

UNDERGRADUATE THESIS

**THE EFFECTIVENESS OF STORY TELLING STRATEGY TO
ENHANCE THE STUDENTS' SPEAKING SKILL AT THE
ELEVENTH GRADE OF SMK DAARUL 'ULYA METRO**

By :

CHAMIDAH ZAHRO

STUDENT. ID. 14121067



Tarbiyah and Teacher Training Faculty

English Education Department

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1440 H / 2018 M

**THE EFFECTIVENESS OF STORY TELLING STRATEGY TO
ENHANCE THE STUDENTS' SPEAKING SKILL AT THE
ELEVENTH GRADE OF SMK DAARUL 'ULYA METRO**

**Presented as a Partial Fulfillment of the Requirements for the
Degree of Sarjana Pendidikan (S.Pd)
In English Department**

**By:
CHAMIDAH ZAHRO
Student Number 14121067**

**Tarbiyah and Teacher Trainning Faculty
English Education Department**

**Sponsor : Dr. Widhiya Ninsiana, M.Hum
Co. Sponsor : Ahmad Subhan Roza, M.Pd**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1440 H / 2018 M**

**THE EFFECTIVENESS OF STORY TELLING STRATEGY TO
ENHANCE THE STUDENTS' SPEAKING SKILL AT THE ELEVENTH
GRADE OF SMK DAARUL 'ULYA METRO**

ABSTRACT

**BY:
CHAMIDAH ZAHRO**

The main purpose of this research was to investigate Speaking Skill of SMK Daarul 'Ulya Metro in Speaking Skill and to know that Story Telling Strategy could help the students' learning process.

Furthermore, the researcher conducted a quantitative research with the true experimental design using test and documentation. The data was analyzed by using *t-test* formula that is enable to determine the effectiveness by finding the differences between before and after doing the treatment. Beside that, the researcher also analyzed the data by using *Chi-Square* formula to investigate a significant influence from the treatment by investigating the significant differences of students pre-test and post-test score (before and after the treatment) in experimental class.

Finally, the result of data analysis from *t-test* formula illustrates that $t_{observed} = 156,25$ is higher than t_{table} with the significant level of 5% = 0,444 and 1% = 0,561. Thus, it can be inferred that there is a positive influence. Then, the result of data analysis from *Chi-Square* formula illustrates that $\chi^2_{observed} = 156,25$ is higher than χ^2_{table} with the significant level of 5% = 5.99 and 1% = 9.21. It means that there is a significant influence. Therefore, the Alternative Hypothesis (H_a) is accepted. With the result that there is a positive and significant of using Story Telling Strategy on the students' speaking skill at the eleventh grade of SMK Daarul 'Ulya Metro

Keyword : Speaking Skill, Story Telling Strategy

**KEEFEKTIFAN STRATEGI STORY TELLING UNTUK
MENINGKATKAN KEMAMPUAN BERBICARA SISWA DI KELAS XI
SMK DAARUL ‘ULYA METRO**

ABSTRAK

**OLEH:
CHAMIDAH ZAHRO**

Tujuan utama dari penelitian ini adalah untuk mengkaji keterampilan berbicara siswa SMK Daarul ‘Ulya Metro dalam keterampilan berbicara dan untuk mengetahui bahwa story telling sebagai strategi yang dapat membantu proses belajar siswa.

Penelitian ini menggunakan penelitian kuantitatif, pengumpulan data dengan menggunakan test dan dokumentasi. Data dianalisis dengan menggunakan T-Test yang memungkinkan untuk mengetahui keefektifan dengan menemukan perbedaan antara sebelum dan sesudah dalam penggunaan perlakuan. Disamping itu, peneliti juga menganalisis data dengan rumus Chi-Square (χ^2 observasi) untuk mengetahui pengaruh signifikan dari perlakuan dengan menemukan perbedaan signifikan dari pre-test dan post-test siswa (sebelum dan sesudah perlakuan) dikelas eksperimen.

Akhirnya, hasil analisa data dari rumus *t-test* menunjukkan bahwa $t_{\text{observasi}} = 156,25$ lebih tinggi dibandingkan dengan t_{table} dengan taraf signifikan 5% = 0,444 dan 1% = 0,561. Dengan demikian, dapat diartikan bahwa terdapat pengaruh positif. Kemudian, hasil analisa data dari rumus *Chi-Square* menunjukkan bahwa $\chi^2_{\text{observed}} = 156,25$ lebih besar dari pada χ^2_{table} dengan taraf signifikan 5% = 5.99 and 1% = 9.21. Dapat di artikan bahwa terdapat pengaruh signifikan. Oleh karena itu, Alternatif Hipotesis (H_a) diterima. Dengan hasil akhir bahwa ada pengaruh positif dan signifikan dari penggunaan tehnik strategi story telling terhadap kemampuan berbicara siswa pada kelas XI SMK Daarul ‘Ulya Metro.

Kata kunci : kemampuan berbicara, strategi story telling



**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.iaim@metrouniv.ac.id

NOTIFICATION LETTER

Number :
Appendix :
Matter : In order to hold the Munaqosah
Of Chamidah Zahro

Assalamu'alaikum, Wr.Wb

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

Name : Chamidah Zahro
St. Number : 14121067
Department : English Education
Faculty : Tarbiyah and Teacher Training
Title : The Effectiveness of Story Telling Strategy To Enhance
The Students' Speaking Skill at The Eleventh Grade of
SMK Daarul 'Ulya Metro

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

Wassalamu'alaikum, Wr.Wb

Sponsor

Dr. Widhiya Ninsiana, M.Hum

NIP. 19720923 200003 2 002

Metro, December 14th 2018

Co-Sponsor

Ahmad Subhan Roza, M.Pd

NIP. 19750610 200801 1 014



**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.iaim@metrouniv.ac.id

NOTA DINAS

Nomor :
Lampiran :
Perihal : Mohon di munaqosahkan Skripsi
Saudari Chamidah Zahro

Assalamu'alaikum, Wr.Wb

Setelah kami membaca dan mengadakan bimbingan serta perbaikan seperlunya, maka Skripsi penelitian yang disusun oleh:

Name : Chamidah Zahro
St. Number : 14121067
Title : The Effectiveness of Story Telling Strategy To Enhance
The Students' Speaking Skill at The Eleventh Grade of
SMK Daarul 'Ulya Metro

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

Wassalamu'alaikum, Wr.Wb

Sponsor

Dr. Widhiya Ninsiana, M.Hum

NIP. 19720923 200003 2 002

Metro, December 14th 2018

Co-Sponsor

Ahmad Subhan Roza, M.Pd

NIP. 19750610 200801 1 014



**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

APPROVAL PAGE

The Title : THE EFFECTIVENESS OF STORY TELLING STRATEGY TO
ENHANCE THE STUDENTS' SPEAKING SKILL AT THE
ELEVENTH GRADE OF SMK DAARUL 'ULYA METRO

Name : CHAMIDAH ZAHRO
St. Number : 141211067
Department : English Department
Faculty : Tarbiyah aand Teacher Training

APPROVED BY:

To be examined munaqosah in Tarbiyah Faculty of State Institute of
Islamic Studies (IAIN) of Metro

Metro, December 14th 2018

Sponsor

Dr. Widhiya Ninsiana, M.Hum

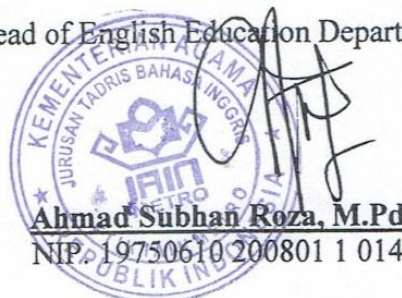
NIP. 19720923 200003 2 002

Co-Sponsor

Ahmad Subhan Roza, M.Pd

NIP. 19750610 200801 1 014

Head of English Education Department



Ahmad Subhan Roza, M.Pd

NIP. 19750610 200801 1 014



**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

APPROVAL PAGE

The Title : THE EFFECTIVENESS OF STORY TELLING STRATEGY TO
ENHANCE THE STUDENTS' SPEAKING SKILL AT THE
ELEVENTH GRADE OF SMK DAARUL 'ULYA METRO

Name : CHAMIDAH ZAHRO

St. Number : 141211067

Department : English Department

Faculty : Tarbiyah and Teacher Training

APPROVED BY:

To be examined munaqosah in Tarbiyah Faculty of State Institute of
Islamic Studies (IAIN) of Metro

Sponsor

Dr. Widhiya Ninsiana, M.Hum

NIP. 19720923 200003 2 002

Metro, December 14th 2018

Co-Sponsor

Ahmad Subhan Roza, M.Pd

NIP. 19750610 200801 1 014

Head of English Education Department

Ahmad Subhan Roza, M.Pd

NIP. 19750610 200801 1 014

RATIFICATION PAGE

No. B-0250/11-28-1/D/PP-00-9/01/2019

An Undergraduate thesis entitled: THE EFFECTIVENESS OF STORY TELLING STRATEGY TO ENHANCE THE STUDENTS' SPEAKING SKILL AT THE ELEVENTH GRADE OF SMK DAARUL 'ULYA METRO written by CHAMIDAH ZAHRO student number 14121067, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Monday, January 7th, 2019 at 08.00-10.00 a.m.

BOARD OF EXAMINERS:

Chairperson : Dr. Widhiya Ninsiana, M.Hum (.....)

Examiner 1 : Drs. Kuryani, M.Pd (.....)

Examiner II : Ahmad Subhan Roza, M.Pd (.....)

Secretary : Ani Meitikasari, M.Pd (.....)



The Dean of Tarbiyah and Teaching Training Faculty,



Dr. Akla, M. Pd.

NIP 19691008 200003 2 005



STATEMENT OF RESEARCH ORIGINALITY

The Undersigned:

Name : CHAMIDAH ZAHRO
Student Number : 14121067
Department : English Education (TBI)
Faculty : Tarbiyah and Teacher Training

States that this undergraduate thesis is originally the result of the researcher's research, in exception of certain parts which are expected from the bibliography mentioned.

Metro, January 2019

The researcher



Chamidah Zahro
St.Id 14121067

ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini:

Nama : CHAMIDAH ZAHRO
NPM : 14121067
Jurusan : Tadris Bahasa Inggris (TBI)
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, Januari 2019

Yang menyatakan



Chamidah Zahro

NPM. 14121067

MOTTO

وما ارسلنا من رسول الا بلسان قومه ليبين لهم فيضل الله من يشاء
ويهدى من يشاء وهو العزيز الحكيم

And We did not send any messenger except (speaking) in the language of his people to state clearly for them, and Allah sends astray (thereby) whom He wills and guides whom He wills. And He is exalted in might, the wise.
(Q.S Ibrahim : 4)

“Science without religion is lame, religion without science is blind”(Albert Einstein)

DEDICATION

"I highly dedicate this undergraduate thesis to my beloved family, especially for my parents, Mr. Nasroddin and Mrs. Siti Halimah who always contribute their support and advice for my life and study, thanks a lot for your everlasting love and incessant prayer and my beloved Almamater IAIN Metro Lampung."

ACKNOWLEDGEMENT

Praise thanks to Allah who has been giving His blessing and mercy to the writer to complete undergraduate thesis entitled “The Effectiveness of Story Telling Strategy To Enhance the Students’ Speaking Skill at The Eleventh Grade of SMK Daarul ‘Ulya Metro”. Sholawat and Salam are being upon our prophet Muhammad SAW, the great leader of moral awakening in the world.

First of all, the writer would like to express thanks to Mrs. Hj. Akla, M.Pd as the dean of IAIN Metro. Secondly, the researcher says thanks to Mr. Ahmad Subhan Roza, M.Pd as the head of English Education Department. After that, the researcher also give thanks to Mrs. Dr. Widhiya Ninsiana, M.Hum as the first advisor who has contributed her expertise and idea to assist the researcher. The researcher also wishes to express this thank fullness to Mr. Ahmad Subhan Roza, M.Pd as the second advisor who has given his knowledge and experience in finishing this undergraduate thesis.

The researcher also gives thanks to all family and friends who have given support and spirit, so the writer could finish this undergraduate thesis. The writer is indebted to Mrs. Lidya Ningsih, S.Pd.I as English teacher of SMK Daarul ‘Ulya Metro for her support. Moreover, of course to the students sitting in the second year of the SMK Daarul ‘Ulya Metro in academic year who help her in carrying out the study. The writer could not done study alone without the support from her beloved mother, father, brother and sister in Pondok Pesantren Daarul ‘Ulya. She

feels very fortunate to have them as the special person in life and receives love and affection. With them the writer presents her struggle to Allah.

Finally, the writer welcomes any suggestion and criticism for the improvement of this an Undergraduate Thesis and hopefully this an Undergraduate Thesis will be useful for her self and all readers.

It is Allah who bestows success and guides to the Right Path.

Metro, December 04, 2018



Chamidah Zahro
NPM. 14121067

TABLE OF CONTENTS

COVER	i
TITLE	ii
ABSTRACT	iii
ABSTRAK	iv
NOTIFICATION PAGE	v
NOTA DINAS.....	vi
APPROVAL PAGE	vii
RATIFICATION PAGE.....	viii
STATEMENT OF RESEARCH ORIGINALITY	ix
ORISINALITAS PENELITIAN.....	x
MOTTO	xi
DEDICATION PAGE.....	xii
ACKNOWLEDGEMENT	xiii
TABLE OF CONTENTS.....	xiv
LIST OF TABLES	xv
LIST OF FIGURES	xvi
LIST OF APPENDICES.....	xvii
 CHAPTER I INTRODUCTION.....	 1
A. Background of The Study	1
B. Problem Identification.....	3
C. Problem Limitation	4
D. Problem Formulation	4
E. The Objective and The Benefit of The Research	4
 CHAPTER II THEORITICAL REVIEW.....	 6
A. The Concept of Speaking Skill	6
1. The Definition of Speaking.....	6
2. Elements of Speaking	7
3. The Aspect of Speaking	8
4. Speaking Difficulty	10
5. Speaking Performance	11
6. Types of Classroom Speaking Performance	13
7. The Measurment of Speaking Performance.....	15
B. The Concept of Story Telling.....	17
1. The Definition of Story Telling	17
2. Short Story	19
3. Story Telling Strategy	19
4. The Characteristics of Story Telling.....	20
5. The Procedures of Using Story Telling Technique	21

C. Theoretical Framework and Paradigm	22
1. Theoretical framework	22
2. Paradigm.....	23
3. Hypothesis Formulation	24
CHAPTER III RESEARCH METHODOLOGY	25
A. Research Design.....	25
B. Population, Sample and Sampling Technique	25
1. Population	25
2. Sample.....	26
3. Sampling Technique.....	26
C. The Operational Definition of Variable	27
1. Independent Variable	27
2. Dependent Variable	28
D. Data Collection Technique.....	28
E. Research of Instrument	30
F. Data Analysis Technique	31
CHAPTER IV RESULT OF THE RESEARCH AND INTERPRETATION	34
A. Description of Data Analysis	34
1. Brief History of Establishment of Daarul ‘Ulya Vocational School Metro	34
2. Building Condition and School Facilities	35
3. Total of the Teachers and Students at Daarul ‘Ulya Vocational School Metro	36
4. Data Description of Daarul ‘Ulya Vocational School Metro	37
B. Description of The Research Data	40
1. Pre-test Result	40
2. Post-test Result.....	45
C. Hypothesis Testing	50
1. Putting the data into the formula Chi-Square (χ^2)	50
2. Getting the data into the formula of t-test	52
D. Interpretation	56
1. Interpretation of χ^2_{observed}	56
2. Interpretation of t_{observed}	57
E. Discussion	57
F. Limitation	59

CHAPTER V CONCLUSION AND SUGGESTION	60
A. Conclusion	60
B. Suggestion	61

BIBLIOGRAPHIES

APPENDICES

CURRICULUM VITAE

LIST OF TABLES

Table 1 The Data of Pre-Survey	2
Table 2 Indicators of Speaking Measurement	15
Table 3 School facilities of Daarul ‘Ulya Vocational School Metro	35
Table 4 List of the teachers Daarul ‘Ulya Vocational School Metro	36
Table 5 List of administration staff	36
Table 6 Total of students	37
Table 7 The students’ pre-test result towards speaking skill at the eleventh grade of SMK Daarul ‘Ulya Metro	40
Table 8 Table of frequency distribution toward students’ pre-test result towards speaking skill at the eleventh grade of SMK Daarul ‘Ulya Metro	42
Table 9 Students’ Level Category of Pre-Test	44
Table 10 The students’ post-test result toward speaking skill at the eleventh grade of SMK Daarul ‘Ulya Metro	45
Table 11 Table of frequency distribution of students’ post-test result towards speaking skill at the eleventh grade of SMK Daarul ‘Ulya Metro	47
Table 12 Students’ Level Category of Post-test	49
Table 13 The Contingency Table of the Expected Frequency at the Result of Students’ Speaking Skill in Pre-Test and Post-Test	50
Table 14 Testing of the Data	51
Table 15 The scores of pre-test and post-test result of speaking skill at the eleventh grade of SMK Daarul ‘Ulya Metro	52
Table 16 Descriptive Statistics	54
Table 17 Paired Samples Test	55

LIST OF FIGURES

Figure 1 The effectiveness of story telling strategy to enhance the students' speaking skill	23
Figure 2 The Organization of Vision of Daarul 'Ulya Vacational School Metro	38
Figure 3 Sketch location of Daarul 'Ulya Vocational School.....	39

LIST OF APPENDICES

A. Research Instrument

Instrument of this research consist of :

1. Syllabus
2. Lesson Plan
3. Students Attendance List
4. Students' score of Pre-Test
5. Students' score of Post-Test
6. Instrument Pre-Test
7. Instrument Post-Test

B. Research Data

Research Data consist of :

1. The result of pre test and post test
2. The photos of the students activity in the class

C. Research Letter

Research Letter consist of :

1. The Pre survey license letter
2. The assignment letter from the chief of IAIN Metro
3. The research license letter
4. The assignment from MA Muhammadiyah Metro
5. The thesis guide letter
6. The thesis consultation

CHAPTER I

INTRODUCTION

A. Background of the Study

Language has the crucial part of human life to convey their goal. Using language the people can share their ideas, desires, and their emotions easily. As already know that there are many languages in the world. One of the languages which will be studied in this research is English.

