

AN UNDERGRADUATE THESIS

**IMPROVING STUDENTS' SPEAKING SKILL THROUGH ISLAMIC
STORYTELLING AT THE EIGHTH GRADE OF SMP SUNAN AMPEL
PUNGGUR CENTRAL LAMPUNG**

By :

SICHILA NOERMADI ZEARETA

St Number: 1901050035



**TARBIYAH AND TEACHER TRAINING FACULTY
ENGLISH EDUCATION STUDY PROGRAM**

STATE ISLAMIC UNIVERSITY OF JURAI SIWO LAMPUNG

1447 H/2026 M

AN UNDERGRADUATE THESIS

**IMPROVING STUDENTS' SPEAKING SKILL THROUGH ISLAMIC
STORYTELLING AT THE EIGHTH GRADE OF SMP SUNAN AMPEL
PUNGGUR CENTRAL LAMPUNG**

Presented as Partial Fulfillment of the Requirements

For the Degree of Sarjana Pendidikan (S.Pd)

In English Education Program

By:

Sichila Noermadi Zeareta

Student Number : 1901050035

Tarbiyah and Teacher's Training Faculty

English Education Study Program

Sponsor : Dr. Aria Septi Anggaira, M.Pd

STATE ISLAMIC UNIVERSITY OF JURAI SIWO LAMPUNG

1447 H/2026 M



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI JURAI SIWO LAMPUNG
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111

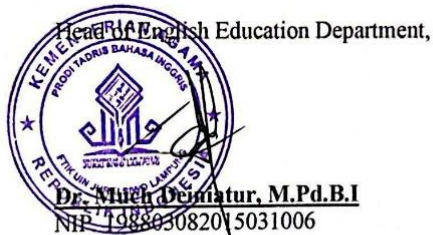
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: uinmetro@metrouniv.ac.id

APPROVAL PAGE

Name : Sichila Noermadi Zeareta
Students Number : 1901050035
Department : English Education
Faculty : Tarbiyah and Teacher Training Faculty
Title : IMPROVING STUDENTS' SPEAKING SKILL THROUGH
ISLAMIC STORYTELLING AT THE EIGHTH GRADE OF SMP
SUNAN AMPEL PUNGGUR CENTRAL LAMPUNG

APPROVED BY:

To be discussed in the Thesis (Munaqosyah) in Tarbiyah Faculty of State Islamic University
Of Jurai Siwo Lampung.



Metro, Februari 2026
Sponsor

Dr. Aria Septi Anggaira, M.Pd.
NIP. 197909292005022006



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI JURAI SIWO LAMPUNG
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: uinmetro@metrouniv.ac.id

NOTIFICATION LETTER

Number :
Appendix : -
Matter : **In order to hold the Munaqosyah
Sichila Noermadi Zeareta**

To:
The Honorable the Dean of Tarbiyah and Teacher Training Faculty
of the State Islamic University of Jurai Siwo Lampung

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script which is written by:

Name : Sichila Noermadi Zeareta
Students Number : 1901050035
Department : English Education
Faculty : Tarbiyah and Teacher Training Faculty
Title : IMPROVING STUDENTS' SPEAKING SKILL THROUGH
ISLAMIC STORYTELLING AT THE EIGHTH GRADE OF SMP
SUNAN AMPEL PUNGGUR CENTRAL LAMPUNG

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb



Head of English Education Department,

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

Metro, Februari 2026
Sponsor,

Dr. Aria Septi Anggaira, M.Pd.
NIP. 197909292005022006



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI JURAI SIWO LAMPUNG
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: uinmetro@metrouniv.ac.id

NOTA DINAS

Nomor :
Lampiran :
Perihal : **Mohon dimunaqosyahkan Skripsi
Sichila Noermadi Zeareta**

Kepada yth,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Universitas Islam Negeri (UIN) Jurai Siwo Lampung

Assalamualaikum Wr. Wb.

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka
Proposal yang disusun oleh:

Nama : Sichila Noermadi Zeareta
NPM : 1901050035
Prodi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Judul Skripsi : **IMPROVING STUDENTS' SPEAKING SKILL THROUGH
ISLAMIC STORYTELLING AT THE EIGHTH GRADE OF SMP
SUNAN AMPEL PUNGGUR CENTRAL LAMPUNG**

Sudah kami dapat setuju dan dapat diajukan untuk disidangkan, demikian harapan
kami atas perhatiannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb



Ketua Prodi Tadris Bahasa Inggris

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

Metro, Februari 2026
Dosen Pembimbing

Dr. Aria Septi Anggaira, M.Pd.
NIP. 197909292005022006



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI JURAI SIWO LAMPUNG
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
 Telp. (0726) 41507; Faksimil (0725) 47296; Website: www.metrouniv.ac.id E-mail: lainmetro@metrouniv.ac.id

RATIFICATION PAGE

No: B - 1012 / Un.36-1/D/PP.00.9/03/2026

An Undergraduate thesis entitled: IMPROVING STUDENTS' SPEAKING SKILL THROUGH ISLAMIC STORYTELLING AT THE EIGHTH GRADE OF SMP SUNAN AMPEL PUNGGUR CENTRAL LAMPUNG Written by: Sichila Noermadi Zeareta, Student Number 1901050035 English Education Study Program had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Tuesday, March 03rd 2026, at 13.00-15.00 PM

BOARD OF EXAMINERS

Examiner I : Dr. Aria Septi Anggaira, M.Pd

Examiner II : Dr. Much Deiniatur, M.Pd.BI

Examiner III : Ahmad Madkur, Ph.D

Examiner IV : Rika Dartiara, M.Pd



The Dean of Tarbiyah and Teacher Training Faculty



**IMPROVING STUDENT' SPEAKING SKILL THROUGH
ISLAMIC STORYTELLING AT THE EIGHTH GRADE OF SMP SUNAN
AMPEL PUNGGUR CENTRAL LAMPUNG**

ABSTRACT

**BY:
SICHILA NOERMADI ZEARETA**

The purpose of this research was to determine whether the use of Islamic stories can improve students' speaking skills. The focus of this study was the English speaking skills of eighth-grade students at SMP Sunan Ampel Punggur Central Lampung. This relates to the identified problem of students' difficulty in speaking English. The use of Islamic stories can be interspersed to build student engagement in improving their speaking skills.

This research use classroom action research (CAR), conducted in two cycles. Each cycle consisted of planning, action, observation, and reflection. In this research the students' were given pre-test before treatment and post-test after treatment. The subject of this research was 26 students at the eighth-grade of SMP Sunan Ampel Punggur Central Lampung. The researcher collected data using tests, observations, documentation, and field note.

The results of this research indicate an improvement in students' speaking skills and learning activities. The pre-test results showed that 12% of students passed the test with a passing score. 23% of students passed the test with a passing score in Cycle I, 88% of students passed the test in cycle II and 100% passed the test in Post-test. Furthermore, students' learning activity results in Cycle 1 were 62% and in Cycle II were 74%. This suggests that the Islamic Storytelling technique can improve students' speaking skills and learning activities.

Keyword: *speaking skill, Islamic Storytelling Technique, Classroom Action Research (CAR)*

**MENINGKATKAN KETERAMPILAN BERBICARA SISWA DENGAN
ISLAMIC STORYTELLING PADA KELAS DELAPAN SMP SUNAN
AMPEL PUNGGUR LAMPUNG TENGAH**

ABSTRAK

**OLEH:
SICHILA NOERMADI ZEARETA**

Tujuan penelitian ini adalah untuk mengetahui penggunaan cerita Islami dapat meningkatkan kemampuan berbicara siswa. Fokus penelitian ini adalah kemampuan berbicara siswa Bahasa Inggris kelas VIII SMP Sunan Ampel Punggur, Lampung Tengah. Hal ini terkait dengan identifikasi masalah bahwa siswa kesulitan dalam berbicara Bahasa Inggris. Penggunaan cerita Islami dapat diselingi untuk membangun keaktifan siswa dalam meningkatkan kemampuan berbicara mereka.

Penelitian ini menggunakan metode penelitian tindakan kelas (PTK) yang dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, tindakan, observasi, dan refleksi. Dalam penelitian ini, siswa diberikan pre-test sebelum perlakuan dan post-test setelah perlakuan. Subjek penelitian ini adalah 26 siswa kelas VIII di SMP Sunan Ampel Punggur.

Hasil penelitian ini menunjukkan bahwa terdapat peningkatan kemampuan berbicara siswa dan aktivitas belajar. Hasil pre-test menunjukkan bahwa siswa yang lulus nilai pas-pasan adalah 12%. Persentase siswa yang lulus nilai pas-pasan pada siklus I adalah 23%, pada cycle II adalah 88% dan pada post-test 100%. Selain itu, hasil aktivitas belajar siswa pada siklus I adalah 62% dan pada siklus II adalah 74%. Hal ini dapat menunjukkan bahwa Islamic Storytelling teknik dapat meningkatkan kemampuan berbicara siswa dan aktivitas belajar.

Kata kunci: Keterampilan Berbicara, Teknik Bercerita Islami, Penelitian Tindakan Kelas (PTK)

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : Sichila Noermadi Zeareta
St. Number : 1901050035
Department : English Education Study Program
Faculty : Tarbiyah and Teacher Training

It states that this undergraduate thesis is originally the result of the writer's research, in exception of the certain parts which are excerpted from the bibliography mentioned.

Metro, February 2026

The researcher,



Sichila Noermadi Zeareta
St Number. 1901050035

ORISINALITAS PENELITIAN

Yang bertanda tangan di bawah ini:

Nama : Sichila Noermadi Zeareta
NPM : 1901050035
Prodi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

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, Februari 2026
Yang Menyatakan,



METERAL
TEMPEL
10000
ANX24589-677

Sichila Noermadi Zeareta
NPM. 1901050035

MOTTO

إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا مَا بِأَنفُسِهِمْ

Q.S. Ar Rad:11

“Allah will not change the condition of a people until they change what is in themselves.”

“Knowledge without action is wastefulness and action without knowledge is foolishness”

(Al-Ghazali)

DEDICATION PAGE

This an Undergraduate-thesis is special dedicated to:

I highly dedicate this undergraduate thesis to my beloved mother Mrs. Sri Mar'ah who always support me with her endless love and guiding me for finishing my study.

My beloved brother Ridho Raditya Fernandes who always boost my mood, give me support and love.

All my beloved lecturers of English Department State Islamic University of Jurai Siwo Lampung and my beloved almamater.

ACKNOWLEDGMENT

In the name of Allah SWT, the Most Gracious and the Most Merciful who has granted countless blessing, knowledge, and opportunity to the researcher during the process of completing this Undergraduate-thesis. Blessings and peace be upon the Prophet Muhammad SAW, who has guided us from darkness to the bright light of this world.

This Undergraduate-thesis is entitled "Improving Students' Speaking Skill Through Islamic Storytelling at the Eighth Grade of SMP Sunan Ampel Punggur Central Lampung."

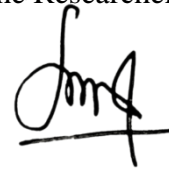
The researcher would like to express his sincere gratitude to the sponsor, Dr. Aria Septi Anggaira, M.Pd. who has guided, provided understanding, direction and motivation in the process of completing this undergraduate thesis. Her gratitude also goes to:

1. Prof. Dr. Hj. Ida Umami, M.Pd. Kons, as rektor of UIN Jurai Siwo Lampung.
2. Dr. Siti Annisah, M.Pd, as the Dean of Tarbiyah and Teacher Training Faculty of UIN Jurai Siwo Lampung.
3. Dr. Much Deiniatur, M.Pd.B.I, as the chief of English Education Department of UIN Jurai Siwo Lampung.
4. All lecturer of the English Education Department of UIN Jurai Siwo Lampung who given their thought and shared rheir experience to the researcher;
5. The Headmaster, Teachers, and Staff of SMP Sunan Ampel Punggur Central Lampung who have given permission to the researcher to conduct the research in this school;
6. Mrs. Sri Mar'ah, my great parent who have given a lot of support in the form of love and affection;

7. All of my friends in UIN Jurai Siwo Metro Lampung, thanks for everything in helping to finish this Undergraduate Thesis.

Hopefully this Undergraduate Thesis can be meaningful benefit for the researcher especially and for our campus and all reader generally.

Metro, Februari 2026
The Researcher



SICHILA NOERMADI ZEARETA
St. Number 1901050035

TABLE OF CONTENTS

COVER	i
TITLE	ii
APPROVAL PAGE	iii
NOTIFICATION LETTER	iv
NOTA DINAS	v
RATIFICATION PAGE	vi
ABSTRACT	viii
ABSTRAK	viii
STATEMENT OF RESEARCH ORIGINALITY	ix
MOTTO	xii
DEDICATION PAGE	xiii
ACKNOWLEDGMENT	xiii
TABLE OF CONTENTS	xv
LIST OF TABLES	xvii
LIST OF FIGURES	xviii
LIST OF APPENDICES	xix
CHAPTER I INTRODUCTION	1
A. Background of Study.....	1
B. Problem Identification.....	3
C. Problem Limitation	3
D. Problem Formulation.....	3
E. Objective and Benefits of the Study.....	3
1. Objective of the Research	3
2. Benefits of the research	4
F. Prior Research	4
CHAPTER II LITERATURE REVIEW	8
A. The Concept of Speaking Skill	8
1. Definition of Speaking.....	8
2. Types of Speaking	9

3. Component of Speaking Skill	9
4. Principles for Designing Speaking Strategies	11
5. The Assessment of Speaking	12
B. Definition of Story and Storytelling.....	13
1. Definition of Story	13
2. Types of Story	14
3. Definition of Storytelling.....	15
4. Technique in Storytelling	17
5. The Benefits of Storytelling	18
6. Procedure of Teaching Speaking Using Storytelling	18
C. Action Hypothesis	19
CHAPTER III RESEARCH METHOD	20
A. Research Design	20
B. Setting of Research.....	22
C. The Subject and Object of Research	22
D. Research Procedure	23
E. Data Collecting Technique.....	25
F. Research Instrument.....	26
G. Technique for Data Analysis.....	28
H. Indicator of Success	30
CHAPTER IV RESULT OF THE RESEARCH AND DISCUSSION	31
A. Result of the Research.....	32
B. Discussion	52
CHAPTER V CONCLUSION AND SUGGESTION	54
A. Conclusion.....	54
B. Suggestion	54
BIBLIOGRAPHY	56
APPENDICES	58
CURRICULUM VITAE.....	100

LIST OF TABLES

Table 1 The Pre-survey Data of Students' Speaking Scores at the Eighth Grade of SMP Sunan Ampel Punggur Central Lampung	2
Table 2 Rubric of Speaking.....	12
Table 3 The subject of research	22
Table 4 Research Variable Instrument Grid.....	26
Table 5 Instrument Grid of Student Activity Observation Sheet.....	26
Table 6 Rubric of Speaking Skill.....	27
Table 7 The Students' Score in Pre-Test.....	32
Table 8 The Students' Score in Pre-test.....	33
Table 9 The Students' Score Evaluation in Cycle I.....	36
Table 10 Frequency of Students' Score Evaluation in Cycle I.....	37
Table 11 The Students' Learning Activities in Cycle 1	38
Table 12 The Frequency of Students' Activities in Cycle 1	39
Table 13 The Comparison of Students' Score in Pre-Test and Evaluation cycle I.....	41
Table 14 The Comparison of Students' Score in Pre-Test and Evaluation cycle I.....	42
Table 15 The Students' Score Evaluation in Cycle II.....	42
Table 16 Frequency of Students' Score Evaluation in Cycle II.....	45
Table 17 The Students' Learning Activities in Cycle II	46
Table 18 The Frequency of Students' Activities in Cycle II	47
Table 19 The Students' Score in Post-Test.....	49
Table 20 Frequency of Students' Score in Post-Test.....	50
Table 21 The Comparison of Students' Score	50

LIST OF FIGURES

Figure 1 Sequences of Action-Reflection Cycles	21
Figure 1 The Students' Score in Pre-test.....	34
Figure 2 The Percentage of Students' Score Evaluation in Cycle I.....	37
Figure 4 The percentage of the Students' Learning Acti vities in Cycle 1	40
Figure 5 The Percentage of the Students' Score on Pre-test and Evaluation cycle I.....	42
Figure 6 The Percentage of Students' Score in Evaluation II.....	46
Figure 7 The Percentage of Students' Activities in Evaluation Cycle II.....	48
Figure 8 The Percentage of the Students' Score in Evaluation I and Evaluation II.....	48

LIST OF APPENDICES

Appendix 1 Syllabus	59
Appendix 2 Lesson Plan	66
Appendix 3 The Condition Of Infrastructure.....	68
Appendix 4 Instrument Sheet On Pre Test.....	69
Appendix 5 Instrument Sheet On Meeting 1	70
Appendix 6 Instrument Sheet On Meeting 2	71
Appendix 7 Instrument Sheet On Meeting 3	72
Appendix 8 Instrument Sheet On Meeting 4	72
Appendix 9 Instrument Sheet On Post Test	73
Appendix 10 Teaching Material.....	74
Appendix 11 The Speaking Rubric Of Students' Skill In Pre-Test (By Researcher)	75
Appendix 12 The Speaking Rubric Of Students' Skill In Pre-Test (By Teacher) ..	76
Appendix 13 The Average Of Students' Speaking Skill In Pre-Test.....	77
Appendix 14 The Speaking Rubric Of Students' Skill In Evaluation Cycle I (By Researcher)	78
Appendix 15 The Speaking Rubric Of Students' Skill In Evaluation Cycle I (By Teacher)	79
Appendix 16 The Average Of Students' Speaking Skill In Evaluation Cycle I	80
Appendix 17 The Speaking Rubric Of Students' Skill In Evaluation Cycle II (By Researcher)	81
Appendix 18 The Speaking Rubric Of Students' Skill In Evaluation Cycle II (By Teacher)	82
Appendix 19 The Average Of Students' Speaking Skill In Evaluation Cycle II...83	
Appendix 20 The Speaking Rubric Of Students' Skill In Post-Test (By Researcher)	84
Appendix 21 The Speaking Rubric Of Students' Skill In Post-Test (By Teacher)	85
Appendix 22 The Average Of Students' Speaking Skill In Post-Test.....	86

Appendix 23 The Story Of Prophet Nuh	87
Appendix 24 Documentation	89
Appendix 25 Permit Of Pre-Survey	90
Appendix 26 Response Letter Of Pre-Survey	91
Appendix 27 Permit Of Research	92
Appendix 28 Response Letter Of Research	93
Appendix 29 Thesis Guidance Letter	94
Appendix 30 Research Proposal Guidance	95
Appendix 31 Thesis Guidance	96
Appendix 32 Plagiarism.....	97
Appendix 33 Curriculum Vitae.....	100

CHAPTER I

INTRODUCTION

A. Background of the Study

Learning English is essential since this is one of the most important languages in the world and a large population of the world speaks this language. As an international language, it can not be denied that English plays a central role in the development of global era. This can be seen from the important role of English in the world in the terms of technology and business¹.

