

**THE EFFECT OF STORYTELLING TOWARDS THE FIRST
GRADE STUDENTS' SPEAKING ABILITY SMAN 3 AT
MANDAU**

A THESIS

*Intended to Fulfill One of the Requirements for the Award of Bachelor Degree in
English Language Teaching and Education
Universitas Islam Riau*

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2022

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1	October 23, 2021	ACC Tittle	
2	January 3, 2022	1 st Revised	
3	January 16, 2022	2 nd Revised	
4	January 21, 2022	Approved to join Proposal Seminar	
5	Februari 24, 2022	Join the Proposal Seminar	
6	February 30, 2022	Revised Proposal	
7	April 11 , 2022	Revised chapter IV & V	
8	July 22 , 2022	1 st Revised all chapter	
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I hereby declare that this thesis is definitely in my own ideas, except for some quotations (directly or indirectly) that were adapted or taken from various sources and mentioned scientifically. The researcher is responsible for the truthfulness of the data provided in this paper.

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ACKNOWLEDGEMENT

In the name of Allah Subhanahu wa Ta'ala the most gracious and merciful. First of all, the researcher would like to say Alhamdulillahhirabbil'alamiin and say grateful to Allah for blessing, strength and health given so that the researcher could finish the thesis entitled **“THE EFFECT OF STORYTELLING TOWARDS THE FIRST GRADE STUDENTS’ SPEAKING ABILITY SMAN 3 AT MANDAU”**. This thesis is intended to fulfill one of the requirements for the award of Bachelor Degree in English Language Education, Faculty of Teacher Training and Education Universitas Islam Riau.

Peace and salutation always be given to our prophet Muhammad SAW who has guided us from the darkness to the lightness. The researcher realizes that the support and encouragement of people have been important in the preparation and completion of this thesis. However, the researcher would like to express deepest gratitude and thanks to all people for the support, guidance, advice, and encouragement that helped the researcher in completing this thesis. It is an appropriate moment for the researcher to extend her deepest gratitude to:

1. Dedicate her deepest appreciation love and thanks to beloved parents ; Mr.Hamsyarullah and Mrs.Elmiwati for more encouragement, and more over their support and motivation, financial till the completion on my thesis work.
2. Researcher would like to give deepest appreciation goes to her siblings Ilham Kurniawan A.Md,K3 , Rizka Septiani S.Ab . Without their guidance and motivation to help this thesis would not have been materialized.

3. Researchers brother-in-law and sister-in-law Ade Rezky Zakia S.T & Desy Novia S.E for the suggestion and discussion which have been illuminating insighfull.
4. Researcher dearest nephew; Khalif Ghava Adzka Al-Kaffa & Zaid Adzka Syurahbil , yearned for your cuteness, and love.
5. Researcher would like to give gratitude to Muhammad Ilyas, S.Pd., M.Pd as the head of English Study Program of FKIP UIR who supported and guided the researcher to complete this thesis. Sri Wahyuni, S.Pd., M.Pd as the secretary of English Study Program of FKIP UIR who has given suggestion and guidance to complete this thesis
6. Researcher would like to give respect and thanks to dearest Dr. Sri Yuliani, M.Pd as her Advisor. For Providing an opportunity to do the thesis and giving all support and guidance,which made this thesis complete.
7. The researcher's owe gratitude also goes to the examiners .Dr. Hj. Syofianis Ismail, M.Ed & Shalawati, S.Pd.I., MA.TESOL. who took keen interest on this thesis work and guided her all along .Without their suggestions this thesis would not finish properly.
8. The researcher's thankful and fortunate enough , motivation and guidance from all teaching staffs of English department which helped her in successfully completing this Thesis work .
9. Special thanks to Mam Asmanimar S.Pd who guides the researcher in school and all of teaching staffs at SMAN 3 Mandau, And to all the students who had been sample of this research particulary.

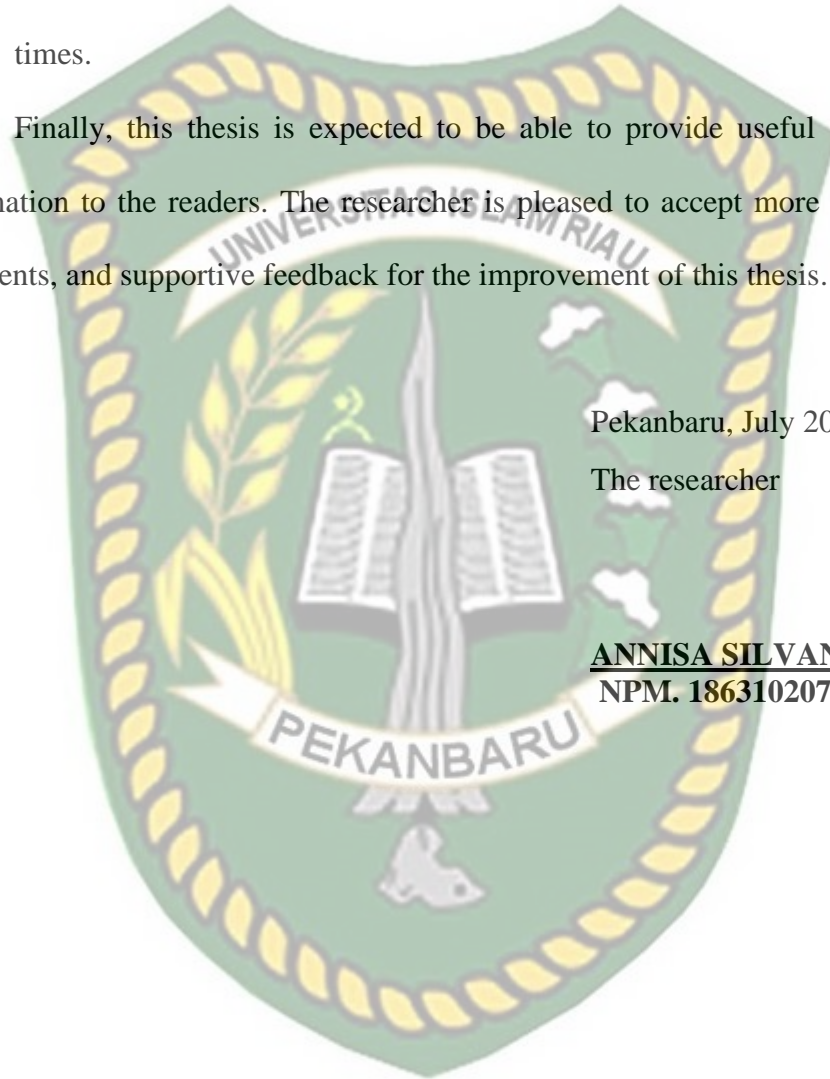
10. Last but not least, I want to thank myself, for believing in me, for not giving up even though there is so much storm coming through us , for having no days off about this thesis, for never quitting, for supporting each other at all times.

Finally, this thesis is expected to be able to provide useful insight and information to the readers. The researcher is pleased to accept more suggestion, comments, and supportive feedback for the improvement of this thesis.

Pekanbaru, July 2022

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ABSTRACT

Annisa Silvani, 2022. **The Effect of Storytelling Technique Towards The First Grade Students' Speaking Ability Sman 3 At Mandau.** English Language Education, Faculty of Teacher Training and Education, Universitas Islam Riau. Advisor: Dr. Sri Yuliani, M.Pd.

Keyword: *Storytelling, Narrative Text, Speaking Ability*

Storytelling Technique is one of the technique use in speaking performance . it creates an enjoyable classroom environment and attracts students' interest . The purpose of this research is to know the significant effect of storytelling technique towards students' speaking ability at the first –grade students of SMAN 3 Mandau.

This research was Pre-Experimental Research .They were only one class as experimental class.The sample of this research consisted of 22 students at the first grade students of SMAN 3 Mandau. The instrument of this research was speaking performance of narrative text. In this research there were five components ;pronunciation, grammar, fluency, vocabulary and Comprehension in pre-test and post-test. The effectiveness of storytelling technique can be seen from improving of students' speaking ability by comparing pre-test and post-test based on the raters.

The researcher analyzed the data and did hypothesis test, the researcher found the result each speaking aspect has mean increasing such as Pronunciation 9,8% , Vocabulary 6,2% , Fluency 11% , Grammar 8,2% , & Comprehension 9,7%. The final result is $4.447 > t_{table}$ at the level significant 5% is 1.721. Result show the alternative hypothesis (H_a) is accepted while the null hypothesis (H_0) is rejected . Thus, it can be concluded that there was significant effect by using Storytelling Technique towards students' speaking ability at the first grade of SMAN 3 at Mandau.

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CHAPTER I

INTRODUCTION

1.1 Background of the problem

English has turned into a worldwide language that is widely used for communication around the world . since there are many books mostly written in English . Therefore , in order to increase the students knowledge , they need to study english , especially in indonesia where it is a foreign language . The government has made English a required subject in junior and senior hisgh school as a result .

In English learning there are four basic skill that has to be mastered such as reading , writing , listening and speaking . To develop the ability of the students in mastering English,it can't be separated from speaking skill , speaking skill is one of the important skill . Speaking is an activity or process by someone to communicate with the other for sharing meaning through the use of verbal and non-verbal . Even speaking is become a part of our daily activities .

Speaking is an action that someone engages in order to interact with the others . it occurs everywhere and has become a part of our daily lives . When someone speaks or talk , the person interacts with others and utilizes language to communicate ideas , feelings , and thoughts. The person also communicates with others to provide knowledge or to get a new experience . Speaking is a productive talent that involves both the speaker and the listener .

There are three primary reasons for encouraging students to speak in class . First, speaking activity gives rehearsal opportunities or chances to practice real-life speaking in the protection of the classroom. Second , speaking assignments in which students attempt to utilize any or all of the languages they are familiar with give feedback to both the teacher and the students . Third the more students have to activate the opportunities have to use many language elements they have stored in their brains , the more automatic their use the elements become . This implies that children will be able to use words and sentences smoothly without having to think about it too much .

Until now , the majority of senior high school students have struggled with learning to communicate. They constantly believe that speaking is difficult and unpleasant. As a result, when teachers advise the students to practice speaking , they are hesitant to speak out especially in front of the class. They may also feel worried and insecure about the way they speak , pronunciation , or grammar .

For started Students continue to face difficulties in learning speaking skills , the difficulty speaking due to a lack of vocabulary , fear of making mistakes when speaking , they think there is not enough time to practice English but in reality they just procrastinated, failure to understand the material . provided by the teacher , and sometimes they feel insecure about speaking because they don't memorize the grammar very well. Believing that grammar is one of the mandatory requirements for speaking English , and also their pronunciation .

According to Harmer J (2002:89) , teacher should concentrate on characteristics that represent students' speaking skills and English competence. Pronunciation, intonation, fluency, tone of voice, emphasis, word choice, and communication efficacy should all be considered. Moon J (2000:33) adds that students have a genuine desire to speak English more effectively not just in the English foreign language classroom but also in circumstances outside of the classroom.

The importance of speaking in communication cannot be overstated . producing , receiving, and processing information are all part of the interactive process of creating meaning . They are spontaneous , open-ended, and developing , and their form and meaning are dependent on the context in which they occur , including the person , their experiences , the surroundings , and the purpose of speaking . outside of the classroom , it is used twice as much as listening , which is used twice as much as reading and writing . speaking and listening are the most often used skills in the classroom .

Nowadays , many teachers agree that students should learn to speak different language by instructing to others so that the teachers should be creative in developing their teaching learning process to create a good situation , improve the students speaking skill , pay attention to the speaking components, and make the lesson is more exciting , but improving students speaking ability is not easy . During learning process the teacher should have been discovered that the students had difficulties with their speaking abilities , one of which was pronunciation . pronunciation is an important part to where we can get the meaning of a word . the

problem is that students didn't understand about it . Others challenges was lack of vocabulary because they had limited vocabulary and difficult to develop it . After that , students did not feel confidence to speak up during learning process because they concern about their grammar.

According to the problem explanation, the researcher used story telling to boost the student's speaking abilities. Because telling stories is a procedure in which students read a short story to others, the researchers will utilize it as a tool in teaching speaking. The researcher also want to know their speaking ability because not all students have the same intelligence which make they are unique .Storytelling can be an alternate technique to develop student speaking abilities. Story telling is a frequent technique used by many people in their communication to overcome difficulties in utilizing the audiences. One of the recommended techniques for helping language learners improve their understanding of vocabulary, grammatical structures, and pronunciation is storytelling. It provides a variety of topics for Learners to start a conversation with others stated Deacon & Murphey (2001) .Thus, the development of speaking skills in an English foreign language situation is the problem investigated in this study, and the employment of the telling tale approach is a potential solution to the speaking difficulty.

