AN UNDERGRADUATE THESIS

THE INFLUENCE OF STUDENTS' SPEAKING PERFORMANCE TOWARD STORYTELLING TECHNIQUE AT THE FIRST GRADE OF STATE SENIOR HIGH SCHOOL 5 METRO

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STATE ISLAMIC COLLEGE OF JURAI SIWO METRO

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PENGARUH PENAMPILAN BERBICARA SISWA TERHADAP TEKHNIK *STORYTELLING* DI KELAS SEPULUH SMAN 5 METRO TAHUN PELAJARAN 2016/2017

ABSTRAK

OLEH:

DEANANDA TANTYA

Tekhnik merupakan salah satu usaha yang dilakukan untuk mencapai tujuan utama dalam proses belajar mengajar. Untuk mendapat hasil atau mencapai tujuan yang diharapkan, maka harus menggunakan tekhnik yang tepat. Seperti tekhnik *storytelling* dalam kemampuan berbicara siswa. Tujuan utama dari penelitian ini adalah mencari pengaruh penggunaan tekhnik *storytelling* (X) terhadap penampilan berbicara siswa (Y). Pada kelas X^2 tahun ajaran 2016/2017.

Penelitian ini fokus terhadap penampilan siswa dalam berbahasa Inggris. Peneliti menggunakan tekhnik *storytelling* sebagai upaya dalam mencapai tujuan pembelajaran. Peneliti meneliti tentang penggunaan tekhnik *storytelling* agar mencapai level maksimum dalam proses belajar mengajar.

Penelitian ini adalah *experimental research* (penelitian nyata) dengan menerapkan *pre-test* dan *post-test* sebagai instrumen. Penelitian ini menggunakan satu kelas sebagai kelas kontrol dan eksperimen. Sesuai dengan tekhnik penelitian ini, maka data dianalisis dengan menggunakan *t-test* yang memungkinkan untuk mengetahui perbedaan skor sebelum dan sesudah menggunakan tekhnik *storytelling* di kelas kontrol dan kelas eksperimen.

Temuan penelitian ini adalah bahwa $t_{observation}$ 7,697 dan ini termasuk dalam kategori pengaruh yang tinggi. Selanjutnya, $t_{observation}$ dikonsultasikan dengan tabel signifikan t_{table} 5% = 1,711 dan 1% = 2,797, $t_{observation} > t_{table}$ 7,697 > 1,711. Data tersebut menyatakan bahwa $t_{observation}$ lebih besar dari pada t_{table}. Ini dapat diartikan bahwa Ha diterima. Dapat diartikan bahwa *storytelling* adalah tekhnik yang efektif dalam penampilan berbicara siswa-siswi SMAN 5 Metro tahun ajaran 2016/2017.

THE INFLUENCE OF STUDENTS' SPEAKING PERFORMANCE TOWARD STORYTELLING TECHNIQUE AT THE FIRST GRADE OF STATE SENIOR HIGH SCHOOL 5 METRO IN THE ACADEMIC YEAR 2016/2017

ABSTRACT

BY:

DEANANDA TANTYA

Technique is one of the effort that is used to achieve the aim in learning process. To achieve the aim of it, needed a technique that appropriate. Like as Storytelling Technique in speaking performance. The objective of this research is to know the positive influence of using storytelling technique (X) in students' speaking performance (Y) class X^2 in the academic year 2016/2017.

This research focus on students' speaking performance in English language. The researcher uses storytelling technique as a technique which will be done in the classroom in learning process. The researcher examined this technique in order to achieve the maximum level in speaking performance.

This research was the experimental research, by applying pre-test and post-test as the instrument. This research use one class as the control and experimental class. In accordance with the technique in present research experimental design, the data was analyzed by using t-test that enable to investigate the difference score between before and after using storytelling technique in control and experiment class.

Finding research illustrated that $t_{observation}$ 7,697 and it was categorized into high influence. Next, $t_{observation}$ was consulted to significance table 5% = 1,711 and 1% = 2,797. Finally, the data confirms $t_{observation}$ was higher than t_{table} 7,697 > 1,711. Thus, it could be inferred that the Alternative Hypothesis (Ha) was accepted. It means that storytelling technique is an effective technique to the students' speaking performance at the first grade of State Senior High School 5 Metro in the academic year 2016/2017.

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is a means of communication. In this case, as a human being, it must be able to communicate or speak orally. Language has a main roles in students' intellectual, social, and emotional and it is the key towards the successful studying all of the subject.

There are four basic skills or subject in studying English, especially in Indonesia. They are listening, speaking, writing and reading. The students should be mastered them. Students who are taught with a technique will have high motivation and can be lead in effective learning. It means that the teacher have to teach the students creatively to make the students feel enjoyed and they will not be bored, so they can increase their speaking performance.

In the curriculum, speaking is one of the basic skill which should be mastered by the students. It is an interactive process of constructing meaning that involves producing, receiving, and processing information. It is widely recognized that in globalization era like nowadays, language is not only identity of the country but also it plays an important role in communication each others. It has known that English is an International language that is used by some countries and also used in daily aspect such as television news, newspaper, books, magazine, music, medicine, airport, sports, technology and many others.

In the context of English language teaching as a foreign language in Indonesia, speaking subject is one of particular important. The Indonesian students' learning English are expected to be able to communicate fluently and accurately based on the story. In spoken English, students hope to be able to convey meanings and various spoken texts that have certain communicative purpose, text structure and linguistics.

In spoken English, speaking is the primary performance to develop. To acquire speaking performance, students must have many aspects of speaking such as pronunciation, structure, vocabulary, content and fluency.

Therefore, the students have to improve their speaking performance using storyteling. Storyteling is sharing experience by telling a tale. It gives a lot of exposure enable students to focus on their specific speaking problem. By using this technique, they can increase their sensitivity in recognizing pronunciation errors, enlarge vocabulary, understand how to make sentence in a good structure, and speak fluently in concrete content.

In the present research, the researcher is interest in choosing storytelling activity as the teaching technique that will be applied in this action research because storytelling are entertaining, the teacher as storyteller motivated the students and improve the students' self-confidence. Storytelling is about people who stand in front of many people and telling the story step by step fluently.

The research will be carry out to State Senior High School 5 Metro, Lampung. The focus on the research is *The Influence of Students' Speaking Performance Toward Storytelling Technique at the First Grade of State Senior*

High School 5 Metro. The researcher got the data of pre-survey on January, 11th 2016 as follows:

Table 1
Pre-survey Data of Student's Speaking Performance

No.	Score	Categories	Frequency	Percentages
1	80-100	High	3	9,6%
2	60-79	Fair	10	32,2%
3	0-59	Low	12	58%
Total			**25**	**100%**

Source: "Miss. Tanjung Wulandari, S.Pd." The teacher who teaches in State Senior High School 5 Metro, taken on January, 11th 2016.

Based on data and table above, it can be seen that there are 18 students have low categories with percentages 58% and 10 students have fair categories with percentages 32,2%. Then, only 3 students who have high categories. So, based on the data of pre-survey at the first grade of State Senior High School 5 Metro, the researcher found that the students still face many problem, among the noticeable problems in speaking like speaking slowly, taking too long to use utterances, unable to participate actively in story, students' do not sound natural, poor grammar and pronunciation.

In speaking subject, the researcher will use storytelling technique to grow up students' speaking performance. The researcher will overcome the students' problem like speaking slowly and unable to participate actively in story.

B. Problem Identification

Based on the background above, the identification of the problem such as:

1. The students still have low performance in speaking.

2. Students' speaking performance have not reached maximum level.

3. Students do not have effective speaking technique.

4. The students get difficulties in giving idea in story.

5. The students take too long to use utterances.

6. The students are not able to participate actively in story.

7. The students do not sound natural in speak English.

C. Problem Limitation

Based on the problem mentioned above, the researcher limits the problem only students' speaking performance have not reached maximum level at the first grade of State Senior High School 5 Metro in academic year 2016/2017.

D. Problem Formulation

The formulation of the problem as follows: "is there any positive and significant influence of storytelling technique toward students' speaking performance at the first grade in State Senior High School 5 Metro in academic year 2016/2017?"

E. Objective and Benefits of the Study

1. Objective of the Study

The objective of this research is to know whether there is the influence of storytelling technique toward students' speaking performance at the first grade of State Senior High School 5 Metro in academic year 2016/2017.

2. Benefits of the Study

    a. For Student

       The result of the research is expected as positive contribution for the students in their speaking performance by using storytelling technique in studying English in the classroom.

    b. For Teachers

       The result of the research is expected as positive contribution for the teachers in their speaking performance by using storytelling technique in studying English in the classroom.

    c. For Headmaster

       The result of the research is effective as the quality of English teaching and learning, especially in students' speaking performance by using storytelling technique in studying English in the classroom.

