AN UNDERGRADUATE THESIS

THE EFFECT OF USING STORYTELLING TECHNIQUE TOWARD STUDENTS' SPEAKING PERFORMANCE AT THE TENTH GRADER OF SMAN 1 BANDAR SURABAYA CENTRAL LAMPUNG IN ACADEMIC YEAR 2016/2017

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1438 H/ 2016 M

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ABSTRACT

By: Ranti Susanti

One of the language skills that should be learned by English learners is speaking. But, in fact the students find difficulties in speaking English. Most of language learners especially in speaking, they do not to express what are they say every day, they isolate themselves from the classroom interaction. To motivate the passive students to be active, Storytelling Technique could be implemented as one of the solution. The aim of this research is investigating the positive and significant effect of using Storytelling technique students' speaking performance at the tenth grader of senior high school 1 Bandar Surabaya.

This research is quantitative research conducted at the tenth grader of senior high school 1 Bandar Surabaya that involves of 34 students as the samples. The technique sampling was purposive sampling. In collecting the data, this research used test, observation and documentation. The Data were analyzed by chi-square formula.

Finally, the result data analyzed confirmed that the value of chi-square was 23,674. Then, the data confirmed that "f_o= 23,674 is higher than "f_t=5,991 in 5% and 9,210 in 1%. Therefore, it can be concluded that Ha is accepted and Ho is rejected. It means that there are any positive and significant effect of using storytelling technique toward students' speaking performance at the tenth grader of Senior High School 1 Bandar Surabaya Central Lampung. And storytelling technique can be implemented as the one of alternative technique to increase the students' speaking performance score.

EFEK PENGGUNAAN TEKNIK BERCERITA
TERHADAP KEMAMPUAN BERBICARA SISWA KELAS X
SMAN I BANDAR SURABAYA
LAMPUNG TENGAH TAHUN AJARAN 2016/2017

ABSTRAK

By: Ranti Susanti

Salah satu kemampuan berbahasa yang harus dipelajari oleh pelajar yang belajar bahasa inggris adalah berbicara. Tapi kenyataannya, banyak siswa yang pasif di dalam kelas, mereka mengisolasi diri mereka dari interaksi didalam kelas. Untuk memotivasi siswa pasif menjadi aktif, Teknik Bercerita dapat diterapkan sebagai salah satu dari solusi. Tujuan dari penelitian ini adalah untuk menyelidiki adanya pengaruh positif dan signifikan dari penggunaan teknik bercerita terhadap kemampuan berbicara siswa di kelas sepuluh SMA 1 Bandar Surabaya.

Penelitian ini adalah penelitian kuantitatif yang dilakukan di kelas sepuluh dari SMA 1 Bandar Surabaya yang melibatkan dari 34 siswa sebagai sampel. Teknik pengambilan sampel adalah cluster purposive sampling. Dalam pengumpulan data, penelitian ini menggunakan tes, observasi dan dokumentasi. Teknik analisis data dengan rumus chi-square.

Akhirnya, data hasil analisis menegaskan bahwa nilai chi-square adalah 23,674. Kemudian, data menegaskan bahwa "fo = 23,674 lebih tinggi dari" ft = 5.991 pada tabel 5% dan 9210 pada tabel 1%. Oleh karena itu, dapat disimpulkan bahwa Ha diterima dan Ho ditolak. Ini berarti bahwa ada pengaruh positif dan signifikan dari penggunaan teknik bercerita terhadap kemampuan berbicara siswa di kelas sepuluh SMA Negeri 1 Bandar Surabaya Lampung Tengah. Dan teknik bercerita dapat diimplementasikan sebagai salah satu alternatif teknik untuk meningkatkan nilai kemampuan berbicara siswa.

STATEMENT OF RESEARCH ORIGINALITY

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

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MOTTO

مَنْ خَرَ جَ فِى طَلَبِ الْعِلْمِ فَهُوَفِى سَبِيْلِ للهِ

"Whoever came out to look for Science then he is on the path

of Allah"

(HR. Turmudzi)

DEDICATION PAGE

This Undergraduated Thesis is dedicated to :

My beloved parents Mrs. Rosimah and Mr. Suganda and,

My beloved older sister Siti Susi Lawati, S.Pd and younger brother Suhendra,

My beloved Almamaters State Islamic College

(STAIN) Jurai Siwo Metro

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First of all, I say alhamdulillah to Allah, The Almighty, who has given human health and happiness and created all mankind in the best form. Shalawat and salam just to the best prophet, Muhammad SAW., who has taught all Moslem many knowledge based on the holy Qur'an and his tradition called Sunnah.

An undergraduate thesis is presented as a Partial Fulfillment of Requirements for the Degree of Sarjana Pendidikan(S.Pd.) in English Education Study Program entitled: "The Effect Of Using Storytelling Technique Toward Students' Speaking Performance At The Tenth Grader Of SMAN I Bandar Surabaya Central Lampung".

The writer would like to express his gratitude especially to the Principal of STAIN JURAI SIWO METRO Prof. Dr. Enizar, M. Ag, Dean of STAIN JURAI SIWO METRO Dr. Hj. Akla, M.Pd., The Head of English Education Study Program Mr. Ahmad Subhan Roza, M. Pd., Sponsor Drs. Kuryani Utih M.Pd., and Co-sponsor, Syahreni Siregar, M.Hum. who have sincerely guided the writer to accomplish this research proposal in time. The writer also appreciated to all helps and supports from, my parents, my brother, my sister and all my conversion friends and also staffs and students of SMAN 1 Bandar Surabayan Central Lampung.

Finally, the writer realizes that this undergraduate thesis is inadequate. Therefore, the best critique and suggestion are needed to make this undergraduate thesis to be better. At last, the writer hopes that this undergraduate thesis gives a good contribution.

<div align="right">

Metro,   December 2016
The writer

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CHAPTER I

INTRODUCTION

A. Background of Study

Language is a system for communication. All human used language to interact one the other. Language and human beings cannot be separated, because without language we cannot utterance what we want to say. Thus, it can be said that language is tool of communication. Everywhere we stay we use language to interact with other people and to express the idea. So, language has important role for human.

There are so many languages in the world, and every country has a different language. And one of these languages is English; English takes an important role in the world. The significant growth of language in the world makes English as international language. Nowadays, every aspect like education, economy, sport, science, and medicine always involve English as the medium. Furthermore, it must be realized that most scientific books are written in English. In order to be able to comprehend the books for getting knowledge, someone must be master in English.

In Indonesia, English has a smaller aspect than another country, because in many countries English as a second language but in Indonesia English as a foreign English. For example, English in education aspect is taught as a subject matter. By learning English the students are expected to

understand and to know everything in English. This statement is in accordance with the aim of teaching that is to give knowledge and teach the students.

In elementary school English is just an introductory subject. The students start to know some familiar vocabularies, like mother, father, etc. In addition, learning English in Junior High School, the students start about how to speak English in daily activity, like greeting, take-leave, how to introduce our self, etc. In Senior High School the students are introduced about the kinds of texts for example narrative text, procedure text, hortatory exposition, etc. For the university, the students have demanded to understand everything in English.

There are four skills in English that must be mastered by language learners, they are listening, speaking, reading, and writing. One of the skills is speaking, that is the basic skill to communicate. Therefore, speaking skill can be achieved if the students can practice to speak English every day. But, in fact the students find difficulties in learning English. Most of language learners especially in speaking, they do not to express what are they say every day, they speaks like reading with the good pronunciation. The teacher as a facilitator in learning process can give the interesting technique and interesting media to make the students interest with the subject.

Teaching by using technique is necessary to improve skill in teaching learning process. The teacher should choose the appropriate technique that can attract students' interest and encourage their involvement. By encourage students' participation by technique, the students' will not be bored and will more creativity during the lesson.

There are many techniques that can be applied in teaching speaking such as, having a dialogue, playing games, singing songs, storytelling, oral reporting, role-playing, small group discussion, and debates. The appropriate technique which is used will make the student understand and enjoy when learning English especially in speaking.

Based on my pre-survey data was held on January 15th 2016, the researcher assumed that in one side the students' speaking performance was good, but in some students the speaking performance score was bad. It was can be seen from the result of the English teacher's interview about the students' condition during the English lesson in the class. The English teacher's explain some students' problems in the learning English. The students get difficulties in learning English especially in speaking, the student cannot speak English well because they have a limit vocabulary and they do not to express what they will say every day. And the students have low motivation to participate in learning English in the class.