The truth is English education in some senior high school fails to provide sufficient results . This situation has also occurred in Sman 3 Mandau , Duri .during learning process especially in speaking session teacher often be more active that students . The reason is that the students feel afraid to make mistake when they speak English in front of the class . Where they struggle to communicate in English

and sharing their perceptions about the subject . The situation becomes passive . Because the majority of them believe that speaking is difficult , their speaking score are poor . We cannot deny that this failure is the result of several issues during teaching learning process. These issues can be caused by a variety of factors, including students motivation , teaching method , environment , and class situation. appear to be of considerable relevance.

For this reason the teacher of Sman 3 Mandau should have apply a better method and technique of teaching speaking .Based on the background above , the researcher is interested in conducting a research entitled : “ The effect of storytelling towards students’ speaking ability of the first year at Sman 3 Mandau”

1.2 Identification of the problem

Referring to the background of the problem which was explained above the students have issues in learning English specially in speaking . The problems could be identified as follow :

1. Firstly , the teacher in SMAN 3 MANDAU didn’t apply the right technique for speaking session . When taking grades the teacher doesn’t pay attention of how students pronoun the words . This also make the students lazy .
2. Secondly , students have problems how they pronounce words in English . They didn’t know how to pronounce correctly . The students rarely practice words in English

3. Thirdly , most of the students have a problem about the lack of vocabulary , because how rarely they practice speaking English at home
4. Fourthly , the students have a problem of being confidence to speak English in front of their friends or class.they afraid to share and express their ideas in English

1.3 Limitation of the problem

Despite the fact that there are numerous ways for teaching speaking in senior high school . The teacher should use a variety of teaching technique when teaching English so that the students can understand the topic more easily . in this study , the researcher will use storytelling technique as a way of teaching speaking because students enjoy stories . Stories can make a motivation and make the learning more enjoyable . The reason for this is that some of the technique are difficult for the students to understand and do not stimulate them. Causing them to become distracted from the topic and difficult to receive the material.

Based on the explanation above , it can conclude that there were several problems causing students low in their speaking ability . From the problem The research will focus on The Effect of using storytelling technique towards students' speaking ability of the first grade at SMAN 3 MANDAU

1.4 Formulation of the problem

Based on the limitation of the problem above , the problem in this research can be formulated “is there any significant effect of storytelling towards students’ speaking ability of First year at SMAN 3 MANDAU Duri ?

1.5 The Hypothesis

1. Null Hypothesis (H_a) : there is no significant effect on students’ speaking ability after using storytelling in SMAN 3 MANDAU Duri.
2. Alternative Hypothesis (H_0): there is significant effect on students’ speaking ability after using storytelling in SMAN 3 MANDAU Duri.

1.6 Objective of the research

The purpose of this study , to find out whether storytelling has any effect towards students’ speaking ability of the first year at SMAN 3 MANDAU.

1.7 Significance of the research

This study will provide information about how effective students speaking ability as best possible . it is expected that the result of the study will benefit to :

1. The Teachers

This technique can give another variety and will be the best technique of teaching speaking skill at SMAN 3 MANDAU .Besides that , teacher would get easier to motivate students to speak English in front of the class .

2. The Students

This research would facilitate students for a better knowledge about speaking . it can improve their pronounciataion , find a new vocabulary and grammar . especially students of SMAN 3 MANDAU . Students could be more interested to speak up in English.

3. The School

This study will be expect to increase learning quality in speaking ability at SMAN 3 MANDAU and to the learners who want to improve their speaking skill

4. The Researcher

This research can be used as in references for others Researchers where this kind of skill on using story telling technique in teaching English on speaking section .

1.7 Definition of the key Terms.

It is important to provide a description of the words used in this study in order to avoid confusing the reader . Below are the definitions of the key terms :

Speaking ability

Speaking is a method of constructing and sharing meaning by the use of verbal and nonverbal imagery in a variety of situations . In this study , speaking ability is defined as the ability to utilize words or a language to convey and make a speech or conversation about a topic of common interest .

Narrative Text

One of the genres taught to first year senior high school learners is narrative text . Narrative text is a text that contains imaginary stories, fairy tales, or true stories that have been exaggerated. Usually there is a moral value to be learned at the end of the story. A well-written story allows your reader to react to an incident in your life as if it were their own.

Story telling

Storytelling is an activity related to telling a story to one or more listeners. In storytelling, the storyteller engages in a two-way interaction with the listener, then tells the story. Storyteller tells stories using words, sound and movement . According to McDrury, J., & Alterio n.d. (2003) , storytelling is a unique of human experience that allows us to tell stories using the language of words ,allowing us to better understand the real and imagined worlds , as well as our place within them (cited in Behmer 2005).

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Speaking Ability

Speaking is one of four skill of English . the kind of practice saying word by word of how a good pronunciation is Tarigan(1992) Giving stated that it also an instrument to show a message to listener whether they understand or not . So we know that speaking is a activity of how we express our emotion or message directly to the listener whether they understand or not then whether the listener or speaker communicating where they make a conversation such as sharing ideas . Speaking is a crucial skill that students must develop when studying English . While (Harris 1969) stated Speaking is a difficult ability that requiring of variety in different which develop at different stages . From this definition it is clear that speaking needs other ability than just speak . simply , speaking is an ability to share and express.

Furthermore , speaking is the second language after hearing that requires practice , such as how to enunciate a word . speaking is also a tool for conveying a message to the listener , whether the listener understand it or not added Tarigan and Henry (1986 : 15) .This indicates that speaking is really important for using EFL . There are several can communicate with others in a fluent and suitable manner .Second , speaking is a vocal manifestation of one's ideas . Speaking , according to Tarigan (1992) is the ability to convey a message orally . This suggest that speech is a channel through which ideas , views , sentiments , and messages may be

expressed . Both the speaker and the listener are active participants . in order to be able to understand the content of what is being spoken the listener should try to listen what speaker saying .

According to pollar (2008:34) in (Kurniati n.d.) Speaking is one of the most challenging components for students to acquire . Many learners's primary goal to be able to communicate in English . Their personalities have a significant impact on how quickly and accurately they will achieve this goal . Those who are sticker – obsessed and fearful of making mistakes will be more chatty in overall , but will make a lot of mistakes that will be difficult to break . Students who are cautious and hesitant may take a long time to talk confidently , but once they do , their anguish has less errors , and they will be happy of their English abilities . it's a choice between number and quality , and neither approach is incorrect .

Brown (2007) believes that speaking is a productive skill that can be directly and objectively observed , those observations are usually affected by the quality and effectiveness of a test taker's listening skill . Speaking in a classroom involves the interaction between teachers and students or among the students which depends on how classroom activitis are organized . It is important in interactive language functions , and that it is not what you say that matters , but how you say it through gestures , eye contact , physical distance and other nonverball messages . While Richards & Renandya (2002) stated about needs the ability to utilize language effectively in social interaction , which includes not just communication but also paralinguistic characteristics of speech such as pitch , stress , intonation . Furthermore , in a confused message to fleet without any accompanying words ,

non linguistic aspects such as gestures , body language , an emotion are required to convey a message without the need of words.

We know that the main goal in teaching English speaking skill is practice oral fluency . fluency is defined as the ability to communicate naturally and eloquently without pausing or displaying distracting hesitation indicators . it also includes things like answering coherently within the conversation turns , using linking words and phrases , pronunciation and adequate intonation without too much hesitation . to achieve this goal , we must bring the students to get the stages where they mostly imitating a model or responding to cues to one where they may freely express thir own ideas using the language (Byrne, 1986).

Second , mastery of phonological elements , grammar , and discourse is referred to as correctness . it also refers to the linguistiv ability to correct utterances in order to achieve accurate communication , According to Thornbury (2005) speaking English correctly entails not only avoiding faults and mistake in grammar , but also in vocabulary and pronunciation .

Pronunciation is third element . the purpose of pronouncing the goal progress is not to produce a perfect replica of a native accent , but rather to get the students to pronounce words precisely enough for other speakers to understand them readily and comfortably stated Ur (1996) . Good pronunciation will make communication easier , and listeners will be unable to grasp what the other person is saying , making the communication process more complex. As a result , pronunciation plays a critical role in both academic and social settings , allowing

students to successfully participate and integrate into their communities . Finally , in the development of students speaking skills , fluency , accuracy , and pronunciation are three wital and complementing components .

Teaching , according to Hornby(1995),is giving instructions to (a person) : providing a person (knowledge,talent,etc),means that whereas speaking includes utilizing words in a natural voice . As a result , teaching someone to talk means training them how to communicate .According to chaney (1998) , speaking is “the process of constructing and transmitting meaning through the use of verbal and nonverbal symbols in a variety of situations”. it’s an important part of learning and teaching a second language too . Learning provides personal grafitication in the form of being able to communicate , as well as the opportunity to pursue other hobbies or archieve professional goals .

For students to improve their interaction skills , they must be able to communicate in English . in the globalization era , aye and phyu (2015) argue that strong English speaking skills are required in all sectors of life . Furthermore , sephavand (2014) believes that there are certain advantages to prioritizing speaking skills as the primary goal of English learning,such as personal satisfaction from speaking and the ability to pursue other interest or carrer aspirations . Furthermore , according to tahir (2015),someone is regarded effective in learning a foreign language when he or she can speak it .To be more specific , Nugraha research (2010) and discovered that some students were unable to communicate effectively orally due to a lack vocabulary , grammar , pronunciation ,fluency,and comprehension,and that speaking in english alone was difficult , and thay they

required additional practice. The purpose of speaking skills instruction is to improve conversational efficiency . Teachers must discover a good technique to teach the english language in order to overcome the issues presented by the students mentioned above .

Based on the explanation of the experts about speaking ability the researcher conclude that speaking ability is allow us to communicate with others and express our thoughts and feelings.Its part of English skill that is important and should be known by the people if they want to speak and how they pronounce it . Thus , practicing speaking skill also leads to the development of writing , listening , and reading skills too.

2.1.2 Components of Speaking

a. Fluency

It refers to a person's ability to speak clearly and fluently . Fluency refers to a person;s ability to speak a language without makin mistakes such as mispronouncing and readily is referred to as fluency . Fluency , According to Roger Gower(1995) in Suleiman(2021), is the capacity to keep going when speaking spontaneously .

b. Comprehension

Comprehension refers to a student's ability to comprehend everything that the speaker says to them. Comprehension, according to (Manser, 1995, p. 81) in (Yunita, 2015), is the ability to comprehend something.

c. Grammar

Grammar is the process of putting words together to form a complete phrase. This is important because if the speaker can grasp grammar to organize the words, he or she will be able to speak English fluently. Grammar is defined by Allen in (Putrawansyah, 2020) as a system of sentence analysis, rules, and labeling: it is the most effective way for a speaker to build a sentence in speech. As a result, we can conclude that using grammar is the best approach for a speaker to build a sentence in speech. Grammar is a set of rules for analyzing and classifying sentences.

d. Pronunciation

Pronunciation is an important part of language, according to the definition. As a result, it is critical that the students have strong pronunciation since their speech will be intelligible if they do. "Pronunciation is a vital aspect or thing throughout the improvement of the speaking talents," according to (Gower, 1995) in (Suleiman, 2021), " students' competencies to enunciate pleasantly indicate that they have progressed for studying English, and this is what the instructor has to emphasize."

2.1.3 Classroom speaking activities

Teaching speaking should be taught in attractive and communicative activities . There are many types of classroom speaking activities which is :

1) Group discussion

in big classroom group discussion are effective speaking activity stated Marianne and Olshtain (2000:177) Students in a second or foreign language classroom should have plenty of opportunities to participate in group discussions, brainstorming sessions, and a variety of other speaking activities in which they must produce a word,a term,an expression,or a clause rather than maintain a long conversation .

2) Information Gap

O'malley and pierce (1996:81) define an information gap as an action in which one students receive information that is withheld from a partner. An activity in which one person possesses information that the other does not is known as an information gap . To share that knowledge,they must do so in the target language . For example , one student has the party directions and must pass them on to a classmates.Because everyone has the opportunity to speak extensively in the target language,these activities are effective.

3) Role Play

In the relatively safe environment of the classroom, role plays are also wonderful practice for speaking. Students are assigned specific roles in the target language during a role play. Role plays allow students to practice speaking the target language before having to do so in a real-life situation. Role plays assign students to specific character and pose questions through these roles. O'Malley J M & Pierce L V (1996:85) stated that Role plays are more regimented than improvisation but less scripted than plays. Students can use role play to expand and modify their ideas and views by exploring the thoughts and feelings of character in a story.

4) Simulations

The role plays more extensive simulations. Props and documents create a reasonable realistic environment for language practice in a simulation. Role-playing and simulations are extremely similar, however simulations are more elaborate than role-playing. Students can bring items to class to create a realistic setting in simulations. For example, if a student is playing a singer, then they will bring a microphone and so on.

