AN UNDERGRADUATED THESIS

IMPROVING STUDENTS' SPEAKING SKILL THROUGH ISLAMIC STORY TELLING AT SEVENTH GRADERS OF MTS RIYADLATUL ULUM

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STATE ISLAMIC UNIVERSITY OF JURAI SIWO LAMPUNG

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IMPROVING STUDENTS' SPEAKING SKILL THROUGH ISLAMIC TELLING STORY AT SEVENTH GRADERS OF MTS RIYADLATUL ULUM

Submitted in Order to Fulfill Duties and Meet Requirements to Obtain A Bachelor of Education Degree

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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

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Kepada Yth.,
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Assalamu'alaikumWr.Wb.

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

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Judul Skripsi	: IMPROVING STUDENTS' SPEAKING SKILL THROUGH ISLAMIC STORY TELLING OF SEVENTH GRADES AT MTS RIYADLATUL ULUM

Sudah kami setujui dan dapat diajukan ke Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Jurai Siwo Lampung untuk dimunaqosyahkan.

Demikian harapan kami dan atas perhatiannya saya ucapkan terima kasih.

Wassalamu'alaikumWr.Wb.

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An Undergraduate thesis entitled: IMPROVING STUDENTS' SPEAKING SKILL THROUGH ISLAMIC STORY TELLING AT SEVENTH GRADERS OF MTS RIYADLATUL ULUM, written by Shinta Ma'rifatul Mu'asyaroh, student number: 1901051062, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Monday, December 15th, 2025 at 15.00 - 17.00 p.m.

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IMPROVING STUDENTS' SPEAKING SKILL THROUGH ISLAMIC TELLING STORY AT SEVENTH GRADERS OF MTS RIYADLATUL ULUM

ABSTRACT

By:
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The purpose of this research was to know whether using Islamic story telling could improve students' speaking skill. The focus on this research is speaking skill of English students' VII MTs Riyadlatul Ulum. It is related to the problem identification that the students' have not confident to speak up English in front of the class. Using Islamic story telling can be alternated in order to build the student's' active to improve students' speaking skill.

The kind of this research was classroom action research (CAR) which was conducted in two cycles. Each cycle consists of planning, acting, observing and reflecting. In this research the students' were given pre test before treatment and post test after treatment. The subject of this research was 21 in class VII MTs Riyadlatul Ulum. In collecting the data the researcher used test (pre test, evaluation cycle I and evaluation cycle II observation, field note, and test results.

Based on this results, it can be concluded that the Islamic story telling is one of the technique that can improve students' speaking skill, and this research can be said to be successful because the specified criteria are well achieved. Through Islamic story telling, the students' activities have improved from the first meeting untill cycle II. The conclusion this research was successful and it could be stopped in the cycle II, because the indicator of success (≥75% of students got score ≥ 75) was reached.

Keyword: *Speaking Skill, Islamic Story Telling, Classroom Action Research*

MENINGKATKAN KEMAMPUAN BERBICARA SISWA MELALUI PEMBELAJARAN BERCERITA ISLAM KELAS TUJUH MTS RIYADLATUL ULUM

ABSTRAK

Oleh:
SHINTA MA'RIFATUL MU'ASYAROH

Tujuan penelitian ini adalah untuk mengetahui apakah penggunaan cerita Islami dapat meningkatkan kemampuan berbicara siswa. Fokus penelitian ini adalah kemampuan berbicara siswa Bahasa Inggris kelas VII MTs Riyadlatul Ulum. Hal ini terkait dengan identifikasi masalah bahwa siswa mengalami tidak percaya diri ketika berbicara didepan kelas. Penggunaan cerita Islami dapat diselingi untuk membangun keaktifan siswa dalam meningkatkan kemampuan berbicara siswa.

Jenis penelitian ini adalah penelitian tindakan kelas (PTK) yang dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, pelaksanaan, observasi, dan refleksi. Dalam penelitian ini, siswa diberikan pre-test sebelum perlakuan dan post-test setelah perlakuan. Subjek penelitian ini adalah 21 siswa kelas VII MTs Riyadlatul Ulum. Dalam pengumpulan data, peneliti menggunakan tes (pre-test), evaluasi siklus I dan evaluasi siklus II, observasi, catatan lapangan, dan hasol test.

Berdasarkan hasil ini, dapat disimpulkan bahwa bercerita Islami merupakan salah satu teknik yang dapat meningkatkan keterampilan berbicara siswa, dan penelitian ini dapat dikatakan berhasil karena kriteria yang ditentukan tercapai dengan baik. Melalui bercerita Islami, aktivitas siswa meningkat dari pertemuan pertama hingga siklus II. Kesimpulannya, penelitian ini berhasil dan dapat dihentikan pada siklus II, karena indikator keberhasilan (≥75% siswa memperoleh skor ≥ 75) telah tercapai.

Kata Kunci*: Keterampilan Berbicara, Bercerita Islami, Penelitian Tindakan Kelas*

STATEMENT OF RESEARCH ORIGINALITY

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Metro, January 21, 2026
The Researcher,

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Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 21 Januari 2026

Yang menyatakan,

Shinta Ma'rifatul Mu'asyaroh

NPM. 1901051062

MOTTO

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا

“Allah does not burden a person beyond their capabilities”

(Q.S. Al-Baqarah : 286)

DEDICATION PAGE

I dedicated this thesis to :

My beloved family, my parents, Mr. M. Khoirul Ahson, Mrs. Eni Sugiyati, my brother Mukhtarullah Hidayatul Khoir, my sisters Luthfi Nadiyati, Ulfa Tsamroturrofiqoh, Khairani Althafunnisa Almaghfiroh and especially person namely My Husband, M. Fadli who always support me endless love.

Lecture of the Department of English at the State Islamic University of Jurai Siwo Lampung.

My beloved friends in Islamic Boarding School Riyadlatul Ulum who always support me.

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Praise and gratitude for the presence of God Almighty for His mercy and grace that has given me health and time so that I can complete this proposal entitled “Improving Students’ Speaking Skill Through Islamic Telling Story at Seventh Graders of MTs Riyadlatul Ulum” which can be arranged according to the expectations of the researcher.

In this time, the researcher would to express her deepest gratitude especially to :

1. Prof. Dr. Ida Umami, M.Pd. Kons, as the Rector of State Islamic University of Jurai Siwo Lampung.
2. Dr. Siti Annisah, M.Pd, as the Deen of the Tarbiyah and Teacher Training Faculty of State Islamic University of Jurai Siwo Lampung.
3. Dr. Much Deiniatur, M.Pd.B.I, as the Chief of English Education Department of State Islamic University of Jurai Siwo Lampung.
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The researcher apologize for all the mistakes that she has made in writing and finishing this an undergraduate thesis. All criticism and suggestion are expected to improve the quality of tis research. Hopefully this undergraduate thesis can be useful for researcher in particular, for our college and every reader in generic.

Metro, December, 12th 2025

Researcher

Shinta Ma'rifatul Mu'asyaroh

Std.Number. 1901051062

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CHAPTER I

INTRODUCTION

A. Background of Study

Speaking is the way of people to express and communicate ideas to others orally. According to Mutiarani and Atikah Rusiana, speaking is speech or utterances produced by the speaker with an intention of being known and then, the listener processes the sayings in order to know the speakers intention.[1] Adielin Laoli defines speaking as an activity to produce sayings in the form of words and sentences orally in order to communicate with others.[2] Speaking needs not only the learners understanding about the way to produce the linguistic competence such as grammar, pronunciation, and vocabulary but also comprehension about sociolinguistic competence such as when, why , and how to speak.[3] In order word, speaking skills can be categorized as good speaking skill when the listener can understand the words produced by the speaker.

Teaching speaking means to teach students to produce the English speech sounds and sounds patterns, to use word and sentences stress, intonation patterns, and the rhythm of the second language, to select appropriate words and sentence according to the proper social setting, audience, situation and subject matter, to organize their thoughts in a meaningful and logical sequence, to use

[1] Mutiarani , A. Rusiana, "Journal of applied linguistics and Literacy," September, Vol. 5 No.2/ Tahun 2021, 2.
[2] Adieli Laoli, "Jurnal Ilmu Pendidikan," Vol 3 No.6/ Tahun 2021, 3.
[3] Ibid p.3

language as a mean of expressing values and judgments, to use the language quickly and confidently with few unnatural pauses, which is called as fluency.[4]

Regardless of its importance, teaching speaking skills have been undervalued and most of the teachers have been continuing their teaching of speaking skills just as memorization of dialogues or repetition of drills. The modern world demands for the requirement of communication skills for the learners and the English teachers have to teach the English language learners the needed skills so that they will improve their abilities in speaking and perform well in real-life situations. In the present EFL/ESL teaching environment, oral skills are completely neglected whereas employability depends more on communication than technology. As very less priority has been given to the important elements of language such as phonological, morphological, semantic and syntactic aspects, it has become a major impediment for the English language learners to acquire the speaking skills among the learners of English.

More concentration has been given to speaking skills. After realizing the importance of oral communication skills, more emphasis is now laid on developing the speaking skills of the learners to pursue their studies successfully and excel in their fields once they finish their education. Moreover, English is the language of getting opportunities for employment and getting success to achieve the desired goals in life. Moreover, these speaking skills are also useful for learners when they have to settle down well in their professions. From the

[4] Ratih Inayah, "Improving Students' Speaking Skill Through Storytelling Technique (An Experimental Study in a Senior High School in Bandung)", STKIP Siliwangi Bandung.

definition above, it can be inferred that speaking is a complex interactive process between the speakers and listeners in order to produce, decode and receive messages through the use of verbal and non-verbal symbols. In other words, speaking is a tool enabling speakers to transfer their ideas that are arranged and developed to listeners clearly, effectively and correctly.

Students' sometimes have some problems when they actually want to talk in front of public, or in this case is talk in front of the classroom. The problems faced in teaching English at Mts Riyadlatul Ulum are Inhibition, students' are often inhibited about trying things in foreign language classroom, afraid to make mistakes or to be criticized, and shy to utter words. Second is nothing to say, students' sometimes find fault that they do not have something to say. In other words, they cannot express themselves. Third is low or uneven participation, only one participant talks because of some learners dominate, while other speaks a little or not at all. Fourth is mother tongue use. In the class, all students' share the same mother tongue, so they feel unnatural to speak in the foreign language. They are also less exposed and les disciplined or motivated one.

Story telling is the conveying of events in words, images, and sounds often by improvisation or embellishment.[5] While story telling strategy is the way how to share the story in our life. It is easier to apply in improving the students' speaking skill because story telling can make the students' more relaxed and fun in learning process. Sriwahyuningsih Dianelo, Sartin T. Miolo, Moh. Syahrun

[5] Ratih Inayah, "Improving Students' Speaking Skill Through Storytelling Technique (An Experimental Study in a Senior High School in Bandung)", STKIP Siliwangi Bandung.

Ibrahim suggests that storytelling is an effective method of education, as stories are memorable and engaging.[6] Additionally, storytelling helps students' express ideas, develop narratives, and understand cultural norms and differences. The benefits of storytelling include increased interest in learning and reading motivation, and confidence building.

Based on the results of the pre-survey on November 22th, 2024, at MTs Riyadlatul Ulum, that the school had completed facilities and infrastructure, as well as used instructional media to optimize students' learning abilities. The learning process in the classroom, the teacher uses methods that are often used include lecture, discussion and question and answer methods. The learning methods used are quite varied, but there are still many students who have not achieved learning outcomes in accordance with the Learning Objectives Achievement Criteria, especially in English subjects.

There were some factors making the students' low speaking skill, such most of the students' had passive in speaking activity, most of the students' had difficulties to express their opinion, idea, and their feeling by using their own language, most of the students' had afraid to speak up in front of the class, the students' reading comprehension was still low, the had difficulty understanding sentences, determining the meaning of sentences, comprehending only the broad outline of the text story, the students' needed a lot of time in understanding the text of story, they did not use chance to speak English at

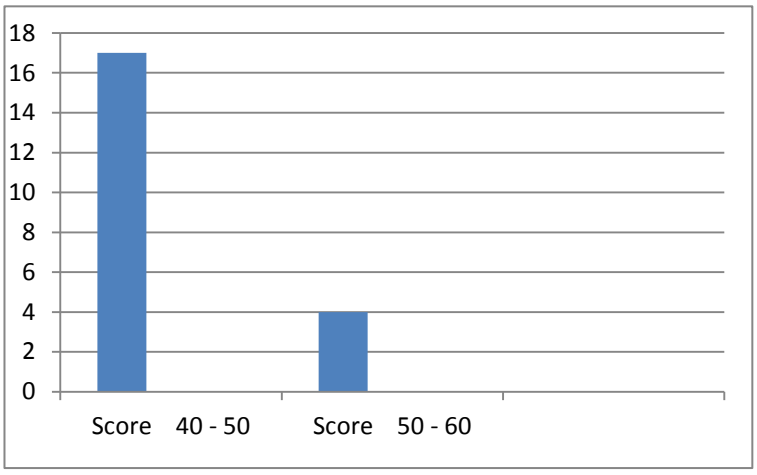
[6] Sriwahyuningsih Dianelo, Sartin T. Miolo, Moh. Syahrun Ibrahim, "International Journal of Research and Review" Vol. 10; Issue: 7; July 2023, 3.

home or in English lesson, the students' struggled to complete the exercises, the teacher employs a monotonous teaching method, with speaking instruction frequently based on a question-and-answer format. The school also has a limited number of books and tools, such as a projector and computer, which can be used as media in the classroom to teach speaking.[7]

In this case, based on an interview with Mr.Rohmad Ardiyanto, S.Pd, as VII teacher, on November 22th, 2024, the total number of seventh graders students' is 21, female students' there is seven and then the male students' there is 14.[8]

Figure 1.1

The Students' Speaking skill score in Pre-Test



From the scores of students' pre-test, the mean score of the students' in the pre-test was all of students' with the lowest score 40 and the highest score is 56.

[7] Mr. Rohmad Ardiyanto as English teacher of MTs Riyadlatul Ulum. Interviewed on November, 22th 2024

[8] Mr. Rohmad Ardiyanto as English teacher of MTs Riyadlatul Ulum. Interviewed on November, 22th 2024

The students' get the score 40 there are three students', get the score 42 there are nine students', the students' get the score 44 there are two students', the students' get the score 46 there are two students', the students' get the score 48 there are one students' only, students' get the score 52 only one students', get the score 54 there are two students' and the high score is 56 only one students' who can get that score.

From the pre-survey data that most of the students' at MTs Riyadlatul Ulum had low speaking skill. Therefore, the researcher suggests that Islamic story telling technique could give the effective on the students' speaking skill. Researcher had chosed Islamic Story Telling Technique because the students' at the seventh graders have studied about narrative text that there was relationship between speaking skill, in expressing something and telling directly about the event. Hence, the researcher uses story telling strategy in English learning especially speaking skill. This strategy was more effective and interesting in improving the students' english skill.

B. Problem Identification

Based on the background of study above, the researcher would like to identify the problem as follows:

1. Most of the students' are passive in speaking activity.
2. Most of the students' have difficulties to express their opinion, idea and their feeling by using their own language.

3. The students' are not confident to speak up in English in front of the class.

4. Most of students' have low vocabulary.

5. The students' have not practiced speaking in the classroom.

C. Problem Limitation

Limitation is very useful for the researcher to determine the focus point of problem. In this case, the researcher focus on the third point of the problems that the students' are not confident to speak up in English in front of the class.

D. Problem Formulation

The research formulated the problem as follow: How story telling technique can improve students' speaking skill at the seventh graders of MTs Riyadlatul Ulum?

E. The Objective and Benefits of the Research

1. The Objective of the Research

The purpose of this study is to improve students' speaking skill through islamic story telling.

2. Benefits of the Research

a. For the Students':

1) To allow the students' to have good speaking skill.

2) To develop the students' speaking skill.

3) As motivation for students' to practice their English.

b. For the Teacher

1) To allow the teacher to teach their students' in speaking skill.

2) To allow the teacher in using technique in teaching of speaking.

F. Prior Research

Relevant study is important to discuss as a guidance and comparison of the research. There are four research those the researcher took related to this study.

1. Mukminatu Zuhriyah, the title "Story Telling to Improve Student's Speaking Skill" Hasyim Asy'ari University Tebuireng, Jombang.

   Based on the result, it can be conclude that story telling has given effect to improve students speaking skill, it is seen that the percentages of students passing the passing grade of each speaking aspect in post-test I was less than 75%. So that it could be said that cycle one was unsuccessful. Meanwhile, the percentages of students passing the passing grade of each speaking aspect in post-test II could reach 75 %. It means that cycle two was considered successful. The student's speaking skill got improvement in all aspects of speaking, such as comprehension, fluency, vocabulary, grammar, and pronunciation[9]

2. Eis Rahmini Latifah, by title "Improving Student's Speaking Skill Through Story Telling" Syarif Hidayatullah State Islamic University Jakarta. Based on the result of using T-test formula, it can be interpreted that there is more effective of teaching speaking by using

[9] Mukminatus Zuhriyah, *"English Education: Jurnal Tadris Bahasa Inggris"* p-ISSN 2086-6003 Vol 10 (1)

storytelling at the first grade of SMP Tirtayasa Jakarta. This can be seen from the result of analysis storytelling that the post-test has better score than the result of pre-test. According to the described data in the previous chapter, the conclusion can be drawn that the comparison between the final score of pre-test and post-test are significant. The result the result of the analysis of the research shows the value of observation (3. 68) is higher than t-table (2. 09 and 2.86). It means this technique is effective enough in improving students' speaking skill as the result of using storytelling in practicing speaking.[10]

3. Megawati, the title "Improving The Students' Speaking Skill Through Storytelling Technique Toward Eleventh Grade Students At SMK Swasta Cimanggis "Kusumanegara University, Jakarta. Based on the research result of improving students' speaking skill through storytelling technique to the eleventh grade students of SMK Swasta Cimanggis Depok, the researcher gives conclusion that the ability students' speaking skill through storytelling technique improve significantly in cycle 1 with average score is 66,40 or 45%, cycle 2 average score is 73,22 or 77%, cycle 3 average score is 75,61 or 91%. From the observing from cycle 1 to cycle 3 was could be seen that using of storytelling technique to improve students' English speaking proven. The implementation of storytelling technique used by

[10] Eis Rahmini Latifah, "Improving Speaking Skill Through Story Telling ((An Experiment Study at the First Grade of Tirtayasa Junior High School) Syarif Hidayatullah State Islamic University Jakarta , 2010

researcher was very appropriate for students at eleventh grade, because they were more active to speak up in class. Students who were still confused were encouraged to employ the storytelling technique when they wanted to they lack the confidence to speak up. Their pronunciation can be improved. They had a lot of energy and were sure they could get better at speaking. Pupils ought to speak English actively. In addition to practicing with their peers, they can participate in English Day at school. It can improve their speaking skills, and when they practice speaking on a daily basis, they will feel more confident.[11]

4. Ratih Inayah, with title "Improving Students' Speaking Skill Through Storytelling Technique" STKIP Siliwangi Bandung. From the computation of the posttest scores of both the experimental and control groups, the research shows that after being given some treatments, there are several differences between the scores. The mean score of experimental group is 79.30, with standard deviation 8.039, and standard error mean 1.468. In addition, the control group's mean score is 75.40, with standard deviation 6.185, and the value of standard error mean is 1.129. Based on the result of the research, it can be concluded that storytelling technique works effectively in improving students' speaking skill. The result of the research proved that the students who

[11] Megawati, A Journal of English Language Teaching, Linguistics and Literature Vol.2 No.1, July 2018, pp. 16-32

were taught by using storytelling have better performance in speaking skill than those who were taught by conventional technique. [12]

From the prior research above, the researcher can find the similarity and differences. This research has similarity with the research from Mukminatus Zuhriyah, Eis Rahmini Latifah, Megawati, Ratih Inayah, that is both of them discussed about improving student's speaking skill. The differences among these researchers above are there in the first research make some groups in class. Students are given reading text and then translated into Indonesian. Each group is given seven minutes. The second research using T-test formula, and it can be interpreted that there is more effective of teaching speaking by using storytelling. The third research conducted research for 3 cycles. The last research conducted research for 2 cycles. And the differences with my research lies in the genre of the story. The researcher using islamic story telling.