However, in International wide, English is the crucial language to communicate the other country. Every school in the world has a language that is organized in the school's learning. In Indonesia English is to be learn as foreign language. English is the important language that must be conveyed by the teacher to the students. In learning process the teacher must be able to condition the class, make the comfortable learning, so the students can understand an English easily to increase their English skill.

Furthermore, in English there are four skills, they are writing, listening, reading and speaking. Speaking is the important aspect in communication. Without speaking the students will have difficulty in accepting the knowledge that conveyed by the teacher in learning process. Information, knowledge, and the other resources will be easier for students to find if they have good speaking skill. In speaking learning, many strategies that used to enhance the student speaking, one of them are story telling strategy.

Storytelling is the conveying of events in words, images, and sounds often by improvisation or embellishment. While story telling strategy is the way how to share the story in our life. It is easier to apply in improving the students' speaking skill because story telling can make the students more relaxed and fun in learning process.

Based on pra survey date November 20th, 2017, there were some factors making the students' low speaking skill, namely: (1) most of the students were passive in speaking activity, (2) most of the students had difficulties to express their opinion, idea, and their feeling by using their own language, (3) most of the students were afraid to speak up in front of the class. Below the students' score of speaking at the eleventh grade of SMK Daarul 'Ulya Metro:

Table 1
Students' English speaking skill score at the eleventh grade:

No	Score	Interpretation	Frequency	Percentage (%)
1	90-100	Excellent	0	0%
2	75-89	Good	4	20%
3	60-74	Fair	6	30%
4	0-59	Bad	10	50%
Total			20	100%

Source: The English Teacher Achieves, Taken On The Pe-Survey At November, 20th 2017

Based on table above, there were 20 students at the eleventh graders of SMK Daarul 'Ulya Metro. It could be seen that there were 0 students who got 90-100 score with the precentage 0%, there were 4 students who got 75-89 score with the precentage 20%, there were 6

students who got 60-74%, and there were 10 students who got 0-59 score with the percentage 50%. In this school decided is 75 score in english minimum's score. In other word, the students who gained the score under 75, they were not pass the examination. The researcher states that most of the students' at SMK Daarul 'Ulya had low speaking skill. Therefore, the researcher suggests that story telling strategy could give the effectivity on the students' speaking skill. Story telling strategy was choosen by the researcher because the students at the eleventh grade have studied about narrative text that there was relationship between speaking skill, in expressing something and telling directly about the event. Hence, the researcher uses story telling strategy in English learning especially speaking skill. This strategy was more effective and interesting in improving the students English skill.

B. Problem Identification

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

1. Most of the students are passive in speaking activity.
2. Most of the students have difficulties to express their opinion, idea and their feeling by using their own language.
3. The students are not confident to speak up in English in front of the class.
4. Most of students have low vocabulary.
5. The students have not practiced speaking in the classroom.

C. Problem Limitation

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

D. Problem Formulation

Based on the problem above, the researcher formulated the problem as follow: “Is there any positive and significant of story telling strategy to enhance the students’ speaking skill at the eleventh grade of SMK Daarul ‘Ulya Metro?’”

E. The Objective and Benefits of the Research

1. The Objective of the Research

This research is intended to find out:

The effectiveness of story telling strategy enhance the students’ speaking skill.

2. Benefits of the Research

a. For the Students:

- 1) To allow the students to have good speaking skill.
- 2) To develop the students’ speaking skill.
- 3) As motivation for students to practice their English.

b. For the Teacher

- 1) To allow the teacher to teach their students in speaking skill.
- 2) To allow the teacher in using strategy in teaching of speaking.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Speaking Skill

1. The Definition of Speaking

Shiamaa Abd EL Fattah Torky cite on Burns & Joyce stated that speaking is an interactive process of instructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking.¹ Thorn bury explains that speaking is so much part of daily life that we take it for granted. The average person produces tens of thousands of word a day, although some people-like auctioneers of politicians-may produce ever more than that.² Speaking is accepted by everyone as an essential language-communication skill, but it is important to language learners go beyond just day-to-day communication.³

From the explanation above, it can be inferred that speaking is the process of producing, receiving, and processing information based on the participants, occurs, and purpose in daily life.

¹ Shiamaa Abd EL Fattah Torky, *The Effectiveness of a Task- Based Instruction program in Developing the English Language Speaking Skills of Secondary Stage Students*, Presented on Curricula and Methods of Teaching English as a Foreign Language, 2006, P.30

² ScottThornbury, *How To Teach Speaking*, (New York: Person Education Limited, 1995), p. 1.

³ Christine C.M.Goh Anne Burns, *Teaching Speaking A holistic Approach*,(New York: Cambridge University press,2012), p.15

2. Elements of Speaking

The ability to speak fluently presupposes not only knowledge of language features but also the ability to process information and language on the spot. Harmer states elements necessary for spoken production as follows:⁴

a. Connected Speech

Effective speakers of English need to be able not only to produce the individual phonemes of English (as in saying “I would have gone) but also to use fluent connected speech (as in “I’d’ve gone). In connected speech sounds are modified (simulation), omitted (elision), added (linking) or weakened (through contractions and stress patterning). It is for this reason that we should involve students in activities designed specifically to improve their connected speech.

b. Expressive Devices

Native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal (paralinguistic) means how they are feeling. The use of these devices contributes to the ability to convey meanings. They allow the extra expression of emotion and intensity.

⁴ Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Longman, 2001), p. 269

c. Lexis and Grammar

Spontaneous speech is marked by the use of a number of common lexical phrases, especially in the performance of certain language functions. Teacher should therefore supply a variety of phrases for different functions such as agreeing or disagreeing, expressing surprise, shock, or approval. Where the students are involved in specific speaking context such as job interview, we can prime them, in the same way, with certain useful phrases which they can produce at various stages of an interaction.

d. Negotiation Language

Effective speaking benefits from the negotiator language we use to seek clarification and to show the structure of what we are saying.

From the expert explanation above, the researcher takes a point that the elements of speaking consist four points there are: connected speech, expressive devices, lexis and grammar, and negotiation language.

3. The Aspects of Speaking

According to Shiamaa Abd EL Fattah Torky when the students speak up, they must know about the aspects of speaking, in order they can speak effectively in communication. Here is the aspects of speaking:

a) Speaking is face to face

Most conversations take place face to face which allows speakers to get immediate feedback. Thus communication through speaking has many assets, such as facial expressions, gestures and even body movements. Speaking also occurs, most of the time, in situations where participants or interlocutors are present.

b) Speaking is interactive

Whether we are speaking face-to –face or over the telephone, to one person or a small group, the wheels of conversation usually turn smoothly, with participants offering contributions at appropriate moments, with no undue gaps or everyone talking over each other.

c) Speaking happens in real time

During conversations, responses are unplanned and spontaneous and the speakers think on their feet, producing language which reflects this.⁵

Based on the explanation above, the aspects of speaking is divided into three aspects namely speaking is face to face, speaking is interactive, and speaking happens in real time.

⁵ Shiamaa Abd EL Fattah Torky, “*The Effectiveness of a Task- Based Instruction program in Developing the English Language Speaking Skills of Secondary Stage Students*”, Presented on Curricula and Methods of Teaching English as a Foreign Language, 2006, P.34-35

4. Speaking Difficulty

Brown state that these same characteristics must be taken into account in the productive generation of speech, but with a slight twist in that the learner is now the producer. Bear in mind that the following characteristics of spoken language can make oral performance easy as well as, in some cases difficult.

a. Clustering

Fluent speech in phrasal, not word by word.

b. Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language.

c. Reduced forms

Contractions, elisions, reduced vowels, etc., all form special problems in teaching spoken English (see the section below on Teaching Pronunciation).

d. Performance variables

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking, and corrections.

e. Colloquial language

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

f. Rate of delivery

Another salient characteristic of fluency is rate of delivery.

g. Stress, rhythm, and intonation.

This is the most important characteristic of English pronunciation, as will be explained below.

h. Interaction

As noted in the previous section, learning to produce waves of language in a vacuum-without interlocutors-would rob speaking skill of its richest component: the creativity of conversational negotiation.⁶

From the explanation above it can be concluded that the following characteristics of spoken language can make oral performance easy as well as, in some difficult, they are clustering, redundancy, reduced forms, performance variables, colloquial language, rate of delivery, stress,rhythm, and intonation, and interaction. Where all of them has explanation above.

5. Speaking Skill

Goodwin, for instance, established several goals for a proper pronunciation. She called them ‘functional intelligibility, functional communicability, increased self-confidence, and speech-monitoring abilities’. She argued that learners should be able to speak an intelligible foreign language, that is to say, listeners need to understand the learner’s message without huge efforts; learners also need to be successful in a

⁶ H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy, Second Edition*, (San Fransisco: State University, 2001), P.270-271

‘specific communicative situation, they need to gain confidence in their ability to speak and be understood and finally they need to monitor and control their own production by paying attention to their own speech. Goodwin specified those abilities that learners need to acquire through certain linguistic features that can be practiced: Intonation, rhythm, reduced speech, linking words, consonants and vowel sounds, word stress, etc.

These are concrete speaking aspects in which learners should be trained in order to improve their speaking skills. Similarly, other authors such as Anne Lazaraton suggest that oral communication is based on four dimensions or competences: grammatical competence (phonology, vocabulary, word and sentence formation, sociolinguistic competence (rules for interaction, social meanings), discourse competence (cohesion and how sentences are linked together), and finally strategic competence (compensatory strategies to use in difficult situations).

According to Lazaraton learners should develop all these abilities to acquire a high oral level of the foreign language, but she adds that in recent years, with the influence of the communicative approach, more importance is given to fluency, trying to achieve a balance with the traditional accuracy. Moreover, apart from what pedagogically and theoretically should be taught, many researchers are presently analysing real problems that learners face: ‘fluent speech contains reduced forms, such as contractions, vowel reduction, and elision, where learners do not

get sufficient practice, use of slang and idioms in speech since students tend to sound 'bookish', stress, rhythm, intonation, lack of active vocabulary, lack of interaction pattern rules.⁷

B. The Concept of Story Telling

1. The Definition of Story Telling

According to Lazar story is a work of fiction, so it involves the imagination.⁸ He also stated that the typical story involves cronology, or a sequence of event, and causation. Maynard states that stories as the way people communicate their experience, the way they understand the experience of others, the way they liberate their imaginations, the way they make sense of the world and their own position within it. He also stated that stories are important to people, politics, and education. Stories are how people make sense of themselves and their worlds.⁹ Storytelling is the informing of events in words, images, and sounds often by improvisation or embellishment. Storytelling can motivate students to explore their expressiveness and can heighten a student's ability to communicate thoughts and feelings in an articulate, lucid manner. These activities benefit the students in not only giving them the art experience but also in supporting daily life skills.¹⁰ Storytelling is a process where a

⁷ Betsabé Navarro Romero, "Improving Speaking Skills", University of Tennessee, (British: Encuentro), 02 September 2015, p. 88

⁸ Gillian Lazar, *Literature and Language Teaching A Guide For Teachers and Trainers*, (New York: Cambridge University Press, 1993), p. 73

⁹ Pravamayee Samantaray, "Use of Story Telling Method to Develop Spoken English Skill", (Centurion University:Bhubaneswar), No. 1/ June 2014, P. 41

¹⁰ Ibid P. 164

person using vocalization, narrative structure, and mental imagery communicates with other humans who also use mental imagery and, in turn, communicate back to the teller primarily via body language and facial expression.¹¹ As such, storytelling is both an art form and a means of communication. As art, storytelling involves creativity, but the creativity is shared between teller and audience. The teller creates the story line and delivers it orally to the listeners, who then create mental images and deliver back to the teller reactions to the story line.

Based on the explanation above, storytelling can be defined as improvisation of events that can motivate the students to explore their expressions. By speaking, the students can improve their skill and make they enjoy with the story in the class. In other words, it is basic skill that learners of English need to gain.

2. Short Story

Most people would agree that a short story, as the name suggests, involves the telling of a story. It has just been suggested that much of the meaning of a short story is communicated by the kind of language used and the style of the delivery. There are three problems students might have when reading or studying a short story:

- a. Understanding the plot.
- b. Understanding the language in which the story is written.

¹¹ Roney, R. Craig, "Storytelling in the Classroom: Some Theoretical Thoughts", *Storytelling World*, (Journal Articles), No.9/1996, P. 7

- c. Understanding how the type of narrator who tells the story can shape or influence the way the story is told. Obviously, students may also have other kinds of problems when reading or studying a short story.¹²

3. Story Telling Strategy

Story telling strategy could improve the English language skills of the students in some areas such as comprehension and communication between teachers and students. When students become interested in stories, mental images spring to mind and the thought process associated there to is triggered. Davis indicated that by using stories, students talk to their friend who are listening before they initiate the writing process and their feedback to each other helps the writer to refine and retell his or her story, which eventually improves their writing.

This strategy is aimed at:

- a. Making learners realize that story telling skills are important in achieving the language learning outcomes.
- b. Helping both teachers and pupils to recognize the benefits of story telling skills.
- c. Improving story skills in general and story writingtelling skills in particular. The storytelling strategy consisted of 18 lessons. Every lesson included the pupils' worksheet and handouts.¹³

¹² Ibid, p. 75

¹³ Fatma Alkaaf and Ali Al-Bulushi, "Tell and Write, the Effect of Storytelling Strategy for Developing Story Writing Skillsamong Grade Seven Learners", *Open Journal of Modern Linguistics*, (Sultan Qaboos University:Scientiic Research Publishing), No.7/April 2017, P. 127

Based on the explanation above, it can be inferred that before the students doing the story, they must know about the strategies in order they can convey the good story.

4. The Characteristics of Story Telling

In story telling there are some characteristics that must be known by the students, they are:

- a. It provokes curiosity.
- b. It evokes student's imagination and interest in language skill.
- c. It builds vocabulary, comprehension, story sequencing.
- d. It improves listening and oral communication skills.
- e. It is an interactive and co-operative process.
- f. As an art it is an enjoyable tool for practicing language learning skills and verbal expressions.
- g. It binds listeners together.
- h. It helps the listener to remember.
- i. It uses all kinds of language conventions to make the story vivid.
- j. It makes listeners forget their misery.¹⁴

From the explanation above, it can inference that story telling has the characteristics that must be control by the students before show up their story in front of the audiences.

¹⁴ Pravamayee Samantaray, *Use of Story Telling Method to Develop Spoken English Skill*, International Journal of Language & Linguistics, Vol. 1, No. 1; June 2014, p. 41

5. The Procedures of Using Story Telling Technique

Once you feel confident with the story text, consider the different techniques you can use to provide further support for your pupils' understanding.

- a. If there are unfamiliar with story telling, begin with short sessions which do not demand too much from them and over-extend their concentration span.
- b. If possible, have younger children sit on the floor around you making sure everyone can see you and the illustration and can hear you clearly.
- c. Read slowly and clearly.
- d. Make comments about the illustrations and point to them to focus the pupils' attention.
- e. Encourage your pupils to take part in the story telling by repeating key vocabulary items and phrases.¹⁵

There are any five points must do by the students, as well as they can get the good speaking skill in every do telling story. The students can enjoy and easy to do speaking activity on every where and every time without feel difficult.

¹⁵ Jean Brewster, Gail Ellis and Denis Girad, *The Primary English Teachers' Guide*, (London: Penguin English Guides, 2002), p. 197

C. Theoretical Framework and Paradigm

1. Theoretical framework

There are two variables in this research. They are independent variable (X) and dependent variable (Y). The independent variable (X) is story telling strategy and the dependent variable (Y) is the students' speaking skill.

Based on the description above the researcher assumed that the students' speaking skill could give the positive influence through story telling strategy. By using story telling strategy the students could be more focus and concentration to comprehend the story telling and it is also implicates some elements that support to enhance the students' speaking skill.

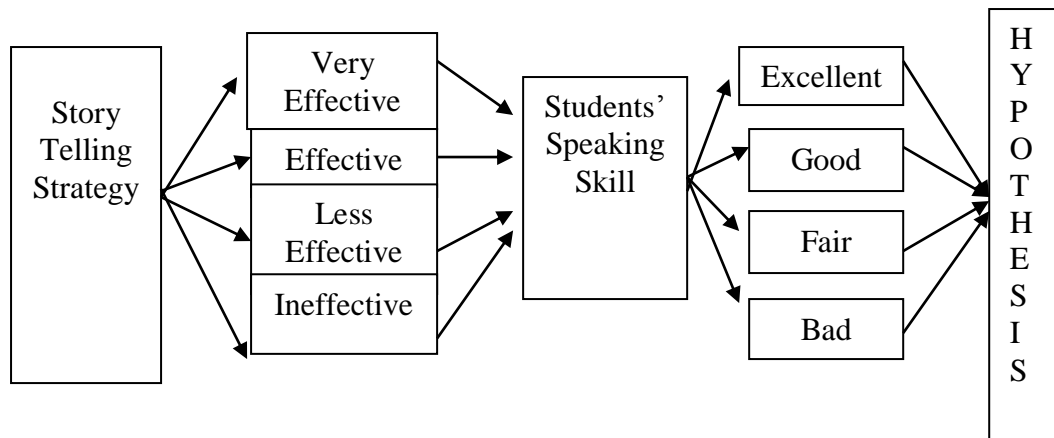
The students' story telling will be good if the story telling have been applied with effectively and correctly. But the students' story telling skill will be bad if the story telling is not applied with effectively and correctly.