Table I:
Data of the Speaking Performance at the Tenth Grader of SMAN 1 Bandar Surabaya

NO:	Name	The Speaking Test	
		Score	Category
1.	ANF	74	Fair
2.	AP	78	Good
3.	AR	83	Good
4.	AS	72	Fair
5.	AM	75	Good
6.	BV	73	Fair
7.	DP	65	Fair
8.	DA	74	Fair
9.	ENR	75	Good
10.	ES	65	Fair
11.	HS	45	Bad
12.	LA	50	Bad
13.	LS	68	Fair
14.	LAS	47	Bad
15.	MTS	55	Bad
16.	NY	60	Fair
17.	PWP	80	Good
18.	PR	79	Good
19.	RS	73	Fair
20.	SIS	70	Fair
21.	SK	75	Good
22.	UF	73	Fair
23.	YI	75	Good
24.	LS	82	Good
25.	GS	78	Good
26.	M	68	Fair
27.	MA	73	Fair
28.	NU	72	Fair
	Total	**1.957**	**Fair**
	Average	**69,89**	

Table 2
The criteria of score

No	Score	Category	Frequency	Percentage %
1	75-100	Good	10	35,71%
2	60-74	Fair	14	50%
3	0-59	Bad	4	14,29%

Source: The English teacher archives, taken on the pre-survey at January, 15th 2016

From the data pre-survey above, there were 28 students at the Tenth Grader of SMAN 1 Bandar Surabaya Central Lampung. The English minimum passing grade in this school is 70. It means that the students who got the score under 70 do not pass the examination. In fact, 10 students got score 75-100 or 35,71%, 14 students got score 60-74 or 50%, and 4 students got 0-59 or 14,28%. The average score is 69,89 the total of students, it can be conclude that students speaking performance score at the tenth grade is still low.

According to the pre-survey above, the researcher assume that to know the students in learning English especially in speaking performance, the researcher interesting to use storytelling technique to help the students to know the effect of using storytelling toward their speaking performance.

To know the condition of students especially in their speaking performance, the researcher conducts this research by giving test. The test was given by pre test and post test, for the research sample from the students of the SMAN 1 Bandar Surabaya Central Lampung. The researcher gives the score for each test. And then after research can be known about students' capability, it is hoped for the student can increase their speaking.

Based on the data above, it can be known that most of the students of students are categorized as fair category. Therefore, the researcher wants to investigate whether storytelling technique can gives the positive effect toward students' speaking performance.

B. Problems Identification

Referring to the background of study above, the problem can be identified as follows:

1. The students get difficulties in speaking.
2. The students have limit vocabulary in speaking English.
3. The students lack of motivation to participate in learning process.
4. The techniques which are used in the learning process usually makes the students feel bored.

C. Problems Limitation

Based on the problem identification above, the researcher make limitation of this research as follows:

1. The students have limit vocabulary in speaking English.
2. The techniques which are used in the learning process usually makes the students feel bored.

The researcher namely "The Effect of Using Storytelling Technique toward the Students' Speaking Performance at the Tenth Grader of

Senior High School 1 Bandar Surabaya Central Lampung in the Academic Year 2016/2017"

D. Problem Formulation

The problems that will formulate as follow: "Is there any positive and significant effect of using storytelling technique toward students' speaking performance at the tenth grader of Senior High School 1 Bandar Surabaya Central Lampung in the Academic Year 2016/2017?"

E. Objectives and Benefits of the Study

1. Objectives of Study

a. To know the students of speaking ability at the tenth grader of SMAN 1 Bandar Surabaya Central Lampung in the Academic Year 2016/2017.

b. To know the effect of using storytelling technique at the tenth grader of SMAN 1 Bandar Surabaya Central Lampung in the Academic Year 2016/2017.

2. Benefits of Study

a. For the students

(1) As motivation the students and help them more active in studying English especially in speaking subject.

(2) As a helper the students to more confident in speaking English.

b. For the teacher

(1) For the English teachers as idea of various ways of teaching speaking English to students in the classroom.

(2) For the teacher as information of the advantages of using storytelling technique to teaching speaking English more effectively and interestingly.

c. For the Headmaster

(1) As the information to development learning English in future.

(2) As a positive contribution to the teaching English at the school.

d. For the Other Researchers

As an inspiration for other researcher in the same researcher for next research.

CHAPTER II

THEORETICAL FRAMEWORK

A. Theoretical Review

1. The Concept of Speaking Performance

a. The Definition of Speaking

In a live, everyone has to make a relationship each other to defend their life. Geoffrey Broughton et. al, say that "The best way to look upon the relationship is said 'language."[1] In addition, Christopher assumed in his book that "Language is the basic tool and mysterious phenomenon. The basic skills in communicating that everyone possesses. Language is used by all human beings that we use copiously and without second thought every day of our lives."[2]

If we study about speaking, that many definition has defined about speaking, in general definition that speaking is conversation activity, discuss activity and also a product of language, the of speaking as follow:

Speaking is a productive language skill. Theoretically, according to O'Grady, it is a mental process. This means that it is mental process by which a speaker puts a mental concept into come

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[1] Geoffrey Broughton, et. all, *English as a Foreign Language,* (New York: Routledge, 1980), ed. 2nd, P. 27.

[2] Christopher Turk, *Effective Speaking Communicating in Speech*, (British: Spoon Press, 2003), P. 2.

linguistic form, such as word, phrase, and sentences used to transfer a message to a listener. So the speech production is the process by which the speakers turn their mental concept into their spoken utterances to transfer a message to their listeners in the communicative interaction.[3]

Furthermore, Cameron explains that speaking is the active use of language to express meaning, so that other people can make sense them.[4] Speaking is the spoken productive language skill. It is the skill of a speaker to convey information to listener or a group of listeners. Her or his skill is realized by her or his ability to apply the rules of the language she is speaking to transfer the information she has and her or his mind to her or his listeners efficiently.[5]

According to De Kort and Leerdam, as quoted in Scha, performance denotes the production of actual utterance as a result of certain pyschological process.[6] Richard states that speaking can usefully be distinguished have been called talk as performance. This refers to public talk, that is talk that transmits information before an audience, such as classroom presentations, public announcements and speeches.

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[3] Sanggam Siahaan, *issues in Linguistics,* (Pematangsiantar: Graha Ilmu, 2007), p. 95.
[4] Lyne Cameron, *Teaching Language to Young Learners,* (Cambridge: United Kingdom University Press, 2001), p. 40.
[5] Sanggam Siahaan, *The English Paragraph,* (Pematangsiantar: Graha Ilmu, 2008), p.2.
[6] Dian Karyani Astuti, The Gap Between English Competence And Performance(Performance : The Learners' Speaking Ability)", Presented in FLLT Conference and Proceeding on March, 15-16 2013, p. 663.

Speaking performance tends to be in the form of monolog rather than dialog, often follows a recognizable format (e.g. a speech of welcome, and is closer to writen language than conversational language.)[7] Similarly, it is often evaluated according to it is effectiveness or impact on the listener, something that is unlikely to happen with talk as interaction or transaction.

b. The Functions of Speaking

Several language experts have attempted to categorize the functions of speaking in human interaction. According to Brown and Yule, as quoted by Jack C. Richards, the functions of speaking are classified into three; they are talk as interaction (this function is refer to conversation, to interaction with other people), talk as transaction (this function is refer to other people understood clearly accurately and how they interact socially), talk as performance (this function refer to talk usefully in public talk, eg.: public announcements). Each of these speech activities is quite distinct in term of form and function and requires different teaching approaches.[8]

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[7] Jack C. Richard, *Teaching Listening and Speaking   From Theory to Practice*, (United States of America: Cambridge University Press, 2008), p. 27.
[8] Ibid, p. 21-28.

c. Speaking Difficulty

These same characteristics must be taken into explanation in the productive generation of speech, but with a slight twist in that the learners 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.

1) Clustering

Fluent speech is phrasal not word by word. Learner can arrange their output both cognitively and physically through such clustering.

2) Redundancy

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

3) Reduced Forms

Contractions, elisions, reduced vowels, etc., all form special problems in teaching spoken.

4) 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 correlations.

5) Colloquial language

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

6) Rate of delivery

Another salient characteristic of fluency is rate of delivery. Helping the learners achieve an acceptable speed along with other attributes of fluency is one of the teacher tasks in teaching spoken English.

7) Stress, rhythm, and intonation

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

8) Interaction

As noted in the previous section, learning produce waves of language in a vacuum-without interlocutors-would rob speaking skill of its richest component the creativity of conversational negotiation.[9]

d. Types of Classroom Speaking Performance

Douglas brown explains that, the types of speaking students in the classroom can be divided into 6 types. There are imitative,

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[9] H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy,* (San Fransisco: State University, 2001), ed. 2nd, p.270-271

intensive, responsive, transactional, interpersonal, and the last extensive.[10]

The first is imitative; it is a type of speaking to make a habit for students to practice their speaking. The second is intensive; it is a type of speaking to emphasize on the grammatical. The third is responsive; it is a type of speaking to speak immediately when the teacher ask students to answer a question. The fourth is transactional; it is types of speaking to talk specific information. And interpersonal; it is a type of speaking to make conversation mentioned to carried out more for the purpose of maintaining social relationship. And the last is extensive; it is a type of speaking to perform monolog.

In speaking, study that the teacher must know to different they are speaking ability, so it can make a kinds or types of speaking class. It is to be able the teacher more easy in studying activity. The type of class speaking performance like imitative, intensive, responsive, transactional, interpersonal, and extensive where the definition of them has explained above.

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[10] *Ibid*, p.271-274.

2. **The Concept of Storytelling**

a. **The Definition of Storytelling**

All people have a basic need to share stories. Stories organize experiences and record important happenings. Stories connect us with the past, present, and future and teaching us to anticipate the possible consequences of our action.

In this life, the people share the stories from person to person, and physical presentation of a story to an audience. "Telling" involves direct contact between teller and listener. The teller's role is to prepare and present the necessary language, vocalization, and physicality to effectively and efficiently communicate the images of the story. The listener's role is to actively create the vivid, multy-sensory images, action, characters, event the reality of the story in their mind based on the performance by the teller, and on their past experiences, beliefs, and understanding.