In the schools, the effectiveness of English language learning is largely determined by how teachers choose teaching methods that are responsive to students' needs and the extent to which teaching materials can facilitate their learning process. One of the four language skills that students need to master is speaking. Speaking is a crucial skill because it allows a person to convey what they want to say. Furthermore, speaking is a symbolic expression of words that is typically conveyed through communication.² It makes it easier for the audience to understand the essence of the information.

The researcher conducted a research at SMP Sunan Ampel Punggur Central Lampung, specifically in the eighth grade on September 15th, 2025. During the pre-survey process, the researcher found problems faced by students during the teaching and learning process in speaking class. Firstly, students have difficulty in speaking English. Most of them have difficulty in speaking because they have problems with pronunciation. Secondly, they have limited vocabulary, so they have difficulty in constructing sentences to speak. They often switch to bahasa Indonesia. In addition, low motivation makes them lazy

¹ Niyozova Aziza Ilyosovna, "The Importance of English Language," *International Journal on Orange Technologies* 2, no. 1 (2020): 24.

² Umami Rasyidah Siti Surinah Harahap, Rivi Antoni, "An Analysis On Students Speaking Skill At Second Grade SMP 8 Rambah Hilir," 2015, 1–8.

to practice speaking in English. The researcher interviewed the students, it turned out that most of them always thought that English lessons were very difficult and not lessons that could be enjoyed, especially in speaking.

To help the students to improve their speaking skills, there are many techniques that can be applied. In this case, the researcher used Islamic Storytelling. Storytelling has been recognized as a teaching activity in second or foreign language classrooms. One reason is that it relies heavily on words, offering students a primary and constant source of language experience. Not just lots of fun, storytelling also has a hugely positive impact on students' learning. Storytelling is a fun way for student to get familiar with words, syllables and sounds. Language that they may not have usually heard in everyday conversations, it develops early literacy skills.

Based on the problems above, the researcher conducted Classroom Action Research entitled "Improving Students' Speaking Skill Through Islamic Storytelling at The Eighth Grade of SMP Sunan Ampel Punggur Central Lampung."

The following is data related to the speaking scores of eighth-grade students at SMP Sunan Ampel Punggur Central Lampung, which was obtained based on teacher documents when the researcher conducted a pre-survey:

Table I

The Speaking Scores at the Eighth Grade of SMP Sunan Ampel Punggur Central Lampung

No.	Grade	Criteria	Frequency	Percentage
1.	<70	Incomplete	19 Students	73%
2.	≥ 70	Complete	7 students	27%
Total			26 Students	100%

Based on the table above, it is known that out of 26 students, there are 19 or 73% students with incomplete criteria, and there are only 7 or 27%

students with complete criteria. It assumed that the students have low speaking skills.

Another supporting data, researcher obtained the data from interview with English Teacher. It is known that students have obstacles such as lack of confidence, difficulty pronouncing words, and have limited vocabulary.

B. Problem Identification

Based on the background explained above, the researcher can identify several problems as follows;

1. The students have difficulty pronouncing words in English.
2. The students have limited vocabulary.
3. The students have lack of motivation.

C. Problem Limitation

Based on the considerations that have put forward, the researcher limits the problem of students have difficulty in speaking English. Therefore, the researcher use Islamic Storytelling as a technique to improving students' speaking skill at the eighth grade of SMP Sunan Ampel Punggur Central Lampung.

D. Problem Formulation

The problem to be resolved in this research is formulated as: Can Islamic Storytelling technique improve the students' speaking skill and learning activities at the eighth grade of SMP Sunan Ampel Punggur Central Lampung?

E. Objective and Benefits of the Study

1. Objective of Research

Regarding the problem formulation above, the primary goal of this research is to improve students' speaking skills at the eighth grade students of SMP Sunan Ampel Punggur Central Lampung.

2. Benefits of the Research

This research is expected to provide benefits not only for the researcher but also for students and teachers.

a. For the Students

This research is expected to provide benefits for students in the form of providing enlightenment about the importance of improving speaking skill, especially students at SMP Sunan Ampel Punggur, Central Lampung. Through this research, students are also expected to be able to improve their speaking skill and self-confidence. It is hoped that students can realize their difficulties in telling story. After realizing their difficulties in telling story, students can prepare alternative solutions to improve their speaking skill.

b. For the Teacher

The results of this research are expected to contribute to English teachers especially English teachers in the eighth grade of SMP Sunan Ampel Punggur, Central Lampung, to providing information related to students' in improving speaking skill. As a follow-up, the teacher is expected to help students improve their speaking skill by applying Islamic Storytelling.

c. For the Researchers

This research is expected to benefit other researcher by providing information related to theories related to storytelling technique to improve speaking skill. So, that in the future, this research can be a reference for other researcher who want to develop similar topics or purpose.

F. Prior Research

This research conducted by considering several relevant studies that have been conducted by several previous researchers.

1. Megawati, with the title "Improving Students' Speaking Skills Through Storytelling Techniques in Grade 11 Students of Cimanggis Private Vocational High School" Kusumanegara University, Jakarta. Based on the results of research on improving students' speaking skills through storytelling techniques in grade 11 students of Cimanggis Private Vocational High School Depok, the researcher concluded that students' speaking skills through storytelling techniques increased significantly in cycle 1 with an average value of 66.40 or 45%, cycle 2 with an average value of 73.22 or 77%, and cycle 3 with an average value of 75.61 or 91%. From observations of cycles 1 to 3 it can be seen that the use of storytelling techniques to improve students' English speaking skills has proven effective. The application of storytelling techniques used by researchers is very appropriate for grade 11 students, because they are more active in speaking in class. Students who are still confused are encouraged to use storytelling techniques when they want to and lack confidence to speak. Their pronunciation can be improved. They have a lot of energy and are confident that they can speak better. Students must be active in speaking English. In addition to practicing with peers, they can participate in English Language Day at school. This can improve their speaking skills, and when they practice speaking every day, they will feel more confident.³
2. Ika Irawati, Fitri Ningsi, Rahmi, Ita Fitriati, with the title "Improving Students Speaking Ability Through Storytelling at Eleventh Grade of SMAN 1 Lumbitu" STKIP Taman Siswa Bima, Bima, Indonesia. The findings revealed that students' speaking skill improve after got the treatment. The results of this study indicate that in cycle I, the level of students' ability in storytelling is quite good (60-70), with an average

³ Megawati, A Journal of English Language Teaching, Linguistics and Literature Vol.2 No.1, July 2018, pp. 16-32

score of 67.4. This shows that students' ability in storytelling is not yet active (<50%), with a critical success rate of 31.5%. Meanwhile, in cycle II, the results of students' scores were 75.3, which means students are included in the good category (60-79). These results indicate that students' habits in storytelling techniques in cycle II are active (<80%). In addition, the results of observations show that students enjoy the lesson and follow the learning process smoothly and regularly. So, the conclusion is that storytelling techniques can improve the speaking skills of eleventh grade students of SMA 1 Lambitu.⁴

3. This research was conducted by Ratih Inayah with the title "Improving Students' Speaking Skills Through Storytelling Techniques" at STKIP Siliwangi Bandung. From the calculation of the posttest scores of the experimental group and the control group, the study showed that after being given several treatments, there were several differences in scores. The average score of the experimental group was 79.30, with a standard deviation of 8.039, and a standard error of the mean of 1.468. In addition, the average score of the control group was 75.40, with a standard deviation of 6.185, and a standard error of the mean of 1.129. Based on the results of the study, it can be concluded that storytelling techniques are effective in improving students' speaking skills. The results of the study prove that students who are taught using storytelling techniques have better speaking ability performance than students who are taught with conventional techniques.⁵

From the previous research above, researchers can find similarities and differences. This research has similarities with the research of Megawati, Ika Irawati dkk, and Ratih Inayah, that discussed about improving students' speaking skills. The difference

⁴ Irawati dkk, "Improving Students Speaking Ability Through Storytelling (An Experiment at the Eleventh Grade of SMAN 1 Lumbitu)", STKIP Taman Siswa Bima, Bima, 2021

⁵ Ratih Inayah, "Improving Students' Speaking Skill Through Storytelling Technique (An Experimental Study in a Senior High School in Bandung)", STKIP Siliwangi Bandung, 2015.

between the researchers above lies in the first research which conducted 3 cycles. The second research used storytelling technique through recount text. The last research created several groups in the class. Students were given a reading text which was then translated into Indonesian. Each group was given seven minutes. The last research was conducted over three cycle

CHAPTER II

LITERATURE REVIEW

A. The Concept of Speaking Skill

1. Definiton of Speaking

Speaking is an interactive process of consturting meaning that involves producing and receiving information. Speaking is a way of conveying messages containing ideas, knowledge, and feelings to others. It is the most important method that a person can use to express themselves through language.

According to Widdowson, speaking as an instance of use, therefore, is a part of reciprocal exchange in which involves both receptive and productive participation. He also added that speaking refer to relazation of language as use in spoken interaction and visual media since it is activity which makes a good use gesture and facial expression.¹

According to H. Douglas Brown, speaking is a productive skill that can be observed directly and empirically, but this observation is always influenced by the accuracy and effectiveness of the test taker's listening ability, which ultimately compromises the reliability and validity of oral production tests.²

Based on the opinions above, it can be concluded that speaking skill is a person's skill of expressing feelings and sharing ideas verbally. Everyone must pay attention to the details of the language because they need to find the most appropriate words and also the correct grammar to express meaning accurately and truthfully. One of the important skills in our lives

¹Widdowson, H.G. *Teaching Language as Communications*. Hongkong: Oxford University Press. 1996.

²H. Douglas Brown, *Language Assesment: Principles and Classroom Practices*, (New York: Pearson Longman, 2003), p. 140.

is language skills, because with it we can easily communicate with people around us.

2. Types of Speaking

There are five basic types of speaking according to Brown, those are:

- a. Imitative speaking is the ability to imitate (repeat) a word or phrase or perhaps a sentence.
- b. Intensive speaking goes beyond imitative to include any speaking performance designed to practice some phonological and grammatical aspects of the language.
- c. Responsive speaking is interaction at a slightly limited level of very brief conversation, standard greetings and small talk and the like. Interactive speaking is complex interaction that often includes many exchanges and/or many participants.
- d. Extensive speaking is oral production such as speeches, oral presentations, and storytelling.³

3. Component of Speaking Skill

There are five aspects of speaking skills assessed in English that must be considered when speaking as stated by Wipf quoted in Fitriani (2014). Those are:

a) Pronunciation

Pronunciation is one of the components to produce clearer language when speaking. Pronunciation is very important for successful oral communication, without strong pronunciation, listeners will have difficulty hearing and understanding the speaker's message. Pronunciation includes all aspects of speech such as phrases, rhythm, intonation, articulation, gestures, eye contact, and body language (Fraser,

³H. Douglas Brown. *Language Assesment: Principles and Classroom Practice*. San Fransisco State University. 2004

2001:6). Pronunciation also includes segmental features; vowels and consonants and intonation patterns.

b) Grammar

Grammar is the study of words. Speakers and writers communicate and convey their messages clearly and meaningfully through their ability and understanding of grammar. Harmer says that the grammar of a language is a description of how words change form in the language and combine them into sentences. In speaking, grammar helps learners to distinguish between formal and informal expressions.⁴

c) Vocabulary

Vocabulary is a collection of words used to construct sentences and have meaning. Vocabulary is an important part of language learning including speaking. Therefore, students need to master a lot of vocabulary to make it easier to communicate as clearly as possible using the target language.

d) Fluency

Fluency is the ability to speak accurately and fluently. This ability is the goal of many language learners. Fluency is the ability to speak automatically and quickly according to Harris and Hodges. This means that the speaker must be able to speak automatically and quickly.

e) Comprehension

Comprehension is an important component in speaking, because when talking to others, we must make them understand the purpose of our conversation. In understanding information, comprehension is intended so that listeners can easily receive some information from the speaker.

⁴Jeremy Harmer, *The Practice of English Language Teaching*, (England: Longman, 2001), 12.

4. Principles for Designing Speaking Strategies

In speaking, we need to pay attention to the technique in order to create a successful speaking activity in the classroom. There are few principles for designing speaking strategies:⁵

- a) Use an effective techniques to meet students' need to improve their speaking skills. Make sure the assignments include techniques designed to help students' understand and use the basics language.
- b) Speaking is an activity that must be dome continuously. Therefore, in determining the strategy for teaching speaking skills, teacherws need to reflect on students to see how the activity is beneficial for them. In this case, teachers must choose technique that can foster interest and motivate students in the learning process.
- c) In speaking learning, teachers need to make efforts and be creative in selecting authentic learning resources according to the speaking context.
- d) Teachers should provide useful feedback to students to help them learning and grow. When providing feedback, teacher should make students analyze their mistakes, because there will be imrovisation on the mistakes made byu students.
- e) Take advantage of the natural connection between speaking and listening. Speaking and listening are intergrated skills. Both skills can reinforce each other. Language production skills often begin with comprehension beacuse the quality of one's speech is influenced by the input heard.
- f) To achieve good speaking quality, teachers can design speaking techniques that allow students to start the language by giving students opportunity to practice speaking intensively both in and outside the classroom.

⁵H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (London: Longman, 2001), 275-276.

- g) Teacher must develop more varied speaking strategies, adjusting to the conditions and needs of students. Its implementation must help students to be aware and have the opportunity to practice oral communication, the aims to achieve good speaking.

5. The Assessment of Speaking

To test speaking skill, several indicators need to be scored. Cyril J. Weir classified speaking skill into five analytical criteria as follows:⁶

Table 2
Rubric of Speaking

Aspects	Score	Indicators
Pronunciation	4	Has a slight trace of a foreign accent.
	3	Pronunciation, rhythm and intonation are somewhat clear and accurate, but a few times difficult to understand.
	2	Errors in pronunciation, rhythm, and intonation sometimes make it difficult to understand.
	1	Very hard to understand because of frequent errors in pronunciation and intonation. Frequently be asked to repeat
Fluency	4	Smoothly and confident in speaking without hesitation. Not interrupting during conversation.
	3	A little hesitant when speaking, which is not too distracting during the conversation.
	2	Not speaking too often with hesitation, sometimes it is quite disruptive to communication
	1	Too often speaking with hesitation, which makes communication disrupted.
Vocabulary	4	Using a variety of vocabulary learned in and out of class, almost no errors.

⁶ Cyril J. Weir, "Language Testing and Validation", (United State: Palgrave Macmillan, 2005), 195-196.

	3	Uses a variety of vocabulary and makes few errors in word choice.
	2	Using a limited vocabulary, sometimes errors still occur in word choice.
	1	Inadequate vocabulary even when used in simple conversation, makes frequent errors
Grammatical	4	Only a few grammatical errors occur .
	3	Some errors in grammar usage but do not affect comprehension.
	2	Speech is choppy due too many errors.
	1	Incapable of constructing comprehensible sentences.
Comprehensibility	4	Understands almost everything at normal speed although sometimes needs repetition.
	3	Understands most of what is said at a slower than usual pace with repetition.
	2	Has considerable difficulty following what is said, only able to understand “social conversation” that is spoken slowly and repeated frequently.
	1	Can not say or even understand simple English conversation.

B. Definition of Story and Storytelling

1. Definition of Story

A story in term of language means a narrative about the occurrence of something or an event or incident. The occurrence of something means that there is a plot or flow that accompanies how the event occurs. Story is a series of events or incidents that are arranged systematically, either based on fact or fiction, with the aim of conveying a message, information or entertainment to the reader or listener. As explained by Friday in Rusli and Idrus, story is a part of daily experience.⁷ According to KBBI, a story is a

⁷Roziana M Rosli and Faizah Idrus, “Cybernated Storytelling: Revitalising Storytelling Activities for Secondary School Students,” *Teaching English with Technology* 17, no. 3 (2017): 19–34.

narrative that describes how something or event happened or a composition that tells of the actions, experiences of happiness or suffering of people, whether the event is real or fictional.