[12] Ratih Inayah, "Improving Students' Speaking Skill Through Storytelling Technique (An Experimental Study in a Senior High School in Bandung)", STKIP Siliwangi Bandung.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Speaking Skills

1. Definition of Speaking

Speaking is a productive skill. Speaking is the way of people to express and communicate ideas to others orally. It can be inferred that it is a psychological process by which a speaker puts a mental concept into some linguistics form such as word, phrases, and sentences used to convoy a message to listener. In the point of Agostinho Dos Santos Gonçalves, speaking is a form of communication, so it is important that what you say is conveyed in the most effective way. How you say something can be as important as what you say in getting meaning across.[13] Based on the opinion, speaking is realized as communication, therefore, speakers are required to be able to express what want to say as effectively as possible in order to convey the message. According to Chaney, speaking is the proses of building and sharing meaning through the use of verbal and nonverbal symbols in a variety of contexts. [14] From the statements above, it can be synthesized that speaking is the process of using the urge of speech to pronounce vocal symbols in order to share the information, knowledge, idea, and opinion to the order person.

Speaking is a speech produced by the speaker with the to be known and then, the listener processes the words to find out what the speakers talking about.

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[13] Agostinho Dos Santos Gonçalves, Jose Antonio Sarmento, Fernando Carceres Da Costa, "Improving Speaking Skill Through Storytelling", Journal of Innovative Studies on Character and Education ISSN 2523-613X Volume 3 issue 1, Year 2019

[14] Ibid, p. 3

Speaking is the ability to convoy thoughts, ideas and feelings to others through spoken language. Speaking is a form of verbal communication that humans use express ideas and ideas that are in their minds. Speaking is different from language, because speaking is pronunciation that shows a person's skill in pronouncing sounds in a word, while language is expressing and receiving information.

Akhyak and Indramawan says that the successful speaking activity has the characteristics as follows: [15]

1) The language learners talk so much
2) All the participants of speaking activity get the opportunity
3) The language learners are highly motivated and have interest in the speaking
4) The language produced is at the acceptable level.

2. The Types of Speaking

As conceived before that people use speaking to inform, to persuade, and to entertain. Eis Rahmini Latifah stated that there are three major types of speaking as follows:[16]

a. Speaking to Inform

Inform means giving the information to other people whom the writer think he/she might not about it. The writer thinks that the information she is giving is important. It can be knowledge,

[15] Akhyak and Indramawan, International Journal of Language and Literature, 1(2), (2013)18-24.
[16] Eis Rahmini Latifah, "Improving Speaking Skill Through Story Telling ((An Experiment Study at the First Grade of Tirtayasa Junior High School) Syarif Hidayatullah State Islamic University Jakarta , 2010

explanation on something, or about current news in the paper or television. Kenneth stated that: "Informative speaking is widely varied branch of communication. It replies to request for information or to convey information. Whether it is a case of person to-person communication or one person speaking to a group. For examples, in responses to students' request for information about the course he is to take, the faculty advisor gives him a brief-run-down of requirements. Or suppose, for another example a couple requests information about a house they have considered buying, an appraiser tells them about the condition of the house, the facilities available, and other details".

b. Speaking to Advocate

Advocate or persuade means the speaker speaks to the person him /her talks to, in order to influence him/her to follow the speaker's mind. Therefore, that he/she can produce the desired action. "In persuasive speaking, or also called speaking to advocate, the speaker informs or reminds his listeners of certain facts, or he tries to change may produce the desired action. For examples, a mother tries to persuade her neighbor to join the Parent-Teacher association, or a young boy tells the bully down street: "You let me alone or my father…my father can lick your father", etc."[17]

[17] Eis Rahmini Latifah, "Improving Speaking Skill Through Story Telling ((An Experiment Study at the First Grade of Tirtayasa Junior High School) Syarif Hidayatullah State Islamic University Jakarta , 2010

3. The Elements of Speaking

Speaking has some elements that have to be considered by any speaker as follow:[18]

a. Pronunciation

As one of speaking elements, pronunciation plays a significant role to make sure that the words production does not obscure the meaning. Pronunciation is defined as "the way a language or a particular word is pronounced and is a particular person's way of pronouncing a word or words," according to the Longman Dictionary of Contemporary English. Making a letter, word, etc. sound, especially correctly, is called pronouncing it.[19]

b. Grammar

Grammar is a set of rules that regulate the typical placement and interaction of words in a sentences.[20] Most people first encounter grammar in connection with the study of their own or of a second language in school. This kind of grammar is called normative, or prescriptive, because it defines the role of the various part of speech and purports to tell what is the norm, or rule, of correct" usage. Prescriptive grammars state how words and sentences are to be put together in a language so that the speaker will be perceived as having good grammar.

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[18] Martha ,Teaching the Language Arts in the Elementary School, (IOWA: WM. C. Brown Company Publishers, 2020), p. 48

[19] Della , et al., Longman Dictionary of Contemporary English, (England: Pearson Education Limited, 2021), p. 1130

[20] H. Douglas Brown,Teaching by Principles: An Interactive Approach to Language Pedagogy, (San Francisco State University: Addison Wesley Longman , Inc., 2021), Second Edition, p. 362

c. Vocabulary

"Vocabulary in a foreign language is defined as "words". It is believed that words serve as the foundation for learning a second language. A new vocabulary item, however, could consist multiple words. For instance, the term "post office" and "mother in law" which are composed of two or three words, convey a single concept. These are also multi-word idiom like "call it a day," where a breakdown of the words components does not reveal the meaning of the phrase.[21]

d. Fluency

"In fluency practice, learners focus more on the content they are conveying than the language itself. In other to prepare for using new language item in conversation, even with occasional mistakes, fluency exercise typically incorporates new vocabulary from other languages. Fluency practice requires an information gap and some latitude for the learners to choose exactly what they say, even if the language use is directed by a dialogue script or by resources like pictures and forms".[22]

e. Comprehension

"Understanding with a said and discussed by both speakers is the final speaking component that becomes necessary to enable to conversation. The ability to comprehend something through a decent understanding of the subject or by knowing what the situation actually looks like is known as

[21] Joseph ,A course in Language Teaching: Practice and Theory, (London: Cambridge University Press, 2020), p. 75
[22] Eric Pearse,Succeeding English Teaching, (London: Oxford University Press, 2019), p. 5

comprehension.[23]

4. The Assessment of Speaking

To test speaking skill, there are some indicators that should be scored. Cyril J. Weir classified into five analytic speaking criteria as follows:[24]

Table 2.1

Rubric of Speaking Skill

Aspect	Categories	Indicator
Pronunciation	1	Errors in pronunciation are usually happen but can be understood by a native speakers used with foreigners that try to speak his language
	2	Accent are understandable when they are quite wrong
	3	Errors never annoy with understanding and rarely disturb the native speakers, accent maybe clearly foreign
	4	Errors in pronunciation are rare occur
	5	Equivalent and fully accepted by educated a native speaker
Grammar	1	Errors in grammar are usually happen but speaker can be understood by a native speaker used to dealing with foreigner try to speak his language
	2	Can usually handle elementary construction enough accurately but does not have through or confident control of grammar
	3	Control a grammar is good able to speak the language with accuracy structural to participate affectively in most formal and informal conversation practical, social, and professional topic
	4	Able to use the language accurately on a levels normally involves to professional nit, errors grammar are quite rare

[23] Della, Longman Dictionary , p. 273
[24] Cyril J. Weir,"Language Testing and Validation", (United State: Palgrave Macmillan, 2005), 195-196.

	5	Equivalent of and educated native speaker
Vocabulary	1	Speaking vocabulary inadequate to express anything but the most elementary needs
	2	Has speaking vocabulary sufficient to express him simply with some circulation
	3	Able to speak language with enough vocabulary to participate effectively in most formal and informal conversation on practical social and professional
	4	Can understand and participate in any conversation in the range of his experience with a high degree of precision of vocabulary
	5	Speech on all levels is can accepted by educated native speakers in all its pictures including breath of vocabulary or idioms, colloquialisms and related cultural references
Fluency	1	No specific fluency description (refer to other language areas at the level of fluency)
	2	Can handle with confidence but now with facility most social situation, including introduction and casual conversation about condition that take place, as well as work, family and autobiographical information
	3	Can discuss particular interested of competence with easy
	4	Able to use the language fluently on all levels normally related to professional needs. Can participate in any conversation within the range of this experience with a high degree of the fluency
	5	Has complete fluency in the language such that his speech is fully accepted by educated native speakers
Comprehension	1	In a very limited language experience can understand simple questions and statements if they are convey with slow repetition or paraphrase
	2	Can get the core of most the conversation is nontechnical subjects
	3	Comprehension is quite complete at a normal rate of speech
	4	Can understand any conversation with the

		range of his experience
	5	Equivalent of that of an educated native speaker

B. The Definition of Story Telling

Storytelling is to retell the story having read or heard by using the storytellers‘ own words based on their understanding about the story. According to Agostinho D.S.G, Jose A.Sarmento, Fernando C.D.Costa, story telling is an activity that involves interaction between the storyteller and the audience as well as between a person and the listener at a particular level.[25] Safdarian in Mukminatuz Zuhriyah defines storytelling is the process by which pupil recount tales using a different word structure after the teacher has told them to them.[26] In order to, the storytelling is one way to teach with short stories.

A story is defined as a narrative account of a real or imagined event, it is a structure of narrative with a specific style and a set of characters. Additionally, in this technique story telling learner may share experience and learn from others' wisdom, beliefs, and values. Besides that, stories build blocks of knowledge and it is the foundation of memory and learning, lastly, stories connect people to the past, present and the future. Thus, it can be said that storytelling is a teaching method in which the students are asked to retell the content of the stories in different word constructions by involving a certain interaction between the storyteller and the listener.

[25] Agostinho Dos Santos Gonçalves, Jose Antonio Sarmento, Fernando Carceres Da Costa, Journal of Innovative Studies on Character and Education ISSN 2523-613X Volume 3 issue 1, Year 2019

[26] Mukminatuz Zuhriyah, , A Journal of English Language Teaching, Linguistics and Literature Vol.2 No.1, July 2018, pp. 16-32

The procedures of storytelling as follows:

1) The teacher hangs different written stories with colorful papers on the whiteboard
2) The teacher asks every group take a paper from the white board
3) The teacher asks them to develop a story in 15 minutes
4) The teacher asks them to retell their story based on the group discussion
5) The teacher gives award to the group considered as the best group
6) The students are asked to sit in the groups
7) The students make a story based on a sequence of pictures having some key sentences given by the teacher
8) The teacher asks the students' to tell the story based on the result of their discussion in front of the class.

1. Story Telling Techniques

Storytelling in the junior high school may include two types. Any teacher or student who masters this art will find that the rewards of being a good storyteller are worth the effort required.[27]

1. The teacher as a storyteller

Teacher storytelling assists in many ways: it provides a good model for pupil storytelling (use of voice; pacing; choice and pronunciation of words; ways of beginning and ending stories); acquaints the child with much literature; and provides for good listening situations.

[27] Agostinho Dos Santos Gonçalves, Jose Antonio Sarmento, Fernando Carceres Da Costa, Journal of Innovative Studies on Character and Education ISSN 2523-613X Volume 3 issue 1, Year 2019

One stimulating storyteller offers the following suggestions to beginning storytellers:

1) The story you tell must belong to you; you must like it. You must enjoy it. You must want to tell it.

2) Know the story so well that it is a part of you. There can be no possibility of forgetting.

3) Use the entire heritage that is yours for the taking and all individual rich background you have built for yourself.

4) Tell the story simply, directly, sincerely with freedom and ease and good use of your body.

5) Trust the medium you use words.

6) Develop the instrument you use your voice.

7) Pace your telling skillfully, changing the tempo as needed and using pause effectively.[28]

These statements suggest that the storyteller will select a story that really appeals to him not just one that happens to be recommended or that is a "classic". In addition, the storyteller will not attempt to memorize every word of the story - and thus become more conscious of the words that the story but will. Be mainful of the story's original phraseology to avoid telling all storys in the teacher own present – day vernacular".

[28] Mukminatuz Zuhriyah, A Journal of English Language Teaching, Linguistics and Literature Vol.2 No.1, July 2018, pp. 16-32

The teachers should select the stories, because it is may be influenced by the personal preferences of the storyteller or by the purpose for which the story is told to increase student's knowledge, to develop growth in understanding spoken word, to develop sense of humor, to broaden reading interests, to develop the sense legends, fables, folklore, and fairy tales.

There are number of techniques when telling stories for the students, which suggested by Ellis and Brewster:

a) Make sure everyone can see both your face and the illustrations in the story
b) Read slowly and clearly
c) Make comments about the illustrations
d) Encourage your students to take part in the storytelling by repeating key vocabulary items and phrases.[29]

2. The students as a storyteller

The student, who tells a story to the class, or to a small group, is developing as a speaker's. Storytelling is one activity that does not depend upon superior reading ability; thus, every student through this medium can improve his speech patterns, his poise in speaking, and his ability to organize events of the story in proper sequence.

"Students' will soon learn that there are certain characteristics of a story, which make it a good story to tell. It will have an interesting plot; it

[29] Agostinho Dos Santos Gonçalves, Jose Antonio Sarmento, Fernando Carceres Da Costa, , Journal of Innovative Studies on Character and Education ISSN 2523-613X Volume 3 issue 1, Year 2019. p 122

may be episodic, particularly and the characters are so real that one really cares what happens to them. In selecting stories for telling to class member, each pupil should be free to tell the story he enjoys and wants to tell not one assigned from the textbook or other source.[30]

c. Instructional Procedures

As to help provided by the teacher, let it be emphasized that rather than permitting the pupil to practice many errors, the time and opportunity for much teacher help is in the preparation stage of storytelling. The teacher may work with each student in planning an outline of his story, selecting a good beginning, making certain of the sequence of details, using words that fit the meaning, and pronouncing the words correctly. Divide the class into groups of four or five children each may be recommended. In the small group, one or more pupils will have the opportunity to tell a story.[31] This means that perhaps six times as many students will be provided opportunity for storytelling as would be true if one child at a time told his story to the entire class.

Class discussion corcerning the characteristics of good storytelling will bring out helpful suggestion for improvement. The tape recorder may be used to good advantage. By listening to his own performance, the child can see where he needs improvement. Specific reminders might include :

[30] Agostinho Dos Santos Gonçalves, Jose Antonio Sarmento, Fernando Carceres Da Costa, , Journal of Innovative Studies on Character and Education ISSN 2523-613X Volume 3 issue 1, Year 2019. P 22
[31] Ibid p.23

the “who, when, where, what” story features : planning good beginning and closing sentences ; using interesting words; telling the events in order and keeping the outcome in doubt until the end of the story. [32]

d. Anecdotes or Personal Experiences

In addition to presenting literature stories, quite often students have amusing or interesting experiences they wish to share with others. The ability to tell a personal experience or a funny story in an interesting manner is a valuable asset. “In telling anecdotes or personal experiences, the child must first be thoroughly familiar with all the details or events that are an integral part of the story. He must be able to recall them in proper sequence so that the listener is prepared for the climax. When the climax is reached, he must quickly end the story. He needs to understand that unnecessary details may obscure the point of the story and that drawing it out beyond the logical conclusion makes it adult and boring. Simple, spontaneous expression should be encouraged. Gestures, tone of voice and facial expression may help to tell the story. [33]

2. The Use and Purpose of Storytelling

“What children can derive from storytelling is to become more familiar with the culture of the race, learn some of the values that are

[32]Agostinho Dos Santos Gonçalves, Jose Antonio Sarmento, Fernando Carceres Da Costa, , Journal of Innovative Studies on Character and Education ISSN 2523-613X Volume 3 issue 1, Year 2019.p.24

[33] Agostinho Dos Santos Gonçalves, Jose Antonio Sarmento, Fernando Carceres Da Costa, “Improving Speaking Skill Through Storytelling”, Journal of Innovative Studies on Character and Education ISSN 2523-613X Volume 3 issue 1, Year 2019.

permanent in the society, develop an appreciation of literature, improve their vocabulary, get functional organize their thoughts to be expressed, use a good language, become emotionally involved in such a way that the involvement add to his mental health, get a closer grip on the thing of spirit, add to his or her fund of information and gain vicarious experience.[34]

Story telling gives students' a pleasure to the students'. It increases students' interest in reading and enlarge their background of experience. "Firstly, the main purpose of telling story is to entertain, because telling story gives an enjoyment for students'. But the story as told by storyteller is also has purposes such as to increase students' knowledge, to import ethical values, to develop the sense of humor, to broaden reading interest, help to develop to appreciation of myths, and other".[35]

3. Concept of Islamic Story Telling

Character education in the current context is very relevant to overcome the moral crisis that is currently hitting our country. This crisis includes, among other things, promiscuity, bullying, narcotics, pornographic action and pornography which has become a social problem which until now has not been completely resolved.[36]

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[34] Dallmann,Teaching The Language Arts . . , p.46
[35] Sarah Hammond , et al., GoodSchool for Young Children, (New York: MacMillan Publishing Company, 2020), third edition, p. 196
[36] Mohammad Sabarudin,"Metode Story Telling Kisah Qur'ani untuk Pendidikan Karakter Dalam Pembelajaran Akidah Akhlaq", (STAI Darul Falah, Indonesia,2022)

Story telling is one of the methods used by the Prophet Muhammad SAW when preaching to broadcast the Islamic religion in ancient times. It is hoped that the application of the Islamic story telling method of the stories of the prophets can become a very good learning method used in learning English subjects at MTS Riyadlatul Ulum, whose background is Islamic boarding schools.