5) Presentation

Individual students offer a presentation on a specific topic or person. To make this work for their students (and the rest of the class), time must be set aside for them to gather knowledge and organize it appropriately. We could want to provide models to assist people in doing so.

6) Debats

Debats can provide opportunities for the students to practice utilizing large amounts of language for a specific purpose : to persuade others to support one of an argument . Debates are best suited to intermediate and advanced students who have been given instructions on how to prepare adds O'Malley J M & Pierce L V (1996 :87). Learners must prepare extensively for debates , which include group interaction and at least one of the following language functions : describing , explaining,offering and asking for information , persuading , agreeing and disagreeing.

7) Story telling performance

Explained about how students retell stories or text selections that they have listed to or read in story/text retelling.Retelling can also be used to determine students' understanding of story structure stated O'Malley J M & Pierce L V (1996 : 83),in retelling a story,choosing to read story or text orally to students means that you will be assessing both listening comprehension and speaking skill,retetelling arw appropriate for individual assesments of students at the beginning and intermediate levels and require no preparation on the part of the student.

It's an excellent approach to combine teaching with enjoyment by telling stories. Storytelling is a powerful strategy for teaching languages (Malkina, 1995:1, as cited in Fitria, 2000). Typically, children enjoy stories. Children find a sense of structure when listening to stories, which will later aid them in understanding more

complicated stories in literature. The teacher can use storytelling to create an environment in which students can learn English while having fun.

8) Interviews

Students can conduct interviews with a variety of themes . Although it is a good idea for the teacher to present students with a rubric to students so that they are aware of the types of questions they can ask and the path they should take , students should prepare their own interview questions. conducting interviews with people allows students to practice their speaking skills not just in class but also outside of school , and it aids in their socialization.

9) Story Competition

Students sit in a circle for this highly engaging whole class, free speaking activity. A teacher begins to give a tale for this activity , but after a few sentences , he or she stops . Then , one by one, each student begins to narrate from where the preceding one left off . From four to ten sentences are expected to be added by student . New character , events , descriptions and so on can be added by students.

10) Reporting

Students are required to read a newspaper or magazine before coming to class, and in class, they report to their peers on what they think to be the most fascinating news. Before class, students might also discuss whether they have had any experiences worth informing their friends about in their daily lives.

2.1.4 Types of Speaking Performance

Brown (2001) added about describes six categories of speaking skill area .

Those six categories are follows :

a. Imitative

This category contains the ability to practice intonation and the ability to concerntrate on specific aspects of language form . That is nothing more than repeating a word , phrase , or sentence. The most important thing to remember is to concentrate on the pronounciation . Drilling is used by the teacher in the teaching learning process . The rationable for this is that drilling allows students to listen and vocally repeat particular words .

b. Intensive

A speaking performance by the students in which they practice phonological and grammatical components of language . it usually pairs students working on a task (group work),such as reading aloud , which involves reading a text , reading a conversation with a partner in turn , reading information from a chart , and so on .

c. Responsive

Interaction and test understanding are included in responsive performance , but only to the extent of extremely brief conversation , conventional greetings and small talk , simple request , and remarks . This is a type of a quick response to a question or comment posed by the instructor or a students,in which the teacher or students

provides instructions and guidance . These responses are typically adequate and informative.

d. Transactional

It is designe with the objective communicating or exchanging certain information. For example we can take part in conversation with the other (a discussion that's done in pairs)

e. Interpersonal

It is done more for the purpose of developing social relationship than for the aim of transmitting facts and information. Interviews, role plays, debates, chats, and games are example of interpersonal speaking performance .

f. Comprehensive

Students are given long monologues in the form of oral reports , summarise, and story telling by the teacher.

Based on the explanation above , it can be concluded that there are some factors to consider while valuating speaking. Students must be familiar with pronunciation, vocabularies, and language functions that they will employ. Students can use the language appropriately after they ready and prepared for the activity.

2.1.5 How to evaluate students speaking ability

Speaking is a type of oral social contact that allows people to produce and communicate ideas and thoughts. Furthermore, according to Luoma (2004), the

primary goal of language acquisition is for students to be able to communicate with friends, family, parents, instructors, and strangers in a language that they can both comprehend and utilize. The activeness of students in conversing in English, as well as how students may indicate their knowledge by employing intonation and body language appropriate to the conversation's subject, are indicators of the effectiveness of speaking English.

Activities that facilitate communication among learners of various their languages by mother tongues are a wonderful method to promote clarity. Such activities encourage the students to concentrate on clarity in order to effectively communicate their point, be significant, and avoid humiliating instructor corrections (Jenkins cited in Nation and Newton, (2009). The purpose of speech in human contact has been classified in a number of ways. Speech function is categorized into three sorts, according to Richards and Arends (2008) talk as interaction, speak as transaction, and speak as suggested. These activities differ in shape and purpose, necessitating a unique learning strategy.

The general aim of speaking performance is to figure out student's speaking ability. This aim is broken down into specific aim exactly to know the level of ability to express opinion, ideas/thought during discussion, question-answer, tell a story, give "a speech and so forth. The means for measuring the speaking skill evaluation were test and non-test. There were two factors of speaking activity being assessed . (1) language which comprises pronunciation, consonant, stress, articulation, rhyme, diction, expression, word variation, form, sentence structure, and sentence variation, (2) the courage and passion which involves fluency, voice

loudness, eye catching, movement and mimic, openness, reasoning and topic acquisition.

Evaluating someone's speaking skill, basically, must consider five factors:

1) are certain sounds (consonant) pronounced well, 2) are intonation patterns, sound decrease and increase, as well as syllable stress satisfying, 3) do the consistency and accuracy of pronunciation reflect that the speaker understands his/her language without internal reference, 4) are the pronounced words in the correct form and sequence, 5) how can someone's speaking reflects customary, fluency, or native-speaker sounds Tarigan (2008:28).

2.2 Narrative Text

Almost all students admit that learning English is a difficult subject . They also admitted that are very bored if they study English at school . While english is a very useful foreign language for the future which helps them at work . There are many ways that can be done to learn english in a fun way , but only a few teachers apply how to learn English using practice without realizing whether the student understands the lesson or not . The teacher just needs to find a way so that students don't get bored in learning English .

According to Meyers (2005 : 52),. A well-written story allows your reader to react to an incident in your life as if it were their own . They are not only aware of the event , but can nearly taste it . Action , details , and a setting that immerses the reader in the dialogue and makes it happen for them . storytelling is one of the most effective ways to communicate with others

One of the genres taught to first year senior high school learners is narrative text . A narrative text , According to Alcantara, and Rebecca,Et.al (2003) , is a text that describes a sequence of logically and chronologically related events that are caused or experienced by variables . She also claims that a senses of story line , subject , characters , and events as well as how they relate , is essential to grasping a narrative . Furthermore ,Anderson M and Anderson (2003) define a narrative as text that communicates a tale while entertaining the audience . Character , setting , and action are all present . The protagonist , the setting and the plot's problem are usually introduced at the start of the story . The issue reaches its high point the middle . Then the conclusion which is the ending solve the problem.

One of the genres taught to first year senior high school learners is narrative text . A narrative text, according to Gerot, Linda, and Wignell (1994:204), is one that serves to amuse and entertain. Narrative is concerned with problematic occurrences that result in a crisis. A narrative text follows a standard format: (1) Setting the scene and introducing the players, (2) Evaluation is a step back to assess the situation, (3) Complication is the occurrence of a crisis, (4) Resolution is the resolution of the crisis, for better or worse, and (5) Reorientation is the optional. "Narrative is portrayal of an event or a group of events," says Abbot (2002:13). This signifies that the sequence is at the center of the narrative's definition. A narrative text describes a series of related events that are told in a certain order. Stories, fairy tales, folk tales, folklore, mysteries, science fiction, and historical fiction are examples of fiction (history,autobiography and news reports).

A narrative text is a text that tells a tale from the past . The goal of narrative text is to entertain and amuse the reader or listener . The objective of narrative writing , is to give a vision of the world that entertains the leader or listeners . Narrative is a type of story telling that tells a stories like tale in a series of events . The narrative might be either fiction (not based on facts) or nonfiction (based on real life experience) . A fiction example your pet can have a gold egg while non-fiction is when you're the witness of tragedy . In general , generate action in a tale . Should be in the active voice , such as he's sliding , she's laughing , and they're waiting , rather than the passive voice , such as he's been asked , she's been provided , and they've been sent away .

The act of telling narrative is reffered to as narration . A good story must also have fascinating information in order to be interesting . Tell us about an event that your target demographic would enjoy . Consider your story as a movie in which the audience gets to watch and hear character in action. As a result , it should be detailed and clear , even if it is organized in the sequence in which events occurred or in some other effective way that achieves all of the following goals.

2.2.1 Generic Structure of Narrative Text

The general structure of story , according to Gerot and Wignell (1995) , is as follows:

- 1) An Orientation that informs the audience about the main characters in the tale , when the story and where the action takes place.

- 2) Evaluation is a step back to assess the situation
- 3) Complication , This section describes how the plot is propelled forward by a succession of events which we expect to result in some form of complication or trouble. it wouldn't be nearly as exciting if something unexpected didn't occur. This part will engage the primary characters and will frequently assist to move them closer to their objective.
- 4) Resolution , the situation has been settled , for better or worse
- 5) Re-Orientation is the optional part where this part includes a statement or moral value

Meanwhile , Anderson and Anderson (1997:8) explain how to put together a narrative text (1)Orientation is the first narrative in a series that introduces the characters, the setting of time , and the setting of location.(2)A complication is a set of events in a novel that encourages the reader to speculate what will happen next . (3)The characters reaction to the problem in order of occurrence(4)the conclusion , in which the protagonist eventually overcome the complication's difficulty.(5) A coda that includes a statement or moral principles learn from the narrative , but this is an optional steps .

2.3 Storytelling Technique

According to Meyers (2005 : 52) ,storytelling is one of the most effective ways to communicate with others . Teachers may use storytelling to create a more relaxed and intimate atmosphere in the classroom . Stone (1996:104) , an experienced Australian teachers/storyteller , describes how using storytelling

techniques can provide other benefits , such as exposing children to a variety of story experiences;providing young students with models of story patterns , themes , characters , and incidents to aid them their own writing , oral language , and thinking , nurturing , and encouraging a sense of humour in childer , allowing children to put their own words in perspective ; and increasing children's understanding of story patterns , themes , character , and incidents . individuals can learn to express themselves and make sense of the outside world by using storytelling techniques . Purwaningsih and Wijayanto (2004) giving stated that students can either summarise a narrative or story they heard previously , or they can make up their own stories to share with their classmates.

Storytelling is an interactive performance art form , according to Noorick (2000) The relationship between the narrator and the audience is the significant aspect of this story telling . The teller's actions and words provide a clear message to the audience . The tale should be finished With a little demonstration to verify that the messages are presented without prejudice . some human brains are more capable of seeing or demonstrating than vocalization or words , which are frequently utilized in stories . In order to broaden the audiences's knowledge of the tale that storytellers are attempting to impart , storytelling should use both words and visuals example .

Storytelling , According to Gibson (2003) , is an active procedure that enables children to rebuild the text while also allowing tutor-child contact . When required , the teacher might use open-ended question and lead-in to assist the kid in reconstructing the meaning of the text.

According to coconi (2013) . The act of relaying events through the use of words and sounds is known as storytelling . This is a form of improvisation and expression centered on a plot and or narrative point of view . Many distinct styles of storytelling styles of storytelling are practiced in many different cultures across the world , with the goal of spreading moral ideas , amusement , inspiration , and guidance . Maynard (2005) described tales as “the mean through which individuals convey their experiences , comprehend the experience of others , release their imaginations , and make sense of the world and their ownplace within it “ People , politics , and education all benefit from tales

Story is inherited together with cultures and tradition as a classical talent of learning and teaching fromancestor (Eades, 2006 , p.1) . (Lipman 2005)an also argued that the existences of story telling is in accordance with the presence of humans . As a result , it may be deduced that people have been telling stories from their first steps on the planet , long before the written word or vocal language , through cave paintings and over fires . Maynard (2005) . People use stories to make sesnse of themselves and their surroundings . Ethics , morals , and cultural norms and variations may all be taught via storytelling .

Learning is most successful when it occurs in social settings with genuine social indications about how information should be used . In social environment , stories serve as a vehicle for passing on knowledge . As a result , each narrative includes three sections . The setting (the Hero’s world before the adventure begins) comes first . The confrontation (the hero’s world is flipped upside down)is the second act . Third , the resolution (Hero defeats the evil , but it is insufficient for

hero to survive) it is necessary to alter either the hero or the world . In this style , any tale may be told .