Story is created from every part of time, every memory of life, and every human activity. Story as an event or series of events that are put together in a way that is interesting to the listener. Several plots or events are developed by the story that occurs in space and time. It is seen that the story immerses emotions through the characteristics of the plot or timeline related to the character and events of a personal's life.⁸

A story is a series of cognitive activities whose unifying system is a kind of mental imagery. Stories come from brain activity that creates fantasy in the form of a series of events. A story is a form of imagination in composing an event, both fiction and nonfiction. The case involves characters, settings, places, and times, as well as storylines and actors depicted in the plot.⁹

2. Types of Story

The first step in storytelling is selecting the story itself. According to Spalding, stories can be categorized into several types. Those are:

a) Folk Tales

Folk Tales is a story that originates from society and developed in society in the past which is characteristic of every nation that has a diverse culture including the cultural and historical richness of each nation. Examples of these are Gold cucumber and Gold Snail.

b) Wonder Tales

Wonder tales refer to myths in literary versions. These stories are set in an unreal world with no specific location or creatures. Examples of these stories are Beauty and the Beast, Rapunzel, Sleeping Beauty, Cinderella, Snow White, and the Seven Dwarfs.

⁸Artur Lugmayr et al., "Serious Storytelling – a First Definition and Review," *Multimedia Tools and Applications* 76, no 14 (2017): 15707-33

⁹Marie and Marie Ryan, "Toward a Definition of Narrative," in *The Cambridge Companion to Narrative*, In D. Herm (Cambridge: Cambridge University Press, 2007), 22–36.

c) Hero Tales

Hero Tales include narratives that feature the adventures of a main character, characterized by courage and heroism. These stories tell about heroes and heroines. These stories include bravery, determination, and heroism. Examples of these stories are Superman and Spiderman.

d) Myths

Myth is a symbolic narrative, usually of unknown origin and mostly traditional, which is specifically associated with religious beliefs or social customs. An example is the Sundanese mythological story about Prabu Siliwangi.

e) Legends

Legend is a story that cannot be proven true that is passed down from generation to generation from the past and is generally accepted as a historical story. This story takes place in a certain place and happened in the past. Examples of legends are Sangkuriang, Lake Toba, Rawa Pening, Malin Kundang and so on.

f) Fables

Fairy tales are stories about the lives of animals that are depicted as being able to talk like humans. Fairy tales are very flexible and can be used to satirize human behavior without offending human feelings. The examples are The Buffalo, The Mouse Deer, Rabbits, and Turtles.¹⁰

3. Definition of Storytelling

Storytelling is a way of conveying a story to the listener using a loud voice, body movements, and facial expressions that describe the content of the story. Storytelling is an art of pouring thoughts into the form of action. According to Zuhriyah, storytelling is retelling a story that has been read and heard by the storyteller based on the arrangement of words in creating and understanding the story that is presented. This activity

¹⁰Amy E Spaulding, *The Art of Storytelling Telling Stories* (Plymouth: Scarecrow Press, 2011): 77-78.

includes direct interaction between the storyteller and the listener or audience at several levels.¹¹

Every storyteller will make the story more alive. This can be done by connecting the story with the audience. Storytellers can pick up real stories from experiences that will involve the audience. A good storyteller will connect with the audience, this causes the audience to feel the action and take part in the story. Friday in Rosli and Idrus also explained storytelling as an effort to connect world cultures because every culture has stories in various languages in the world.¹²

Alimi strengthens the statement above with his statement defining storytelling as a unifying tool for society. Alimi states that in the social life of the South Sulawesi community, storytelling is a link between immigrants and local residents. Local residents express their life history, feelings and thoughts as well as reactions to changes in life through storytelling.¹³

Watson and McMahon also explain that the way humans interpret their life experiences is called storytelling. That is why storytelling plays a very important role for humans in living their lives. Storytelling can be interpreted as a narrative approach that can also entertain others.¹⁴

From some of the explanations that have been presented above, it can be concluded that storytelling is a technique of conveying a story presented by someone to entertain the audience or shown by a storyteller. This is in line with the way people tell stories that aim to entertain or provide information to the audience. Story telling emphasizes the

¹¹Mukminatus Zuhriyah, "Storytelling to Improve Students' Speaking Skills," *English Education: Journal Tadris Bahasa Inggris* 10, no. 1 (2017): 119–34.

¹²Roziana M Rosli and Faizah Idrus, "Cybernated Storytelling: Revitalizing Storytelling Activities for Secondary School Students," *Teaching English with Technology* 17, no. 3 (2017): 21.

¹³Moh Yasir Alimi, "Muslims through Storytelling: Islamic Law, Culture and Reasoning in South Sulawesi," *Komunitas: International Journal of Indonesian Society and Culture* 10, no. 1 (2018): 131, <https://doi.org/10.15294/komunitas.v9i1.16269>.

¹⁴Mary McMohan and Mark Watson, "Story Telling: Crafting Identities," *British Journal of Guidance and Conselling* 41, no. 3 (2013): 280, <https://doi.org/10.1080/03069885.2013.789824>.

presenter's ability to convey the story with style, intonation, and props that attract the audience's attention.

4. Technique in Storytelling

Techniques in storytelling are highly needed when presenting a story make stories more interesting, memorable, and effective. These techniques have several underlying things:

1) Be Composed

Every storyteller should have a calm attitude when telling a story, whether they are a beginner or an expert. There should be no wasted time. The storyteller should fill his time constructively. Fear should be removed from the mind.

2) Establish and Maintain Eye Contact

A storyteller must make direct eye contact with each audience. This aims to be convincing and honest in conveying the intent, because they are basic communication when attracting and gaining the audience's attention

3) Speaking Loudly and Clearly

One of the goals of a performance is to be heard clearly by the entire audience. A storyteller must speak loudly, adjusting to different rooms and situations when performing. Clear pronunciation is very important, so that the message can be received clearly.

4) Consistent High Energy Levels

High enthusiasm indicates the importance of the performance. The more energy radiated, the greater the audience's interest. The vitality of the content is given by energy.

5) Body responses

Position, facial expressions, vocal variations, and gestures convey unspoken messages along with spoken words. A wise storyteller

will use body responses appropriately as a key to enhancing the story to be effective.¹⁵

5. The Benefits of Storytelling

Storytelling certainly provides benefits for both the storyteller and the listener. Listening to stories is one of the best ways to improve language skills. Students' vocabulary will increase when they hear words that may not be popular because they are not used in everyday conversation. In addition, students will learn how to pronounce words and put them together into different sentences correctly. Their grammar, as well as their ability to express themselves, will also improve drastically when they are given stories from storybooks.

Telling and listening to stories develop students' ability to read and write fiction through familiarity with structure, characters and linguistic conventions.¹⁶ It can support students' to understand spoken language, become aware of various cultural values in the world, sharpen their memory skills, develop the ability to distinguish between different genres and storytelling styles. It also provides opportunities for students to speak a foreign language creatively and to become more confident in their ability to express themselves spontaneously.

6. Procedure of Teaching Speaking Using Storytelling

There are three steps that teacher can follow in using storytelling for teaching speaking adapted Morrow et, al. (1986):

1) Pre-Storytelling

Teachers should begin class by explaining the learning objectives and the material to be covered in each session, then ask students to think about storytelling. Teachers should familiarize

¹⁵ Wendy C Collins, *Tell Me the Story*, ed. G Collins (Fountain Inn: Gary C. Collins Publishing, 2005).

¹⁶ Chris Horner and Vicky Ryf, *Creative Teaching English*, (USA and Canada: Routledge Press, 2007), p. 12-13.

students with storytelling introduction, how to focus on the main idea, and how to support students. Then, teachers should have students watch a video of a simple narrative monologue and ask them to analyze the story they have watched.

2) Guideline Storytelling

Students will learn about story structure, including plot, setting, point of view, characters, and ending. The teacher will also provide guiding questions. Finally, during storytelling guide, discussion is essential to support storytelling skills by engaging in pre- and post-story discussions.

3) After Storytelling

Students retell the story independently in class and the teacher provides feedback to students after they have finished telling the story.

C. Action Hypothesis

The hypothesis of this research action is that the Islamic storytelling method can improve the speaking skills in eighth grade students at SMP Sunan Ampel Punggur Central Lampung.

CHAPTER III

RESEARCH METHOD

A. Research Design

In this research, the researcher used Classroom Action Research (CAR). Borg emphasized that the main goal of classroom action research is the development of teacher skills based on learning problems faced in the classroom and is not aimed at achieving general knowledge in the field of education.¹ So, in this case the CAR method is intended to address problems in teaching and learning activities, the aim is to solve problems in the class and improve the quality of educational practices.

In this study, the researcher applied the classroom action research model Kemmis & Taggart, which is a development of the basic concept introduced by Kurt Lewin. This study consists of four stages activities in one cycle; planning, acting, observing, and reflecting. The cycle is carried out continuously until the researcher is satisfied, the problem is resolved and the learning outcomes are maximum.²

1. Planning Phase

In the planning phase, researcher observed the problems that occur in the classroom, then identify and diagnose them. This step aims to organize or select materials based on basic competencies that are relevant to the results of observations. Later, materials were taken from various sources such as textbooks, the internet, and others. From these materials, researcher designed lesson plans during the first cycle of research.

¹Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, VII (Jakarta: Rineka Cipta, 2011), 106.

²Mulyatiningsih, *Metode Penelitian Terapan Bidang Pendidikan*, 70-71.

2. Acting Phase

In the second phase or implementation phase, actions are carried out according to the plan that has been designed previously. At this stage, the process of deepening the problem to the researcher begins. The implementation of the action are carried out in two cycles, the meetings in each cycle depend on the needs of the material in the program designed by the teacher.

3. Observing Phase

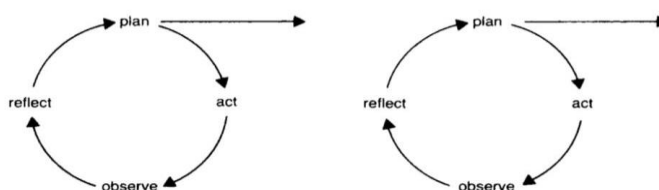
At the observation phase, researcher are required to record all events that occur in the classroom and conduct observations on the implementation of actions using field notes. After that, the results of the intervention will be observed and researcher will reflect on its effectiveness. During observation, all activities in the classroom must be observed and recorded. Including how the teacher performs, the situation in the classroom and how students respond. At this stage, data generated by the evaluation or final test is also collected.

4. Reflecting Phase

Determining whether the action is successful or not is at the reflection phase. Evaluation must be done at this stage in order to continue to the next cycle. This stage is done collaboratively, where several problems during the action that occurred in the classroom must be discussed together with the teacher.

Figure 1

Sequences of Action-Reflection Cycles.³



³Jean McNiff and Jack Whitehead, *Action Research: Principles and Practice (Second Edition)*, (Milton Park: Taylor & Francis e-Library, 2002), 41.

B. Setting of Research

This research was conducted at the eighth grade of SMP Sunan Ampel Punggur, Central Lampung. The researcher chose this class because most of the students had low speaking skill.

C. Setting of Research

The subjects of this research were students of SMP Sunan Ampel Punggur Central Lampung, specifically the eighth grade, consisting of 26 students. The object of this research is the English skill of eighth grade students at SMP Sunan Ampel Punggur Central Lampung, particularly speaking.

Table 3

The subject of research

Class	Gender		Total
	Male	Female	
Eighth-grade	12	14	26

D. Research Procedure

Asrori stated that classroom action research is a reflective research conducted by carrying out certain actions aimed at improving the teaching and learning process in the classroom so that students can achieve good learning achievement.⁴ This research was conducted through four stages, namely planning, acting, observing, and reflecting. These research stages are interrelated with each other in a cycle. The four stages are adapted from

⁴Asrori and Rusman, *Classroom Action Research: Pengembangan Kompetensi Guru* (Purwokerto Selatan: CV. Pena Persada, 2020), 3.

Kemmis and McTaggart in Burns' book entitled "Doing Action Research in English Language Teaching: A Guide for Practitioners."⁵

This research conducted using pre-test and post-test. The researcher provided materials. After being given the action, the researcher gave the students a post-test. The researcher conducted two cycles which are both related to each other. If in the first cycle is unsuccessful, the cycle is repeated in the second cycle and so on. This can illustrated as follow:

1. Cycle I

a. Planning

The first step in classroom action research is planning, preparation before taking action. In this step, researcher prepared the material related the teaching and learning process. Here are the steps:

- 1) Preparing a lesson plan in the classroom.
- 2) Formulating materials based on problems found.
- 3) Preparing teaching facilities.
- 4) The results of this plan used to guide researcher in determining research problems or anything related to research preparation.

b. Acting

In this stage is implementation the lesson plan in action research. This action was carried out in the classroom.

1. Students were asked to sit in pairs facing each other.
2. Students were 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.

c. Observing

⁵Anne Burns, (2010), *Doing Action Research in English Language Teaching: A Guide for Practitioners*, New York: Routledge, p. 7-8.

- 1) The teacher observed the teaching and learning activities in the classroom, refers to the classroom situation, provides feedback and responses to students for receiving materials in teaching and learning process.
- 2) The researcher identified the achievement of students' speaking skills by giving a test after cycle 1.
- 3) The researcher calculated the improvement in students' scores from the test before the classroom action research in cycle 1, whether it improved or not.

d. Reflecting

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) The researcher preparing the lesson plan based on the components that appeared in cycle 1.
- 2) The researcher determining the material object that are relevant to the observation results.
- 3) The researcher evaluate students' learning activity after the learning process is carried out.

b. Acting

The researcher implementing the action research plan II.

c. Observing

The researcher observing the teaching and learning process in the classroom to collect data on the results of action plan II.

d. Reflecting

At this stage, the researcher compared the two results between the pre-test and post-test. This was done to find out whether there is an

improvement in student skill scores and to find out whether the next cycle needs to be carried out.

E. Data Collecting Technique

To collect data, the researcher used the following strategies:

1. Test

Test is the sequence of question or statement that is used to measurement skill, knowledge, intelligence, ability, that have by individual or group. The material in pre-test or post-test are different but have same difficulties. The type of the test is oral test. The test consist of pre-test and post test.

a. Pre-test

Pre-test is a test that given before the exploratory treatment. This was conducted to measure students' speaking skill. The researcher gave a test that contained a story.

b. Post-test

In the post-test, the researcher conducted a test to determine students' skill after implementing the storytelling technique during the learning process. The improvement in students can be seen if the post-test score is higher than the pre-test.

2. Observation

Observation of the coding combination on the list of achievements or individual activities referring to the student activity observation results sheet. The goal is to explain the situation being investigated, activities, people or individuals involved in the data collection strategy where the subject's activities are studied visually.

3. Field Note

Recording activities that have been carried out in class during the learning process in class to find out the condition of the class and collect research data is called field note. In this strategy, the researcher worked with

collaborator using a note sheet to record English learning activities related to speaking skill.

F. Research Instrument

In conducting research, the researcher need an instrument used to obtain data. Before moving to the data analysis stage, research should have instruments formulated to produce accurate data. Research instruments are tools or essential elements used to collect, measure, and analyze data related to the research. In this research, the instruments used are tests and observation sheets.

Table 4

Research Variable Instrument Grid

No.	Research Variable	Data Source	Method	Instrument
1.	Independent Variable: Storytelling	Educators	Observation	Observation Sheet
2.	Bound Variable: Learning Outcomes	Learners	Pre-Test and Post-Test	Question and Answer Pre-Test and Post-Test

Table 5

Instrument Research of Student Activity Observation Sheet

No.	Types of Activity Indicators
1.	Students' attention
2.	Students' activeness in learning process
3.	Students' activeness in the application of the technique
4.	Students' improve speaking skill

Table 6
Rubric of Speaking Skill

Aspects	Score	Indicators
Pronunciation	4	Has a slight trace of a foreign accent.
	3	Pronunciation, rhythm and intonation are somewhat clear and accurate, but a few times difficult to understand.
	2	Errors in pronunciation, rhythm, and intonation sometimes make it difficult to understand.
	1	Very hard to understand because of frequent errors in pronunciation and intonation. Frequently be asked to repeat
Fluency	4	Smoothly and confident in speaking without hesitation. Not interrupting during conversation.
	3	A little hesitant when speaking, which is not too distracting during the conversation.
	2	Not speaking too often with hesitation, sometimes it is quite disruptive to communication
	1	Too often speaking with hesitation, which makes communication disrupted.
Vocabulary	4	Using a variety of vocabulary learned in and out of class, almost no errors.
	3	Uses a variety of vocabulary and makes few errors in word choice.
	2	Using a limited vocabulary, sometimes errors still occur in word choice.
	1	Inadequate vocabulary even when used in simple conversation, makes frequent errors
Grammatical	4	Only a few grammatical errors occur .
	3	Some errors in grammar usage but do not affect comprehension.
	2	Speech is choppy due too many errors.
	1	Incapable of constructing comprehensible sentences.
Comprehensibility	4	Understands almost everything at normal speed although sometimes needs repetition.

	3	Understands most of what is said at a slower than usual pace with repetition.
	2	Has considerable difficulty following what is said, only able to understand “social conversation” that is spoken slowly and repeated frequently.
	1	Can not say or even understand simple English conversation.