2. Paradigm

Paradigm is the correlation pattern at the variables which will be research. Furthermore, based on the theoretical framework above, the researcher describes that paradigm as following:

Figure 1

The effectiveness of story telling strategy to enhance the students' speaking skill



Referring to the picture above, the researcher can defines that if the story telling is very effective, the students' speaking skill is excellent. If the story telling is effective the students' speaking skill is good. If the story telling is less effective, the students' speaking skill is fair. And if the story telling is ineffective, the students' speaking skill is poor. So, from the interpretation above, it can conclude into hypothesis.

Based on the statement above, the researcher can conclude that there is an effectiveness of story telling strategy toward the students' speaking skill.

3. Hypothesis Formulation

The resercher hypothesis is the hypotheses that is developed from observation, the related literature, and/or the theory described in the

study. A researcher hypothesis states the relationship one expects to find as a result of the research.¹⁶

Ha : There is a positive and significant of using story telling strategy to enhance the students' speaking skill at the eleventh grade of SMK Daarul 'Ulya Metro.

Ho : There is no a positive and significant of using story telling strategy to enhance the students' speaking skill at the eleventh grade of SMK Daarul 'Ulya Metro.

¹⁶ Donal Ary et al., *Introduction to research in Education*, (USA: Wadsworth Cengage Learning, 2010), 8th Edition, p. 91

BAB III

RESEARCH METHODOLOGY

A. Research Design

There were two common categories of research, they are quantitative and qualitative research. Quantitative research is the research which explaining phenomena by collecting numerical data that will analyze by using mathematically based on methods (in particular statistics).¹⁷

Although, Daniel decided that there were two kinds of quantitative research design, namely experimental design and non-experimental design. The experimental design is a test under controlled conditions that is made to demonstrate known truth or examine the validity of a hypothesis.¹⁸

In this research, the researcher used experimental design that was quantitative research. Therefore, the researcher used the experimental class. Experimental class was the post test given after treatment.

B. Population, Sample and Sampling Technique

1. Population

The group of individuals having one characteristic that distinguish them from other groups is called as a population.¹⁹ Population means the

¹⁷ Daniel Muijs, *Doing Quantitative Research in Education*, (London: Sage Publication, New Delhi: Thousand Oaks, 2004), p.1

¹⁸ *Ibid.*, P. 13

¹⁹ John W. Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research*, (United States of America: Pearson, 2012), Fourth Edition, p.381.

whole language of observation, it means that all subject which presumed is the population in this research.

Therefore, the population in this research was all of students at the eleventh grade of SMK Daarul ‘Ulya Metro which consists of 20 students.

2. Sample

Sample is the part of population that will be reached.²⁰ The sample of the research as respondent was the students of the eleventh grade of SMK Daarul ‘Ulya Metro that consists of 20 students. The students had low score in speaking, the class was used the control class and experimental class.

3. Sampling Technique

In this research, the researcher would use total sampling to analyze the statistic specific. Total sampling is the process of selecting sample in such an away that all individuals in the defined population have an equal and independent change of being selected for the sample.²¹

Based on the statement above, because the total subjects were less than 100 people, the sample of the research were the students of eleventh grade which consists of 20 students. Therefore, all of the population become sample. It could be considered that was population research.

²⁰ L.R. Gay, *Educational Research-Competenccies for Analysis and Application*, (New York: Mc millan publishing company,1990), Second Edition, p. 102

²¹ *Ibid.*, P. 104

C. The Operational Definition of Variable

Variable are an attribute (e.g., attitude toward the school bond issue), or characteristic of individuals (e.g., gender).²² In quantitative research, operational definition were used to specify how variables would be scale in the study.

Based on the statement above, the operational definitions of variables had two variables namely independent variable and dependent variable.

1. Independent Variable

Independent variable is the element that the researcher believes may in some way related to, or influence, the dependent variable.²³ We could conclude that independent variable was the primary variable, selected, manipulated, and measured by writers.

The independent variable of this research was the use of story telling strategy. This technique could help the students' speaking performance well. Independent variable as a variable in this learning was story telling strategy. This variable would be measure by test to the teacher directly when using story telling. The measurement was using oral test that was to retell about the story that has read by the students. The assessment of score in using story telling strategy was between 0 – 100 score. The indicator of story telling strategy were: (1) it evokes students' imagination and interest in language skill. (2) It builds

²² Creswell, John W. *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, Fourth Edition, (Buston: Pearson, 2002), p.13

²³ Graeme Keith Porte, *Appraising Research in Second Language Learning (A oractical approach to critical analysis of quantitative research*, (Amsterdam: John Benjamin Publishing Company, 2002), P. 23

vocabulary, comprehension, story sequencing. (3) It helps the listener to remember the story.

2. Dependent Variable

Dependent variable is the major variable that measure or observe to determine how, and if, it is affected by the presence of the independent variable.²⁴ Dependent variable of this research was students' speaking skill that would be measured by using oral test. The oral test question was consisting of 5 items. Each item gets twenty scores so the result of maximal score is 100 scores. The indicators of speaking skill were: (1) Fluency, (2) Vocabulary, (3) Grammatical accuracy, (4) Interactional strategies.

D. Data Collection Technique

There were some techniques to acquire the accurate data at SMK Daarul 'Ulya Metro. In collecting data, the researcher used the technique, such as:

1. Test

According to Ary, a test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned.²⁵ Test was a way that was used to scale a person skill or knowledge in gave domain.

²⁴ Ibid. P 23

²⁵ DonalAry, et al., *Introduction to Research in Education*, (USA: Wadsworth Cengage Learning, 2010), Eight Edition, P. 67

a. Pre-test

The pre-test was given to the students in the first meeting before doing treatment in order to know the students' skill before doing action reseach.

b. Post-test

The post test was given to the students in the last meeting after doing the treatment to find out whether the treatment gives the positive adjustment to the students in the class.

Therefore, the researcher gave the oral test to get the data of the students' speaking skill. Essay test was about the students should understand about the story and the students could repeat the story that they read or listened.

2. Observation

Observation was the data collection method that has purpose to explain the situation that we examined, the activities that occur, the individual involved in an activity and the relationship between situation, between activities and between individuals. In this research, the researcher used this method to get detail information and the process of the events while the research at SMK Daarul 'Ulya Metro.

3. Documentation

The researcher used documentation method to get detail information about the students' english result in speaking understanding at the eleventh grade of SMK Daarul 'Ulya.

E. Research Instrument

According to James and Kimberly an instrument is anything to collect data. It means that instrument was a tool of facilities that we were used by the researcher to collect data completely and systematically. Furthermore, the researcher instrument involves were:

1. Instrument Blueprint

The instrument were used to measure the students' speaking performance was test. To obtain the data related to the research problem. The researcher used the same type pre-test and post test instruments in this research. The pre-test instrument was different with the post-test instrument, but had the same difficulty level. In this research the researcher asked the students to pronounce regular verb based on their own sentence.

The researcher used three guidance in this research to complete the data in this research, as follows:

a. Test Blueprint

Test was a systematic way which was include the material that before it has given by the researcher. In this research, the researcher used oral test. The test a theme contain some sentences. The grill of this oral test were:

- 1) The test consist of ten themes.
- 2) The theme was decided by the researcher then it would be discussed together with students.

- 3) Every theme contained some conversation.
- 4) After that the students spoke in front of the class.

b. Documentation Guidance

Instrument which would be used in documentation was documentation guidance, as follows:

- 1) Documentation about historical background of SMK Daarul ‘Ulya Metro Lampung.
- 2) Documentation about structural organization of SMK Daarul ‘Ulya Metro Lampung.
- 3) Documentation about facilities of SMK Daarul ‘Ulya Metro Lampung.
- 4) Documentation about sketch of location SMK Daarul ‘Ulya Metro Lampung.
- 5) Documentation about condition of the teachers and official employees of SMK Daarul ‘Ulya Metro Lampung.
- 6) Documentation about students of SMK Daarul ‘Ulya Metro Lampung.

F. Data Analysis Technique

To investigate whether any positive and significant effectively of story telling strategy on speaking skill at the eleventh grade of SMK Daarul ‘Ulya Metro. The researcher used one class that compared between pre test and post test. Here, the researcher uses SPSS to comparing the result of the pre-test and post-test. The researcher analyzes the data by using Chi-Square

and T-test (Paired-Sample-Test) with using SPSS.²⁶ According DonalAry the formulation of t-test as follows:²⁷

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Notes :Type equation here.

- t = t value for correlation sample
- D = (difference), difference between pre-test score with post-test score.
- D² = Square of D
- \bar{D} = Average Differences
- N = Total of participant

$$\chi^2 = \sum \frac{(f_o - f_e)^2}{f_e}$$

Where:

- X² : Chi-Square
- F_o : An observed frequency
- F_e : An expected frequency.

²⁶Daniel Muijs, *Doing quantitative research in Education With SPSS*, (London: Sage publication, 2004), p. 85

²⁷Donal Ary *et.al*, *Introduction to Research.*, p. 177

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. Description of Data Analysis

1. A Brief History of Establishment of Daarul ‘Ulya Vocational School Metro

Since 2010, there were three institutions which stood on the same land. They were MA Khusnul Khotimah, MTs Daarul ‘Ulya and Daarul ‘Ulya Vocational School. MA Khusnul Khotimah which was headed by Mr. Hendry, M.Pd decided to separate and move on Mawar street 21 Metro in 2012 as an independent institution. Now, both MTs and Daarul ‘Ulya Vocational School are guided together by y. Subadji Rahmad as the head of both institution.

From the history above, Daarul ‘Ulya Vocational School can be categorized as one of some vocational schools in Metro which is built earlier than the others, since it was established in 2010. The school is addressed on Merica street No. 31 RT.31/RW.15 Iringmulyo, East Metro District, Metro, on the area 19,880.00 m² wide.

Daarul ‘Ulya Vocational School Metro has changed 4 times of headmaster, they are:

- 1) Drs. Hery Yanto, M.Pd
- 2) Ahmad Madzkur, S.Pd.I
- 3) Tri Nur Hidayati, S.Pd
- 4) Ummul Khoir, S.Pd

As the first program, Daarul ‘Ulya Vocational School still has TKJ program for alll classes, but it does not matter because the solidarity of Daarul ‘Ulya Vocational School Metro is built around by its vision and mission which are purely dedicated as the main starting point to carry the system out. To do it, the headmaster who is helped by all teachers hopes the school can be the right choice to all students to develop science.

2. Building Condition and School Facilities

Daarul ‘Ulya Vocational School has satisfied facilities to support both learning activities and extracurricular programs. It provides some extracurriculars such as:

- a. OSIS, Scout, UKS, wall magazine, culture gallery, self defiance program and Islamic art.
- b. Sport program like football, volleyball, and badminton.

Table 3
School facilities of Daarul ‘Ulya Vocational School Metro

No	Room Types	Total	Condition	
			Good	Bad
1	Class room	3	✓	-
2	Principle’s room	1	✓	-
3	Vice of principle’s room	1	✓	-
4	Staff’s room	1	✓	-
5	Teacher’s room	1	✓	-
6	Laboratory of computer	1	✓	-
7	Library	1	✓	-
8	Mosque	1	✓	-
9	Medical/UKS room	1	✓	-
10	Toilet	7	✓	-
11	Parking area	1	✓	-
12	Field	1	✓	-
13	Canteens	2	✓	-

3. Total of the Teachers and Students at Daarul ‘Ulya Vocational School

Metro

a. List of teacher and administration staff

Daarul ‘Ulya Vocational School Metro has 17 teachers and 4 administration staff. The total of teachers and administration staffs can be identified as follow:

Table 4
List of the teachers Daarul ‘Ulya Vocational School Metro

No	Name	Position
1	Ummul Khair, S.Pd.I	Principle/Islamic Teacher
2	M. Akbar, S.Kom	TKJ Teacher
3	Indiati, S.E	Sociology Teacher
4	Bariyanti, S. Pd.I	Civics Teacher
5	Lidya Ningsih, S.Pd	English Teacher
6	Heni Rahmawati, S.Pd	Chemistry Teacher
7	Lyly Kusdartiana, S.Pd.I	Mathematics Teacher
8	Sisca,Spd	Indonesian Teacher
9	Dian Efriana, S.Pd	SBK Teacher
10	Guntoro, S.Pd	KWU Teacher
11	Ardi, Amd	TKJ Teacher
12	Ani Sulistiani, S.Kom	TKJ Teacher
13	Iman	Aswaja Teacher
14	Syafi’i	Sport Teacher
15	Dwi Puspitasari	English Teacher
16	Ainun Naim	Arabic Teacher
17	Dedi Maryanto, S.Pd.I	Arabic Teacher

Table 5
List of administration staff

No	Name	Position
1	Lidya Lestari, S.Pd.I	Chief of Administration
2	Dwi Puspitasari	PUMC
3	Ainun Naim	Librarian
4	Lyly Kusdartiana, S.Pd.I	Offical of Students

b. Total of the students

Daarul 'Ulya Vocational School Metro has 3 classroom. Every classroom has 17-20 students. This school consist of three grade and includes X, XI, XII. Total of students can be identified as follow:

Table 6
Total of students

No	Classs	Sex		Total
		Male	Female	
1	X	8	12	20
2	XI	7	13	20
3	XII	8	9	17
Total		23	34	57

4. Data Description of Daarul 'Ulya Vocational School Metro

a. Vision of Daarul 'Ulya Vocational School Metro

“Giving example of prophet’s attitude and the best in achievement”.

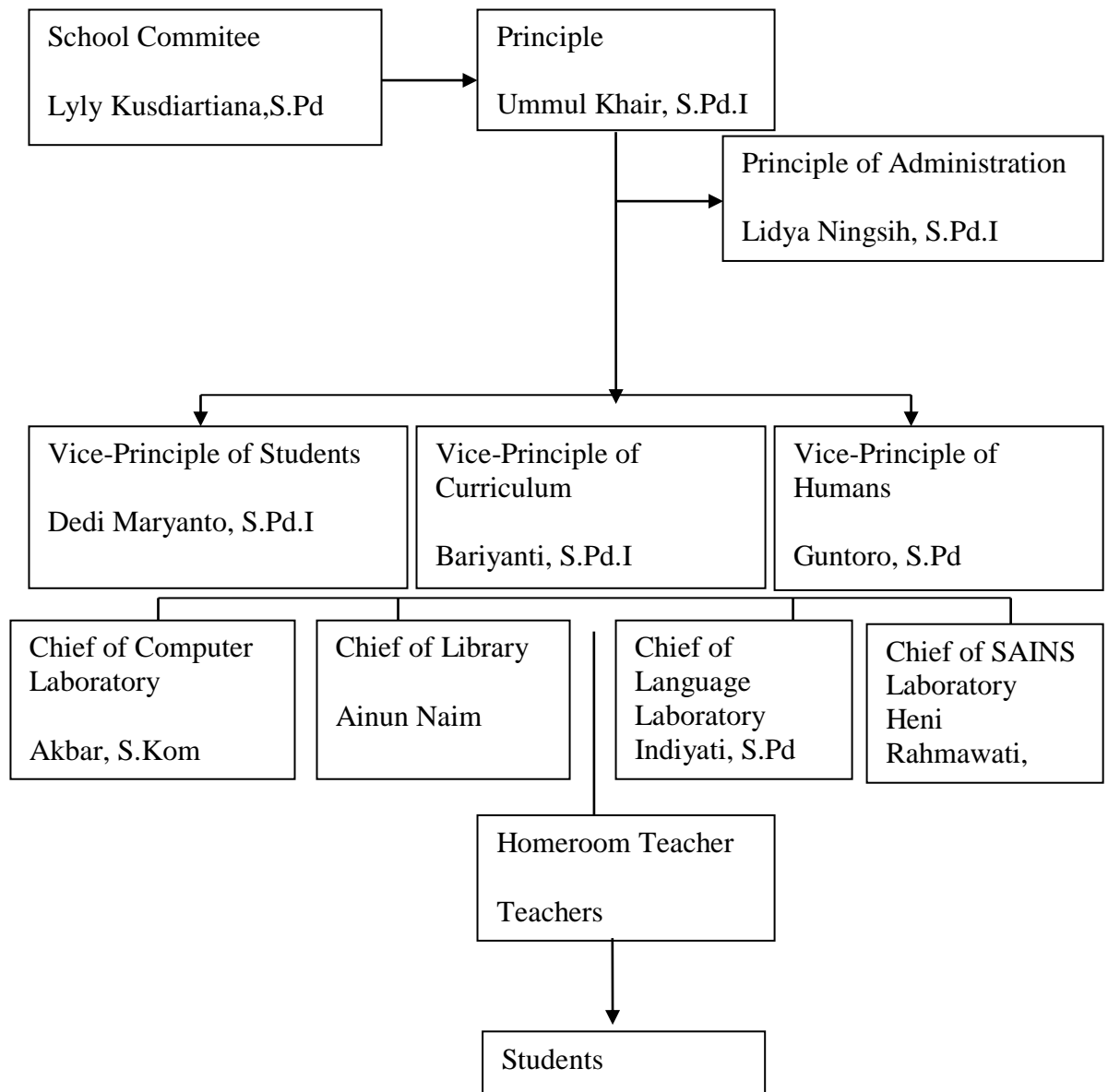
b. Mission of Vision of Daarul 'Ulya Vocational School Metro

