AN UNDERGRADUATE THESIS

IMPROVING STUDENT'S SPEAKING SKILL BY USING ISLAMIC STORYTELLING OF MTS DARUN NAJAH AT SEKAMPUNG EAST LAMPUNG

By:

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**TARBIYAH AND TEACHER TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1444 H/2023 M**

AN UNDERGRADUATE THESIS

IMPROVING STUDENT'S SPEAKING SKILL BY USINGI SLAMIC STORYTELLING OF MTS DARUN NAJAH AT SEKAMPUNG EAST LAMPUNG

Presented as Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
In English Education Department

By:
EenNadillaYulianita Sari
Student Number : 1801070021

Tarbiyah and Teacher's Training Faculty
English Education Department

Sponsor : Dr. Ahmad Subhan Roza, M.Pd

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1444 H/2023 M

APPROVAL PAGE

|	
Title	: **IMPROVING STUDENTS SPEAKING SKILL BY STORYTELLING AMONG A CLASS ONE AN-NAJAH ELEMENTARY SCHOOL AT SAMBIKARTO SEKAMPUNG EAST LAMPUNG**
Name	: Een Nadilla Yulianita Sari
Students Number	: 1801070021
Department	: English Education
Faculty	: Tarbiyah and Teacher Training

APPROVED BY:

To bediscussed in the proposal (seminar)in Tarbiyah Faculty of State Institute of Islamic Studies (IAIN) of Metro.

Metro, 13 September 2022

Sponsor

Dr. Ahmad Subhan Roza,M.Pd
NIP. 198305112009122004
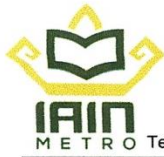
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NOTIFICATION LETTER

Number   :
Appendix   : 1 (one) Bundle
Matter   : **In order to hold the munaqosyah**
              of Een Nadilla Yulianita Sari

To:
The Honorable the Dean of Faculty of Tarbiyah and Teacher Training
State Islamic Institute of (IAIN) Metro

Assalamu'alaikum, Wr. Wb

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

Name   : Een Nadilla Yulianita Sari

Students Number   : 1801070021

Department   : English Education

Faculty   : Tarbiyah and Teacher Training Faculty

Title   : IMPROVING STUDENTS SPEAKING SKILL BY USING ISLAMIC
                    STORYTELLING THE GRADE EIGHT MTS DARUN NAJAH AT
                    SAMBIKARTO SEKAMPUNG EAST LAMPUNG

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

Wassalamu'alaikum Wr.Wb

Metro, June 2023

Head of English Education Departmet

Andianto, M.Pd.
NIP. 19871102 201503 1 004

Sponsor

Dr.Ahmad Subhan Roza, M.Pd
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NOTA DINAS

Nomor   :

Lampiran   : 1 (Satu) Berkas

Perihal   **: Pengajuan Seminar Proposal**

                 Een Nadilla Yulianita Sari

Kepadayth,

Dekan Fakultas Tarbiyah dan Ilmu Keguruan

Institut Agama Islam Negeri (IAIN) Metro

AssalamualaikumWr.Wb.

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

Nama   : Een Nadilla Yulianita Sari

NPM   : 1801070021

Judul Skripsi   : IMPROVING STUDENTS SPEAKING SKILL BY STORYTELLING AMONG A CLASS ONE AN-NAJAH ELEMENTARY SCHOOL AT SAMBIKARTO SEKAMPUNG EAST LAMPUNG

Sudah kami dapat setujui dan dapat diajukan untuk diseminarkan, demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

Metro,13 September 2022

Ketua Jurusan Tadris Bahasa Inggris   Pembimbing

Andianto, M.Pd.   **Dr. Ahmad Subhan Roza,M.Pd**
NIP. 198711022015031004   NIP. 198305112009122004

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RATIFICATION PAGE

No. B-4102/In-28.1/D/PP-00.9/07/2023

An Undergraduate thesis entitled: IMPROVING STUDENT'S SPEAKING SKILL BY USING STORYTELLING OF MTS DARUN NAJAH AT SEKAMPUNG EAST LAMPUNG

Written by Een Nadilla Yulianita Sari, Student Number 1801070021, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Monday, june 26rd, 2023 at 09:00 – 11:00 a.m

BOARD OF EXAMINERS:

Chairperson : Dr. Ahmad Subhan Roza, M.Pd. (............................)

Examiner I : Andianto, M.Pd. (............................)

Examiner II : Yeni Suprihatin, M.Pd. (............................)

Secretary : Indah Eftnastarini, M.Pd. (............................)

The Dean of Tarbiyah and Teacher Training Faculty
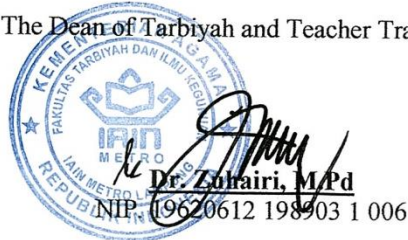
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IMPROVING STUDENT'S SPEAKING SKILLBY USING ISLAMIC STORYTELLING OF MTS DARUN NAJAH AT SEKAMPUNG EAST LAMPUNG

ABSTRACT
By:
EEN NADILLA YULIANITA SARI

The main objective of this research is to know this improving students' speaking skills used at MTs Darun Najah Sambikarto, Sekampung, East Lampung has an impact on students' speaking skills. This study focuses on the fundamental problem of substandard students' speaking skills found during the pre-survey phase. This skill is expected to help students become more confident in speaking English.

This research approach was implemented at MTs Darun Najah Sekampung East Lampung, and is a classroom action research using story text to tell stories. Participants in this study were students of class VIII A. The sample of this study was students of class VIII A MTs Darun Najah Sambikarto Sekampung East Lampung, totaling 26 students. Researchers used tests (before and after tests), observation, and documentation to collect data.

Based on the results of the study it can be concluded that there is an increase in students' speaking skills. starting from the results of the pre-test speaking skills.

with a percentage of 12%, then in post-test I it increased to 25% and in post-test II it increased again to 75%.

Beside from that, Islamic Storytelling is a learning activity for students of MTs DarunNajah at Sekampung East Lampung. Students' learning activity in cycle I a result of 56%, while students' learning activity in cycle II of 84%.

Therefore, the main objective of this research is to show that the storytellingmethod has a useful and significant positive impact on students' speaking skill.

.*Keywords: Action research, Speaking skill,Storytelling*

MENINGKATKAN KETERAMPILAN BERBICARA SISWA DENGAN MENGGUNAKAN CERITA ISLAMI MTS DARUN NAJAH DI SEKAMPUNG LAMPUNG TIMUR

ABSTRAK
By:
EEN NADILLA YULIANITA SARI

Tujuan utama dari penelitian ini adalah untuk mengetahui bagaimana peningkatan keterampilan berbicara siswa yang digunakan di MTs Darun Najah Sambikarto, Sekampung, Lampung Timur berdampak pada keterampilan berbicara siswa. Penelitian ini berfokus pada masalah mendasar keterampilan berbicara siswa di bawah standar yang ditemukan selama fasepra-survei. Keterampilan ini diharapkan dapat membantu siswa menjadi lebih percaya diri dalam berbicara bahasa Inggris.

Pendekatan penelitian ini dilaksanakan di MTs Darun Najah Sekampung Lampung Timur, dan merupakan penelitian tindakan kelas dengan menggunakan teks cerita untuk bercerita. Partisipan Sampel penelitian ini adalah siswa MTs Darun Najah Sambikarto Sekampung Lampung Timur yang berjumlah 26 siswa. Peneliti menggunakan tes (sebelum dan sesudah tes), observasi, dan dokumentasi untuk mengumpulkan data.

Berdasarkan hasil penelitian dapat disimpulkan bahwa terdapat peningkatan keterampilan berbicara siswa.dimulai dari hasil pre-test keterampilan berbicara. Dengan persentase 12%,kemudian pada post-test I meningkat menjadi 25% dan pada post-test II meningkat lagi menjadi 75%.

Selain itu, Islamic Storytelling merupakan kegiatan pembelajaran bagi siswa MTs Darun Najah Sekampung Lampung Timur. Aktivitas belajar siswa pada siklus I diperoleh hasil sebesar 56%, sedangkan aktivitas belajar siswa pada siklus II sebesar 84%.

Oleh karena itu, tujuan utama dari penelitian ini adalah untuk menunjukkan bahwa metode bercerita memiliki dampak positif yang bermanfaat dan signifikan terhadap kemampuan berbicarasiswa.

Kata kunci:Bercerita,PenelitianTindakanKelas,Skillberbicara

STATEMENT OF RESEARCH ORIGINALITY

This undersigned:

Name   : Een Nadilla Yulianita Sari

Std. Number : 1801070021

Faculty   : Tarbiyah and Teacher's Training

Department   : English Education Department

State that this undergraduate thesis is originally the result of the research done by the researcher, in exception of the certain parts of which are excepted from the bibliography mentioned.

Metro, June 2023

The writer,

Een Nadilla Yulianita Sari
St. Number. 1801070021

ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini:

Nama	: Een Nadilla Yulianita Sari
Npm	: 1801070021
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris

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

Metro, Juni 2023

Penulis,

Een Nadilla Yulianita Sari
NPM. 1801070021

X

ACKNOWLEDGEMENT

I am very thankful to Allah SWT, who always gives the researcher blessing to complete a study under titled "**IMPROVING STUDENT'S SPEAKING SKILLBY USINGISLAMIC STORYTELLING OF MTS DARUN NAJAH AT SEKAMPUNG EAST LAMPUNG**". Shalawat and salam to our prophet Muhammad SAW the lord of moslem in the world who has guide us from the darkness to the brightness.

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

1. Dr. Hj. SitiNurjanah, M.Ag.,PIA, as the Head of IAIN Metro Lampung.
2. Dr. Zuhairi, M.Pd, as the Dean of the Tarbiyah and Teacher Training Faculty of IAIN Metro Lampung.
3. Andianto, M.Pd, as the Chief of English Education Department of IAIN Metro Lampung.
4. Dr. Ahmad SubhanRoza, M.Pd, as the advisor valuable knowledge and support in finishing this a research proposal.

The researcher apologizes for all the mistakes that she has made in writing and finishing this thesis. All criticisms and suggestions are expected to improve the quality of this research. Hopefully this Thesis can be useful for researchers in particular, for our college and every reader in generic.

<div align="right">

Metro, 23Juni 2023

EenNadilla Y.S
ST.ID. 1801070021

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MOTTO

Al Quran Surat Al Baqarahayat 286:

Allah tidak membebani seseorang melainkan sesuai dengan kesanggupannya.

DEDICATION PAGE

I highly dedicate this ungraduate thesis to:

My beloved family,My Parents,Mr.Marwan(Alm),Mrs.Hartini,and my beloved
sister who always support me by their endless love.
My beloved lecturers of English Department of State Institute for Islamic of
Metro,Lampung.
And All of my Beloved friends who always support me.

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CHAPTER I

INTRODUCTION

A. Background of the Study

A language is a signally which operates with symbolic vocal sounds, and which is used by a group of people for the purpose of communicate with each other.[1]Learning is a vital manner in life.overwhelming manner guide should show precisely their younger age school areas of strength for students.for a stunning technique and push toward ought to be totally completed a mentor due to the truth a terrific ruling plan need to gift the scientist with concepts,records that appears to be natural and captivating.

Learning is a relating cycle that is done naturally between the educator and endlessly students with students. The reciprocal process as information provided by the teacher can be seen and answered by students so that learning can achieve the goals that have been set. In training students to be more active in speaking, a researcher has various options when choosing a method to manage learning.by understanding the teaching approach to storytelling, the instructors can also understand the procedure for showing English students' collections in the onversation room.