G. Technique for Data Analysis

1. Qualitative

According to Miles and Huberman, this data analysis is divided into several simultaneous activity flows. These flows are; Data Collection, Data Display, Data Reduction, and Conclusion: Withdrawal/Verification.

a. Data Collection

Data collection is the step in which the researcher gathers all available data used to complete the research. During the data collection process, the researcher gathered evidence of English teaching and learning strategies for eighth grade students at SMP Sunan Ampel Punggur Central Lampung. In this case, the researcher visited the classroom to observed and document English teaching technique using Islamic storytelling for the eighth grade of SMP Sunan Ampel Punggur Central Lampung.

b. Data Reduction

The researcher reduced the statistics obtained by summarizing and selecting unique elements. In sorting the data, the researcher is guided by the research question. In this case, the researcher sorted the data intensively based on the research findings regarding the English teaching techniques used, why, and how they were used.

c. Data Display

When displaying statistics, researcher typically used pics, figures, or charts. The presentation should be able to explain the content of the material throughout the data. In this research, data related to the solutions in the research questions are displayed using phrases, numbers, and charts to explain the solutions of each research question in detail according to proper interpretation.

d. Conclusion and Data Findings

After collecting the data obtained in this research, the next step was to analyze it by averaging the students' speaking skill before and after the test for each action in each cycle. Below is the formula that used to find the average between pre-test and post-test:⁶

$$\bar{X} = \frac{\Sigma X}{N}$$

\bar{X} = Mean

ΣN = Sum of the Scores

N = Number of Scores

2. Quantitative

The researcher compared the scores obtained from the pre-test and post-test with the Minimum Standard Criteria in this school, which is 70, to determine the results and improvements. If students have not reached the Minimum Standard Criteria in cycle I, the researcher carried out the next cycle. Below is the formula to find out the percentage of students passing the Minimum Standard Criteria in each cycle:

⁶Donald Ary, et.al. *Instruction to Research in Education*, (Canada: Wadsworth, 2006), 110.

$$P = \frac{F}{N} \times 100$$

P = Percentage

F = Frequency

N = Total Number of Student

H. Indicator of Success

Determining whether this research is successful is if 70% of students get a passing grade of not less than 70, which means that the storytelling technique can improve the speaking skill and learning activities at eighth grade students of SMP Sunan Ampel Punggur Central Lampung.

CHAPTER IV

RESULT OF THE RESEARCH AND DISCUSSION

A. Result of the Research

SMP Sunan Ampel Punggur Central Lampung was built in 2017 on 2,850 square meters of land with a Freehold Title (SHM) in the name of the Sunan Ampel Punggur Foundation. The building area is 196 square meters. SMP Sunan Ampel Punggur was established to meet the needs of students residing at the Sunan Ampel Islamic Boarding School, which also serves as a secondary school. Therefore, the Sunan Ampel Punggur Foundation established a formal school under the auspices of the Central Lampung Regency Education Office. Then, on April 19th 2019, the school's status was legalized through a definitive Decree by the Head of the Central Lampung Regency Education and Culture Office: 420/1384.a/02/D.a.V1.01/2019, concerning the Granting of a Permanent Establishment Permit for SMP Sunan Ampel Punggur, Punggur District, Central Lampung Regency.

1. Description of Research Data

The researcher used a classroom action research method conducted in two cycles consisting of cycle I and cycle II. Each cycle consisted of two meetings, each lasting 2x30 minutes. Each cycle included planning, acting, observing, and reflecting. In this research, the researcher created a lesson plan for classroom management based on the syllabus used by the teacher. This action research used the Islamic Storytelling technique to improve students' speaking skill.

a. Pre-Test Activity

The researcher conducted a pre-test on September 15th, 2025. It was open by praying, greeting, checking attendance list, and introducing the researcher to the students. At that day, the researcher took the students' pre-test scores. The type of test used was an oral

test. In this pre-test, the researcher gave a sheet of paper that contained Islamic story. The students were asked to telling the story as best as they could.

Based on the results, the researcher identified problems. Therefore, the researcher and collaborator prepared several items related to the teaching and learning process, such as English lesson plans, materials, media, worksheet, observation sheets containing student names and activities, and evaluations. Furthermore, the results of the students' pre-test are presented in the following table:

Table 7
The Students' Score in Pre-Test

No.	Name	Score	Category
1.	AHQ	65	Incomplete
2.	AKA	45	Incomplete
3.	AA	50	Incomplete
4.	CIS	50	Incomplete
5.	DKA	65	Incomplete
6.	FAM	60	Incomplete
7.	FAP	60	Incomplete
8.	GS	50	Incomplete
9.	HUH	60	Incomplete
10.	HSAS	60	Incomplete
11.	JDP	70	Complete
12.	KFA	45	Incomplete
13.	MAA	50	Incomplete
14.	MA	65	Incomplete
15.	MNH	60	Incomplete
16.	MR	60	Incomplete
17.	MRS	60	Incomplete
18.	MRAW	55	Incomplete
19.	NSB	65	Incomplete
20.	RRRZM	70	Complete
21.	RNF	55	Incomplete
22.	SF	60	Incomplete
23.	TZF	55	Incomplete

24.	VH	70	Complete
25.	WAS	50	Incomplete
26.	ZR	50	Incomplete
Total		1.445	
Average		55	

From the table of data above, we can see that there are fewer students with complete criteria than students with incomplete criteria. The average students score is only 55, meanwhile the minimum passing grade (KKM) is 70. It means that the students still have not required standards. The results of the scores are assessed using speaking rubric with the following formula:

$$\text{Mean} = \frac{\text{Students' Score}}{\text{Maximum Score}} \times 100\%$$

To calculate the average score, the formula is as follows:

$$\text{Percentage} = \frac{\text{Total score of Students}}{\text{Total of students}} \times 100\%$$

Table 8

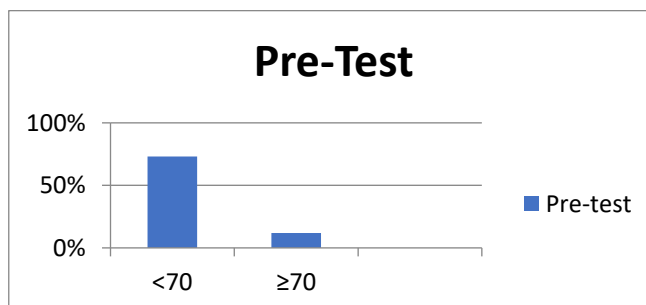
The Students' Score in Pre-test

No.	Score	Frequency	Percentage	Criteria
1.	≥ 70	3 Students	12%	Complete
2.	< 70	23 Students	88%	Incomplete
Total		26 Students	100%	

Based on the table above, it could analyzed that 12% of students were success with complete criteria and 88% students failed with incomplete criteria.

Figure 1

The Students' Score in Pre-test



According to the pre-test statistic above, 23 or 88% students were unsuccessful, while 3 or 12% students was successful. SMP Sunan Ampel Punggur Central Lampung has 70 as minimum standards. There are fewer successful students that the failed. The researcher received an average of 56 from the pre-test, indicating that the outcomes were inadequate.

1. Cycle I

a) Planning

In this stage, researcher and collaborator prepared several items related to the teaching and learning process. These included lesson plans, instruments in Cycle I, learning materials, student activity observation sheets, problem identification and root cause assessments at the beginning and end of the learning activities. Researcher also planned to provide evaluations to measure students' mastery of the material that have been taught.

b) Acting

The second meeting was treatment, conducted on September 18th, 2025. In this meeting, the researcher as an English teacher and Mrs. Kurnia Hardianti, S.Pd G.r, as a collaborator. When the researcher entered the class, the students were already in the class after the break.

Before starting to explain the material, the researcher asked the students' opinions about the material to be studied, "Do you know what storytelling is?" Then the students gave different answers, some answered "Story", some answered "Telling a story", and some just remained silent. The researcher said, "Good answers, some of your answers are correct and some are not completely correct. So, let's discuss and find out what storytelling is" The students answered in unison "okay!" Then, the researcher started to explained the material.

In this stage, the researcher continued the activity by providing material related to the first meeting. After presenting the material, the researcher invited students to practice storytelling techniques. Next, the researcher distributed a sheet of paper containing an Islamic story to each student. The researcher asked the students one by one to come forward and read the contents of the paper aloud, as if they were telling a story in Indonesian. The researcher deliberately did not demonstrate the correct pronounce beforehand so that the researcher could assess each student's speaking skill. Although they struggled to pronounce each word, the researcher asked them to pronounce it as best they could until they finished. After that, the researcher corrected it using correct pronunciation and clear articulation, then asked them to follow along with the pronunciation of each word in the story.

At the end of the meeting, the researcher provided feedback to the students. The researcher provided motivation and informed them about the activities for the next meeting. Then, the researcher concluded the material with a prayer. After administering the treatment, the researcher gave the students an evaluation. The evaluation was conducted to determine how well the students' speaking skills had improved after receiving the treatment. The researcher then asked the students to memorize an Islamic story. In the evaluation cycle I, 7 (27%) students received good grades, but their test results were better than those before receiving the treatment.

In this session, the researcher obtained the results of the first student evaluation in cycle I. The results can be seen as follows:

Table 9
The Students' Score Evaluation in Cycle I

No.	Name	Score	Category
1.	AHQ	70	Complete
2.	AKA	55	Incomplete
3.	AA	55	Incomplete
4.	CIS	55	Incomplete
5.	DKA	70	Complete
6.	FAM	60	Incomplete
7.	FAP	55	Incomplete
8.	GS	50	Incomplete
9.	HUH	60	Incomplete
10.	HSAS	60	Incomplete
11.	JDP	70	Complete
12.	KFA	50	Incomplete
13.	MAA	50	Incomplete
14.	MA	65	Incomplete
15.	MNH	55	Incomplete
16.	MR	55	Incomplete
17.	MRS	55	Incomplete
18.	MRAW	65	Incomplete
19.	NSB	70	Complete
20.	RRRZM	70	Complete
21.	RNF	55	Incomplete
22.	SF	60	Incomplete
23.	TZF	60	Incomplete
24.	VH	70	Complete
25.	WAS	60	Incomplete
26.	ZR	65	Incomplete
Total		1.565	
Average		60	

Based on the results above, it is known that there are fewer students with complete criteria than students with incomplete criteria. The average student score is only 60, which means students still have not the required standards.

Table 10

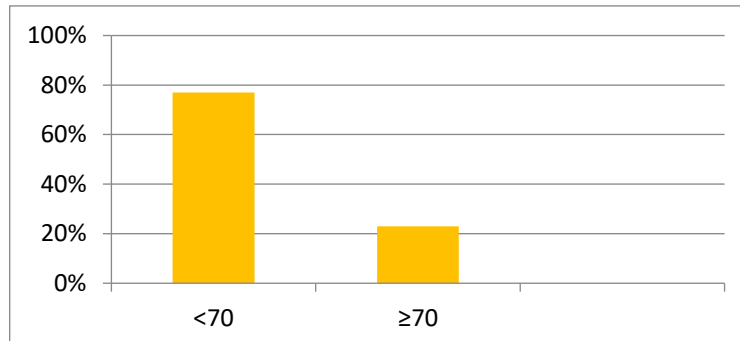
Frequency of Students' Score Evaluation in Cycle I

No.	Score	Frequency	Percentage	Criteria
1.	≥ 70	6 Students	23%	Complete
2.	< 70	20 Students	77%	Incomplete
Total		26 Students	100%	

The data above shows that 77% of students were unsuccessful with incomplete criteria and 23% of students were successful with complete criteria. Successful students are those who obtained a passing score of at least 70 in English at SMP Sunan Ampel Punggur Central Lampung.

Figure 2

The Percentage of Students' Score Evaluation in Cycle I



Based on the charts above, it is known that the number of successful students is less than the number of unsuccessful students, so the results are unsatisfied. The researcher received an average of 60 from the Evaluation cycle I results, indicating that the outcomes were inadequate.

c) Observing

During the observation phase, researcher and collaborator observed student activities throughout the learning process. This

observation were conducted from the beginning to the end of class. Active students earned points by checking off the observation sheets for the first and second meetings. Meanwhile, indicators of student learning activity are as follows:

- a) Students' attention
- b) Students' activeness in the learning process
- c) Students' activeness in the application of the technique
- d) Students' speaking skill

The results of student learning activity can be seen as follows:

Table 11
The Students' Learning Activities in Cycle 1

No.	Name	Aspects			
		Students' Attention	Students' Activeness in Learning Process	Students' Activeness in The Application of Technique	Students' Speaking Skill
1.	AHQ	✓	✓	-	-
2.	AKA	-	-	-	-
3.	AA	✓	✓	✓	-
4.	CIS	✓	✓	✓	✓
5.	DKA	✓	✓	✓	✓
6.	FAM	-	-	-	✓
7.	FAP	✓	✓	-	-
8.	GS	-	-	✓	-
9.	HUH	-	-	✓	-
10.	HSAS	✓	✓	✓	-
11.	JDP	✓	✓	✓	✓
12.	KFA	-	-	✓	-
13.	MAA	✓	✓	✓	✓
14.	MA	✓	✓	✓	✓
15.	MNH	-	-	-	-
16.	MR	-	-	✓	-
17.	MRS	✓	✓	-	✓
18.	MRAW	-	-	✓	-

19.	NSB	✓	✓	-	✓
20.	RRRZM	✓	✓	✓	✓
21.	RNF	✓	✓	✓	✓
22.	SF	✓	✓	✓	✓
23.	TZF	✓	✓	✓	-
24.	VH	✓	✓	✓	✓
25.	WAS	✓	✓	-	-
26.	ZR	✓	✓	✓	✓

The table above is the result of observations of student learning activities during class in cycle I. It shows that not all students were active in the learning process.

Table 12

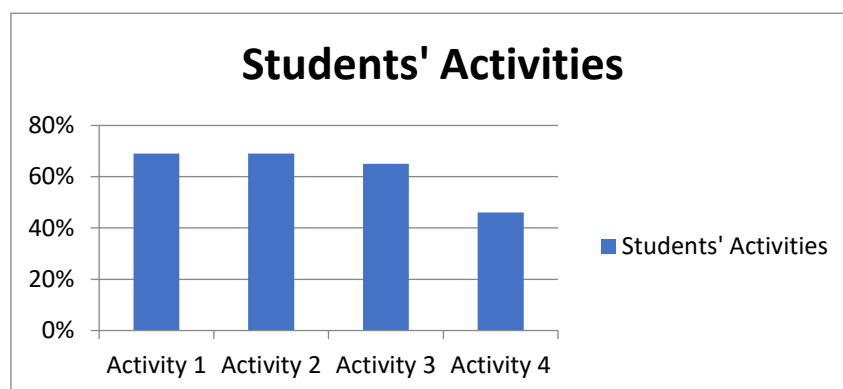
The Frequency of Students' Activities in Cycle 1

No.	Aspects	Frequency	Percentage
1.	Students' attention	18 students'	69%
2.	Students' activeness in learning process	18 students'	69%
3.	Students' activeness in the application of the Technique	17 students'	65%
4.	Students' Speaking Skill	12 students'	46%
Number of Students'		26 students'	
Average Percentage		62%	

From the table data above, it shows that there were 18 students (69%) who paid attention, 18 students (69%) who were active in the learning process, 17 students (65%) who were active in applying the approach, and 12 students (46%) who were able to pronounce vocabulary.

Figure 4

The percentage of the Students' Learning Activities in Cycle 1



The charts shows that student learning activity did not reach 70%. There were 18 students (69%) who paid attention to the teacher's explanation, 18 students (69%) who were active in class, 17 students (65%) who actively applied techniques, and 12 students (46%) who were able to pronounce vocabulary correctly.

Based on the statistics above, it is known that there are fewer students with active criteria than students with less active criteria.

4) Reflecting

Based on the results of observations of the learning process in Cycle I, it can be concluded that the learning process in this research did not achieve a passing grade. At the end of this cycle, the researcher analyzed and calculated the entire process, including students' pre-test and evaluation score in Cycle I.

The comparison between pre-test and evaluation score Cycle I is as follows:

Table 13

The Comparison of Students' Score in Pre-Test and Evaluation cycle I

No	Name	Pre-Test	Evaluation 1	Explanation
1.	AHQ	65	70	Improve
2.	AKA	45	55	Improve
3.	AA	50	55	Improve
4.	CIS	50	55	Improve
5.	DKA	65	70	Improve
6.	FAM	60	60	Improve
7.	FAP	60	55	Improve
8.	GS	50	50	Improve
9.	HUH	60	60	Improve
10.	HSAS	60	60	Improve
11.	JDP	70	70	Improve
12.	KFA	45	50	Improve
13.	MAA	50	50	Improve
14.	MA	65	65	Improve
15.	MNH	60	55	Improve
16.	MR	60	55	Improve
17.	MRS	60	55	Improve
18.	MRAW	55	65	Improve
19.	NSB	65	70	Improve
20.	RRRZM	70	70	Improve
21.	RNF	55	55	Improve
22.	SF	60	60	Improve
23.	TZF	55	60	Improve
24.	VH	70	70	Improve
25.	WAS	50	60	Improve
26.	ZR	50	65	Improve
Total		1.445	1.565	
Average		55	60	
High Grade		70	75	
Low Grade		45	50	

Based on the table of data, it shows that all students' score was improve. The highest grade in pre-test was 70 and the lowest grade was 45 with average 55. Then, the highest grade in evaluation cycle I was 70 and the lowest was 50 with average 60.

Table 14

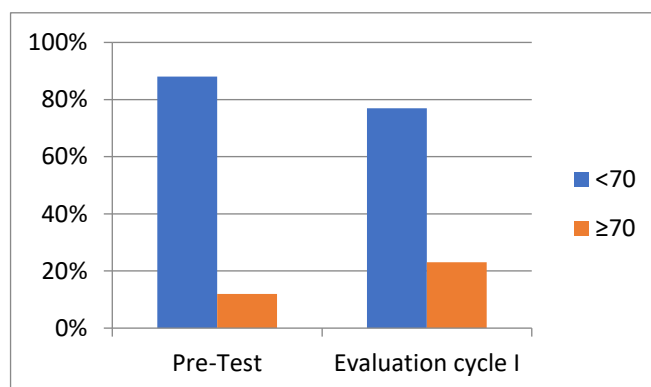
The Comparison of Students' Score in Pre-Test and Evaluation cycle I

Interval	Pre-Test	Evaluation I	Explanation
≥ 70	12%	23%	Complete
< 70	88%	77%	Incomplete
Total	100%	100%	

Then, the comparison graph of students' speaking skill in cycle 1 in pre-test and evaluation cycle I can be seen as follows:

Figure 5

The Percentage of the Students' Score on Pre-test and Evaluation cycle I



From the data above, in the pre-test, 12% of students achieved a passing score, while 88% of students failed. Meanwhile, in evaluation cycle I, 23% of students achieved a passing score, while 77% of students failed. This means there was an improvement between pre-test and evaluation I, but the success indicator did not meet the criteria. It can be concluded that the results were unsuccessful because the success

indicator, which required 70% of students to pass the criteria, had not been achieved.