The type of story used in this research is Islamic story. Researchers use stories entitled "The Story of Prophet Ibrahim Saved From the Heat of Fire" and "The story of the release of Zam-Zam water from the stamp of the feet of Prophet Ismail AS".

4. The Procedure of Teaching Speaking Through Islamic Story Telling

a. The teacher greet the students'.
b. The Teacher gives instruction the assessment that is Grammar, pronunciation, vocabulary, fluency and comprehension.
c. The teacher gives a piece of paper containing stories with different title for male and female students.
d. The teacher gives the students ten minutes to memorized the story.
e. The teacher mentions students name's at random, and then the names called come forward to tell the story.
f. The students are allowed to bring paper containing the story.
g. After finishing, the teacher asks questions about the story they have told.
h. Questions are given directly or verbally and then answers are also verbally.

CHAPTER III

RESEARCH METHOD

A. Type of Research

This research used classroom action research. Action research in education that can be implemented in the classroom with the aim of improving and enhancing the quality of learning. In short, the CAR can be defined as a form of reflective review of research by undertaking specific actions to improve and improve classroom learning practices in a more professional manner.[37]

The purpose of Classroom Action Research is to improve performance in the lecture hall. The outcomes may be included in the knowledge base even when there is no requirement that they be extrapolated to other contexts. In addition to using informal research methods including data collecting and analysis, group comparisons, and brief literature reviews, action research courses go beyond self-reflection. The useful is highlighted meaning of the results and not on the statistical or theoretical meaning. Results are typically shared with colleagues or local administrators through concise reports or presentations.

[37] Muhammad Ali, Prosedur Penelitian Tindakan Kelas, (Universitas Islam Negeri Jakarta, 2019)

B. Subject of the Research

This research was conducted by students' in the seventh graders at MTs Riyadlatul Ulum. In this class, there are 21 students. fourteen (14) male students' and seven (7) female students'. The class was chosen by the researcher because its mean score was below average per the minimum completeness requirement (KKM).

C. Time and Place The Research

This research was conducted this research at MTs Riyadlatul Ulum, Bumiharjo 39b, Batanghari, East Lampung on August 19th, 2025.

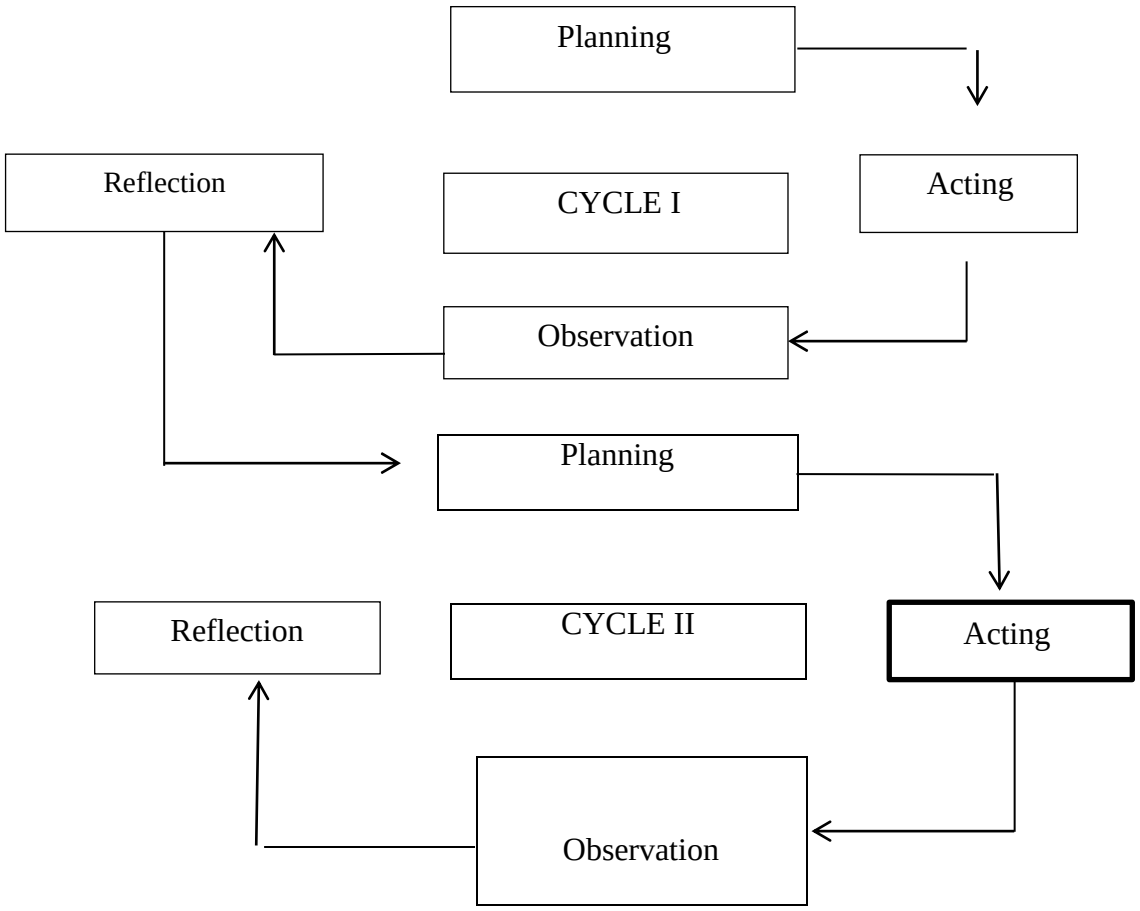
D. Research Procedure

There are different experts who present the action research model with different diagrams, but in general there are four stages that are usually passed, namely planning, implementation, observation (observation), and reflection. The model and explanation for each phase is as follows.[38]

[38] Suharismi Arikunto, Penelitian Tindakan Kelas, p.16

Figure 3.1

Classroom Action Research Mode



This classroom action research procedure consists of 4 stages. By the detailed procedure for this action research is as follows:

1. Cycle 1

a. Planning

1. Planning the process of implementation learning by using Islamic story telling technique in English subject.
2. Developing learning model scenarios by making lesson plan.
3. Preparing students' observation sheets.

4. Preparing for the material.

b. Acting

This activity carried out at this stage are implementation process with Islamic story telling technique in english subject that have been panned include:

1. Students' are asked to sit in pairs facing each other.
2. All of the students' asked to memorized the Islamic story.
3. Teacher mention the students' name by random and asked to entering in front of class to retell a story.
4. Teacher asks questions to the students' about the story.
5. The teacher assess all of students from grammar, vocabulary, pronunciation, comprehension, fluency.

1. Observation

Collaborators observe the activeness of students' in the process implementation of Islamic Story Telling Technique.

2. Reflection

1. Review the results of student's work on the question given.
2. Analyzing the results of observation to draw initial conclusions about the implementation of Cycle I.
3. Discussing the analysis for corrective actions in the implementation of Cycle II.

2. Cycle II

a. Planning

1. Identifying the specific problems experienced in previous cycle.
2. Making lesson plan.
3. Prepare. student's observation sheets
4. Prepare of material.

b. Acting

The activities carried out at this stage are Development action plan II by carrying out more efforts improve students' learning enthusiasm in the implementation process learning by Islamic Story Telling Technique on English subject.

c. Observation

Collaborators record all processes that occur in the active learning model, discuss what actions have been taken, note weaknesses, both discrepancies, between scenarios and student responses that may not be expected.

d. Reflection

1. Checking the student's work on the quiz given.
2. Analysis of observation results for preliminary conclusions on the implementation of learning in Cycle II.
3. Discussing the results of the corrective action analysis implementation investigative.

E. Data Collection Technique

There are several instrument that researcger use to gathering data in the reseach as follows:

1. Test

   The test is a set of stimuli given by educators and educators with the aim of getting answers that have ben used as a basis for researchers.[39] In this study, the test that have ben carried out to measure the comprehension ability of students in seventh grade at MTs Riyadlatul Ulum is in English subjects.

2. Observation

   Observation is defined as systematic observation and recording of the symptoms that appear in the object of the study.40 Observation is one of the ways that researchers can do to observe teachers in the story telling learning process. Then the data from this observation is used in research activities.

3. Documentation

   This research, the researcher uses documents technique to collect the data. Documents can be a valuable source of information in qualitative research. Creswell cited that documents represent public and private documents. Public documents provide in the form of

[39] Margono, Metodologi Penelitian Pendidikan (Jakarta: PT Rineka Cipta, 2020).
[40] Ibid.,181.

minutes from meeting, official memos, and newspaper. Example of private documents is personal journal and diaries, letters, and personal notes.[12] In this study the researcher documents important things data in the form students' English score.

F. Research Instrument

Research is an effort to test a theory, develop, and find answers to a problem. Before moving to the data analysis stage, the research should have instruments that must be formulated to produce accurate data. Research instruments are tools, or important elements used in collecting, measuring, and analyzing data related to research. In this study, the instruments to be used are test and observation sheets.

Table 3.1

Research Variable Instrument Grid

No.	Research Variable	Data Source	Method	Instrument
1.	Independent Variable : Story Telling	Educators	Observation	Observation sheets
2.	Bound Variable: Learning Outcomes	Learners	*Pre Test* and *Post Test*	Questions and Answer *Pre Test* and *Post Test*

Table 3.2

Instrument Grid of Student Activity Observation Sheet

No.	Types of Activity Indicators
1.	Paying attention to the teacher when learning
2.	Willingness to ask and answer questions
3.	Listening to directions from teachers during teaching and learning activities
4.	Take notes of learning materials

Table 3.3

Rubric of Speaking Skill

Aspect	**Categories**	**Indicator**
Pronunciation	1	Errors in pronunciation are usually happen but can be understood by a native speakers used with foreigners that try to speak his language
	2	Accent are understandable when they are quite wrong
	3	Errors never annoy with understanding and rarely disturb the native speakers, accent maybe clearly foreign
	4	Errors in pronunciation are rare occur
	5	Equivalent and fully accepted by educated a native speaker
Grammar	1	Errors in grammar are usually happen but speaker can be understood by a native speaker used to dealing with foreigner try to speak his language
	2	Can usually handle elementary construction enough accurately but does not have through or confident control of grammar
	3	Control a grammar is good able to speak the language with accuracy structural to participate affectively in most formal and informal conversation practical, social, and professional topic

	4	Able to use the language accurately on a levels normally involves to professional nit, errors grammar are quite rare
	5	Equivalent of and educated native speaker
Vocabulary	1	Speaking vocabulary inadequate to express anything but the most elementary needs
	2	Has speaking vocabulary sufficient to express him simply with some circulation
	3	Able to speak language with enough vocabulary to participate effectively in most formal and informal conversation on practical social and professional
	4	Can understand and participate in any conversation in the range of his experience with a high degree of precision of vocabulary
	5	Speech on all levels is can accepted by educated native speakers in all its pictures including breath of vocabulary or idioms, colloquialisms and related cultural references
Fluency	1	No specific fluency description (refer to other language areas at the level of fluency)
	2	Can handle with confidence but now with facility most social situation, including introduction and casual conversation about condition that take place, as well as work, family and autobiographical information
	3	Can discuss particular interested of competence with easy
	4	Able to use the language fluently on all levels normally related to professional needs. Can participate in any conversation within the range of this experience with a high degree of the fluency
	5	Has complete fluency in the language such that his speech is fully accepted by educated native speakers
Comprehensio n	1	In a very limited language experience can understand simple questions and statements if they are convey with slow repetition or paraphrase
	2	Can get the core of most the conversation is nontechnical subjects
	3	Comprehension is quite complete at a normal rate of speech

	4	Can understand any conversation with the range of his experience
	5	Equivalent of that of an educated native speaker

G. Technique for Analyzing Data

1. Quantitative

The data obtained from pre-survey either through observations, tests or using other methods then processed with descriptive analysis to describethe state of improvement achievement of success indicators for each cycle and to describe success in learning English subjects at VII A of Junior High School Riyadlatul Ulum after applying story telling strategy.

To know the result the researcher from pre-survey the average score between pre-test and post-test for each cycle, and then to know the percentage of increasing score in students learning activities, the writer was used the percentage formula as follow:

$$\text{Percentage} = \frac{\text{Total score of the Student's}}{\text{Total of Student's}} \times 100\%$$

2. Qualitative

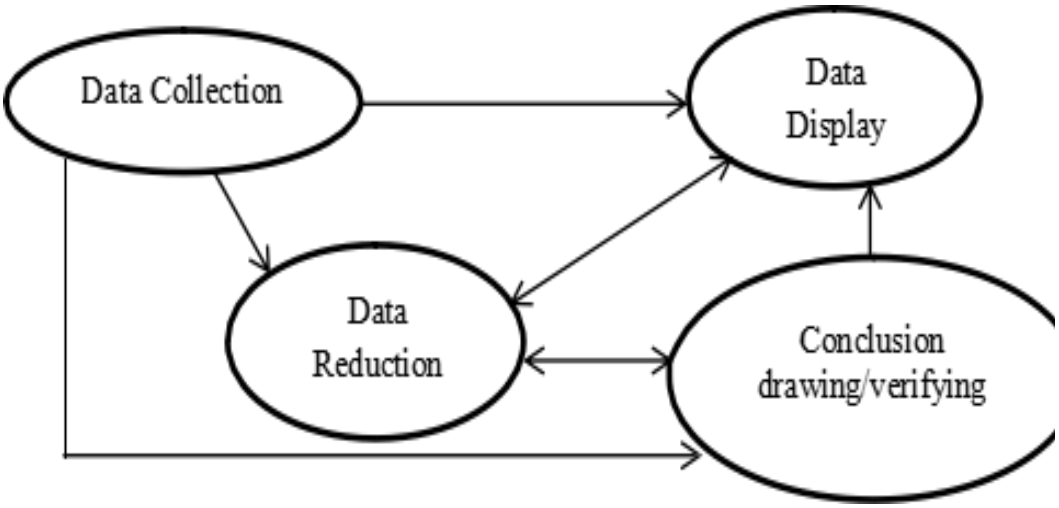
The researcher applied Miles and Hubberman model to analyze the qualitative,[41] The components of this analysis model are pictured

[41] Michael Huberman M. and Miles, *Data Management and Analysis Methods,* In N. K. Denzin and Y.S Lincoln (Eds.): Thousand Oaks, CA: Sage, 1994), 12.

by this figure.

Figure 3.2

Analysis Components of Miles and Hubberman Model



Data analysis with the Miles and Huberman model is carried out as follow step:

1. Data Collection

   Data collection is the step where the researcher collects all existing data that is used to complete the research. In the data collection process the researcher collected data in the form of evidence from the English teaching and learning strategies for the seventh grades at MTs Riyadlatul Ulum. In this case the researcher come to class to observe and document English teaching technique using Islamic story telling for the seventh grades at MTs Riyadlatul Ulum.

2. The Data Reduction

   The researcher reduces the statistics he gets by summarizing and selecting unique things. In the manner of parsing

the records, the researcher became guided by way of the studies question. In this case, the researcher sorted out the data intensively related to the results of the research data about the technique for teaching English that is used, why and how to use it.

3. To Display the Data

Inside the show the statistics the researcher normally makes use of pix, figures, or charts. The show ought to be capable of describe the content Material whole the data. In this research displayed data associated with the solutions inside the research question using phrases, graphs, figures and charts to give an explanation for the solutions of each research question in element consistent with the suitable interpretation.

4. Conclusion and Data Findings

The researcher verifies the research by means of making conclusion of information findings. The researcher makes conclusions from the outcomes of research related to one research questions. Therefore, it is concluded that the evaluation of information has some features in examine research records that encompass in; to make the meaningful uncooked information, to check null speculation, to get the widespread effects, to describe inferences or to make generalization, and to calculate parameters. From the start data collection, the qualitative analyze is beginning to decide what this mean is noting regularities, patterns, explanation, possible configurations, causal flows, and

propositions. You can know result from qualitative data by Mean formula:

$$\text{Mean} = \frac{\text{Sum of raw score}}{\text{Total number of subject}}$$

1. Indicator of Success

After the result use the minimum standard of speaking in this class with 70. The indicator of success takes from the process and the result of the action research. This research is called success if 100% of the students get minimal score 75 and 75% of the students active in learning activities.

CHAPTER IV

RESULT OF THE RESEARCH AND DISCUSSION

A. Result of the Research

MTs Riyadlatul Ulum, a private educational institution located on Bumiharjo Islamic Boarding Street, Bumiharjo Village, Batanghari District, East Lampung Regency, Lampung, is one of the junior high school that plays an important role in educating the younger generation in the area. With a B accreditation based on Degree NO. 968/BAN-SM/SK/2019 dated 05-11-2019. MTs Riyadlatul Ulum continues to strive to improve the quality of education to produce superior graduates with noble character. This school is under the auspices of Foundation Islamic Boarding School Riyadlatul Ulum was established based on Decree No. 40 of 2018 dated 31-01-2018 and Hs been officially operating based on Decree No. 038 of 2018 dated 31-01-2018. The school has adequate internet access, making it easier for students to obtain information and broader learning resources.

MTs Riyadlatul Ulum has a vision to produce a generation that is faithful, knowledgeable, virtuous and independent. The mission of this school is to provide quality education that is morally upright and globally aware. As an educational under the Ministry of Religious Affairs, MTs Riyadlatul Ulum is committed to providing an education based on the values of islam. This school is expected to be a place for students to gain knowledge and develop themselves, so that they can become a quality

generation ready to face future challenges.

Mts Riyadlatul Ulum has a full week teaching and learning schedule. Every Monday morning, teaching and learning begins with a flag ceremony. Duha prayer is held every day at 9 am. Except on Fridays, Duha prayer is at the beginning of teaching and learning, before morning exercise begins. Dhuhur prayer is held in congregation in the prayer room every day. After Dhuhur prayer, there is an activity to increase the reading of the Qur'an. Teaching and learning ends at 2:30 pm.

A. Description of Research Result

In this research, the researcher as an English Teacher and Mr. Rohmad Ardiyanto, S.Pd the collaborator the research in two cycles and each cycle consist of planning, acting, observing and reflecting.