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. The Concept of Speaking Performance

1. The Concept of Speaking

a. The Definition of Speaking

There are so many definitions of speaking. All about is telling well what the speaking's are. Speaking is the process of building and sharing meaning through the use of verbal and non-verbal in a variety of contexts.[1] Speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interaction.[2]

From definition above, Maryam and Reza tell about speaking is deemed to be the most important in learning a second or foreign language. As stated by Ur (1996), speaking included all other skills of knowing that language.[3]

According to Ramin, speaking is a crucial part of second language language learning and teaching, it is an important art of communications and one of four productive skills, that must mastered in learning foreign

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[1]Chaney, *Teaching Speaking Skills*, (English: Masaryk University Faculty of Arts, 1998), P. 17.

[2]Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*, (Cambridge: Cambridge University Press, 2002), P. 204.

[3]Maryam Bahadorfar and Reza Omidvar, "Technology In Teaching Speaking Skill", *Acme International Journal of Multidisciplinary Research,* Vol. II/Issue IV (2014), P. 9.

language. Good speaking skills are the act of generating words that can be understood by listeners.[4]

Akhyak then goes on defining speaking is a speech production that becomes a part of our daily activities, Thornbury (2005:8).[5] While Underwood (1997:11) says that speaking means creative process; an active interaction between speaker and listener that involves thought and emotion.[6]

From experts' definitions above, the researcher concludes that speaking is about saying and sharing, especially in oral communication to tell about everything we get in our daily activity as basic practicing in our life. We can measure how clever someone by all they say about.

b. **Basic Types of Speaking**

There are five categories in speaking performance assessment tasks below.

1. *Imitative*. At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is a purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance.

2. *Intensive*. A second type of speaking frequently employed in assessment contexts is the production of short stretches of oral

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[4]Ramin Rahimy and Samaneh Safarpour, "*The Effect of Using Role-Play on Iranian EFL Learners' Speaking Ability*", Vol. 1 (2012), P. 50.

[5]Scott Thornbury, *How to Teach Speaking*, (England: Pearson Longman, 2008), P. 1.

[6]Akhyak, "Improving the Students' English Competence through Storytelling", *International Journal of Language and Literature,* Vol. 1/No. 2 (2013), P. 1.

language designed to demonstrate competence in a narrow band grammatical, phrasal, lexical, or phonological relationship (such as prosodic elements, intonation, stress, rhythm, juncture). Examples of intensive assessment tasks include directed response tasks, reading aloud, sentence and dialogue completion; limited picture-cued task including simple sequences; and translation up to the simple sentence level.

3. *Responsive*. Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments, and the like. The example is "Excuse me, do you have the time? Yeah. Nine-fifteen."

4. *Interactive*. The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. Interaction can take the two forms of transactional language, which has the purpose of maintaining social relationships (in the three dialogues, A and B were transactional, and C was interpersonal).

5. *Extensive (monologue)*. Extensive oral production tasks include speeches, oral presentations, and storytelling, during which the

opportunity for oral interaction from listeners is either highly limited (perhaps to non-verbal responses) or ruled out together.[7]

c. Elements of Speaking

The ability to speak fluently pre-supposes not only a knowledge of language features, but also the ability to process information and language 'on the spot'. Here are elements of speaking.[8]

1. Language Features

    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*).

    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 (especially in face-to-face interaction). The use of these devices contributes to the ability to convey meanings.

    c) *Lexis and Grammar*. Spontaneous speech is marked by the use of a number common lexical phrases, especially in the performance of certain language function. Teacher should therefore supply a variety of phrases for different functions such as agreeing or disagreeing, expressing surprise, shock, or approval.

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[7]H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (San Francisco: Longman, 2000), P. 141.

[8]Jeremy Harmer, *The Practice of English Language Teaching: Third Edition*, (Cambridge: Longman, 2007), P. 269.

d) *Negotiation Language*. Effective speaking benefits for the negotiatory language we use to seek clarification and to show the structure of what we are saying.

2. Mental/Social Processing

a) *Language Processing*. Effective speakers need to be able to process language in their own heads and put it into coherent order, so that it comes out in forms that are not only comprehensible, but also convey the meanings that are intended. Language processing involves the retrieval of words and phrase from memory and their assembly into syntactically and propositionally appropriate sequences.

b) *Interacting With Others*. Most speaking involves interaction with one or more participants. This means that effective speaking also involves a good deal of listening, an understanding of how the other participants are feeling, and a knowledge of how linguistically to take turns or allow others to do so.

c) *Information Processing*. Quiet apart from our response to others' feelings, we also need to be able to process the information they tell us the moment we get it. The longer it takes for 'the penny to drop' the less effective we are as instant communicators.

d. Characteristics of Speaking

These are the following characteristics of speaking can make speaking performance easy as well as, in some cases, difficult.[9]

1. Clustering

   Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breeth groups) through such clustering.

2. Redundancy

   The speaker has an opportunity to make meaning learner through the redundancy of language. Learners can capitalize on this feature of spoken language.

3. Reduced Forms

   Contractions, elisions, reduced vowel, etc., all form special problems in teaching spoken English. Students who do not learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatizes them.

4. Performance Variables

   One of the advantages of speaking is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking, and correction. Learners can actually be taught how to pause and hesitate. For example, in our

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[9]H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (San Francisco, California: Longman, 2001), P. 270.

English "thinking time" is not silent; we insert certain "fillers" such as uh, um, well, you know, I mean, like, etc.

5. Colloquial Language

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

6. Rate of Delivery

Another characteristic of fluency is rate of delivery. One of your tasks in teaching speaking is to help learners achieve an acceptable speed along with other attributes of fluency.

7. Stress, Rhythm, and Intonation

This is the most important characteristic of English pronunciation, as will be explained below. The stress-timed rhythm of speaking and its intonation patterns convey important messages.

8. 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.

2. The Concept of Speaking Performance

a. The Definition of Speaking Performance

Speaking performance is concerned in need to distinguish between "the spoken form of a language" and "a language through speaking". It stresses the fact that when compared to writing, the spoken form is

under-researched and these are the reasons why teachers is feeling more confident when using "stable written forms and genres" in their lessons (Hughes 2011).[10]

The definition of speaking performance and teaching speaking performance is closely with the definition of speaking. Speaking has been narrowly defined. When speaking performances are discussed, it happens in a context of public speaking. Speaking, however, is more than we know as above. Broader views focus on communication realised to achieve specific purposes (to inform, to ask for explanations) or speaking basic competences used in daily communication such as booking a room, giving directions, and etc.[11]

What explain above, the researcher take conclusion that speaking as an interactive process in which individuals alternate in their roles as speakers; and listeners employ verbal and non-verbal means to reach their communicative goals of speaking itself.

b. The Measurement of Speaking Performance

To test speaking performance, there are some indicators that should be scored. According to Weir, he classified into five analytic speaking criteria as follows:

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[10]Sandra Cornbleet and Ronald Carter, *The Language of Speech and Writing*, (Francis: Taylor and Francis Group, 2001), P. 19.
[11]*Ibid.*, P. 20.

Table 2
Analytic Speaking Criteria[12]

Aspect	Category	Indicators
Fluency	Excellent	Generally natural delivery, only occasional halting when searching for appropriate words/expressions.
	Good	The students hesitates and repeat himself at times but can generally maintain a flow of speech, although he may need an occasional prompt.
	Adequate	Speech is slow and hesitant, maintains speech in a passive manner and needs regular prompts.
	Fair	The students speak so little that no 'fluent' speech can be said to occur.
Pronounciation	Excellent	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation, and pronounciation but comprehension is not impeded.
	Good	Rhythm intonation and pronunciation require more careful listening.
	Adequate	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.
	Fair	Words are un-intelligible.
Vocabulary	Excellent	Effective use of vocabulary for the task with few inappropriacies.
	Good	For the most part, effective use of vocabulary for the task with some

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[12]Cyril J. Weir, *Language Testing and Validation,* (United States: Palgrave Macmillan, 2005), P. 195-196.

		examples of in-appropriacy.
	Adequate	Limited use of vocabulary with frequent in-appropriacies.
	Fair	In-appropriate and in-adequate vocabulary.
Grammatical Accuracy	Excellent	Very few grammatical errors evident.
	Good	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension.
	Adequate	Speech is broken and distorted by frequent errors.
	Fair	Un-able to construct comprehensible sentences.
Interactional Strategies	Excellent	Interacts effectively and readily participaties and follows the discussion.
	Good	Use of interactive strategies is generally adequate but at times experiences some difficulty in maintaining interaction consistently.
	Adequate	Interaction in-effective can seldom develop an interaction.
	Fair	Understanding and interaction minimal.