Classroom Action Research evolved from the Action Research concept developed by Kurt Z. Lewin, an American social psychologist.

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[1]Kristin Lems,et.al.Teaching Reading Language Learner.(GuifordPublications,Inc.New York.2010),p.1.*IMPROVING THE STUDENT'S SPEAKING ABILITY USING STORYTELLING TECHNIQUE AT THE EIGHT GRADERS OF SMP N 2 TRIMURJO.*AN UNDERGRADUATE THESIS Galang NurWicaksono std.n:0953657.*ENGLISH EDUCATION STUDY PROGRAM TARBIYAH DEPARTMENT.STATE ISLAMIC COLLAGE OF JURAI SIWO METRO*:1435 H/2015 M.

Action Research aimed to alleviate societal problems such as unemployment and misbehaving adolescents that were prevalent in the community at the time. Following rigorous evaluations of the problems, action research was carried out. Lewin defined action research as having two key ideas: 1) collaborative decision making and 2) a commitment to improve or enhance work performance. Action Research is a reflective method based on progressive issue solving that is carried out by individuals who work with others or who are members of a "practitioner's community" that strives to enhance something or address any problems.

As part of the effort to fix the problem, the results were used to create a work plan. Observation and assessment are utilized as part of taking action and carrying out the work plan. The outcome of the reflection will be used as a foundation for future improvement efforts and to adjust the next action plan. Because the overwhelming of language is dependent on how it's miles presented for the learner, the solid mindsets and improvements used by instructors inside the discussion room can have a tremendous potential on the lives of their students.

This study directs the teacher to choose material that is in accordance with the students' techniques in combining lessons. However, in planning English for more passionate beginners, teachers will find it difficult to define language boundaries. Overall considering the language is a foreign language. To achieve the model various frameworks are used through the

teacher.Theachieved by students based on English assignment documents archived by English teachers, as illustrated in the table below:

Table 1.1
The Prasurvey Research Students Speaking Skill
MTs. Darun-Najah Sekampung

No.	Grade	Criteria	Frecuency	Persentace
1.	8.A	Low	18	0,69%
2.	8.A	Standard	6	0,23%
3.	8.A	High	2	0,07%
	Total		26	100%

Based on the result of prasurvey above, speaking storytelling researcher at MTs. Darun-Najah Sekampung that has conducted research on students for speaking storytelling. The phenomenon in question for 26 students is in speaking English which is still lacking at the date 03 october 2022. Therefore, it can be concluded that based on the survey results found the phenomenon of the use of storytelling where there are a lot of readings that need to be mastered in understanding it. The author intends to discuss the phenomena obtained from the survey results by planning to explore the phenomenon of storytelling more deeply in speaking.

The author will explore genres in speaking skills with Islamic stories. because Islamic storytelling is interesting for students. Islamic storytelling is something imaginative and to add to their Islamic knowledge so that it will be quite relevant to the students' world and make it easier for them to understand and produce a story. It also tells about stories and experiences that students

can enjoy in class. They can share their own ideas, opinions and experiences, such as telling stories with their close friends.

In general, it can be seen that speaking research at Darun-Najah Sekampung has encouraged research on students to tell stories. The characteristic that is at issue with students is in conveying in English which is currently still lacking. In this way, it is generally assumed that considering the results of the outline, it is found that there is an oddity in the use of Islamic stories where many readings must be arranged in understanding them. In the description above, the author intends to compare what if students speak normally with speaking through Islamic stories.

This study aims to highlight the utilization of Islamic stories with speaking skills in particular. For the time being, the author plans to coordinate a classroom action research project titled **IMPROVING STUDENT'S SPEAKING SKILLBY USINGISLAMIC STORYTELLING OF MTS DARUN NAJAH AT SEKAMPUNG EAST LAMPUNG.**

B. Problem Identification

Taking into account the general picture of the issues contained in the study's background, the writer found the following issues of this researcher, among others: The pupils are struggling to retell the story in English. Students really should be trained exactly The teacher seldom uses this technique in English teaching.

C. Problem Limitation

After learning about the researcher's problem, the researcher employs it with low-skilled support to discover the problems of eighth-grade students at MTs. Darun-Najah Sekampung. The study's findings were resolved by the use of speech execution.As a result, the purpose of this survey is to assess students' proficiency of speaking with Islamic stories.

D. Problem Formulation

Based on the problem restriction stated above, the problem of this research is as follows?

1. Can the employment of Islamic storytelling techniques help students enhance their public speaking skills?

2. Can Islamic storytelling be used to increase student learning activities?

E. Objective and Benefit of Study

1. Objective of The Study

Based on the problem formulation above, the primary goal of this research is to determine whether using Islamic stories can increase students' speaking abilities and learning activities in eighth grade students at MTs. Darun-Najah Sekampung East Lampung

2. Benefits of the study

   a. For The Students

   This research product can facilitate storytelling members to increase their level of knowledge, skills and abilities in practicing

storytelling well, fluently and precisely. Therefore, they will learn easily and are more confident to show themselves.

b. For Teacher

1) Improving learning methods to be more creative in learning English through stories

2) Knowing how students develop in speaking skills that are still lacking and need to be improved.

c. For the Other Researcher

The findings of this study will be used by other researchers to collect additional research on storytelling content in various learning devices in order to improve the quality of the English language.

F. Prior Research

This study will be undertaken by taking into account previous research on the same topic. Mery Dwi Susanti did the first preceding study, which was titled "EFFECTS OF STORY TELLING WITH ISLAMIC BOOKS ON CHILDREN'S MORAL BEHAVIOR."

In 2013, the research was carried out at PG PAUD FIP Universitas Negeri Jakarta. One of the lessons to apply it is through storytelling exercises with Islamic narrative books. One of the things that teachers can give to pre-school children is storytelling with Islamic story books. When the teacher, as the person who narrates the narrative, is able to prepare and transmit it correctly, the activity of telling stories with Islamic story books will have a

special fascination for children. However, what is expected does not match the reality on the ground.

The second preceding study, titled "STORYTELLING AND TEACHING ENGLISH TO YOUNG LEARNERS," was undertaken by Hong Phuong Thao Le. The study found that storytelling, which is frequently recommended as a viable methodological strategy in teaching young learners, is underutilized and under-researched in EFL primary schools. In this study, a narrative innovation is used to put the young learner-oriented strategy into practice. The innovation provides a framework for transforming textbook lessons into storytelling lessons, giving young learners engaging chances to utilize language in relevant circumstances.[2]

It can create situations in which young learners feel at ease speaking English in meaningful contexts and practicing language components.The innovation makes advantage of group work to foster a learning environment in which students naturally cooperate and encourage one another. These characteristics foster high-level involvement, which is fundamental to the learning process, according to the research study. According to the findings, conversational efforts aided in language acquisition. Significantly, this study demonstrated that learning occurred as a result of the students' meaningful interactions in which they were able to utilize language for real communicative reasons, hence developing their communicative competence.

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[2]Hong Phuong Thao Le, "*Storytelling and Teaching English to Young Learners: A Vietnamese case study*:A thesis submitted to Victoria University of Wellingtoninfulfilment of the requirement for the degree of Doctor of Philosophy in Applied Linguistics,Victoria University of Wellington, New Zealand 2020: 02.

Dedi Efrizal from the State Institute of Islamic Studies (IAIN) in Bengkulu, Indonesia, conducted the third preceding study. That Method is one of the most significant elements that must be used during the teaching and learning process in order to achieve the goal of teaching. Language teaching is one way that can be used to teach English speaking since it is more successful and has the potential to improve students' speaking achievement, particularly in Islamic boarding schools.

CHAPTER II

THEORICAL REVIEW

A. The Concept Speaking skill of English Language

Considering the disputes communicated over, the researcher strengthen by conveying some norm of some speculative as a foundation.

1. Definition of Speaking

Speaking is one method of oral communication that uses words spoken through a spoken tool to transmit information. Speaking is a method of communicating thoughts that have been collated and developed in response to the needs of the listeners. Speaking requires at least two persons so that an interaction may take place. Speaking ability is crucial in language learning since it represents students' communication ability.

Speaking is a producing talent that, according to Derakhshan, Khalili, and Beheshti, is separated into two categories: accuracy and fluency. Accuracy refers to the use of language, syntax, and pronunciation in a variety of tasks, whereas fluency refers to "the ability to keep going when speaking spontaneously." Brown defines speaking as a participatory process of meaning generation that includes both producing and receiving information.

Emotional data gathered via expert's diary, minute papers, and pre and post semi-coordinated interviews were expected to play a major role in defending the discoveries obtained from the talking techniques overview and pre and post talking tests. The researcher kept a diary in

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which she covered the students' reactions and execution during system design, as well as the students' execution of the methods in the course book's talking practices. According to Brown, speech is the most difficult mastery for pupils due to the design of components that reflect oral discourse.

a. Compressions, vowel reduces and elision;

b. The utilization of business related babble and maxims:

c. Stress, mood and sound;

d. The need to communicate with undoubtedly another speaker.[3]

The researcher was able to follow strategy use over time by keeping a diary, which aided in understanding how the participants employed the strategies. Before and after therapy, semi-structured interviews about speaking strategies were undertaken with the experimental group. The basic questions in the interviews were how the participants felt about the instructions, how strategy training affected their speaking skill growth, and what factors were creating their low speaking proficiency. During the presentation phase, speaking methods were thoroughly modeled, discussed, and identified..

Based on the content of the speaking tasks in the participants' regular course book, the speaking methods were chosen and explicitly modeled to the participants.For the successful implementation of the speaking activities, the researchers modeled appropriate speaking

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[3] Segura Alonso, RocíoConvocatoria de Junio,*The importance of teaching listening and speaking skills*Facultad de Educación,2011-2012,16.

methods. For example, when a word cannot be remembered, the students were instructed to use gestures during oral production, because gestures are a method that can be used as an effective means while having problems remembering acceptable phrases.The experimental group students practiced the methods that the researchers had specifically explained and modeled during the practice phase...

The participants were instructed to employ the chosen ways in the speaking exercises, which could be handled much more effectively if prepared strategies were used.During the evaluation phase, participants in the experimental group scored the new speaking methods they encountered and learnt during the training. The majority of the evaluation was done by the students, however it was periodically augmented by the researchers' evaluation. Participants completed minute papers at the end of the course, which were incorporated into their normal schedule.

They took down the new tactics they learnt, as well as their thoughts on their effectiveness. In addition to minute papers, the researcher's diary detailed her observations of the participants during strategy training, including their reactions, feelings, and contributions to the speaking tasks by employing newly taught speaking strategies. Many people believe that public speaking is all about delivery, but as we hope you saw in the last chapter, delivery is simply one component of the overall process.A powerful speech cannot be delivered alone.

Keeping a journal drew in the master to follow technique use throughout a lengthy time, and in that capacity, assisted with understanding how the strategies were utilized by the people. Semi-facilitated interviews about talking systems were driven when the treatment with the exploratory social event. The pivotal solicitations in the get-togethers were what the people had a mentality toward the headings, the impact of system preparing on the improvement of their talking fitness, and the issues causing their low ability to talk. In the show stage, it were unequivocally shown, sorted out and named to talk methods.

The core of the appropriate speaking activities in the typical folk course book, speaking processes are chosen and explicitly demonstrated to the people. Scientists demonstrated an appropriate speaking system for carrying out effective speech exercises. For example, when a word cannot be assessed, students are taught to utilize developmental growth during oral creation, because the usage of signals is a technique that can be considered a very large manner of sometimes having difficulty remembering certified terms. Students participating in exploratory social events train a system that scientists have specifically recognized and highlighted..