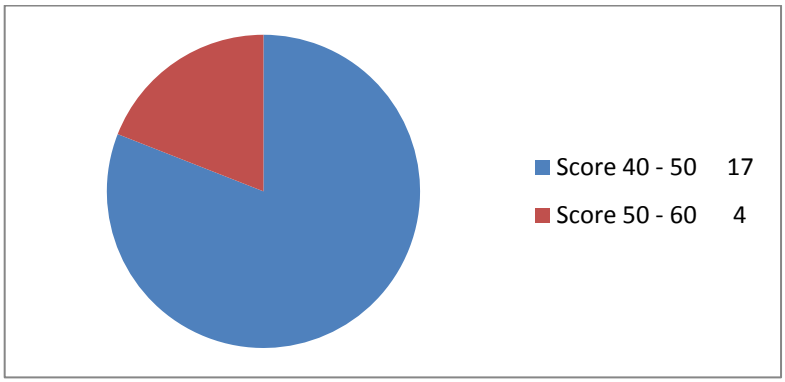
a. Cycle 1

Cycle 1 consist of planning, acting, observing and reflecting. The researcher conducted pre-test to know the students' speaking skill in through Islamic story telling before giving and it used as the comparison score with evaluation. The student's were given task to answer the test about through Islamic story telling. After the finished the pre-test, the researcher asked them to submit the answer sheets.

The result of pre-test could be seen on the diagram below:

Figure 4.1

The Students' speaking skill score in Pre-test



The data above is the result of a pre-test conducted at the beginning of the meeting with seventh grade students'. We can see that many students did not pass the minimum criteria. Researchers set a minimum passing grade (KKM) of 75, but many students' scored below the KKM. The lowest score was 40, and the highest was 56.

Table 4.1

The Students' Score in Pre-Test

No	Score	Explanation	Frequency	Percentage
1	≤ 75	Fail	21	100%
2	≥ 75	Pas	0	0%
Total			21	100%

Based on the table, it could be analyzed that there are not students who passed and 21 students' (100%) who failed the pre-test. The lowest

score in pre-test was 40 and the highest score was 56. It means that the students' did not fulfill the minimum standard at MTs Riyadlatul Ulum and the students' speaking skill was low. Besides, from the result of pretest, the researcher got the average 50. So, it was the reason why the researcher used Islamic Story Telling to improve the students' speaking skill.

1) Planning

The first meeting was done on Monday, august 11th, 2025. It was open by praying, greeting, checking attendance list, and introducing the researcher as a teacher for the students. At the day, the researcher has taken the students' pre-test score. Based on the result of pre-test score, the researcher has identified and found the problems after taking the students' pre-test score. Therefore, the researcher and collaborator prepared several things related to teaching and learning process such as the English subject lesson plan, the material, media, work sheet, observation sheet that contains about list of students' names and activity, and evaluation for the second meeting.

2) Acting

The second meeting was treatment. The researcher conducted the treatment august 12th, 2025. In this meeting, the researcher as an English teacher and Mr. Rohmad Ardiyanto, S.Pd as a collaborator. The researcher started the meeting by praying, greeting, checking

attendance list and asking the condition of the students'. Afterwards, the researcher gave the material about telling story. At the beginning of teaching learning process, the researcher asked to the students' about telling story. Some of the students forgot and just a little of them have known the definition about narrative text. Secondly, the researcher explained about definition, generic structure, social function and language feature of telling story. After that, the researcher gave some Islamic story.

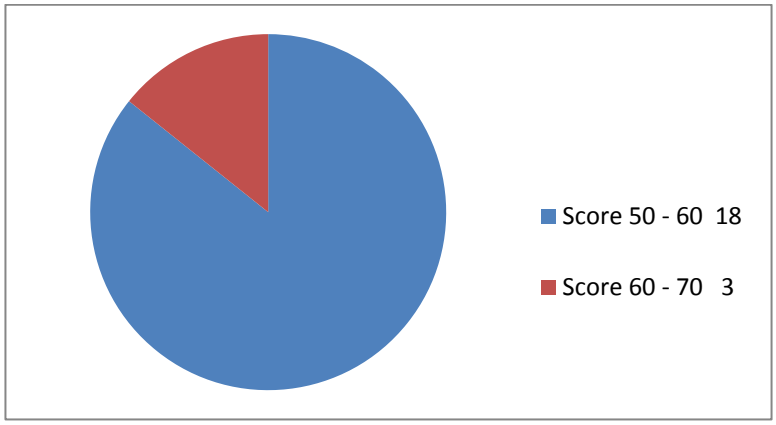
The researcher explained about Islamic Story. The students' must be understood about the story. The researcher guided the students to be active and expression their idea. As long as the students' studied to understand Islamic story telling.

In the end of meeting, the researcher gave feedback to the students of the learning process. The researcher gave motivation and informed to the students' about the activities in the next meeting. Then, the researcher closed the material by praying together. After did a treatment, the researcher gave evaluation to the students. The evaluation was conducted august 12th, 2024. The evaluation was done to know how the students' speaking skill after giving treatment. Then the researcher gave evaluation to the students. Memorized about islamic story. In the evaluation I, only 13 students who got good mark, but the result of the students' test was better than the students' test

before giving treatment. In this session, the researcher got the result of the students' evaluation I in cycle I. The result can be seen as follow:

Figure 4.2

The Students' speaking skill score Evaluation in Cycle 1



The data above is the result of a evaluation conducted at the beginning of the meeting with seventh grade students. In this second meeting (cycle 1 evaluation), progress and improvement were already visible. The students' scores improved compared to the pre-test scores. There are 18 studnts' decreased with score 50-60 and three students' get 60-70 score.

Table 4.2

The Students' Score Evaluation in Cycle I

No	Score	Explanation	Frequency	Percentage
1	**≤ 75**	**Fail**	**21**	**100%**
2	**≥ 75**	**Pas**	**0**	**0%**
Total			**21**	**100%**

From the figure 4.2 , it could be analyzed that the students' average score was 58. The highest score was 60 and the lowest score was 52. Based on the minimum standard (KKM), there are not students' passed on evaluation in cycle I or got score ≥75, and 21 students' (100%) that had failed on evaluation in cycle I or got score ≤75. It means that in cycle I the students' achievement could improve enough, but it was not successful yet.

3) Observing

In this stage, the researcher was helped by the collaborators who observed the teaching and learning process. All the data in this stage were collected by using observation checklist which filled by the collaborator.

The observation checklists used were consisted of students' observation checklist and teacher's observation checklist. The observation result will be explained for each meeting except the evaluation. The collaborators observed the teacher's and students' activities for three meetings in cycle I then the researcher analyzed the

result by summing up the point given by the collaborators to find the means. The result was categorized according to the summary table of means. The result of observation checklist and notes were used to identify how the implementation of Islamic story telling in cycle I. The result revealed that generally the students' activities during learning process using Islamic story telling was moderate. It means that the students' did not understand enough about the use of Islamic story telling.

While the treatment was being executed, the students' learning activities during the learning process were also being observed by the observer. The students who were active in discussion would get the point by ticking it on the observation sheet for every cycle. The indicators of the students' learning activities were:

a) Pay attention of teacher's explanation

b) Practice telling a story

c) Ask and answer the question

d) Active in class

e) Able to do the task.

Table 4.3

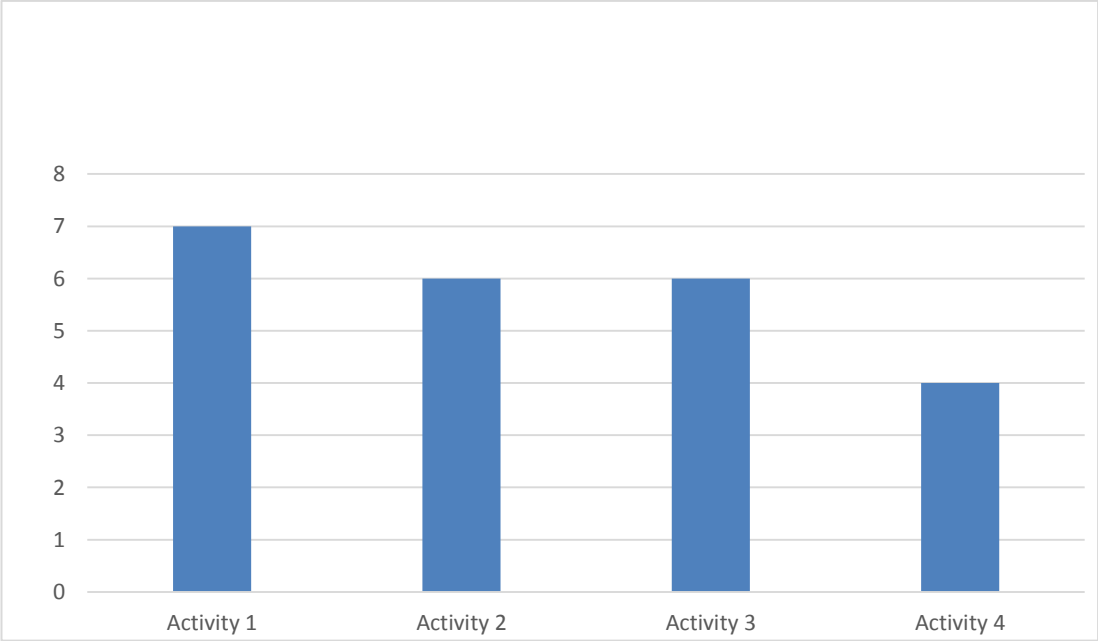
The Percentage of Students' Learning in Cycle I

No	Student Activities	Frequency	Percentage
1	Paying attention to the teacher's explanation	7	33.33%
2	Asking / answering question from the teacher	6	28.57%
3	Being active in the class	6	28.57%
4	Being able to do the task	4	19.04%

The table above shows the percentage of students' learning outcomes in cycle 1. Seven students' paid attention to the teacher's explanation, with a percentage of 33.33%. Six students' were active in the question and answer session with the teacher, with a percentage of 28.57%. Six students' were active in class, with a percentage of 28.57%. And the last, four students' were able to ask questions, with a percentage of 19.04%.

Figure 4.3

The Percentage of Students' Learning Activities in Cycle I



The graphic showed that the students' learning activity was not achieved the percentage that is 70%. There were seven students' (33.33%) who gave attention to the teacher explanation, six students' (28.57%) who understood the materials, six students' (28.57%) who were active in the class, and four students' (19.04%) who were able to do the task.

4) Reflecting

In this step, the researcher concluded that cycle I did not run well because most of students did not achieve the minimum standard (MS). It could be seen from the result of pre-test and evaluation score in cycle I. However, most of the students' score had improved although the condition of learning process was uncontrolled enough.

From the result of observation in cycle I, there were some problems that found, as follow:

a) There were some students' that shown unenthusiastic to the teacher's explanation

b) Some students did not ask and answer the teacher's questions.

Based on the result of reflection in cycle I, there were some problems to be revised in cycle II, such as:

a) The teacher gave more motivation to the students in order to study harder and made the learning process more attractive.

b) The teacher gave more detail explanation and questions.

In this research, pre-test and evaluation I had done individually. It was aimed to know the improve of the students' speaking skill before and after the treatment. From the result of pre-test and evaluation I, we knew that there was an improving from the students' result score. It could be seen from the average in pre-test 46 and evaluation I 58. Although there was improving of the students' achievement, cycle I was not successful yet because there are not (66.66%) who passed in evaluation I. It can be concluded that cycle I was not successful yet because the indicator of success was not reached yet and the researcher had to revise the teaching and learning process in the next cycle. Therefore, this research would be continued in the next cycle.

c. Cycle II

The cycle II was similar with cycle I. It divided into planning, acting, observing, and reflecting. It would be explained more as follow:

1) Planning

Based on observation and reflection in cycle I, it showed that cycle I was not successfully yet. Therefore, the researcher and collaborator tried to revise the several problems that appeared in cycle I and arranged the planning for continuing in cycle II. The researcher prepared the lesson plan, material, media, answer sheet, observation sheet and the test for evaluation in cycle II.

2) Acting

The description of the teaching and learning process of cycle II was not different from the previous cycle. In each treatment, the researcher tried to make the students more active. The implementation of this step was conducted in two meetings, namely: treatment and post-test.

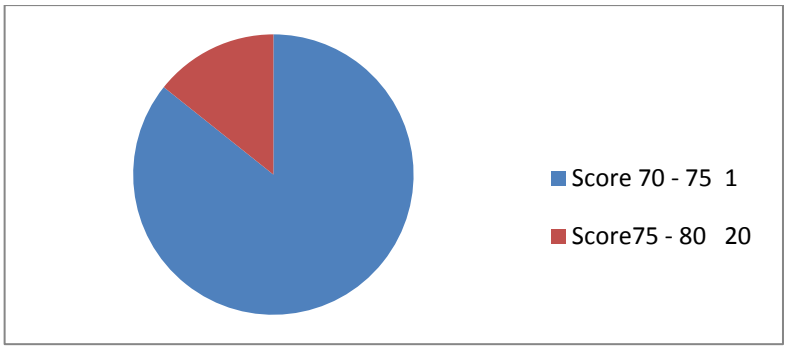
The treatment in cycle II was conducted on August 18th , 2025. It was started by greeting and asking the students condition. The researcher as a teacher explained the material about through Islamic story telling. The teacher asked to the students to mention about definition of through Islamic Story Telling, generic structure, social function, and language features. Moreover, the teacher divided the

students in pairs as in previous cycle based on their score in speaking skill in evaluation I. In the end of meeting, the teacher closed the meeting and gave motivation to the students to study hard and try to read more in order to their got good scores especially in English subject.

After giving the treatment twice in cycle II, the researcher conducted evaluation II on August 19th, 2025. It was same type with the first cycle 1. After the students finished the test, they collected the answer sheet to the teacher. The result of evaluation II could be seen on the table below :

Figure 4.4

The Students' Score Evaluation in Cycle II



The data above is from the evaluation in cycle 2, which shows that students have significantly improved. The scores above show that no students' scores dropped. The students' get the score 70 - 75 only one students' ,and more students' get the score 75 - 80.

Table 4.4

The Students' Score Evaluation in Cycle II

No	Score	Explanation	Frequency	Percentage
1	**≤ 75**	**Fail**	**1**	**4.76%**
2	**≥ 75**	**Pas**	**20**	**95.23%**
Total			**21**	**100%**

Based on the table above, it could be seen that the students' average score in evaluation cycle II was 78. The highest score was 80 and the lowest score was 74. Most of the students could improve speaking skill. It means that cycle II was successful.

3) Observing

In learning process, there were also four indicators used to know the students' activities like in learning process previously. Based on the result of the observation sheet in cycle II, the researcher indicated that learning process in cycle II was successful.

The result score of students' learning activities observation, as follow:

Table 4.5

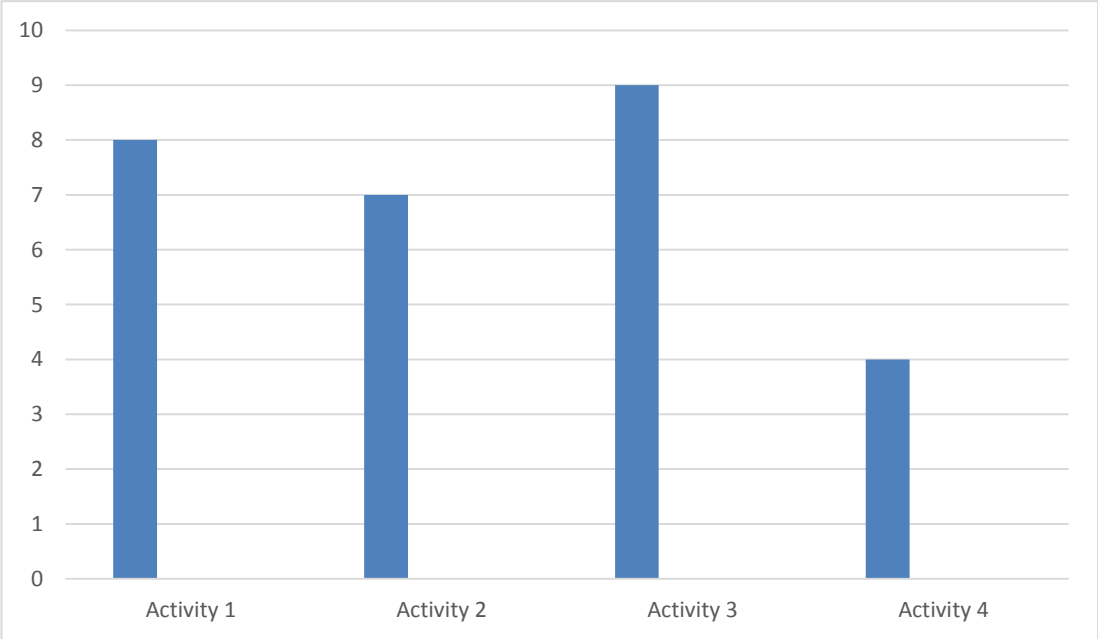
The Students' Learning Activities in Cycle II

No	Student Activities	Frequency	Percentage
1	Paying attention to the teacher's explanation	13	61.90%
2	Asking / answering question from the teacher	11	52.38%
3	Being active in the class	9	42.85%
4	Being able to the task	8	38.09%

The table above shows the percentage of students' learning outcomes in cycle II. There 13 students' paying attention to the teacher's explanation, with a percentage of 61.90%. Eleven students' were active in the question and answer session with the teacher, with a percentage of 52.38%. Nine students' were active in class, with a percentage of 42.85%. Finally, Eight students' were able to ask questions, with a percentage of 38.09%.

Figure 4.5

The Percentage of Students' Learning Activities in Cycle II



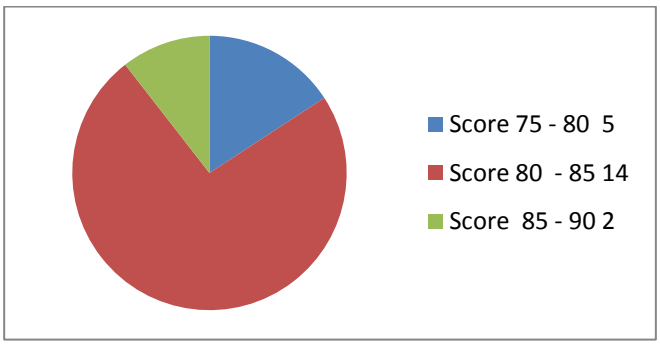
The graphic above showed that the students' learning activity in cycle II was improved. The students' learning activity that had high percentage were the students pay attention of the teacher explanation 61.90%, then, the students ask/answer the question from the teacher 52.38% and the students active in the class 42.85%, and the last the students able do the task 38.09%. Based on the result above, the researcher indicated that learning process in cycle II was success because the students' learning activity achieved percentage that is 70%.

c. Students' Score of Post-test

English learning process was successfully in cycle I but the students' average score was low. While, the score of the students in evaluation in cycle I was higher than pre-test. Moreover, in cycle II, the

students' average score was higher than cycle I. The following table of illustration score in as below:

Figure 4.6
The Students' Speaking Skill Score in Post-Test



Based on the result of post-test, it was know that there was an improving the students' speaking skill by Islamic story telling score. It could be seen from the figure above, we can seen that are the student' get the score 75 - 80 there are four (19.04%), the student' get the score 80 - 85 there 14 (66.66%) and the student' get the score 85-90 there two (9.52%) students'. The student which score complete are all of students' (100%). Therefore, the researcher concluded that the research was successful because the indicator of success in this research has been achieved.