Regarding the results of pre-test and evaluation I in Cycle I, this was related to the learning process not running optimally. Many students still did not meet the criteria due to a lack of focus during the researcher's presentation of the material. Students appeared less than enthusiastic and engaged when implementing the Islamic Storytelling technique. Consequently, students experienced difficulties in the speaking test in evaluation I. Therefore, the researcher must continue with Cycle II, which consists of planning, implementation, observation, and reflection.

2. Cycle II

The actions in cycle I were unsuccessful, so the researcher had to continue with cycle II. Cycle II was conducted to correct the deficiencies in cycle I, while the steps in cycle II are as follows:

a) Planning

Based on the activities in Cycle I, the process in Cycle II focuses on resolving issues that arise in Cycle I, relating to the delivery of learning materials. Then, the researcher prepared a lesson plan, student activity observation sheets, identified problems, and identified the causes of the problems at the beginning and end of the learning activities. The researcher also planned to provide an evaluation to measure students' mastery of the material presented.

b) Acting

The description of the teaching and learning process in Cycle II was similar to the previous cycle. In each treatment, the researcher attempted to encourage more student engagement. This step was implemented in two sessions: the treatment and the post-test.

The treatment was conducted on September 29th, 2025. The researcher began the lesson by greeting, praying, and checking the students' attendance list. Then, the researcher asked the students about the material in the previous meeting. The researcher continued the activity by giving the material to the students, the material was in the form of an oral test. The students were asked to read the previously provided story text repeatedly to familiarize themselves with each word. The researcher not only corrected the students' pronunciation but also provided examples of gestures while telling the story. 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 October 6th, 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 :

Table 15

The Students' Score Evaluation in Cycle II

No.	Name	Score	Explanation
1.	AHQ	80	Complete
2.	AKA	70	Complete
3.	AA	70	Complete
4.	CIS	75	Complete
5.	DKA	70	Complete
6.	FAM	65	Incomplete
7.	FAP	70	Complete
8.	GS	65	Incomplete
9.	HUH	75	Complete
10.	HSAS	70	Complete
11.	JDP	85	Complete
12.	KFA	75	Complete

13.	MAA	80	Complete
14.	MA	80	Complete
15.	MNH	70	Complete
16.	MR	70	Complete
17.	MRS	80	Complete
18.	MRAW	70	Complete
19.	NSB	80	Complete
20.	RRRZM	85	Complete
21.	RNF	75	Complete
22.	SF	75	Complete
23.	TZF	80	Complete
24.	VH	65	Incomplete
25.	WAS	75	Complete
26.	ZR	75	Complete
Total		2.010	
Average		77	
High Grade		85	
Low Grade		65	

Based on the table above, it can be seen that the students' highest grade in the evaluation cycle II was 85 and the lowest grade was 65. The average of students' score in the evaluation II was 77.

Table 16

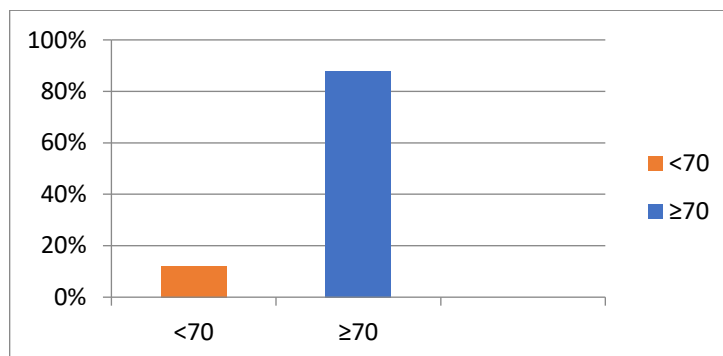
Frequency of Students' Score Evaluation in Cycle II

No	Grade	Frequency	Percentage	Criteria
1.	≥ 70	23 Students	88%	Complete
2.	< 70	3 Students	12%	Incomplete
Total		26	100%	

Based on the data frequency, it shows that in evaluation cycle II, 23 students with grade ≥ 70 or 88% are succeeded with complete criteria and 3 students with grade < 70 or 12% are failed with incomplete criteria.

Figure 6

The Percentage of Students' Score in Evaluation II



Based on the graph above, it can be seen that 88% students succeeded and 12% students failed. This result is higher than the results of evaluation in cycle I. and it can be concluded that the success have meet the criteria. .

3) Observing

During the learning process, four indicators were used to assess student activity. Based on the results of student activity, the researcher was able to assess the success of the learning process in Cycle II. The results of student activity are as follows:

Table 17

The Students' Learning Activities in Cycle II

No.	Name	Aspect			
		Students' Attention	Students' Activeness in Learning Process	Students' Activeness in The Application of Technique	Students' Speaking Skill
1.	AHQ	✓	✓	✓	✓
2.	AKA	✓	-	-	-
3.	AA	✓	✓	✓	✓
4.	CIS	✓	✓	✓	✓
5.	DKA	✓	✓	✓	✓
6.	FAM	✓	-	-	✓
7.	FAP	✓	✓	-	✓

8.	GS	-	-	✓	✓
9.	HUH	✓	-	✓	-
10.	HSAS	✓	✓	✓	✓
11.	JDP	✓	✓	✓	✓
12.	KFA	-	-	✓	-
13.	MAA	✓	✓	✓	✓
14.	MA	✓	✓	✓	✓
15.	MNH	-	-	-	-
16.	MR	✓	-	✓	-
17.	MRS	✓	✓	-	✓
18.	MRAW	✓	-	✓	-
19.	NSB	✓	✓	-	✓
20.	RRRZM	✓	✓	✓	✓
21.	RNF	✓	✓	✓	✓
22.	SF	✓	✓	✓	✓
23.	TZF	✓	✓	✓	-
24.	VH	✓	✓	✓	✓
25.	WAS	✓	✓	-	-
26.	ZR	✓	✓	✓	✓
Total		23	18	19	18

Table 18

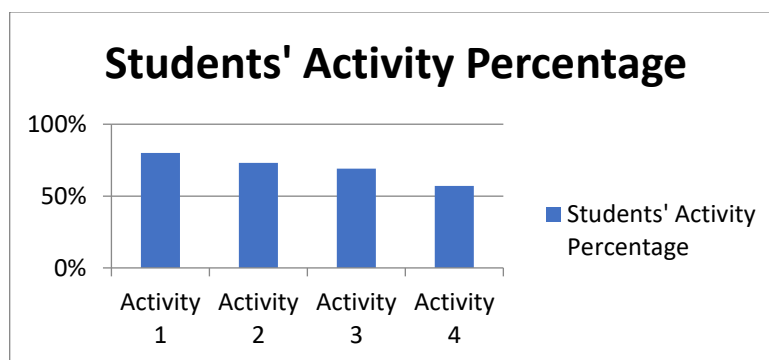
The Frequency of Students' Activities in Cycle II

No.	Aspects	Frequency	Percentage
1.	Students' attention	23 students'	88%
2.	Students' activeness in learning process	18 students'	69%
3.	Students' activeness in the application of the Technique	19 students'	73%
4.	Students' Speaking Skill	18 students'	69%
Number of Students'		26 students'	
Average Percentage		74%	

There were 23 students (88%) who paid attention, 18 students (69%) who were active in the learning process, 19 students (69%) who were active in applying the approach, and 18 students (57%) who were able to pronounce vocabulary.

Figure 7

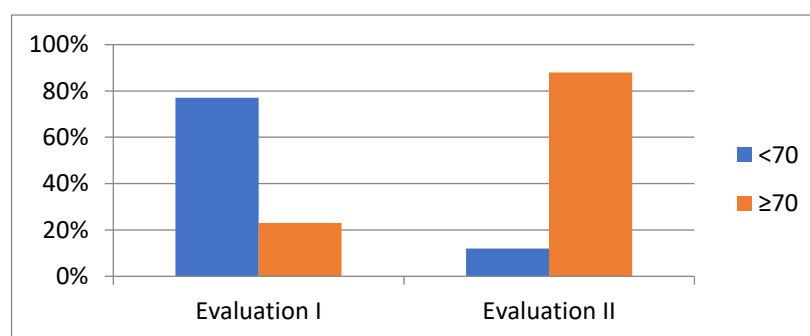
The Percentage of Students' Activities in Evaluation Cycle II



Based on the results above, the researcher indicate that learning process in cycle II was success because the students' learning activity achieved percentage more than 70%.

Figure 8

The Percentage of the Students' Score in Evaluation I and Evaluation II



From the percentage of the students' score in evaluation cycle I and evaluation cycle II, in evaluation I, 23% of students achieved a passing score, while 77% of students failed. Meanwhile, in evaluation II, 88% of students achieved a passing score, while 12% of students failed. This means there was an improvement between

evaluation I and evaluation II. Most of the students could improve their speaking skill. It means that cycle II was successful

3. Post-Test Activity

On Monday, October 9th 2025, the researcher administered a post-test. As with the pre-test and previous evaluations, the post-test was an oral test. Students were required to complete the test individually without any guidance. The researcher called out the students' names in order of attendance, then the students came forward and told an Islamic story aloud and with focus. The students were then required to briefly explain the content of the Islamic story, using their best speaking skills.

Table 19

The Students' Score in Post-Test

No.	Name	Score	Explanation
1.	AHQ	85	Complete
2.	AKA	75	Complete
3.	AA	75	Complete
4.	CIS	75	Complete
5.	DKA	85	Complete
6.	FAM	70	Complete
7.	FAP	70	Complete
8.	GS	70	Complete
9.	HUH	75	Complete
10.	HSAS	70	Complete
11.	JDP	85	Complete
12.	KFA	85	Complete
13.	MAA	80	Complete
14.	MA	80	Complete
15.	MNH	85	Complete
16.	MR	70	Complete
17.	MRS	80	Complete
18.	MRAW	75	Complete
19.	NSB	80	Complete
20.	RRRZM	85	Complete
21.	RNF	85	Complete
22.	SF	75	Complete
23.	TZF	85	Complete

24.	VH	85	Complete
25.	WAS	75	Complete
26.	ZR	75	Complete
Total		2.035	
Average		78	
High Grade		85	
Low Grade		70	

Based on the table of data, it can be seen that the students' highest score in post-test was 85 and the lowest grade was 70. The average grade of post-test was 78.

Table 20

Frequency of Students' Score in Post-Test

No	Grade	Frequency	Percentage	Criteria
1.	≥ 70	26 Students	100%	Complete
2.	< 70	0 Student	0%	Incomplete
Total		26	100%	

Based on the result of post-tsest, it was know that there was an improving in students' speaking skill. It could be seen that all of the students passed the criteria complete. Therefore, the researcher concluded that the research was successful because the indicator of success in this research has been achieved.

Table 21

The Comparison of Students' Score

No	Name	Pre-Test	E. Cycle I	E. Cycle II	Post-Test
1.	AHQ	65	70	80	85
2.	AKA	45	55	70	75
3.	AA	50	55	70	75
4.	CIS	50	55	75	75
5.	DKA	65	70	70	85
6.	FAM	60	60	65	70
7.	FAP	60	55	70	70
8.	GS	50	50	65	70

9.	HUH	60	60	75	75
10.	HSAS	60	60	70	70
11.	JDP	70	70	85	85
12.	KFA	45	50	75	85
13.	MAA	50	50	80	80
14.	MA	65	65	80	80
15.	MNH	60	55	70	85
16.	MR	60	55	70	70
17.	MRS	60	55	80	80
18.	MRAW	55	65	70	75
19.	NSB	65	70	80	80
20.	RRRZM	70	70	85	85
21.	RNF	55	55	75	85
22.	SF	60	60	75	75
23.	TZF	55	60	80	85
24.	VH	70	70	65	85
25.	WAS	50	60	75	75
26.	ZR	50	65	75	75
Total		1.445	1.565	2.010	2.035
Average		55	60	77	78
High Grade		65	70	85	85
Low Grade		45	50	65	70

From the result above, it can be seen that the results of pre-test to the post-test, students' scores always improved. The indicator of success in this research has been achieved, namely >70% of students got a score of ≥ 70 . From the results above, it can be concluded that Classroom Action Research (CAR) has been successful and does not need to be continued to the next cycle because the students' learning process and their learning outcomes have reached the success indicators. This means that Islamic Storytelling can improve students' speaking skill at the eighth grade of SMP Sunan Ampel Punggur, Central Lampung.

B. Discussion

1. Cycle I

According to the results in Cycle I, the number of students who achieved the minimum standard was lower compared to those who did not. During test in cycle I, only 23% of students who met the complete criteria and 77% met the incomplete criteria. The lowest score was 50 and the highest was 70. Researcher and collaborator examined the students' weakness based on the findings of the students' activity in class. The students' learning activity in cycle I revealed that most students lacked focus when the researcher presented the material. Students also lacked enthusiasm when the researcher applied storytelling technique and some were misbehaving when learning began. As a result, students still experienced difficulties during the speaking test in cycle I. Although there was improvement, the results were still unsatisfactory because the success indicators had not been achieved.

2. Cycle II

There was an improvement in student test scores in Cycle II, as evidenced 88% students are succeeded with complete criteria and 12% failed with incomplete criteria. The lowest score was 65 and the highest score was 85. The analysis revealed that the improvement in student learning occurred because students had learned how to tell stories correctly, making learning enjoyable, motivating, challenging, and improve their speaking skills.

Islamic storytelling is expected to be beneficial in learning activities. Based on the explanation of the pre-test, evaluation cycle I, evaluation cycle II, and post-test, it can be concluded that Islamic storytelling technique can improve students' speaking skill. We can see an increase in the average score and the total number of students who passed the test across the pre-test, evaluation cycle I, evaluation cycle II, and post-test.

Furthermore, the standard criteria with a minimum score of 70 or higher was achieved. From this explanation, the researcher concluded that this research was successful and could be stopped at cycle II because the success had been achieved.

The result of this research closely same with the previous research conducted by Ika Irawati, which shows that Storytelling can improve students' speaking skill. The result of the research, students' were better in speaking through storytelling technique, more enjoy and got motivation to study.¹

In this regard, the researcher recommends that teachers use Islamic storytelling techniques in English lessons at SMP Sunan Ampel Punggur. This is because Islamic stories are easy to retell, improve students' speaking skills, and can engage students' interest in learning, so they listen attentively and do not get bored. In addition, through Islamic storytelling techniques it can help build self-confidence, because besides the performance aspect and the applause that usually accompanies it, the acting is very collaborative and mutually supportive.

¹ Irawati dkk, "Improving Students Speaking Ability Through Storytelling (An Experiment at the Eleventh Grade of SMAN 1 Lumbitu)", STKIP Taman Siswa Bima, Bima, 2021

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of the two-cycle learning process, researcher concluded that the Islamic Storytelling technique can improve students' speaking skills and learning activities in eighth-grade students at SMP Sunan Ampel Punggur, Central Lampung.

The research found that the Islamic Storytelling technique can improve students' speaking skills in eighth-grade students at SMP Sunan Ampel Punggur, Central Lampung. This can be seen from the progress in students' pronunciation scores, from the pre-test, evaluation cycle I, evaluation cycle II, to post-test. The percentage of students' scores in the pre-test was 12%, then in evaluation cycle I it was 27%, and in evaluation cycle II it was 88%, and in the post-test it was 100%. This means that the results achieved the success indicator.

In addition, the Islamic Storytelling technique can improve students' learning activities in eighth-grade students at SMP Sunan Ampel Punggur, Central Lampung. The results of student learning activities in cycle I was 62% and in cycle II was 74%. This indicated an improvement in student learning activities, as the research results have achieved the indicator of success.

B. Suggestion

Based on the above conclusions, the researcher offers the following conclusions:

1. For Students

The researcher recommends that students be more active and enthusiastic in classroom learning activities. Students should also continue to improve their English speaking skills through continuous practice to ensure continuous improvement in learning outcomes.

2. For Teachers

It is recommended that teachers implement more active and enjoyable learning activities so that students can focus and enjoy the lessons. The researcher recommends that teachers use Islamic storytelling techniques in English learning, especially to improve students' speaking skills. Teachers are advised to foster close relationships and mutual understanding so that students feel more comfortable while learning.

3. For Head Master

The researcher recommends that principals support English teachers in implementing meaningful media, strategies, and teaching techniques in the learning process. In this regard, principals are advised to support the implementation of conducive learning by conducting teacher training that educates teachers on various alternative learning strategies and techniques that can motivate students in the English learning process.