We will look at essential aspects surrounding talk movement in this section, such as overcoming pressure, laying out the energy, considering language and style, uniting visual aides, checking the time,

selecting a transport technique, projecting a persona, and practicing the talk. Finally, we'll address a handful of moral difficulties related to public transportation. In general, we'll learn about transportation and why it's vital.

2. **Types of Speaking**

Brown classifies speaking abilities into five groups. These are the five categories:

a. Imitative

The ability to just repeat back (imitate) a word or possibly a sentence is at the extreme end of a range of speaking performance abilities..

b. Intensive

A style of speaking that generally involves assessment context is the production of brief lengths of oral language targeted at demonstrating competency in a confined band of grammatical, phrase, lexical, or phonological relationship (such as prosodic elements into ration, emphasis, rhythm, or junction)...

c. Responsive

The responsive assessment task includes engagement and understanding testing, but at a more limited level or variation, such as short discussion, basic greetings and small talk, simple requests and remarks, and so on..

d. Interactive

The length and complexity of the engagement, which may encompass multiple exchanges and/or participants, differentiates responsive and interactive speaking.

e. Extensive

Speeches, oral production, and narrative are examples of long oral production occupations in which the capacity to converse with listeners is either severely limited (possibly to nonverbal answers) or completely eliminated.

3. **The Problems in Teaching Speaking Skill**

According to Wipf, reported in Fitriani in 2014, there are five characteristics of English speaking skills that are examined.?

a. Grammar.

In a dialogue, students must arrange a correct sentence. Grammar is also useful for learning the proper technique to achieve proficiency in a language in both oral and written form..

b. Vocabulary

Vocabulary is a crucial part of language learning in any language, including speaking. As a result, in order to communicate as clearly as possible in a target language, students must grasp a large amount of vocabulary.

c. Pronunciation

Pronunciation is critical to successful oral communication; without strong pronunciation, the listener would struggle to hear and grasp the speaker's message..

d. Comprehension

Comprehension occurs when a speaker and a listener interact in the same language as the basis of communication..

e. Fluency

Greater fluency is attained when learners instinctively process pronunciation and grammar, allowing more conscious resources to be employed for processing higher-level communication

4. Kinds of Speaking

Speaking is the most easily accepted and teachable art form.Finding a topic that interests us is the first step toward being a good speaker. According to De Broer, "speaking as the thing is going when two or more people talk to each other, on an equal, about people they know, things they have been experiencing or doing, their future plans, and so on." A excellent speech should be planned spontaneously; the reader should not have the impression that it was planned in before. So, in this instance, we need to be well prepared. Speaking involves both formal and functional aspects.According to Richards, "there are three kinds of speaking that are usually performed," and they are as follows:

a. Discussion

b. Dialogue, and

c. Interview

He also remarked that no skill is as difficult to assess precisely as speaking or speaking ability, thus it seemed prudent to postpone our study of the oral production test until last. Furthermore, some of the issues associated with evaluating speaking ability arise during testing. Speaking, like writing, is a difficult ability that necessitates the simultaneous use of a number of diverse abilities that typically develop at different speeds. According to Richards, "either fouror five components are generally recognized analysis of the speaking process," which are as follows:

a. Pronunciation (including the segmental features vowels and consonants the stress and intonation patterns)

b. Grammar

c. Vocabulary

d. Fluency (the case and speed of the flow speaking)

e. Comprehension.[4]

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[4] Abdul Hakim ,*Speaking As A Language Skills* 3.1 Speaking as a Language Skill,Universitas Sumatera Utara.

5. **Rubric of Speaking**

Table 2.1
The Scoring of Speaking

The details of writing ability	Grede	Level	Criteria
Content	30-27 26-22 21-17 16-13	Excellent to verry good Good to average Fair to poor Very poor	Knowldgeble-substantive. Some knowledge of the subject-appropriate range. Subject knowledge is little, and there is little content. Does not demonstrate subject-non-substantive knowledge.
Organization	20-18 17-14 13-10 9-7	Very good to excellent Excellent to Average From fair to poor Very bad	Clerically articulated fluent expression-ideas. The organization is jagged and sloppy, yet the core ideas stand out. Non-fluet concepts are muddled or disjointed. There is no organization and no communication. .
Vocabulary	20-18 17-14	Excellent to very good Good to Average	A sophisticated range-effective phrase?idiom choice and usage. Adequate range-occasional grammatical errors?Idiom form, choice, and usage are all veiled, but the meaning is not.
Language use	25-22 21-19 17-11 10-5	Excellent to very good Good to Average Fair to poor Very poor	Complex construction that works. Construction that is both effective and simple. Significant issues in simple?complex construction. There is almost no command of sentence building rules. .
`Mechanics	5	Excellent very good	Demonstrates command of convention.

	4	Good to Average	Occasional spelling and punctuation problems.
	3	Fair to poor	Spelling, punctuation, and capitalization problems are common. There is no mastery of convention.- Spelling, punctuation, capitalization, and paragraphing mistakes predominate. .

Source *: Heaton Speaking English Language Tests New Edition*

B. Definition of Story and Storytelling

1. Definition Story

The story is a picture of someone who wants something, and is opposed in his desire, so that there is a conflict. (Contractions brought on by opposition from someone or something, may conflict with one's own morality, such as shame, guilt, envy or conscience.) At the core of our lives is about surviving, breeding, gathering resources, and protecting ourselves. ourselves, our relatives and family from life. oddities and threats. We want what we need, or perhaps what we want, and conflict with others for the same resources.

The structure of the story implies that the link was discovered similarly in the records of adolescents. A tale has three prototypical features, which are as follows:

Setting where and when the story takes place. Characters: characters in a story with whom the group can connect and interact; they address accomplices or hindrances, partners or foes, and specifically,

themselves, as well as the many elements of nature that produce to propel their story forward.

2. **Definition Storytelling**

Storytelling is an important tool for changing students' motivation. As a result, the educator may demonstrate the significance of story to them. Unfortunately, many educators believe that describing involves some effort. It's not right in any situation. Storytelling is also essential for guidance. In any case, the teacher will tell the significant story. The students will spend a significant amount of time reviewing.

Kim agrees that storytelling is made up of pre-while-post practices and incorporates content-based activities, projects, or a rather long program through the interfacing of various endeavors or subjects. In projects, students can collaborate in small social events to demonstrate how they might interpret the story, as well as to develop their abilities, such as creating a story with a story map, and their understanding, such as researching the maker. Describing can also be combined with extensive examination..

Coconiis a specialty of verbalization and improvised creation which has a plot or story point of view. There are different sorts of portraying that are shared inside a great many social orders of the world, planning to spread excellencies, redirection, inspiration and urging. This is a model arrangement of Showing describing considering standard English board of trustees. Focuses:

a. To encourage extended tuning in and assumption capacities in energetic understudies using a concise story

b. To help the usage of the clear past tense

Primary education. Thus, Storytelling might be defined as a demonstration system in which students are drawn closer to recount the essence of the stories in various word upgrades by introducing a specific association between the storyteller and the audience..[5]

3. Characteristics of storytelling

The preceding discussion demonstrated that describing has benefited from numerous learning theories and viewpoints, and various frameworks for developing a describing demarcation have been offered. To be honest, the frameworks from many learning hypotheses share two crucial credits for all expectations and reasons: the story and the approach. Overall, the proposed frameworks are exemplified by how actions are contextualized in the creation of a story and are often organized in a three-stage sequence.The plot provides a large backdrop that interacts with all of the actions..

The story is investigated or told during the describing stage, and the post-describing step is to loosen up and harden the language known through the story and with grant redid job. The progression of activities based on a tale aims to create dynamic, critical actions with a close involvement in classrooms, as well as to create a distinctive language

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[5]MukminatusZuhriyah,*Storytelling To Improve Students' Speaking Skill*: University, Tebuireng, Jombang. English Education: JurnalTadrisBahasaInggris, 10 (1), 2017, 122:6.

learning and showing environment in which students can absolutely secure objective language items..

4. **The Benefits of stories and storytelling**

The benefitis has been supported by many a study that analyzed the effect of descriptions on increasing the capacity of historical foundations for young students in EFL conditions. The review will be presented in three classes: motivation and responsibility, progress of language data and improvement of language acquisition through affiliation. Although certain cases, some simple and negative judgments are similarly investigated. An exploratory assessment review shows the results of observations that will be presented in schools.

5. **Audio-visual aids refer to tool that support the performance of storytelling.**

It makes the appearance become suitable. It gives the presentation wonderful and even more certified. The sound aides can be sound impact, tune or rhymes. The visual aides are the props that help for showing a story. It might be picture and a couple of product that can be used which is associated with the story.[6]

C. **Action Hypothesis**

This study's action hypothesis is as follows:

Islamic storytelling can strengthen the speaking skills and learning activities of MTs. Darun Najah Sekampung, and East Lampung.

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[6]Gail Ellis and Jean Brewster, *Tell It Again ! The Storytelling Handbook for Primary English Language Teachers*, 3rd ed. (British Council, 2014).

CHAPTER III

RESEARCH METHOD

A. Research Design

This survey is listed along side Classroom Action Research. The expert was guiding a review corridor movement evaluation to know and understand the anomaly that occurred in showing increasing experience and purposefully attempted to supply the solution for the issue that arose. Concentrate on corridor Action Investigation was not exactly identical to quantitative and abstract assessment, but has characteristics of both at this stage. A movement study employs and appropriates action to collect and separate data and executions to address informational challenges.

In this study, the researcher offers a variety of theories relating to the expert's concept of action research. According to Burns, classroom action research is a study that describes what happens when treatment is delivered, as well as the full process from the initiation of treatment to the results of the treatment given to the topic of action. Classroom Action Research is research conducted by the course teacher in the classroom with the primary goal of fixing an issue or enhancing the teaching/learning process. Procedures for carrying out action research in the classroom:

1. Orchestrating In this stage, you identify a concern or issues and propose a plan to enhance a specific area of the assessment setting. This is the stage where you think about the future. What type of evaluation is achievable

within the true causes and constraints of your appearance scenario, and what prospective changes do you see?

2. Action The plan is meticulously recalled to be one that incorporates a number of deliberate interventions into your training environment that you ramp up for an agreed-upon period of time. The intercessions are 'fundamentally instructed' as you question your ideas about the current situation and find new and preferred ways to end things.

3. Discernment This stage remembers you for seeing purposely the effect of the action and recording the particular situation, exercises and evaluations of those included. It is a data collection stage where you use 'open-took a gander at' gadgets to assemble information about what's happening.

4. Reflection At the present time, you consider, survey and portray the effects of the action to make heads or tails of what has happened and to appreciate the issue you have researched even more doubtlessly. You could close to do advance 31 examples of AR to propel the situation impressively more, or to grant the 'story' of your investigation to others as part as your nonstop master new development. According to Kemmis, an action research is a kind of self-canny enquiry embraced by individuals in cordial (counting enlightening) conditions to deal with the sufficiency and value of:

a. Their own social or informational habits

b. How they could decipher these practices, and

c. The conditions in which the practices are completed. It is most rationally empowering when attempted by individuals agreeably, yet it

is frequently accepted by individuals, and sometimes with outside assistance. Considering the definitions above, the expert chose the legal steps of Calssroom Movement Investigation by Consumes since it is a simple task to coordinate cycle 1 and cycle 2 in this evaluation..

d. The Models of Viable Review Corridor Action Investigation (Vehicle) is productive if it can outperform the standards that are still in place. In this survey, the assessment will be considered successful if 75% of children pass the assessment with a score of 70, taking into account KriteriaKetuntasan Immaterial (KKM) that has been altered from the school understanding (It is expected that during Vehicle, students will need to attain the goal score of KKM 70 on the talking test, which will begin with the pre-test and end with the post-test in cycle two. Furthermore, as the productive movement model is enhanced, the accompanying activity will improve.of the Review lobby 25 Action Investigation (Vehicle) would beended.