B. Discussion

1. Cycle I

In this research, a researcher gave the students pre-test individually for the purpose to know the students' speaking skill before giving a treatment. In the pre-test, there were not students' had passed and all of

students' (100%) who failed the pre-test. Furthermore, in the pre-test, the lowest score was 40 and the highest score was 54.

After did the pre-test, the researcher gave the treatment to the students' in cycle I. The treatment was conducted by teaching the students' using Islamic story telling. Furthermore, the researcher gave the evaluation in cycle I in the next meeting. Afterwards, by analyzing the result of evaluation in cycle I, the researcher concluded that there were there were not students' had passed and all of students' (100%) who failed in cycle I. The lowest score was 52, the highest score was 62, and the average score was 58. From the result of students' score in pre-test and evaluation in cycle I, there was an improving from the students' result score. It could be seen from the average in pre test 46 and evaluation cycle I 58. Although there was improving of the students' achievement, cycle I was not successfully yet. It means that in the cycle I, the students' achievement could improve enough but it was not successful because the indicator of success was not reached yet.

2. Cycle II

After analyzing the students' score in the evaluation of cycle I, the researcher had to conduct the next cycle because all of students' (100%) failed the test and got score ≤ 75. In the next cycle, the researcher gave the treatment twice then evaluation in cycle II. Furthermore, the researcher analyzed the result of evaluation in cycle II and concluded that there 20 of students' passed the test because they got score ≥ 75. In this evaluation,

the lowest score was 74 and the highest score was 86, and the average score was 78. From the result of the students' score from evaluation cycle II, it could be concluded that there were improve scores. The improve score could be seen on the average score. The average score in the evaluation cycle I and evaluation cycle II were 58 and 78.

In teaching speaking at the junior high school MTs Riyadlatul Ulum especially of students' at seventh graders in the problems of the student' to speaking in front of the class. The researcher Islamic Story Telling to improve the students' speaking skill. The researcher used this technique to organize idea students and made students more active in also interested in learning English.

There is a positive improving about students' learning activities through Islamic story telling. Islamic story telling hopefully is useful in the learning activities. Based on the explanation of pre-test, evaluation cycle I, evaluation cycle II, and post-test it could be inferred that the use Islamic story telling could improve the students' speaking skill. There was progress average score from pre test ther are not passed, evaluation cycle I there are not passed, evaluation II become 95.23% and post test 100%. We could be seen that here was an improving on the average score and total of the students' who passed the test from pre-test, evaluation cycle I, evaluation cycle II and post-test.

Moreover, the standard criteria with the score minimum was ≥ 75.From the explanation, the researcher concluded that the research was

successful and it could be stopped in the cycle II because the indicator of success (95.23% of students got score ≥ 75 was reached.

In this case the researcher recommends that islamic story telling technique can be used by teachers in learning English at MTs Riyadlatul Ulum. That's because the islamic story is easy to retelling, improve students' speaking skill, can interesting students' learning, so that students seriously listen to lessons properly and are not boring. Besides that, through islamic story telling technique can help build self-confidence, because apart from the appearance aspect and the applause that usually accompanies it, acting is very collaborative and mutually supportive.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on research finding and discussion, the researcher would like to point out the conclusions as follows: There was improving of students average score from pre-test 48, evaluation cycle I 58, evaluation II become 78 and post test 84. In evaluation cycle I, there were are not students' passed the test. Moreover, in cycle II there were are not students' who passed the test, and post test there are 20 students' who passed the test. Result of cycle II already reached the indicator of success that was 95.23% students' fulfill the standard criteria with the score minimum was 75. Therefore, the research could be stopped in cycle II.

The result of the students activities in cycle I and cycle II was improve, such as, paying attention to the teacher's explanation from 33.33% become 61.90%, Asking/answering question from the teacher from 28.57% become 52.38%, Being active in the class from 28.57%, become 42.85%, Being able to do the task from 19.04%, become 38.09%, the result of students' activities in cycle I and cycle II, there are improving about students' learning activities.

It means that through Islamic story telling in speaking, the students' activities have improved from the first meeting untill cycle II. The conclusion this research was successful and it could be stopped in the

cycle II, because the indicator of success (≥75% of students got score ≥ 75) was reached.

B. Suggestion

Based on the result of the research, the researcher would like to give some suggestion as follows:

1. The students' are suggested to be more active in learning English so they can comprehend the material that teacher given and improve their knowledge especially in speaking skill.
2. It is suggested for the English teacher to use Islamic story telling as alternative technique in the classroom because this technique is effective to improve the students' speaking skill in the teaching and learning process.
3. The teacher is expected to give motivation to the students' be excited in English learning since many students' regard that English is difficult subject to learn. Based on the observation of the class, the students' more active after the teacher gives motivation to the students'.
4. It is suggested for the headmaster to facilitated the teachers to use this technique because it is effective in teaching the material for the teacher.

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APPENDICES

FIELD NOTE

Cycle I

Meeting I :

1. Planning the process of implementation learning by using Islamic story telling technique in English subject.
2. Develop learning model scenarios by making lesson plan.
3. Prepare student's observation sheets.
4. Preparing for the material.
3. Students' are asked to sit in pairs facing each other.
4. All of the students' asked to memorized the Islamic story.
5. Teacher mention the students' name by random and asked to entering in front of class to retell a story.
6. Teacher asks questions to the students' about the story.
7. The teacher assess all of students from grammar, vocabulary, pronunciation, comprehension, fluency.
8. The teacher observing everyollaborators observing each students' in the learning processs, activeness of students' in the process implementation of Islamic Story Telling Technique.

Meeting II :

1. Review the results of student's work on the question given.
2. Analyzing the results of observation to draw initial conclusions about the implementation of Cycle I.
3. Discussing the analysis for corrective actions in the implementation of

Cycle II.

Cycle II

Meeting I :

1. Identifying the specific problems experienced in previous cycle.
2. Making lesson plan.
3. Prepare. student's observation sheets
4. Prepare of material.
5. The activities carried out at this stage are development action plan II by carrying out more efforts improve students' learning enthusiasm in the implementation process learning by Islamic Story Telling Technique on English subject.
6. Collaborators record all processes that occur in the active learning model, discuss what actions have been taken, note weaknesses, both discrepancies, between scenarios and student responses that may not be expected.

Meeting II :

1. Checking the student's work on the quiz given.
2. Analysis of observation results for preliminary conclusions on the implementation of learning in Cycle II.
3. Discussing the results of the corrective action analysis implementation investigative.

Syllabus

Educational Unit : MTs Riyadlatul Ulum
Grade :
VII (Seventh)

Core Competencies:

- KI1 and KI2: Respecting and internalizing the teachings of their religion and Respecting and internalizing honest, disciplined, polite, confident, caring, and responsible behavior in interacting effectively in accordance with the development of children in the environment, family, school, community and natural environment, nation, state, and regional areas.
- KI3: Understand and apply factual, conceptual, procedural, and metacognitive knowledge at a simple technical and specific level based on curiosity about science, technology, art, culture with insights into humanity, nationality, and statehood related to visible phenomena and events.
- KI4: Demonstrate reasoning, processing, and presenting skills creatively, productively, critically, independently, collaboratively, and communicatively, in concrete and abstract domains in accordance with what is learned in school and other sources that are the same in terms of theoretical perspective.

Basic Competencies	Learning Materials	Learning Activities
3.I Applying social functions, text structures, and linguistic elements of oral and written interpersonal interaction texts that involve the act of expressing hopes, prayers, and congratulations for happiness and achievements, and responding to them, according to the	• Social function Maintaining interpersonal relationships with teachers and friends • Text structure - Starting - Responding (expected/unexpected) • Language elements - Expressions such as Congratulatio	• Listen, imitate, and demonstrate several examples of conversations, with correct pronunciation and word stress • Identify expressions being studied • Ask about unknown or different things. • Determine the right expressions

context of their use. 4.I Composing very short and simple oral and written interpersonal interaction texts that involve expressing hopes, prayers, and congratulations for happiness and achievements, and responding to them, paying attention to social functions, text structures, and linguistic elements that are correct and appropriate to the context.	ns, I hope so, I wish you luck; etc. Pronunciation, word stress, intonation, spelling, punctuation, and handwriting • Topic Achievements and happiness that can foster behavior contained in KI	orally/in writing from various other similar situations. • Reflect on the learning process and results
3.2 Applying social functions, text structures, and linguistic elements of oral and written transactional interaction texts that involve giving and asking for information related to the intent, purpose, and agreement to carry out an action/activity, according to the context of its use. (Pay attention to the linguistic elements to, in order to, so that (dis)agreement) 4.2 Composing very short and simple oral and written transactional	• Social function Making plans, showing seriousness, directing • Text structure - Starting - Responding (expected/unexpected) • Language elements - Declarative and interrogative sentences with modals: will, be going to. - Expressions of agreement: I agree. That's a good idea. I don't think it's a good idea.	• Reading several short texts containing plans and willingness to make self-improvements • Asking and answering questions about the plans and willingness mentioned in the text. • Listening, reading, and imitating, the teacher reads the texts out loud • Asking about things that are unknown or different • Asking and answering questions with friends about

	interaction texts that involve giving and asking for information related to the intent, purpose, and approval of carrying out an action/activity, paying attention to social functions, text structure, and linguistic elements that are correct and appropriate to the context.	- Singular and plural nouns with or without a, the, this, those, my, their, etc. - Pronunciation, word stress, intonation, spelling, punctuation, and handwriting • Topic Students' actions and activities at school, home, and the surrounding environment that can foster behavior contained in the KI	plans and willingness to face the final exam as well as possible • Presenting their findings in the form of short texts about their friends. • Presenting to other groups and asking and answering questions about the contents of the text • Reflecting on the learning process and results
3.4	Applying social functions, text structures, and linguistic elements of oral and written transactional interaction texts that involve giving and asking for information related to conditions/actions/activities/events that are being carried out/happening at the present time, in the past, and in the future, according to the context of their use (pay attention to	• Social function Describing, reporting, explaining • Text structure - Starting - Responding (expected/unexpected) • Language elements - Declarative and interrogative sentences in present continuous tense, past continuous, and continuous with the modal will. - Adverbial clauses with conjunctions when..., while... - Singular and plural	• Reading and observing short and simple texts about several events, activities that are currently taking place, a point in time in the past and in the future • Completing sentences with answers in the form of expressions taken from the text, with correct spelling and punctuation • Asking and

	the linguistic elements of present continuous, past continuous, will+continuous)	nouns with or without a, the, this, those, my, their, etc. - Pronunciation, word stress, intonation, spelling, punctuation, and handwriting • Topic Conditions/actions/activities/events at home, school, and the environment around students, which can foster behavior contained in the KI	answering questions about activities/events that are currently taking place, a point in time in the past and in the future that are mentioned in other texts • Collecting information about the activities of several people in short and simple texts by mentioning what is being done currently, at a point in time in the past and in the future • Sticking their work on the classroom wall or wall magazine • Reflecting on the learning process and results
3.5	Composing very short and simple oral and written transactional interaction texts that involve giving and asking for information related to conditions/actions/activities/events that are being carried out/happening at the present time, in the past, and in the future, by paying attention to the social functions, text structures, and linguistic elements that are correct and in accordance with the context		

Known,
Head Master

Bumiharjo, August, 10th 2025
English Teacher

Rahmad Setya Dharmawan, M.Pd
NIP.

Shinta Ma'rifatul Mu'asyaroh
NIP.

LESSON PLAN (RPP)

School : MTss Riyadlatul Ulum
Subject : English
Class/ Semester : VII A
Time Allocation : 40 Minutes
(2 Ours Learn, 20 Minutes)

Subject Matter : Story Telling

✓ LEARNING OBJECTIVES

After following the learning process, students are expected to be able to:

- Identify expressions used to express intent and purpose in English
- Identify expressions used to express agreement to carry out an action/activity in English
- Imitate and reread texts read by the teacher related to intent, purpose, agreement to carry out an action/activity out loud

Learning Media And Learning Resources		
❖ Media	:	Story script
❖ Materials	:	RPP, Syllabus, List of Student Names
❖ Learning Sourse	:	Islamic Story Sheets

✓ LEARNING ACTIVITIES

Introduction (5 minuts)	
1	Conducting an opening with an opening greeting and prayer to start the learning, checking the attendance of students as a form of discipline.
2	Linking the material/theme/learning activities to be carried out with students' experiences with previous material/theme/activities and asking questions to remember and connect with the next material.
3	Delivering motivation about what can be obtained (goals & benefits) by studying the material: *Islamic Story Telling*
4	Explaining the things that will be learned, the competencies that will be achieved, and the learning methods that will be used.

Core activities (25 Minuts)	LITERACY ACTIVITIES
	• Students are given motivation and guidance to view, observe, read and rewrite it. They are given displays and reading materials related to the *Islamic Story Telling* material.

Introduction (5 minuts)	
	CRITICAL THINKING
	• The teacher provides an opportunity to identify as many things as possible that are not yet understood, starting from factual questions to hypothetical questions. These questions must still be related to the *Islamic Story Telling* material.
	COMMUNICATION
	• Students express their opinions on the explanation given by the teacher and are responded to by the students.
	CREATIVITY
	• Teachers and students make conclusions about things that have been learned related to Wishing and Greetings. Students are then given the opportunity to ask again about things that are not yet understood.
Ice Breaking (5 minuts)	
1	The teacher give students time to relax.
2	The teacher give games to cool the brains of students who are starting to lose focus on studying.
3	The teacher invites students to do ice breaking so that students can refocus and be enthusiastic about participating in learning activities.

Closing (5 minuts)	
1	Students make a summary/conclusion of the lesson regarding important points that emerged in the learning activities that have just been carried out.
2	The teacher makes a summary/conclusion of the lesson regarding the important points that emerged in the learning activities that have just been carried out.

✓ **LEARNING OUTCOME ASSESSMENT**

- Knowledge Assessment; in the form of understanding the contents of the story, oral tests/observations on fluency in pronouncing words, appreciation, high voice and stage control.

Known
Head Master

Rahmad Setya Dharmawan, M.Pd
NIP.

Bumiharjo, August, 10th 2025
English Teacher

Shinta Ma'rifatul Mu'asyaroh
NIP.

Teaching Material

1. Story texts in the Islamic genre.

2. Definition of Islamic story texts. According to the Great Dictionary of the Indonesian Language, a story is defined as a series of events arranged in a certain chronological order. Meanwhile, Islamic refers to the genre.

3. The purpose of Islamic stories is to convey lessons, strengthen the heart, affirm the prophetic mission, educate, and inspire through stories of the prophets, companions, and Islamic scholars.

4. The stories used are The Story of the Release of Zam-Zam Water from the Stamp of the Feet of Prophet Ismail AS and The Story of Prophet Ibrahim Saved From the Heat of Fire.

5. Learning Methods / Learning Models: 1. Reading the story, memorizing the story, retelling the story, question and answer.

Total of the Seventh Grades Students MTs Riyadlatul Ulum in the academic year 2025-2026

No	Name	Gender
1	Arrizal Fikri Pranata	Male
2	Aksa Al-Fajir	Male
3	Aqila Geishela Meylani	Female
4	Daffa Ananta Atmajaya	Male
5	Faeza Maulana	Male
6	Fatkurnia	Female
7	Hulwa Ayya Halla	Female
8	Iqbal Fadil Alfar	Male
9	Khoirotun Nisa	Female
10	Lesta Arrafy	Male
11	M. Hasbi Zain	Male
12	M. Fahri Andika	Male
13	M. Isa Amrullah	Male
14	M. Zidni Choiron	Male
15	Nuri Ramadhan Chairunnisa	Female
16	Quinnesha Aliyu Zafarani	Female
17	Rafie Aprilio	Male
18	Shena Azzira Aisyahrani	Female
19	Taufiq Hamdani	Male
20	Yana Nur Riski	Male
21	Zidni Lutfi Maulana	Male