- 1) Discipline character in work
- 2) Realizing family and solidarity management
- 3) First-rate attitude with increasing friendly relationship

c. The Organization of Daarul 'Ulya Vocational School Metro

Besides, to arrange and develop the school management, the school makes an organization. The organization of Vision of Daarul 'Ulya Vocational School Metro in the Academic Year 2018/2019 can be shown in the figure as follows:

Figure 2
The Organization of Vision of Daarul ‘Ulya Vocational School Metro
in the Academic Year of 2018/2019



d. Sketch location of Vision of Daarul ‘Ulya Vocational School

Metro

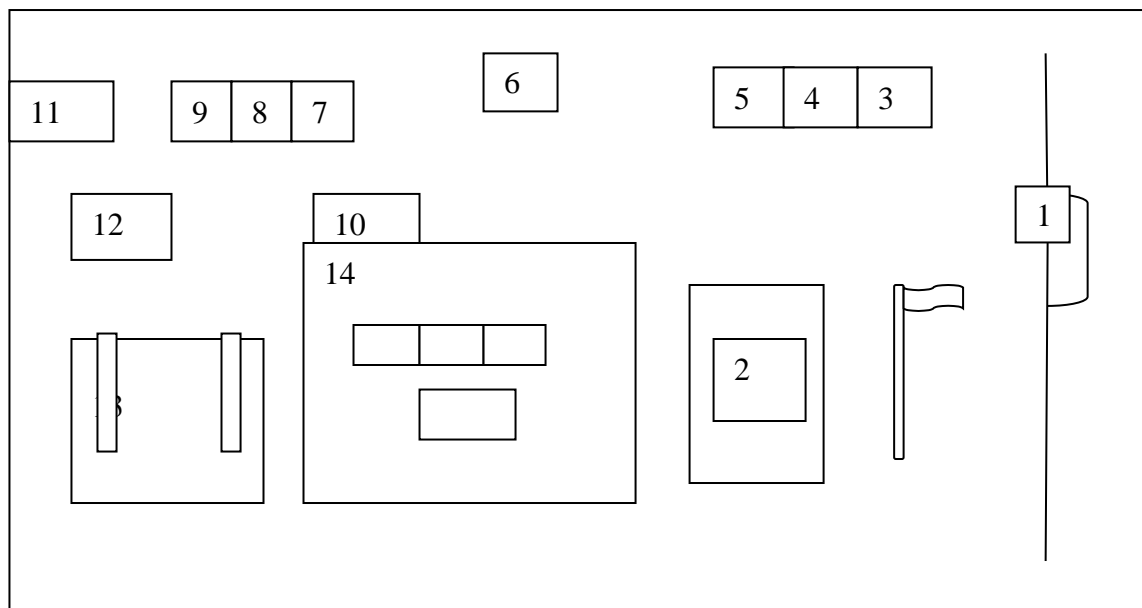


Figure 3. Sketch location of Daarul ‘Ulya Vocational School Metro

Note

1. Gateway
2. Field
3. Vice of principle's room
4. Staff's room
5. Teacher's room
6. Canteen
7. Class X
8. Class XI
9. Class XII
10. Library
11. Dormitory
12. Parking area
13. Toilets
14. SMK Daarul ‘Ulya

B. Description of The Research Data

1. Pre-test Result

The researcher conducted pre-test on November 12th, 2018. It was done to find out the students' basic knowledge towards speaking skill in oral test before giving treatment. The result of preliminary test could be seen as follows:

Table 7:
The students' pre-test result towards speaking skill at the eleventh grade of SMK Daarul 'Ulya Metro

NO	STUDENT'S NAME	FL	PR	VO	GR	IN	SCORE
1	AS	10	8	9	10	11	48
2	AD	9	8	7	9	7	40
3	AN	9	9	10	7	8	43
4	ANH	8	9	12	12	9	50
5	DNH	7	9	11	9	11	47
6	EO	6	8	6	8	9	37
7	IPL	9	8	8	9	8	42
8	IF	9	10	9	12	12	52
9	LY	6	7	8	9	5	35
10	LA	8	9	6	9	10	42
11	MNP	5	6	8	7	6	32
12	MTT	6	8	6	11	9	40

13	MN	8	9	11	9	11	48
14	NK	10	8	11	12	11	52
15	RAF	9	10	12	11	10	52
16	RFDP	11	9	12	15	13	60
17	RS	9	10	9	8	11	47
18	SS	8	9	7	10	11	45
19	SY	9	8	12	12	11	52
20	SU	7	9	11	10	11	48
Total							912
Average							45,6
The highest score							60
The lowest							32

Note :

Fl = Fluency

Pr = Pronunciation

Vo = Vocabulary

Gr = Grammatical Accuracy

In = Interactional Strategies

From the data above, it could be found that the highest scores was 60 and the lowest scores was 32. In line with the data, the researcher measured the class interval by using the formula as follows:

$$K = 1 + 3,3 \log n$$

$$K = 1 + 3,3 \log 20$$

$$K = 1 + 3,3 \times 1,301$$

$$K = 1 + 4,29$$

$$K = 5, 29 = 5$$

R = the highest scores – the lowest scores

$$R = 60 - 32$$

$$R = 28$$

$$I = \frac{R}{K}$$

$$I = \frac{28}{5}$$

$$I = 5,6$$

$$I \approx 6$$

Where:

K = number of interval class

R = distance of maximum and minimum scores

I = length of interval class (total of interval class)

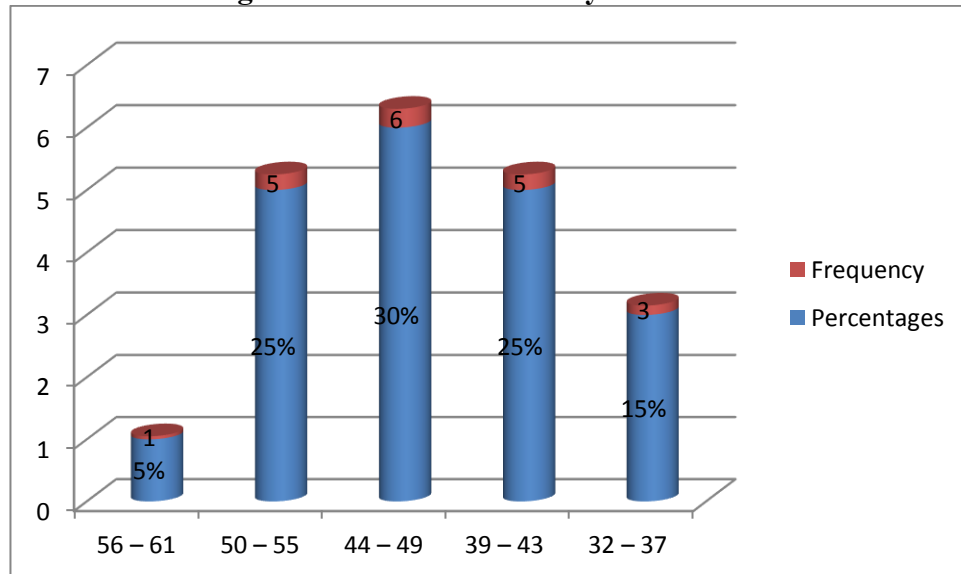
N = total participants/students

The total of interval class (I) in this research was 6. Then, it was used to measure the data by presenting it on the table of frequencies distribution below:

Table 8:
Table of frequency distribution toward students' pre-test result
towards speaking skill at the eleventh grade of SMK Daarul 'Ulya
Metro

Interval	Frequency	Percentages %
56 – 61	1 students	5 %
50 – 55	5 students	25 %
44 – 49	6 students	30 %
38 – 43	5 students	25 %
32 – 37	3 students	15 %
Total	20	100 %

Graph 1:
The result of students' pre-test toward speaking skill at the eleventh grade of SMK Daarul 'Ulya Metro



Furthermore, based on the table of frequency distribution above, it could be inferred that from 20 students as the sample of the research, just for about 1 student who had got the highest score which is 60. The data revealed that 3 students got the score between 32 - 37 or as many as 15%. Next, there were 5 students got the score between 38 - 43 or as many as 25%. There were 6 students who got the score between 44 - 49 or in the other words, as many as 30%, meanwhile, there were 5 students who got the score between 50 - 55 or as many as 25%. The last, there were 5 students who got the score between 56 - 61 or as many as 5%.

In summary, from the result of pre-test, the researcher found that the students' problem was in using ineffective strategy in teaching learning process. As a result, most of the students got the lower score.

Table 9.
Students' Level Category of Pre-Test

No.	Class Interval	Frequency	Category	Percentage
1	68 – 73	6	Excellent	30%
2	62 – 67	4	Good	20%
3	56 – 61	7	Fair	35%
4	50 - 55	3	Low	15%
Total		20		100%

2. Post-test Result

After considering the pre-test result of speaking skill in oral test, the researcher conducted the treatment of story telling strategy to help the students getting better understanding of speaking skill. Beware of that, the researcher identified the students' difficulty in oral test speaking skill and offered story telling strategy to know if there was positive and significant influence of it.

Furthermore, after the students in this class had been given the treatment of story telling strategy and they had understood already, the researcher gave the post-test to measure their speaking skill in oral test. The result of post-test could be seen below:

Table 10:
The students' post-test result toward speaking skill at the eleventh grade of SMK Daarul 'Ulya Metro

NO	STUDENT'S NAME	FL	PR	VO	GR	IN	SCORE
1	AS	11	10	12	9	10	52
2	AD	9	9	12	10	10	50
3	AN	9	8	12	12	11	52
4	ANH	10	12	13	12	11	58
5	DNH	10	11	13	13	13	60
6	EO	10	9	9	8	12	48
7	IPL	10	8	12	12	11	53
8	IF	12	10	14	12	13	61
9	LY	9	9	10	10	10	48
10	LA	12	9	12	11	9	53
11	MNP	9	8	10	9	11	47
12	MTT	10	9	12	9	10	50
13	MN	11	9	13	10	11	54
14	NK	11	10	14	12	13	60
15	RAF	12	11	14	13	11	61
16	RFDP	15	13	18	15	17	78
17	RS	12	12	15	14	15	68
18	SS	13	10	13	10	11	57
19	SY	14	12	15	14	14	69
20	SU	12	11	15	11	9	58
Total							1137
Average							56,85
The highest score							78
The lowest							47

Source: documentation of post-test result of speaking skill in oral test gathered on November 12th, 2018.

From the data above, it could be found that the highest scores was 78 and the lowest scores was 47. In line with the data, the researcher measured the class interval by using the formula as follows:

$$K = 1 + 3,3 \log n$$

$$K = 1 + 3,3 \log 20$$

$$K = 1 + 3,3 \times 1,301$$

$$K = 1 + 4,29$$

$$K = 5,29 = 5$$

R = the highest scores – the lowest scores

$$R = 78 - 47$$

$$R = 31$$

$$I = \frac{R}{K}$$

$$I = \frac{31}{5}$$

$$I = 6,2$$

$$I \approx 6$$

Where:

K = number of interval class

R = distance of maximum and minimum scores

I = length of interval class (total of interval class)

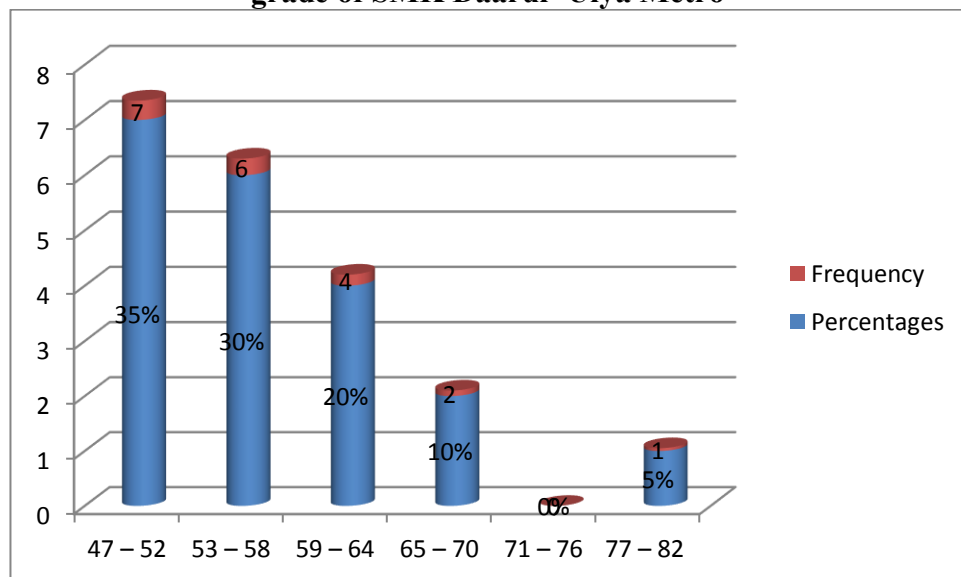
N = total participants/students

The total of interval class (I) in this research was 6. Then, it was used to measure the data by presenting it on the table of frequencies distribution below:

Table 11:
Table of frequency distribution of students' post-test result towards speaking skill at the eleventh grade of SMK Daarul 'Ulya Metro

Interval Classes	Frequency	Percentages %
77 – 82	1 student	35%
71 – 76	0 students	30%
65 – 70	2 students	20%
59 – 64	4 students	10%
53 – 58	6 students	0%
47 – 52	7 student	5%
Total	20	100%

Graph 2:
The result of students' post-test towards speaking skill at the eleventh grade of SMK Daarul 'Ulya Metro



Furthermore, based on the table of frequency distribution above, it could be inferred that from 20 students as the sample of this research, there were 1 students got the score similar to or higher than story telling, which is 78. To be known, there were 7 students who got the score between 47-52 or as many as 35%, and there were 6 students who got the score

between 53-58 or as many as 30% and there were 4 students who got the score between 59-64 or as many as 20%, and there were 2 students who got the score between 65-70 or as many as 10%. In addition, there were 0 student who got the score between 71-76 or as many as 0%. The last, there were 1 student who got the score between 77-82 or as many as 5%.

In summary, the post-test result was categorized into sufficient category even though several students was still lack on story telling strategy on the students speaking skill, but on the whole, there was certain enhancement to help the students get better understanding.

Furthermore, the researcher devided the post-test of the students' speaking skill very into three categories.

$$IR = \frac{t - r}{N}$$

Note:

IR= Class interval

t = The highest score = 78

r = The lowest score = 47

N= Total of the categories = 4

$$\begin{aligned} IR &= \frac{t - r}{N} \\ &= \frac{78 - 47}{4} \\ &= \frac{31}{4} \\ &= 7,75 \\ &\approx 8 \end{aligned}$$

Table 12
Students' Level Category of Post-test

No.	Class Interval	Frequency	Category	Percentage
1	71 – 78	1	Excellent	5%
2	63 – 70	2	Good	10%
3	55 – 62	7	Fair	35%

4	47 – 54	10	Low	50%
Total		20		100%

C. Hypothesis Testing

After applying story telling strategy, the researcher analyzed the data by using t-test in order to prove whether there was a positive and significant of using story telling strategy on the students' speaking skill at the eleventh grade of SMK Daarul 'Ulya Metro as follow (Ha) is accepted, if there was a positive and significant of using story telling strategy on the students' speaking skill. And (Ho) was rejected, if there was no positive and significant of using story telling strategy on the students' speaking skill.

1. Putting the data into the formula Chi-Square (χ^2)

The Formulation of Chi-Square as follow:

$$\chi^2 = \sum \left[\frac{(f_o - f_e)^2}{f_e} \right]$$

Table 13
The Contingency Table of the Expected Frequency at the Result of Students' Speaking Skill in Pre-Test and Post-Test.

Variable	Category				Total
	Excellent	High	Fair	Low	
Pre-Test	6	4	7	3	Rn= 20
Post-Test	1	2	7	10	Rn=20
Total	Cn= 7	Cn= 6	Cn= 14	Cn= 13	N= 40

Hypothesis testing by using Chi-Square to get χ^2_{observed}

Table 14
Testing of the Data

Cell	Fo	$F_e = \frac{Cn \times Rn}{N}$	Fo-Fe	$(Fo-Fe)^2$	$\frac{(Fo - Fe)^2}{Fe}$
1	6	$\frac{7 \times 20}{40} = 3,5$	2,5	6,25	1,78
2	4	$\frac{6 \times 20}{40} = 3$	1	1	0,33
3	7	$\frac{14 \times 20}{40} = 7$	0	0	0
4	3	$\frac{13 \times 20}{40} = 6,5$	-3,5	12,25	1,88
5	1	$\frac{7 \times 20}{40} = 3,5$	-2,5	6,25	1,78
6	2	$\frac{6 \times 20}{40} = 3$	-1	1	0,33
7	7	$\frac{14 \times 20}{40} = 7$	0	0	0
8	10	$\frac{13 \times 20}{40} = 6,5$	3,5	12,25	1,88
Total					$\chi^2 = \sum \left[\frac{fo-fe)^2}{fe} \right]$ $= 7,98$

Moreover, after putting the data above into Chi-Square analysis, the researcher got χ^2_{observed} is 7,98

From the data above, the value of chi square was 7,98. Then, knew the critical value of the chi-square the researcher firstly counted df , it was degree of freedom. The formulation of *df* is:

$$df = (c-1)(r-1)$$

Note: Df= degree of freedom

C= cell

R= row

df= (c-1)(r-1)

df= (3-1)(2-1)= 2

The degree of freedom for level of significant 5% for df 2 is 5.991 and for level of significant 1% is 9.210. it meant that x^2_{observed} was higher than x^2_{table} . It could be written as $5.991 < 7.98 > 9.210$. x^2_{observed} was higher than x^2_{table} (5.991) in 5% and (9.210) in 1 %. It could be inferred that (H_a) was accepted and (H_o) was rejected.