Vehicle can be called crash and burn if it is can't outperform the guidelines that not permanently set up. Then, the elective movement would be done in the accompanying cycle.

Step-by-step tests accommodated the students in the many weeks of meetings, but cycle's tests were given in each cycle to determine the improvement of students' speaking abilities. In addition, the researcher uses pre-test and post-test to collect data.The expert used the class that evaluates action to score the data in the talking test. There are a few

guidelines that should be followed while assessing students' speaking abilities.

B. Research location

This research was conducted at the MtsDarun-Najah grade in the academic year 2022/2023. The author employed Classroom Action Research (CAR) since it is one of the attempts at the educational level to improve the uniformity of primary school curricular programs. Action research can be conducted by writers or teachers who are in charge of educational initiatives. Action analysis in the classroom ensures that teachers can learn what to do and overcome classroom difficulties. The author collaborates with other English teachers here. We conducted a thorough conversation beforehand in order to develop and design a research framework for classroom intervention..

C. The Subject and Object of Study

The subjects of this survey are of MTs. Darun-Najah Sekampung there are 48 students. This sort of investigation is Classroom Action Research (CAR).The maker took one of the classes with the underneath student scores. Considering the teacher's knowledge during the instructing and developing experience and the students' English scrutinizing and talking test, the teacher tracked down inconveniences, for instance, students not having the choice to examine and impart in English well.

After the issue is settled, he looks for a solution for the issue. The test is to prepare scrutinizing and continue to deal with talking using Learning Frameworks while playing and inspecting together.

Table 3.1
Subject of the Study

Male	14
Female	12
Total	26

D. Research Procedure

The procedure of taking the data used by the researcher in this study are: preliminary study, planning, implementing, observing, and reflecting.

1. Observation Survey

This survey is important to do to determine the students' speaking ability. survey or pre-survey observations were coordinated on October 03, 2022. Researchers distributed test-supported storytelling descriptions to 26 eighth graders to obtain additional data. From the survey it is known that they do not have the ability about the most capable technique for creating speaking skills.

E. Data Collection Technique

Data are obtained using the following tool:

1. Observation

Observation, as the name implies, is a way of acquiring information through observation. This data collection approach is classified as participatory since the researcher must immerse herself in the

setting where her respondents are while taking notes and/or recording. Observation data collection methods may include watching, listening, reading, touching, and recording the behavior and attributes of events.Observation can be structured or unstructured as a data collection method.

. Fully informed permission of research participant(s), as explained further below in further detail, is one of the fundamental ethical issues to which researchers must follow. At the same time, if sample group members are informed of the presence of the observer, their behavior may change, which may have a detrimental impact on the level of research validity.This delicate issue must be addressed by engaging with the dissertation supervisor and beginning the primary data collection process only once the supervisor has approved the ethical aspects of the issue.

2. Test

a. Pretest

Pretest is a test that is given before the exploratory treatment. So the pretest is over before the treatment cycle to decide the past understudy's jargon dominance instructed to be utilized by stories. The rsearcher gave a test that contained one story. The primary sort is various decision which contains 10 jargon things about stories. The second is recounting stories before the class. The quantity of understudies who stepped through the pre-exam was 25 understudies.

Then, the consequence of the test is the understudy's score. The score got is examined to decide between pre-test and post-test.

b. Post-test

Post-test will be accomplished by utilizing a little gathering conversation approach after treatment to decide the progress of understudies' educational passages. The type of post-test is a logical test comprising of 25 articles.

3. Documentation

Documentation is expositions that are used without the use of tools to gather details. In this search the authors took details from school documents such as overall students, instructors and school history, as well as school conditions. He will use the documentation to gather accurate information about the organizational framework of MtsDarun-NajahSambikartoSekampung East Lampung..

4. Field Note

Field Note would be utilized to show understudies how they think when they are in a class. Field notes allude to subjective notes recorded during or after research by researchers or creators. The notes can be utilized as affirmation of the meaning of the peculiarities and assist with making sense of it.

I'll post a few of them here. Each model makes some use of the accompanying cycles:

a. Plan a change;

b. Enact the change;

c. Observe the process and outcomes of the change;

d. Reflect on the process and outcomes;

e. Act, observe, and reflect again, and so on.

Figure 3.1 Basic action research cycle
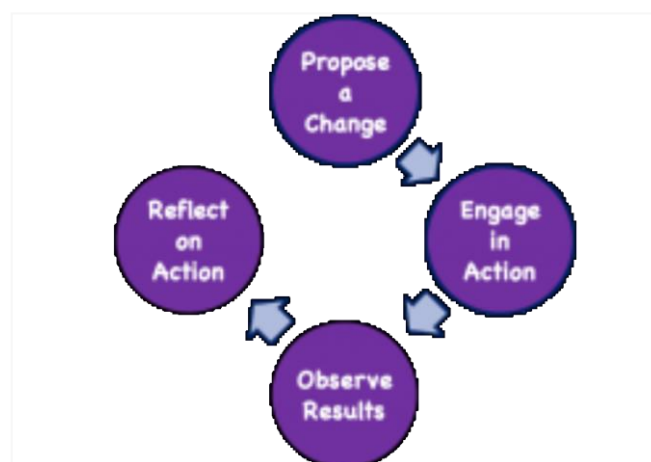
There are numerous other models that supplement the main approach of action research by accounting for other aspects of the research process. Figure 1.2, for example, displays Kemmis and McTaggart's spiral model of action research. The spiral model emphasizes a cyclical change process that extends beyond the initial change strategy. The spiral approach also encourages revisiting and revising the initial study plan depending on the first cycle of research.

Figure 3.2[7]
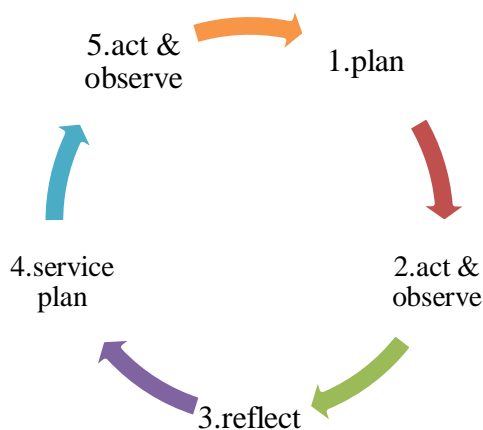
To summarize, the steps to action research and the examples offered here are as follows.:

1. **Plan a change**: foster the exploration question and lead a writing survey..

   a. How might I adjust entire novel examinations to all the more intently mirror the normal understanding cycle, consider every understudy's understanding level, and further develop in general understanding execution and commitment?

2. **Take action**:conclude what steps you will take to direct your exploration.

   a. Carry out three new techniques: permit understudies to peruse at their own speed, use tacky note comments, consolidate customized composing prompts.

3. **Observe**: gather information on the progressions you have executed.

   a. Use calculation sheet information on understanding objective and levels of reasoning, understudy articles, and understudy reflections.

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[7]

4. **Reflect**: think about the aftereffects of your review and plan for spread.

   a. Foster a show for a school division meeting.

5. **Repeat**: consider how your exploration could proceed.

   a. Reexamine the methodologies to address understudies who didn't show progress in the unit. Pose more inquiry.[8]

F. Data Collecting Instrument

The instrument is a calculation structure used for social event and taking care of information to analyze, to take decisions and finally to learn. The examination instrument was made by the maker. In this investigation, Three sorts of instruments are discernment cards, report guides and evaluation rules. Further the going with can be figured out in the three sorts of instruments:

1. Insight Course

   The students learning development

   Teacher execution in the homeroom

2. Documentation bearing

   a. Documentation Bearing

   b. The authentic background of the school

   c. The condition of teachers and official agent

   d. The condition of students

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[8](J. SPENCER CLARK, 2015)

3. The Test Guidance

This test is a made test with the going with markers: Little Assembling Approach pointers, which students can quickly execute and survey formed tasks. You will include them in your capacity in dispersing. Finally, the accomplishment measure for students is that students can update their presentation depending upon their material, affiliation, language structure and mechanical language.

The maker has loosened up material authenticity to a brilliant instrument, and the instrument implies a considerable amount to the examination complement. Likewise, the maker used the focus on the foundation of considering and data considering the material affirmation on the MTs.DarunNajah Sekampung.

G. **Techniques of Data Analysis**

Analyzing movement research data is a procedure with connection of diminishing information to find explanation and models. Despite get a design for the assessment, the researcher followed the five stages proposed by Consumes changed from Consumes.

1. **Assembling the data**

In the essential stage, the expert gather the data throughout the hour of the investigation, for instance field notes, interview records, photographs and students' creating task. The data were broke down to get the meaning of the data.

2. Encode data

This stage allows the researcher to perceive the data (field notes, interview records, photos).

3. Comparing data

Right after coding was done, the expert idea about the characterizations across different educational assortments to check regardless of whether they say the very same thing that he can focus in on. The justification for this stage is to show and depict data rather than interpret them..

4. Construct meaning and interpretation

The refinement of his own speculation conveys the meaning of this assessment. This immediate solicitations researchers toward search for not simply step by step portrayals of what he finds yet notwithstanding think significantly about what the data says.

5. Reporting results

The last stage is about how the investigator figures out the whole story from research start to finish. It's more about how experts canpresent his investigation and what he finds to confer to others. The researcher separated the data by giving a score of student learning results. creatingerrands got from Cycle 1 to Cycle 2. Resulting to being scored by using a consistent rubric, the expert glances at the students' common scores form both in Cycle 1 and Cycle 2.

Analyzing the data required the researcher own thought of all that the data were saying about. Thusly, the examiner can draw out novel thoughts, cultivate individual hypotheses, and find extraordinary improvement for homeroom practice that she can go for extra cycle. Accordingly, researching the data was useful to get trustworthiness.

To analyzed the result of the audit, the creator used the recipe under:

$$\overline{X} = \frac{\sum X}{N}$$

Notes:

$\overline{X}$ = Mean

$\sum$ = Sum of

X = Raw score

N = number of cases[9]

H. Indicator of Succes

In this exploration, the sign of achievement depends on the examination cycle and the outcomes. The achievement marker could be assembled in two ways:

1. The success indicator of the process. The following can be described:

   a. This is a thrilling and fun educational experience.

   b. Understudies can contribute information, thoughts and encounters and offer them with others.

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[9]DonalAry, *Introduction to Research in Education,* (Wadsworth, 2010), p.108-109.

     c. In the educational experience, understudies become more energetic and dynamic.

2. The success indicator for the effect. The following is assessed:

     a. 70 % of understudies got a score no less than 70 in the post-test.

     b. The understudies' talking scores increment essentially.

CHAPTER IV

RESEARCH RESULTAND DISCUSSION

A. Research Result

1. Description of Research Location

a. Profile of MTs. Darun Najah Sekampung

In 1992, in the village of Sambikarto, Dusun SatuTriwaluyo, an Islamic boarding school was founded which was led by KH. Abdul GhofarS.Pd.I and KH.Sahlan Abdullah. These two kyai figures established an Islamic boarding school as a place to gain eligious knowledge for the people in the village whose minority did not understand much about religion. In 2009, precisely on July 1, the DarunNajah Islamic Boarding School Foundation established a madrasa which is of course an Islamic-based educational institution. The madrasa is a medium-level madrasa, namely Madrasah Tsanawiyah which is named MTs.DarunNajahSambikarto Village Village, East Lampung Regency.