Condition of Teacher and the Official Employers at MTs

Riyadlatul Ulum In the academic year of 2025/2026

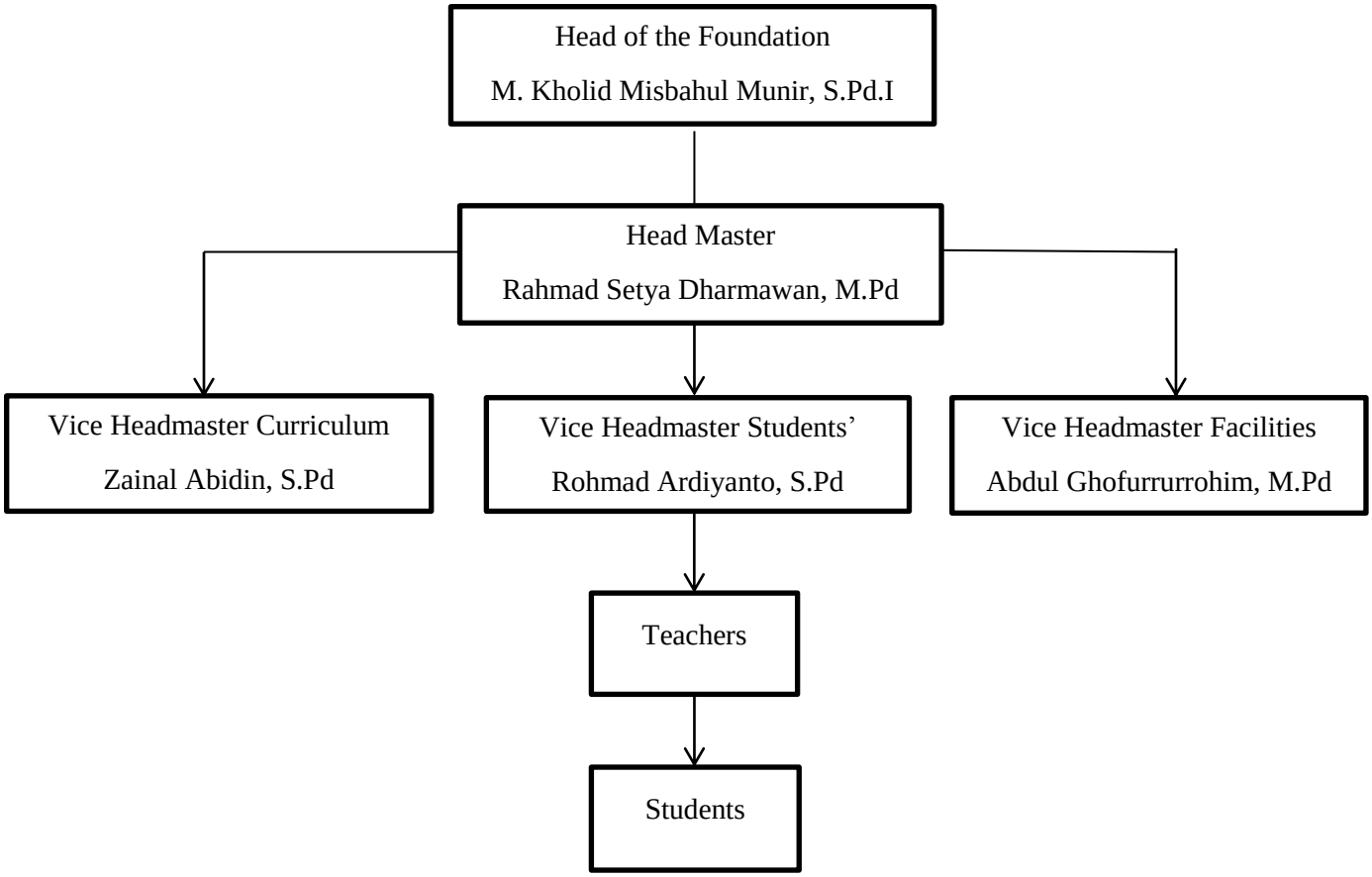
No	Name	Position
1	Rahmad Setya Dharmawan, M.Pd	Head Master
2	Abdul Ghofurrurrohim, M.Pd	Vice Headmaster Facilities
3	Zainal Abidin, S.Pd	Vice Headmaster Curriculum
4	Rohmad Ardiyanto, S.Pd	Vice Headmaster Students'
5	A. Nawawi Alfan Afifi, M.Hum	Teacher
6	Anifatul Muawanah, M.Pd	Teacher
7	Annisaul Hamidah, s.pd	Teacher
8	Eka Ambar Wati, S.H	Teacher
9	Eka Adi Saputra, S.Pd	Security
10	Devi Lestari, M.Pd	Teacher
11	Fetty Faridatun Sholikhah, M.Pd	Teacher
12	Habib Mustofa, S.Pd	Administration
13	Hamdan Rosyid, S.Pd	Teacher
14	Khoirul Anwar, S.Pd. Si	Teacher
15	Latifah Asmarani, S.Sos	Staff
16	Ma'rifatul Khoiriyah, S.Pd	Teacher
17	Muhammad Fauzi	Securitty
18	Nadirul Ikhsan, S.Pd	Administration

19	Nur ‘Asyiyatul Muthiy, S.Pd	Teacher
20	Nurul Apriyanti, S.Pd	Teacher
21	Nur Fadhillah, S.Pd.I	Teacher
22	Nur Khariroh	Teacher
23	Noora Hasana, S.Sos	Staff
24	Reka Widiawati, S.Pd	Teacher
25	Rahma Safitri, S.Pd	Teacher
26	Rahmad Hidayat, S.Pd	Security
27	Reni Puspitasari, S.Pd	Teacher
28	Sachidin Wahyudi, M.Pd	Teacher
29	Syarif Ahmadi, M.Pd	Teacher
30	Saichudin Zuhri, S.Pd	Teacher
31	Siti Nur Rohaniyah, S.Pd	Teacher
32	Siti Nuraini	Security
33	Wahyu Aji Nur Rohman	Teacher
34	Yuli Yarni, S.Pd	Teacher

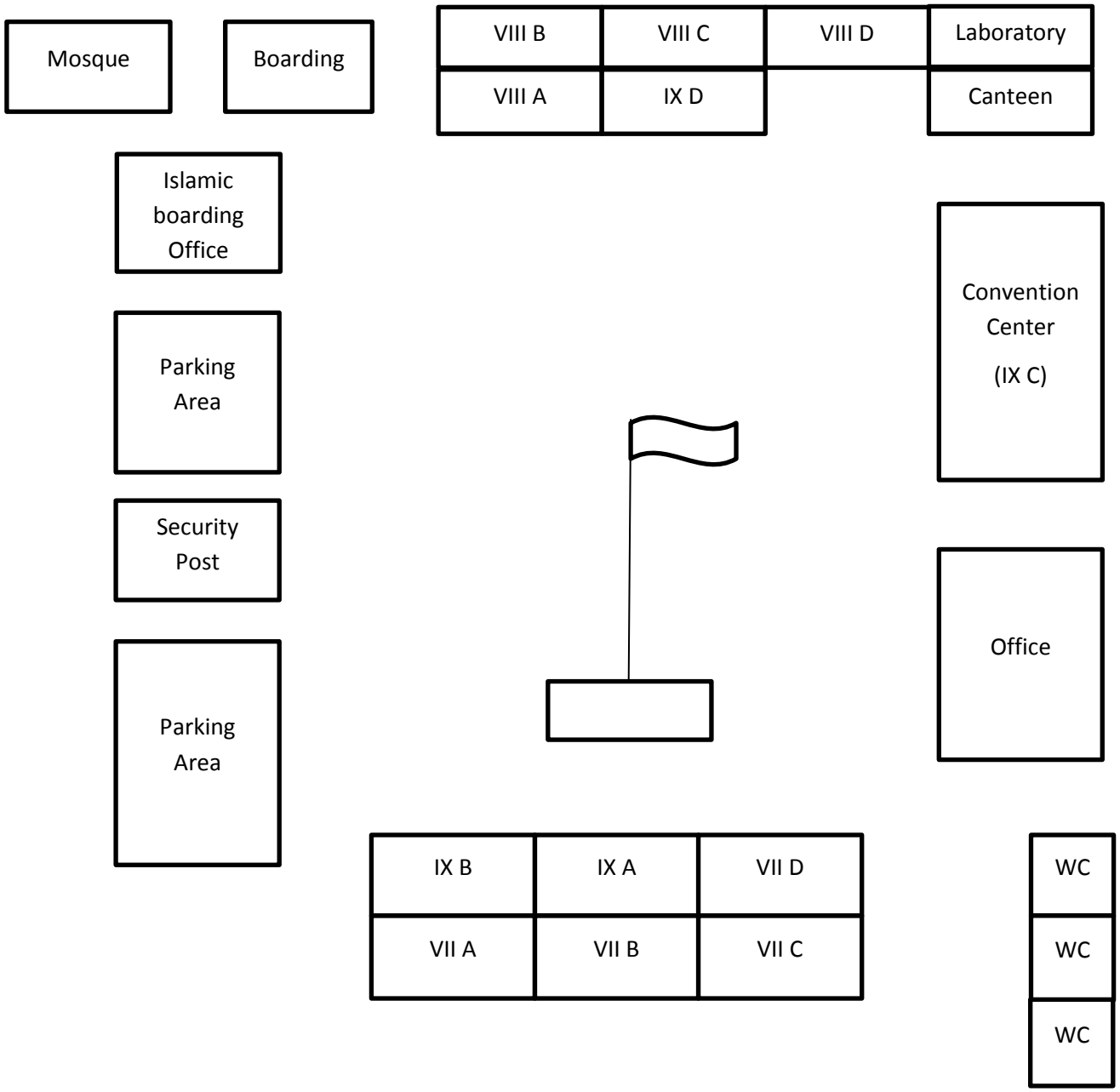
Building of State MTs Riyadlatul Ulum

No	Names of Building	Total
1	Headmaster's room	1
2	Teacher's room	1
3	Staff's room	1
4	Administratio's room	1
5	Vice headmaster's room	1
6	Kitchen	1
7	Class room	12
8	Laboratory's room	1
9	Mosque	1
10	Toilet	3
11	Convention Center	1
12	Canteen	4
13	Parking area	2

Organization Structure of MTs Riyadlatul Ulum in the academic year 2025-2026



Location Sketch of MTs Riyadlatul Ulum



The Speaking Rubric Of Students' Speaking Skill In Pre-Test (by researcher)

No.	Name	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	Score
1.	Aff	2	2	2	3	2	11
2.	Aa	2	2	3	2	2	11
3.	Agm	2	3	2	2	3	12
4.	Daa	2	2	2	3	3	12
5.	Fm	3	1	1	2	3	10
6.	F	2	2	2	2	2	10
7.	Hah	3	3	2	3	2	13
8.	Ifa	2	2	2	2	2	10
9.	Kn	3	2	2	2	2	11
10.	La	3	2	3	2	3	13
11.	Mhz	2	3	3	2	1	11
12.	Mfa	2	2	3	1	2	10
13.	Mia	3	2	2	3	1	11
14.	Mzc	2	2	3	3	2	12
15.	Nrc	3	3	2	3	3	14
16.	Qaz	2	3	3	3	3	14
17.	Ra	1	2	2	3	2	10
18.	Saa	2	2	2	2	3	11
19.	Th	2	2	2	2	2	10
20.	Ynr	3	2	2	2	2	11
21.	Zlm	2	2	3	2	3	12

The Speaking Rubric Of Students' Speaking Skill in Pre-Test (by teacher)

No.	Name	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	Score
1.	Aff	2	2	2	3	2	11
2.	Aa	2	1	2	3	2	10
3.	Agm	1	2	2	3	2	10
4.	Daa	2	2	2	3	3	12
5.	Fm	2	2	2	2	3	11
6.	F	2	2	2	2	2	10
7.	Hah	2	3	3	3	3	14
8.	Ifa	2	2	2	3	2	11
9.	Kn	1	2	3	2	2	10
10.	La	2	3	3	2	3	13
11.	Mhz	1	2	2	2	3	10
12.	Mfa	2	2	3	2	1	10
13.	Mia	2	2	2	3	3	12
14.	Mzc	2	2	3	1	3	11
15.	Nrc	3	3	2	2	3	13
16.	Qaz	3	2	3	3	3	14
17.	Ra	2	2	2	2	2	10
18.	Saa	2	1	2	2	3	10
19.	Th	2	2	2	2	3	11
20.	Ynr	2	2	2	2	2	10
21.	Zlm	2	2	2	3	2	11

The Average Of Students' Speaking Skill in Pre-Test

No.	Name	Score by Researcheer	Score by Teacher	Average
1.	Aff	11 (44)	11 (44)	44
2.	Aa	11 (44)	10 (40)	42
3.	Agm	12 (48)	10 (40)	44
4.	Daa	12 (48)	12 (48)	48
5.	Fm	10 (40)	11 (44)	42
6.	F	10 (40)	10 (40)	40
7.	Hah	13 (52)	14 (56)	54
8.	Ifa	10 (40)	11 (44)	42
9.	Kn	11 (44)	10 (40)	42
10.	La	13 (52)	13 (52)	52
11.	Mhz	11 (44)	10 (40)	42
12.	Mfa	10 (40)	10 (40)	40
13.	Mia	11 (44)	12 (48)	46
14.	Mzc	12 (48)	11 (44)	46
15.	Nrc	14 (56)	13 (52)	54
16.	Qaz	14 (56)	14 (56)	56
17.	Ra	10 (40)	10 (40)	40
18.	Saa	11 (44)	10 (40)	42
19.	Th	10 (40)	11 (44)	42
20.	Ynr	11 (44)	10 (40)	42
21.	Zlm	12 (48)	11 (40)	44

The Speaking Rubric Of Students' Speaking Skill in Evaluation Cycle I

(by researcher)

No.	Name	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	Score
1.	Aff	3	3	3	3	3	15
2.	Aa	2	3	3	4	3	15
3.	Agm	3	3	3	3	3	15
4.	Daa	3	3	3	3	3	15
5.	Fm	3	3	3	3	2	14
6.	F	3	3	3	3	2	14
7.	Hah	3	3	3	3	3	15
8.	Ifa	2	3	3	3	3	14
9.	Kn	3	3	3	3	2	14
10.	La	3	3	3	3	3	15
11.	Mhz	2	3	3	3	3	14
12.	Mfa	3	3	2	4	2	14
13.	Mia	2	3	3	3	3	14
14.	Mzc	3	3	3	3	3	15
15.	Nrc	3	3	4	2	3	15
16.	Qaz	2	3	2	4	3	14
17.	Ra	3	3	3	3	3	15
18.	Saa	3	2	3	3	4	15
19.	Th	3	3	2	3	2	13
20.	Ynr	2	3	4	2	3	14
21.	Zlm	3	3	3	3	3	15

The Speaking Rubric Of Students' Speaking Skill in Evaluation Cycle I

(by teacher)

No.	Name	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	Score
1.	Aff	3	3	3	3	2	14
2.	Aa	2	3	3	3	3	14
3.	Agm	2	3	3	3	3	14
4.	Daa	2	4	2	3	3	14
5.	Fm	3	3	3	3	3	15
6.	F	2	3	3	3	3	14
7.	Hah	3	3	3	3	3	15
8.	Ifa	2	4	3	3	2	14
9.	Kn	3	3	3	2	3	14
10.	La	2	3	4	3	2	14
11.	Mhz	3	3	3	2	3	14
12.	Mfa	2	2	3	2	3	12
13.	Mia	3	2	3	2	3	13
14.	Mzc	3	3	3	2	2	13
15.	Nrc	3	3	3	3	2	14
16.	Qaz	3	2	4	3	2	14
17.	Ra	3	3	3	3	3	15
18.	Saa	3	3	2	3	3	14
19.	Th	3	2	3	3	4	15
20.	Ynr	3	3	3	3	3	15
21.	Zlm	2	3	3	3	3	14

The Average Score of Students' Speaking Skill in Evaluation Cycle I

No.	Name	Score by Researcher	Score by Teacher	Average
1.	Aff	15 (60)	14 (56)	58
2.	Aa	15 (60)	14 (56)	58
3.	Agm	15 (60)	14 (56)	58
4.	Daa	15 (60)	14 (56)	58
5.	Fm	14(56)	15 (60)	62
6.	F	14 (56)	14 (56)	58
7.	Hah	15 (60)	15 (60)	60
8.	Ifa	14 (56)	14 (56)	56
9.	Kn	14 (56)	14 (56)	56
10.	La	15 (60)	14 (56)	58
11.	Mhz	14 (56)	14 (56)	56
12.	Mfa	14 (56)	12 (48)	52
13.	Mia	14 (56)	13 (52	54
14.	Mzc	15 (60)	13 (52)	56
15.	Nrc	15 (60)	14 (56)	58
16.	Qaz	14 (56)	14 (56)	56
17.	Ra	15 (60)	15 (60)	60
18.	Saa	15 (60)	14 (56)	58
19.	Th	13 (52)	15 (60)	58
20.	Ynr	14 (56)	15 (60)	58
21.	Zlm	15 (60)	14 (56)	58

The Speaking Rubric Of Students' Speaking skill in Evaluation Cycle II

(by researcher)

No.	Name	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	Score
1.	Aff	4	4	4	4	4	20
2.	Aa	3	4	4	5	4	20
3.	Agm	4	4	4	4	4	20
4.	Daa	4	4	4	4	4	20
5.	Fm	3	4	4	4	4	19
6.	F	4	4	4	4	3	19
7.	Hah	4	4	5	4	4	21
8.	Ifa	3	4	4	4	4	19
9.	Kn	4	4	4	4	4	19
10.	La	4	4	4	4	4	20
11.	Mhz	3	4	4	4	4	19
12.	Mfa	4	4	3	5	3	19
13.	Mia	3	4	4	4	4	19
14.	Mzc	4	4	4	4	4	20
15.	Nrc	4	4	5	3	4	20
16.	Qaz	3	4	3	5	4	18
17.	Ra	4	4	4	4	4	20
18.	Saa	4	3	4	4	5	20
19.	Th	4	4	3	4	3	18
20.	Ynr	3	4	5	3	4	19
21.	Zlm	4	4	4	4	4	20

The Speaking Rubric Of Students' Speaking Skill in Evaluation Cycle II

(by teacher)

No.	Name	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	Score
1.	Aff	4	4	4	4	3	19
2.	Aa	3	4	4	4	4	19
3.	Agm	3	4	4	4	4	19
4.	Daa	3	5	3	4	4	19
5.	Fm	4	4	4	4	4	20
6.	F	3	4	4	4	4	19
7.	Hah	4	4	5	5	4	22
8.	Ifa	3	5	4	4	3	19
9.	Kn	4	4	4	3	4	19
10.	La	3	4	5	4	3	19
11.	Mhz	4	4	4	3	4	19
12.	Mfa	3	5	4	3	4	19
13.	Mia	4	4	5	4	4	21
14.	Mzc	4	5	4	3	4	20
15.	Nrc	4	5	4	4	3	20
16.	Qaz	4	3	5	4	3	19
17.	Ra	4	4	5	4	4	21
18.	Saa	4	4	3	4	4	19
19.	Th	4	3	4	4	5	20
20.	Ynr	4	4	4	4	4	20
21.	Zlm	3	4	4	4	4	19

Th e Average of Speaking Skill in Cycle II

No.	Name	Score by Researcher	Score by Teacher	Average
1.	Aff	20 (80)	19 (76)	78
2.	Aa	20 (80)	19 (76)	78
3.	Agm	20 (80)	19 (76)	78
4.	Daa	20 (80)	19 (76)	78
5.	Fm	19 (76)	20 (80)	78
6.	F	19 (76)	19 (76)	76
7.	Hah	21 (84)	22 (88)	86
8.	Ifa	19 (76)	19 (76)	76
9.	Kn	19 (76)	19 (76)	76
10.	La	20 (80)	19 (76)	76
11.	Mhz	19 (76)	19 (76)	76
12.	Mfa	19 (76)	19 (76)	76
13.	Mia	19 (76)	21 84)	80
14.	Mzc	20 (80)	20 (80)	80
15.	Nrc	20 (80)	20 (80)	80
16.	Qaz	18 (72)	19 (76)	74
17.	Ra	20 (80)	21 (84)	82
18.	Saa	20 (80)	19 (76)	78
19.	Th	18 (72)	20 (80)	78
20.	Ynr	19 (76)	20 (80)	78
21.	Zlm	20 (80)	19 (76)	78

The Speaking Rubric Of Students' Speaking Skill in Post-Test (by researcher)