Speaking requires the simultaneous use of several talents, many of which develop at different rates, according to Harris (1974). The instructor should select a suitable and engaging strategy to address these issues in order to keep the students interested in the English lesson plan. Different technologies are used to teach speaking skills. The researcher would like to suggest storytelling as a substitute method in this approach.

Listeners get interested and remember , making them valuable instructional tools .Story telling serves a basis for both learning and teaching . While listening to the narrative , the listener is able to conceive fresh view points , resulting in a transformational and compassionate experience . Allowing the individual to actively participate in the tale , as well as observes , listen and participate with little instruction , falls under this category .Listening to a storyteller may help you enduring personal bonds , encourages creative problem solving , and establish a common knowledge of your future goals . After then , the listener might use his or her expertise to conceive new possibilities .

A storyteller and listener can work together to find best practices and develop new solutions . Listeners must pay great attention to discern the underlying information in stories since they typically have numerous levels of significance of respect . In addition to linking children with their surroundings via the tales theme , and giving more autonomy through the use repetitious sentences , which improves

their learning to acquire competency . it's also utilized to educate kids how to respect all living things , cherish interconnectedness , and preserve in the face of hardship . A kinesthetic learning technique would be utilized to teach this , with the listeners being involved through music , dream interpretation , or dancing .

According to (Cameron 2001), storytelling may be a fun way to practice both listening and verbal expression. Furthermore, storytelling has been widely employed as a teaching approach in preschools and elementary schools up to university level, with the instructor selecting stories from folk tales, guide books, literary tales, real-life stories, festivals, and mythology. Based on the explanation above we can conclude that storytelling is a technique of sharing what is on our minds . it has several advantages , including entertainment , education , cultural preservation , and moral values instillation . it also contains components that should be noted , such as story , character , and the point of view of narrative.

2.2.2 The advantage of storytelling

Storytelling , according to Stanley and dillingham (2009) , is an oral activity that incorporates improvisation in presenting the narrative , facial expressions , and body movement in order to capture the audience's attention by leveraging the arousing emotion of an event in a story . According to another perspective , as mentioned in irawati (2003) , storytelling is an oral activity in which words and gestures are employed in a vivid way to build scenes in a sequences , but storytelling

is more than just narrative . Storytelling is an excellent teaching strategy that allows students to focus on story as part of class speaking exercises .

The most possibilities for learners to talk more than the teacher are provided when storytelling is used to teach speaking. Additionally, this method encourages learners to speak out loud more frequently. Students are required to grasp the main themes of the tale and speak with ease while employing the storytelling style. According to Thornbury (2005), telling stories is a fundamental aspect of all languages and one of the key components of everyday speech that conveys a narrative story. Through the use of storytelling, students may look back on specifics of an incident as they are recounting it aloud. In agreement with this, Wright (2004) believes that stories may inspire students and spark their curiosity.

The oldest form of instruction is storytelling. Tales have traditionally been used by cultures around the world to pass down their beliefs, traditions, and history to future generations. Listeners' minds are opened by stories that grab their imaginations, stimulate their emotions, and activate their imaginations. As a result, any point presented in a tale, as well as any following education, is likely to be considerably more successful.

Students can give a quick summary of a narrative or story they heard previously, or they can make up their own stories to share with their classmates. Telling stories encourages creative thinking. It also aids students in expressing their thoughts, progression, and conclusion, as well as the characters and tale locations. Students can also tell jokes or riddles. For example, at the start of each class session,

the teacher may invite a few students to speak brief about riddles or jokes as an introduction. Not only will the teacher address the students' speaking abilities, but he or she will also gain the attention of the entire class. By giving abstract concepts a concrete form, stories may bring them to life. We may not always be able to just provide students with interactive learning experience with psychological ideas, but stories can help. A story is about a series of events involving a group of people and what happens to them. according to Schank (1990), story should appear after surprises or failures to meet expectations.

Based on explanation above according to the experts, it can be concluded that storytelling is the delivery of messages or stories in a narrative, based on a sequence of certain events. It can also tell stories about life and events orally. The advantage of storytelling technique is that it makes students unable to do it, makes students more creative, improves their pronunciation and intonation of words in speaking English. storytelling can use various media in doing storytelling, it can be from videos, it can be from books, using dolls, etc.

2.3.2 Teaching Speaking with Storytelling

According to Coconi (2013), The act of relaying events via the use of words and sounds is known as storytelling. This is a form of improvisation and expression centered on a plot and/or narrative point of view. Many distinct styles of storytelling are practiced in many different cultures around the world, with the goal of spreading moral ideals, entertainment, inspiration, and guidance.

Storytelling is the original form of teaching. There are still societies in which it is the only form of teaching. Though attempts have been made to imitate or update it, like the digital storytelling of television, live oral storytelling will never go out of fashion.

A simple narrative will always be the cornerstone of the art of teaching. Colloquial or literary, unaffected or flowery the full range of language is present in stories. develop in a unique way. The listeners benefit from observing non polished speech created on the spot. While listening to stories, children develop a sense of structure that will later help them to understand the more complex stories of literature. In fact, stories are the oldest form of literature.

"Storytelling is a collaborative effort between the storyteller and the audience; it is the interplay of the two that brings a story to life." Baker and Greene (1985) I underline that each story has its unique set of elements, including a storyteller, a story listener, and a theme, and that the majority of the stories are based on true events.

The use of literature in foreign language instruction has risen dramatically in recent years. Materials and activities derived from literacy books are excellent learning tools because they engage students' imaginations, promote motivation, and, most importantly, provide a rich and meaningful context. One of the most common tactics employed by teachers, especially with novices, is storytelling.

Nunan also stated in Kayi (2006) that teaching speaking includes six guidelines. The teacher begins by instructing students on how to produce English

speech, sound, and sound patterns. Second, the teacher employs word and sentence stress, as well as information pattern and linguistic rhythm. Finally, according to the suitable social setting, audience, occasion, and subject matter, the teacher chooses appropriate words and sentences. Fourth, the teacher arranges their thoughts in a logical and relevant order. Fifth, the teacher use a variety of languages to convey values and judgments. Sixth, fluency is defined as the ability to speak a language swiftly and confidently with only a few unnecessary pauses.

Storytelling serves to develop a variety of skills, including verbal, social, emotional, cognitive, and moral development Musfiroh (2005) . Furthermore, narrative seeks to convey moral lessons without being patronizing or imposing based on Mal (2012).

2.3.3 How to tell a good story

Story telling is a technique that allows a students to participate actively in the reconstruction of stories. It emphasizes both social and academic growth. They employ language for an extended period of time when telling a story. They are the ones who build the story. This activity helps them enhance their verbal skills. There are several ways to tell the story in the best possible way:

- a) Have an interesting story to tell

The key to effective storytelling is to tell a good narrative to your audience. No one will listen to you if you don't have a good story to present. You must concentrate on your target audience. You would never tell a scary story to a small

child! You shouldn't tell your elders too many childish stories, too. Look for stories that will appeal to listeners.

b) Memorize the basic story

If your story has dialogue, you only need to memorize the basics, not the exact dialogue. Reading the story first then memorise it are also very important because we will tell something without using text in front of the listener.

c) Use hand gestures to emphasize the story

This will stimulate the listener's curiosity and make the story more engaging. When the plot calls for it, hand gestures should be included. For instance, if a line says "a huge green goblin," you could make a motion indicating the size of the character.

d) Use facial expressions

If, for example, a character in a sad story the the expression we choose are frowns. The smile will operate if the character is happy. You should also be aware of the story's tone and allow it to pervade your expressions.intonation is also important for storytelling.

e) Let your voice be expressive

Make the character's voice change. For example, there are seven dwarfs in the Snow White tale, and some of them have high, low, and medium voices. Low sounds are ideal if the story's vibe is a scary movie which have a gloomy theme . Build your voice up until the most interesting part, then quickly lower it just before

the most interesting section. Focus on your audience in a simple fairy tale. Use a better voice if your audience is children. Storytelling for older children may be more enjoyable.

f) Add details

A girl with brown hair and blue eyes can be described in your story as a young girl with golden brown hair and blue eyes like a river. Exaggerating small things in a story can give a wow effect.

g) Practice first.

To be a good storyteller you have to practice this ability continuously. With practice, we can find out what still needs to be improved and improved when telling stories. We can ask friends to help us in practicing. If not, we can also use the mirror to practice on our own. With the help of a mirror, we can see the way we speak and our own gestures so that we will know what we did wrong.

Try it out before you tell your story. You could wish to record yourself or do it in front of a mirror so you can see your story's problems. After you've finished watching your storytelling video, turn off the sound so you can focus on the visuals. Don't forget to make gestures with your hands then Examine your facial expression as well. Close your eyes and focus just on the story .

2.4 Relevance Study

There are some studies which are relevant to the study the researcher conducted here . This study can be supported by extensive review of the literature on storytelling technique , in line with this,many researchers have been devoted to determining the usefulness of storytelling using narrative text.here are some studies:

The first research study is entitled “*The Effect Of Storytelling Towards Students' Speaking Skill At X Grade Students Of Ma Nurul Haramain Boarding School*”This research was done by yumita hidayati(2019).The result of this research showed that storytelling has an highly significant students' speaking skill on the tenth-grade students of MA Nurul Haramain

Further Research is entitled “*The Effect Of Storytelling Technique On The Speaking Ability Of The Third Year Students Of Smp N 1 Benai*” by *anona polia*. This finding of this research shows that storytelling technique had an effect on students' speaking ability because there was a significant difference between the post-test and pre-test. It shows that the storytelling technique could help the students to improve their speaking ability. Related to this research the aspect of fluency has the highest different score then, grammar and pronunciation has the lowest score. Thus, the learning process need to focus on that aspects.

Another research is entitled “*The Effectiveness Of Using Series Of Pictures As Media To Improve The Students' Speaking Ability At Storytelling A Case Of The Eleventh Grade Students Of Sma Negeri 2 Purwodadi*” this research was conducted

by Khoiruddin, M(2014). .According to the result of the pre-test, post-test, and the hypothesis of the test (comparing the t-test and the t-table), it shows that teaching English using series pictures as media at storytelling is effective to improve the speaking ability of the eleventh grade students of SMA Negeri 2 Purwodadi



CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

According to (Ary 2006) as cited in (Putrawansyah, 2020) stated that experimental research is to enable researcher estimate the effect of experimental research . Sugiyono (2006) also giving stated that experimental research is a research which has the purpose to find the cause effect relationship among variables in a controlled . According to Nunan (1992) in Putri (2016) Experimental research is a method that was appropriate to be used for collecting and analysis the data. Which mean that the researcher wants to know the effect of storytelling .

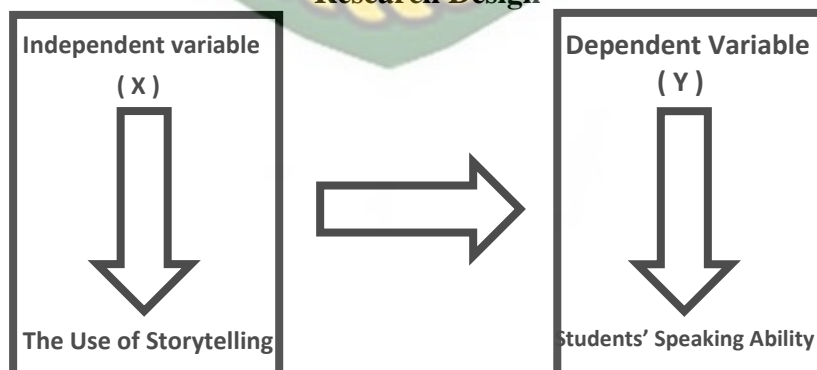
The researcher used pre-experimental method by using “one group pre-test and post-test “design in this study. Pre-experimental research, according to Nunan (1991), is made to gather data in a way that avoids risks to the validity and reliability of the study. The findings came from an oral test that asked participants to recount a narrative text. A test is a tool for evaluating someone's skill, knowledge, or performance in a specific way (Brown, 2004). Which include quantitative research , This experiment is to know if there is any significant influence of storytelling technique on the students speaking ability . The researcher used the comparative technique in order to analyze and compare the students’ scores before and after being taught by using storytelling of the first year students of senior high school 3 at mandau.

A population is a collection of people who have similar features, while The researcher picked this population because, according to the syllabus, students in the tenth grade will be learning narrative in the second semester, and the researcher intended to expand on the learning by employing storytelling techniques, particularly to improve speaking skills

.The goal of this study was to see if Story-Telling s have a significant impact on students' speaking ability, as well as to see which aspects of speaking skill are enhanced by using storytelling techniques on students, such as vocabulary, pronunciation, grammar, fluency, and understanding.it is made up of two variables , whereas speaking is the dependent variable .