At the beginning of the acceptance of new students for the 2009/2010 academic year MTs. Darun Najah Sekampung got 23 students, before the MTs building was built. Darun Najah Sekampung for class 1 learning activities still used the Islamic boarding school hall building, at that time it still accommodated 1 class, namely class 7 and when it was up to grade 8 all learning activities were transferred to the MTs main building. Darun Najah Sekampung. The head of MTs.

Darun Najah Sekampung was the first to be entrusted by the two pesantren leader snamely to Mr. Mukidin, S.Pd.I who served until 2015. In 2016, the head of the MTs. Darun Najah was replaced by Mr. Suparno, S.Pd.I as the second head of MTs Darun Najah madsrasa and is still running until now in 2021.

Currently, there are 173 students who are currently studying and are guided by 20 subject teachers, so they can activate teaching and learning activities at MTs Darun Najah Sekampung. MTs Darun Najah Sambikarto in the village of East Lampung was built on a land area of 5,688 m2. The location of MTs. DarunNajah is very strategic because it is close to the main road so it can be easily recognized and reached by people who want to entrust their children to MTs DarunNajah. The distance between MTs Darun Najah and the Sekampung sub-district government sector is around 6-7 KM, while the distance from the East Lampung district government area is 7.4 KM.

b. **Vision and Mission of MTs. Darun Najah Sambikarto Sekampung East Lampung**

1) **Vision of School**

Realization of Madrasah Tsanawiyah that are Populist, Superior in Achievement based on Faith and Piety and beneficial for the benefit of the people.

2) **Mission of School**

    a) Carry out religious activities to increase the faith and piety of school members.

    b) Provide opportunities for teachers and staff to improve their knowledge and skills so they can work professionally.

    c) Complete school facilities and infrastructure in order to create an effective and efficient teaching and learning process.

    d) Carry out a comfortable and enjoyable teaching and learning process in order to increase student motivation.

    e) Organizing activities that students are interested in to provide life skills.

    f) Creating a harmonious work situation in order to create a compact, intelligent and dynamic team work.

    g) Creating participatory management by involving school members and school committees.

2. **The Condition of Teacher at Modern Islamic Elementary School of An-Najah Sambikarto Sekampung East Lampung**

Teachers' working conditions in MTs. Darun Najah Sekampung of East Lampung was concerned about the quantity of instructors and employees at MTs. Darun Najah Sekampung, whose full name is Darun Najah Sekampung.

Table 4.1

No	Name	The Position
1	Suparno,S.Pd.I	Head of Master
2	Ali Khoiruddin,S.Pd.	Vice of curriculum
3	Ikhsanudin,S.Pd.I	Head of administration
4	Mukidin,S.Pd.I	School treasurer
5	Muhammad Toha,S.Pd.I	Vice of public relations
6	Solikin,S.Pd.I	Teachers
7	Sri Wahyuni,S.Pd.I	Teachers
8	Musofa,S.Pd.I	Vice of Sarpras
9	Isnaini,S.Pd.I	Teachers
10	Yulianti,S.Pd.I	Teachers
11	Aisyah,S.Pd.I	Teachers
12	Sri Suwarni,S.Ag	Teachers
13	Yuliana,S.Pd.	Teachers
14	MiftahulFajar,S.Pd.	Teachers
15	NurKhoiriyah,S.Pd.	Teachers
16	SitiNuraeni,S.Pd.	Teachers
17	ArifZainuri,S.Pd.	Teachers
18	M. MisbahulMunir,M.Pd.	Vice of Students Affairs
19	FikriMustofa	Teacher
20	Muhammad RizqiMuzakki	Staff

a. **The Students Data of MTs. Darun Najah Sambikarto**

Table 4.2
A Teacher and Education Personnel Data of
MTs. Darun Najah Sekampung

Classes	Total
VII A	26
VII B	25
VII C	26
VIII A	27
VIII B	26
IX A	23
IX B	20
Total	173 Students

Source: an office MTs. Darun Najah Sekampung

3. **Facilities and Infrastructure MTs. Darun Najah Sekampung**

a. **The Condition of School Buildings**

The MTs Darun Najah Sekampung East Lampung building was built on a fairly large plot of land and could be used to develop infrastructure that had not been met.

1) The Land Area and The Existence of MTs.Darun Najah Rent/borrow

Tabel 4.3
The Land Area Existence of Land
(status of ownership and use)

N0	Ownership	Land area (m²) according to certificate status		
		Certificate already	Not yet certificated	Total
1	One's own	5.688M^2	-	5.688M^2
2	Rent/borrow	-	-	-

Sourch: an Office of MTs.Darun Najah Sekampung

2) Land Use

Tabel 4.4
Land Use

N	Using	Land area (m²) according to certificate status		
		Certificate already	Not Yet Certificate	Total
1	Building	1122	-	1122
2	Field	150	-	150

Source: an Office of MTs. Darun Najah Sekampung

b. The condition of Infrastructure

Tabel 4.5
The condition of Infrastructure

No.	Infrastucture	information
1.	Classroom	7 rooms
2.	Library	1 rooom
3.	Room of Laboratorium MIPA	1 rooom
4.	Principal's Room	1 rooom
5.	Teacher's room	1 rooom
6.	Room of Administration	1 rooom
7.	Room of Vice Curriculum	1 rooom
8.	Room of Treasurer	1 rooom
9.	Room of Students Affairs	1 rooom
10.	UKS room	1 rooom
11.	Room of Organisation	1 Rooom
12.	Warehouse	2 rooms
13.	Bathroom	2 rooms
14.	Room of Sirculation	1 room
15.	Sports field	1 field
16.	Room of Staf	1 room

Source: an Office of MTs. Darun Najah Sekampung

4. **The Condition of Learning Facilities and Tools or Media at MTs. Darun Najah Sekampung**

From some of the available infrastructure, MTs Darun Najah Sekampung also completes the facilities for efforts to support the continuity of teaching and learning activities so that these activities will be effective.

Tabel 4.6
Learning Facilities and Tools/Media

No	Learning Facilities and Tools/Media	Information
1	Tables of teacher	20 pcs
2	Chairs of teacher	25 pcs
3	Tables of students	120 pcs
4	Chairs of students	220 pcs
5	Cupboard	20 pcs
6	Whiteboard	10 pcs
7	A Clock	10 pcs
8	Computer	3 Unit
9	Proyektor	1 Unit
10	Salon	1 Unit
11	Toa	1 Unit
12	Ampli	2 Unit
13	Wall magazine	1 Unit

Source: an Office of MTs. Darun Najah Sekampung

a. **Description of Research Data**

This study employed k class action research procedures, which were implemented in two cycles, cycle I and cycle II. Each cycle consists of two one-hour and sixty-minute meetings. Each cycle includes planning, action, observation, and reflection. In this study, the researcher developed a class management lesson plan based on the syllabus of the class teacher. The purpose of this research is to improve students' speaking ability.

1) **Pre-testActivity**

On Monday, April 10, 2023, researchers conducted a pre-test between 08.00-09.00. When the researcher entered the classroom, the pupils had already arrived after conducting the Duha prayer. The researcher greets the students and informs them

that the researcher wishes to conduct a pre-test in their class to assess their speaking abilities. Students must complete the pre-test independently, with an oral test being employed. In this pre-test, the researcher distributed the story text to the students, who then read it aloud. In addition, the results of the student pre-test are shown in the table below.:

Table 4.7
Students' Pre-test Grade

No.	Name	Grade	Category
1.	AKS	55	Incompleted
2.	AFP	60	Incompleted
3.	AN	45	Incompleted
4.	AM	55	Incompleted
5.	AK	70	Incompleted
6.	BFA	65	Incompleted
7.	CK	55	Incompleted
8.	DM	65	Incompleted
9.	FFM	55	Incompleted
10	FP	60	Incompleted
11	IEA	75	Completed
12	JA	60	Incompleted
13	KA	55	Incompleted
14	MI	65	Incompleted
15	MWS	60	Incompleted
16	NS	60	Incompleted
17	NIA	65	Incompleted
18	NA	60	Incompleted
19	NP	55	Incompleted
20	RAP	70	Incompleted
21	SNA	65	Incompleted
22	SM	60	Incompleted
23	SA	65	Incompleted
24	TAR	60	Incompleted
25	WS	65	Incompleted
26	ZAR	55	Incompleted
Total		1.580	
Average		60,8%	

The grade result of the speaking pre-test on April 10[th]2023.

Table 4.8
Frequency of Students' Grade Completeness on Pre-test

No.	Grade	Frequency	Percentage	Criteria
1.	< 72	24 Students	87.5 %	Incomplete
2.	≥72	2 Students	12.5 %	Complete
Total		26 Students	100%	

Source: The grade result of speaking pre-test on April 10th, 2023.

Figure 4.1
The Percentage of the Students' Completeness Grade on Pre-test
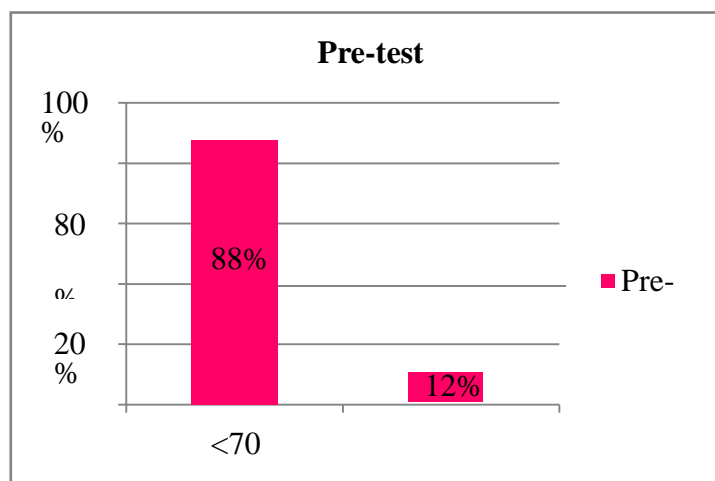
According to the pre-test statistics, class VIII pupils (88%) were unsuccessful, while one student (12%) was successful. Students that score well in an English topic at MTs are considered successful. Darun Najah Sekampung has a minimum age of 72. There are fewer successful pupils than failing students. The researchers received an average of 60 from the pre-test results, indicating that the outcomes were inadequate..

a. CycleI

1) Planning

During this step, the researcher and collaborator created a number of teaching and learning resources. The lesson plan, the instrument for the post-test in cycle I, the content, the observation sheet of the students' activity, identifying the problem and determining the causes of the problem at the start and end of learning activities are all supplied. The researcher also intended to offer an examination to test the students' understanding of the material...

2) Acting

a) First Meeting

The meeting began with prayer, greetings, and a review of the attendance list. Because the youngster is weary after recess, the classroom conditions are less effective at this stage. However, after paying attention during breaks and listening to their tales, the class conditions improved and kids were eager to begin studying..

First,the researcher greets, does the attendance list for students, then introduces himself first, then gives an explanation of what will be done in class VII A namely telling stories about Islamic stories.

Furthermore, the researcher gave story paper containing Islamic stories that would be read or told by students. The researcher also gave a brief explanation and gave examples of the correct pronunciation of vocabulary in the story. Then the researcher asked the students to recite the vocabulary in the story about "The Power Of Istighfar" together. After that, they told the text of the Islamic stories one by one so that the researcher would know how the speaking skills of students of MTs.Darun Najah Sekampung were.