No.	Name	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	Score
1.	Aff	4	4	5	4	4	21
2.	Aa	4	4	4	5	4	21
3.	Agm	4	4	5	4	4	22
4.	Daa	4	4	4	4	5	22
5.	Fm	5	4	5	4	4	22
6.	F	4	5	4	4	4	21
7.	Hah	4	4	5	4	4	21
8.	Ifa	4	4	4	5	4	21
9.	Kn	4	5	4	4	4	21
10.	La	4	4	5	4	4	21
11.	Mhz	5	4	4	4	4	21
12.	Mfa	5	5	4	5	4	23
13.	Mia	4	5	5	4	4	22
14.	Mzc	4	4	4	4	4	20
15.	Nrc	4	4	5	3	4	20
16.	Qaz	5	4	4	5	4	22
17.	Ra	4	4	4	4	4	20
18.	Saa	4	3	4	4	5	20
19.	Th	4	4	5	4	3	20
20.	Ynr	3	4	5	3	4	19
21.	Zlm	4	4	4	4	4	20

The Speaking Rubric Of Students' Speaking Skill in Post-Test (by teacher)

No.	Name	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	Score
1.	Aff	4	4	4	4	5	21
2.	Aa	5	4	4	4	4	21
3.	Agm	5	4	4	4	4	21
4.	Daa	3	5	4	4	4	20
5.	Fm	4	4	4	4	4	20
6.	F	3	4	4	4	4	19
7.	Hah	4	4	5	5	4	22
8.	Ifa	5	5	4	4	3	21
9.	Kn	4	4	4	4	4	20
10.	La	4	4	5	4	3	20
11.	Mhz	4	4	4	5	4	21
12.	Mfa	3	5	4	4	4	20
13.	Mia	4	4	5	4	4	21
14.	Mzc	4	5	4	3	4	20
15.	Nrc	4	5	4	4	3	20
16.	Qaz	4	3	5	4	3	19
17.	Ra	4	4	5	4	4	21
18.	Saa	4	4	3	4	4	19
19.	Th	4	3	4	4	5	20
20.	Ynr	4	4	4	4	4	20
21.	Zlm	3	4	4	4	4	19

The Average of Speaking Skill in Final Score

No.	Name	Score by Researcher	Score by Teacher	Average	Note
1.	Aff	21 (84)	21 (84)	84	Complete
2.	Aa	21 (84)	21 (84)	84	Complete
3.	Agm	21 (84)	22 (80)	82	Complete
4.	Daa	20 (80)	22 (88)	84	Complete
5.	Fm	20 (80)	22 (88)	84	Complete
6.	F	19 (76)	21 (84)	80	Complete
7.	Hah	22 (88)	21 (84)	86	Complete
8.	Ifa	21 (84)	21 (84)	84	Complete
9.	Kn	20 (80)	21 (84)	82	Complete
10.	La	20 (80)	21 (84)	82	Complete
11.	Mhz	21 (84)	21 (84)	84	Complete
12.	Mfa	20 (80)	23 (92)	86	Complete
13.	Mia	21 (84)	22 (88)	86	Complete
14.	Mzc	20 (80)	20 (80)	80	Complete
15.	Nrc	20 (80)	20 (80)	80	Complete
16.	Qaz	19 (76)	22 (88)	82	Complete
17.	Ra	21 (84)	20 (80)	82	Complete
18.	Saa	19 (76)	20 (80)	78	Complete
19.	Th	20 (80)	20 (80)	80	Complete
20.	Ynr	20 (80)	19 (76)	78	Complete
21.	Zlm	19 (76)	20 (80)	78	Complete

The Students' Activities Learning in Cycle I

No	Name	Paying Attention to the Teacher's Explanation	Asking / Answering Q and A	Being Active in the Class	Being Able to do the Task
1	Aff		√		
2	Aa	√		√	
3	Agm				√
4	Daa		√		
5	Fm	√	√		
6	F	√	√		
7	Hah	√	√		√
8	Ifa	√			
9	Kn				
10	La				
11	Mhz	√		√	
12	Mfa			√	
13	Mia			√	
14	Mzc			√	
15	Nrc				
16	Qaz				√
17	Ra				√
18	Saa	√	√		
19	Th				
20	Ynr			√	
21	Zlm				

The Students' Activities Learning in Cycle II

No	Name	Paying Attention to the Teacher's Explanation	Asking / Answering Q and A	Being Active in the Class	Being Able to do the Task
1	Aff		√	√	
2	Aa	√			√
3	Agm			√	√
4	Daa	√		√	
5	Fm	√	√		
6	F	√	√		
7	Hah	√	√		√
8	Ifa	√	√		
9	Kn	√		√	√
10	La	√		√	
11	Mhz		√		√
12	Mfa		√		√
13	Mia	√			√
14	Mzc		√	√	
15	Nrc		√		
16	Qaz	√			√
17	Ra	√		√	
18	Saa	√	√		
19	Th		√		
20	Ynr		√	√	
21	Zlm	√		√	

Interview with the english teacher.

Shinta : selamat pagi pak. Mohon maaf mengganggu waktunya.

Mr rohmad : selamat pagi

Shinta : apakah benar mr rohmad guru bahasa inggris kelas vii a?

Mr rohmad : iya benar

Shinta : dalam satu minggu berapa kali pertemuan pelajaran bahasa inggris sir?

Mr rohmad : seminggu 2x, dihari senin dan kamis

Shinta : metode apa yang mr rohmad gunakan dalam mengajar?

Mr : saya menggunakan metode ceramah, question answer dan project group

Shinta : apakah murid-murid menikmati pelajaran bahasa inggris dengan metode tersebut?

Mr rohmad : menurut saya iya, menikmati

Shinta : adakah kendala bagi murid-murid dalam memahami pelajaran bahasa inggris dengan metode yang mr gunbakan ?

Mr rohmad : ya pasti ada

Shinta : bagaimana mr rohmad mengatasi permasalahan tersebut?

Mr rohmad : saya berikan ice breaking disela-sela pembelajaran berlangsung, bernyanyi, games atau tebak-tebakan

Shinta : dari seluruh murid kelas vii a, adakah yang harus menggunakan pendekatan khusus dalam kegiatan belajar mengajar?

Mr rohmad : iya ada beberapa murid yang harus dijarakan secara ekstra

Shinta : faktor apa yang mempengaruhinya?

Mr rohmad : murid-murid yang belum mengenal pelajaran bahasa inggris sejak sekolah dasar cenderung sulit untuk memahami materi

Shinta : Bagaimana mr rohmad mengatasi masalah tersebut?

Mr rohmad : saya mengajarnya tidak monoton materi full, jadi saya selingi dengan permainan, tebak-tebakan namun tetap berkaitan dengan materi yang sedang dipelajari.

Shinta : terimakasih mr rohmad atas waktunya

Mr rohmad : iya sama-sama

Question and answer (sycle I)

1. Siapa yang menjadi tokoh dalam cerita tersebut?
2. Kejadian apa yang menimpa nabi ibrahim a.s?
3. Dimana tempat kejadiannya?
4. Pertolongan apa yang diterima oleh nabi ibrahim a.s?
5. Siapa yang menyelamatkan nabi ibrahim dari api?

Answer :

2.

3.

4.

5.

Question and answer (sycle II)

1. Siapa tokoh yang ada didalam cerita tersebut?
2. Apa yang dirasakan nabi ismail?
3. Dimana latar tempat cerita tersebut?
4. Berapa kali siti hajar bolak-balik dari shafa ke marwa?
5. Apa yang terjadi setelah malaikat jibril menjejakkan kaki ke tanah?

Answer :

1.

2.

3.

4.

5.

The Story of Prophet Ibrahim Who Was Not Burned by Fire

Prophet Ibrahim (AS) was known to be intelligent and critical since his youth. He often wondered to himself, where is God? Which one is called God? Then Allah SWT revealed to Prophet Ibrahim about the ontological nature of God and appointed him as a messenger of His existence, inviting everyone to always be pious to Allah SWT and to abandon useless idols.

One time, Prophet Ibrahim (AS) played a trick on the idols worshiped by his people. When they went outside the village to witness the blessings of a grand day, Prophet Ibrahim went to the idols of his people. Each idol was beautifully adorned and in front of them was an array of food offered as sacrifices. Then Prophet Ibrahim, in a tone of reproach and mockery, said: "Why do you not eat? Why do you not respond?"

While he struck them with his right hand. (QS. Ash-Shaff: 91-93).

Prophet Ibrahim (Abraham) then destroyed the idols into pieces using an axe, leaving only the largest statue. He placed the axe in the hand of that statue, to give the impression that it was responsible for destroying the other idols.

When his people returned, they were shocked by what had happened to the idols. "They declared, 'Who has done this to our gods? Truly, he is among the wrongdoers.'" (QS Al-Anbiya: 59). When they realized that it was the act of Prophet Ibrahim, they intended to punish him.

Prophet Ibrahim (peace be upon him) argued and said, "Actually it is that big statue that did it. So ask them, if they can speak." (QS. Al-Anbiya': 63). Prophet Ibrahim mentioned this not in its literal meaning, he was only giving a satire to his people so that they would realize the foolishness of what they were doing.

At that time, the people of Prophet Ibrahim were actually aware of their foolishness. However, they did not accept it due to pride, arrogance, and fear of the destruction of the existing social order. Finally, they – led by King Namrud – decided to punish Ibrahim. They said, "Build a structure (for the fire), and then throw him into the blazing fire." (QS. Ash-Shaffat: 97).

They then gathered various types of wood from all places they could find. Then they headed to a large, hard open land, and placed their firewood there. Then they set it on fire, until the flames blazed and soared, never before had such a sight of fire been seen. Its heat radiated dozens of meters into the surrounding area.

After that, they placed the prophet Ibrahim (AS) into a manjaniq (a type of stone launcher for ancient warfare). They bound the prophet Ibrahim by fastening him behind the shoulders. In addition, they also stripped the prophet Ibrahim of all his clothes, leaving him completely naked without a single piece of cloth. Then they threw him into the blazing fire.

When the prophet Ibrahim was thrown into the flames, he said, “Hasbunallah wa ni’mal wakil (sufficient for us is Allah and He is the best protector).” Some scholars mention that when the prophet Ibrahim was in the air after being thrown, the angel Gabriel offered to help him, saying, “O Ibrahim! Do you have any need?” The prophet Ibrahim replied, “None from you.”

Then Allah swt said: We (Allah) said, "O fire! Be cool, and a safety for Ibrahim!" (QS. Al-Anbiya’ [21]: 69).

After several days in the raging fire, Allah commanded Prophet Ibrahim to come out and not to speak to the people witnessing the burning. All the onlookers were confused by what they saw, because Prophet Ibrahim was not burned by the fire. Thus are the signs of the greatness of Allah swt; when He wills, nothing can resist.

From the story of Prophet Ibrahim not being burned by the fire above, we can learn several lessons, namely: a Muslim must have a sharp and critical mind towards what is around them; never associate Allah swt with anything, whether it be physical idols or other forms of idolatries; A faithful servant should believe that Allah SWT is the only place to rely on and seek help, even after making efforts. And Allah knows best.

Kisah Nabi Ibrahim Yang Tak Hangus Dibakar Api

Nabi Ibrahim as dikenal cerdas dan kritis sejak belia. Beliau sering bertanya-tanya pada dirinya, di manakah Tuhan itu? Manakah yang dinamakan Tuhan? Kemudian Allah swt memberikan wahyu kepada nabi Ibrahim tentang hakikat ontologi Tuhan sekaligus mengutusnya sebagai penyampai keberadaan-Nya dan mengajak semua orang untuk senantiasa bertakwa kepada Allah swt serta meninggalkan berhala berhala yang tidak penting.

Suatu ketika nabi Ibrahim as melakukan tipu daya dengan berhala-berhala yang disembah oleh kaumnya. Ketika mereka pergi keluar kampung untuk menyaksikan anugerah hari besar, nabi Ibrahim menuju berhala-berhala kaumnya. Setiap berhala berhias dengan indah dan di hadapannya tersaji berbagai macam makanan sebagai kurban atau sesembahan. Lalu Nabi Ibrahim dengan nada mencela dan mencemooh berkata:

"*Mengapa kamu tidak makan? Mengapa kamu tidak menjawab? Lalu dihadapinya (berhala-berhala) sambil memukulnya dengan tangan kanannya*." (QS. Ash-Shaff: 91-93).

Nabi Ibrahim as kemudian menghancurkan berhala-berhala itu hingga hancur berkeping-keping dengan menggunakan kapak dan hanya menyisakan patung yang paling besar saja. Kemudian beliau meletakkan kapaknya di tangan berhala itu, untuk memberikan kesan bahwa dia-lah pelaku yang menghancurkan berhala-berhala lainnya.

Saat kaumnya pulang, mereka terhenyak dengan apa yang menimpa berhala-berhala. "*Mereka menyatakan, "Siapakah yang melakukan (perbuatan) ini terhadap tuhan-tuhan kami? Sungguh, dia termasuk orang yang zalim*." (QS Al-Anbiya: 59). Ketika mereka menyadari bahwa itu adalah perbuatan nabi Ibrahim, maka mereka bermaksud menghukumnya.

Nabi Ibrahim as berdalih dan berkata, "*Sebenarnya (patung) besar itu yang melakukannya. Maka tanyakanlah kepada mereka, jika mereka dapat berbicara*." (QS. Al-Anbiya': 63). Nabi Ibrahim menyebutkan hal tersebut tidak dengan makna sesungguhnya, ia hanya memberikan satire terhadap kaumnya agar mereka sadar atas kebodohan yang mereka lakukan.

Pada saat itu, kaum nabi Ibrahim sebenarnya sadar akan kebodohan mereka. Namun mereka tidak menerimanya karena kesombongan, keangkuhan, dan takut akan kehancuran tatanan sosial yang ada. Akhirnya, mereka – yang dipimpin oleh raja Namrud – memutuskan untuk menghukum Ibrahim. Mereka

mengucapkan, *"Buatlah bangunan (perapian), lalu lemparkan dia kedalam api yang menyala-nyala itu*." (QS. Ash-Shaffat: 97).

Mereka kemudian mengumpulkan berbagai jenis kayu dari semua tempat yang bisa mereka dapatkan. Lalu mereka mengarah ke sebuah tanah lapang-keras yang luas, dan meletakkan kayu bakarnya disana. Kemudian mereka membakarnya, hingga api berkobar dan membumbung tinggi, belum pernah terlihat pemandangan api yang seperti itu sebelumnya. Panasnya memancar hingga puluhan meter ke area sekitar.

Setelah itu mereka meletakkan nabi Ibrahim as dalam *manjaniq* (sejenis pelontar batu untuk perang kuno). Mereka mengikat nabi Ibrahim dengan meletakkan di belakang pundak. Selain itu mereka juga menanggalkan seluruh pakaian nabi Ibrahim, hingga beliau dalam keadaan telanjang tanpa sehelai kainpun. Lalu mereka lemparkan ke dalam kobaran api.

Ketika nabi Ibrahim dilemparkan ke dalam kobaran api, beliau mengucapkan "*Hasbunallah wa ni'mal wakil* (cukuplah Allah sebagai penolong) kami, dan dialah sebaik-baik pelindung)." Sebagian ulama menyebutkan, ketika nabi Ibrahim berada di udara setelah dileparkan, malaikat Jibril menawarkan bantuan kepada beliau, Jibril berkata, "Hai Ibrahim! Apa kau punya suatu keperluan?" nabi Ibrahim menjawab, "Tidak padamu."

Kemudian Allah swt berfirman:

Kami (Allah) berfirman, "Wahai api! Jadilah kamu dingin, dan penyelamat bagi Ibrahim!" (QS. Al-Anbiya' [21]: 69).

Setelah beberapa hari berada dalam kobaran api, kemudian Allah memerintahkan kepada nabi Ibrahim untuk keluar dan agar tidak berbicara kepada orang-orang yang menyaksikan pembakaran tersebut. Seluruh orang yang menyaksikan kebingungan dengan apa yang mereka lihat, karena nabi Ibrahim yang tak hangus dibakar api. Demikianlah tanda-tanda dari kebesaran Allah swt, ketika Dia berkehendak, maka tidak ada sesuatupun yang mampu menolak.

Dari kisah nabi Ibrahim yang tak hangus dibakar api di atas, kita dapat mempelajari beberapa hikmah, yakni: seorang muslim harus memiliki pikiran yang tajam dan kritis terhadap apa yang ada di sekitarnya; jangan pernah menyekutukan Allah swt kepada sesuatu apapun, baik berhala fisik maupun berhala-berhala lainnya; seorang hamba yang beriman seyogyanya meyakini bahwa Allah swt adalah satu-satunya tempat bergantung dan meminta pertolongan meskipun ia telah berusaha. *Wallahu a'lam*.

Prophet Ismail, Siti Hajar, and the Origin of Zamzam W ater

The history of the origin of Zamzam water began after Prophet Ibrahim and Siti Hajar were blessed with a child, namely Prophet Ismail, after a long wait. When Ismail was a toddler - at the command of Allah swt and for various considerations - Prophet Ibrahim then moved his wife and child to a valley near the Kaaba. He then set off back to the land of Sham.

Seeing her husband's departure, Siti Hajar asked, 'Where are you going, Ibrahim? Are you really going to leave us in this desolate and barren place?' Because her husband did not answer, Siti Hajar asked again, 'Is your departure a command from Allah?' Prophet Ibrahim then affirmed her question. Siti Hajar then said, 'If that is the case, surely Allah will not neglect our fate.'

On a hill far from where his wife and son were left, the prophet Ibrahim restrained his sadness. It felt heavy to leave them in such a desolate place without adequate food and drink and without anyone to accompany them. At this moment, he raised his arms and prayed to the Creator for their safety as mentioned in Surah Ibrahim [14] verse 37.

After the departure of Prophet Ibrahim, Siti Hajar and Prophet Ismail began to feel hungry and thirsty. The supplies given by Prophet Ibrahim had run out. Unable to bear seeing her son thirsty and hungry, she finally decided to go in search of food or drink. Siti Hajar then hurried towards Mount Shafa. However, upon reaching the top, Siti Hajar found nothing.

Siti Hajar descended again towards Mount Marwah. However, she still did not find any food or drink. Then she returned to Mount Shafa, and again to Mount Marwah. This continued until she made the journey seven times. Siti Hajar's journey from Mount Shafa to Mount Marwah is counted as seven times. What Siti Hajar did has now become one of the pillars of Hajj that must be performed by Muslims performing Hajj, namely sa'i.

When she was on Mount Marwah, Siti Hajar suddenly heard a voice. After running back and forth without encountering anyone, she thought it was just her own heart speaking. 'Perhaps fatigue is making her thoughts chaotic,' she said to herself. But the voice was heard again and again. It turned out that she really did hear a voice. She immediately returned to where Prophet Ismail was.