From the table above, the researcher concludes that speaking performance have some points that should be attention. They are fluency, pronunciation, vocabulary, grammatical accuracy, and interactional

strategies. The score who students get as follows: excellent 100-81, good 80-70, adequate 69-40, and fair 39-0.

B. The Concept of Storytelling Technique

1. The Definition of Storytelling Technique

Storytelling has been called the oldest and the newest of the arts. It is a technique by telling a tale.[13] Thought its purpose and conditions change from century to century, and from culture to culture, storytelling continues to fulfill the same basic social and individual needs. Human beings seem to have an innate impulse to communicate their feelings and experiences through storying. We tell stories in order to make sense of our world. We express our beliefs, desires, and hopes in stories, in an attempt to explain ourselves and to understand others.

Storytelling is a uniquely human experience that enables us to convey, through the language of words, aspects of ourselves and others, and the world, real or imagined that we inhabit. Stories enable us to come and know these world and our place that we are all in some degrees, constitued by stories (story about ourselves, families, friends and colleagues, communities, cultures, place in history).[14]

From definition above, Ellin Greene tells about storytelling is a sharing experience. When we tell, we show our willingness to be vulnerable, to expose our deepest feelings, our values. That kind of nakedness that says we

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[13]Carole Cox, *Teaching Language Arts*, (California State University: Pearson, 2008), P. 158.
[14]Janice McDrury and Maxine Alterio, *Learning Through Storytelling In Higher Education*, (New Zealand: Kogan Page, 2002), P. 31.

care about what we are relating invites children to listen with open minds and hearts. Enjoying a story together creates a sense of community. It establishes a happy relationship between teller and listener, drawing people closer to one another, adult to child, child to child.[15]

According to Thornbury, storytelling is a universal function of language and one of the main ingredients of casual conversation. Through their stories learners not only practice an essential skill, but they can also get to know one another: we are our stories. Narration has always been one of the main means of practicing speaking in the classroom, although this used to take the form of having learners recount folk tales, or amusing or dramatic incidents based on a series of pictures.[16]

Taylor then goes on defining storytelling is a tale to one or more listener through voice and gesture in oral telling, we usually repeat things more redundancy, especially if the students are having difficult following. Beside that, according to Zaro and Saberri, storytelling is an activity which requires a certain level of interaction between storyteller and audience and between individual and listener.[17]

From all definition above, the researcher concludes that storytelling is about communicating sequences and relationships of events, stress and emphasis patterns, "expression" in the case of a dramatic story.

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[15]Ellin Greene, *Storytelling: Art and Technique Third Edition.* (London: Greenwood Publishing Group, 1996), P. 33.
[16]Thornbury, *How to Teach.,* P. 1.
[17]Akhyak. *Improving the Students'.,* P. 1.

2. Elements of Storytelling Technique

Like the four elements of nature (earth-wind-fire and water), there are four elements that make up the core basis of storytelling.[18]

a. The Message

Storytelling as a branding tool is not about telling stories just for the sake of it. Rather, for most companies storytelling is about using stories to communicate messages that reflect positively on the company brand. But, first you must develop a clearly defined message. Without it, there is no reason to tell stories, at least not with a strategic purpose. Among storytellers, screenwriters as well as authors, the central message or premise of the story is an ideological or moral statement that works as a central theme throughout the story.

b. The Conflict

Conflict is the driving force of a good story. No conflict, no story. But why is this the case? The answer lies in human nature. As humans, we instinctively look for balance and harmony in our lives. When faced with a problem, a conflict, we instinctively seek to find a solution. Conflict forces us to act.

c. The Characters

Another basic element in storytelling are your characters. We have seen how conflict marks the turning point in the story, but in order for this conflict to play out, you need a cast of interacting and compelling

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[18]Klaus Fog; Christian Budtz and Baris Yakaboylu. *Storytelling: Branding in Practice*. (Berlin: Springer, 2005), P. 28.

characters. Generally, speaking a successful conflict needs a hero and a villain with opposing agendas. The adversary can take on many guises, both physical and psychological.

d. The Plot

Once your message, conflict and cast of characters are all in place, it is time to think about how your story should progress. The flow of the story and its events are vital to the audience's experience. Generally, speaking a traditional story can be segmented into three parts; beginning, middle, and end.

3. Characteristics of Storytelling Technique

a. It provokes curiosity.

b. It provokes 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.[19]

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[19]Pravamayee Samantary, "Use of Storytelling Method to Develop Spoken English Skill", *International Journal of Language and Linguistics,* Vol.1/No.1 (2014), P. 41.

4. Designing Storytelling Technique

Designing activities that encourage students to use, enjoy and learn from storytelling takes time, energy and thoughtful consideration. Like other learning tools, storytelling can be both over and under-used. It is imperative, therefore, that educators carefully consider which activities to use with which group of students for which purpose. We suggest educators use the activities and processes we have outlined in this text, and those which they design themselves, personally before introducing them to students.[20]

In storytelling activities, you have to find the stories first about personal experience and those heard told by others. Secondly, you should telling the stories and knowing the story very well. Thirdly, you must prepare the props; it might be picture cards, flannel board or puppets. The last one, you have to prepare the costumes well which can create a dramatic impact.[21]

Our approach, to help determine whether storytelling is the most suitable learning tool to teach a particular topic or aspect of the curriculum, has been to ask ourselves ten questions:[22]

a. Is storytelling the most compelling and memorable way for this group of students to learn about this topic and if so, why?

b. What outcomes do we want this group of students to achieve?

c. Will these outcomes be assessed, and if so, how?

d. Which type of storytelling activity best suits these students' learning needs?

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[20]Janice, *Learning Through.,* P. 32.
[21]Carole Cox, *Teaching Language.,* P. 158.
[22]Janice. *Learning Through.,* P. 20.

e. How will we ensure against inappropriate levels of disclosure?

f. What forms of support are required for students and educators involved in the activity?

g. How long will this storytelling activity take to design, trial and implement?

h. Who will be involved in the design, trial and feedback phases?

i. When will this activity be ready to use with students?

j. How will this activity be evaluated?

Only after, we have answered these questions to our satisfaction do we begin working on a new activity or process. We have found that if we follow a few simple guidelines and avoid the pitfalls, our activities largely meet our teaching purposes and the students' learning needs.

5. Procedure of Storytelling Technique

a. Use a natural, relaxed manner, and an expressive tone of voice. Hold the attention of the listeners with your voice. Speed up, slow down. Lower your voice or raise it. Express delight and surprise. Then, create suspense.

b. Make eye contact with each person or scan the audience.

c. Open with salutation.

d. Grab the listeners' attention with the first sentence. Get the action going.

e. After the timing or face of the story, think about how boring music or life would be if everything existed at the same speed.

f. Portray characters and events with your voice and your gestures, keeping in mind that gestures should be genuine, but not exaggerated.

g. Beware of tangents tend to confuse. Avoid too many details. Excessive detail also tends to confuse.

h. Do not forget to link the story in your lesson. In a simple sentence or two, tell them why you are going to tell this story or why you told them the story. Keep it brief, let the story simmer in your listeners' minds. Let the story speak for itself. Do not make it a sermon. Stories enhance sermons; sermons do not enhance stories.

C. Theoretical Framework and Paradigm

1. Theoretical Framework

A research must have a theoretical framework as a concept for basic in research. Theoretical framework in this research is a systematic thought to write some problems that to give the tentative proposition toward the problems.

There are two variables in this research. They are independent variable (X) and dependent variable (Y). The independent variable (X) is storytelling technique and the dependent variable (Y) is speaking performance. Using storytelling technique can help students to increase their performance in speaking since this technique helps them to generate ideas in speaking, develop it, and relate it to each other. It helps students focus on their own topic and make them doing their speaking activity clearly. Fortunately,

storytelling as a technique can guide the students in order to be capable to speak with a minimum error in pronunciation.

If storytelling is applied perfectly, the students' speaking performance is good. However, if storytelling is applied badly, the students' speaking performance is low.