At this stage students initially felt confused in telling the Islamic story "The Power OfIstighfar", confused in the sense of how to pronounce it. however, the researcher then gave directions that to keep telling the story even though there were errors in pronunciation. finally students can enjoy the learning process and they are very excited during the learning process takes place.

a) Second Meeting

The second meeting was held on April 14th, 2023, from 08:015 to 09:30. The researcher started the lesson by praying, greeting students, and checking the attendance list. The researcher then asked numerous questions on the material from the previous meeting and indicated what

would be discussed at the second meeting.

The researcher continued the activity by providing material about simple   expressions that connected the material for the first meeting, namely about Islamic storytelling material with speaking skills by analyzing the story with everyday life. The researcher provides this material by slightly adjusting the syllabus used by the English teacher. After giving the material, the researcher asked the students to read and   translate the text well together.

At this stage the students looked more enthusiastic than the previous meeting because the researcher gave some opinion that English material is not always boring. In addition, they also read slowly so that speaking skills are clear so that students are more focused and the learning process is more conducive.

b) Post-test 1 Activity

The researcher administered post-test 1 to the students on Monday, April 17th, 2023 from 8:015 to 9:30. The sort of test employed is an oral test, which pupils must complete separately. After the researcher has shown the students the Islamic story text, they must tell it in English using their best pronunciation. In addition, the researcher

posed two short questions about the story's wisdom. Post-test 1 student test results were better than the prior pre-test results.

Table 4.9
Students' Post-test 1 Grade

No.	Nama	Grade	Category
1.	AKS	60	Incompleted
2.	AFP	65	Incompleted
3.	AN	80	Completed
4.	AM	70	Incompleted
5.	AK	80	Completed
6.	BFA	60	Incompleted
7.	CK	75	Completed
8.	DM	70	Incompleted
9.	FFM	60	Incompleted
10.	FP	55	Incompleted
11.	IEA	80	Completed
12.	JA	70	Incompleted
13.	KA	75	Completed
14.	MI	80	Completed
15.	MWS	70	Incompleted
16.	NS	75	Completed
17.	NIA	60	Incompleted
18.	NA	75	Completed
19.	NP	80	Completed
20.	RAP	70	Incompleted
21.	SNA	85	Completed
22.	SM	70	Incompleted
23.	SA	65	Incompleted
24.	TAR	75	Completed
25.	WS	80	Completed
26.	ZAR	80	Completed
Total		1.860	
dAverage		70%	

dSource: The grade result of Speaking skill
post-test 1 on April 17th, 2023.

Table 4.10
Frequency of Students Grade Completeness on Post-test 1

No.	Grade	Frequency	Percent age	Criteria
1.	< 72	11Stuedent	42,3 %	Incompleted
2.	≥ 72	15 Student	57,6 %	Completed
Total		26 Stuedent	100%	

Source: The grade result of pronunciation post-test 1
on April 17th, 2023.

Figure 4.2
The Percentage of Students' Completeness Grade
on Post-test 1
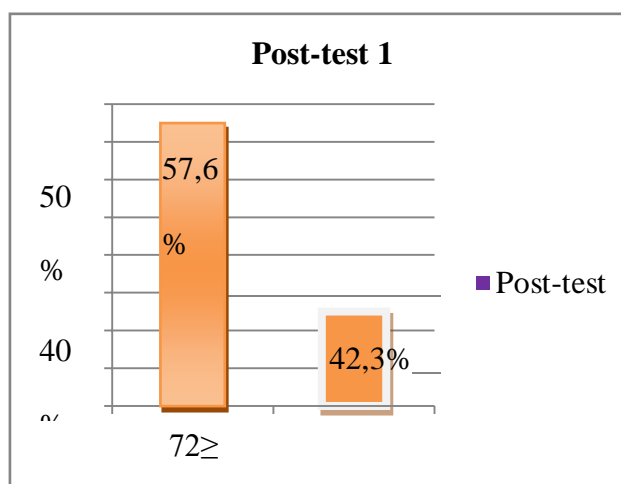
According to the results of post test 1 above, 15 students (57.6%) received scores that met the standards, whereas 11 students (42.3%) had scores that were less than standard. This is more than the pre-test results. Students must achieve a minimum passing score of 72 to successfully master the material. If 57.6% of students receive a score of 72, the learning process is considered successful. The facts indicate that the outcomes are satisfactory..

1) Observing

During the observation stage, the researcher and a collabolator observed students' activities while they were learning. This observation task was carried out from the beginning to the end of the lesson. For the first and second meetings, students who participated in the discussion were given the point by ticking it on the observation sheet. Meanwhile, the following are the indicators of students' learning activities::

a) Student'sattentin

b) Student's activeness in learningprocess

c) Student's activeness in the application of thetechnique

d) Students' speaking skills

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

Table 4.11
The Students' Learning Activities in the Cycle I

No.	Name	Aspects			
		Students Attentin	Student's Activeness in Learning Process	Student Activeness in The Application of Techniques	Student's Speaking Skill
1.	AKS	✓	-	-	✓
2.	AFP	✓	-	✓	-
3.	AN	✓	✓	✓	✓
4.	AM	-	✓	✓	-

No.	Name				
5.	AK	-	✓	✓	✓
6.	BFA	✓	✓	✓	-
7.	CK	-	-	-	-
8.	DM	✓	✓	✓	✓
9.	FFM	✓	✓	-	-
10.	FP	✓	✓	-	✓
11.	IEA	✓	✓	-	✓
12.	KA	-	-	-	✓
13.	MI	-	-	✓	-
14.	MWS	✓	✓	✓	-
15.	NS	✓	✓	✓	-
16.	NIA	✓	✓	-	-
17.	NA	✓	-	✓	-
18.	NP	✓	-	✓	-
19.	RAP	✓	✓	✓	-
20.	SNA	✓	✓	✓	-
21.	SM	✓	✓	✓	-
22.	SA	✓	-	✓	-
23.	TAR	✓	✓	✓	✓
24.	WS	✓	✓	✓	-
25.	ZAR	✓	✓	✓	✓

Source: The result grade of students' activities

observation in cycle I on April 13th 2023

Table 4.12
The Frequency of Students' Activities in Cycle I

No.	Aspects	Frequency	Percentage
1.	Student's attention	20 students	76%
2.	Student's activeness in learning process	14 students	53%
3.	Student's activeness in the application of the Techniques	18 students	69%
4.	Student's ability to pronounce vocabulary	9 students	34%
	Number of Students	26 students	
	Average Percentage	34 %	

Figure 4.3
The Percentage of the Students' Activities in Cycle I
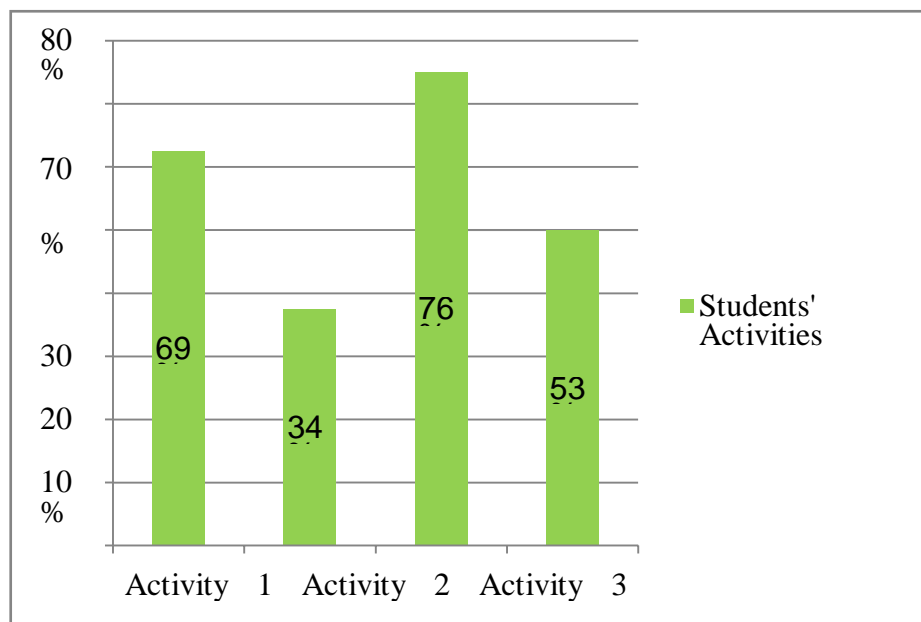
According to the facts presented above, not all students are actively engaged in the learning process. There were 20 students (76%) who paid attention to the teacher's explanation, 14 students (53%) who were active in the learning process, 18 students (69%) who were active in the application of the

approach, and 9 students (34%).

4) **Reflecting**

Based on observations of the learning process in cycle I, it is conceivable to conclude that the learning process in this study has not yet passed. The researcher examined and tallied all procedures at the end of this cycle, including the outcomes of students' pre-test scores and post-test I grades. The table below compares pre-test and post-test I grades.:

Table 4.13
The Comparison between Pre-test and Post-test I Grade in Cycle I

No.	Nama	Meeting 1	Meeting 2	Explanation
1.	AKS	55	60	Improved
2.	AFP	60	65	Improved
3.	AN	45	75	Improved
4.	AM	55	70	Improved
5.	AK	70	80	Improved
6.	BFA	65	60	Improved
7.	CK	55	75	Improved
8.	DM	65	70	Improved
9.	FFM	55	60	Improved
10.	FP	60	55	Not improved
11.	IEA	75	85	Improved
12.	JA	60	70	Improved
13.	KA	55	75	Improved
14.	MI	65	75	Improved
15.	MWS	60	70	Improved
16.	NS	60	70	Improved
17.	NIA	65	60	Not Improved
18.	NA	60	75	Improved
19.	NP	55	70	Improved
20.	RAP	70	70	Improved
21.	SNA	65	85	Improved
22.	SM	60	70	Improved
23.	SA	65	65	Improved
24.	TAR	60	75	Improved

25.	WS	65	80	Improved
26.	ZAR	55	75	Improved
Total		1.580	1.885	
Average		60,8%	72,5%	
High Grade		75	85	
Low Grade		45	55	

Source: The grade result of Speaking skill post-test 1 on
Source: The result of speaking skill between pre-test and post-test Igrade

Table 4.14
The Comparison of Students' Grade in Pre-Test and Post-Test I in Cycle I

Interval	Pre-test	Post-test I	Explanation
>70	88 %	75%	Completed
<70	12 %	25%	Incomplete
dTotal	100%	100%	

The graph of students' pronunciation skill in pre-test and post-test I grade in cycle I may then be viewed as follows.:

b) Post-test activity 2

On Monday, May 9 2023, from 08.15 to 09.30 the researcher conducted post test 2. As in post test1,the type of test that the researcher used in the post test 2 was an oral test. The students had to complete the test individually without directions. The researcher mentions the names in the order in which they were absent, then the students come forward telling an Islamic story loudly and with focus. Then students must briefly tell what the contents of the Islamic story are by using their best speaking skills. In addition, the

researcher also asked two short questions related to the

Islamic.