People define storytelling differently based on their own understanding. Douglas brown defines, Storytelling is a long presentation of story by teacher or students (may overlap with warm-up or narrative recitation). May be used to maintain attention, motivate, or as lengthy practice.[11]

In addition Scott says that, Storytelling is a general function of language and one of the main ingredients of informal

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[11] *Ibid*, p. 135.

conversation.[12] Narration is one of the main ways of practicing speaking in the classroom, although this used to take the form of having learners recount folk tales, or humorous or dramatic incidents based on a series of pictures.[13]

b. The Benefits of Storytelling

According to Chris Horner and Vicky Rif, there are many important reasons for telling stories to children of all ages as well as supporting them to tell their own:

1) The telling of stories to and for helps to establish and maintain a supportive and interactive classroom community of listening and telling.

2) The children and adults in the setting will build up a shared repertoire of stories from a range of cultural and linguistic traditions representative of the class and brought in from the wider community.

3) Highlighting storytelling emphasizes the value and diversity of oral language.

4) Storytelling and sharing enables the class to make sense of the world through a range of diverse cultural perspectives.

5) The immediate and unstructured nature of oral stories allows them to be used and adapted to challenge stereotypes.

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[12] Scott Thornbury, *How to Teach Speaking*, (Edinburgh: Pearson Education Limited, 2005). p. 95.
[13] *Ibid,* p. 96.

6) Opportunities to tell stories enable us all to build on our home experiences and thus help us to see each other as individuals.

7) Telling and listening to stories can support children's ability to read and write fiction through familiarity with structure, characters and linguistic conventions.

8) Storytelling can unite and develop all areas of the curriculum (e.g. stories in maths to introduce a new concept).

9) Storytelling can allow us the opportunity to try on new voices and registers and thereby extend our ability to manipulate spoken language including the use of Standard English.

10) Preparing and telling stories helps to develop presentational aspects of talk and the ability to consider and adapt according to the needs of the audience.[14]

c. **Procedures of Storytelling**

Implementing storytelling in the classroom, teacher must not forget about the foundation of storytelling. The foundation of this way is making something to symbolize the students' storytelling scores while activities are underway. Mel Silberman classified the procedures of storytelling into four. The first, locate a brief story that contains compelling characters and/or events. There are some sources to storytelling, such as (fairy tales, bible stories, and

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

magazine short stories). Second, read the story to the group or invite one of the participants to do so. Third, encourage participants to share their analysis of the story, perhaps first with a partner and then with the entire group. Fourth, debrief the activity (it is be done with ask: What are your reactions to the story's characters or events?, How do you see the "moral" of the story? etc.)[15]

d. Variations of Storytelling

Mel Silberman mentions two variations in storytelling, there are; the first, with some stories you can engage the audience by stopping before the story ends and asking participants to predict the ending. Or you might invite some participants to act out the story. Invite the group to improvise a story. Second, Use a "story spine" suggested by Kat Koppett in her book *Training to Imagine*.[16] In order to make our storytelling more interesting a variation on the story telling is very necessary, because it is one way to attract the attention of the audience to pay attention about the storytelling.

e. Storytelling Practices

Kristin and Eric assumed that the storytelling practices in three kinds: Consider three case studies of performing narrative:

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[15] Mel Silberman, *101 Ways to Make Training Active*, (The United States of America: Pfeiffer Press, 2005), ed. 2nd, p. 218.
[16] *Ibid*. P. 219.

storytelling in a weblog, breast cancer storytelling in a conversational interview, and a staged performance of storytelling. The following three case studies are organized to reflect the theoretical argument that each case study explores how performing narrative is embodied, situated and material, discursive, and open to legitimating and critique.

1) Storytelling in a weblog

Storytelling on the Internet provides a ready exemplar to question the changing relations of culture and technology as well as the tendency to privilege. One example of storytelling on the Internet can be seen in the explosive growth of the Internet-based online journal or diary.

2) Breast Cancer Storytelling

Breast cancer storytelling is definition narrated by survivors who lived to tell the tale. Although some of these women suffered recurrences, and some have died of their cancer, their narratives tend to end with recovery of some tentative assurance of health and vitality. The narrator secures both an emotional and narrative denouement, others with cancer feel the comfort of hope, and additional listeners or readers ward off the fear of disease and death. Thus, breast cancer storytelling functions therapeutically for all participants.

3) Performing Narrative on Stage

Performing narrative is the communication practice of storytelling; performing narrative ranges across all our daily doings, our ways of making do, and the more public ceremonies in which we make a to-do of storytelling. In performing narrative, participants draw upon and combine a variety of discursive resources and conventions in a particular social and material condition. We emphasize these combinatory possibilities in order to understand how they are productive for a lived-body engaged in storytelling.[17]

f. Repetitions in Storytelling

The storytelling performance may include repetitions of individual units or sections. In such cases, it is instructive to compare the basic narrative and the tagged narrative with the original storytelling performance to identify rough equivalence relations between the shared materials. In oral storytelling, especially repetitions of various kinds cluster around prefaces and codas, transition points and climaxes. In marking story sections, repetition provides special windows on narrative organization.

Neal mentions five kinds of repetition in storytelling; there are repetitions within narrative, Rephrasing in introductions, Parallel

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[17] Kristin M. Langellier and Eric E. Peterson, *Storytelling in daily life : performing narrative*. (United States: Temple University Press, 2004), p. 157-219.

structures for key events, Repetition for dramatic effect, Repetition to highlight evaluation.

1) Repetition within narrative: Forms and functions

It is general rubric of repetition include such phenomena as restarting and rephrasing at story beginnings and transition points, parallel structures to mirror parallel reported events, to heighten the dramatic effect of telling and to stress the teller's evaluation of the story.

2) Rephrasing in introductions

Restarting and rephrasing occur regularly in the opening passages of conversational narratives to revise after false starts. Storytellers frequently cut themselves off just as they are starting, then backtrack and restart.

3) Parallel structures for key events

Parallel semantic, syntactic and phonological structures often accentuate central events in oral narratives.

4) Repetition for dramatic effect

This repetition to emphasize evaluation leads us to the next section. Reverbalization of a single idea in different words functions to heighten the dramatic effect of the action described.

5) Repetition to highlight evaluation

Both verbatim repetition and reverbalization in different words often serve to highlight evaluations in narratives. When evaluative phrases recur in a story, especially at the end like those with *horrid* in the excerpt above, they can acquire a formulate character of their own.[18]

We have seen that repetition play an important organizational role in conversational storytelling. Repetition mark prominent points in the storytelling performance, they provide keys to narrative organization.

B. Theoretical Framework and Paradigm

1. Theoretical Framework

Theoretical framework is a conceptualization of how the theories relate to variety of factors that have been identified as an important issue. As a result, based on frame of theories and statement above there are two variables in this research, dependent variable (Y) is speaking performance, and independent variable is storytelling technique.

Teacher has to know many kinds of teaching technique, method or media in the class. They have to able to choose the appropriate technique or media that can be use in delivering the lesson. By

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[18] Neal R. Norrick, *Conversational Narrative Storytelling in Everyday Talk*. (Amsterdam: John Benjamins Publishing Company, 2000), p. 57-63.

storytelling, students can be more motivated and active in learning English especially in speaking. So that, the students will be interaction with others and it can help them to increase speaking performance. The theoretical framework in this research is if storytelling is applied properly, so the students speaking performance are good. But, if storytelling is not applied properly, so students speaking performance are bad.

2. Paradigm

A paradigm is a framework for ideas which includes definitions of key terms and the relationships between them. The framework is coherent because the researcher assumes certain things as a starting point and new knowledge is absorbed into this mental 'map'.[19]

Research paradigm is the draft shows thinking pattern of the researcher, and the correlation between variables which is researched.

Based on the theoretical framework above the research describes the paradigm as following:

Figure 1
The Scheme of Paradigm

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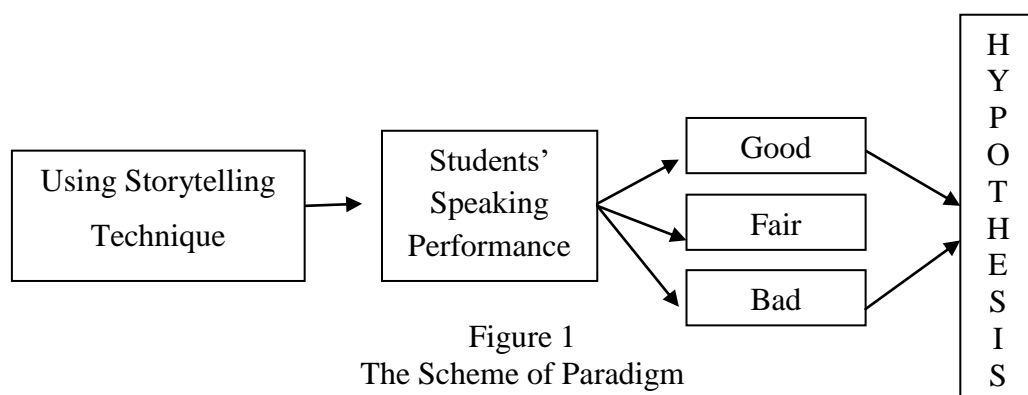
[19] Rebecca Hughes, *Teaching and Researching Speaking,* (United Kingdom: Pearson Education Limited, 2011), ed. 2nd, p. 30.