2. Paradigm

Based on the theoretical framework above, the researcher describes the paradigm as following:

Figure 1
The Paradigm of Students' Speaking Performance Toward Storytelling Technique at the First Grade of State Senior High School 5 Metro
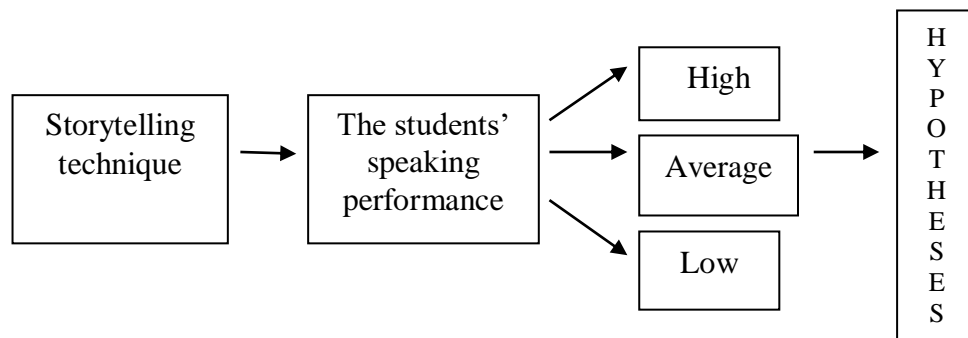
Based on the paradigm above, if the students' speaking performance is high, it means that there is any positive and significant influence of storytelling technique and speaking performance. While, if the students' speaking performance is low, it means that there is no positive and significant influence between storytelling technique and speaking performance.

D. Research Hypotheses

    1. Hypotheses Formulation

        "A hypotheses is a tentative explanation that accounts for a set of facts and can be tested bu further investigation."[23] It can be understood that hypotheses as a statement about the condition of the parameter of the research with a sample. In other opinion, hypotheses are predictions the researcher holds about the relationship among variables.[24] It used in experiment in which researcher compare group. Based on the quotation above, it can be proposition suggested as a solution to a problem or as an explanation of some phenomenon.

The researcher formulates the hypotheses as follows:

a. Alternative Hypotheses (Ha)

    Ha : There is a positive and significant influence of students' speaking performance toward storytelling technique at the first grade of State Senior High School 5 Metro in academic year 2016/2017.

b. Null Hypotheses (Ho)

    Ho : There is no positive and significant influence of students' speaking performance toward storytelling technique at the first grade of State Senior High School 5 Metro in academic year 2016/2017.

    2. Statistical Hypotheses

        Based on explanation above, the researcher makes a conclusion that hypotheses are:

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[23]Daniel Muijs, *Doing Quantitative Research in Education*, (New Delhi: Sage Publication, 2004), P. 8.

[24]John. W. Creswell, *Research Design*, (London: Sage Publications, 2003), P. 108.

a. If Fo > Ft; Ha is accepted and Ho is rejected.

b. If Fo < Ft; Ha is accepted and Ho is rejected.

CHAPTER III

RESEARCH METHODOLOGY

This section is concerned with the research method employed in this writing explores such as the operational of variables, population, sample, sampling technique, data collection method, research instrument, and data analysis technique. All of them will explain more clearly as below.

A. Research Design

According to John. W. Creswell, research design are plans and the procedures for research to get detailed methods of data collection and analysis.[25] So, research design consists of data that the researcher will do in the research.

The research will be conducted in State Senior High School 5 Metro that has located on Jl. Wolter Monginsidi. At the first grade of State Senior High School 5 Metro that has eight classes and the focus of this research is the first grade. The researcher uses first grade because based on data pra-survey this class has the lowest score in English lesson.

The researcher uses quantitative research. Quantitative research is a means for testing objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures.[26] We can say that

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[25]John. W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*, (London: Sage Publication, 2002), P. 20.
[26]John. W. Creswell, *Research Design*, (United State of America: SAGE, 2009), P. 22.

quantitative is the research by which the numeric data are used to find knowledge. This research will be done as experimental research in State Senior High School 5 Metro.

This design can illustrated as follows:
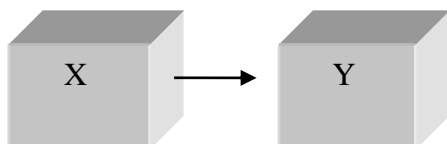
X : Independent variable (Storytelling Technique)

Y : Dependent variable (Students' Speaking Peerformance)[27]

This research consist of two variable. Dependent variable and independent variable. Dependent variable of this research is students' speaking performance and independent variable is storytelling technique. This design is used to investigate whether there is an influence of students' speaking performance toward storytelling technique.

B. The Operational Definitions of Variables

1. Independent Variable

According to Evelyn Hatch, "The independent variable is the major variable which you hope to investigate. It is the variable which is selected, manipulated, and measured by the researcher."[28] Independent variable of this research is storytelling technique.

When we tell the story, we show our willingness to be vulnerable, to expose our deepest feelings, and our values with our pair. That kind of

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[27]Drs. S. Margono, *Metodologi Penenlitian Pendidikan*, (Jakarta: Rineka Cipta, 2005), P. 139.
[28]Evelyn Hatch and Hossein Farhady, *Research Design and Statistic for Applied Linguistics*, (USA: Newbury House Publishers.Inc, 1982), P. 15.

nakedness that says we care about what we are relating invites children to listen with open minds and hearts. Enjoying a story together creates a sense of community. It establishes a happy relationship between teller and listener, drawing people closer to one another, adult to child, child to child.[29]

To measure storytelling technique, there are some indicators of storytelling scores. The indicators of storytelling technique are:

a. The students have to cooperate in planning and determining the sub topics of the story.

b. The students have to determine the resources they need in order to carry out the story.

c. The students have to interpret their findings and making good story, discuss it, and clarify their ideas.

d. The students have to make good story to the entire class and show it well.

2. **Dependent Variable**

According to Evelyn Hatch, "The dependent variable, on the other hand, is the variable which you observe and measure to determine the effect of the independent variable."[30] A dependent variable of this research is speaking performance. The indicators of this variable are:[31]

Aspect	Score	Indicators
Fluency	27-30 (excellent)	Generally natural delivery, only occasional halting when searching for

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[29]Ellin Greene, *Storytelling: Art.*, P. 33.
[30]*Ibid.,*
[31]Cyril J. Weir, *Language Testing*, P. 195-196.

		appropriate words/expressions.
	22-26 (good)	The students hesitates and repeat himself at times but can generally maintain a flow of speech, although she/he may need an occasional promt.
	17-21 (adequate)	Speech is slow and hesitant, maintains speech in a passive manner and needs regular prompts.
	13-17 (fair)	The students speak so little that no 'fluent' speech can be said to occur.
Pronounciation	18-20 (excellent)	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation, and pronounciation but comprehension is not impeded.
	14-17 (good)	Rhythm intonation and pronunciation require more careful listening; some errors of pronunciation which may occasionally lead to incomprehension.
	10-13 (adequate)	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.
	7-9 (fair)	Words are unintelligible.
Vocabulary	18-20 (excellent)	Effective use of vocabulary for the task with few inappropriacies.
	14-17 (good)	For the most part, effective use of vocabulary for the task with some examples of inappropriacy.
	10-13 (adequate)	Limited use of vocabulary with frequent inappropriacies.
	7-9 (fair)	Inappropriate and inadequate

		vocabulary.
Grammatical Accuracy	22-25 (excellent)	Very few grammatical errors evident.
	18-21 (good)	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension.
	11-17 (adequate)	Speech is broken and distorted by frequent errors.
	5-10 (fair)	Unable to construct comprehensible sentences.
Interactional Strategies	5 (excellent)	Interacts effectively and readily participaties and follows the discussion.
	4 (good)	Use of interactive strategies is generally adequate but at times experiences some difficulty in maintaining interaction consistently.
	3 (adequate)	Interaction ineffective. Can seldom develop an interaction.
	2 (fair)	Understanding and interaction minimal.

Based on the theoretical review about the indicators to measure the students' speaking performance, the researcher gives a treatment about speaking by using storytelling technique.

C. Population, Sample, and Sampling Technique

1. Population

According to Yonges Kumarsingh, "Population or universe means the entire mass of observation, which is the parent group from which a sample is to be formed."[32] It means that the population is the whole subject that will be researched in the research.

The population in this research is the students at the first grade in class X^2 of State Senior High School 5 Metro in academic year 2016/2017. The total population in this research is 275 students that consist of eight classes.

2. Sample

According to Kunandar, the sample is a part or vise of population that will observe. The sample of this research is the student at the first grade in X^2 in State Senior High School 5 Metro which consists of 25 students.

3. Sampling Technique

In this research, the writer uses purposive sampling as the method in choosing a sample. "The sample selection based on specific purpose."[33]

Cluster Purposive Sampling is the sampling technique that has a purpose. The reason is based on the grader of the data pre-survey on the students' storytelling in speaking performance, the students' score in the class X^2 can be categorized into poor category than the others class.

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[32]Yongesh Kumarsingh, *Fundamental of Research Methodology and Statistics*, (New Delhi: New Age International (P) Limited, 2006), P. 82.
[33]Edi Kunandar, *Metodologi Penelitian,* (Yogyakarta: Rajawali Pers, 2008), P. 84.