When he arrived, the prophet Ishmael was crying while stamping his feet on the ground. From Ishmael's foot stamping, water then flowed from the ground. Siti

Hajar then said, 'gather together,' which in Arabic is zam-zam. Finally, Hajar was able to drink water and breastfeed her child again. Then the angel said to her:

"Do not be afraid of being abandoned, for this is the house of Allah, which will be built by this child and his father. Indeed, Allah will not waste His servants."

Once upon a time, the prophet Ismail and Siti Hajar settled around that valley. Because of the source of the Zamzam spring, people began to arrive and settle there. Among them was the Jurhum tribe, who came from the Kadaa hills in search of water. Through them, Prophet Ismail learned the Arabic language. In addition, he also studied under his mother's guidance until he reunited with Prophet Ibrahim.

From the story above, there is a lesson we can take, namely: a person must be obedient and compliant to the commands of Allah swt even though it seems difficult to carry out. Believe that there is a better scenario prepared by Him behind that command. If we are patient and make an effort, surely Allah swt will provide His help just as He gave to the prophet Ismail and Siti Hajar. *Wallahu a'lam*.

Nabi Ismail, Siti Hajar dan Asal Usul Air Zamzam

Sejarah asal-usul air Zamzam bermula setelah nabi Ibrahim dan Siti Hajar dikaruniai seorang anak, yakni nabi Ismail, pasca penantian yang panjang. Ketika Ismail balita – atas perintah Allah swt dan dengan berbagai pertimbangan – nabi Ibrahim kemudian memindahkan anak dan istrinya tersebut ke lembah yang berdekatan dengan Kakbah. Lalu beliau bertolak kembali ke negeri Syam.

Melihat kepergian suaminya, Siti Hajar bertanya, "Pergi ke mana engkau Ibrahim? Apakah kau tega meninggalkan kami di tempat yang su nyi dan juga tandus ini?". Karena tidak juga dijawab oleh suaminya, Siti Hajar kembali bertanya, "Adakah kepergianmu ini adalah perintah dari Allah?". Nabi Ibrahim kemudian mengiyakan pertanyaan dari istrinya tersebut. Siti Hajar kemudian kembali berkata, "Jikalau demikian, pasti Allah tak akan menyia-nyiakan nasib kita.".

Di atas bukit yang jauh dari tempat istri dan anaknya ditinggalkan, nabi Ibrahim menahan rasa sedihnya. Sungguh berat rasanya meninggalkan mereka di tempat yang begitu sepi tanpa makanan dan minuman yang memadai serta tanpa seseorang yang menemani. Di saat inilah beliau mengangkat lengannya dan memanjatkan doa kepada Sang Khalik untuk keselamatan keduanya sebagaimana yang tertuang dalam surah Ibrahim [14] ayat 37.

Setelah kepergian Nabi Ibrahim, Siti Hajar dan nabi Ismail mulai merasa kelaparan dan kehausan. Bekal yang diberikan oleh Nabi Ibrahim pun sudah habis. Karena tidak tega melihat anaknya kehausan dan kelaparan, ia akhirnya memutuskan untuk pergi mencari makanan atau minuman. Siti Hajar kemudian bergegas menuju Bukit Shafa. Namun sesampainya di atas, Siti Hajar tidak menemukan apapun.

Siti Hajar turun kembali menuju Bukit Marwah. Namun, tidak juga ia menemukan makanan ataupun minuman. Kemudian ia kembali ke bukit Shafa, kembali lagi ke bukit Marwah. Begitu seterusnya hingga tujuh kali. Perjalanan Siti Hajar dari bukit Shafa ke bukit Marwah tersebut terhitung sebanyak tujuh kali. Apa yang dilakukan Siti Hajar itu kini menjadi salah satu rukun haji yang wajib dilaksanakan umat Islam yang melaksanakan haji, yaitu sa'i.

Ketika sedang berada di atas bukit Marwah, Siti Hajar tiba-tiba mendengar suara. Setelah berlari ke sana kemari tanpa menemui seorang pun, ia beranggapan bahwa itu suara hatinya saja. "Rasa letih mungkin membuat pikirannya kacau", ujarnya di dalam hati. Tapi suara itu terdengar kembali lagi dan lagi. Ternyata, beliau memang benar-benar mendengar sebuah suara. Ia segera kembali ke tempat nabi Ismail berada.

Ketika ia sampai, nabi Ismail sedang menangis sembari menghentak-hentakkan kakinya ke tanah. Dari hentakan kaki Ismail tersebut, kemudian mengalirlah air dari dalam tanah. Siti Hajar kemudian berkata, "berkumpulah", yang dalam bahasa Arab adalah *zam-zam*. Akhirnya Hajar dapat minum air dan menyusui anaknya kembali. Kemudian malaikat berkata kepadanya:

"*Janganlah kamu takut diterlantarkan, karena di sini adalah rumah Allah, yang akan dibangun oleh anak ini dan ayahnya. Sesungguhnya Allah tidak akan menyia-nyiakan hamba-Nya*."

Alkisah, nabi Ismail dan Siti Hajar kemudian bermukim di sekitar lembah tersebut. Karena adanya sumber mata air Zamzam, maka orang-orang mulai berdatangan dan tinggal di sana. Diantaranya adalah suku *Jurhum* yang datang dari jalur bukit *Kadaa* untuk mencari air. Melalui mereka inilah nabi Ismail belajar bahasa Arab. Selain itu, ia juga belajar di bawah bimbingan ibunya hingga bertemu kembali dengan nabi Ibrahim.

Dari kisah di atas, ada pelajaran yang bisa kita ambil, yakni: seseorang harus patuh dan taat terhadap perintah Allah swt meskipun terkesan sulit untuk dijalani. Yakinlah bahwa ada skenario terbaik yang disiapkan oleh-Nya dibalik perintah tersebut. Jika kita mau sabar dan berusaha, niscaya Allah swt akan memberikan pertolongannya sebagaimana yang diberikan kepada nabi Ismail dan Siti Hajar. *Wallahu a'lam*.

The female student practice in front of class by reading the story text

The male student practice in front of class by reading the story text

The Students' are memorizing the story

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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor : B-4874/In.28/J/TL.01/10/2023
Lampiran : -
Perihal : **IZIN PRASURVEY**

Kepada Yth.,
Kepala MTS RIYADLATUL ULUM
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama	:	**SHINTA MA`RIFATUL MU`ASYAROH**
NPM	:	1901051062
Semester	:	9 (Sembilan)
Jurusan	:	Tadris Bahasa Inggris
Judul	:	IMPROVING STUDENT`S SPEAKING SKILL THROUGH TELLING STORY OF SEVENTH GRADES AT MTS RIYADLATUL ULUM

untuk melakukan prasurvey di MTS RIYADLATUL ULUM, dalam rangka meyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 26 Oktober 2023
Ketua Jurusan,

Andianto M.Pd
NIP 19871102 201503 1 004

YAYASAN PONDOK PESANTREN RIYADLATUL 'ULUM
AKTE NOTARIS DIDIK MARYONO, S.H., M.Kn NO. No. 04 18 November 2015
SK KEMENHUMHAM NOMOR AHU-0024569.AH.01.04 Tahun 2015
MADRASAH TSANAWIYAH RIYADLATUL 'ULUM
NSM : 121218070099 NPSN : 69975793
Alamat :Jl Pondok Pesantren Bumiharjo 39 B Batanghari Kabupaten Lampung Timur Kode Pos 34381 E-mail :

SURAT KETERANGAN

Nomor : 929/14.RU/MTs-RU.0621/I.P/BI/XII/2024 Batanghari, 1 November 2024
Hal : **IZIN PRASURVEY**
Lam : -

Yang bertanda tangan dibawah ini Kepala Madrasah (MTs) Riyadlatul 'ulum Batanghari :

Nama	:	SHINTA MA'RIFATUL MU'ASYAROH
NPM	:	1901051062
Semester	:	9 (Sembilan)
Jurusan	:	Tadris Bahasa Inggris
Judul	:	IMPROVING STUDENT'S SPEAKING SKILL THOROUGH TELLING STORY OF SEVENTH GRADES AT MTS RIYADLATUL 'ULUM BATANGHARI

Berdasarkan surat Nomor : **B-4874/In.28/J/TL.01/10/2023**, tertanggal 01 November 2024 Perihal Izin Prasurvey lapangan, mahasiswa tersebut di atas telah benar-benar melaksanakan **Observasi** di Madrasah Tsanawiyah (MTs) Riyadlatul 'Ulum Batanghari Lampung Timur.

Demikian surat keterangan ini kami buat dengan sebenarnya dan dapat digunakan sebagai mana mestinya.

Kepala Madrasah

RAHMAD SETYA DHARMAWAN, M.Pd
NPK. 3935300260079

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor : B-1775/In.28/D.1/TL.00/12/2025
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA MTS RIYADLATUL ULUM
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1771/In.28/D.1/TL.01/12/2025, tanggal 09 Desember 2025 atas nama saudara:

Nama	:	**SHINTA MA`RIFATUL MU`ASYAROH**
NPM	:	1901051062
Semester	:	13 (Tiga Belas)
Jurusan	:	Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA MTS RIYADLATUL ULUM bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MTS RIYADLATUL ULUM, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENTS SPEAKING SKILL THROUGH ISLAMIC STORY TELLING OF SEVENTH GRADES AT MTS RIYADLATUL ULUM".

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 09 Desember 2025
Wakil Dekan Akademik dan
Kelembagaan,

Dr. Tubagus Ali Rachman Puja Kesuma M.Pd
NIP 19880823 201503 1 007

YAYASAN PONDOK PESANTREN RIYADLATUL 'ULUM
AKTE NOTARIS DIDIK MARYONO, S.H., M.Kn NO: No. 04 18 November 2015
SK.KEMENHUMHAM NOMOR AHU-0024569.AH.01.04.Tahun 2015
MADRASAH TSANAWIYAH RIYADLATUL 'ULUM
NSM : 121218070099 NPSN : 69975793
Alamat :Jl.Pondok Pesantren Bumiharjo 39 B Batanghari Kabupaten Lampung Timur.Kode Pos 34381.E-mail: mtsriyadlatululum@gmail.com

SURAT KETERANGAN

Nomor : 979/14.RU/MTs RU.0621/S.R/Bt/XII/2025 Batanghari, 18 Desember 2025
Hal : **RESEARCH**
Lam : -

Yang bertanda tangan dibawah ini Kepala Madrasah (MTs) Riyadlatul 'ulum Batanghari :

Nama	:	SHINTA MA'RIFATUL MU'ASYAROH
NPM	:	1901051062
Semester	:	13 (Tigabelas)
Jurusan	:	TADRIS BAHASA INGGRIS
Judul	:	"IMPROVING STUDENTS SPEAKING SKILL THROUGH ISLAMIC STORY TELLING OF SEVENTH GRADES AT MTsS RIYADLATUL ULUM"

Berdasarkan surat Nomor : **B-1775/In.28/D.1/TL.00/12/2025**, tertanggal 09 Desember 2025 Perihal **IZIN RESEARCH**, mahasiswa tersebut di atas telah benar-benar melaksanakan **Penelitian** *(RESEARCH)* Pada tanggal 10 Desember 2025 sampai 18 Desember 2025 di Madrasah Tsanawiyah (MTs) Riyadlatul 'Ulum Batanghari Lampung Timur.

Demikian surat keterangan ini kami buat dengan sebenarnya dan dapat digunakan sebagai mana mestinya.

Kepala Madrasah

RAHMAD SETYA DHARMAWAN, M.Pd
NPK. 3935800260079

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Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor : /In.28.1/J/TL.00//2025
Lampiran : -
Perihal : **SURAT *BIMBINGAN SKRIPSI***

Kepada Yth.,
Aria Septi Anggaira (Pembimbing 1)
(Pembimbing 2)
di-
Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama	:	**SHINTA MA`RIFATUL MU`ASYAROH**
NPM	:	1901051062
Semester	:	13 (Tiga Belas)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	IMPROVING STUDENTS SPEAKING SKILL THROUGH ISLAMIC STORY TELLING OF SEVENTH GRADES AT MTS RIYADLATUL ULUM

Dengan ketentuan sebagai berikut :
1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
   a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
   b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro,
Belum di proses,

Dr. Much Deiniatur M.Pd.B.I.
NIP 19880308 201503 1 006

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Shinta Ma'rifatul Mu'asyaroh
NPM : 1901051062

Program Studi : TBI
Semester : XII

No	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	14/01/2025	Chapter I, II, III	
2.	21/01/2025	Chapter I, II, III	

Mengetahui,
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I
NIP. 19880308 201503 1 006

Dosen Pembimbing

Dr. Aria Septi Anggaira, M.Pd
NIP. 19790929 200502 2 006

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Shinta Ma'rifatul Mu'asyaroh
NPM : 1901051062

Program Studi : TBI
Semester : XII

No	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
3	16/2025 02	Chapter I, II, III	

Mengetahui,
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I
NIP. 19880308 201503 1 006

Dosen Pembimbing

Dr. Aria Septi Anggaira, M.Pd
NIP. 19790929 200502 2 006

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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IAIN METRO

Nama : Shinta Ma'rifatul Mu'asyaroh
NPM : 1901051062

Program Studi : TBI
Semester : XII

No	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	19/02 2025	Chapter I, II, III - Concept of Islamic Story	

Mengetahui,
Ketua Program Studi TBI

Dr. Much Deinatur, M.Pd.B.I
NIP. 19880308 201503 1 006

Dosen Pembimbing

Dr. Aria Septi Anggaira, M.Pd
NIP. 19790929 200502 2 006

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Jalan Kl. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
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IAIN METRO

Nama : Shinta Ma'rifatul Mu'asyaroh
NPM : 1901051062

Program Studi : TBI
Semester : XII

No	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
5	24/02/2025	Chapter I, II, III	

Mengetahui,
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I
NIP. 19880308 201503 1 006

Dosen Pembimbing

Dr. Aria Septi Anggaira, M.Pd
NIP. 19790929 200502 2 006

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Shinta Ma'rifatul Mu'asyaroh
NPM : 1901051062
Program Studi : TBI
Semester : XII

No	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
6	28/02/2025	Acc for Proposal Seminar	

Mengetahui,
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I
NIP. 19880308 201503 1 006

Dosen Pembimbing

Dr. Aria Septi Anggaira, M.Pd
NIP. 19790929 200502 2 006

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI JURAI SIWO LAMPUNG
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Jalan KI. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website:* www.tarbiyah.metrouniv.ac.id; *e-mail:* tarbiyah.uin@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
UIN JURAI SIWO LAMPUNG

Nama : Shinta Ma'rifatul Mu'asyaroh
NPM : 1901051062

Program Studi : Tadris Bahasa Inggris
Semester : XIII

No	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
7	Senin 3-11-25	Chapter 4	
8	Kamis 6-11-25	Chapter 4 & 5 Appendices	

Mengetahui,
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I
NIP. 19880308 201503 1 006

Dosen Pembimbing

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NIP. 19790929 200502 2 006

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UIN JURAI SIWO LAMPUNG

Nama : Shinta Ma'rifatul Mu'asyaroh
NPM : 1901051062
Program Studi : Tadris Bahasa Inggris
Semester : XIII

No	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
9	Rabu 3-12-25	Chapter I, II, III	
10	Kamis 9-12-25	Chapter I, II, III, IV, V	
11	Senin 8-11-25	All chapters	
12	Rabu 10-11-25	All chapters and Acc for Munaqosah	

Mengetahui,
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I
NIP. 19880308 201503 1 006

Dosen Pembimbing

Dr. Aria Septi Anggaira, M.Pd.
NIP. 19790929 200502 2 006

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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SURAT TUGAS

Nomor: B-1771/In.28/D.1/TL.01/12/2025

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama	:	**SHINTA MA`RIFATUL MU`ASYAROH**
NPM	:	1901051062
Semester	:	13 (Tiga Belas)
Jurusan	:	Tadris Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di MTS RIYADLATUL ULUM, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENTS SPEAKING SKILL THROUGH ISLAMIC STORY TELLING OF SEVENTH GRADES AT MTS RIYADLATUL ULUM".
2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 09 Desember 2025

Mengetahui,
Pejabat Setempat

YAYASAN PON-PES RIYADLATUL ULUM * TERAKREDITASI * MTs. RIYADLATUL 'ULUM * NSM : 121216070009 NPSN. 69975793 * KAB. LAMPUNG TIMUR *

Wakil Dekan Akademik dan Kelembagaan,

Dr. Tubagus Ali Rachman Puja Kesuma M.Pd
NIP 19880823 201503 1 007

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI JURAI SIWO LAMPUNG
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Telepon (0725) 47297, 42775; Faksimili (0725) 47296;
Website: www.metrouniv.ac.id; e-mail: iainmetro@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-944/Un.36/S/U.1/OT.01/12/2025

Yang bertandatangan di bawah ini, Kepala Perpustakaan Universitas Islam Negeri Jurai Siwo Lampung menerangkan bahwa :

Nama	: SHINTA MA`RIFATUL MU`ASYAROH
NPM	: 1901051062
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Universitas Islam Negeri Jurai Siwo Lampung Tahun Akademik 2025/2026 dengan nomor anggota 1901051062.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Universitas Islam Negeri Jurai Siwo Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 09 Desember 2025
Kepala Perpustakaan,

Aan Gufroni, S.I.Pust.
NIP. 19920428 201903 1 009

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI JURAI SIWO LAMPUNG
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini Ketua Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan (FTIK), Universitas Islam Negeri Jurai Siwo Lampung menerangkan bahwa:

Nama : Shinta Ma'rifatul Mu'asyaroh
NPM : 1901051062
Program Studi : Tadris Bahasa Inggris (TBI)

Tidak mempunyai peminjaman buku pada jurusan/prodi Tadris Bahasa Inggris.
Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 11 Desember 2025
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I.
NIP. 198803082015031006

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CURRICULUM VITAE

The researcher, Shinta Ma'rifatul Mu'asyaroh. She was born into a family of modest means but rich in harmony. She was born on Monday, February 5, 2001, in Serupa Indah, Pakuan Ratu, Way Kanan. She is the second child of Mr. M. Khoirul Ahson and Mrs. Eni Sugiyati. She has one older brother and two younger sisters. The author took her formal education at RA Miftahul Huda Serupa Indah and graduated in 2007, continued at SDN 1 Serupa Indah and graduated in 2013, continued at MTsN 2 Way Kanan and graduated in 2016, then continued his Aliyah education at MAS Al-Ma'arif Pakuan Ratu and graduated in 2019. After completing his school education, the author continued herhigher education at the IAIN Metro campus, English Language Education study program through the UM-PTKIN.