One group receiving a pre-test and post-test . Which mean the researcher use two variables in this research such as story telling technique as independent variables (X) and students speaking ability of narrative text as dependent variables (Y) . The design of the pre-experimental can be drawn as follow:

Table 3.1
Research Design



Where :

X : independent Variable

Y : Dependent Variable

Table 3.2
Table Design

Group	Treatment	Post Test
Experiment Class	X	T ₂

3.2 Time and location

This research was conducted in SMAN 3 MANDAU duri , located on Tuanku Tambusai street . especially first year students academic year 2021/2022
Time of this research was conducted on 18 April up to 24 May 2022.

3.2.1 Preliminary Research

Before doing the research , the researcher conducted preliminary research which was the subject of the research namely the students of SMAN 3 Mandau. Previously the researcher did this when she was one of the students who teach there while PKLP with the aim of getting overview and can observed of the teaching and learning process that had taken so the researcher can see the situation in SMAN 3 Mandau.

3.3 The Population and sample of the Research

3.3.1 Population

The population of this research was the first year students' of SMAN 3 MANDAU dari year 2021/2022 . The number of population of all the x grade students were 368 students which divide into 12 classes . They were 6 classes of MIPA and 6 classes IPS Students. The sampling was the process of selecting individuals for a study.

Class	Students
X MIPA 1	32
X MIPA 2	30
X MIPA 3	30
X MIPA 4	29
X MIPA 5	32
X MIPA 6	30
X IPS 1	31
X IPS 2	30
X IPS 3	30
X IPS 4	30
X IPS 5	34
X IPS 6	30
Total Number of the Students	368

Table 3.3 The population

3.3.2 The Sample of the research

The Researcher chose one of the classes from the population as the sample , The Sample of the research was only one class as Experiment class. because the

research used pre-experimental research that only need one class . Sample of this research was class X MIPA 6 as the experiment . in X MIPA 6 They were 30 students . The researcher choose the class became the sample because the class already been taught speaking ability by the teacher but do not applied any specific activity practice .

**The Total Sample of the first year students of SMAN 3 Mandau in
2021/2022**

No	Classes	Types	Number of Students
1	X MIPA 6	Experiment	30
Total		Sample	30

Table 3.4 The sample

3.4 Instrument of the research

In conducting this research , The researcher used one instrument which was speaking performance . The researcher was asked the student to perform speaking ability by using storytelling Technique . Speaking performing used narrative text . There are indicators of speaking ability such as , pronunciation , grammar , vocabulary and fluency also measure about intonation and body gesture.

The researcher was measured students' speaking ability by record from voice note or video . The researcher was measured the indicator of speaking ability by analyze students' pronunciation,grammar,vocabulary and fluency.

1. Pre-test

The pre-test was conducted for the first meeting to know students' ability in speaking before treatment . In this session the researcher would be given an

instruction to the students to read the text which was narrative text about Lake Toba in 5 – 10 minutes then the students were retell the story in front of the class . The purpose of this part was to measure the basic ability to speak before getting treatment by using Storytelling Technique.

2. Treatment

After giving the pre-test, the researcher gave the treatment by using Storytelling in teaching speaking in the class . The material of the story was a variety of narrative text . The researcher requested the students to practice and gave an explanation about the story in front the class one by one .

3. Post-test

Post-test was the last activity given at the end of the meeting or after giving treatment. It conducted to know students' ability in speaking after treatment. In this session The researcher gave an instruction to the students to retell the story about Timun mas in front of the class . The purpose was to know the effect of using storytelling technique for speaking ability.

3.5 The procedure of the research

This research was in five meetings . In this research the researcher as the teacher that she control the class and students for the class environment. The procedure of this research was divided into :

1st Meeting.

At the first meeting , the teacher came to the class , greet to students begin introduction the researcher by herself to the students . The researcher stimulate the

students related with material . The material that the researcher discussed about narrative text of lake toba , to know generic structure of Narrative text . The researcher teach them a narrative text without use storytelling , the teacher let them to tell the story by give them 10 minutes to read then retelling infront of the class . so the Researcher wants to know measure of the pre-test result.

2nd Meeting :

For the second meeting , the Researcher wants to know how far the students demand with storytelling by showing picture about the story like picture of the story about bawang putih & bawang merah , The researcher gave them a lesson then the Researcher ask to students for repeat after Researcher said some of word in the story . After that the researcher and raters measured the indicator of the students.

3thMeeting

At the third meeting the Researcher came to the class and greet the class , check attendant list . in this meeting the researcher gave the material of narrative text about Malin kundang , but before begin to tell the story Researcher stimulate the student by ask them about how was your day during the pandemic . and the end of the lesson Researcher asked the students for repeat word utterance by Researcher for the word more familiar for them.

4th Meeting

At the fourth meeting the Researcher came to class , open the class session , greet the students , check the attendants . In this meeting the researcher gave the material about narrative text of Tangkuban perahu then asked students for join

speak together in sentences of the story so the researcher measured the indicator of speaking,. The end of lesson Researcher knows students for prepare presentation for the post-test.

5th Meeting

At the fifth meeting , the Researcher came to the class , open the class session , greet the students , check the attendants list then gave a post test to the students. This part where the students using storytelling technique without using a text so the researcher can measure the students speaking ability. The material was narrative text about timun mas. In this session the researcher and the raters measured the indicators of speaking such as Pronunciation , vocabulary , grammar , fluency , and comprehension .

3.6 Data Collection Technique

The data collection was conducted by researcher , in collecting the data researcher used pre-test , treatment , post-test . the data of this research were students' score pre-test and post-test of the speaking ability . The data procedure of collecting data as follow:

Blueprint of the material

No	Meeting	Teaching Activity
1.	First meeting	<ul style="list-style-type: none"> • Pre-test :Before treatment , the researcher gave the students pre-test to find out the vackground abilitie of students in speaking

		<p>test . The pre-test will give to the experiment class.</p> <ul style="list-style-type: none"> • Pre Activity : The researcher start the class by greeting the students and introduce herself • Researcher checked students attendance list • Activity : researcher gave the pre-test first to know students speaking ability • Post-Activity : Researcher closed the class
2	Second Meeting	<p>Treatment : the researcher gave the treatment after students' pre-test .The treatment of this study used storytelling on the textbook while teaching and learning process in the experimental class . The researcher teach the students of how to pronounce and show some expression while doing storytelling .</p> <p>Treatment 1 :</p> <ul style="list-style-type: none"> • Pre-Activity : researcher greeting the students then checked students attendance list. After that researcher introduced the topic of the meeting then explained about it. • Teaching Activity : While learning the students can ask something based on the material of the meeting like how to pronounce a word . The researcher also used some video from youtube . the topic of this meeting is Bawang merah & Bawang putih.

		<ul style="list-style-type: none"> • Post Activity : Teacher made the conclusion of the second meeting that has been learned.
3	Third meeting	<p>Treatment 2</p> <ul style="list-style-type: none"> • Pre-Activity : researcher greeting the students then checked students attendance list. After that researcher introduced the topic of the meeting then explained about it. • Whilst teaching : the students can ask something based on the material of the meeting like how to pronounce a word . The researcher also used some video from youtube . the topic of this meeting is The legend of Malin kundang. • Post Activity : Teacher made the conclusion of the third meeting that has been learned.
4	Fourth Meeting	<p>Treatment 3</p> <ul style="list-style-type: none"> • Pre-Activity : Researcher greeting the students then checked students attendance list. After that researcher introduced the topic of the meeting then explained about it. • Teaching Activity : The students can ask something based on the material of the

		<p>meeting like how to pronounce a word . The researcher also used another source from the internet. the topic of this meeting is Tangkuban perahu.</p> <ul style="list-style-type: none"> • Post Activity : Teacher made the conclusion of the fourth meeting that has been learned.
5	Fifth meeting	<ul style="list-style-type: none"> • Post – Test : After all the treatment researcher gave to the students and some activities before the researcher will give the post-test is storytelling performing. The post test will be done in order to know whether increasing or not students speaking ability . In this research the final data will be analyze from the post-test.

Table 3.5 Blueprint of the material

The pre-test

When the teacher teaching narrative text without using storytelling technique so the Researcher might know and compared the result in teaching using storytelling and without storytelling . The teacher tried to explain of how the generic structure of narrative text first . Making students more understand about narrative and whether students do in learning so the Researcher gave example for the students like how we telling the story , know the generic structure and using good intonation and body gestures.

The score of pre-test

After pre-test finish the Researcher analyzed the data. The Researcher's analyzed the data by using t-test to know the score of speaking ability

English speaking ability using storytelling

This part was divide into fifth meeting . There are :

1.Pre Activity

- Greeting to the students.
- Begin to pray .
- Check the attendants list.
- Stimulate students first.
- Giving a quick question about the material first.

2.While story telling activity

- The teacher introduced storytelling activity.
- Make an interest way so the students don't get bored.
- Using a picture , show in powerpoint.
- First section , while telling the story showed the picture then explain the students first , then make the students focus to the story so they can comprehend after that.
- Second section is same like make the students comprehend after the teacher giving the explanation.

3.Closing Activity

- After that The teacher make a questions to students related story and measure students comprehending with story.

Post test

After the treatment , the Researcher gave post-test to the students used storytelling performing . The reason is because to know the effect of using storytelling to the students' in speaking ability.

The score of post-test

After post test is done the Researcher analyze the data . The Researcher's data would analyze by used t-test to know the score of students' learning English speaking ability though storytelling.

3.7 Data Analysis Technique

The purpose of this research was to find out whether there was a significant effect of using Storytelling Technique on the students According to Brown (2004) , there are five components of speaking would be scored; they were pronunciation, grammar, vocabulary, fluency, and comprehension. The classification of students scores as follows.

No	Aspects	Description of indicator	Score	
1	Pronunciation	• Have few traces of foreign accent	5	(95-100)
		• Always intelligible , though one is conscious of a definite accent.	4	(75-84)
		• Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.	3	(65-74)
			2	(65-74)

		<ul style="list-style-type: none"> • Very hard to understand because of pronunciation problems . Frequently be asked to repeat. • Pronunciation problems to severe as to make speech virtually unintelligible. 	1	(below 65)
2	Grammar	<ul style="list-style-type: none"> • Make few (if any) notice able errors of grammar word order. makes grammatical and/or word order errors which do not , however , obscure meaning. • Makes frequent errors of grammar and word order which occasionally obscure meaning • grammar and word order to severe as to make speech virtually unintelligible. • Erorrss in grammar and word order to severe as to make speech virtually unintelligible. 	5 4 3 2 1	(95-100) (75-84) (65-74) (65-74) (below 65)
3	Vocabulary	<ul style="list-style-type: none"> • Use vocabulary and idioms is virtually that of a native speaker. • Sometimes uses inappropriate terms and/or 	5 4	(95-100) (75-84)

		<p>must rephrase ideas because of lexical inadequacies.</p> <ul style="list-style-type: none"> Frequently uses the wrong words; conversation somewhat limited because inadequate vocabulary Missuse of words and very limited vocabulary make comprehension quite difficult . Vocabulary limitations so extreme as to make conversation virtually impossible. 	<p>3 (65-74)</p> <p>2 (65-74)</p> <p>1 (below 65)</p>
4	Fluency	<ul style="list-style-type: none"> Speech as fluent and effortless as that of a native speaker. Speed of speech seems to be slightly affected by language problems. Speed and fluency are rather than strongly affected by language problems. Usually hesitant , often force into silence by language limitations Speech is so halting and fragmentary as to make conversation virtually impossible. 	<p>5 (95-100)</p> <p>4 (75-84)</p> <p>3 (65-74)</p> <p>2 (65-74)</p> <p>1 (below 65)</p>

<p>Comprehension</p>	<ul style="list-style-type: none"> • Appears to understand everything without difficulty 	5	(95)
	<ul style="list-style-type: none"> • Understand nearly everything at normal speed , although occasional repetition . 	4	(75)
	<ul style="list-style-type: none"> • Understands most of what is said at slower than normal speed with repetitions 	3	(65)
	<ul style="list-style-type: none"> • Has great difficulty following what is said . Can comprehend only 'social conversation' spoken slowly and with frequent repetitions 	2	(65)
	<ul style="list-style-type: none"> • Cannot be said to understand even simple conversatinaal English 	1	(be

6 scores for speaking aspects.

<p>Comprehension</p>	<ul style="list-style-type: none"> • Appears to understand everything without difficulty 	5	(95)
	<ul style="list-style-type: none"> • Understand nearly everything at normal speed , although occasional repetition . 	4	(75)
	<ul style="list-style-type: none"> • Understands most of what is said at slower than normal speed with repetitions 	3	(65)
	<ul style="list-style-type: none"> • Has great difficulty following what is said . Can comprehend only 'social conversation' spoken slowly and with frequent repetitions 	2	(65)
	<ul style="list-style-type: none"> • Cannot be said to understand even simple conversatinaal English 	1	(be

6 scores for speaking aspects.