From the paradigm above, it can be described that if the grade of storytelling is good, the grade of speaking performance is also good. It means that any positive and significant effect both of them. But, if the grade of storytelling is bad, the grade of storytelling is bad too. So, doesn't any positive and significant effect of them.

C. Hypothesis

Hypothesis are predictions the research or holds about the relationship among variables.[20] Based on the definition of the theories above, the writer formulates the hypothesis as follows:

1. Hypothesis Formulation

a) Alternative hypothesis (Ha):

There is a positive and significant effect of using storytelling technique toward students' speaking performance at the tenth grader of SMAN 1 Bandar Surabaya the academic year 2016/2017.

b) Null Hypothesis (Ho):

There is no positive and significant effect of using storytelling technique toward students' performance at the tenth grader of SMAN 1 Bandar Surabaya the academic year 2016/2017.

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[20] John W. Creswell, *Research Desaign: Qualitative, Quantitative and Mixed Method Approach*, (California: Sape Publication, 2003), ed. 2nd, p.108.

2. **Statistical Hypothesis**

Based on explanation above, the writer can make a conclusioan that hypothesis are:

a) If Fo > Ft, the Alternative Hypothesis (Ha) is accepted and Null Hyphotesis (Ho) is rejected.

b) If Fo < Ft, the Alternative Hypothesis (Ha) is rejected and Null Hyphotesis (Ho) is accepted.

CHAPTER III

RESEARCH METHOD

A. Research Design

Research design is the steps in the research process.[21] In other word, research design is all of the process that needed in planning and when doing research. Daniel Muijs that taken from Aliaga and Gunderson (2002) describes of quantitative: "Quantitative research is explained about phenomena by collecting numerical data that are analyzed using mathematically based on the methods (in particular statistics)".[22] Moreover, Donald defines quantitative research use objective measurement to collect numeric data that are used to answer questions or test predetermined hypotheses.[23]

In this research the researcher used the quantitative research that included in descriptive quantitative and in the form of experimental design. Therefore, in this research the researcher used one class as the control class and experimental class. The researcher used class A of the tenth grader of SMAN I Bandar Surabaya Central Lampung at the Academic year 2016/2017.

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[21] *Ibid*, p. xxiii.
[22] Daniel Muijs, *Doing Quantitative Research in Education*, (London: SAGE Publications Ltd, 2004), p. 1.
[23] Donald Ary, *Introduction to Research in Education Eight Edition*, (New York: Northern Illinm University, 1979), ed. 8th, p. 22.

The researcher used pre-test and post-test, pre-test was the first thing to do in the research. It does to know the students' speaking performance before treatments. Then, the teacher gave the treatments about learning storytelling. The last, the students do a post-test. This research was intended to investigate whether there is any positive and significant effect of using of storytelling technique toward students' speaking performance.

B. Population, Sampling and Sampling Technique

1. Population

Definition of population is a group of elements or cases, whether individuals, objects, or events, that conform to specific criteria and to which we intend to generalize the results of the research.[24] Moreover, Mark and Peter define populations are operationally defined by the researcher. They must be available and quantifiable and related to the purpose of the research.[25] The population of this research was all the students of SMAN 1 Bandar Surabaya Central Lampung at the Academic year 2016/2017.

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[24] James H. Mcmillan, *Eductional Research Fundamental for the Consumer*, (New York: The Lehigh press, Inc. 1996), ed. 2nd, p. 85.
[25] Mark and Peter, *Introduction to Quantitative Research Methods*, (New Delhi: Sage Publications, 2001), p. 91.

2. Sample

Sample is the small group that will be observed. A sample is a part of the population.[26] In addition, Yogesh assumed that Sampling is crucial technique of behavioral research; the research work cannot be undertaken without use of sampling.[27] So, Sample is part of population that reprehensive with big number of population. The sample of this research as respondent was the students who have tenth grader of SMAN 1 Bandar Surabaya, class A contains 34 students, class B contains 34 students and class C contains 34 students.

3. Sampling Technique

Sampling technique is a way to decide the sample which is appropriated with data source and gives attention in characteristics and distributing population in order to get representative sampling. The sampling technique applied in this research was purposive cluster sampling that is sample elements judged to be typical, or representative, are chosen from the population.[28]

C. The Operational Definition of Variables

Variable is a general class of objects, events, situations, characters and attributes that are of interest to the researcher. In the social sciences we

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[26] Donal Ary, *Introduction to.*, p. 148.
[27] Yogesh Kumar Singh, *Fundamental of Research and Methodology and Statistics*, (New Delhi: New Age International Publisher, 2006), p. 81.
[28] Donal Ary, *Introduction to.*, p. 156.

often interested in variables to do with people.[29] Moreover, Creswell defined A variable is a characteristic of individual or group that researchers can observe and varies among individuals or groups studied.[30] Based on the quotation above, the operational definition of variables as following:

1. Independent Variable

Independent variable can be understood as the factor that is calculated, manipulated, selected or controlled by the researcher.[31] Moreover, Scott and Deirdre define that independent variables are variables that are systematically controlled by the researcher to determine the variable's effect on the outcome (dependent variable).[32] It is the major variable which is hoped to investigate.

Independent variable (X) is the major variable which is expected to investigate. It is the variable which is selected, manipulated, and measured by the researcher. Independent variable of this research is storytelling technique which can help students to learn English. To know how far the effect of storytelling technique the researcher use oral test.

The indicators of the independent variable are: 1) The students can used simple present tense in describe people or thing, 2) The

[29] Mark And Peter, *Introduction Quantitative.,* p. 46.

[30] John W. Creswell, *Education Research: planning, conductiong, and evaluating quantitative and qualitative research*, (Nebraska: Pearson Education, 2012), ed. 4th, p. 112.

[31] Yogesh Kumar Singh, *Fundamental of.*, p. 63.

[32] Scott W. Vanderstoep and Deirdre D. Johnston, *Research Methods For Everyday Life Blending Qualitative And Quantitative Approaches*, (United States of America: Jossey-Bass 2008), p .107.

students can be a good storyteller, 3) The students can volunteer for activities (e.g. modeling role-plays in front of the class). The using of storytelling technique can be said successful if the score of students speaking performance more than 70.

2. Dependent Variable

Sing defines "dependent variable is the factor which is observed and measure to determine the effect of independent variable."[33] It means that dependent variable is variable that depend on the independent variable and it is the result of the influence of independent variable.

Dependent Variable (Y) of this research was speaking performance. For the measure of this variable, the researcher will use oral test. And the indicators of dependent variable are: 1) The students can speak fluent in English, 2) the students can speak English with their friends, 3) the students' can answer the question from teacher with use English language.

D. Data Collection Method

1. Test

In this research, the researcher used oral test for the instrument. A test is a set of stimulus presented to an individual in order to feature

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[33] Yogesh Kumar Singh, *Fundamental of.*, p. 63-64.

responses on the basis of which a numerical score can be assigned.[34]
Test is some questions or exercises and others tool used to measure the skill, knowledge, intelligent, capability or talent, is had by individual or group. The tests were divided into two parts: pre-test and post-test.

a) Pre-test

According to Hatch and Farhady, "a pre-test is administered to capture the initial differences between the groups."[35] In accordance with the statement, the researcher gave the pre-test in the first meeting before doing treatments. The students gave the opportunity to express about their selves. The purpose of the pre-test was to know the students speaking performance. The pre-test was implemented in the class A of the tenth grader which consists of 34 students.

b) Post-test

Post test is a test given to measure the outcome variable after the experimental manipulation is implemented. The post-test given after doing treatment by using storytelling technique in the last meeting to find out whether the treatments give any effect to students' speaking performance in the class or not. The students asked to perform their speaking performance by storytelling performance. It is used to get the effect of using storytelling technique toward their speaking performance. The post-test was implemented in the class A of the tenth grader which consists of 34 students.

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[34] Donald Ary, *Introduction to.,*ed. 8th, p. 201.
[35] Hatch and Farhady, *Research Design and Statistics for Applied Linguistics*, (Massachusetts: Newbury House Publisher, 1982), p.22.

2. Observation

Observation is used to get the complete data about the profile of the school, the condition of the school, teachers and the students, and the facilities in the SMAN 1 Bandar Surabaya at Academic year 2016/2017. Observation also used to get information from relatively source of the students at the tenth grade of the SMAN 1 Bandar Surabaya Central Lampung in Academic year 2016/2017.

3. Documentation

Documentation is the method which is used to get information from written language or documents such as books, magazine, rule, note, and others. This researcher used this method to get data about the history of the school, the sum of teacher, official employed and students in SMAN I Bandar Surabaya Central Lampung in Academic year 2016/2017.