D. Data Collection Method

1. Test

According to Yogesh, in educational research achievment test are most commonly used.[34] The researcher uses test as a data collection method to measure both of the variable. The researcher measures use oral test of speaking performance by using pre-test and post-test.

a. Pre-Test

Pre-test is focused on assessing the level of a variable before application of the experimental intervention (or independent variable).[35] The researcher uses pre-test to know the students performance when answer the question of speaking test in learning process.

b. Post-Test

According to Geoffrey Marczyk post-test is conducted to assess the effectiveness of the independent variable.[36] The researcher uses post-test after analyzing students' problems in pre-test.

Before the students are given post-test, the teacher asks about their difficulties on answer the question of pre-test. After that, the teacher gives more explanation and ask some students who understand about the material to help their friend. If the teacher thinks the students more understand about the material, the teacher gives a post-test to know whether there is influence of technique which is used.

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[34]*Ibid.,* P. 209.
[35]Geoffrey Marczyk, *Essential of Research Design and Methodology*, (New Jersy: Hoboken, 2005), P. 187.
[36]Geoffrey Marczyk, *Essential of research.*, P. 187.

2. Documentation

Documentation will help the user of the research to understand the boundaries of the evidence in term of any wider conclusion that can be drawn.[37] So, it can be conclude that documentation is note of information in the form of documentation.

The researcher uses documentation as a data collecting method. The researcher uses this method to get data about the students, condition of the teacher and also about the organization structure of State Senior High School 5 Metro in academic year 2016/2017.

3. Observation

According to C.R. Khotari, the observation method is the most commonly used method specially in studies relating to behavioural sciences. So, the researcher concludes that observation is activity where something around us is observed. It can be place, condition of students, etc.

The researcher uses the observation as a data collecting method from students' scoring individual to know the capability of each students in State Senior High School 5 Metro. So, it can be additional assessment when analyze the test result.

E. Research Instrument

1. Instrument Blueprint

This instrument involves criteria of instrument that consist of:

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[37]Jane Ritchie and Jane Lewis, *Qualitative Research Practice*, (Wiltshire: Great Britian the Cromwell Press Ltd, 2003), P. 278.

a. The instruments which will be used oral test which have analytic speaking criteria:[38]

Aspect	Category	Indicators
Fluency	Excellent	Generally natural delivery, only occasional halting when searching for appropriate words/expressions.
	Good	The students hesitates and repeat himself at times but can generally maintain a flow of speech, although she/he may need an occasional promt.
	Adequate	Speech is slow and hesitant, maintains speech in a passive manner and needs regular prompts.
	Fair	The students speak so little that no 'fluent' speech can be said to occur.
Pronounciation	Excellent	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation, and pronounciation but comprehension is not impeded.
	Good	Rhythm intonation and pronunciation require more careful listening; some errors of pronunciation which may occasionally lead to incomprehension.
	Adequate	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.
	Fair	Words are unintelligible.
Vocabulary	Excellent	Effective use of vocabulary for the task with few inappropriacies.
	Good	For the most part, effective use of vocabulary for the task with some examples of inappropriacy.
	Adequate	Limited use of vocabulary with frequent inappropriacies.
	Fair	Inappropriate and inadequate vocabulary.

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[38]Cyril J. Weir, *Language Testing*, P. 195-196.

	Excellent	Very few grammatical errors evident.
Grammatical Accuracy	Good	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension.
	Adequate	Speech is broken and distorted by frequent errors.
	Fair	Unable to construct comprehensible sentences.
Interactional Strategies	Excellent	Interacts effectively and readily participaties and follows the discussion.
	Good	Use of interactive strategies is generally adequate but at times experiences some difficulty in maintaining interaction consistently.
	Adequate	Interaction ineffective. Can seldom develop an interaction.
	Fair	Understanding and interaction minimal.

b. Instrument which will be used in documentation method is documentation guidance as follows:

1) Document about condition teachers and official employes of State Senior High School 5 Metro in academic year 2016/2017.

2) Document about the quantity of State Senior High School 5 Metro in academic year 2016/2017.

3) Document about the Organization Structure of State Senior High School 5 Metro in academic year 2016/2017.

c. The instrument which will be used in observation guidance as follows:

1) Observation about the location sketch of the State Senior High School 5 Metro in academic year 2016/2017.

2) Observation about the building of the State Senior High School 5 Metro in academic year 2016/2017.

Based on explanation above, to measure speaking performance, the researcher uses oral test which have category above. The highest score is 100 and the lowest score is 0.

F. Data Analysis Technique

To investigate and to know whether the influence of students' speaking performance toward storytelling technique at the first grade of State Senior High School 5 Metro, the researcher uses t-test formulation.

T-test formulation is as follow:[39]

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

T   = score of t-test

$\sum$D = the total of differences between X^1 - X^2 = DS

N   = Total subject

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[39]Suharsimi Arikunto, *Prosedur Penelitian.*, P. 306-307.

CHAPTER IV

RESULT OF THE RESEARCH

A. Result of the Research

1. Description of the Research Location

The general description that assessed as the complementary data. It was subjectively concerned in condition of school, namely history of the school, around of the school and structure organization.

a. History of the School

In development of State Senior High School 5 Metro, the land 1,5 ha own was ready as the property delivered the country. The buildings and facilities already materialized principals and 14 teachers definitively, 4 honorary and 3 masters of administration and 2 guards school had already materialized. With more infrastructures in State Senior High School 5 Metro, may Allah will help us to hold the vision and mission. As expectations of Metro's government "Today Must Be Better than Yesterday and Tomorrow Must be Better than Today".

b. The Profile of State Senior High School 5 Metro

1) Name   : State Senior High School 5 Metro

2) Address   : Wolter Monginsidi Street

3) Province   : Lampung

4) Regency   : Metro

5) Sub district   : Center of Metro

6) Phone number   : (0725) 42011

c. Vision and Mission of State Senior High School 5 Metro

State Senior High School 5 Metro has a vision and mission**.** The vision is excellent for getting the national final examination score.

The missions are:

1) Developing teachers', students' and staffs' discipline.

2) Developing condusive and effective study in the class.

3) Motivating students in optimal ways.

d. The Number of Students of State Senior High School 5 Metro

Table 3
Total of the Students in State Senior High School 5 Metro in the Academic Year 2016/2017

No.	Class	Male	Female	Total Students
1	X	169	106	275
2	XI	101	139	240
3	XII	77	111	188
	Total	**347**	**356**	**703**

Source: Documentation of State Senior High School 5 Metro, taken on September, 22nd 2016.

e. Teacher of State Senior High School 5 Metro

Table 4
The Condition of the Teachers of State Senior High School 5 Metro in the Academic Year 2016/2017

No.	Teachers' Name	Position
1	Drs. Hanwar Priyo Handoko	Headmaster and Counselor
2	Dra. Sri Hartati	Economic Teacher
3	Drs. Sismadi	Sociology Teacher

4	Dra. Farida Tri Rohmawati ZP. M.Pd.	Economic Teacher
5	Christina Turiah, S.Pd.	Moral Teacher
6	Drs. Gana Priatna	History Teacher
7	Darni Safitri MD, S.Pd.	Math Teacher
8	Wiwik Wiji Rejeki, S.Pd.	Indonesian Teacher
9	Drs. Sukiran	Geography Teacher
10	Toto Yulianto, S.Pd.	Indonesian Teacher
11	Chatarina Harti Setyorini, S.Pd.	Geography Teacher
12	Haronal, S.Pd.	Economic Teacher
13	Muslim Haznamsyah, S.Pd.	Sport Teacher
14	Wari Prastiti, S.Pd.	Physics Teacher
15	Drs. Agus Mucharom	Indonesian Teacher
16	Yulistin, S.Pd.	English Teacher
17	Cahyaningsih Waluyati, S.Pd.	Biology Teacher
18	R. Tri Endah W. S.Si.	Chemistry Teacher
19	Drs. Wardaya	Moral Teacher
20	Dra. Sri Amanti	History Teacher
21	Yudhi Hardiyanto, S.T	TIK Teacher
22	Zaitapuri, S.Pd	Math Teacher
23	Ema Suryani, S.Pd	Biology Teacher
24	Eni Purwaningsih, S.Pd	Economic Teacher
25	Nunik Kiswati	Biology Teacher
26	Estiya Hayati, S.Pd	Math Teacher
27	Mohtar Efendi, S.Pd	Economic Teacher
28	Gidion Guntoro, S.Kom	TIK Teacher
29	Jatmiko Purwo Supatmo, M.Pd.	Physics Teacher
30	Sista Varia Sakti, S.Si.	Biology Teacher
31	Tri Setiawati, S.Si	English Teacher