2. Getting the data into the formula of t-test

To find whether there was positive and significant of using story telling strategy in the students' speaking skill at eleventh grade of SMK Daarul 'Ulya Metro. The researcher used the t-test formula. The researcher prepared the table and put the data into the formula of t-test below to get t_{observed} .

Table 15:
The scores of pre-test and post-test result of speaking skill at the eleventh grade of SMK Daarul 'Ulya Metro

No	Codes of Resp	Pre-test (X_1)	Post-test (X_2)	D ($X_2 - X_1$)	$D^2 = (X_2 - X_1)^2$
1	AS	48	52	4	16
2	AD	40	50	10	100
3	AN	43	52	9	81
4	ANH	50	58	8	64

5	DNH	47	60	13	169
6	EO	37	48	11	121
7	IPL	42	53	11	121
8	IF	52	61	9	81
9	LY	35	48	13	169
10	LA	42	53	11	121
11	MNP	32	47	15	225
12	MTT	40	50	10	100
13	MN	48	54	6	36
14	NK	52	60	8	64
15	RAF	52	61	9	81
16	RFDP	60	78	18	324
17	RS	47	68	21	441
18	SS	45	57	12	144
19	SY	52	69	17	289
20	SU	48	58	10	100
		$\sum X_1 = 912$	$\sum X_2 = 1137$	$\sum D = 225$	$\sum D^2 = 2847$

Average of $\bar{D} = \frac{225}{20} = 11,25$

Therefore, the data was put into the formula of t-test then calculated it. It

could be calculated by using the formula below:

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{11,25}{\sqrt{\frac{2847 - \frac{(225)^2}{20}}{20(20-1)}}$$

$$t = \frac{11,25}{\sqrt{\frac{2847-259}{380}}}$$

$$t = \frac{11,25}{\sqrt{\frac{316}{380}}}$$

$$t = \frac{11,25}{\sqrt{0,83}}$$

$$t = \frac{11,25}{0,911}$$

$$t = 12,34$$

To be known, t_{observed} was 12,34 as the result of counting by using t-test formula above. Meanwhile, the critical value of t-test (t_{table}), the researcher firstly counted df, df is degree of freedom. The formulation of $df = N - 2$. N is the number of research population:

$$df = N - 2$$

$$= 20 - 2$$

$$= 18$$

Furthermore, the researcher demonstrated the data which was analyzed by using t-test in SPSS in the table below.

Table 16
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test	20	32	60	45.60	6.80093
Post-Test	20	47	78	56.85	7.97546

The table above demonstrated that the total sample of pre-test was 20 with the minimum value was 32 and maximum value was 60, its mean of pre-test was 45,60 with the standard deviation was 6,80093. Meanwhile, the total sample of post-test was 20 with the minimum value was 47 and maximum value was 78, its mean of post-test was 56,85 with the standard deviation was 7,97546.

Moreover, the table below illustrated the result of the calculation of t-test in SPSS.

Table 17
Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-Test Post-Test	-1.12500E1	4.07657	.91155	-13.15789	-9.34211	12.342	19	.000

The table above illustrated that the mean of pre-test and post-test result was -1.12500 and its standard deviation was 4.07657 with standard error mean was 1.125, t_{observed} was 12.342 with degree of freedom was 19 to confidence interval of the difference 95%.

Titik Persentase Distribusi t (df = 1 – 40)

Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
df	0.50	0.20	0.10	0.050	0.02	0.010	0.002
1	1.00000	3.07768	6.31375	12.70620	31.82052	63.65674	318.30884
2	0.81650	1.88562	2.91999	4.30265	6.96456	9.92484	22.32712
3	0.76489	1.63774	2.35336	3.18245	4.54070	5.84091	10.21453
4	0.74070	1.53321	2.13185	2.77645	3.74695	4.60409	7.17318
5	0.72669	1.47588	2.01505	2.57058	3.36493	4.03214	5.89343
6	0.71756	1.43976	1.94318	2.44891	3.14267	3.70743	5.20763
7	0.71114	1.41492	1.89458	2.36462	2.99795	3.49948	4.78529
8	0.70639	1.39682	1.85955	2.30600	2.89846	3.35539	4.50079
9	0.70272	1.38303	1.83311	2.26216	2.82144	3.24984	4.29681
10	0.69981	1.37218	1.81246	2.22814	2.76377	3.16927	4.14370
11	0.69745	1.36343	1.79588	2.20099	2.71808	3.10581	4.02470
12	0.69548	1.35622	1.78229	2.17881	2.68100	3.05454	3.92963
13	0.69383	1.35017	1.77093	2.16037	2.65031	3.01228	3.85198
14	0.69242	1.34503	1.76131	2.14479	2.62449	2.97684	3.78739
15	0.69120	1.34061	1.75305	2.13145	2.60248	2.94671	3.73283
16	0.69013	1.33676	1.74588	2.11991	2.58349	2.92078	3.68615
17	0.68920	1.33338	1.73961	2.10982	2.56693	2.89823	3.64577
18	0.68836	1.33039	1.73406	2.10092	2.55238	2.87844	3.61048
19	0.68762	1.32773	1.72913	2.09302	2.53948	2.86093	3.57940
20	0.68695	1.32534	1.72472	2.08596	2.52798	2.84534	3.55181
21	0.68635	1.32319	1.72074	2.07961	2.51765	2.83136	3.52715
22	0.68581	1.32124	1.71714	2.07387	2.50832	2.81876	3.50499
23	0.68531	1.31946	1.71387	2.06866	2.49987	2.80734	3.48496
24	0.68485	1.31784	1.71088	2.06390	2.49216	2.79694	3.46678
25	0.68443	1.31635	1.70814	2.05954	2.48511	2.78744	3.45019
26	0.68404	1.31497	1.70562	2.05553	2.47863	2.77871	3.43500
27	0.68368	1.31370	1.70329	2.05183	2.47266	2.77068	3.42103
28	0.68335	1.31253	1.70113	2.04841	2.46714	2.76326	3.40816

From the table above t_{table} was 1,72913

D. Interpretation

1. Interpretation of χ^2_{observed}

a. If $\chi^2_{\text{observed}} > \chi^2_{\text{table}}$, H_a is accepted and H_o is rejected

b. If $\chi^2_{\text{observed}} < \chi^2_{\text{table}}$, H_a is rejected and H_o is accepted.

The critical value of χ^2_{observed} was 12.34 which meant that H_a was accepted and H_o was rejected. To conclude, the using of story telling strategy could enhance students' speaking skill at the eleventh grade of SMK Daarul 'Ulya

2. Interpretation of t_{observed}

- a. If $t_{\text{observed}} > t_{\text{table}}$, H_a is accepted and H_o is rejected.
- b. If $t_{\text{observed}} \leq t_{\text{table}}$, H_a is rejected and H_o is accepted.

Finally, the data confirmed that $t_{\text{observed}} = 12,34$ was higher than $t_{\text{table}} 1,72913$ in the level of 5% and $1,32773$ in the level of 1%. It meant that H_a was accepted and H_o was rejected. Therefore, it could be concluded that “there was a positive and significant of using story telling strategy to enhance the students’ speaking skill at the eleventh grade of SMK Daarul ‘Ulya Metro”.

E. Discussion

In this research, there were two variables consisting of independent variable and dependent variable. Independent variable (X) was story telling strategy and dependent variable (Y) was students’ speaking skill. Based on the data analysis, the researcher concluded that story telling strategy was an alternative strategy that had enhance on the students’ speaking skill. On account for this, it could be seen by the result of pre-test and post-test. Students of the eleventh grade of SMK Daarul ‘Ulya Metro had done pre-test and post-test where by before holding the post-test, the researcher gave them certain treatment that consisted of story telling strategy.

Similarly, the score they had got before and after treatment was so different that in the pre-test, the average score of class was 63. Meanwhile, the average score of class in the post-test was 73. In other words, there was a positive and significant of using expansion drill techniqstory telling strategy

on the students' speaking skill at the eleventh grade of SMK Daarul 'Ulya Metro.

To be exact, story telling as an alternative strategy, the students learnt such make speaking skill in learning English. More precisely, there is a positive and significant of using story telling strategy on the students' speaking skill after treatment. The fact showed that there was a change at the amount of the students who got lower scores. At the end, they were able to implement their result of speaking ability.

Lastly, story telling strategy could be a solution for teaching learning process especially in speaking because it made the students more active while learning. Too, they were given much more opportunities to explore all their ideas and their creativities. By using this strategy, teaching and learning process was more interesting, enjoyable and fun because it included visual capability and creativity among students so that they might take part better during learning process.

F. Limitation

This research was conducted only at the eleventh grade of SMK Daarul 'Ulya Metro with the purpose to see whether there was any positive and significant of using story telling strategy on the students' speaking skill. In other words, the result of this research could not be generalized. Consequently, the result might be different if it was conducted in any other circumstances.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research, the researcher can conclude that story telling strategy has a positive significant in the students' speaking skill at the eleventh grade of SMK Daarul 'Ulya Metro. It can be used as the strategy and it can be improve their speaking skill and make the students easier and enjoyable in learning process. The average of students' speaking skill score at the eleventh grade of SMK Daarul 'Ulya Metro in pre-test was 45,6 and in post-test is 56,85. There was significant of using story telling strategy in the students' speaking skill at the eleventh grade of SMK Daarul 'Ulya Metro. It can be seen from the result of critical value " $t_{\text{observation}}$ " was 156,25 and " t_{table} " 5% (0,398) and 1% (0,505). The data confirmed that " $t_{\text{observation}}$ " was higher than " t_{table} ".

According the result of data analysis, the researcher knows that $\chi^2_{\text{observation}}$ is 20 and χ^2_{table} in 5% (5,99) and 1% (9,21). It means that " $\chi^2_{\text{observation}}$ " is higher than " χ^2_{table} ". Therefore, it can be inferred that H_1 is accepted and H_0 is rejected. It means that, there is a positive and significant of using story telling strategy at the eleventh grade of SMK Daarul 'Ulya Metro.

B. Suggestion

Based on the result of the research, the researcher gives some suggestion to the side that related as the considered as follows:

1. For the Teacher

It is suggested to the teacher to use Story Telling as strategy in learning process in order to enhance the students' speaking skill.

2. For the Students

It is suggested to the students to be active in learning process in order to understand the material especially in speaking class.

3. For the Headmaster

The headmaster is supposed to give more facilities to the students in order to the students can be more excite in English learning.

REFERENCES

- Betsabé Navarro Romero, "Improving Speaking Skills", University of Tennessee, (British: Encuentro), 02 September 2015
- Christine C.M.Goh Anne Burns, *Teaching Speaking A holistic Approach*, (New York: Cambridge University press, 2012).
- Creswell, John W, *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, Fourth Edition, (Buston: Pearson, 2002).
- Daniel Muijs, *Doing Quantitative Research in Education*, (London: Sage Publication, New Delhi: Thousand Oaks, 2004).
- David Nunan, *The Learner-Centred Curriculum: A Study In Second Language Teaching*, (New York, Cambridge University Press: 1996).
- David P. Haris, *Testing English as a Second Language*. (New Delhi : India Offset Press 1974)
- Donal Ary, et al., *Introduction to Research in Education*, (USA: Wadsworth Cengage Learning, 2010), Eight Edition.
- Fatma Alkaaf and Ali Al-Bulushi, Tell and Write, *the Effect of Storytelling Strategy for Developing Story Writing Skills among Grade Seven Learners*, Open Journal of Modern Linguistics, (Sultan Qaboos University: Scientific Research Publishing), No.7/April 2017.
- Gillian Lazar, *Literature and Language Teaching A Guide For Teachers and Trainers*, (New York: Cambridge University Press, 1993).
- Graeme Keith Porte, *Appraising Research in Second Language Learning (A practical approach to critical analysis of quantitative research)*, (Amsterdam: John Benjamin Publishing Company, 2002).
- H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, Second Edition, (San Francisco: State University, 2001).
- Jean Brewster, Gail Ellis and Denis Girad, *The Primary English Teachers' Guide*, (London: Penguin English Guides, 2002)
- Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Longman, 2001)

- John W. Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research*, (United States of America: Pearson, 2012), Fourth Edition.
- L.R. Gay, *Educational Research-Competencies for Analysis and Application*, (New York: Mc millan publishing company, 1990), Second Edition.
- Pravamayee Samantaray, *Use of Story Telling Method to Develop Spoken English Skill*, (Centurion University: Bhubaneswar), No. 1/ June 2014.
- Pravamayee Samantaray, *Use of Story Telling Method to Develop Spoken English Skill*, International Journal of Language & Linguistics, Vol. 1, No. 1; June 2014.
- Rie KOIZUMI, *Relationships Between Productive Vocabulary Knowledge and Speaking Performance of Japanese Learners of English at the Novice Level*, (Tsukuba, University of Tsukuba: 2005).
- Roney, R. Craig, "Storytelling in the Classroom: Some Theoretical Thoughts", *Storytelling World*, (Journal Articles), No.9/1996.
- Scott Thornbury, *How To Teach Speaking*, (New York: Person Education Limited, 1995).
- Shiamaa Abd EL Fattah Torky, "The Effectiveness of a Task- Based Instruction program in Developing the English Language Speaking Skills of Secondary Stage Students", Presented on Curricula and Methods of Teaching English as a Foreign Language, 2006.
- Shiamaa Abd EL Fattah Torky, *The Effectiveness of a Task- Based Instruction program in Developing the English Language Speaking Skills of Secondary Stage Students*, Presented on Curricula and Methods of Teaching English as a Foreign Language, 2006.
- Weir Cyril J, *Language Testing and Validation*, (London: Palgrave Macmillan, 2005).

SILABUS

NAMA SEKOLAH : SMK DAARUL 'ULYA
MATA PELAJARAN : BAHASA INGGRIS
KELAS/SEMESTER : XI / 3-4
STANDAR KOMPETENSI : Berkomunikasi dengan Bahasa Inggris setara Level Elementary
ALOKASI WAKTU : 146 X 45 menit

KOMPETENSI DASAR	INDIKATOR	MATERI PEMBELAJARAN	KEGIATAN PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU			SUMBER BELAJAR
					TM	PS	PI	
2.1. Memahami percakapan sederhana sehari-hari baik dalam konteks profesional maupun pribadi dengan orang bukan penutur asli	<ul style="list-style-type: none"> Pertanyaan dengan pola <i>yes-no questions</i> dalam konteks kegiatan sehari-hari dipergunakan dan dijawab dengan benar. Pertanyaan dengan pola <i>question tags</i> dalam konteks kegiatan sehari-hari dipergunakan dengan benar. Pertanyaan dengan pola <i>question words</i> dalam konteks kegiatan sehari-hari dipergunakan dan dijawab dengan benar. Berbagai bentuk dan ungkapan digunakan dengan tepat untuk membicarakan kegemaran/hobi dan minat. Ungkapan untuk menanggapi tamu hotel, restoran, travel agency, dll. dipergunakan dengan benar. 	<ul style="list-style-type: none"> Talking about daily activities Talking about hobbies and interests Do you like fishing? What do you like doing in your spare time? Guest handling What can I do for you, Sir? Welcome to our hotel. I hope you enjoy the food. Grammar Review Yes – No questions Are you a secretary? Question tags The board meeting starts at seven, doesn't it? Questions with question words Where does the boss live? Why do you come late? Gerund as subjects and objects Smoking is dangerous. I don't like fishing. Gerund as complement: Her job is sorting the mail. Gerund after preposition: Are you interested in collecting stamps? Constructions with 'too' and 'enough' The soup is too salty for me. The hotel room is comfortable enough. 	<ul style="list-style-type: none"> Listening: <ul style="list-style-type: none"> Matching pictures with statements Completing dialogs about someone's activities. Listening for information Speaking: <ul style="list-style-type: none"> Telling about guest handling. Role playing about guest handling Creating dialogs and practicing in front of the class Reading: <ul style="list-style-type: none"> Reading for information Answering questions about hobbies and interests Completing sentences Writing: <ul style="list-style-type: none"> Writing description of your daily activities. Writing sentences containing gerund. Arranging sentences containing "too" and "enough" 	<ul style="list-style-type: none"> Tes lisan Dialog berpasangan Tes tertulis Melengkapi kalimat Pilihan Ganda Membuat paragraf pendek 	20			<ul style="list-style-type: none"> Get Along with English for Vocational School Grade XI Elementary level Practical English Usage Global Access to the World of Work Person to Person

KOMPETENSI DASAR	INDIKATOR	MATERI PEMBELAJARAN	KEGIATAN PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU			SUMBER BELAJAR
					TM	PS	PI	
2.2. Mencatat pesan-pesan sederhana baik dalam interaksi langsung maupun melalui alat	<ul style="list-style-type: none"> Pesan (message) yang diterima lewat telepon dicatat dengan benar. Pesan (message) yang diterima secara langsung dicatat dengan benar. 	<ul style="list-style-type: none"> Expressions dealing with telephone conversations Grammar Review: <ul style="list-style-type: none"> Personal pronouns I – me – my – mine – myself Reported speech <ul style="list-style-type: none"> He said that you had to pay for the tickets He asked you to pay for the tickets. He wanted to know if you would be available in the afternoon. He wanted to know where you put his umbrella. Adjective Clause <ul style="list-style-type: none"> Do you know the staff who will be promoted our new division manager? 	<ul style="list-style-type: none"> Listening: <ul style="list-style-type: none"> Completing a dialog Matching pictures with statements Speaking: <ul style="list-style-type: none"> Role playing on telephone conversations Reading: <ul style="list-style-type: none"> Reading for information Answering questions about reported speech, personal pronouns and adjective clause Writing <ul style="list-style-type: none"> Completing a dialog Writing messages based on a telephone conversation Creating dialogs with given situations. 	<ul style="list-style-type: none"> Tes tertulis <ul style="list-style-type: none"> Melengkapi kalimat Membuat kalimat dengan reported speech Reading: <ul style="list-style-type: none"> Mencatat pesan yang diterima Pilihan Ganda Tes lisan <ul style="list-style-type: none"> Menceritakan pesan yang diterima 	20			<ul style="list-style-type: none"> ❖ Get Along with English for Vocational School Grade XI Elementary level ❖ Practical English Usage ❖ Global Access to the World of Work ❖ Person to Person