<p>Comprehension</p>	<ul style="list-style-type: none"> • Appears to understand everything without difficulty 	5	(95)
	<ul style="list-style-type: none"> • Understand nearly everything at normal speed , although occasional repetition . 	4	(75)
	<ul style="list-style-type: none"> • Understands most of what is said at slower than normal speed with repetitions 	3	(65)
	<ul style="list-style-type: none"> • Has great difficulty following what is said . Can comprehend only 'social conversation' spoken slowly and with frequent repetitions 	2	(65)
	<ul style="list-style-type: none"> • Cannot be said to understand even simple conversatinaal English 	1	(be

6 scores for speaking aspects.

Classification of speaking Ability

No	Level	Percentage	Category
1	Level 5	81-100	Excellent
2	Level 4	61-80	Very Good
3	Level 3	41-60	Good
4	Level 2	21-40	Fair
5	Level 1	0-20	Bad

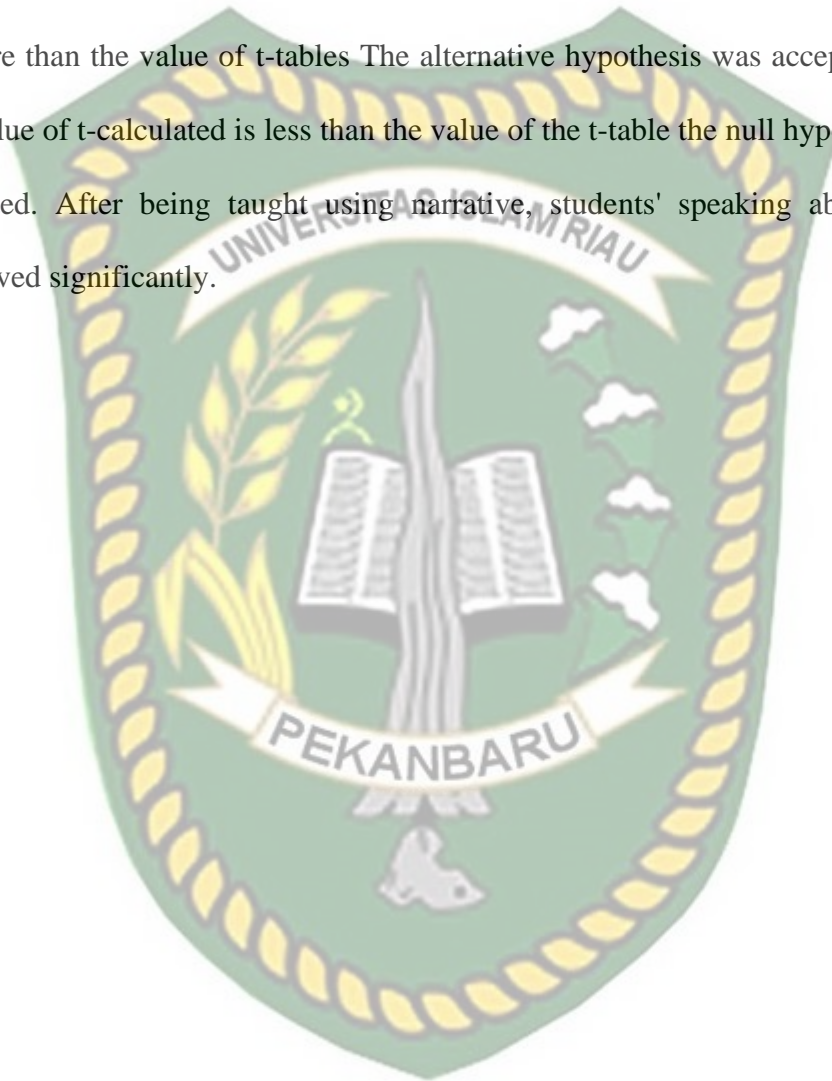
Table 3.7 Classification of speaking ability

The purpose of this research was to find out whether there was a significant effect of using Storytelling Technique on the students' speaking ability in narrative text or not. Two raters were asked to assess the students' speaking performance in order to have valid, objective and reliable data. They were Asmanimar S.Pd as the rater 1. She was from one of the English teachers in SMAN 3 Mandau. The second rater was Shalawati, S.Pd.I., MA.TESOL. She is one of the lecturers in the English department program of Islamic University of Riau. Then after the raters gave scores of each aspect of speaking the researcher can analyze the data. After collecting the data, the researcher analyzed the data. The students' individual scores from the test were computed by using formula which was adapted from Brown (2004):

$$SA = \frac{P+V+F+G+C}{5}$$

SA = Speaking Ability Score
P = Pronunciation Score
V = Vocabulary Score
F = Fluency Score
G = Grammar Score
C = Comprehension Score

The researcher used paired sample t-test. The data was analyzed by SPSS 21.0 Version in order to find out the result of the students in speaking performance about narrative text effective using storytelling technique. if the value of t-calculated is more than the value of t-tables The alternative hypothesis was accepted, and if the value of t-calculated is less than the value of the t-table the null hypothesis was accepted. After being taught using narrative, students' speaking abilities was improved significantly.



CHAPTER IV

RESULT FINDINGS & DISSCUSSION

4.1 Data presentation

This research conducted at the first grade students of SMAN 3 Mandau by the total students as the sample were 22 students for experimental class . This research was done by the researcher into some steps; namely pre-test, treatment and post test. The indicator of the research focused on pronunciation , grammar , fluency , Vocabulary, and Comprehension.

4.1.1. The Score based on Raters

Before giving the treatment , the researcher gave pre-test for the students in class . it was done to know the ability of the students in speaking before giving the treatment by using storytelling technique .The result of pre-test score of the speaking based on the raters as following .

4.1.1.1 The Score of Pre-Test Based on Rater 1

	Students	Speaking Skill					Score
		P	V	F	G	C	
1	Student 1 (AN)	30	30	20	10	10	20
2	Student 2 (AD)	30	20	40	50	60	40
3	Student 3 (AM)	20	50	40	70	60	40
4	Student 4 (CF)	80	70	90	80	80	80
5	Student 5 (DA)	50	30	20	60	40	40
6	Student 6 (HA)	50	70	60	60	60	60
7	Student 7 (HN)	30	30	10	20	10	20
8	Student 8 (JS)	55	60	55	70	70	60
9	Student 9 (LM)	80	80	80	80	80	80

10	Student 10 (LZ)	80	85	85	70	85	82
11	Student 11 (RD)	55	55	60	70	60	60
12	Student 12(RM)	80	80	80	80	80	80
13	Student 13 (SS)	60	50	50	80	60	60
14	Student 14 (SI)	10	30	20	30	10	20
15	Student15 (SM)	60	60	70	50	60	60
16	Student 16 (SF)	80	80	80	80	80	80
17	Student 17 (TD)	20	30	50	60	40	40
18	Student 18 (VA)	70	60	50	60	60	60
19	Student19 (WA)	60	80	70	70	70	70
20	Student 20(WP)	70	80	60	70	70	70
21	Student 21 (YL)	40	40	30	50	40	50
22	Student 22 (ZA)	30	30	20	40	30	30
	Score	1140	1200	1140	1310	1215	1202
	Average	51.81	54.54	51.81	59.54	55.22	54.63

From the table 4.1.1.1, it showed the result of students' score of pre-test based on Rater 1 . From the data,it can be seen that the result as follow,PVFGC was the score of (Pronunciation, Vocabulary, Fluency, Grammar, Comprehension) .

4.1.1.2. The Score of Pre-Test Based On Rater 2

	Students	Speaking Skill					Score
		P	V	F	G	C	
1	Student 1 (AN)	85	90	85	80	85	85
2	Student 2 (AD)	65	85	80	70	70	75
3	Student 3 (AM)	40	45	40	45	30	40
4	Student 4 (CF)	80	85	90	85	90	86
5	Student 5 (DA)	50	40	35	45	35	40
6	Student 6 (HA)	45	60	55	45	45	50
7	Student 7 (HN)	60	65	55	65	55	60
8	Student 8 (JS)	55	60	65	55	65	60
9	Student 9 (LM)	85	85	90	85	85	86
10	Student 10 (LZ)	85	75	70	75	70	75
11	Student 11 (RD)	65	60	55	55	65	60
12	Student 12(RM)	85	80	75	75	85	80
13	Student 13 (SS)	80	75	85	85	75	80
14	Student 14 (SI)	35	45	40	45	35	40

15	Student15 (SM)	30	50	40	70	60	60
16	Student 16 (SF)	85	95	90	85	95	90
17	Student 17 (TD)	60	55	65	60	60	60
18	Student 18 (VA)	75	85	80	85	75	80
19	Student19 (WA)	45	40	40	40	35	40
20	Student 20(WP)	75	80	85	80	80	80
21	Student 21 (YL)	50	40	35	45	35	40
22	Student 22 (ZA)	50	40	35	45	35	40
	Score	1385	1435	1390	1420	1365	1407
	Average	62.95	65.22	63.18	64.54	62.04	63.95

From the table 4.1.1.2 it showed the result of students' score of pre-test based on Rater 2 .From the data, it can be seen that the result as follow,PVFGC was the score of (Pronunciation, Vocabulary, Fluency, Grammar, Comprehension).

4.1.1.3 The Score of Post Test based on Rater 1

	Students	Speaking Skill					Score
		P	V	F	G	C	
1	Student 1 (AN)	35	30	35	20	30	30
2	Student 2 (AD)	30	20	40	50	60	40
3	Student 3 (AM)	30	50	40	70	60	50
4	Student 4 (CF)	90	90	90	90	90	90
5	Student 5 (DA)	50	30	20	60	40	40
6	Student 6 (HA)	85	75	85	75	80	80
7	Student 7 (HN)	25	20	20	25	10	20
8	Student 8 (JS)	85	75	75	80	85	80
9	Student 9 (LM)	90	85	95	85	95	90
10	Student 10 (LZ)	90	90	90	85	95	90
11	Student 11 (RD)	60	70	70	75	70	70
12	Student 12(RM)	95	85	95	80	95	90
13	Student 13 (SS)	65	65	75	75	70	70
14	Student 14 (SI)	25	20	20	25	10	20
15	Student15 (SM)	80	75	85	75	85	80
16	Student 16 (SF)	90	90	90	90	90	90
17	Student 17 (TD)	70	60	50	60	60	60
18	Student 18 (VA)	60	70	75	75	70	70
19	Student19 (WA)	70	80	85	85	80	80
20	Student 20(WP)	85	90	90	90	95	90
21	Student 21 (YL)	60	65	50	65	60	60
22	Student 22 (ZA)	60	50	45	45	50	50

	Score	1430	1385	1420	1480	1480	1440
	Average	65	62.95	64.54	67.27	67.27	65.45

From the table 4.1.1.3 it showed the result of students' score of Post-Test based on Rater 1 .From the data,it can be seen that the result as follow,PVFGC was the score of (Pronunciation, Vocabulary, Fluency, Grammar, Comprehension).

4.1.1.4. The Score of Post Test Based on Rater 2

	Students	Speaking Skill					Score
		P	V	F	G	C	
1	Student 1 (AN)	95	90	85	90	90	90
2	Student 2 (AD)	85	95	90	85	95	90
3	Student 3 (AM)	80	75	85	85	75	80
4	Student 4 (CF)	90	90	90	90	90	90
5	Student 5 (DA)	60	65	55	55	65	60
6	Student 6 (HA)	80	75	85	85	75	80
7	Student 7 (HN)	50	60	50	65	60	60
8	Student 8 (JS)	50	60	70	60	60	60
9	Student 9 (LM)	90	90	90	90	90	90
10	Student 10 (LZ)	70	60	80	50	50	60
11	Student 11 (RD)	60	30	70	50	50	40
12	Student 12(RM)	85	75	85	75	80	80
13	Student 13 (SS)	45	35	45	40	35	40
14	Student 14 (SI)	40	45	35	45	35	40
15	Student15 (SM)	80	75	85	85	75	80
16	Student 16 (SF)	90	90	90	90	90	90
17	Student 17 (TD)	70	80	60	70	70	70
18	Student 18 (VA)	80	75	85	85	75	80
19	Student19 (WA)	60	50	60	55	50	55
20	Student 20(WP)	98	98	100	98	100	98
21	Student 21 (YL)	30	60	40	70	50	50
22	Student 22 (ZA)	30	50	40	70	60	60
	Score	1518	1523	1575	1588	1520	1543
	Average	69	69.22	71.59	72.18	69.09	70.13

From the table 4.1.1.4 it showed the result of students' score of Post-Test based on Rater 2 .From the data,it can be seen that the result as follow,PVFGC was the score of (Pronunciation, Vocabulary, Fluency, Grammar, Comprehension).