BIBLIOGRAPHY

- Asrori & Rusman. 2020. *Classroom Action Research pengembangan kompetensi guru*. Pena Persada.
- Amy E., and Spaulding. 2011. *The Art of Storytelling: Telling Truths Through Telling Stories*
- Ary, D., L. C. Jacobs, and A. Razavieh. 2006. *Introduction to Research in Education* (Wadsworth)
- Burns, Anne. 2010. *Doing Action Research in English Language Teaching*. New York: Routledge
- Brown, H. Douglas. 2001. *Teaching by Principle: An Interactive Approach to Language Pedagogy*. Second edition, New York: Addison Wesley Longman.
- _____. 2003. *Language Assesment: Principle and Classroom Practices*. New York: Pearson Longman.
- _____. 2004. *Language Assesment: Principle and Classroom Practices*. San Fransisco StateUniversity.
- Fraser, D. H. (2001). *Teaching Pronunciation: A handbook for teachers and trainers*. New South Wales. Department of Education Training and Youth Affairs (DETYA)
- Harmer, Jeremy. (2001). *The practice of English Language Teaching*. London: Longman.
- Harris, T. L. dan Hodges, R. E. (Eds.). 1995. *The literacy dictionary: The vocabulary of reading and writing*. Newark. Delaware: International Reading Association.
- Kemmis, S. & Mc. Taggart, R. 1988. *TheAction Research Planner*. Victoria: DeakinUniversity Press.

- Koshy, Valsa. 2005. *Action Research for Improving Practice: A Practical Guide*. London: Paul Chapman Publishing.
- Kurt Lewin M. Keller, 1992, *Instructional Design Theory and Models : An Overview of Their Current Status*, Charles M. Regeluth (ed), Lawrence Erlbaum Associates, London.
- Madya, Suwarsih. (2009). *Teori dan Praktik Penelitian Tindakan (Action Research)*. Bandung. : Alfabeta
- McMahon, M., & Watson, M. (2013). *Story telling: crafting identities*. *British Journal of Guidance and Counselling*.
- McNiff, Jean, and Jack Whitehead. 2002. *Action Research: Principles and Practice* Second Edition. London & New York: Routledge.
- Miles Matthew B. Huberman Michael A. 1992. *Qualitative Data Analysis: A Sourcebook of New Methods*. Beverly Hills: Sage Publicatin.
- Patilima, Hamid. 2004. *Metode Penelitian Kualitatif*. Bandung: Alfabeta.
- Widdowson H.G. *Teaching Language as Communication*. Oxford university press.

APPENDICES



PEMERINTAH KABUPATEN LAMPUNG
TENGAHDINAS PENDIDIKAN DAN
KEBUDAYAAN
MUSYAWARAH GURU MATA PELAJARAN (MGMP)
BAHASA INGGRIS MP KABUPATEN LAMPUNG TENGAH
Sekretariat: Gedung Dewan Pendidikan Kab. Lampung Tengah



ALUR TUJUAN PEMBELAJARAN
BAHASA INGGRIS
2025/2026

NO	ELEMEN	CPLAMA	CPBARU	TUJUAN PEMBELAJARAN	LINGKUP MATERI	KELAS / SMTR	JP
1	Menyimak–Berbicara	Pada akhir Fase D, peserta didik menggunakan bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiy yang formal dan informal. Dengan pengulangan dan penggantian kosakata, peserta didik memahami ide utamadan detil yang relevan dan diskusi atau presentasi mengenai berbagai macam topik yang telah familiy dan dalam konteks kehidupan di sekolah dan dirumah. Mereka terlibat dalam diskusi, misalnya memberikan pendapat, membuat perbandingan dan menyampaikan preferensi. Mereka menjabarkan	Memahami luri informasi secara keseluruhan, gagasan utamadan informasi rinci dari teks lisan tentang topik sehari-hari atau yang sesuai dengan minat; menggunakan bahasa Inggris untuk mengungkapkan gagasan dan pengalaman dalam berbagai jenis teks secara lisan tentang topik yang dibahas dengan menggunakan kalimat sederhana dan majemuk baik formal maupun informal sesuai konteks.	Melalui pemodelan, latihan berpasangan dan bermain peran murid mampu berbicara dalam Bahasa Inggris dengan menggunakan kosakata dan kalimat sederhana maupun majemuk dalam berbagai situasi yang relevan dengan kehidupan mereka (lingkungan sekolah, rumah dan sekitar) secara bermakna dan reflektif dengan penuh percaya diri, kemandirian dan komunikatif.	<ul style="list-style-type: none"> • Introducing myself and others (to be, pronoun) • Greeting, • Leave taking • Thanking/Gratitude • Apologizing 	7/1 7/1 7/1 7/1	

				denganmulaimenggunakan kalimatsederhanadanmajemuk	<ul style="list-style-type: none"> - Place - Animal ● Proceduretext - Food and Drink ● Greetingcard 	7/2 7/2	
				denganstrukturteksdanunsur kebahasaanyangtepat;dengan menunjukkan kemampuan bernalarkritis,Kolaborasidan kreativitas			
				Melaluikegiatanmenulis, observasi,projek,petapikiran, gameedukatif,diskusikelompok, presentasi,gallerywalk, pemanfaatandigital,murid mampumenyusun,menulis, merevisi,menyampaikan mengungkapkanpendapatdan mempertahankanargumen tentangsuatuisuterkaittopik sehari-hariatauyangsesuai denganminat.;dengan menunjukkankemampuan bernalarkritis,Kolaborasidan kreativitas	<ul style="list-style-type: none"> ● partof speech ● Schedule ● Notice ● Shortdescription ● Descriptivetext - Place - Animal ● Proceduretext - Food and Drink ● Greetingcard 	7/1 7/1 7/1 7/1 7/2 7/2 7/2	

		berbagai jenis teks. Teks ini		jenis teks multimodal tentang	<ul style="list-style-type: none"> • Procedure text - Food and Drink • Greeting card 	7/2 7/2
		dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks.		topik sehari-hari (sekolah, keluarga) dengan menunjukkan kemampuan kewargaan, Keimanan dan ketakwaan kepada Tuhan Yang Maha Esa dan kolaborasi		
3	Menulis- Mempresentasikan	Pada akhir Fase D, peserta didik mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosakata spesifik dan struktur kalimat sederhana. Menggunakan contoh, mereka membuat perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasif dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat.	Mengomunikasikan gagasan dan pengalaman mereka dalam berbagai jenis teks secara tertulis atau teks multimodal tentang topik sehari-hari atau yang sesuai dengan minat dengan mulai menggunakan kalimat sederhana dan majemuk dengan struktur teks dan unsur kebahasaan yang tepat; mengungkapkan pendapat dan mempertahankan argument tentang suatu isu terkait topik sehari-hari atau yang sesuai dengan minat.	Melalui kegiatan menulis, proyek, petapikiran, game edukatif, diskusi kelompok, presentasi, pemanfaatan digital, murid mampu menyusun, menulis, merevisi, menyampaikan gagasan dan pengalaman dalam berbagai jenis teks secara tertulis atau teks multimodal tentang topik sehari-hari dengan menunjukkan kemampuan bernalar kritis, Kesehatan dan kreativitas.	<ul style="list-style-type: none"> • part of speech • Schedule • Notice • Short description <ul style="list-style-type: none"> • Descriptive text - Place - Animal • Procedure text - Food and Drink • Greeting card 	7/1 7/1 7/1 7/1 7/2 7/2 7/2
				Melalui kegiatan menulis, proyek, petapikiran, game edukatif, diskusi kelompok, presentasi, pemanfaatan digital, murid mampu menyusun, menulis, merevisi, menyampaikan minat	<ul style="list-style-type: none"> • part of speech • Schedule • Notice • Short description <ul style="list-style-type: none"> • Descriptive text 	7/1 7/1 7/1 7/1 7/2

		memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana.				
				Melalui kegiatan pemodelan, membaca, diskusi kelompok, proyek, petapikiran, game edukatif, murid mampu mengidentifikasi informasi, gagasan utama, dan informasi rinci dari teks lisan berbahasa Inggris yang berkaitan dengan topik kehidupan sehari-hari dengan menunjukkan kemampuan bernalar kritis, kolaborasi dan kreativitas.	<ul style="list-style-type: none"> part of speech Schedule Notice Short description 	7/1 7/1 7/1 7/1
				Melalui kegiatan pemodelan, membaca, diskusi kelompok, proyek, petapikiran, game edukatif, murid menunjukkan keterampilan komunikasi yang efektif melalui dialog, presentasi singkat, diskusi kelompok, dan situasi simulatif lainnya dengan menunjukkan kemampuan bernalar kritis, kolaborasi dan kreativitas	<ul style="list-style-type: none"> Descriptive text <ul style="list-style-type: none"> Place Animal Procedure text <ul style="list-style-type: none"> Food and Drink Greeting card 	7/2 7/2 7/2
2	Membaca – Memirsa	Pada akhir fase D peserta didik membaca dan merespon teks familiardantidakfamiliar yang mengandung struktur yang telah dipelajari dan kosakata yang familiarsecara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam	Memahami informasi, informasi tersurat dan tersirat dari berbagai jenis teks tertulis atau teks multimodal tentang topik sehari-hari atau yang sesuai dengan minat dan meresponnya sesuai konteks.	Melalui kegiatan membaca, observasi, gallery walk, diskusi kelompok, proyek, petapikiran, game edukatif, pemanfaatan digital murid mampu mengidentifikasi, menemukan, membandingkan dan menyimpulkan berbagai informasi tersurat dan tersirat dari berbagai	<ul style="list-style-type: none"> part of speech Schedule Notice Short description <ul style="list-style-type: none"> Descriptive text <ul style="list-style-type: none"> Place Animal 	7/1 7/1 7/1 7/1 7/2

4	Menyimak-berbicara	<p>Pada akhir Fase D, peserta didik menggunakan bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan penggantian kosakata, peserta didik memahami ide utama dan detail yang relevan dari diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah. Mereka terlibat dalam diskusi, misalnya memberikan pendapat, membuat perbandingan dan menyampaikan preferensi. Mereka menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana.</p>	<p>Memahami seluruh informasi secara keseluruhan, gagasan utama dan informasi rinci dari teks lisan tentang topik sehari-hari atau yang sesuai dengan minat; menggunakan bahasa Inggris untuk mengungkapkan gagasan dan pengalaman dalam berbagai jenis teks secara lisan tentang topik yang dibahas dengan menggunakan kalimat sederhana dan majemuk baik formal maupun informal sesuai konteks</p>	<p>Melalui pemodelan, Latihan berpasangan dan bermain peran murid mampu berbicara dalam Bahasa Inggris dengan menggunakan kosakata dan kalimat sederhana maupun majemuk dalam berbagai situasi yang relevan dengan kehidupan mereka (lingkungan sekolah, rumah dan sekitar) secara bermakna dan reflektif dengan penuh percaya diri, kemandirian dan komunikatif.</p>	<ul style="list-style-type: none"> ● Invite Someone to Do Something 8/1 ● Asking and Giving Permission 8/1 ● Asking for Attention 8/1 ● Asking and giving opinion 8/1 ● Prohibition, Obligation, Instruction, Suggestion 8/1 	8/1	
				<p>Melalui kegiatan pemodelan, membaca, diskusi kelompok, proyek, petapikiran, game edukatif, murid mampu mengidentifikasi seluruh informasi, gagasan utama, dan informasi rinci dari teks lisan berbahasa Inggris yang berkaitan dengan topik kehidupan sehari-hari dengan menunjukkan kemampuan bernalar kritis, kolaborasi dan kreativitas.</p>	<ul style="list-style-type: none"> ● Announcement 8/1 ● Descriptive text 8/1 ● Invitation 8/1 ● Short Message 8/2 ● Recount text 8/2 <ul style="list-style-type: none"> - Personal Recount - Biography ● Comparative Degree 8/2 ● Advertisement 8/2 <ul style="list-style-type: none"> - Service and Product 	8/1	

				Melalui kegiatan pemodelan, membaca, diskusi kelompok, proyek, petapikiran, game edukatif, murid menunjukkan keterampilan komunikasi yang efektif melalui dialog, presentasi singkat, diskusi kelompok, dan situasi simulatif lainnyadengan menunjukkankemampuanbernalar kritis,kolaborasi dan kreativitas	<ul style="list-style-type: none"> ● Announcement ● Descriptivetext ● Invitation <ul style="list-style-type: none"> ● ShortMessage ● Recount text <ul style="list-style-type: none"> - Personal Recount - Biography ● Comparative Degree ● Advertisement <ul style="list-style-type: none"> - Service and Product 	8/1 8/1 8/1 8/2 8/2 8/2 8/2	
5	Membaca-memirsa	PadaakhirfaseD peserta didikmembacadan merespon teks familiardantidakfamiliar yang mengandung struktur yang telah dipelajari dan	Memahami lur informasi, informasi tersurat dan tersirat dari berbagai jenis teks tertulis atau teks multimodal tentang topik sehari-hari	Melalui kegiatan membaca, observasi, gallery walk, diskusi kelompok, proyek, petapikiran, game edukatif, pemanfaatan digital murid mampu	<ul style="list-style-type: none"> ● Announcement ● Descriptivetext ● Invitation 	8/1 8/1 8/1	
		kosakata yang familiarsecara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks.	atau yang sesuai dengan minat dan meresponnyesuai konteks.	mengidentifikasi, menemukan, membandingkan menyimpulkan berbagai informasi tersurat dan tersirat dari berbagai jenis teks multimodal tentang topik sehari-hari (sekolah, keluarga) dengan menunjukkan kemampuan kewargaan, Keimanan dan ketakwaan kepada Tuhan Yang Maha Esadan kolaborasi	<ul style="list-style-type: none"> ● ShortMessage ● Recount text <ul style="list-style-type: none"> - Personal Recount - Biography ● Comparative Degree ● Advertisement <ul style="list-style-type: none"> - Service and product 	8/2 8/2 8/2 8/2	
6	Menulis-Mempresentasikan	PadaakhirFaseD, peserta didik mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan	Mengomunikasikan gagasan dan pengalaman mereka dalam berbagai jenis teks secara tertulis atau teks multimodal tentang topik sehari-hari atau yang sesuai dengan minat	Melalui kegiatan menulis, proyek, petapikiran, game edukatif, diskusi kelompok, presentasi, pemanfaatan digital, murid mampu menyusun, menulis,	<ul style="list-style-type: none"> ● Announcement ● Descriptivetext ● Invitation 	8/1 8/1 8/1	

		perkembangan dalam penggunaan kosakata spesifik dan struktur kalimat sederhana. Menggunakan contoh, merekam membuat perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat.	dengan mulai menggunakan kalimat sederhana dan majemuk dengan struktur teks dan unsur kebahasaan yang tepat; mengungkapkan pendapat dan mempertahankan argument tentang suatu isu terkait topik sehari-hari atau yang sesuai dengan minat.	merevisi, menyampaikan gagasan dan pengalaman dalam berbagai jenis teks secara tertulis atau teks multimodal tentang topik sehari-hari dan menunjukkan kemampuan bernalar kritis, Kesehatan dan kreativitas.	<ul style="list-style-type: none"> ● Short Message ● Recount text <ul style="list-style-type: none"> - Personal Recount - Biography ● Comparative Degree ● Advertisement <ul style="list-style-type: none"> - Service and product 	8/2 8/2 8/2 8/2	
				Melalui kegiatan menulis, proyek, petapikiran, game edukatif, diskusi kelompok, presentasi, pemanfaatan digital, murid mampu menyusun, menulis,	<ul style="list-style-type: none"> ● Announcement ● Descriptive text ● Invitation 	8/1 8/1 8/1	
				merevisi, menyampaikan minat dengan mulai menggunakan kalimat sederhana dan majemuk dengan struktur teks dan unsur kebahasaan yang tepat; dengan menunjukkan kemampuan bernalar kritis, Kolaborasi dan kreativitas	<ul style="list-style-type: none"> ● Short Message ● Recount text <ul style="list-style-type: none"> - Personal Recount - Biography ● Comparative Degree ● Advertisement <ul style="list-style-type: none"> - Service and Product 	8/2 8/2 8/2 8/2	
				Melalui kegiatan menulis, observasi, proyek, petapikiran, game edukatif, diskusi kelompok, presentasi, gallery walk, pemanfaatan digital, murid mampu menyusun, menulis, merevisi, menyampaikan mengungkapkan pendapat dan mempertahankan argumen	<ul style="list-style-type: none"> ● Announcement ● Descriptive text ● Invitation <ul style="list-style-type: none"> ● Short Message ● Recount text <ul style="list-style-type: none"> - Personal Recount 	8/1 8/1 8/1 8/2 8/2	

Core activities (25 minutes)	<ul style="list-style-type: none"> • Student are given motivation and guidance to view, observe, read and rewrite it. They are given displays and reading materials related to the <i>Islamic Storytelling</i> material.
Introduction (5 minutes)	
	<p style="text-align: center;">CRITICAL THINKING</p> <ul style="list-style-type: none"> • The teacher provides an opportunity to identify as many things as possible that are not yet understood, starting from factual question to hypothetical questions. These questions must still be related to the <i>Islamic Storytelling</i> material.
	<p style="text-align: center;">COMMUNICATION</p> <ul style="list-style-type: none"> • Students express their opinions on the explanation given by the teacher and are responded by the students. <p style="text-align: center;">CREATIVITY</p> <ul style="list-style-type: none"> • Teacher and students make conclusions about things that have been learned related to Wishing and Greetings. Students are given the opportunity to ask again about things that are not yet understood.
Ice Breaking (5 minutes)	
1 The teacher give students time to relax	
2 The teacher give games to students who starting to lose their focus	
2 The teacher invites students to do ice breaking so that students can refocus and be more enthusiastic about participating in learning activities.	
Summary/Conclusion	
1 Students make a summary/conclusion of the lesson regarding important points that emerged in the learning activities that have 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 OBJECTIVES

- 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.

The condition of infrastructure

No.	Infrastructure	Total
1.	Head Master office	1
2.	Teacher office	1
3.	Class	3
4.	Mosque	1
5.	Library	1
6.	Toilet	4
7.	Administration Room	1
8.	Consultation Room	1
9.	School Medical Room	1

FIELD NOTE 1
PRE-TEST

Date : ~~September 14th~~ September 15th, 2025

Time : 10.00 - 11.00

On Monday, September 15th 2025, the researcher arrived at SMP Sultan Ampel Punggur, Central Lampung at 09.50, 10 minutes before teaching learning activities began. At 10.00 the researcher and the English teacher walked into the classroom. The English teacher said hello and greeted the students, after that the teacher introduced the researcher to the students and conveyed that the researcher would continue the lesson for the day.