KOMPETENSI DASAR	INDIKATOR	MATERI PEMBELAJARAN	KEGIATAN PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU			SUMBER BELAJAR
					TM	PS	PI	
2.3. Merinci tugas pekerjaan dan latar belakang pendidikan yang dimilikinya secara lisan dan tulisan	<ul style="list-style-type: none"> Bentuk kata kerja digunakan dalam <i>Simple Present</i> dengan tepat untuk menerangkan tugas dan pekerjaan berbagai macam profesi. Bentuk kata kerja digunakan dalam <i>Simple Past</i> dengan tepat untuk menerangkan latar belakang pendidikan berbagai macam profesi. <i>Curriculum Vitae</i> yang sederhana ditulis dengan benar. Berbagai ungkapan digunakan dengan tepat untuk menjelaskan fakta dan angka (<i>facts and figures</i>) pada suatu sajian data. 	<ul style="list-style-type: none"> Telling about people's job using the <i>Simple present tense</i>: <ul style="list-style-type: none"> - A cook prepares food. - Pilots fly aeroplanes. Telling about people's educational background using the <i>Simple past tense</i>. <ul style="list-style-type: none"> - She graduated from SMK Plus Assyuthiyah. - The new secretary learned shorthand at the college. Samples of curriculum vitae Expressing facts and figures <ul style="list-style-type: none"> - The graph shows that population growth has been high this last decade. - The latest data show that about three billion rupiahs have been spent for the construction of the factory. 	<ul style="list-style-type: none"> Listening: <ul style="list-style-type: none"> - Matching pictures with statements - Completing dialogs and answering questions Speaking <ul style="list-style-type: none"> - Practicing a conversation - Explaining someone's profession Reading <ul style="list-style-type: none"> - Understanding and discussing graph containing facts and figures - Reading for information: advertisement, a letter, etc. Writing <ul style="list-style-type: none"> - Writing an application letter - Writing one's own curriculum vitae 	<ul style="list-style-type: none"> Tes lisan <ul style="list-style-type: none"> - Menjelaskan profesi - Menjelaskan diagram Tes tertulis <ul style="list-style-type: none"> - Melengkapi kalimat/ form - Menulis surat lamaran dan curriculum vitae - Pilihan ganda 	20			<ul style="list-style-type: none"> ❖ Get Along with English for Vocational School Grade XI Elementary level ❖ Practical English Usage ❖ Global Access to the World of Work ❖ Person to Person ❖ English New Concept

KOMPETENSI DASAR	INDIKATOR	MATERI PEMBELAJARAN	KEGIATAN PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU			SUMBER BELAJAR
					TM	PS	PI	
2.4. Menceritakan kegiatan di masa lalu dan rencana kerja yang akan datang	<ul style="list-style-type: none"> • Ungkapan tentang kegiatan masa lampau dikemukakan dengan benar. • Ungkapan untuk mengemukakan kegiatan di masa datang digunakan dalam <i>Tense</i> yang benar. • Surat pribadi yang menceritakan tentang kehidupan masa lalu dan rencana di masa depan ditulis dengan benar. 	<ul style="list-style-type: none"> • Telling about past events <ul style="list-style-type: none"> - I saw the crowds were helping the accident victim. - We had locked the room when she came. • Telling about future plans <ul style="list-style-type: none"> - The meeting will be over at two PM. - When you arrive at the office, I will be conducting a meeting. • Sample of a personal letter (telling about past and future events) • Grammar review: <ul style="list-style-type: none"> - Relevant tenses. 	<ul style="list-style-type: none"> • Listening <ul style="list-style-type: none"> - Completing a dialog - Matching pictures with statements - Listening for information • Speaking <ul style="list-style-type: none"> - Practicing conversations with partners - Telling one's own plans (future) • Reading <ul style="list-style-type: none"> - Reading for information: passages - Answering questions about past tense and future tense • Writing <ul style="list-style-type: none"> - Completing sentences - Writing the most interesting experience - Writing about one's future dreams 	<ul style="list-style-type: none"> • Tes lisan <ul style="list-style-type: none"> - Menceritakan peristiwa masa lalu - Dialog • Tes tertulis <ul style="list-style-type: none"> - Melengkapi kalimat - Menerjemah kan - Pilihan ganda 	24			<ul style="list-style-type: none"> ❖ Get Along with English for Vocational School Grade XI Elementary level ❖ Practical English Usage ❖ Global Access to the World of Work ❖ Person to Person

KOMPETENSI DASAR	INDIKATOR	MATERI PEMBELAJARAN	KEGIATAN PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU			SUMBER BELAJAR
					TM	PS	PI	
2.5. Mengungkapkan berbagai macam maksud hati	<ul style="list-style-type: none"> • Ungkapan-ungkapan untuk menyampaikan undangan digunakan dengan tepat. • Ungkapan-ungkapan untuk melakukan tawar-menawar (<i>bargaining</i>) digunakan dengan tepat. • Ungkapan-ungkapan untuk menyatakan kepastian (<i>certainly</i>) digunakan dengan tepat. • Ungkapan-ungkapan untuk memberi dan merespon pujian digunakan dengan tepat. • Ungkapan-ungkapan untuk menyatakan pendapat/opini digunakan dengan tepat. • Ungkapan-ungkapan untuk menyatakan persetujuan (<i>agreeing-disagreeing</i>) digunakan dengan tepat. • Ungkapan-ungkapan untuk menyatakan argumentasi digunakan dengan benar. 	<ul style="list-style-type: none"> • Giving invitations <ul style="list-style-type: none"> - Would you like to come to my place for dinner tonight, please? - With pleasure. - I'm afraid I can't, I've already got an appointment. • Bargaining <ul style="list-style-type: none"> - Is there any discount for this shirt? - How about fifty thousand rupiahs? • Expressing certainty <ul style="list-style-type: none"> - I'm sure that it's going to rain this afternoon. - It must be him who called. • Giving and responding to compliments <ul style="list-style-type: none"> - Fantastic! - You look beautiful tonight. - Thank you. • Expressing opinions <ul style="list-style-type: none"> - I think that's not true. - What I have in my mind is that • Expressing agreement/ disagreement: <ul style="list-style-type: none"> - You're right. - I'm afraid you've got wrong information, Sir. ▪ Expressing argument <ul style="list-style-type: none"> - Yes, but don't forget ... - That may be so but ... • Grammar review <ul style="list-style-type: none"> - Conjunctions / concessive relationship. - Constructions with "used to": <ul style="list-style-type: none"> a) be/get used to + V-ing b) used to + Verb 1 - Noun clause as object: <ul style="list-style-type: none"> - I never believe that there will be another rationalization. 	<ul style="list-style-type: none"> • Listening: <ul style="list-style-type: none"> - Completing a dialog - Matching pictures with statements • Speaking: <ul style="list-style-type: none"> - Performing dialogues based on given situations. - Creating a dialog • Reading: <ul style="list-style-type: none"> - Reading for information - Answering questions based on written texts. - Completing dialogs using preference expressions • Writing: <ul style="list-style-type: none"> - Writing an invitation letter with the situation given - Writing dialogues based on given situations. 	<ul style="list-style-type: none"> • Tes lisan melalui role play / dialog • Tes tertulis <ul style="list-style-type: none"> - Melengkapi dialog - Menjawab pertanyaan - Melengkapi kalimat - Membuat dialog - Pilihan ganda 	28			<ul style="list-style-type: none"> ❖ Get Along with English for Vocational School Grade XI Elementary level ❖ Practical English Usage ❖ Global Access to the World of Work ❖ Person to Person

KOMPETENSI DASAR	INDIKATOR	MATERI PEMBELAJARAN	KEGIATAN PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU			SUMBER BELAJAR
					TM	PS	PI	
2.6. Memahami instruksi-instruksi sederhana	<ul style="list-style-type: none"> • Ungkapan-ungkapan untuk menggambarkan proses kerja dan atau berfungsinya suatu alat dikemukakan dengan benar. • Ungkapan-ungkapan untuk meminta dan memberi saran dan nasihat (<i>suggestion and advice</i>) digunakan secara tepat. • Ungkapan-ungkapan untuk menyatakan keharusan dan kewajiban (<i>necessity and obligation</i>) digunakan dengan tepat. • Ungkapan-ungkapan untuk meyakinkan dan membujuk orang lain (<i>convincing and persuading</i>) agar menerima pendapat atau usulan yang diajukan digunakan dengan tepat. 	<ul style="list-style-type: none"> • Expressions used in describing processes: <ul style="list-style-type: none"> - First, ... - Next, ... - Then ... - Finally ... • Expressions used in asking for and giving suggestions and advice: <ul style="list-style-type: none"> - What do you recommend for a headache? - You'd better see a doctor. • Expressions used in asking necessity and obligation: <ul style="list-style-type: none"> - We must be there before the boss comes. - It is necessary for us to be there on time. • Expressions used in persuading and convincing: <ul style="list-style-type: none"> - Why don't you try our special drink <i>bandrek</i> to warm up your body. - If I were you, I would ... - I'm sure you are on the right track. - I bet you could do it. • Grammar review: <ul style="list-style-type: none"> - Degrees of comparison - Imperatives - Don't smoke at the petrol station - Keep silent; the baby is sleeping 	<ul style="list-style-type: none"> • Listening <ul style="list-style-type: none"> - Completing a passage on how things work and answering questions - Matching pictures with statements • Speaking <ul style="list-style-type: none"> - Practicing dialogs about describing a process - Role playing dialogs on how to ask for and give suggestions and advice. - Creating dialogs dealing with convincing and persuading, expressing necessity and obligations • Reading <ul style="list-style-type: none"> - Reading for information: dialogue, passages and answering questions - Completing sentences with given clues • Writing <ul style="list-style-type: none"> - Completing a dialog - Making a paragraph based on the situation provided. 	<ul style="list-style-type: none"> • Tes lisan <ul style="list-style-type: none"> - Menjelaskan proses kerja / cara mengoperasikan alat • Tes tertulis <ul style="list-style-type: none"> - Menjawab pertanyaan - Pilihan ganda - Membuat dialog 	24			<ul style="list-style-type: none"> ❖ Get Along with English for Vocational School Grade XI Elementary level ❖ Practical English Usage ❖ Global Access to the World of Work ❖ Person to Person ❖ English New Concept

KOMPETENSI DASAR	INDIKATOR	MATERI PEMBELAJARAN	KEGIATAN PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU			SUMBER BELAJAR
					TM	PS	PI	
2.7. Membuat pesan-pesan pendek, petunjuk dan daftar dengan pilihan kata, ejaan dan tata tulis yang berterima	<ul style="list-style-type: none"> Kata-kata dipilih dengan tepat dan dirangkai menjadi pesan pendek, petunjuk atau daftar Kesimpulan dari suatu pembicaraan ditulis dengan benar menjadi suatu pesan pendek, petunjuk, atau daftar 	<ul style="list-style-type: none"> Samples of short messages, directory, and lists. Content, punctuation, and spelling. 	<ul style="list-style-type: none"> Rearranging words / sentences Composing short messages. Directions, or lists based on the situation given by the teacher. Finding the punctuation errors in a passage 	<ul style="list-style-type: none"> Tes lisan <ul style="list-style-type: none"> Menyampaikan pesan secara lisan Tes tertulis <ul style="list-style-type: none"> Membuat pesan singkat dan atau petunjuk cara penggunaan alat secara tertulis. Pilihan Ganda 	10			<ul style="list-style-type: none"> Get Along with English for Vocational School Grade XI Elementary level Practical English Usage Global Access to the World of Work Person to Person English New Concept

Keterangan:

TM : Tatap muka

PS : Praktik di Sekolah (2 jam praktik di sekolah setara dengan 1 jam tatap muka)

PI : Praktik di Industri (4 jam praktik di Du/Di setara dengan 1 jam tatap muka)



Metro, 12 November 2018.
Guru Mata Pelajaran

(Signature)
Linda Ningsih, S.Pd

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	: SMK Daarul 'Ulya Metro
Mata Pelajaran	: Bahasa Inggris
Program Keahlian	: Teknik omputer dan Jaringan (TKJ)
Kelas/Semester	: XI/Ganjil
Alokasi Waktu	: 2 x 45 menit
Standar Kompetensi	: Berkomunikasi dengan Bahasa Inggris setara level Elementary
Kompetensi Dasar	: Menangkap makna teks narrative lisan dan tulis berbentuk manual dan kiat-kiat tips.
Indikator	: Menangkap makna teks narrative secara langsung dengan benar

A. Tujuan Pembelajaran

1. Menangkap makna teks narrative secara langsung dengan benar.
2. Menguasai pengetahuan dan keterampilan Bahasa Inggris untuk mendukung pencapaian kompetensi program keahlian.
3. Menerapkan penguasaan kemampuan dan keterampilan Bahasa Inggris untuk berkomunikasi baik lisan maupun tulisan pada level Elementary.

Karakter yang diharapkan

- Bersahabat
- Komunikatif
- Peduli sosial
- Rasa ingin tahu
- Demokratis
- Mandiri
- Kerja keras

- Disiplin
- Senang membaca

B. Materi Pembelajaran

1) Simple Past Tense

We use simple past tense to talk about past events.

The Pattern:

- (+) Subject + Verb₂ + Object + Modifier
- (-) Subject + Auxiliary verb (did) + not + Verb₁ + Object + Modifier
- (?) Auxiliary verb (did) + Subject + Verb₁ + Object + Modifier?

Examples:

- I went to the cinema last night.
- She did not go to school yesterday.
- Did you do your homework?

2) Storytelling

Generic Structure of Story Telling

- Orientation
- Complication
- Resolution

Example

Hungry Crocodile

One day, there was a hungry crocodile waitinga prey near the lake in the jungle. That crocodile hiding under the surface of the lake for a long time, but there was not yet any prey approaching that lake to drink. That crocodile was so cruel and thus it had no friend and the other animals hate it so much.

At the afternoon, the crocodile could not stay any longer to the lake. It finally walked to the ground. But that day was unlucky day for

that crocodile. After getting at the bank of the lake suddenly there was a big branch of the tree falling upon its neck. The crocodile could not move at all. Not long after the falling branch, finally there was a buffalo coming to the lake to drink. The buffalo saw the crocodile and the buffalo was afraid and would leave that lake soon. But the crocodile asked it sadly to help. The buffalo felt about it and decided to help the crocodile. But after helping the crocodile, the buffalo got something unexpected. The crocodile bit the buffalo's leg and the buffalo shouted loudly asking help for any other animal near it. Kancil that was at the way to go to the lake heard the buffalo's voice. Kancil run quickly to see what had happened to the buffalo. Near the lake, kancil saw the buffalo and the crocodile. Kancil asked "what happened?" and the buffalo answered "the crocodile bit my leg after I help to remove the big branch from its neck". The crocodile also said "I'm hungry and you are at my territory, therefore I bit you poor buffalo". The crocodile laughed at the buffalo. Kancil said to buffalo, "it is impossible you had helped the crocodile, thus the crocodile had the right to bite you". The buffalo said "I'm not telling a lie. I can prove it". Kancil said, "I believe that crocodile is right, but then you can try to prove your telling. But first crocodile must release your bite, okay?". Crocodile said "Okay, it is easy, but after that I will eat the buffalo". Kancil said "Okay, deal".

The buffalo laid the big branch at the former position, upon the crocodile's neck. After that suddenly kancil said, "Lets run buffalo, lets run!". The buffalo and kancil run as fast as possible and the crocodile had realized that is had been fooled by kancil. The crocodile was still trapped there and there was no one helped it.

C. Model dan Metode Pembelajaran

1. Model Pembelajaran : Pendekatan scientific
2. Metode Pembelajaran : Audiolingual Method

D. Langkah-Langkah Pembelajaran

No	Kegiatan	Waktu
1.	Kegiatan Awal 1.1 Pendahuluan a. Guru mengucapkan salam b. Guru memeriksa kehadiran siswa c. Apersepsi <ul style="list-style-type: none">• Mengulang atau mengingat kembali pelajaran sebelumnya• Menyatakan topik pembahasan pertemuan yang akan disampaikan• Menjelaskan kepada siswa tujuan pembelajaran dalam pertemuan ini d. Orientasi Guru menjelaskan tentang pentingnya materi ini dalam kehidupan nyata. e. Motivasi Menjelaskan kepada siswa tentang manfaat mempelajari materi ini	
2.	Kegiatan Inti 2.1 Eksplorasi a. Siswa melihat contoh gambar yang ditampilkan melalui slide powerpoint tentang penggunaan simple past tense. b. Siswa diberikan clue atau arahan tentang maksud dari slide tersebut. 2.2 Elaborasi a. Guru memberikan contoh berupa beberapa kalimat yang menggunakan simple past tense.	