32	Novi Kusnawati, S.Pd	Chemistry Teacher
33	Tutik Novita, S.Pd	English Teacher
34	Dian Puspasari, S.Pd.	English Teacher
35	Siti Aminah, S.Si.	Chemistry Teacher
36	Budi Nugroho, S.Pd.	English Teacher
37	Muamar Dodi Prasetyo, SS	Arabic Teacher
38	Yudha Ranto Hari Wibowo, S.Pd.	Sport Teacher
39	Wiwi Alfiani, S.PdI	Islamic Teacher
40	Drs. Wahadi	Islamic Teacher
41	Eka Nirwana, S.Pd	English Teacher
42	Samadi, S.Pd.I	Arabic Teacher

Source: Documentation of State Senior High School 5 Metro, taken on September, 22nd 2016.

f. **The Building Condition of State Senior High School 5 Metro**

Table 5
The Building Condition of State Senior High School 5 Metro

No.	Building	Total	Condition
1	Classroom	24	Good
2	Teacher room	1	Good
3	Headmaster room	1	Good
4	Office room	1	Good
5	Library	1	Good
6	Counselor room	1	Good
7	UKS room	1	Good
8	Sains laboratory	1	Good
9	Mosque	1	Good
10	Computer laboratory	2	Good
11	Toilet	24	Good
12	Badminton field	1	Good

13	Football field	1	Good
14	Scient Laboratory	1	Good
15	Cooperation room	1	Good
16	Canteen	3	Good
17	Auditorium	1	Good

Source: Result of documentation at State Senior High School 5 Metro on September, 22nd 2016.

g. Organization Structure of State Senior High School 5 Metro

Figure 2
Organization Structure of State Senior High School 5 Metro in the Academic Year of 2016/2017
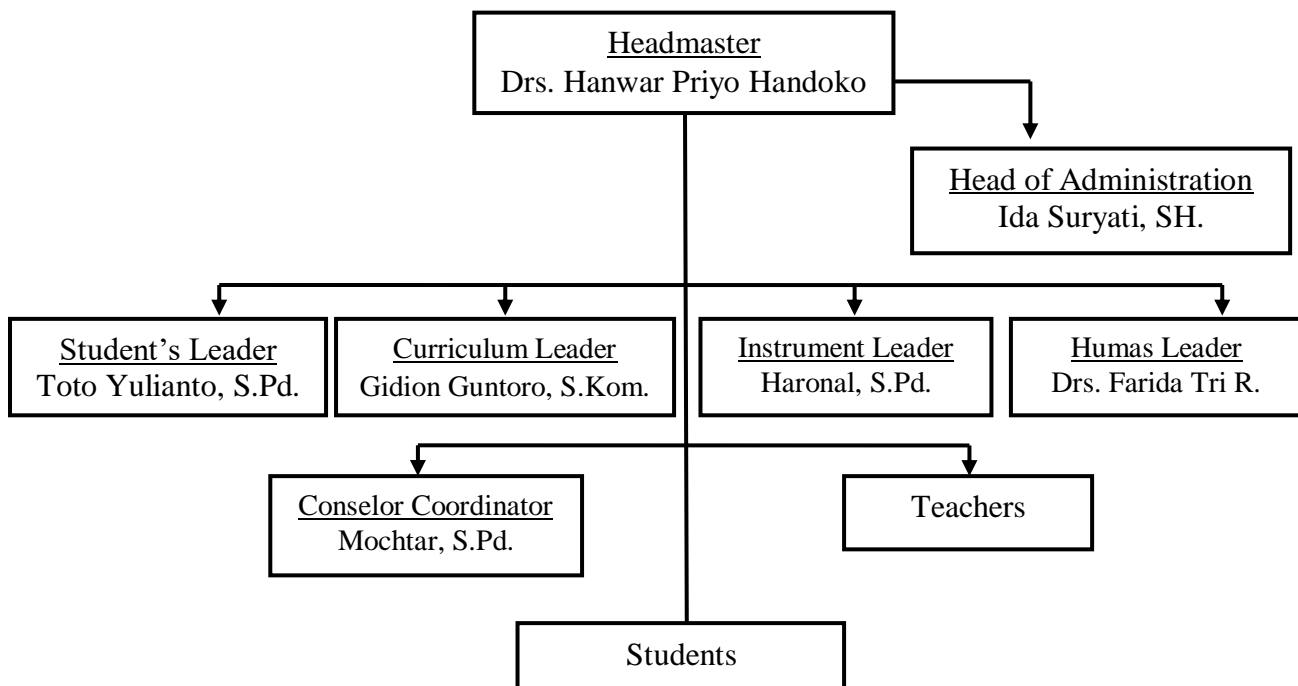
Source: Documentation of State Senior High School 5 Metro, taken on September, 22nd 2016.

h. Location Sketch of State Senior High School 5 Metro

Figure 3
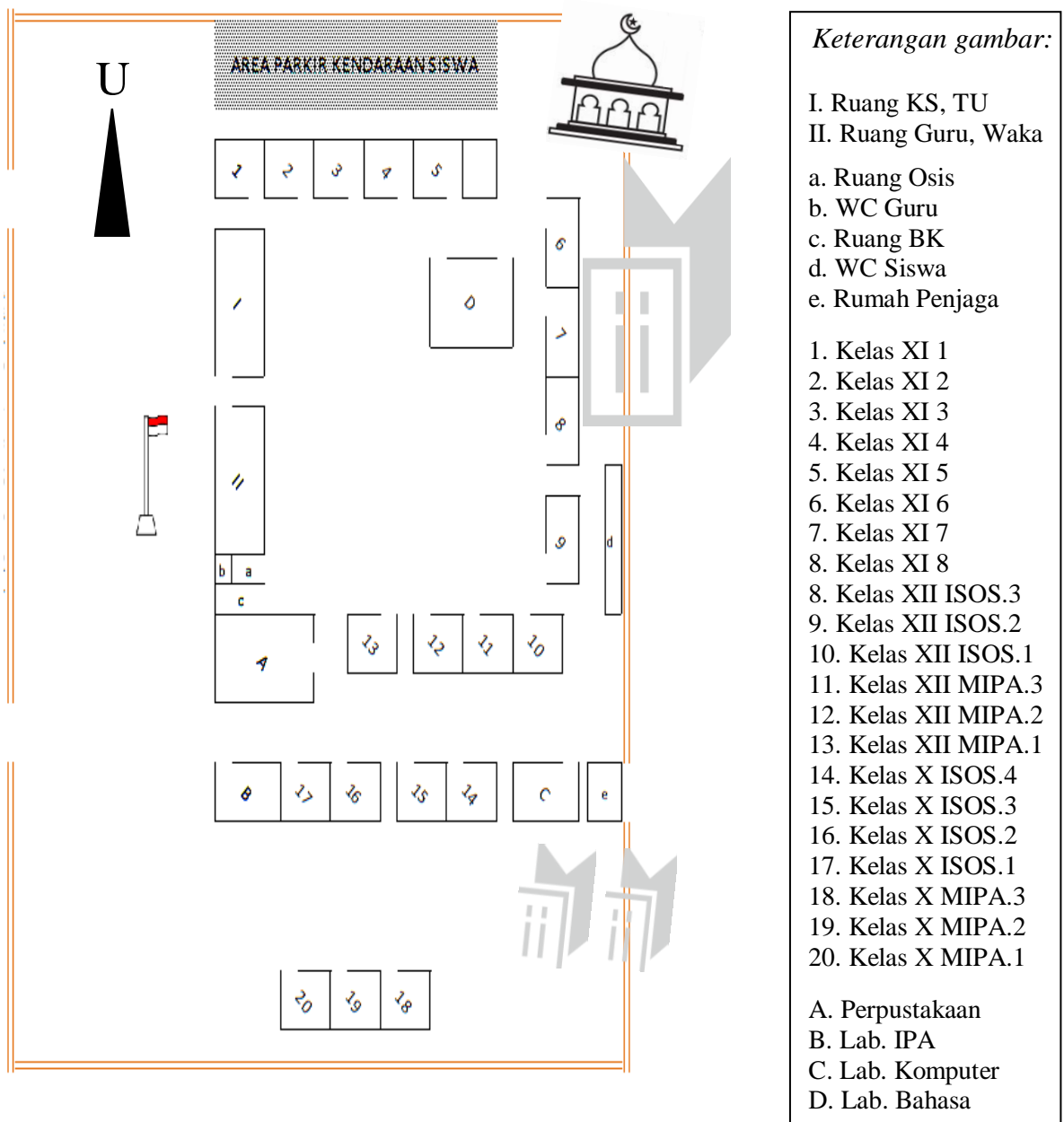**Location Sketch of State Senior High School 5 Metro**

Keterangan gambar:

I. Ruang KS, TU
II. Ruang Guru, Waka

a. Ruang Osis
b. WC Guru
c. Ruang BK
d. WC Siswa
e. Rumah Penjaga

1. Kelas XI 1
2. Kelas XI 2
3. Kelas XI 3
4. Kelas XI 4
5. Kelas XI 5
6. Kelas XI 6
7. Kelas XI 7
8. Kelas XI 8
8. Kelas XII ISOS.3
9. Kelas XII ISOS.2
10. Kelas XII ISOS.1
11. Kelas XII MIPA.3
12. Kelas XII MIPA.2
13. Kelas XII MIPA.1
14. Kelas X ISOS.4
15. Kelas X ISOS.3
16. Kelas X ISOS.2
17. Kelas X ISOS.1
18. Kelas X MIPA.3
19. Kelas X MIPA.2
20. Kelas X MIPA.1

A. Perpustakaan
B. Lab. IPA
C. Lab. Komputer
D. Lab. Bahasa

2. Description of Research Data

a. The Result of Pre-Test Score

The researcher conducted pre-test in the first meeting of this research in order to find out the initial different between the class who have similar level. The form of pre-test that issued in this research is oral test. The result of pre-test can be identified as follows:

Table 6
The Result of Pre-Test
in Speaking Performance at Class X^2

No.	Name of students	Pre-Test Score	Explanation
1	Ade Arofah Mardha Lena	70	Fair
2	Adelia Azzahra	70	Fair
3	Afrita Anggraini	69	Bad
4	Agnes MV Aritonang	75	Good
5	Ali Akbar	71	Fair
6	Alit Prayogi R.	72	Fair
7	Alwi Satriya Sukma	73	Fair
8	Amalia Nurfitri	69	Bad
9	Anas Habib Rifqi	70	Fair
10	Ashil Muzaki	70	Fair
11	Attafaa Uliya	71	Fair
12	Daniel Erlangga	78	Good
13	Diah Nurmala Vitaloka	75	Good
14	Dian Dewi Asna	70	Fair
15	Dwi Tyas Hartami	65	Bad
16	Erlindah	77	Good
17	Ersan Alif Wibowo	70	Fair
18	Eva Afidatur Rahmah	68	Bad

19	Firada Khasbullah	73	Good
20	Intan Ari Wulandari	72	Fair
21	Lusia Leni Maryani	76	Good
22	Reydika Arvado Galih Gumilar	71	Fair
23	Salsabila Dwi Irga Syarif	72	Fair
24	Tri Retno Suryani Wulan	73	Fair
25	Windi Adinda Putri	70	Fair
	Total	**1790**	
	Average	**72**	

Source: The result of pre-test of students' speaking performance toward storytelling technique on September, 26th 2016.

The test was followed by 25 students which were cluster selected. The highest score was 78 and the lowest score was 65 with the total score 1790 and the average of the score was 72.

Based on the table above, the researcher measured the class interval:

R = the highest score - the lowest score

= 78 - 65

= 13

K = 1 + 3.3 log n

= 1 + 3.3 log 25

= 1 + 3.3 x 1.67

= 1 + 5.511

= 6.511

$= 7$

$P = \dfrac{R}{K}$

$= \dfrac{13}{6}$

$= 2{,}1 => 2$

After knowing the class interval, the data was put on the table of

frequency distribution as follows:

Table 7
The Frequency of Distribution of Students Speaking
Performance Score in Pre-Test

No.	Class Interval	Frequency	Percentage	Explanation
1	77-78	2	8%	Good
2	75-76	3	12%	Good
3	73-74	3	12%	Fair
4	71-72	6	24%	Fair
5	69-70	9	36%	Fair
6	67-68	1	4%	Bad
7	65-66	1	4%	Bad
		25	**100%**	

The table above shows that almost (80%) got score under material

mastery criteria (KKM) and (20%) got score more than 75 whish was the

KKM.

Graph 1

**Frequency of Students' Score
in Pre-test**
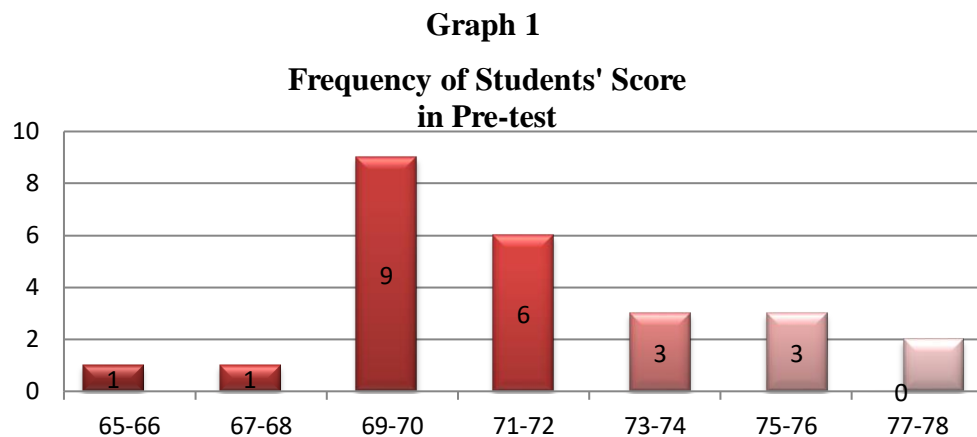
The graph of table frequency distribution above described that the result of the student's score of pre-test. There was 1 student (4%) who got score 65-66. Furthermore, there was 1 student (1%) who got 67-68, 9 students (36%) got score 69-70, then 6 students (24%) got score 71-72, and 3 students (12%) got score 73-74 and 3 students (12%) got score 75-76 and the last 2 students (8%) got score 77-78. In short, it can be inferred that students' speaking performance in pre-test is low.

b. The Result of Post-Test Score

The researcher conducted the post-test in the next meeting after give a treatment like storytelling technique. It was used to know the influence and the different after doing the treatment. The result of pre-test can be identified as follows:

**Table 8
The Result of Post-Test in Speaking Performance at
Class X^2**

No.	Name of Students	Post-test Score	Explanation
1	Ade Arofah Mardha Lena	78	Good

2	Adelia Azzahra	77	Good
3	Afrita Anggraini	75	Good
4	Agnes MV Aritonang	82	Good
5	Ali Akbar	77	Good
6	Alit Prayogi R.	79	Good
7	Alwi Satriya Sukma	75	Good
8	Amalia Nurfitri	75	Good
9	Anas Habib Rifqi	74	Fair
10	Ashil Muzaki	75	Good
11	Attafaa Uliya	74	Fair
12	Daniel Erlangga	80	Good
13	Diah Nurmala Vitaloka	76	Good
14	Dian Dewi Asna	75	Good
15	Dwi Tyas Hartami	70	Fair
16	Erlindah	77	Good
17	Ersan Alif Wibowo	70	Fair
18	Eva Afidatur Rahmah	73	Fair
19	Firada Khasbullah	75	Good
20	Intan Ari Wulandari	76	Good
21	Lusia Leni Maryani	80	Good
22	Reydika Arvado Galih Gumilar	71	Fair
23	Salsabila Dwi Irga Syarif	74	Fair
24	Tri Retno Suryani Wulan	73	Fair
25	Windi Adinda Putri	75	Good
	Total	**1886**	
	Average	**75**	

Source: The result of post-test by students' speaking performance toward storytelling technique on October, 1st 2016.

The test was followed by 25 students which were cluster selected. The highest score was 82 and the lowest score was 70 with the total score 1886

and the average of the score was 75. Based on the table above, the researcher measured the class interval as follow:

R = the highest score - the lowest score

$\quad$ = 82 - 70

$\quad$ = 12

K = 1 + 3.3 log n

$\quad$ = 1 + 3.3 log 25

$\quad$ = 1 + 3.3 x 1.67

$\quad$ = 1 + 5.511

$\quad$ = 6.511

$\quad$ = 7

P = $\dfrac{R}{K}$

$\quad$ = $\dfrac{12}{7}$

$\quad$ = 1,71 => 2

$\quad$ After knowing the class interval, the data was put on the table of frequency distribution as follows:

Tabel 9
The Frequency of Distribution of the Students Speaking Performance Score in Post-Test

No.	Class Interval	Frequency	Percentage	Explanation
1	82-83	1	4%	Good
2	80-81	2	8%	Good
3	78-79	2	8%	Good
4	76-77	4	16%	Good
5	74-75	10	40%	Good
6	72-73	3	12%	Fair
7	70-71	3	12%	Fair
		25	**100%**	

The table above show that almost a half of students got score which was included in good category of KKM. They are 17 students (68%) got score more than 75 which was the minimum mastery criteria (KKM).

