\frac{d_1}{d_1 + d_2} \right) \\ &= 50.5 + 7 \left(\frac{3}{3+6} \right) \\ &= 50.5 + 7 (0.33) \\ &= 50.5 + 2.31 \\ &= 52.81 \end{aligned}$$

B. Result of Normality Test of Control Class (X IPS 1)

1. The score of X IPS 1 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

$$\text{Low} = 30$$

$$\text{Range (R)} = \text{high score} - \text{low score}$$

$$= 65 - 30$$

$$= 35$$

$$\begin{aligned}
3. \text{ Total of classes (K)} &= 1 + 3.3 \log (n) \\
&= 1 + 3.3 \log (29) \\
&= 1 + 3.3 (1.46) \\
&= 1 + 4.81 \\
&= 5.81 \\
&= 6
\end{aligned}$$

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

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

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

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

Table of Normality Test with Chi Quadrate Formula

Interval of Score	Real Upper Limit	Z-Score	Limit of Large of the Area	Large of Area	<i>Fh</i>	<i>Fo</i>	$\left(\frac{fo - fh}{fh}\right)$
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 X IPS 1 in pre-test was 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:

$$Bb = 41.5$$

$$F = 7$$

$$Fm = 10$$

$$i = 6$$

$$N = 29$$

$$1/2n = 14.5$$

$$\begin{aligned}
M_e &= Bb + i \left(\frac{\frac{n}{2} - f}{fm} \right) \\
&= 41.5 + 6 \left(\frac{14.5 - 7}{10} \right) \\
&= 41.5 + 6 (0,75) = 41.5 + 4.5 \\
&= 46
\end{aligned}$$

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

$$L = 41.5$$

$$d_1 = 3$$

$$d_2 = 3$$

$$i = 5$$

$$\begin{aligned}
M_o &= L + i \left(\frac{d_1}{d_1 + d_2} \right) \\
&= 41.5 + 6 \left(\frac{3}{3+3} \right) = 41.5 + 6 (0.5) \\
&= 41.5 + 3 \\
&= 44.5
\end{aligned}$$

APPENDIX 12

RESULT OF NORMALITY TEST IN POST-TEST

C. Result of Normality Test of Experimental Class (X IPS 2)

1. The score of X IPS 2 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

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

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

Table of Normality Test with Chi Quadrate 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 $x^2_{\text{count}} = -1.51$ white $x^2_{\text{table}} = 9.488$. Cause $x^2_{\text{count}} < x^2_{\text{table}}$ ($-1.51 < 9.488$) with degree of freedom (dk) = $7-3 = 4$ and significant level $\alpha = 5\%$. So distribution of X IPS 2 in post-test was 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	8	24
5	88-94	2	26

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

$$Bb = 73.5$$

$$F = 9$$

$$Fm = 11$$

$$i = 7$$

$$N = 26$$

$$1/2n = 13$$

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

$$= 73.5 + 7 \left(\frac{13-9}{11} \right)$$

$$= 73.5 + 7 (0.36) = 73.5 + 2.52$$

$$= 76.02$$

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

$$L = 73.5$$

$$d_1 = 3$$

$$d_2 = 5$$

$$i = 7$$

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

D. Result of Normality Test of Control Class (X IPS 1)

1. The score of X IPS 1 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 (R) = high score – low score

$$= 88 - 60$$

$$= 28$$

$$\begin{aligned}
3. \text{ Total of classes (K)} &= 1 + 3.3 \log (n) \\
&= 1 + 3.3 \log (29) \\
&= 1 + 4.81 \\
&= 5.81 \\
&= 6
\end{aligned}$$

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

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

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

$$\begin{aligned}
SD_t &= i \sqrt{\frac{\sum fx'^2}{N} - \left(\frac{\sum fx'}{N} \right)^2} \\
&= 5 \sqrt{\frac{82}{29} - \left(\frac{-7}{29} \right)^2}
\end{aligned}$$

$$= 5 \sqrt{2.82 - 0.05}$$

$$= 5 \sqrt{2.77}$$

$$= 5 \times 1.66$$

$$= 8.3$$

Table of Normality Test with Chi Quadrate Formula

Interval of Score	Real Upper Limit	Z-Score	Limit of Large of the Area	Large of Area	<i>Fh</i>	<i>Fo</i>	$\left(\frac{fo - fh}{fh}\right)$
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 $x^2_{\text{count}} = -3.31$ white

$x^2_{table} = 5.591$. Cause $x^2_{count} < x^2_{table}$ ($3.31 < 5.591$) with degree of freedom (dk) = $5-3 = 2$ and significant level $\alpha = 5\%$. So distribution of X IPS 1 in post-test was 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:

$$Bb = 74.5$$

$$F = 8$$

$$Fm = 9$$

$$i = 5$$

$$N = 29$$

$$1/2n = 14.5$$

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

$$= 74.5 + 5 \left(\frac{14.5 - 8}{9} \right)$$

$$= 74.5 + 5 (0.72) = 74.5 + 3.61$$

$$= 78.1$$

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 13

HOMOGENEITY TEST (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 was used homogeneity test by using formula as follows:

A. Variant of Experimental Class (X IPS 2)

1. Variant

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

2. Standard Deviation

$$\begin{aligned} S &= \sqrt{S^2} \\ &= \sqrt{44.62} \\ &= 6.67 \end{aligned}$$

B. Variant of Control Class (X IPS 1)

1. Variant

$$\begin{aligned} S^2 &= \frac{n \sum xi^2 - (\sum xi)^2}{n(n-1)} \\ &= \frac{29 (63325) - (1335)^2}{29 (29-1)} \end{aligned}$$

$$\begin{aligned}
&= \frac{1836425-1782225}{29(28)} \\
&= \frac{54200}{812} \\
&= 66.74
\end{aligned}$$

3. Standard Deviation

$$\begin{aligned}
S &= \sqrt{S^2} \\
&= \sqrt{66.74} \\
&= 8.16
\end{aligned}$$

After getting the variants of experimental class and control class in pre-test, the researcher used the formula to test the hypothesis of homogeneity between both classes as follows:

$$\begin{aligned}
F &= \frac{\textit{The Biggest Variant}}{\textit{The Smallest Variant}} \\
&= \frac{66.74}{44.62} \\
&= 1.49
\end{aligned}$$

After doing the calculation, the researcher found that $f_{\text{count}} = 1.49$ with $\alpha = 5\%$ and $dk = 26$ and 29 from distribution list f , researcher found that $f_{\text{table}} = 4.08$, cause $f_{\text{count}} < f_{\text{table}}$ ($1.49 < 4.08$). So, there is no different variant between X IPS 2 and X IPS 1 class. It means that the variant in pre-test was homogenous.

APPENDIX 14

HOMEGENEITY TEST (POST-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 was used homogeneity test by using formula as follows:

A. Variant of Experimental Class (X IPS 2)

1. Variant

$$\begin{aligned} S^2 &= \frac{n \sum xi^2 - (\sum xi)^2}{n(n-1)} \\ &= \frac{26 (146154) - (1938)^2}{26 (26-1)} \\ &= \frac{3800004 - 3775844}{26 (25)} \\ &= \frac{24160}{650} \\ &= 37.16 \end{aligned}$$

2. Standard Deviation

$$\begin{aligned} S &= \sqrt{S^2} \\ &= \sqrt{37.16} \\ &= 6.09 \end{aligned}$$

B. Variant of Control Class (X IPS 1)

1. Variant

$$\begin{aligned} S^2 &= \frac{n \sum xi^2 - (\sum xi)^2}{n(n-1)} \\ &= \frac{29 (156699) - (2117)^2}{29 (29-1)} \\ &= \frac{4544271 - 4481689}{29 (28)} \\ &= \frac{62582}{812} \\ &= 77.07 \end{aligned}$$

2. Standard Deviation

$$\begin{aligned} S &= \sqrt{S^2} \\ &= \sqrt{77.07} \\ &= 8.77 \end{aligned}$$

After getting the variants of experimental class and control class in pre-test, the researcher used the formula to test the hypothesis of homogeneity between both classes as follows:

$$\begin{aligned} F &= \frac{\textit{The Biggest Variant}}{\textit{The Smallest Variant}} \\ &= \frac{77.07}{37.16} \\ &= 2.07 \end{aligned}$$

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 $f_{table} = 4.08$, cause $f_{count} < f_{table}$ ($2.07 < 4.08$). So, there is no different variant between X IPS 2 and X IPS 1 class. It means that the variant in post-test was homogenous.

APPENDIX 15

T-test of Both Averages in Pre-Test

The formula was used to analyse hypothesis test of both averages was t-test, that:

$$\begin{aligned} Tt &= \frac{M_1 - M_2}{\sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}} \left(\frac{1}{n_1} + \frac{1}{n_2} \right) \\ &= \frac{53 - 56.66}{\sqrt{\frac{((45 - 1)47.46 + (45 - 1)35.93)}{45 + 45 - 2}}} \left(\frac{1}{45} + \frac{1}{45} \right) \\ &= \frac{-3.66}{\sqrt{\frac{(44(47.46) + 44(35.93))}{88}}} (0.02 + 0.02) \\ &= \frac{-3.66}{\sqrt{\frac{2088.24 + 1580.92}{88}}} (0.02 + 0.02) \\ &= \frac{-3.66}{\sqrt{\frac{3669.16}{88}}} (0.04) \\ &= \frac{-3.66}{\sqrt{(41.69)(0.04)}} \\ &= \frac{-3.66}{\sqrt{1.667}} \\ &= \frac{-3.66}{1.29} \\ &= -2.83 \end{aligned}$$

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 average of experimental class (X IPS 2) and control class (X IPS 2) in pre-test.