E. Research Instrument

John W. Creswell defines instrument that is used to collect data in research study.[36] It is mean that research instrument is tool that is used by researcher to get data in research area where is researching with kind of research method. Furthermore, the research instrument conducted in this research as follow:

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[36] John W. Creswell, *Research Design.,* ed. 2nd, p. 157

1. **Instrument Blueprint**

   Instrument blueprint is a way to get data that useful the researcher has done to collect information the field.

   a. The instrument that used in test is speaking performance test. The instrument is used for pre-test and post-test. Pre-test will be conduct before implementation the treatments. Post-test is used to get the data of the students' speaking performance after giving treatment. Then the researcher finds out whether there is an effect of the result between the pre-test and post-test. The form of the treatment was giving storytelling to grow up their speaking performance.

   b. The instrument that used in observation method was observation guidance, as;

      1) Observation about the location sketch of the SMAN 1 Bandar Surabaya Central Lampung at Academic year 2016/2017.

      2) Observation about the establishment of the SMAN 1 Bandar Surabaya Central Lampung at Academic year 2016/2017.

      3) Observation about the building of the SMAN 1 Bandar Surabaya Central Lampung at Academic year 2016/2017.

   c. The instrument that used in documentation was documentation guidance, as;

      1) Documentation about the history of the SMAN 1 Bandar Surabaya Central Lampung at Academic year 2016/2017.

2) Documentation about the total of the teachers SMAN 1 Bandar Surabaya Central Lampung at Academic year 2016/2017.

3) Documentation about official employed of SMAN 1 Bandar Surabaya Central Lampung at Academic year 2016/2017.

1. Instrument Calibration

Instrument calibration is the scale of measurement which will be used to decide the instrument standard which will be used. The test is oral test where students is spoken English. Otherwise, the instrument should be relevant to the focus of the research. The researcher used the several ways to measure the using storytelling toward the students' speaking performance by making test based on the indicator of using storytelling. And the measure of speaking performance used oral test with scale of measurement 0-100.

Table 3:
Oral English Rating Scale Frame

No	Criteria	Rating Score	Comments
1.	Fluency	4	Generally natural delivery, only occasional halting when searching for appropriate words/expressions.
		3	The student hesitates and repeats himself at times but can generally maintain a flow of speech, although s/he may need an occasional prompt.
		2	Speech is slow and hesitant. Maintains speech in a passive manner and needs regular prompts
		1	The student speaks so little that no 'fluent' speech can be said to occur.

2	Pronunciation	4	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation and pronunciation but comprehension is not impeded.
		3	Rhythm, intonation and pronunciation require more careful listening; some errors of pronunciation which may occasionally lead to incomprehension.
		2	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.
		1	Words are unintelligible.
3	Vocabulary	4	Effective use of vocabulary for the task with few inappropriacies.
		3	For the most part, effective use of vocabulary for the task with some examples of inappropriacy.
		2	Limited use of vocabulary with frequent inappropriacies.
		1	Inappropriate and inadequate vocabulary
4	Grammatical accuracy	4	Very few grammatical errors evident.
		3	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension.
		2	Speech is broken and distorted by frequent errors.
		1	Unable to construct comprehensible sentences.
5	Interactional strategies (In this criterion, the term 'interactional strategies' means using strategies such as initiating the discussion, asking for clarification,	4	Interacts effectively and readily participates and follows the discussion.
		3	Use of interactive strategies is generally adequate but at times experiences some difficulty in maintaining interaction consistently.
		2	Interaction ineffective. Can seldom develop an interaction.

expanding the topic, turn taking and concluding the discussion.)	1	Understanding and interaction minimal.[37]

F. Data Analysis Technique

Data analysis is process of searching and arranging data systematically by interview. That should be learned and then making a conclusion in order to can be easily understood by researcher and other people.

Data analysis technique used to investigate whether there is any positive and significant effect of using storytelling technique toward the students' speaking performance at the tenth grader of SMAN 1 Bandar Surabaya; the researcher analyzed the data by Chi Square. According to Donald Ary the formulation of Chi Square as follows:

$$x^2 = \sum \frac{(f_o - f_t)^2}{f_t}$$

Notes:

$\chi 2$ = value of chi square

$f0$ = observed frequency

ft = expected frequency[38]

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[37] Cyril J. Weir, *Language Testing and Validation An Evidence-based Approach*, (New York: Palgrave Macmillan , 2005). p. 196

[38] Donald Ary , *Introduction to.,* ed. 8th, p. 188.

CHAPTER IV
RESULT OF THE RESEARCH

A. Description of Data

1. Research Setting

The general description that assessed as the complementary data. It is subjectively concerned in condition of school namely history of school, and geographical of school.

a. The History of SMAN I Bandar Surabaya Central Lampung

SMAN 1 Bandar Surabaya Central Lampung is located on Rajawali street no. 03, Surabaya Ilir village, sub district of Bandar Surabaya, District Central Lampung that has wide about 14.400 m^2. SMAN 1 Bandar Surabaya was established on January 31st 2011.

The headmaster of this school is Sumarsono Eko Yanto,S.Pd,MM. from January 31st 2011 until now. The developing at SMAN I Bandar Surabaya since it was established until now is very well at quality aspect or quantity of the students and teachers.

b. Profile of SMAN I Bandar Surabaya Central Lampung

1) School Name   : SMAN I Bandar Surabaya

2) School Address   : Rajawali street, Surabaya Ilir

village Bandar Surabaya

3) Village   : Surabaya Ilir

4) District   : Central Lampung

5) Sub district   : Bandar Surabaya

6) Post Code   : 34158

7) Accreditation   : C

c. The Condition of The Teachers and staff, and all of the students on SMAN I Bandar Surabaya Central Lampung

The description of human source is as follow: The total number of the teachers and officers were 24 persons and 4 civil servant officers. To make it becomes clear, the researcher informs in the table as follow:

Table 4
The Draft of Teacher on SMAN I Bandar Surabaya Central Lampung

No	NAME	SUBJECT
1	Sumarsono Eko Yanto,S.Pd,MM	Headmaster English
2	Drs. Dwi Wahyudi	Physics
3	Eka Siswanta, S.Pd, MM	History
4	Yuni Wilianti,S.Ag	Islamic Study
5	Hengki wijaya S.Pd	Computer
6	Siti Fatimah,S.Pd	Biology
7	Dian Puspita Dewi,S.Pd	Mathematics
8	Hidayati Azhar,S.Pd	Indonesia Language
9	Wiji Nugroho,S.Pd.SD	Art
10	Dwi Santoso, S.Pd.I	Islamic Study

11	Dedi Hidayat, S.Pd	Civics
12	M. Dedi Hidayattullah,S.Pd	English
13	Beti Noviana, S.Pd	English
14	Nila Feria Sari, S.Pd.I	Geography
15	Eka Widyawati, S.Pd	Biology
16	Dwi Jaswanto,S.Pd	Sport
17	Berty Marlina,S.Pd.I	Lampung language
18	Dian Purnomo, S.Pd	Chemistry
19	Erma Wati, S.Pd	Arabic Language
20	Sigit Wiyono, S.Pd	Counseling
21	Lia Nandia Listiawati, S.Pd	Officer
22	Ria Nurlatifah, S.Pd	Officer
23	Erwan Febriansyah, S.Pd	English
24	Munawir Sazali, S.Pd	Counseling

Sources: observation Result in SMAN I Bandar Surabaya Central Lampung on September, 15 2016

While the data about situation of students on SMAN I Bandar

Surabaya Central Lampung as bellow:

Table 5
The Condition of Students On SMAN I Bandar Surabaya
Central Lampung in the Academic Year 2016/2017

No	Class	Gender		Total Students
		Male	**Female**	
1.	X 1	11	23	34
	X 2	12	22	34
	X 3	13	21	34
2.	XI IPA	12	13	25
	XI IPS	10	11	21
3.	XII IPA	10	19	29
	XII IPS	10	16	26
	TOTAL	**78**	**125**	**203**

Source: The documentation of SMAN I Bandar Surabaya Central Lampung In Academic Year of 2016/2017

d. The Structure Organization On SMAN I Bandar Surabaya Central Lampung

Figure 2
The Structure of Organization On SMAN I Bandar Surabaya
Central Lampung

Principal **Sumarsono Ekoyanto, S.Pd. MM**	School Committee **Gufron**

Vice principle of Students **M. Dedi Hidayatullah, S.Pd**	Vice Principle of Curriculum **Drs. Dwi Wahyudi**	Vice principle of Infrastructure **Hengki Wijaya, S.Pd**

Treasury **Betty Dwinastiti, A.Ma**	Head of Administration **Fahrurrozi**

Operator **Lia Nandia Listiawati, S.Pd**	Supervisor OSIS **Munawir Sazali, S.Pd**	Coordinator Of Library **Ria Nurlatifah, S.Pd**	Supervisor Pramuka **Fendi Irawan**