The researcher explained that the purpose of the day was to pre-test the students. The type of test was an oral test. The researcher gave the students a sheet of paper contained Islamic Story. The students were asked to telling / reading the story as best they could. After the result carried out, the researcher concluded that the students have difficulty in speaking English. The students have limited vocabulary and lack of motivation.

Punggur, September 15th 2025

Collaborator


Kurnia Hardianti, S.Pd

Researcher


Sichila Noernhadi Zeareta
NPM. 1901050035

FIELD NOTE 2
MEETING 1

Date : September 18th, 2021

Time : 10.00 - 11.00

On Thursday, September 18th 2021, the researcher conducted meeting in cycle I. Learning activity began at 10.00 by greeting and checking students attendance. The ~~first~~ meeting was less conducive because students were little bit sleepy.

Before starting to explain the material, the researcher asked students' opinion about material to be studied. The researcher prepared material ~~students'~~ related to the first meeting. After presenting material, the researcher asked students to practice storytelling technique. The researcher gave the students a sheet of paper containing Islamic story ~~and~~. After that, the English teacher (collaborator) and the researcher assess all of students from grammar, vocabulary, pronunciation, comprehension, fluency. Furthermore, researcher and collaborator observing the students' activity in the learning process, activeness of students' during the process of implementing Islamic storytelling technique.

Collaborator



Kurnia Hardianti, S.Pd

Punggur, September 18th 2021

Researcher



Sichila Noermadi Zeareta
NPM. 1901050035

FIELD NOTE 3
MEETING 2

Date : September 29th, 2025

Time : 10.00 - 11.00

On Monday, 29th 2025, the researcher conducted cycle II. The researcher began the lesson by greeting, praying, and checking student's Attendance list. The researcher asked students' about previous material.

The researcher continued the activity by giving the same type of previous material. The researcher ^{corrected} the students' pronunciation and provided example of gestures while telling the story. Then, students' were asked to practice storytelling technique.


In the end of meeting, the researcher gave motivation to the students to study hard and try to ^{get} more in order to good scores especially in English subject.

Collaborator


Kurnia Hardianti, S.Pd

Punggur, ~~September~~ 9th 2026

Researcher


Sichila Noermadi Zeareta
NPM. 1901050035

FIELD NOTE 5
MEETING 3

Date : October 6th, 2025

Time : 10.00 - 11.00

On Monday, 6th 2025, the researcher conducted evaluation II. It was same type with Evaluation in Cycle I. After began the meeting with greeting, praying and checked the students' Attendance list, the researcher distributed a sheet of paper same with the previous meeting. The students were asked to practice their storytelling in front of the class. After finish^{ing} the test, the researcher and collaborator assess the students' score.

Punggur, October 6th 2026

Collaborator


Kurnia Hardianti, S.Pd

Researcher


Sichila Noermadi Zeareta
NPM. 1901050035

FIELD NOTE
POST-TEST

Date : October, 9th 2025

Time : 10.00 - 11.00

On Thursday, 9th 2025 the researcher conducted post-test. As with the pretest and previous evaluations, the post-test was an oral test. After began the class with greeting, praying and checked the students' attendance list, the researcher gave the students a test. The students were required to complete the test individually without any guidance.

After finish the test, the researcher and the collaborator assess all the students' score. It was concluded that in the post-test the students' score were higher than pre-test, evaluation cycle 1 and 2 which means the students passed the minimum standards.

Punggur, October 9th 2026

Collaborator


Kurnia Hardianti, S.Pd

Researcher


Sichila Noermadi Zeareta
NPM. 1901050035

Teaching Material

1. Sheet contained Islamic story
2. The story used was Nuh and His Ship
3. The purpose of using Islamic story is to inspire students through story of prophet
4. The learning methods/learning models:
 - a. Reading the story
 - b. Memorizing the story
 - c. Retelling story
 - d. Question and answer

The Speaking Rubric of Students' Skill in Pre-Test (by researcher)

No.	Name	Aspect of Speaking					Score
		Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	
1.	AHQ	2	2	3	3	3	13 (65)
2.	AKA	1	1	2	3	2	9 (45)
3.	AA	1	1	2	3	2	10 (50)
4.	CIS	2	1	2	2	3	10 (50)
5.	DKA	2	2	3	3	3	13 (65)
6.	FAM	2	2	2	3	3	12 (60)
7.	FAP	2	2	2	3	3	12 (60)
8.	GS	1	1	2	3	2	10 (50)
9.	HUH	2	2	2	3	3	12 (60)
10.	HSAS	2	2	2	3	3	12 (60)
11.	JDP	3	2	3	3	3	14 (70)
12.	KFA	1	1	2	3	2	9 (45)
13.	MAA	1	1	2	3	2	9 (45)
14.	MA	3	2	2	3	3	13 (65)
15.	MNH	2	2	2	3	3	12 (60)
16.	MR	2	2	2	3	3	12 (60)
17.	MRS	2	2	2	3	3	12 (60)
18.	MRAW	3	2	2	2	2	11 (55)
19.	NSB	3	2	2	3	3	13 (65)
20.	RRRZM	3	2	3	3	3	14 (70)
21.	RNF	1	2	2	2	3	10 (50)
22.	SF	2	2	2	3	3	12 (60)
23.	TZF	1	2	2	2	3	11 (55)
24.	VH	3	2	3	3	3	14 (70)
25.	WAS	1	2	2	2	3	10 (50)
26.	ZR	1	2	2	2	3	10 (50)

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

No.	Name	Aspect of Speaking					Score
		Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	
1.	AHQ	2	2	3	3	3	13 (65)
2.	AKA	2	1	2	2	2	9 (45)
3.	AA	1	1	2	3	2	10 (50)
4.	CIS	2	1	2	2	3	10 (50)
5.	DKA	2	2	3	3	3	13 (65)
6.	FAM	2	2	2	3	3	12 (60)
7.	FAP	2	2	2	3	3	12 (60)
8.	GS	2	1	2	3	2	10 (50)
9.	HUH	2	2	2	3	3	12 (60)
10.	HSAS	2	2	2	3	3	12 (60)
11.	JDP	3	2	3	3	3	14 (70)
12.	KFA	2	1	2	2	2	9 (45)
13.	MAA	3	1	2	3	2	11 (55)
14.	MA	3	2	2	3	3	13 (65)
15.	MNH	2	2	2	3	3	12 (60)
16.	MR	2	2	2	3	3	12 (60)
17.	MRS	2	2	2	3	3	12 (60)
18.	MRAW	3	2	2	2	2	11 (55)
19.	NSB	3	2	2	3	3	13 (65)
20.	RRRZM	3	2	3	3	3	14 (70)
21.	RNF	3	2	2	2	3	12 (60)
22.	SF	2	2	2	3	3	12 (60)
23.	TZF	1	2	2	2	3	11 (55)
24.	VH	3	2	3	3	3	14 (70)
25.	WAS	1	2	2	2	3	10 (50)
26.	ZR	1	2	2	2	3	10 (50)

The Average of Students' Speaking Skill in Pre-Test

No.	Name	Score by Researcher	Score by Teacher	Average
1.	AHQ	13 (65)	13 (65)	65
2.	AKA	9 (45)	9 (45)	45
3.	AA	10 (50)	10 (50)	50
4.	CIS	10 (50)	10 (50)	50
5.	DKA	13 (65)	13 (65)	65
6.	FAM	12 (60)	12 (60)	60
7.	FAP	12 (60)	12 (60)	60
8.	GS	10 (50)	10 (50)	50
9.	HUH	12 (60)	12 (60)	60
10.	HSAS	12 (60)	12 (60)	60
11.	JDP	14 (70)	14 (70)	70
12.	KFA	9 (45)	9 (45)	45
13.	MAA	9 (45)	11 (55)	50
14.	MA	13 (65)	13 (65)	65
15.	MNH	12 (60)	12 (60)	60
16.	MR	12 (60)	12 (60)	60
17.	MRS	12 (60)	12 (60)	60
18.	MRAW	11 (55)	11 (55)	55
19.	NSB	13 (65)	13 (65)	65
20.	RRRZM	14 (70)	14 (70)	70
21.	RNF	10 (50)	12 (60)	55
22.	SF	12 (60)	12 (60)	60
23.	TZF	11 (55)	11 (55)	55
24.	VH	14 (70)	14 (70)	70
25.	WAS	10 (50)	10 (50)	50
26.	ZR	10 (50)	10 (50)	50

The Speaking Rubric of Students' Skill in Evaluation Cycle I (by researcher)

No.	Name	Aspect of Speaking					Score
		Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	
1.	AHQ	3	2	3	3	3	14 (70)
2.	AKA	2	2	2	3	2	11 (55)
3.	AA	1	2	2	3	2	11 (55)
4.	CIS	2	1	2	2	3	12 (60)
5.	DKA	2	2	3	3	3	14 (70)
6.	FAM	2	2	2	3	3	12 (60)
7.	FAP	2	2	2	3	3	11 (55)
8.	GS	2	1	2	3	2	10 (50)
9.	HUH	2	2	2	3	3	11 (55)
10.	HSAS	2	2	2	3	3	11 (55)
11.	JDP	3	2	3	3	3	14 (70)
12.	KFA	2	1	2	3	2	10 (50)
13.	MAA	2	1	2	3	2	10 (50)
14.	MA	3	2	2	3	3	14 (70)
15.	MNH	2	2	2	3	3	11 (55)
16.	MR	2	2	2	3	3	11 (55)
17.	MRS	2	1	2	3	3	10 (50)
18.	MRAW	3	2	2	2	2	14 (70)
19.	NSB	3	2	2	3	3	14 (70)
20.	RRRZM	3	2	3	3	3	14 (70)
21.	RNF	1	2	2	2	3	11 (55)
22.	SF	2	2	2	3	3	12 (60)
23.	TZF	1	2	2	2	3	13 (65)
24.	VH	3	2	3	3	3	14 (70)
25.	WAS	1	2	2	2	3	11 (55)
26.	ZR	3	2	2	3	3	13 (65)

The Speaking Rubric of Students' Skill in Evaluation cycle I (by teacher)

No.	Name	Aspect of Speaking					Score
		Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	
1.	AHQ	2	2	3	3	3	14 (70)
2.	AKA	2	1	2	3	3	11 (55)
3.	AA	2	1	2	3	3	11 (55)
4.	CIS	2	1	2	2	3	10 (50)
5.	DKA	2	2	3	3	3	14 (70)
6.	FAM	2	2	2	3	3	12 (60)
7.	FAP	2	2	2	3	3	11 (55)
8.	GS	1	1	2	3	2	10 (50)
9.	HUH	2	2	2	3	3	13 (65)
10.	HSAS	2	2	2	3	3	13 (65)
11.	JDP	3	2	3	3	3	14 (70)
12.	KFA	1	1	2	3	2	10 (50)
13.	MAA	1	1	2	3	2	10 (50)
14.	MA	3	2	2	3	3	12 (60)
15.	MNH	2	2	2	3	3	11 (55)
16.	MR	2	2	2	3	3	11 (55)
17.	MRS	2	2	2	3	3	12 (60)
18.	MRAW	3	2	2	2	2	12 (60)
19.	NSB	3	2	2	3	3	14 (70)
20.	RRRZM	3	2	3	3	3	14 (70)
21.	RNF	1	2	2	2	3	11 (55)
22.	SF	2	2	2	3	3	12 (60)
23.	TZF	1	2	2	2	3	11 (55)
24.	VH	3	2	3	3	3	14 (70)
25.	WAS	3	2	2	3	3	13 (65)
26.	ZR	3	2	2	3	3	13 (65)

The Average of Students' Speaking Skill in Evaluation Cycle I

No.	Name	Score by Researcher	Score by Teacher	Average
1.	AHQ	14 (70)	14 (70)	70
2.	AKA	11 (55)	11 (55)	55
3.	AA	11 (55)	11 (55)	55
4.	CIS	12 (60)	10 (50)	55
5.	DKA	14 (70)	14 (70)	70
6.	FAM	12 (60)	12 (60)	60
7.	FAP	11 (55)	11 (55)	55
8.	GS	10 (50)	10 (50)	50
9.	HUH	11 (55)	13 (65)	60
10.	HSAS	11 (55)	13 (65)	60
11.	JDP	14 (70)	14 (70)	70
12.	KFA	10 (50)	10 (50)	50
13.	MAA	10 (50)	10 (50)	50
14.	MA	14 (70)	12 (60)	65
15.	MNH	11 (55)	11 (55)	55
16.	MR	11 (55)	11 (55)	55
17.	MRS	10 (50)	12 (60)	55
18.	MRAW	14 (70)	12 (60)	65
19.	NSB	14 (70)	14 (70)	70
20.	RRRZM	14 (70)	14 (70)	70
21.	RNF	11 (55)	11 (55)	55
22.	SF	12 (60)	12 (60)	60
23.	TZF	13 (65)	11 (55)	60
24.	VH	14 (70)	14 (70)	70
25.	WAS	11 (55)	13 (65)	60
26.	ZR	13 (65)	13 (65)	65

The Speaking Rubric of Students' Skill in Evaluation cycle II (by researcher)

No.	Name	Aspect of Speaking					Score
		Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	
1.	AHQ	3	3	3	3	4	16 (80)
2.	AKA	3	2	2	3	3	13 (65)
3.	AA	3	2	3	3	3	14 (70)
4.	CIS	3	3	3	3	3	13 (65)
5.	DKA	3	3	3	4	4	16 (80)
6.	FAM	3	2	3	3	3	14 (70)
7.	FAP	2	3	3	3	3	12 (60)
8.	GS	3	3	2	3	2	13 (65)
9.	HUH	2	3	3	3	3	12 (60)
10.	HSAS	2	2	3	3	3	12 (60)
11.	JDP	3	3	3	4	3	16 (80)
12.	KFA	3	3	3	2	2	13 (65)
13.	MAA	3	3	3	2	2	13 (65)
14.	MA	4	3	2	3	3	16 (80)
15.	MNH	4	3	3	3	3	12 (60)
16.	MR	3	3	3	3	3	13 (65)
17.	MRS	3	3	2	4	3	13 (65)
18.	MRAW	3	2	2	2	2	12 (60)
19.	NSB	4	3	3	4	3	16 (80)
20.	RRRZM	4	3	3	4	3	16 (80)
21.	RNF	2	3	3	3	3	14 (70)
22.	SF	3	3	3	3	3	14 (70)
23.	TZF	3	3	3	4	3	14 (70)
24.	VH	3	3	3	4	3	14 (70)
25.	WAS	3	3	2	2	3	13 (65)
26.	ZR	3	2	2	3	3	13 (65)

The Speaking Rubric of Students' Skill in Evaluation cycle II (by teacher)

No.	Name	Aspect of Speaking					Score
		Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	
1.	AHQ	3	3	3	3	4	16 (80)
2.	AKA	3	2	2	3	3	13 (65)
3.	AA	4	3	3	3	3	14 (70)
4.	CIS	4	3	3	3	3	15 (75)
5.	DKA	3	3	3	4	4	13 (65)
6.	FAM	3	2	3	3	3	12 (60)
7.	FAP	2	3	3	3	3	12 (60)
8.	GS	3	3	2	3	3	13 (65)
9.	HUH	2	3	3	3	4	14 (70)
10.	HSAS	3	2	3	3	3	14 (70)
11.	JDP	3	3	3	4	4	16 (80)
12.	KFA	3	3	3	2	4	15 (75)
13.	MAA	3	3	3	2	4	15 (75)
14.	MA	4	3	2	3	4	16 (80)
15.	MNH	4	3	3	3	4	14 (70)
16.	MR	3	3	3	3	4	15 (75)
17.	MRS	4	3	2	4	3	15 (75)
18.	MRAW	3	2	2	2	2	14 (70)
19.	NSB	4	3	3	4	3	16 (80)
20.	RRRZM	4	3	3	4	3	16 (80)
21.	RNF	2	3	3	3	3	12 (60)
22.	SF	3	3	3	3	3	14 (70)
23.	TZF	3	3	3	4	3	16 (80)
24.	VH	3	3	3	4	3	12 (60)
25.	WAS	3	3	2	2	3	13 (65)
26.	ZR	3	2	2	3	3	13 (65)

The Average of Students' Speaking Skill in Evaluation Cycle II

No.	Name	Score by Researcher	Score by Teacher	Average
1.	AHQ	16 (80)	16 (80)	80
2.	AKA	13 (65)	13 (65)	65
3.	AA	14 (70)	14 (70)	70
4.	CIS	13 (65)	15 (75)	70
5.	DKA	16 (80)	13 (65)	70
6.	FAM	14 (70)	12 (60)	65
7.	FAP	12 (60)	12 (60)	60
8.	GS	13 (65)	13 (65)	65
9.	HUH	12 (60)	14 (70)	65
10.	HSAS	12 (60)	14 (70)	65
11.	JDP	16 (80)	16 (80)	80
12.	KFA	13 (65)	15 (75)	70
13.	MAA	13 (65)	15 (75)	70
14.	MA	16 (80)	16 (80)	80
15.	MNH	12 (60)	14 (70)	65
16.	MR	13 (65)	15 (75)	70
17.	MRS	13 (65)	15 (75)	70
18.	MRAW	12 (60)	14 (70)	65
19.	NSB	16 (80)	16 (80)	80
20.	RRRZM	16 (80)	16 (80)	80
21.	RNF	14 (70)	12 (60)	65
22.	SF	14 (70)	14 (70)	60
23.	TZF	14 (70)	16 (80)	75
24.	VH	14 (70)	12 (60)	65
25.	WAS	13 (65)	13 (65)	65
26.	ZR	13 (65)	13 (65)	65