Table 4.15

No.	Name	Grade	Explanation
1.	AKS	60	Incompleted
2.	AFP	65	Incompleted
3.	AN	75	Completed
4.	AM	72	Completed
5.	AK	80	Completed
6.	BFA	60	Incompleted
7.	CK	75	Completed
8.	DM	80	Completed
9.	FFM	70	Incomplete
10.	FP	70	Incompleted
11.	IEA	95	Completed
12.	JA	75	Completed
13.	KA	80	Completed
14.	MI	85	Completed
15.	MWS	75	Completed
16.	NS	80	Completed
17.	NIA	75	Completed
18.	NA	70	Incomplete
19.	NP	80	Completed
20.	RAP	90	Completed
21.	SNA	75	Completed
22.	SM	85	Completed
23.	SA	85	Completed
24.	TAR	70	Incompleted
25.	WS	85	Completed
26.	ZAR	80	Complete
	Total	1.992	
	Average	76,6%	

Table 4.16

Frequency of Students Grade Completeness on Post-test 1

No.	Grade	Frequency	Percentage	Criteria
1.	< 72	7 Students	27 %	Incomplete
2.	≥ 72	19 Students	73%	Complete
Total		26 Students	100%	

Source: The grade result of pronunciation post-test 2 on May 09th, 2023

Figure 4.4

The Percentage of Students' Completeness Grade on Post-test 2
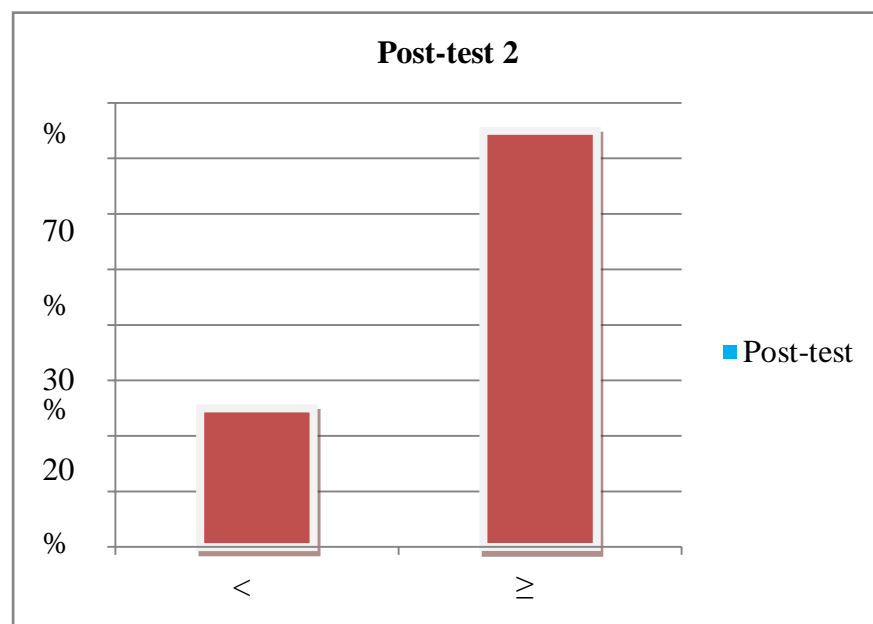
According to the results above, 19 students (73%) were successful, while 7 other students (27%) were not. The researcher obtained an average of 69 from the post test 2 data. In cycle I, it was higher than following test 1.

1) Observing

In observing stage, the researcher used Speaking Islamic storytelling to presented the material. During the learning process, there are four indicators used in assessing student activity. From the results of student activity, the researcher can assess that the learning process in cycle 2 was successful. The results of the student activities result are asfollows:

Table 4.17
The Students' Learning Activities in the Cycle II

No.	Name	Aspects			
		Student's Attention	Student's Activeness in Learning Process	Student Activeness in TheApplication ofTechniques	Student's Can Improve Speaking Skill
1.	AKS	☐	-	☐	☐
2.	AFP	☐	☐	☐	☐
3.	AN	☐	☐	-	☐
4.	AM	-	-	☐	☐
5.	AK	☐	☐	☐	☐
6.	BFA	☐	☐	☐	☐
7.	CK	☐	☐	☐	-
8.	DM	☐	☐	☐	☐
9.	FFM	-	-	☐	-
10.	FP	-	-	☐	-

11. IEA	☐	☐	☐	-
12. JA	☐	☐	☐	☐
13. KA	☐	☐	☐	☐
14. MI	☐	☐	☐	☐
15. MWS	☐	☐	☐	☐
16. NS	☐	☐	☐	☐
17. NIA	-	☐	☐	☐
18. NA	☐	☐	☐	☐
19. NP	☐	-	☐	☐
20. RAP	☐	-	☐	☐
21. SNA	☐	☐	☐	☐
22. SM	☐	☐	☐	☐
23. SA	-	☐	☐	☐
24. TAR	☐	☐	☐	☐
25. WS	☐	-	☐	-
26. ZAR	☐	-	☐	-
	21	19	26	21

Table 4.18

The Frequency of Students' Activities in Cycle II

No.	Aspects	Frequency	Percentage
1.	Student's attention	21	81%
2.	Student's activeness in learning process	19	73%
3.	Student's activeness in the application oftheTechniques	26	100%
4.	Student's improve speaking skill	21	81%
	Number of Students	26	
	Average Percentage	79 %	

Figure 4.5
The Percentage of the Students' Activities in Cycle II
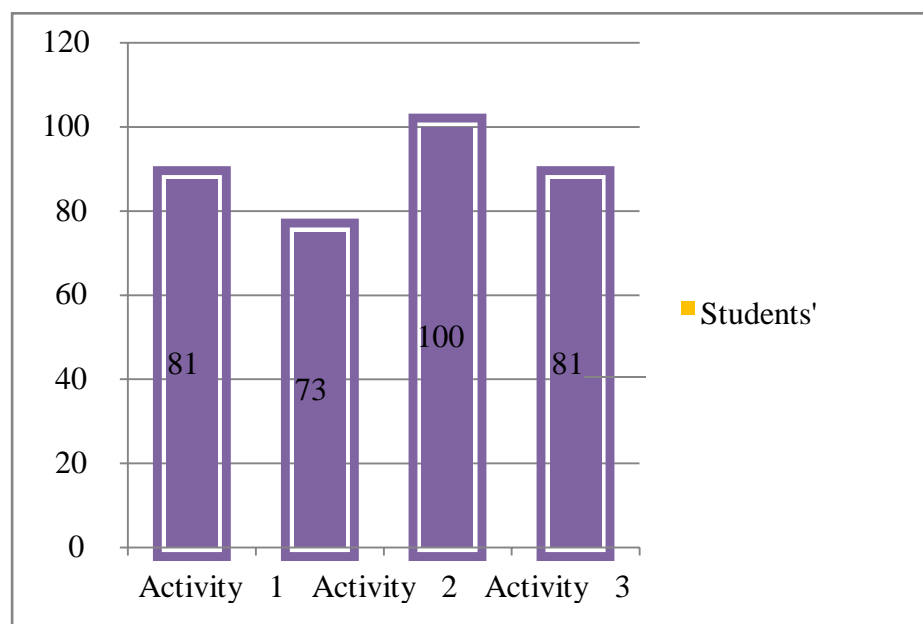
The table above shows that pupils' learning activities have grown. There were 21 students (81%) who paid attention to the teacher's explanation, 19 students (73%) who participated in the learning procecss, 26 students (100%) who participated in the

technique's application, and 21 students (81%) who could pronounce the vocabulary. Based on the results, the researcher concluded that the learning process in Cycle II was successful because the students' activity was 79%.

2) **Reflecting**

The researcher may conclude that Storytelling can boost students' Speaking skills and learning activities based on the findings of the learning process in cycle II. At the conclusion of cycle II implementation, the researcher and collaborator calculated the findings of post-test 2 and examined student learning activities. The following table compares the outcomes of students' post-test 1 and post-test 2 tests.:

Table 4.19
The Comparison between Post-test I and Post II

No.	Nama	Post test 1	Post test II	Explanation
1.	AKS	60	60	Improved
2.	AFP	65	65	Not Improved
3.	AN	80	75	Improved
4.	AM	70	72	Improved
5.	AK	80	80	Improved
6.	BFA	60	60	Not Improved
7.	CK	75	75	Improved
8.	DM	70	80	Improved
9.	FFM	60	70	Improved
10.	FP	55	70	Not improved
11.	IEA	80	95	Improved
12.	JA	70	75	Improved
13.	KA	75	80	Improved
14.	MI	80	85	Improved
15.	MWS	70	75	Improved
16.	NS	75	80	Improved

17.	NIA	60	75	Not Improved
18.	NA	75	70	Improved
19.	NP	80	80	Improved
20.	RAP	70	90	Improved
21.	SNA	85	75	Improved
22.	SM	70	85	Improved
23.	SA	65	85	Not Improved
24.	TAR	75	70	Improved
25.	WS	80	85	Improved
26.	ZAR	80	80	Improved
Total		1.860	1.992	
Average		70%	76%	
High Grade		85	95	
Low Grade		55	60	

Table 4.20
The Comparison of Students' Grade in Post-test I and
Post-test II

Interval	Post-test I	Post-test II	Explanation
< 72	75%	25%	Incomplete
≥ 72	25%	75%	Complete
Total	100%	100%	

The graph of comparative students' pronunciation

competence in post-test I and post-test II grade is shown

below.:

Figure 4.6
The Comparison of Percentage of the Students'Completeness
Grade on Post-test I and Post-test II
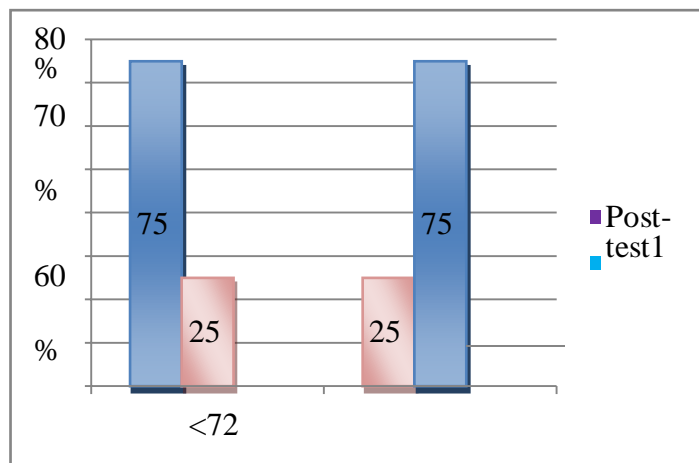
B. Discussion

Based on the findings of this study, the researcher noticed an improvement in students' speaking skills. Cycles I and II findings indicate that Speaking Skill about narrative can improve students' speaking skills and learning activity. From the student's starting grade 72, there was progress, beginning with a total of 12% or 2 pupils in the pre-test, then in the post-test. I had a total of 25% or 7 students, while the post-test II had a total of 75% or 19 students.

Furthermore, the outcomes of student learning activities in cycles I and II improved. The student's attentiveness in the learning process increases from 63% to 88%. The student's participation in the learning process increased from 38% to 75%. The student's participation in the technique's application increases from 75% to 100%. And the student's speaking skills increased from 50% to 88%. It has been demonstrated that students' learning activity has enhanced.

The researcher employed Islamic Storytelling to help students improve their speaking skills and learning activity. This strategy is used to encourage pupils to participate in the learning process by using songs and rhythmic chants.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The researcher finds that storytelling can improve students' speaking skills and learning activities in the eighth grade at MTs. Darun Najah Sambikarto Sekampung East Lampung based on the findings of the two cycles of learning. Some conclusions are as follows.

Students in the eighth grade at MTs Darun Najah Sambikarto Sekampung East Lampung can improve their speaking skills by sharing stories. The progression of pupils' pronunciation grades from pre-test to post-test 1 demonstrates this. The percentage of pre-test grades is 12.5%, the percentage of post-test grades is 25%, and the percentage of post-test grades is 75%. It means that the result of Cycle II. It means that the results of post-test II matched the success indicator of 75% of students passing..

Beside from that, Islamic Storytelling is a learning activity for students of MTs. Darun Najah at Sekampung East Lampung. Students' learning activity in cycle I a result of 56%, while students' learning activity in cycle II of 84%. It means that there improvement in student's learning activity because the research result had achieved the indicator of success.