	<ul style="list-style-type: none"> b. Siswa mengidentifikasi kalimat yang termasuk pada simple past tense. c. Siswa mendapat penjelasan tentang penggunaan simple past tense. d. Siswa berlatih membuat kalimat dengan menggunakan simple past tense. e. Siswa berlatih dengan melengkapi kalimat dalam sebuah teks dengan simple past tense. <p>2.3 Konfirmasi</p> <ul style="list-style-type: none"> a. Guru memberikan umpan balik berupa koreksi dan masukan kepada siswa. b. Guru melakukan pengamatan terhadap siswa tentang penerimaan materi. c. Guru memberikan motivasi kepada siswa. 	
3.	<p>Kegiatan Akhir</p> <p>Penutup</p> <ul style="list-style-type: none"> a. Mengulas kembali pelajaran pada pertemuan hari ini. b. Memberi kesempatan kepada siswa untuk bertanya terkait materi yang telah diberikan. c. Memberikan tugas tambahan kepada siswa. d. Menutup pelajaran 	

E. Media dan Sumber Belajar

Media Pembelajaran : Board Marker, white board, gambar-gambar

Sumber Belajar : Get Along with English for Vocational School
Grade XI Elementary School

F. Penilaian Hasil Pembelajaran

1. Kriteria Penilaian

- Tingkat ketercapaian fungsi sosial bagaimana menyatakan tindakan/ kejadian yang sedang dilakukan/berlangsung saat ini.
- Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan.
- Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan menyatakantindakan/ kejadian yang sedang dilakukan/berlangsung saat ini.

2. Cara Penilaian

- Kinerja (praktik) mempraktikkan cara membaca teks naratif yang diberikan oleh guru.
- Tes tertulis dapat membuat kalimat terkait narrative text.

Rubrik Penilaian

Aspect	Category	Indication
Fluency	3(good)	Generally natural delivery, only occasional halting when searching for appropriate words/expressions.
	2(fair)	Speech is slow and hesitant. Maintain speech in passive manner and needs regular prompt.
	1(bad)	The students speak so little that no 'fluent' speech can be said to occur.
Pronunciation	3(good)	Occasional errors of pronunciation in few inconsistencies of rhythm, intonation and pronunciation but comprehension are not impeded.
	2(fair)	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.
	1(bad)	Words are unintelligible.

Vocabulary	3(good)	Effective use of vocabulary for the task with little inappropriacies.
	2(fair)	Limited use of vocabulary with frequent inappropriacies.
	1(bad)	Inappropriate and inadequate vocabulary.
Grammatical accuracy	3(good)	Very few grammatical errors.
	2(fair)	Speech is broken and distorted by frequent errors.
	1(bad)	Unable to construct comprehensible sentences.
Comprehension	3(good)	Appears to understand everything without difficulty.

$$\text{Score} = \frac{\text{The score gained by student} \times (1-20) \times 5}{\text{Maximum Score}} \times 100^{10}$$

Metro, November 12th, 2018

September 2018

English Teacher



Lidya Ningsih, S.Pd

The Researcher



Chamidah Zahro
NPM. 14121067

Mengetahui,
Kepala SMK Daarul 'Ulya



Umul Khair, S.Pd.I

STUDENTS ATTENDANCE LIST (Pre-Test)
Of SMK DAARUL 'ULYA METRO

Class : XI TKJ

Date : November 12th 2018

NO.	NAMA	KET
1	Afrizal Sidiq	1.
2	Andriyanto	2.
3	Anis Nurlaili	3.
4	Atik Nurhayati	4.
5	Dwi Nuri Hidayati	5.
6	Eva Oktaviani	6.
7	Indri Putri Lestari	7.
8	Irfan Farulian	8.
9	Lilis Yulianti	9.
10	Lulu Alfani	10.
11	Mella Nisa Prastika	11.
12	Merly Tya Tania	12.
13	Muhammad Nurfatoni	13.
14	Nurul Khoiriyah	14.
15	Rifqi Arman Fauzi	15.
16	Rizqi Firlana Dwi Putra	16.
17	Rofiatus Sholehah	17.
18	Siti Sumaria	18.
19	Suryanto	19.
20	Syarifatul 'Ulyaa	20.

STUDENTS ATTENDANCE LIST (Post-Test)
Of SMK DAARUL 'ULYA METRO

Class : X1 TKJ

Date : November 12th, 2018

NO.	NAMA	KET
1	Afrizal Sidiq	1.
2	Andriyanto	2.
3	Anis Nurlaili	3.
4	Atik Nurhayati	4.
5	Dwi Nuri Hidayati	5.
6	Eva Oktaviani	6.
7	Indri Putri Lestari	7.
8	Irfan Farulian	8.
9	Lilis Yulianti	9.
10	Lulu Alfani	10.
11	Mella Nisa Prastika	11.
12	Merly Tya Tania	12.
13	Muhammad Nurfatoni	13.
14	Nurul Khoiriyah	14.
15	Rifqi Arman Fauzi	15.
16	Rizqi Firlana Dwi Putra	16.
17	Rofiatu Sholehah	17.
18	Siti Sumaria	18.
19	Suryanto	19.
20	Syarifatul 'Ulyaa	20.

The Students' Score Oral Rating Sheet Of Pre-Test

No	Student's Name	Aspect					Total
		Pronunciation 1 – 3	Grammar 1 – 3	Vocabulary 1 – 3	Fluency 1 – 3	Comprehension 1 – 3	
1.	AS						
2.	AD						
3.	AN						
4.	ANH						
5.	DNH						
6.	IO						
7..	IPL						
8..	IF						
9.	LY						
10.	LA						
11.	MNP						
12.	MTT						
13.	MN						
14.	NK						
15.	RAF						
16.	RFDP						
17.	RS						
18.	SS						
19.	SY						
20.	SU						

The Students' Score Oral Rating Sheet Of Post-Test

No	Student's Name	Aspect					Total
		Pronunciation 1 – 3	Grammar 1 – 3	Vocabulary 1 – 3	Fluency 1 – 3	Comprehension 1 – 3	
1.	AS						
2.	AD						
3.	AN						
4.	ANH						
5.	DNH						
6.	IO						
7..	IPL						
8..	IF						
9.	LY						
10.	LA						
11.	MNP						
12.	MTT						
13.	MN						
14.	NK						
15.	RAF						
16.	RFDP						
17.	RS						
18.	SS						
19.	SY						
20.	SU						

INSTRUMENT PRE TEST OF SPEAKING SKILL

- A. In the Pre Test, the researcher gives the topics "The Mouse and The Lion".

DIRECTION:

- Understanding the story.
- Retell the story by using your own language in front of the class.

THE MOUSE AND THE LION

A long time ago a little mouse was playing and messing around. He was making a lot of noise and all of sudden he woke up the lion, the king of animals.

"How dare you wake me up?" the lion roared, "I'm going to eat you all up!" and with that he placed his big paw upon the mouse's tiny body, so that the poor frightened little mouse couldn't move. "Please, forgive me, oh King of the animals! I didn't mean to wake you up. I was just palying! If you let me go now, maybe I can help you one day!" the mouse squeaked.

This makke the lion roar with laughter. "You? Help me? Ha hha haaa... you are so small, how could you help me?!" and with that he changed his mind, "Alright, I will let you go, because you would be such a tiny morsel anyway!"

A few month later the lion was prowling around, taking care of hismajestic duties, when he gor caught in a trap. He struggle to get free, but the more he tried to free himself, the more he got tangled in the net. Luckily, the same little mouse was passing by and saw what had happened. The king of animals was in trouble! Happy to finally be able to help the lion, the mouse rushed to his aid and started gnawing through the ropes.

I didn't believe you would be able to help me, but I was wrong, "said the lion, whwn he was set free by the little mouse. From that day on, the lion and the mouse became good friends.

INSTRUMENT POST TEST OF SPEAKING SKILL

A. In the Post Test, the researcher gives the topics "Snow White".

DIRECTION:

- Understanding the story.
- Retell the story by using your own language in front of the class.

SNOW WHITE

Once upon a time, there live a king and queen ruled over a distant land. the queen was kind and lovely and all the people of the realm adored her. The only sadness in the queen's life was that she wished for a child but did not have one.

One winter day, the queen was doing needle work while gazing out her ebony window at the new fallen snow. A bird flew by the window strating the queen and she pricked her finger. A single drop of blood fell on the snow outside her window. As she looked at the blood on the snow she said to herself, "oh, how I wish that I had a daughter that had skin as white as snow, lips as red as blood, and hair as black as ebony."

Soon after that, the kind queen got her wish when she gave birth to a baby girl who had skin white as snow, lips red as blood, and hair black as ebony. They named the baby princess Snow White, but sadly, the queen died after giving birth to Snow White.

Soon after, the king married a new woman who was beautiful, but as well proud and cruel. She had studied dark magic and owned a magic mirror, of which she would daily ask "Mirror-mirror on the wall, who's the fairest of the all?" Each time this question was asked, the mirror would give the same answer, "Thou O Queen, art the fairest of all." This pleased the queen greatly as she knew that her magical mirror could speak nothing but the truth.

One morning, when the Queen asked, "Mirror mirror on the wall, who's the fairest of them all?" she was shocked when it answered: "You my queen, are fair, it is true. But Snow White is ever fairer than you." The Queen flew into a jealous rage and ordered her huntsman to take Snow White into the Woods to be killed. She demanded that the huntsman return with Snow White's heart as proof.

The poor huntsman took Snow White into the forest, but found himself unable to kill the girl. Instead, he let her go, and brought the queen the heart of a wild boar. Snow White was now all alone in the great forest and she did not know what to do. The trees seemed to whisper to each other, scaring Snow White who began to run. She ran over sharp stones and through thorns. She ran as far as her feet could carry her, and just as evening was about to fall she saw a little house and went inside in order to rest.

Inside the house everything was small but tidy. There was a little table with a tidy, white tablecloth and seven little plates. Against the wall there were seven little beds, all in a row and covered with quilts.

Because she was so hungry Snow White ate a few vegetables and a little bread from each little plate and from each cup she drank a bit of milk. Afterward, because she was so tired, she lay down on one of the little beds and fell fast asleep.

After dark, the owner of the house returned home. They were the seven dwarves who mined for gold in the mountains. As soon as they arrived home, they found that someone had been there for not everything was in the same order as they had left it.

The first one said, "who has been sitting in my chair?"

The second one, "who has been eating from my plate?"

The third one, "who has been eating my bread?"

The fourth one, "who has been eating my vegetables?"

The fifth one, "who has been eating with my fork?"

The sixth one, "who has been drinking from my cup?"

But the seventh one, looking at his bed, found Snow White lying there asleep. The seven dwarves all came running up, and they cried out with amazement. They fetched their seven candles and shone the light on Snow White. "Oh good heaven!" they cried. "This child is beautiful!"

They were so happy that they did not wake her up, but let her continue to sleep in the bed. The next morning Snow White woke up. And when she saw the seven dwarves she was frightened. But they were friendly and asked "what is your name?"

"My name is Snow White," she answered.

"How did you find your way to our house?" the dwarves asked further.

Then she told them that her stepmother had tried to kill her, that the huntsman had spared her life, and that she had run the stumbling upon their house. The dwarves spoke with each other for a while and then said, "If you will keep house for us, and cook, make beds, wash, sew, and knit, and keep everything clean and orderly, then you can stay with us, and you shall have everything that you want." "Yes," said Snow White, "with all my heart." For Snow White greatly enjoyed keeping a tidy home. So Snow White lived happily with the dwarves. Every morning they went into the mountains looking for gold, and in the evening when they came back home Snow White had their meal ready and their house tidy. During the day the girl was alone, except for the small animals of the forest that she often played with.

Now the queen, believing that she had eaten Snow White's heart, could only think that she was again the first and the most beautiful woman of all. She stepped before her mirror and said: "Mirror, mirror on the wall, who in this land

is fairest of all?" It answered: "You my queen, are fair, it is true. But Snow White, beyond the mountains with seven dwarves, is still a thousand times fairer than you." This startled the queen, for she knew that the mirror did not lie, and she realized that the huntsman had deceived her and that Snow White was still alive. Then she thought, and thought again, how she could rid herself of Snow White. For as long as she was not the most beautiful woman in the entire land her jealousy would give her no rest..

At last she thought of something. She went into her most secret room no one else was allowed inside and she made a poisoned apple. From the outside it was beautiful, and anyone who saw it would want it. But anyone who might eat a little piece of it would die. Coloring her face, she disguised herself as an old peddler woman, so that no one would recognize her, traveled to the dwarves house and knocked on the door..

Snow White put her head out of the window, and said, "I must not let anyone in, the seven dwarves have forbidden me to do so." "that is all right with me," answered the peddler woman. I'll easily get rid of my apples. Here I'll give you one of them." "No" said Snow White, "I cannot accept anything from strangers." "are you afraid of poison?" asked the old woman. "look, I'll cut the apple in two. You eat half and I shall eat half.

Now the apple had been so artfully made that only the one half was poisoned. Snow White longed for the beautiful apple, and when she saw that the peddler woman was eating part of it she could no longer resist, and she stuck her hand out and took the poisoned half. She barely had a bite in her mouth when she fell to the ground dead. The queen looked at her with an evil stare, laughed loudly, and said, "White as snow, red as blood, black as ebony wood! The dwarves shall never awaken you."

Back at home she asked the mirror. "Mirror, mirror on the wall, who in this land is fairest of all?" it finally answered: "you, my queen, are fairest of all".

When the dwarves came home that evening they found Snow White lying on the ground. She was not breathing at all. She was dead. They lifted her up and looked at her longingly. They talked to her, shook her and wept over her. But nothing helped. The dear child was dead, and she remained dead. They laid her on a bed of straw, and all seven sat next to her and mourned for her and cried for three days. They were going to bury her, but she still looked as fresh as a living person, and still had her beautiful red cheeks.

They said, "we cannot bury her in the black earth," and they had a transparent glass coffin made, so she could be seen from all sides. They laid her inside, and with golden letters wrote on it her name, and that she was a princess. Then they put the coffin outside on a mountain, and one of them always stayed

with it and watched over her. The animals too came and mourned for Snow White, first an owl, then a raven, and finally a dove.

Now it came to pass that a prince entered these woods and happened into the dwarves' house, where he sought shelter for the night. He saw the coffin on the mountain with beautiful Snow White in it, and he read what was written on it with golden letters. Then he said to the dwarves, "let me have the coffin. I will give you anything you want for it." But the dwarves answered, "we will not sell it for all the gold in the world." Then he said "Then give it to me, for I cannot live without being able to see Snow White. I will honor her and respect her as my most cherished one."

As he thus spoke, the good dwarves felt pity for him and gave him the coffin. The prince had his servants carry it away on their shoulders. But then it happened that one of them stumbled on some brush, and this dislodged from Snow White's throat the piece of poisoned apple that she had bitten off. Not long afterward she opened her eyes, lifted the lid from her coffin, sat up, and was alive again. "Good heavens, where am I?" she cried out. The prince said joyfully, "you are with me." He told her what had happened, and then said, "I love you more than anything else in the world. Come with me to my father's castle. You shall become my wife." Snow White loved him and she went with him.

Snow White's wicked step mother was invited to the feast, and when she had arrayed herself in her most beautiful garments, she stood before her mirror and said: "Mirror mirror on the wall, who in this land is fairest of all?" the mirror answered: "you my queen, are fair, it is true, but the young queen is a thousand times fairer than you." Not knowing that this new queen was indeed her stepdaughter, she arrived at the wedding, and her heart filled with the deepest of dread when she realized the truth, the evil queen was banished from the land forever and the prince and Snow White lived happily ever after.

SPEAKING SKILL GUIDANCE

Aspect	Category	Indication
Fluency	4(excellent)	Generally natural delivery, only occasional halting when searching for appropriate words/expressions.
	3 (good)	The student hesitates and repeats himself at times but can generally maintain a flow of speech
	2(adequate)	Speech is slow and hesitant. Maintain speech in passive manner and needs regular prompt.
	1(bad)	The students speak so little that no 'fluent' speech can be said to occur.
Pronunciation	4(excellent)	Occasional errors of pronunciation in few inconsistencies of rhythm, intonation and pronunciation but comprehension are not impeded.
	3(good)	Rhythm intonation and pronunciation require more careful listening, some errors of pronunciation which may occasionally lead to incomprehension.
	2(fair)	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.
	1(bad)	Words are unintelligible.
Vocabulary	4(excellent)	Effective use of vocabulary for the task with little inappropriacies.
	3(good)	For the most part, effective use of vocabulary for the task of some examples of inappropriate.
	2(fair)	Limited use of vocabulary with frequent inappropriacies.
	1(bad)	Inappropriate and inadequate vocabulary.
Grammatical accuracy	4(excellent)	Very few grammatical errors.

	3(good)	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension.
	2(fair)	Speech is broken and distorted by frequent errors.
	1(bad)	Unable to construct comprehensible sentences.
Interactional Strategies	4(excellent)	Interacts effectively and readily participates and follows the discussion.
	3(good)	Use of interactive strategies is generally adequate but at times experience some difficulties in maintaining interaction consistently.
	2(fair)	Use of ineffective. Can seldom develop an interaction.
	1 (bad)	Unable to interact with another partner. ¹

¹ David P.Haris.*Testing English as a Second Language*. (New Delhi : India Offset Press1974), p.84

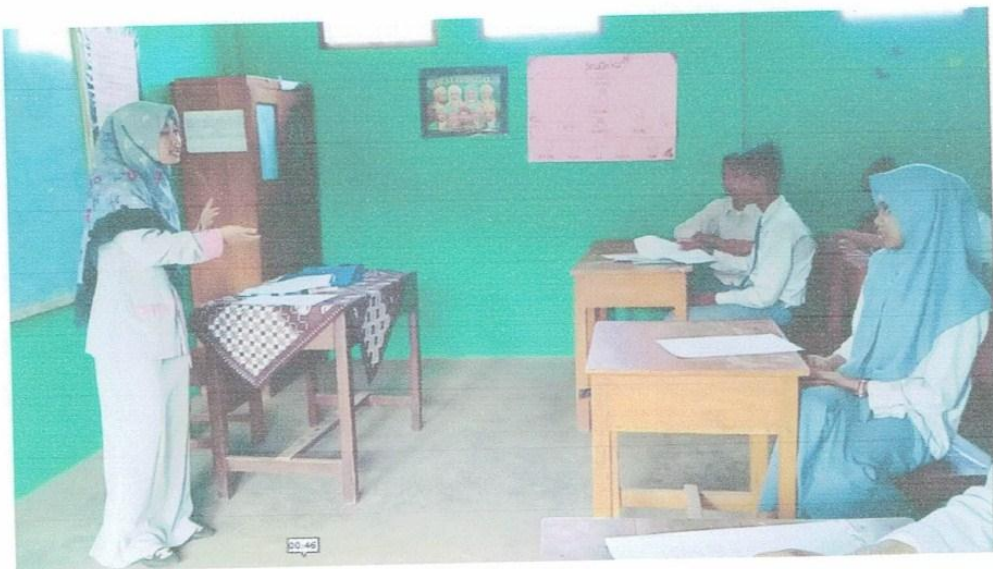
DOCUMENTATION GUIDANCE

1. Documentation about historical background of SMK Daarul 'Ulya Metro.
2. Documentation about organization structure of SMK Daarul 'Ulya Metro.
3. Documentation about condition of teachers, officials, and students of SMK Daarul 'Ulya Metro.
4. Documentation about the location sketch of SMK Daarul 'Ulya Metro.
5. Documentation about condition of the teachers and official employees of SMK Daarul 'Ulya Metro.
6. Documentation about students of SMK Daarul 'Ulya Metro.