The Speaking Rubric of Students' Skill in Post-test (by researcher)

No.	Name	Aspect of Speaking					Score
		Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	
1.	AHQ	3	3	3	4	4	17 (85)
2.	AKA	3	2	3	3	3	14 (70)
3.	AA	3	3	3	3	3	15 (75)
4.	CIS	2	2	3	3	3	14 (70)
5.	DKA	3	3	3	4	4	17 (85)
6.	FAM	3	2	3	3	3	15 (65)
7.	FAP	3	3	3	3	3	14 (70)
8.	GS	2	3	2	3	3	14 (70)
9.	HUH	3	3	3	3	4	14 (70)
10.	HSAS	2	2	3	3	3	13 (65)
11.	JDP	3	3	3	4	4	13 (65)
12.	KFA	3	3	3	2	4	17 (85)
13.	MAA	3	3	3	2	4	14 (70)
14.	MA	4	3	2	3	4	15 (75)
15.	MNH	4	3	3	3	4	17 (85)
16.	MR	3	3	3	3	4	13 (65)
17.	MRS	4	3	2	4	3	15 (75)
18.	MRAW	3	2	2	2	2	15 (75)
19.	NSB	4	3	3	4	3	13 (65)
20.	RRRZM	4	3	3	4	3	17 (85)
21.	RNF	2	3	3	3	3	17 (85)
22.	SF	3	3	3	3	3	15 (75)
23.	TZF	3	3	3	4	3	17 (85)
24.	VH	3	3	3	4	3	17 (85)
25.	WAS	3	3	2	2	3	13 (65)
26.	ZR	3	3	3	3	3	15 (75)

The Speaking Rubric of Students' Skill in Post-test (by teacher)

No.	Name	Aspect of Speaking					Score
		Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	
1.	AHQ	3	3	3	4	4	17 (85)
2.	AKA	3	3	3	3	4	14 (70)
3.	AA	4	3	3	3	3	15 (75)
4.	CIS	4	3	3	3	3	14 (70)
5.	DKA	3	3	3	4	4	17 (85)
6.	FAM	3	2	3	3	3	15 (65)
7.	FAP	3	3	3	3	3	14 (70)
8.	GS	2	3	2	3	3	14 (70)
9.	HUH	3	3	3	3	4	14 (70)
10.	HSAS	2	2	3	3	3	13 (65)
11.	JDP	3	3	3	4	4	13 (65)
12.	KFA	3	3	3	2	4	17 (85)
13.	MAA	3	3	3	2	4	14 (70)
14.	MA	4	3	2	3	4	15 (75)
15.	MNH	4	3	3	3	4	17 (85)
16.	MR	3	3	3	3	4	13 (65)
17.	MRS	4	3	2	4	3	15 (75)
18.	MRAW	3	2	2	2	2	15 (75)
19.	NSB	4	3	3	4	3	13 (65)
20.	RRRZM	4	3	3	4	3	17 (85)
21.	RNF	2	3	3	3	3	17 (85)
22.	SF	3	3	3	3	3	15 (75)
23.	TZF	3	3	3	4	3	17 (85)
24.	VH	3	3	3	4	3	17 (85)
25.	WAS	3	3	2	2	3	13 (65)
26.	ZR	3	3	3	3	3	15 (75)

The Average of Students' Speaking Skill in Post-test

No.	Name	Score by Researcher	Score by Teacher	Average
1.	AHQ	17 (85)	17 (85)	85
2.	AKA	14 (70)	14 (70)	70
3.	AA	15 (75)	15 (75)	75
4.	CIS	14 (70)	14 (70)	70
5.	DKA	17 (85)	17 (85)	85
6.	FAM	15 (65)	15 (65)	65
7.	FAP	14 (70)	14 (70)	70
8.	GS	14 (70)	14 (70)	70
9.	HUH	14 (70)	14 (70)	70
10.	HSAS	13 (65)	13 (65)	65
11.	JDP	13 (65)	13 (65)	65
12.	KFA	17 (85)	17 (85)	85
13.	MAA	14 (70)	14 (70)	70
14.	MA	15 (75)	15 (75)	75
15.	MNH	17 (85)	17 (85)	85
16.	MR	13 (65)	13 (65)	65
17.	MRS	15 (75)	15 (75)	75
18.	MRAW	15 (75)	15 (75)	75
19.	NSB	13 (65)	13 (65)	65
20.	RRRZM	17 (85)	17 (85)	85
21.	RNF	17 (85)	17 (85)	85
22.	SF	15 (75)	15 (75)	75
23.	TZF	17 (85)	17 (85)	85
24.	VH	17 (85)	17 (85)	85
25.	WAS	13 (65)	13 (65)	65
26.	ZR	15 (75)	15 (75)	75

NUH AND HIS SHIP

Nuh was one of Allah's prophets, and he was a ship maker. So, aside from asking his people to believe in Allah, he would build boats and ships. One day, Allah inspired him to build such a huge ship. But there was no river, sea, ocean, or any other source of water nearby; so, everyone wondered mockingly about what he would do with the ship. Yet, he complied and built the huge ship.

Later on, Allah ordered Nuh to bring to the ship one male, and one female of every species of living creatures. Still, he didn't understand why but had full trust in Allah that he followed the order. Suddenly, it was heavily raining, and water was exploding out of the ground. There was so much water that a sea of water was formed, and Noh's ship has safely sailed to a dry shore.

Nuh and His Ship

One day, Prophet Nuh AS prayed to Allah SWT. Prophet Nuh AS prayed that his people who were shirk would be given guidance. Allah SWT answered this prayer and ordered Prophet Nuh and his followers to build a large ship.

Prophet Nuh AS and his loyal followers finally built a ship on a hill. They cut down trees and used the wood to make ship. The stubborn people of Prophet Nuh AS actually made fun of this work. They even dared to throw dirt at the Prophet Nuh AS and his followers' ship while they were building it. After the ship of Prophet Nuh AS was finished, he then invited all his people to get into the ship. Prophet Nuh AS also brought with him all species of animals. Each one is presented for each type. Apart from that, Prophet Nuh AS also brought plant seeds. So that in the future these types of animals and plants can still reproduce. The clouds started to get cloudy, followed by the sound of thunder. Heavy rain fell, and it is said that it didn't stop for three days, until a flash flood occurred. Prophet Nuh's ship began to rise as the waters began to flood the land. No place was safe from the flood at that time except prophet Nuh' ship.

The rain continued for forty days and forty nights. After that, the rain slowly subsided, and the air gradually calmed. After 150 days, Nuh and his faithful followers disembarked from the ship and began building a new life. They lived in obedience and prosperity under the protection of Allah SWT. Prophet Nuh's descendants grew in number and spread throughout the world.

The Documentation





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI JURAI SIWO LAMPUNG
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara No.118, Iringmulyo 15 A, Metro Timur Kota Metro Lampung 34112
Telepon (0725) 47297; Faksimili (0725) 47296; www.uinjusila.ac.id; humas@uinjusila.ac.id

Nomor : B-1552/In.28/J/TL.01/12/2025
Lampiran : -
Perihal : **IZIN PRASURVEY**

Kepada Yth.,
KEPALA SEKOLAH SMP SUNAN
AMPEL PUNGGUR
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Bapak/Ibu KEPALA SEKOLAH SMP SUNAN AMPEL PUNGGUR berkenan memberikan izin kepada mahasiswa kami, atas nama :

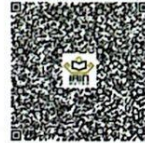
Nama : **SICHILA NOERMADI ZEARETA**
NPM : [1901050035](#)
Semester : 13 (Tiga Belas)
Jurusan : Tadris Bahasa Inggris
Judul : **IMPROVING STUDENTS' SPEAKING SKILL THROUGH
ISLAMIC STORYTELLING AT THE EIGHT GRADE OF
SMP SUNAN AMPEL PUNGGUR**

untuk melakukan prasurvey di SMP SUNAN AMPEL PUNGGUR, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu KEPALA SEKOLAH SMP SUNAN AMPEL PUNGGUR untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 01 Desember 2025
Ketua Jurusan,



Dr. Much Deiniatur M.Pd.B.I.
NIP [19880308 201503 1 006](#)



YAYASAN SUNAN AMPEL PUNGGUR
 AKTA NOTARIS : Nomor 61 / 30 / XI / 2016
 SK KEMENKUMHAM RI : Nomor AHU-0045675.AH.01.04. Tahun 2016
SMP SUNAN AMPEL PUNGGUR

NPSN : 70000804 NSS : 20.2.12.02.06.230
 Alamat : Jl. Raden Rahmat Kampung Totokaton Kecamatan Punggur
 Kabupaten Lampung Tengah Kode Pos. 34152 HP. 085357010472

Nomor : 421/075/C.17/D.a.VI.01/2025
 Lampiran : -
 Hal : Surat Balasan Pra-Survey

Kepada Yth.
 Ketua Jurusan
 Tadris Bahasa Inggris
 Di Tempat

Assalamualaikum Wr.Wb.

Teriiring salam dan do'a semoga Allah SWT senantiasa melimpahkan rahmat serta hidayah-Nya kepada kita semua dalam kehidupan ini.

Menindak lanjuti surat permohonan izin pra-survey yang diajukan:

Nama : **SICHILA NOERMADI ZEARETA**
 NPM : 1901050035
 Program Studi : Tadris Bahasa Inggris
 Fakultas : FKIP Universitas Islam Negeri Jurai Siwo Lampung

Bahwa mahasiswa tersebut diatas diizinkan untuk melakukan Pra-survei di SMP Sunan Ampel Punggur dengan judul "IMPROVING STUDENT'S SPEAKING SKILL THROUGH ISLAM STORYTELLING AT THE EIGHT GRADE OF SMP SUNAN AMPEL PUNGGUR".

Demikian surat ini disampaikan, untuk dipergunakan sebagaimana mestinya.

Wassalamu 'alaikum Wr.Wb.

Punggur, 3 Desember 2025
 Kepala SMP Sunan Ampel



Muhammad Abdul Ghofur



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI JEMBRANA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara No.118, Iringmulyo 15 A, Metro Timur Kota Metro Lampung 34112
Telepon (0725) 47297; Faksimili (0725) 47296; www.uinjusila.ac.id; humas@uinjusila.ac.id

Nomor : B-0628/In.28/D.1/TL.00/02/2026
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMP SUNAN AMPEL
PUNGGUR
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-0627/In.28/D.1/TL.01/02/2026, tanggal 11 Februari 2026 atas nama saudara:

Nama : **SICHILA NOERMADI ZEARETA**
NPM : **1901050035**
Semester : **14 (Empat Belas)**
Jurusan : **Tadris Bahasa Inggris**

Maka dengan ini kami sampaikan kepada KEPALA SMP SUNAN AMPEL PUNGGUR bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP SUNAN AMPEL PUNGGUR, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENTS' SPEAKING SKILL THROUGH ISLAMIC STORYTELLING AT THE EIGHTH GRADE OF SMP SUNAN AMPEL PUNGGUR CENTRAL LAMPUNG".

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

Wassalamu'alaikum Wr. Wb.

Metro, 11 Februari 2026
Wakil Dekan Akademik dan
Kelembagaan,



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



YAYASAN SUNAN AMPEL PUNGGUR
 AKTA NOTARIS / Nomor 61 / JN / ST / 2014
 SK PEMENKUMHAM RI. Nomor AHU-001473.AH.01.01. Tahun 2016
SMP SUNAN AMPEL PUNGGUR
 NPSN / 7000001 NNS / 20.1.11.03.06.130
 Alamat : Jl. Husein Rahmat Karapasar Terbitatan Kemukiman Punggur
 Kelurahan Lingseng Tanjung Kuala Pos. 34152 HP. 0915101017

Nomor 421/091/K/17/D.A.VI/01/2026
 Lampiran :
 Hal Surat Balasan Penelitian

Kepada Yth
 Ketua Jurusan
 Tadris Bahasa Inggris
 Di Tempat

Assalamualaikun Wr.Wb.


Teriring salam dan do'a semoga Allah SWT senantiasa melimpahkan rahmat serta hidayah-Nya kepada kita semua dalam kehidupan ini.

Saya yang bertanda tangan dibawah ini:
 Nama : Muhammad Abdul Ghofur
 Jabatan : Kepala Sekolah

Dengan ini menyatakan bahwa:
 Nama : SICHILA NOERMADI ZEARETA
 NIM : 1901050035
 Program Studi : Tadris Bahasa Inggris
 Fakultas : FKIP Universitas Islam Negeri Jurai Siwo Lampung

Bahwa mahasiswa tersebut diatas telah mengadakan penelitian di SMP Sunan Ampel Punggur dengan judul skripsi: IMPROVING STUDENT'S SPEAKING SKILL THROUGH ISLAM STORYTELLING AT THE EIGHT GRADE OF SMP SUNAN AMPEL PUNGGUR".

Demikian surat ini disampaikan, untuk dipergunakan sebagaimana mestinya.
Wassalamu'alaikum Wr.Wb.

Punggur, 12 Februari 2026
 Kepala SMP Sunan Ampel

 Muhammad Abdul Ghofur

2/9/26, 4:41 PM

Bimbingan Skripsi



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI JURAI SIWO LAMPUNG
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara No.118, Iringmulyo 15 A, Metro Timur Kota Metro Lampung 34112
Telepon (0725) 47297; Faksimili (0725) 47296; www.uinjusila.ac.id; humas@uinjusila.ac.id

Nomor : /In.28.1/J/TL.00//2026
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 : **SICHILA NOERMADI ZEARETA**
NPM : 1901050035
Semester : 14 (Empat Belas)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : **IMPROVING STUDENTS' SPEAKING SKILL THROUGH ISLAMIC STORYTELLING AT THE EIGHTH GRADE OF SMP SUNAN AMPEL PUNGGUR CENTRAL LAMPUNG**

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.

CS Scanned with CamScanner

<https://sismik.metrouniv.ac.id/page/mahasiswa/bimbingan/mhs-daftar-bimbinganskripsi1-qrkode.php>

1/2



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

Jalan Ki. Hajar Dewantara Kampus 15 A Ringroad Metro Timur Kota Metro Lampung 34111
 Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.iaimetro.ac.id; e-mail: tarbiyah.iaimetro@metro.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 IAIN METRO

Nama : Sichila Noermadi Zeareta
 NPM : 1901050035

Program Studi : TBI
 Semester : XII

No	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	26 Juli 2022	konsultasi background of Study	
2.	23 Juni 2022	konsultasi pergantian judul R&D → CAR	
3.	24 Juni	BAB I ACC	
4.	24 Juni	DAD II REVISE	
5.	2 Juli	BAB III REVISE	
6.		Chapter I, II, III Acc for Proposal Seminar	

Mengesahkan
 Ketua Program Studi TBI



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

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**

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

**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Sichila Noermadi Zeareta
NPM : 1901050035

Program Studi : TBI
Semester : XII

No	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	26 Januari 2026	Chapter 4	Smt
2	13 Februari 2026	Chapter 4	Smt
3	16 Februari 2026	Chapter 4 & 5	Smt
4	15 Februari 2026	Chapter 4 & 5	Smt
5	24 Februari 2026	All chapters	Smt
6	28 Februari 2026	Ace for Muna Qosuh	Smt

Mengesahkan
Kartu Program Studi TBI



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

Dosen Pembimbing



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

COPY-AN UNDERGRADUATE
THESIS.docx

by --

Submission date: 13-Feb-2026 01:03PM (UTC+0900)

Submission ID: 2878096863

File name: Copy-AN_UNDERGRADUATE_THESIS.docx (284.66K)

Word count: 11664

Character count: 72258

Copy-AN UNDERGRADUATE THESIS.docx

ORIGINALITY REPORT

12%	11%	2%	3%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	repository.metrouniv.ac.id Internet Source	8%
2	123dok.com Internet Source	1%
3	repository.uinsu.ac.id Internet Source	<1%
4	Submitted to UINFAS Bengkulu Student Paper	<1%
5	digilib.uinkhas.ac.id Internet Source	<1%
6	repository.iainpare.ac.id Internet Source	<1%
7	Submitted to University of Nottingham Student Paper	<1%
8	www.orfonline.org Internet Source	<1%
9	eprints.walisongo.ac.id Internet Source	<1%
10	ejournal.unuja.ac.id Internet Source	<1%
11	etheses.uinmataram.ac.id Internet Source	<1%

12	repository.uin-suska.ac.id Internet Source	<1 %
13	repository.um-surabaya.ac.id Internet Source	<1 %
14	ojs3.unpatti.ac.id Internet Source	<1 %
15	repository.unhas.ac.id Internet Source	<1 %
16	Submitted to University of Wollongong Student Paper	<1 %
17	etheses.iainponorogo.ac.id Internet Source	<1 %
18	repository.up.ac.za Internet Source	<1 %
19	docshare.tips Internet Source	<1 %

Exclude quotes Off

Exclude matches Off

Exclude bibliography Off

CURRICULUM VITAE



The researcher, was born in Summersari, July 27th 2001. She is the second child from 3 childrens. She was raised by her lovely mother, Sri Mar'ah. She firstly studied at Elementary School 1 Summersari and graduated in 2007. Then, she continued to study at SMP N 1 Bumi Agung in 2013-2016. In the period of 2016-2019, she studied at SMA N 1 Sekampung, East Lampung. After completing her study in Senior High School, then she continued to be a Bachelor student of English Education Study Program of Islamic University of Jurai Siwo Lampung.