Graph 2
Frequency of Students' Score in Post-test
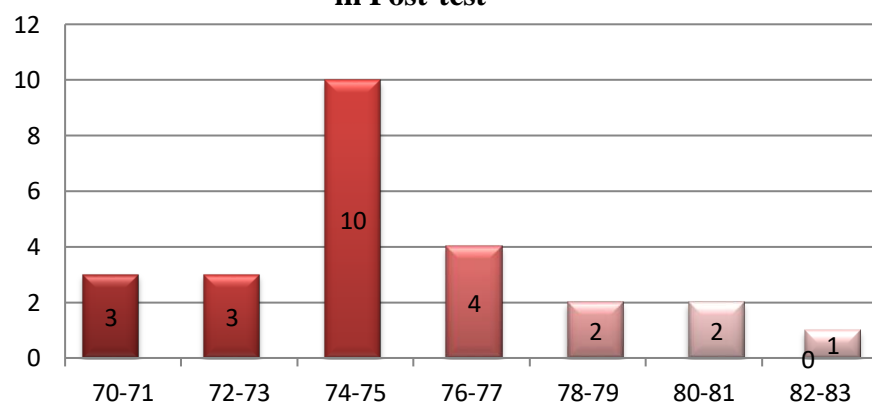
From the table before shows that almost a half of students got score which was included in good category of KKM. From 25 students as sample, there were 3 students (12%) who got score 70-71, then 3 students (12%) got

score 72-73, 10 students (40%) score 74-75, furthermore 4 students (16%) got score 76-77, 2 students (8%) got score 78-79, and 2 students (8%) got score 80-81 and the last there was a student (4%) got 82-83. It means that the result of students speaking performance after using storytelling technique was satisfactory. It has difference score between pre-test and post-test.

3. **Hypothesis Testing**

After applying the test, the researcher analyze the data by using t-test in order to prove whether there was a significant and positive influences of students' speaking performance through storytelling technique.

To know the different score before and after using storytelling technique, the researcher analyzed it as follow:

Table 10
The Differences Score Between Pre-Test and Post-Test in Students Speaking Performance at Class X^2

No.	Name	Pre-test Score (X_1)	Post-test Score (X_2)	D (X_1-X_2)	$D^2 (X_1-X_2)^2$
1	Ade Arofah Mardha Lena	70	78	-8	64
2	Adelia Azzahra	70	77	-7	49
3	Afrita Anggraini	69	75	-6	36
4	Agnes MV Aritonang	75	82	-7	49

5	Ali Akbar	71	77	-6	36
6	Alit Prayogi R.	72	79	-7	49
7	Alwi Satriya Sukma	73	75	-2	4
8	Amalia Nurfitri	69	75	-6	36
9	Anas Habib Rifqi	70	74	-4	16
10	Ashil Muzaki	70	75	-5	25
11	Attafaa Uliya	71	74	-3	9
12	Daniel Erlangga	78	80	-2	4
13	Diah Nurmala Vitaloka	75	76	-1	1
14	Dian Dewi Asna	70	75	-5	25
15	Dwi Tyas Hartami	65	70	-5	25
16	Erlindah	77	77	0	0
17	Ersan Alif Wibowo	70	70	0	0
18	Eva Afidatur Rahmah	68	73	-5	25
19	Firada Khasbullah	73	75	-2	4
20	Intan Ari Wulandari	72	76	-4	16
21	Lusia Leni	76	80	-4	16

	Maryani				
22	Reydika Arvado Galih Gumilar	71	71	0	0
23	Salsabila Dwi Irga Syarif	72	74	-2	4
24	Tri Retno Suryani Wulan	73	73	0	0
25	Windi Adinda Putri	70	75	-5	25
		$\sum X_1 =$ 1790	$\sum X_2$ =1886	$\sum d = -96$	$\sum d^2 =$ 518

Putting the data above and into the formula of t-test in order to get t-observation. So, the researcher uses the formula as follows:

T = score of t-test

$\sum D$= the total of differences between X^1 - X^2 = DS

N = Total subject

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

$$t = \frac{-96}{\sqrt{\left[\frac{25.518 - (-96)^2}{25-1}\right]}}$$

$$t = \frac{-96}{\sqrt{\left[\frac{(12950 - 9216)}{24}\right]}}$$

$$t = \frac{-96}{\sqrt{155{,}583}}$$

$$t = \frac{-96}{12{,}473}$$

$$t = [-7{,}697] = 7{,}697$$

Therefore, $t_{observation}$ is 7,697 as the result of the counting by using t-test formula above. To know critical value of t-test (t_{table}), the researcher firstly counted the df, df is degree of freedom. The formulation of df = N-1, the number of the research population.

Df = N - 1

   = 25 - 1

   = 24

In df 24 with t_{table} 5% is 1,711 and 1% is 2,797 with the t-observation is 7,697. Then, the data confirm that $t_{observation}$ > t_{table} or 1.711 < 7,697 > 2,797. After knowing t_{table} and $t_{observation}$ above, it can be seen the result as follow:

If $t_{observation}$ > t_{table}, Ha is accepted and Ho is rejected.

If $t_{observation}$ < t_{table}, Ha is rejected and Ho is accepted.

Finally, the data can be confirmed that "$t_{observation}$" > "t_{table}" in 5% and 1% with the significant 1,711 < 7,697 > 2,797. It can be inferred that Ha is accepted and Ho is rejected, it means that there was influence of students' speaking performance toward storytelling technique at the first grade of State Senior High School 5 Metro in Academic Year 2016/2017.

B. Discussion

In this research, there are two variables. They are storytelling technique (X) and students' speaking performance (Y). The variable was tested by using calculation of t-test to investigate whether there is influence of students' speaking performance toward storytelling technique. It demonstrated that there was positive influence of students' speaking performance toward storytelling technique.

Moreover, the positive influence was clarified by the assumption of the grade significant influence of students' speaking performance toward storytelling technique which was signing positive. Directing significant influence is also high. In contrast, if using storytelling technique is low, the grade of students' speaking performance is low.

Moreover, based on the result of hypothesis testing demonstrated that $t_{observation}$ is 7,697 , then $t_{observation}$ consulted to t_{table} of the significant either for level 5% (1,711) and 1% (2,797). It demonstrated that $t_{observation}$ is higher than t_{table} with $N = 25$.

Almost all of the student's conception about the influence in their speaking performance were positive. The mean score of students' speaking performance in post-test is higher than the pre-test. Thus, the following confirms the result of the current study as well.

Based on the researchers' opinion before that storytelling technique can give influence to the students' speaking performance, because it is a good technique for teaching speaking. Where storytelling technique makes learning

English is more fun especially in speaking. Storytelling technique makes the students more interesting in speaking with a good utterances. It is truly make the students easier for speaking.

The students can imagine before they speak, because storytelling can organize what they want to speak by using utterances. So, the students who wants to speak can organize what they want to speak. Storytelling technique make students' speaking more organize.

C. Limitation

This research was conducted at the first grade of State Senior High School 5 Metro in the academic year 2016/2017. So, the result was limited only to this class and this research cannot be generalized. If this research was doing in different place, students, and academic year, possibility the result of the research will be different.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the analysis of the research data, the researcher can generally conclude this research. Storytelling technique can be used as an alternative choice for learning speaking performance. It can help the student to develop their idea by utterances. The achievement of speaking performance of the student who are taught by using storytelling technique has higher score then those without storytelling technique. The data confirm that t-$_{observation}$ > t-$_{table}$ (1,711 < 7,697 > 2,797). Therefore, it can be inferred that Ha is accepted and Ho is rejected.

Moreover, based on the result of hypothesis testing demonstrated that t-$_{observation}$ is 7,697 , then t-$_{observation}$ consulted to t-$_{table}$ of the significant either for level 5% (1,711) and 1% (2,797). It demonstrated that t-$_{observation}$ is higher than t-$_{table}$ with $N = 25$.

Based on the researchers' opinion, storytelling technique can give influence to the students' speaking performance, because it is a good technique for teaching speaking. Where storytelling technique makes learning English is more fun, more interesting with a good utterances, and make the students easier in speaking. It means, there is influence of students' speaking performance toward storytelling technique at the first grade of State Senior High School 5 Metro.

B. Suggestion

Through this research, the researcher would like to constructively give suggestions that are recommended:

1. For Teachers

   a. The English teachers can use this technique in English subject.

   b. The teachers are recommended to use storytelling as a technique in teaching speaking to influence students' speaking performance.

2. For Students

   a. By using storytelling technique, the students are able to speak well.

   b. By using storytelling technique, the students can be active and explore their idea.

3. For Headmaster

   a. The headmaster should give the guidance to the teacher about the technique in teaching learning.

   b. The headmaster can recomend to the teacher in order to apply storytelling technique in the class.

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