APPENDIX 16

T-test of Both Averages in Post-Test

The formula was used to analyse hypothesis test of both averages was t-test, that:

$$\begin{aligned} Tt &= \frac{M_1 - M_2}{\sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}} \left(\frac{1}{n_1} + \frac{1}{n_2} \right) \\ &= \frac{80 - 62.9}{\sqrt{\frac{(45 - 1)54.73 + (45 - 1)27.06}{45 + 45 - 2}}} \left(\frac{1}{45} + \frac{1}{45} \right) \\ &= \frac{17.1}{\sqrt{\frac{(44(54.73) + 44(27.06))}{88}}} (0.02 + 0.02) \\ &= \frac{17.1}{\sqrt{\frac{2408.12 + 1190.64}{88}}} (0.02 + 0.02) \\ &= \frac{17.1}{\sqrt{\frac{3598.76}{88}}} (0.02 + 0.02) \\ &= \frac{17.1}{\sqrt{(40.89)(0.04)}} \\ &= \frac{17.1}{\sqrt{1.63}} \\ &= \frac{17.1}{1.27} \\ &= 13.46 \end{aligned}$$

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

APPENDIX 17

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 18

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	0.03680	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
2.2	0.4861	0.4864	0.4868	0.4871	0.4875	0.4878	0.4881	0.4884	0.4887	0.4890
2.3	0.4893	0.4896	0.4898	0.4901	0.4904	0.4906	0.4909	0.4911	0.4913	0.4916
2.4	0.4918	0.4920	0.4922	0.4925	0.4927	0.4929	0.4931	0.4932	0.4934	0.4936
2.5	0.4938	0.4940	0.4941	0.4943	0.4945	0.4946	0.4948	0.4949	0.4951	0.4952
2.6	0.4953	0.4955	0.4956	0.4957	0.4959	0.4960	0.4961	0.4962	0.4963	0.4964
2.7	0.4965	0.4966	0.4967	0.4968	0.4969	0.4970	0.4971	0.4972	0.4973	0.4974
2.8	0.4974	0.4975	0.4976	0.4977	0.4977	0.4978	0.4979	0.4979	0.4980	0.4981
2.9	0.4981	0.4982	0.4982	0.4983	0.4984	0.4984	0.4985	0.4985	0.4986	0.4986

APPENDIX 19

Research Documentation

Experimental Class

1. Pre-Test in Experimental Class



2. Treatment in Experimental Class



3. Post-Test in Experimental Class



Control Class

1. Pre-Test in Control Class



2. Teacher's Strategy



3. Post-Test in Control Class



CURRICULUM VITAE



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14 Maret 2022

Lamp : -

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Kepada Yth:

1. Fitri Rayani Siregar, M.Hum (Pembimbing I)
2. Sri Rahmadhani Siregar, M.Pd. (PembimbingII)

Assalamu'alaikum Wr. Wb.

Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa dibawah ini sebagai berikut:

Nama	: Anggi Handayani Harahap
NIM	: 18 203 00053
Program Studi	: Tadris Bahasa Inggris
Judul Skripsi	: The Effect of Story Telling on Students' Speaking Ability at Grade X SMA N 1 Angkola Selatan (TAPSEL)

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Institut Agama Islam Negeri Padangsidimpuan Nomor 400 Tahun 2021 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut diatas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih.

Mengetahui

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Kabupaten Tapanuli Selatan

Dengan hormat, bersama ini kami sampaikan bahwa :

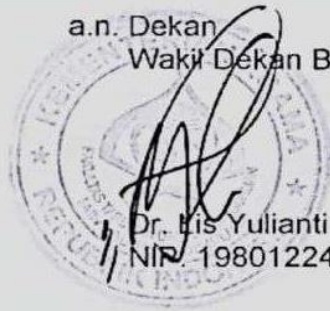
Nama : Anggi Handayani Harahap
NIM : 1820300053
Program Studi : Tadris/Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul "The Effect of Story Telling on Students' Speaking Ability at Grade X SMA N 1 Angkola Selatan (TAPSEL)".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

a.n. Dekan
Wakil Dekan Bidang Akademik



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Adalah benar telah melakukan Penelitian/Riset di SMA Negeri 1 Angkola Selatan dengan judul :
"THE EFFECT OF STORY TELLING ON STUDENTS SPEAKING ABILITY AT GRADE X
SMA N 1 ANGKOLA SELATAN (TAPSEL)"

Demikian Surat Keterangan ini dibuar dengan sebenarnya untuk dapat dipergunakan seperlunya.



Simarpinggan,
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