4.1.2 The Progress of Students' Score in speaking before and after applied Storytelling

After calculating the result each items of speaking ability based on two raters , Researcher can analyzed the result of Pre-Test and Post-Test as table below:

Table 4.1.2.1 The result of Pre-Test in class X MIPA 6

	Students	Speaking Skill					Score
		P	V	F	G	C	
1	Student 1 (AN)	57	60	52	45	47	52.2
2	Student 2 (AD)	47	52	60	60	65	56.8
3	Student 3 (AM)	30	47	40	57	45	43.8
4	Student 4 (CF)	80	77	90	82	85	82.8
5	Student 5 (DA)	50	35	27	52	37	40.2
6	Student 6 (HA)	47	65	57	52	52	54.6
7	Student 7 (HN)	45	47	32	42	32	39.6
8	Student 8 (JS)	55	60	60	62	67	60.8
9	Student 9 (LM)	77	82	85	82	82	81.6
10	Student 10 (LZ)	82	80	77	72	77	77.6
11	Student 11 (RD)	60	57	57	62	62	59.6
12	Student 12(RM)	82	80	77	77	82	79.6
13	Student 13 (SS)	70	62	67	82	67	69.6
14	Student 14 (SI)	22	37	30	37	22	29.6
15	Student15 (SM)	62	57	65	52	60	59.2
16	Student 16 (SF)	82	87	85	82	87	84.6
17	Student 17 (TD)	40	42	57	60	50	49.8
18	Student 18 (VA)	72	72	65	72	67	69.6
19	Student19 (WA)	52	60	55	55	52	54.8
20	Student 20(WP)	72	80	72	75	75	74.8
21	Student 21 (YL)	45	40	32	47	37	40.2
22	Student 22 (ZA)	40	35	27	42	32	35.2
	Score	1269	1314	1269	1349	1282	1296.6
	Average	57.6	59.7	57.6	61.3	58.2	60.33

Based on the table 4.1.2.1 the researcher found that the total score of each speaking items of pre-test in sample experimental class or X MIPA 6 before given treatments by using storytelling based on narrative text was points of Pronouns was

1269 with average score 57.6 points . Then, on vocabulary the total score was 1314 with the average was 59.7 . Score of Fluency was 1269 with the average 57.6 . The score of Grammar was 1349 with the average 61.3. Then the score of Comprehension was 1282 with the average 58.2 . The final score of students speaking ability was 1492 points with average 67,8.

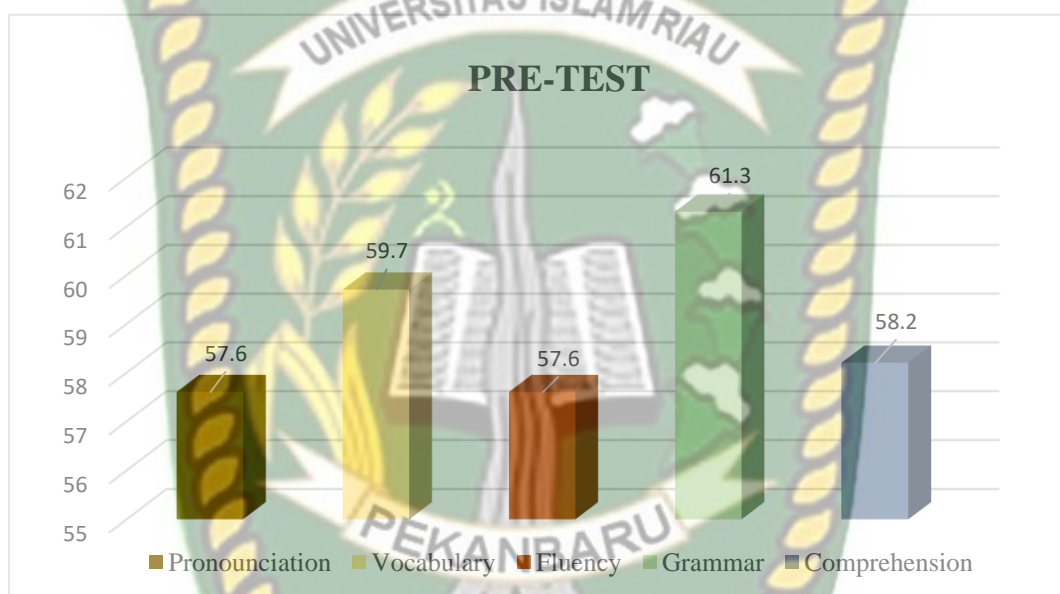


Chart 4.1.2.1 The Result of Pre-Test in experimental class

Based on the chart 4.1.2.1 showed that the students' pre-test mean each speaking items of storytelling performing was . From the graphic can be seen the highest score was in the Grammar where the students' got 61.3. Meanwhile, the lowest score pronunciation and fluency each where the students' got 57.6 . while vocabulary got 59.7 and comprehension got 58.2 .

After doing treatment for three meetings by using storytelling technique in experimental , the researcher gave post-test to the class . The researcher presented the score to find out whether there was difference between the result score in pre-test and post-test after researcher gave the treatments. The score of the result in post-test can be seen the table below :

Table 4.1.2.2 The result of Post-Test in class X MIPA 6

	Students	Speaking Skill					Score
		P	V	F	G	C	
1	Student 1 (AN)	65	60	52	55	60	58.4
2	Student 2 (AD)	57	57	65	67	77	64.6
3	Student 3 (AM)	55	62	62	77	67	64.6
4	Student 4 (CF)	90	90	90	90	90	90
5	Student 5 (DA)	55	47	37	57	52	49.6
6	Student 6 (HA)	82	75	85	80	77	79.8
7	Student 7 (HN)	37	40	35	45	35	38.4
8	Student 8 (JS)	67	67	72	70	72	69.6
9	Student 9 (LM)	90	87	92	87	92	89.6
10	Student 10 (LZ)	80	75	85	67	72	75.8
11	Student 11 (RD)	60	50	70	62	60	60.4
12	Student 12 (RM)	90	80	90	77	87	84.8
13	Student 13 (SS)	55	50	60	57	52	54.8
14	Student 14 (SI)	32	32	27	35	22	29.6
15	Student 15 (SM)	80	75	85	80	80	80
16	Student 16 (SF)	90	90	90	90	90	90
17	Student 17 (TD)	70	70	55	65	65	65
18	Student 18 (VA)	70	72	80	80	72	74.8
19	Student 19 (WA)	70	65	72	70	65	68.4
20	Student 20 (WP)	91	94	95	94	97	94.2
21	Student 21 (YL)	45	62	45	67	55	54.8
22	Student 22 (ZA)	45	50	67	57	55	54.8
	Score	1476	1450	1511	1529	1494	1492
	Average	67	65.9	68.6	69.5	67.9	67.8

Based on the table 4.1.2.2 the researcher found that the total score of each speaking items post-test in sample experimental class or X MIPA 6 after given treatments by using storytelling based on narrative text was points of Pronouns was

1476 with average score 67 points . Then, on vocabulary the total score was 1450 with the average was 65.9, Score of Fluency was 1511 with the average 68.6 . The score of Grammar was 1529 with the average 65.5 same as pronouns . Then the score of Comprehension was 1949 with the average 67.9 . The final score of students was 1492 points with average 67,8.

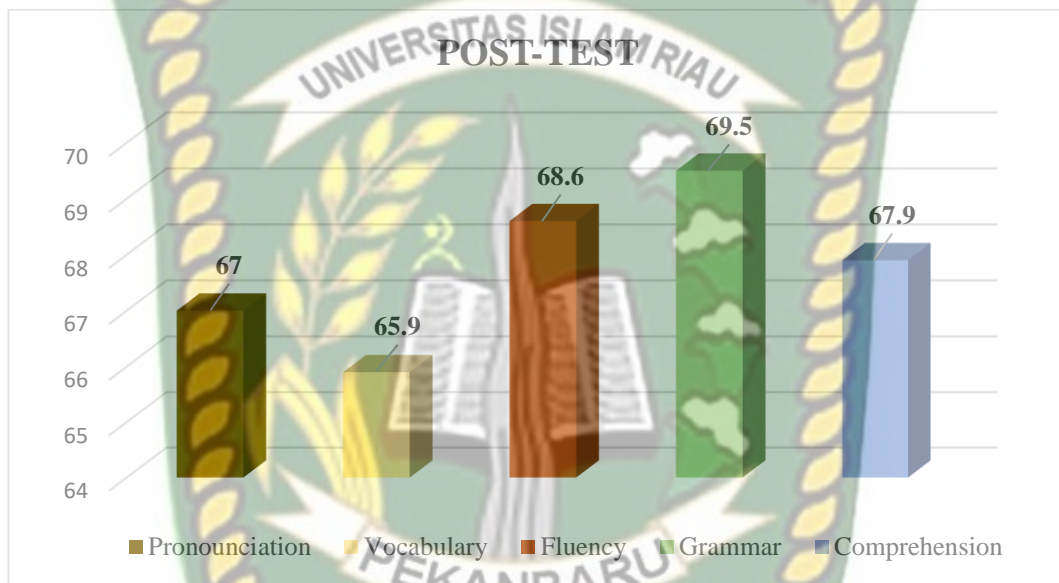


Chart 4.1.2.2 The Result of Post-Test in experimental class

Based on the chart 4.1.2.2 showed that the students' post-test mean each speaking item of storytelling performing was . From the graphic can be seen the highest score was still on the Grammar where the students' got 61.5. Meanwhile, the lowest score in Vocabulary got 65.9 . The students score of Pronunciation got 67. The fluency score got 68.6 and Comprehension score got 67.9 .

Table 4.1.2.3. The Mean Increasing of Speaking Ability

	Speaking Aspects				
	Pronunciation	Vocabulary	Fluency	Grammar	Comprehension
Pre-Test Mean	57.6	59.7	57.6	61.3	58.2
Post-Test Mean	67	65.9	68.6	69.5	67.9
Mean Increasing	9,4	6,2	11	8,2	9,7

From the table Above that the increasing made by the students in speaking ability through storytelling. Pre-Test mean for pronouncination was 57.6 ,while in post-Test was 67 so the increasing these elements were 9.4 point .Pre-Test mean for Vocabulary was 59.7 While in Post-Test 65.9 so the increasing these elements were 6.2 . Pre-Test mean for Fluency was 57.6 While in Post-Test was 68.6 which mean increasing these elements were 11 . Pre-Test mean for Grammar was 61.3 While in Post-Test was 69.5 so the increasing these element were 8.2 . The mean in comprehension for Pre-Test was 58.2 while in Post Test 67.9 so the mean increasing these elements were 9.7 .

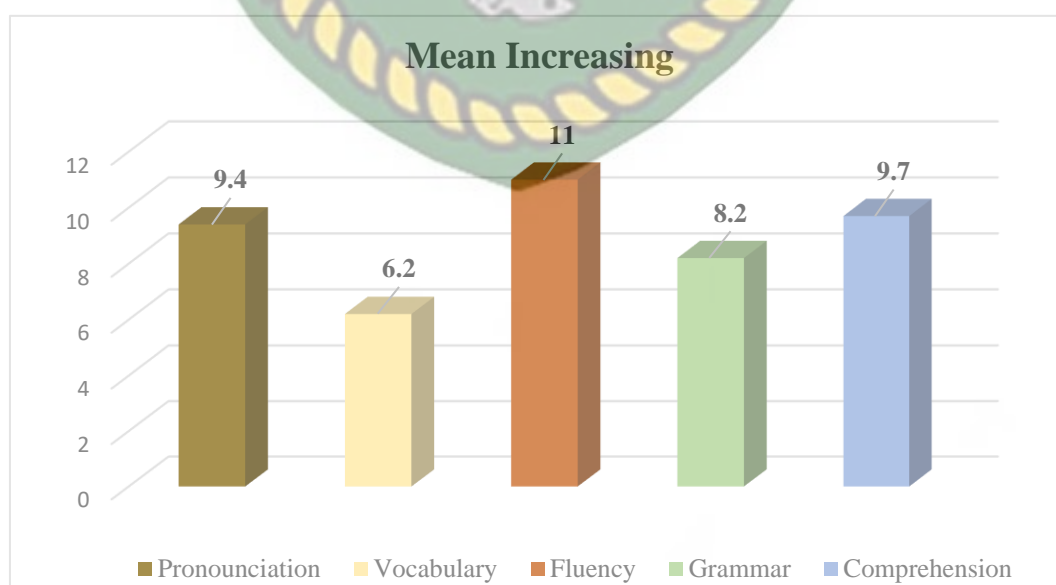


Chart 4.1.2.3. The Mean Increasing of Speaking Ability

Based on the chart showed different between pre-test and post-test or mean increasing . On this graphic it could be saw each speaking item of storytelling performing was. From the graphic can be seen the highest score were fluency and comprehension each of them got 11 and 9.7 . On Pronounciation the mean increasing was 9.4 , mean increasing of Grammar was 8.2 and Vocabulary score was 6.2.