Teachers Of Study

The Students' Of SMAN I Bandar Surabaya
Central Lampung

Source : Documentation of SMAN I Bandar Surabaya Central Lampung

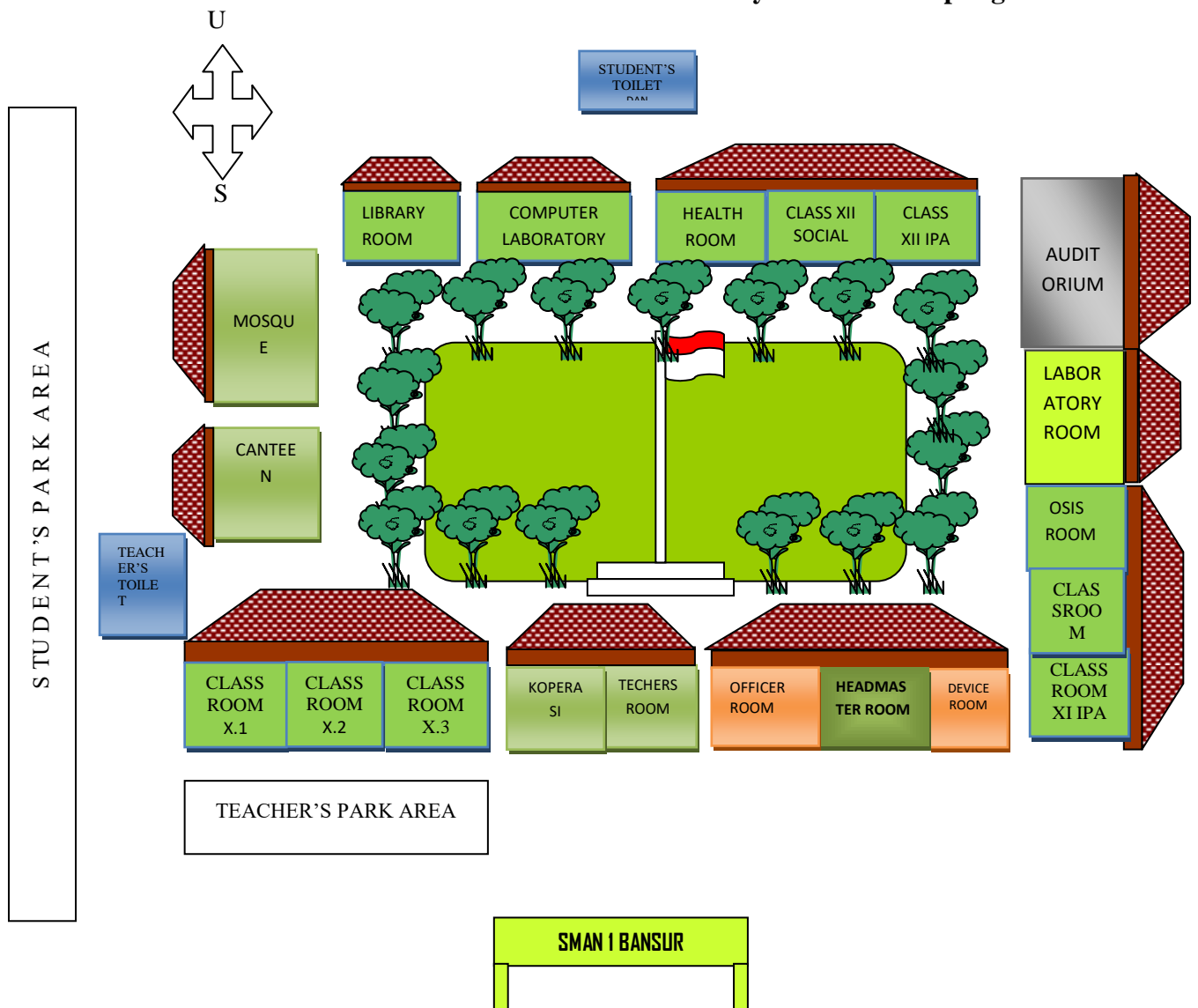e. **The Sketch location of SMAN I Bandar Surabaya Central Lampung**

The drawing or condition of SMAN I Bandar Surabaya area will be explained in the drawing bellow:

Figure 3
The Sketch Location of SMAN I Bandar Surabaya Central Lampung

2. **Research Data**

    a. **Pre-Test Result**

    The purpose of pre-test is to know the students' performance in speaking performance before giving the treatment, the students has given a pre test that must be done individually. The researcher gave them a text, and gave them time to understand and present the text in front of the class. To measure the students' speaking performance, the students have to present the storytelling in front of the class related to the text. The result of pre test the student's speaking performance can be identified as follows:

Table 6
The Pre-Test Result of the Tenth Grader of Senior High School I
Bandar Surabaya

No	Initial Students	Fluency	Pronoun ciation	Vocab ulary	Gramm atical	Interac tional	Total *5	Score
1	AW	1	1	2	3	2	9	45
2	EK	2	1	2	3	2	10	50
3	ES	2	1	3	3	3	12	60
4	FU	2	1	3	3	2	11	55
5	FS	2	2	2	3	3	12	60
6	GM	1	1	2	3	2	9	45
7	HW	2	2	2	3	2	11	55
8	HN	3	2	2	4	3	14	70
9	IEP	1	1	2	3	2	9	45
10	IJ	2	2	2	3	1	10	50
11	IS	3	2	2	3	3	13	65
12	LPS	1	1	2	3	2	9	45
13	MRS	2	1	2	4	2	11	55
14	MS	2	2	2	3	1	10	50
15	M	1	2	3	3	1	10	50
16	MK	2	2	2	3	2	11	55
17	MA	2	2	2	3	1	10	50
18	MK	3	2	2	4	2	13	65
19	NS	1	1	2	3	2	9	45
20	NH	3	2	2	3	3	13	65

21	OAS	1	1	2	3	2	9	45
22	PAN	2	2	3	4	4	15	75
23	RS	2	2	2	3	2	11	55
24	RP	1	1	2	3	3	10	50
25	SA	2	3	2	3	2	12	60
26	SK	1	1	2	3	2	9	45
27	SK	2	2	2	3	2	11	55
28	SNH	3	2	2	3	2	12	60
29	SRD	2	2	3	3	2	12	60
30	VN	2	1	2	3	1	9	45
31	WDL	2	2	2	3	2	11	55
32	WR	2	3	2	4	3	14	70
33	W	2	1	2	3	3	11	55
34	ZHS	1	1	2	3	3	10	50
Total								**1860**
The Highest Score								**75**
The Lowest Score								**45**
Average								**54.70**

Source: Pre-Test of the Tenth Grader of Senior High School I Bandar Surabaya Central Lampung on September 15th, 2016

From the table above can be inferred that the highest score is 75 and the lowest score is 45. Based on the data the researcher measure the class interval by using the formula:

The Highest Score is 75

The lowest Score is 45

Range (R) $\quad = X_{max} - X_{min}$

$\quad = 75 - 45$

$\quad = 30$

Number of Classes (b) $\quad = 1 + 3,3 \text{ Log } n$

$\quad = 1 + (3.3) \log 34$

$\quad = 1 + 5,054$

$\quad = 6,054 \ (6)$

The Class Interval (P) $= \underline{X_{max} - X_{min}} = \underline{R}$
$\qquad\qquad\qquad\qquad\quad$ b $\qquad$ b

$= \dfrac{30}{6}$

$= 5$

The total of class interval (P) for this research is 5. After knowing the class interval, the data that was taken from interval class above. Then it was put on the table of frequency distribution, as follows:

Table 7
The Distribution Frequency of the Students' Score in Pre-Test

No	Class Interval	Frequency	Percentage
1.	71-75	1 Person	2,94%
2.	66-70	2 Person	5,88%
3	61-65	3 Person	8,82%
4	56-60	5 Person	14,71%
5	51-55	8 Person	23,53%
6	45-50	15 Person	44,12%
Total		**34 Person**	**100%**

Based on the table of frequency distribution above, it can be inferred that from 34 students as the research samples there were 33 students who got the score below the Minimum Mastery Criteria (KKM), which is 70. There was 1 students who got the score of 71-75 or 2,94%. Furthermore, there were 2 students who got the score of 66-

70 or 5,88%. Then, there were 3 students who got the score of 61-65 or 8,82%, the students who got score 56-60 or 14,71% were 5 students. The students who got score 51-55 or 23,53% were 8 persons and 15 persons who got score 45-50 or 44,12%.

It can be concluded, most of students got low score in speaking, it means the score was unsatisfied.

Figure 4
Frequency Distribution of Students' Speaking Score in Pre-test
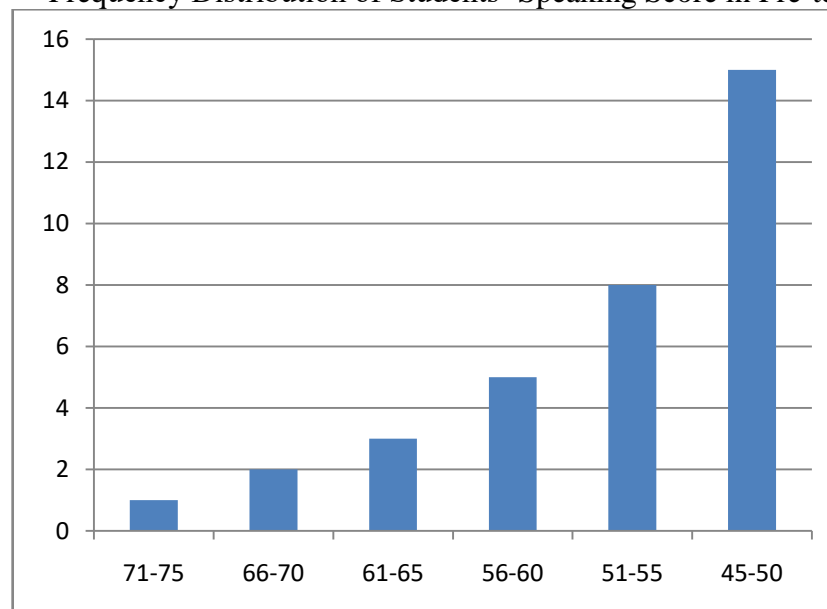
From the result of pre-test above, the researcher found the students' problems was in speaking performance. These problem can be seen by the test that have been given. Many students got low or bad score in this test.