DOCUMENTATION



The teacher explains the material to the students about speaking skill



The teacher explains the story telling strategy



The student doing pre-test



The teacher gives the treatment to the students



The student doing the post test

STUDENTS ATTENDANCE LIST (Post-Test)
Of SMK DAARUL 'ULYA METRO

Class : XI TKJ

Date : November 12th, 2018

NO.	NAMA	KET
1	Afrizal Sidiq	1. <i>Ans</i>
2	Andriyanto	2. <i>Ans</i>
3	Anis Nurlaili	3. <i>Ans</i>
4	Atik Nurhayati	4. <i>Ans</i>
5	Dwi Nuri Hidayati	5. <i>Ans</i>
6	Eva Oktaviani	6. <i>Ans</i>
7	Indri Putri Lestari	7. <i>Ans</i>
8	Irfan Farulian	8. <i>Ans</i>
9	Lilis Yulianti	9. <i>Ans</i>
10	Lulu Alfani	10. <i>Ans</i>
11	Mella Nisa Prastika	11. <i>Ans</i>
12	Merly Tya Tania	12. <i>Ans</i>
13	Muhammad Nurfatoni	13. <i>Ans</i>
14	Nurul Khoiriyah	14. <i>Ans</i>
15	Rifqi Arman Fauzi	15. <i>Ans</i>
16	Rizqi Firlana Dwi Putra	16. <i>Ans</i>
17	Rofiatus Sholehah	17. <i>Ans</i>
18	Siti Sumaria	18. <i>Ans</i>
19	Suryanto	19. <i>Ans</i>
20	Syarifatul 'Ulyaa	20. <i>Ans</i>

STUDENTS ATTENDANCE LIST (Pre-Test)
Of SMK DAARUL 'ULYA METRO

Class : XI TKJ

Date : November 12th, 2018

NO.	NAMA	KET
1	Afrizal Sidiq	1. <i>Ans</i>
2	Andriyanto	2. <i>Ans</i>
3	Anis Nurlaili	3. <i>Ans</i>
4	Atik Nurhayati	4. <i>Ans</i>
5	Dwi Nuri Hidayati	5. <i>Dms</i>
6	Eva Oktaviani	6. <i>Elms</i>
7	Indri Putri Lestari	7. <i>Ans</i>
8	Irfan Farulian	8. <i>Zms</i>
9	Lilis Yulianti	9. <i>Lms</i>
10	Lulu Alfani	10. <i>Ans</i>
11	Mella Nisa Prastika	11. <i>Ans</i>
12	Merly Tya Tania	12. <i>Mms</i>
13	Muhammad Nurfatoni	13. <i>Ans</i>
14	Nurul Khoiriyah	14. <i>Ans</i>
15	Rifqi Arman Fauzi	15. <i>Rms</i>
16	Rizqi Firlana Dwi Putra	16. <i>Ans</i>
17	Rofiatus Sholehah	17. <i>Ans</i>
18	Siti Sumaria	18. <i>Nms</i>
19	Suryanto	19. <i>Ans</i>
20	Syarifatul 'Ulyaa	20. <i>Ans</i>

The Students' Score Oral Rating Sheet Of Post-Test

No	Student's Name	Aspect					Total
		Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	
1.	AS	10	9	12	11	10	52
2.	AD	9	10	12	9	10	50
3.	AN	8	12	12	9	11	52
4.	ANH	12	12	13	10	11	58
5.	DNH	11	13	13	10	13	60
6.	IO	9	8	8	10	12	48
7.	IPL	8	12	12	10	11	53
8.	IF	10	12	12	12	13	61
9.	LY	9	10	10	9	10	48
10.	LA	9	11	11	12	9	53
11.	MNP	8	9	9	9	10	47
12.	MTT	9	9	9	10	10	50
13.	MN	9	10	10	11	11	54
14.	NK	10	12	12	11	13	60
15.	RAF	11	13	13	12	11	61
16.	RFDP	13	15	15	15	17	78
17.	RS	12	14	14	12	15	68
18.	SS	10	10	10	13	11	57
19.	SY	12	14	14	14	14	69
20.	SU	11	11	11	12	9	58

The Students' Score Oral Rating Sheet Of Pre-Test

No	Student's Name	Aspect					Total
		Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	
1.	AS	8	10	9	10	11	48
2.	AD	8	9	7	9	7	40
3.	AN	9	7	10	9	8	43
4.	ANH	9	12	12	8	9	50
5.	DNH	9	9	11	7	11	47
6.	IO	8	8	6	6	9	37
7.	IPL	8	9	8	9	8	42
8.	IF	10	12	9	9	12	52
9.	LY	7	9	8	6	5	35
10.	LA	9	9	6	8	10	42
11.	MNP	6	7	8	5	6	32
12.	MTT	8	11	6	6	9	40
13.	MN	9	9	11	8	11	48
14.	NK	8	12	11	10	11	52
15.	RAF	10	11	12	9	10	52
16.	R FDP	9	15	12	11	13	60
17.	RS	10	8	9	9	11	47
18.	SS	9	10	7	8	11	45
19.	SY	8	12	12	9	11	52
20.	SU	9	10	11	7	11	48

**The Students' Score of Post-Test at The Eleventh Grade of SMK Daarul
'Ulya Metro**

No	Name	Score
1	Afrizal Sidiq	52
2	Andriyanto	50
3	Anis Nurlaili	52
4	Atik Nur Hayati	58
5	Dwi Nuri Hidayati	60
6	Eva Oktaviani	48
7	Indri Putri Lestari	53
8	Irfan Farulian	61
9	Lilis Yulianti	48
10	Lulu Alfani	53
11	Mela Nisa Prastika	47
12	Merli Tia Tania	50
13	Muhammad Nurfatoni	54
14	Nurul Khoiriyah	60
15	Rifqi Arman Fauzi	61
16	Rizki Firlana Dwi Putra	78
17	Rofiatus Sholiha	68
18	Siti Sumaria	57
19	Suryanto	69
20	Syarifatul Ulya	58

English Teacher



Lidya Ningsih, S.Pd.I

Metro, November 12th, 2018

Researcher



Chamidah Zahro
NPM. 14121067

**The Students' Score of Pre-Test at The Eleventh Grade of SMK Daarul 'Ulya
Metro**

No	Name	Score
1	Afrizal Sidiq	48
2	Andriyanto	40
3	Anis Nurlaili	43
4	Atik Nur Hayati	50
5	Dwi Nuri Hidayati	47
6	Eva Oktaviani	37
7	Indri Putri Lestari	42
8	Irfan Farulian	52
9	Lilis Yulianti	35
10	Lulu Alfani	42
11	Mela Nisa Prastika	32
12	Merli Tia Tania	40
13	Muhammad Nurfatoni	48
14	Nurul Khoiriyah	52
15	Rifqi Arman Fauzi	52
16	Rizki Firlana Dwi Putra	60
17	Rofiatus Sholiha	47
18	Siti Sumaria	45
19	Suryanto	52
20	Syarifatul Ulya	48

English Teacher



Lidya Ningsih, S.Pd.I

Metro, November 12th, 2018

Researcher



Chamidah Zahro
NPM. 14121067



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

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

No : P-1935/In.28/FTIK/PP.00.9/09/2017 14 September 2017
Lamp : -
Prihal : **Permohonan Surat Pra-Survey**

Kepada Yth,
SMK DAARUL 'ULYA KOTA METRO
Di-
Tempat

Assalamu'alaikum Wr. Wb

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

Nama : Chamida Zahro
NPM : 14121067
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris (TBI)
Judul : The Effectiveness of Story Telling Strategy To Enhance The
Students' Speaking Skill At The Eleventh Grade Of SMK
DAARUL ULYA KOTA METRO

Untuk melakukan para survey di SMK DAARUL ULYA KOTA METRO

Demikian permohonan disampaikan, atas perhatian dan perkenannya dihaturkan terima kasih.

Wassalamu'alaikum Wr. Wb



Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.

NIP. 197506102008011014



YAYASAN DAARUL 'ULYA KOTA METRO
SEKOLAH MENENGAH KEJURUAN (SMK) DAARUL'ULYA
NPSN. 69759076 NSS. 402126104019

*ALAMAT: Jln. Merica RT.33/RW.15 No.31 Iringmulyo Kecamatan Metro Timur Kota Metro Kode Pos 34111,
E-Mail: smk.daarululya@yahoo.com*

Nomor : 255/ SMK-DU /IX/ 2018
Lampiran : -
Perihal : **BALASAN PRA-SURVEY**

Kepada Yth.,
Ketua Jurusan TBI
Institut Agama Islam Negeri (IAIN)

Assalamu'alaikum Wr. Wb.

Sehubungan dengan surat saudara pada tanggal 14 September 2017 perihal perizinan melakukan *Pra-survey* dalam rangka penyelesaian tugas akhir/skripsi atas nama **CHAMIDAH ZAHRO** dengan judul "*The Effectiveness Of Story Telling Strategy To Enhance The Students' Speaking Skill At The Eleventh Grade Of SMK Darul 'Ulya Metro.*"

Demikian surat balasan ini kami sampaikan, atas perhatiannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb



Metro, 20 November 2017

Kepala Sekolah

UMMUL KHAIR, S.Pd.I



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iaim@metrouniv.ac.id

Nomor : 2290 /In.28.1/J/PP.00.9/7/2018
Lamp : -
Hal : **BIMBINGAN SKRIPSI**

11 Juli 2018

Kepada Yth:

1. Dr. Widhiya Ninsiana, M.Hum (Pembimbing I)
 2. Ahmad Subhan Roza, M.Pd (Pembimbing II)
- Dosen Pembimbing Skripsi

Di -

Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya, kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa dibawah ini:

Nama : Chamidah Zahro
NPM : 14121067
Fakultas : Tarbiyah dan Ilmu keguruan
Jurusan : Tadris Bahasa Inggris
Judul : The Effectiveness Of Story Telling Strategy To Enhance The Students' Speaking Skill At The Eleventh Grade Of SMK Daarul 'Ulya Metro

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
 - a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
 - a. Pendahuluan \pm 1/6 bagian
 - b. Isi \pm 2/3 bagian
 - c. Penutup \pm 1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.



Ketua Jurusan TBI,

A. Subhan Roza, M.Pd
NIP. 19750610 2008011014



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.ain@metrouniv.ac.id

SURAT TUGAS

Nomor: B-2592/In.28/D.1/TL.01/08/2018

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

Nama : **CHAMIDAH ZAHRO**
NPM : 14121067
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMK DAARUL 'ULYA METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECTIVENESS OF STORY TELLING STRATEGY TO ENHANCE THE STUDENTS' SPEAKING SKILL AT THE ELEVENTH GRADE OF SMK DAARUL 'ULYA METRO".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

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

Dikeluarkan di : Metro
Pada Tanggal : 08 Agustus 2018

Mengetahui,
Pejabat Setempat

UMMUL KHAIRE S.Pd.



Wakil Dekan I,

Dra. Isti Fatonah MA

NIP 19670531 199303 2 003



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.ain@metrouniv.ac.id

Nomor : B-2593/In.28/D.1/TL.00/08/2018
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
Kepala SMK DAARUL 'ULYA
METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2592/In.28/D.1/TL.01/08/2018,
tanggal 08 Agustus 2018 atas nama saudara:

Nama : **CHAMIDAH ZAHRO**
NPM : 14121067
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMK DAARUL 'ULYA METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECTIVENESS OF STORY TELLING STRATEGY TO ENHANCE THE STUDENTS' SPEAKING SKILL AT THE ELEVENTH GRADE OF SMK DAARUL 'ULYA METRO".

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

Wassalamu'alaikum Wr. Wb.

Metro, 08 Agustus 2018
Wakil Dekan I,



[Signature]
Dra. Isti Fatonah MA
NIP. 19670531 199303 2 003



YAYASAN DAARUL 'ULYA KOTA METRO
SEKOLAH MENENGAH KEJURUAN (SMK) DAARUL'ULYA
NPSN. 69759076 NSS. 402126104019

ALAMAT: Jln. Merica RT.33/RW.15 No.31 Iringmulyo Kecamatan Metro Timur Kota Metro Kode Pos 34111,
E-Mail: smk.darululya@yahoo.com

Nomor : 279/ SMK-DU /IX/ 2018
Lampiran : -
Perihal : **BALASAN IZIN RESEARCH**

Kepada Yth.,
Ketua Jurusan TBI
Institut Agama Islam Negeri (IAIN)

Assalamu'alaikum Wr. Wb.

Schubungan dngan surat saudara pada tanggal 28 Agustus 2018 kami membcirikan izin melakukan *Research* dalam rangka penyelesaian tugas akhir/skripsi atas nama **CHAMIDAH ZAHRO** dengan judul "THE EFFECTIVENESS OF STORY TELLING STRATEGY TO ENHANCE THE STUDENTS' SPEAKING AT THE ELEVENTH GRADE OF SMK DAARUL ULYA METRO".

Demikian surat balasan ini kami sampaikan, atas perhatiannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb

Metro, 10 November 2018

Kepala Sekolah



UMMUL KHAIR, S.Pd.I

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Chamidah Zahro

NPM : 14121067

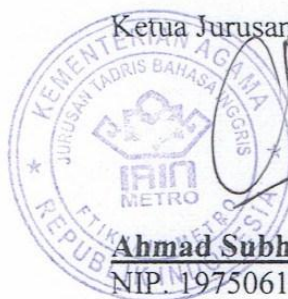
Fakultas : Tarbiyah dan Ilmu Keguruan

Angkatan : 2014

Telah menyerahkan buku berjudul : *Scientific Research in Education*

Metro, 20-Desember-2018

Ketua Jurusan TBI



Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Chamidah Zahro

NPM : 14121067

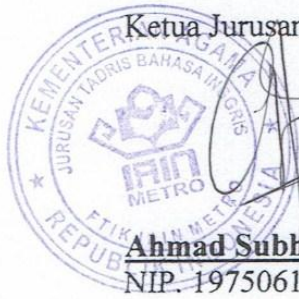
Fakultas : Tarbiyah dan Ilmu Keguruan

Angkatan : 2014

Telah menyerahkan buku berjudul : *Scientific Research in Education*

Metro, 20-Desember-2018

Ketua Jurusan TBI



Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-01035/In.28/S/OT.01/12/2018

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : Chamidah Zahro
NPM : 14121067
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2018 / 2019 dengan nomor anggota 14121067.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 21 Desember 2018
Kepala Perpustakaan



Dis. Mokhtaridi Sudin, M.Pd.
NIP. 195808311981031001



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 : Chamidah Zahro
NPM : 14121067

Jurusan : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Kamis, ✓ 01-11-2018		✓ c	Mu 1-3 Mu Instrumen	JPL
2	Kamis, ✓ 01/11/2018			Revise cover " Table of Content " Conclusion " Abstract	JPL
3	Senin, 12-11-2018			Revise Abstract Revise Acknowledgement	JPL
4	26-11- 2018 (Senin)		✓	M. Shugoro	JPL

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014



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 : Chamidah Zahro
NPM : 14121067

Jurusan : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Selasa, 13-11-2018	✓		- Revise Questionnaire List - Revise Instrument	
2.	Rabu, 28-11-2018	✓		- Revise Instrument - Revise Speaking skill guidance	
3	25-11-2018	✓		Acc ARV	

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dr. Widhiya Ninsiana, M.Hum
NIP. 19720923 200003 2 002




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.iaim@metrouniv.ac.id

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

Nama : CHAMIDAH ZAHRO
NPM : 14121067

Jurusan : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan
		I	II		
1.	Jumat, 14-12-2018	✓		Revise Cover Revise Abstract Revise Acknowledgement Revise Chapter II Revise Chapter III	
2.	19-12-2018			Aec to Munagand	

Mengetahui,
Ketua Jurusan TBI



Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing I



Dr. Widhiya Ninsiana, M.Hum
NIP. 19720923 200003 2 002

CURRICULUM VITAE



The name of the writer is Chamidah Zahro. She was born in Karangrejo, on July 07th, 1996. She is the first child of the happy family couple Mr. Nasroddin and Mrs. Siti Halimah. She was enrolled her study at SD Negeri 2 Karangrejo Tanggamus 2002-2008.

Then she continued her study at SMP Negeri 2 Semaka, Tanggamus 2008-2011. She continued her study at

SMA Negeri 1 Semaka, Tanggamus 2011-2014.

After graduated, on 2014 she was registered as a S1 student of English Education Department program of State institute for Islamic Studies of Metro (IAIN Metro) until now.