After calculating score pre-test and post-test in experimental class,now researcher knew the result of students' speaking ability using storytelling based on Score's Criteria.

Table 4.1.2.4 The Result of Pre-Test Based on Score's Criteria

No	Name	Score	Level
1	Student 1 (AN)	52.2	Good
2	Student 2 (AD)	56.8	Good
3	Student 3 (AM)	43.8	Good
4	Student 4 (CF)	82.8	Excellent
5	Student 5 (DA)	40.2	Fair
6	Student 6 (HA)	54.6	Good
7	Student 7 (HN)	39.6	Fair
8	Student 8 (JS)	60.8	good
9	Student 9 (LM)	81.6	Excellent
10	Student 10 (LZ)	77.6	Very good
11	Student 11 (RD)	59.6	Good
12	Student 12(RM)	79.6	Very good
13	Student 13 (SS)	69.6	Very good
14	Student 14 (SI)	29.6	Fair
15	Student15 (SM)	59.2	Good
16	Student 16 (SF)	84.6	Excellent
17	Student 17 (TD)	49.8	Good
18	Student 18 (VA)	69.6	Very good
19	Student19 (WA)	54.8	Good
20	Student 20(WP)	74.8	Very good
21	Student 21 (YL)	40.2	Fair
22	Student 22 (ZA)	35.2	Fair
	Score	1296.6	

	Average	60.33	Good
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From the Table 4.1.2.4 showed that the average score from x mipa 6 was 60.33 . The data of students' pre-test were arranged in form score's criteria . The higher score gotten by student was number 4,16,9.The score' was up to 80 which considered as excellent . In contrary , The lowest score gained by students number 5,7,14,21,and 22.The score was under 40 points which considered as fair level .

Table 4.1.2.5 The Result of Post-Test Based on Score's Criteria

No	Name	Score	Level
1	Student 1 (AN)	58.4	Good
2	Student 2 (AD)	64.6	Very Good
3	Student 3 (AM)	64.6	Very Good
4	Student 4 (CF)	90	Excellent
5	Student 5 (DA)	49.6	Good
6	Student 6 (HA)	79.8	Very Good
7	Student 7 (HN)	38.4	Fair
8	Student 8 (JS)	69.6	Very good
9	Student 9 (LM)	89.6	Excellent
10	Student 10 (LZ)	75.8	Very good
11	Student 11 (RD)	60.4	Good
12	Student 12(RM)	84.8	Excellent
13	Student 13 (SS)	54.8	Good
14	Student 14 (SI)	29.6	Fair
15	Student15 (SM)	80	Very Good
16	Student 16 (SF)	90	Excellent
17	Student 17 (TD)	65	Very Good
18	Student 18 (VA)	74.8	Very good
19	Student19 WA)	68.4	Very Good
20	Student 20(WP)	94.2	Excellent
21	Student 21 (YL)	54.8	Good
22	Student 22 (ZA)	54.8	Good
	Score	1492	
	Average	67.8	Very Good

From the table 4.1.2.5 showed that the average score of Post-Test from x mipa 6 was increased up to 67.8 point . The data of students' Post-Test were arranged in form score's criteria . The higher score gotten by student was number

4,16,9, and 20 The score' was up to 90 which considered as excellent . In this Post-Test many students Speaking Ability was Increased yet still two students who got fair score .The lowest score gained by students number 7 and 14.The score was under 40 points which considered as fair level .

4.2 Descriptive statistics

In order to know the significant effect of storytelling technique on narrative text here's the result of pretest and posttest of class X MIPA 6 as experimental class could be described in the following descriptive tables now :

Table 4.2.1 Descriptive statistics of experimental class

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
PreTest	22	29.60	84.60	58.9364	16.75963
PostTest	22	29.60	94.20	67.8182	17.16807
Valid N (listwise)	22				

From the table 4.2.1. it can be seen that from the 22 students in class , The minimum score of Pre-Test is 29.60 and the maximum score is 84.60 While the minimum score of Post-Test 29.60.00 and the maximum score of Post-Test is 94.20.It showed that there is a significant effect by using storytelling technique towards students' speaking ability in experimental class. The significant improvement is $67.81 - 58.93 = 8.88$ points .

4.3 Data Interpretation

The researcher presented the data in the following paired samples test table below:

Table 4.3.1 The result T-Test of students' Pre-Test and Post-Test in X MIPA 6

		Paired Samples Test					t	df	Sig. (2-tailed)
		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PreTest - PostTest	-8.88182	9.36816	1.99730	-13.03543	-4.72821	-4.447	21	.000

Based on the table 4.3.1 it can be seen that the t-test result is 4.447 , its df 21 , The standard error is 1.99730 , Standard deviation is 9.36816 , lower difference interval 13.03543 and upper interval difference 4.72821.

Therefore, The researcher found that $t_{obs} > t_{table}$. it is found that $4.447 > t_{table}$ at the level significant 5% is 1.721 . in other words, $t_{obs} > t_{table}$ it means that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) accepted in conclusion, it can be concluded that there is significant effect towards students' speaking ability in experimental class that is X MIPA 6.

4.4 Hypothesis testing

The hypothesis testing was aimed to revealing whether there is significant effect on the speaking ability between the students who are taught by using storytelling technique on speaking ability . In this research , the researcher used SPSS version 21 program to analyzed the hypothesis and the data by using

descriptive statistics, because the sample of this research is only one class with different raters, Therefore the researcher used paired sample t-test to know the significant effect of storytelling in X MIPA 6 as the experiment class based on the raters score.

In the hyphotesis testing if , $t_{obs} < t_{table}$ it means that the null hyphotesis (H_0) is accepted and the alternative hyphotesis(H_a) is rejected . While , $t_{obs} > t_{table}$ it means that the null hypothesis(H_0) is rejected and the alternative hypothesis(H_a) is accepted .

From the calculation of the analysis by using SPSS version 21 Program, it is found that 4.447 at the level of significant 5% is 1.721, it can be concluded that there is significant effect towards students' speaking ability at the first grade students of SMA Negeri 3 Mandau.

4.5 Disscussion

After getting data from students, the researcher can create new information. First , at the start of the learning session , the students looked confused by the first meeting of opening part . After the researcher explained the purpose of coming to class and directed, the students began to understand. At the first meeting to give a pre-test, students began to do a speaking performance in front of the class. but not all students are willing to take part of this research. there are some students who refuse to joined this research because they are unable to do so.

Then filtered back to 22 students, where the students did a pre-test with their abilities. After the first meeting was over, a treatment began where the researcher

began to teach about storytelling. Don't forget used narrative text. In this session students may ask questions about how to pronounce each word on the text.

After treatment, on the post-test section, the Researcher found another experience that came from the rater. The Researcher realized that every child has their own level of intelligence. starting from several students, namely students D, W, Z. The rater said that the students had improved but needed more treatment and focused on them so that they could take a better score effectively. There was also a student T whose expressive part is starting to become clear but the intonation was still not good, the opposite of R who has no expression when speaking. There are also some students who are still wrong of how to pronounce in reading every word. But among all that the rater is focused on a student named W. Rater said that W has natural storytelling and good pronunciation, assisted by the way she conveys using an animation but she was increased to express when storytelling still needs to be improved.

CHAPTER V

CONCLUSION,IMPLICATION,AND SUGGESTION

5.1 Conclusion

The result of this research was taken from quantitative data.it can be seen the result shows that alternative hypothesis is accepted while the null hypothesis is rejected.After the researcher analyzed the data and did hypothesis test, the result found that $4.447 > t_{table}$ at the level of significant 5% is 1.721, it means that the null hypothesis (H_0) is rejected and the alternative hypothesis(H_a) is accepted . it can be concluded that there is significant effect towards students' speaking ability at the first grade students of SMA Negeri 3 Mandau

Having the analyzed the data presented in the previous chapter, the conclusion can be drawn as follow : the mean score of Experimental class was 60.33, before giving the treatments.While after giving treatment the mean score of experimental class was 67.8.It can be concluded that there is significant effect of storytelling technique towards students' speaking ability in teaching speaking first grade students of SMAN 3 Mandau.

5.2 Implication

The storytelling technique on narrative text can attracts the student to be confident, to be involed, and actively in the teaching and learning process. Thus, It influencences the students' speaking ability. It can be seen from the conclusion

above, the mean score of experimental class was 60.33 before giving the treatments. While after giving the treatments the mean score of experimental class was 67.8.

5.3 Suggestion

Based on the result of the research, The researcher presented some suggest especially for English teacher, For students, and for the next researcher as the following:

1. For the English teacher

Using storytelling can be as an alternative technique to improve the student's ability in speaking especially narrative text. As the teacher, they have to support more pay attention to the students in increasing their speaking ability. It's because based on the result of pre-test and post-test. Actually, the students still have problem in pronunciation and confidence. So, the teacher should give more pay attention to the students about their speaking by considering the use of media with the students' needs. Also the teacher should pay attention because not all the students who easy to understand the material and should have more treatment session.

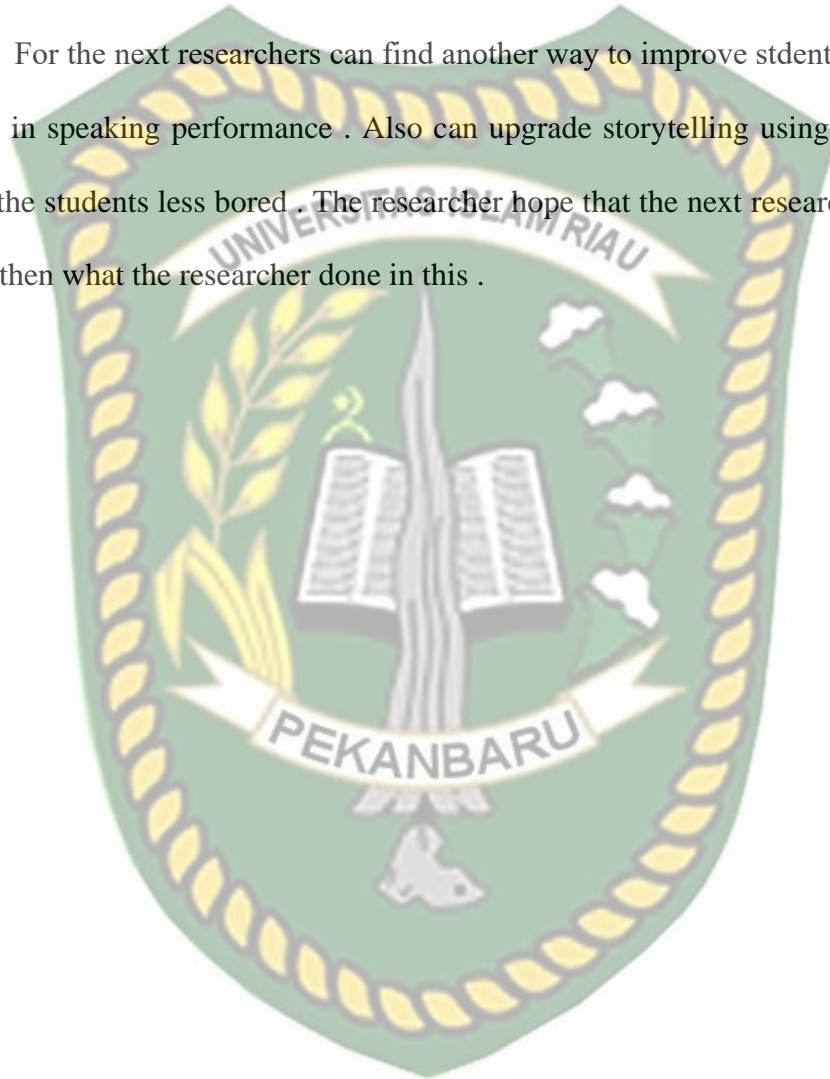
2. For the Students

For the students should not be shy to practice speaking English and should not worry about making mistakes, they should be active and creative in enriching their speaking, besides that, students should practice speaking inside and outside of

the classroom at every chance they get and lastly students should ask the teacher if there is something that they do not understand.

3.For the Researchers

For the next researchers can find another way to improve students' speaking ability in speaking performance . Also can upgrade storytelling using media that make the students less bored . The researcher hope that the next researcher can do better then what the researcher done in this .



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