b. **Post – test Result**

Post-test was employed in the last program of this research after giving some treatments and exercises to class in certain period of time. The test was the same type as pre-test but in the different title and it is more developed. The result of students' post-test can be identified as follows:

Table 8
The Post-Test Result of the Tenth Grader of Senior High School I
Bandar Surabaya Central Lampung

No	Initial Students	Fluency	Pronoun ciation	Vocab ulary	Gramm atical	Instruc tional	TOTAL *5	Score
1	AW	2	2	3	3	2	12	60
2	EK	3	2	3	4	3	15	75
3	ES	2	3	4	4	2	15	75
4	FU	3	2	3	2	3	13	65
5	FS	3	2	3	3	3	14	70
6	GM	2	2	2	3	2	11	55
7	HW	3	2	4	3	4	16	80
8	HN	3	3	4	3	3	16	80
9	IEP	2	2	3	2	3	12	60
10	IJ	2	1	3	3	2	11	55
11	IS	3	3	3	4	3	16	80
12	LPS	2	2	2	3	2	11	55
13	MRS	2	2	3	3	3	13	65
14	MS	3	2	4	3	3	15	75
15	M	2	1	3	3	3	12	60
16	MK	3	2	3	3	4	15	75
17	MA	2	2	4	3	3	14	70
18	MK	3	2	4	4	3	16	80
19	NS	2	2	3	3	3	13	65
20	NH	3	2	3	4	3	15	75
21	OAS	2	2	3	3	2	12	60
22	PAN	3	3	4	4	3	17	85
23	RS	2	2	4	3	3	14	70
24	RP	2	3	3	3	2	13	65
25	SA	3	3	4	3	4	17	85
26	SK	2	2	3	3	3	13	65
27	SK	3	3	3	4	3	16	80
28	SNH	3	3	4	4	2	16	80

29	SRD	3	2	3	3	2	13	65
30	VN	2	1	3	3	2	11	55
31	WDL	3	2	2	4	3	14	70
32	WR	3	4	4	3	3	17	85
33	W	2	2	3	3	2	12	60
34	ZHS	3	2	3	3	3	14	70
Total								**2370**
The Highest Score								**85**
The Lowest Score								**55**
Average								**69,70**

Source: Post-Test of the Tenth Grader of Senior High School I Bandar Surabaya on September 26th 2016

From the table above can be inferred that the highest score is 85 and the lowest score is 55. Based on the data the researcher measure the class interval by using the formula:

The Highest Score is 85

The lowest Score is 45

Range (R) $= X_{max} - X_{min}$

$= 85 - 55$

$= 30$

Number of Classes (b) $= 1 + 3,3 \ \text{Log} \ n$

$= 1 + (3.3) \log 34$

$= 1 + 5,054$

$= 6,054 \ (6)$

The Class Interval (P) $= \dfrac{X_{max} - X_{min}}{b} = \dfrac{R}{b}$

$= \dfrac{30}{6}$

$= 5$

The total of Class Interval (IR) for independent variable of this research is 10. After knowing the class interval, the data taken from interval above was put on the table of frequency distribution, as follows:

Table 9
The Distribution Frequency of the Students'
Scores in Post-Test

No	Class Interval	Frequency	Percentage
1.	81-85	3 Person	8,83%
2	76-80	6 Person	17,65%
3	71-75	5 Person	14,70%
4	66-70	5 Person	14,70%
5.	61 – 65	6 Person	17,65%
6.	55 – 60	9 Person	26,47%
Total		**34 Person**	**100%**

Figure 5
Frequency Distribution of Students' Speaking Score in Post-test
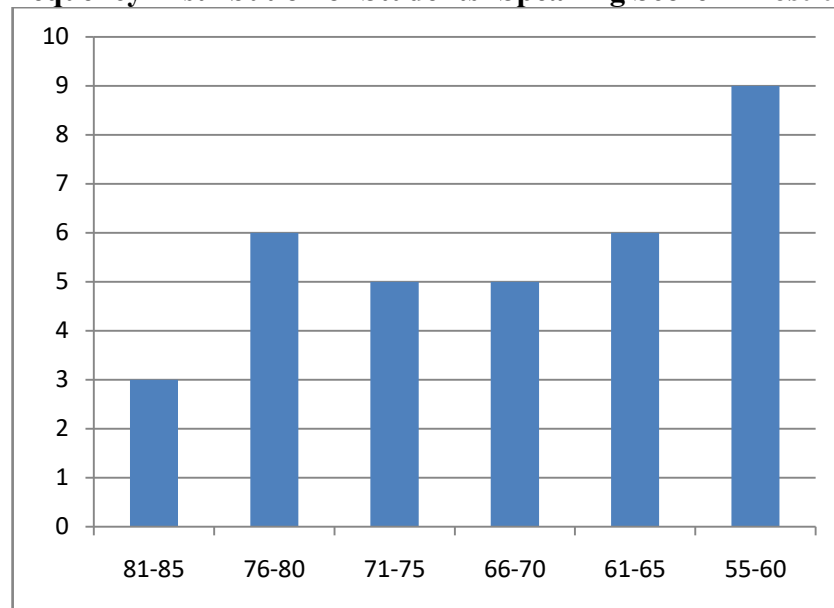
Based on the result above, it can be inferred that the post-test is categorized into good category eventhough some of students were still low in speaking performance, but it was good because they had good effort in speaking.

B. Hypothesis Testing

After applying the documentation, observation and test the technique, the researcher analyzed the data by using analysis of chi-square in order to prove whether there is a significant effect of using storytelling technique toward students' speaking performance at the tenth grader of SMAN I Bandar Surabaya, as follows (Ha) is accepted, if there is a positive and significant effect of using storytelling technique toward students' speaking performance. And (Ho) is rejected, if there is no a positive and significant

effect of using storytelling technique toward students speaking performance.

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

   After administering the result of oral test, the researcher analyzed the data using of Chi-Square (χ^2) with the two variables in order to prove whether there is a positive and significant effect of using storytelling technique toward students speaking performance at the tenth grader of SMAN I Bandar Surabaya Central Lampung as follows:

The formula of Chi-Square is:

$$x^2 = \sum \frac{(f_o - f_t)^2}{f_t}$$

Note: $\chi2$ = value of chi square

$f0$ = observed frequency

ft = expected frequency[37]

Table 10
The Contingency Table of the Expected Frequency at the Result
Of Students' Speaking Performance in Pre-test and Post-test

Variables	Category			Total
	Good	Fair	Bad	
Pre-test	1	10	23	$r_n= 34$
Post-test	9	21	4	$r_n=34$
Total	$C_n= 10$	$C_n=31$	$C_n= 27$	N=68

[37] Donald Ary , *Introduction to.,* ed. 8th, p. 188.

Taken from the source of the data above, the writer will income the data to determine the expected frequency (ft) and count the valuable of Chi square (χ^2) by orientation on the frequency that gotten (fo) it is decided on the each of the cell in the table. To make it becomes clear; it can be looked at the work table as bellow:

Table 11
The Testing of Data

No	f_o	$f_t= \dfrac{C_n X R_n}{N}$	$f_o\text{-} f_t$	$(f_o\text{-} f_t)^2$	$\dfrac{(f_o\text{-} f_t)^2}{f_t}$
1	1	$\dfrac{10 \times 34}{68} = 5$	-4	16	3,2
2	10	$\dfrac{31 \times 34}{68} = 15,5$	-5,5	30,25	1,952
3	23	$\dfrac{27 \times 34}{68} = 13,5$	9,5	90,25	6,685
4	9	$\dfrac{10 \times 34}{68} = 5$	4	16	3.2
5	21	$\dfrac{31 \times 34}{68} = 15,5$	5,5	30,25	1,952
6	4	$\dfrac{27 \times 34}{68} = 13,5$	-9.5	90,25	6,685
Total	N=68	F_e= 68	= 0	= 273	χ^2= 23,674

Based on the table above, it can be inferred that the valuable of chi square (χ^2) is 23,674. For investigating whether is there any significant effect of using storytelling technique toward students' speaking performance at the tenth grader of SMAN I Bandar Surabaya Central Lampung.

Furthermore, put the data into the formula of chi-square. It can be calculated by using the formula as below:

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

$$\chi^2 = \frac{16}{5} + \frac{30,25}{15,5} + \frac{90,25}{13,5} + \frac{16}{5} + \frac{30,25}{15,5} + \frac{90,25}{13,5}$$

$$\chi^2 = 3,2 + 1,952 + 6,685 + 3,2 + 1,952 + 6,685$$

$$\chi^2 = 23,674$$

Based on the result of data analysis above, the value of chi-square was 23,674. Then know the critical value of chi-square the researcher firstly counted df, it was degree of freedom. The formulation of df:

Df = (c-1)(r-1)

Note:

Df = Degree of freedom

c = column

r = row

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

Table 12
Table Chi-Square (χ^2)

df or db	Harga Kritik Chi-square Pada Taraf Significant	
	5%	1%
1	3,841	6,635
2	5,991	9,210

The degrees of freedom are 2. So, the values of f_t on degrees of freedom are 5% = 5,991 and 1% = 9,210.

From data above shown the comparison of fo with ft was:

9,210<23,674> 5,991 in 5% and 1% was have significant effect. It means

that alternatif hypothesis (Ha) which explains "Is there any positive and

significant effect of using storytelling technique toward students' speaking

performance" is accepted, and (Ho) is rejected. It is mean that using

storytelling technique has positive and significant effect on students

speaking performance.

C. **Interpretations**

The writer formulated f_o to f_t as follows:

1. If "$f_o > f_t$, Ha is accepted and Ho is rejected.

2. If "$f_o < f_t$, Ha is rejected and Ho is accepted.

 Based on the data above, the value of chi-square was 23,674. Then,

the data confirmed that "$f_o = 23,674$ is higher than "$f_t = 5,991$ in 5% and

9,210 in 1%. Therefore, it can be concluded that Ha is accepted and Ho is

rejected. It means that "Is there any positive and significant effect of using

storytelling technique toward students' speaking performance at the tenth

grader of Senior High School 1 Bandar Surabaya Central Lampung.

D. **Discussions**

 In this research there are two variables, they are Storytelling technique

as a variable (X) and speaking performance as a variable (Y). The variable

was tasted by using calculation of chi-square to investigate whether there

is a positive and significant effect of using storytelling technique toward

students' speaking performance at the tenth grader of SMAN I Bandar Surabaya Central Lampung.

The researcher assumed that teaching and learning by using storytelling technique could help students in learning process, especially in speaking. By storytelling, students can be more stimulated and active in learning English especially in speaking. The students will be interaction with others and it can help them to increase speaking performance. So it has proved that storytelling technique could give the effect toward students' speaking performance result especially for the students at the tenth grader of SMAN I Bandar Surabaya Central Lampung.

After the researcher gave the technique in the class, there is a positive and significant effect of the students' speaking performance result especially for the students at the tenth grader of SMAN I Bandar Surabaya Central Lampung. In fact, it showed that the students score changes. Before the treatment most of students got 45 score it was about 8 students and after the treatment, there is not students who got 45 score. Therefore, it could be inferred that the technique which was applied gave the effect to the students' speaking performance score. So, the researcher suggested the English teacher to use storytelling technique as the one of alternative technique to increase the students' speaking performance score.

E. Limitation

The result of the research is a result of the research which has done in tenth grader (X1) of SMAN I Bandar Surabaya Central Lampung in the English subject in the academic year 2016/2017. So, if this research has done in different school, class, subject, and academic year, so the result of the research will be different. So that the result of the research could not be generalization as the general result of the research.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The researcher has conducted the research in SMAN I Bandar Surabaya Central Lampung which have location in Rajawali street. The researcher has conducted the test to the 34 students in SMAN I Bandar Surabaya Central Lampung. Based on the data of pre test the students' score in speaking were low. Then, the researcher used the storytelling technique to help the students learn English especially in speaking.

The result of the data analysis could be concluded that Degree of freedom (DF) of this research was 2. The value of chi-square was 23,674. Then, the data confirmed that "f_o = 23,674 was higher than "f_t =5,991 in 5% and 9,210 in 1%. Based on the result, storytelling technique gives a positive and significant effect toward students speaking performance at the tenth grader of SMAN I Bandar Surabaya Central Lampung in the academic year 2016/2017. So, the researcher can concluded that storytelling technique is one of the alternative technique that can give the positive effect and can be used in learning process especially in learning speaking.

B. Suggestion

1. For Students

   The students are suggested to more confidence and competitive to explore their speaking performance. So, they can enrich vocabulary because they have to speak in English.

2. For English Teacher

   The teachers suggested using Storytelling technique in teaching English with media or some modifications to be more interesting.

3. For Headmaster

   The Headmaster suggested to preparing the facilitation of the school.

4. For Other Researcher

   The researcher suggested to other researcher to focus on other aspects in English teaching and learning process. The next researcher can investigate the storytelling in other variables with different learning materials.

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CURRICULUM VITAE

The writer was born in Subang Jaya, Bandar Surabaya, Central Lampung, on August 11, 1992. She is the second daughter of happy family of Mr. Suganda and Mrs. Rosimah. She lives in Subang Jaya, Bandar Surabaya,Central Lampung.

She began her study at Elementary School 01 Subang Jaya, on 1999 – 2005. She took her Junior High School at SMPN I Bandar Surabaya, on 2005 - 2008. And then, in period of 2008-2011 she continued her study at SMAN I Seputih Surabaya, Central Lampung.

After she graduated from Senior High School, she chose STAIN Jurai Siwo Metro to get her dream coming true. She desired to be an English teacher. So that, she chose English Educational Study Program at STAIN Jurai Siwo Metro on 2012/2013 up to now.
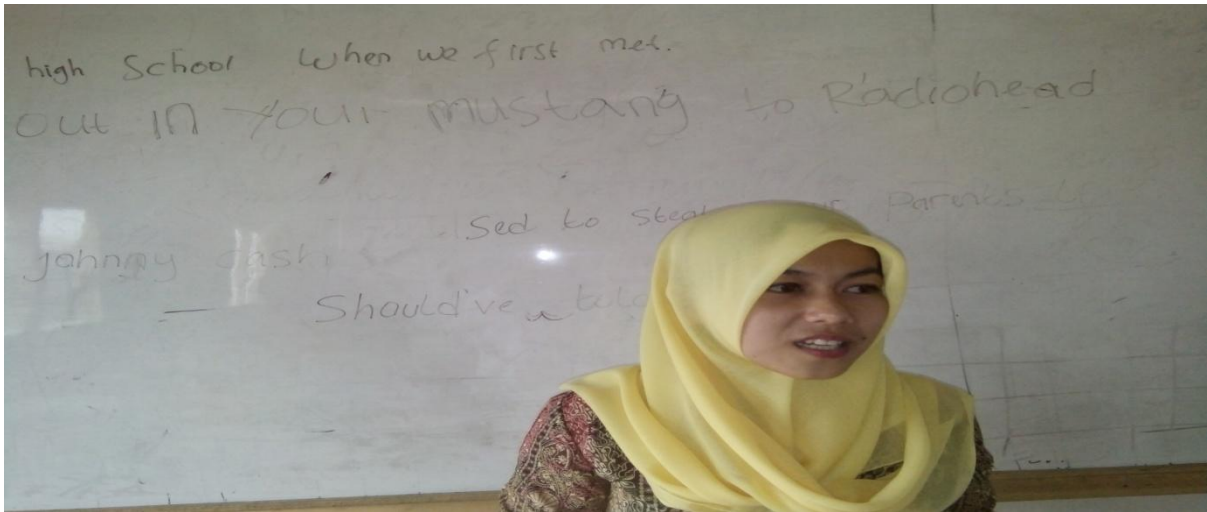
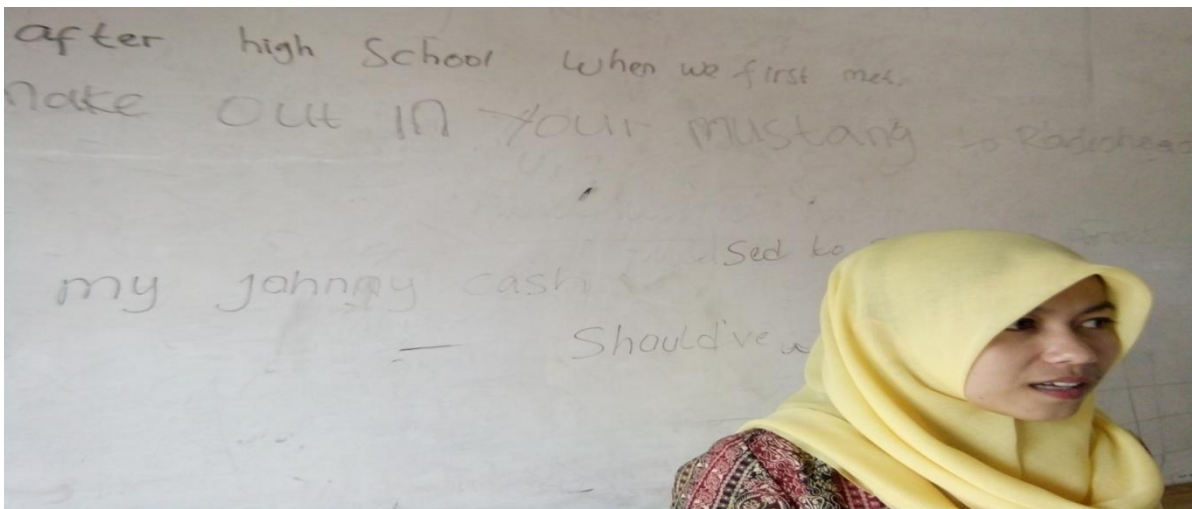# DOCUMENTATION

Pre test of speaking performance activity

Pre test of speaking performance activity

Pre test of speaking performance activity

The reseracher explain the material about narrative text and storytelling technique

The researcher give an example how to a good storyteller

The students read the story of narrative text

Post test activity of speaking performance

Post test activity of speaking performance

Take a picture with the tenth grader of class X 1