B. Suggestion

From the conclusions above, the researcher provides several conclusions, which are as follows:

1. For the Students

   The researcher advises pupils to become more involved in classroom learning activities. Students must also continue to enhance their public speaking skills in order for their learning results to increase considerably.

2. For the Teacher

   a. Teachers are urged to conduct more relaxing learning activities in class so that students can enjoy the process of learning English in class.

   b. The researcher advises that the story be used in English classes, particularly to improve students' speaking skills.

   c. Teachers are recommended to approach pupils emotionally in order to increase motivation and participation in learning activities..

3. For the Headmaster

   The study proposes that the headmaster encourage English teachers to incorporate Islamic storytelling into their teaching activities because this technique is extremely beneficial in learning English..

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APPENDICES

SILABUS PEMBELAJARAN

Satuan Pendidikan   **: MTS Darun Najah Sambikarto**

Mata Pelajaran   **: Bahasa Inggris**

Kelas /Semester   **: VIII/Genap**

Tahun pelajaran   **: 2022/2023**

Kompetensi Inti:
1:    Menghayati dan mengamalkan ajaran agama yang dianutnya
2:    Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, damai), santun, responsif dan proaktif, sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3: Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
4:    Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metode sesuai kaidah keilmuan

Kompetensi Dasar	Nilai Karakter	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi Waktu	Sumber belajar	Penilaian
3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/keg iata n/ kejadian yang	➢ **Religius** ➢ **Mandiri** ➢ **Gotong royong** ➢ **Kejujuran** ➢ **Kerjakeras** ➢ **Percayadiri** ➢ **Kerjasa ma**	• Fungsi sosial Menjelaskan, mendeskripsikan • Struktur teks - Memulai - Menanggapi (diharapkan/ di luar dugaan)	3.7.1. Mengidentif ikasi fungsi social dan unsur kebahasaan teks interaksi transaksiona l lisan dan tulis yang melibatkan tindakan memberi	• Menyimak dan menirukan guru membacakan teks-teks pendek dan sederhana tentang kejadian rutin yang merupakan kebenaran	- 8 JP	- Buku pendidikan Bahasa Inggris Kelas VII	• Lisan • Tertulis • Penugasan • Portofolio

Kompetensi Dasar	Nilai Karakter	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi Waktu	Sumber belajar	Penilaian
dilakukan/terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *simple present tense*) 4.7 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ndakan/kegiatan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks		• Unsur kebahasaan - Kalimat deklaratif dan interogatif dalam *Simple Present Tense*. - Adverbia: *always, often, sometimes, never, usually, every* - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan,	dan meminta informasi terkait keadaan/ tindakan/kegiatan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya 3.7.2. Menyebutkan teks lisan dan tulis memberi dan meminta informasi terkait keadaan yang dilakukan/terjadi secara rutin atau	umum yang sangat dikenal siswa, dengan ucapan dan tekanan kata yang benar • Mengidentifikasi ungkapan-ungkapan yang menunjukkan kejadian rutin dalam teks • Menanyakan tentang kejadian rutin yang serupa dengan yang disebutkan dalam teks pada konteks lain • Bertanya jawab tentang			

Kompetensi Dasar	Nilai Karakter	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi Waktu	Sumber belajar	Penilaian
		tanda baca, dan tulisan tangan • Topik Kegiatan/kejadian sehari-hari dan kebenaran umum yang dapat menumbuhkan perilaku yang termuat di KI	merupakan kebenaran umum 3.7.3. Menyebutkan teks lisan dan tulis memberi dan meminta informasi terkait tindakan yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum 3.7.4. Menyebutkan teks lisan dan tulis memberi dan meminta informasi terkait kegiatan yang dilakukan/terjadi secara rutin atau merupakan	kegiatan rutin yang biasa, sering, kadang-kadang, biasanya, tidak pernah mereka lakukan sebagai anggota keluarga dan remaja sekolah menegah • Mengumpulkan informasi tentang hal-hal yang biasa, sering, kadang-kadang, biasanya dilakukan di keluarganya untuk membuat teks-teks pendek dan sederhana • Saling			

Kompetensi Dasar	Nilai Karakter	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi Waktu	Sumber belajar	Penilaian
			kebenaran umum 3.7.5. Menyebutkan teks lisan dan tulis memberi dan meminta informasi terkait kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum 4.7.1 Menulis teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta	menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya • Melakukan refleksi tentang proses dan hasil belajarnya			

Kompetensi Dasar	Nilai Karakter	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi Waktu	Sumber belajar	Penilaian
			informasi terkait keadaan/ ndakan/ kegiatan/ kejadian yang dilakukan/te rjadi secara rutin atau merupakan kebenaran umum, dengan memperhati kan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks				
3.8 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi		• Fungsi sosial Menjelaskan, mendeskripsikan • Struktur teks - Memulai - Menanggapi (diharapkan/di luar dugaan)	3.8.1 Mengidenti fikasi fungsi social dan unsur kebahasaan teks interaksi transaksion al lisan dan	• Menyimak dan menirukan guru menyebutka n tindakan, kegiatan yang sedang dilakukan di	- 8 JP	- Buku pendidikan Bahasa Inggris Kelas VIII	• Lisan • Tertulis • Penugasan • Portofolio

Kompetensi Dasar	Nilai Karakter	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi Waktu	Sumber belajar	Penilaian
terkait keadaan/tindakan/ kegiatan/kejadian yang sedang dilakukan/ berlangsung saat diucapkan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan present continuous tense) 4.8 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/keg iatan/kejadian yang sedang dilakukan/ berlangsung saat diucapkan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai		• Unsur kebahasaan - Kalimat deklaratif dan interogatif dalam *Present Continuous Tense* - Adverbia: *now* - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Kegiatan dan kejadian yang sedang berlangsung di rumah, sekolah dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI	tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tin dakan/ kegiatan/kej adian yang sedang dilakukan/ berlangsung saat diucapkan, sesuai dengan konteks penggunaan nya 3.8.2 Menyebutka n teks lisan dan tulis memberi dan meminta informasi terkait keadaan yang dilakukan/te	kelas, sekolah, dan rumah pada saat diucapkan, dengan ucapan dan tekanan kata yang benar • Mengidentifi kasi ungkapan- ungkapan yang menunjukka n kejadian yang sedang terjadi • Bertanya jawab untuk mengetahui tindakan, kegiatan yang sedang dilakukan oleh anggota keluarga mereka • Menyebutka n tindakan, kegiatan yang sedang			

Kompetensi Dasar	Nilai Karakter	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi Waktu	Sumber belajar	Penilaian
konteks			rjadi pada saat diucapkan 3.8.3 Menyebutkan teks lisan dan tulis memberi dan meminta informasi terkait tindakan yang dilakukan/terjadi pada saat diucapkan 3.8.4 Menyebutkan teks lisan dan tulis memberi dan meminta informasi terkait kegiatan yang dilakukan/terjadi pada saat diucapkan 3.8.5 Menyebutkan teks lisan	dilakukan yang tampak pada tampilan visual (a.l. gambar, video) • Membuat teks pendek berdasarkan tampilan visual lainnya • Saling menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya • Melakukan refleksi tentang proses dan hasil belajarnya			

Kompetensi Dasar	Nilai Karakter	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi Waktu	Sumber belajar	Penilaian
			dan tulis memberi dan meminta informasi terkait kejadian yang dilakukan/terjadi pada saat diucapkan 4.8.1 Menulis teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang sedang				

Kompetensi Dasar	Nilai Karakter	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi Waktu	Sumber belajar	Penilaian
			dilakukan/ berlangsung saat diucapkan, dengan memperhati kan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks				
3.9 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang, binatang, benda, sesuai dengan konteks penggunaannya (Perhatikan unsur	➢ **Religius** ➢ **Mandiri** ➢ **Gotong royong** ➢ **Kejujuran** ➢ **Kerjakeras** ➢ **Percayadiri** ➢ **Kerjasa ma**	• Fungsi sosial Mengidentifikasi, mengenalkan, memuji, mengkritik, mengagumi. • Struktur teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan - Kalimat perbandingan positif, komparatif dan	3.9.1 Mengidenti fikasi fungsi social dan unsur kebahasaan teks interaksi transaksion al lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait	• Menyimak dan menirukan guru membaca interaksi yang menggambar kan perbandinga n jumlah dan sifat orang, benda, binatang, dengan ucapan dan tekanan kata	- 12 JP	- Buku pendidikan Bahasa Inggris Kelas VIII	• Lisan • Tertulis • Penugasan • Portofolio

Kompetensi Dasar	Nilai Karakter	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi Waktu	Sumber belajar	Penilaian
kebahasaan *degree of comparison*) 4.9. Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang, binatang, benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks		superlatif dengan: *as ... as*, *-er*, *-est*, *more ...*, *the most ...* - Perbandingan jumlah: *more*, *fewer*, *less* - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Perbandingan orang, benda, binatang di kelas, sekolah, rumah, dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI	perbandingan jumlah dan sifat orang, binatang, benda, sesuai dengan konteks penggunaannya 3.9.2 Menyebutkan teks lisandan tulis memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang sesuai dengan konteks penggunaannya 3.9.3 Menyebutkan teks lisan dan tulis	yang benar • Menjawab pertanyaan dengan menggunakan informasi yang terdapat dalam tekjs, secara lisan. • Mendeskripsikan perbandingan jumlah dan sifat orang, benda, binatang yang tampak dalam dua gambar yang berbeda • Bertanya jawab untuk membandingkan orang, benda, binatang yang mereka ketahui di rumah, sekolah dan sekitarnya			

Kompetensi Dasar	Nilai Karakter	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi Waktu	Sumber belajar	Penilaian
			memberi dan meminta informasi terkait perbandingan jumlah dan sifat binatang sesuai dengan konteks penggunaannya 3.9.4 Menyebutkan teks lisandan tulis memberi dan meminta informasi terkait perbandingan jumlah dan sifat benda sesuai dengan konteks penggunaannya	• Membuat beberapa teks pendek dan sederhana membandingkan orang, benda, binatang yang mereka ketahui • Saling menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya • Melakukan refleksi tentang proses dan hasil belajarnya			

Kompetensi Dasar	Nilai Karakter	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi Waktu	Sumber belajar	Penilaian
			4.9.1 Menulis teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang, binatang, benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks				

Kompetensi Dasar	Nilai Karakter	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi Waktu	Sumber belajar	Penilaian

3.10 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple past tense)
 	
4.10. Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan
		• Fungsi sosial
		  Melaporkan, menceritakan, menjelaskankejadian yang dilakukan/terjadi, di waktu lampau.
		
		• Struktur teks
		  - Memulai
		  - Menanggapi (diharapkan/di luar dugaan)
		
		• Unsur kebahasaan
		  - Kalimat deklaratif dan interogatif dalam bentuk *Simple Past Tense*
		  - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb.
		  - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
			3.10.1 Mengidenti fikasi fungsi social dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang dilakukan/t erjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau,	• Membaca dan mencermati teks-teks pendek dan sederhana tentang beberapa kejadian, kegiatan yang terjadi di masa lampau
				• Melengkapi kalimat dengan jawaban berupa ungkapan-ungkapan yang diambil teks, dengan ejaan dan tanda baca yang benar
				• Bertanya jawab tentang kegiatan/peri stiwa di waktu lampau yang
					- 12 JP	- Buku pendidikan Bahasa Inggris Kelas VIII	• Lisan
							• Tertulis
							• Penugasan
							• Portofolio

Kompetensi Dasar	Nilai Karakter	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi Waktu	Sumber belajar	Penilaian
memberi dan meminta informasi terkait keadaan/ tindakan/kegiatan/ kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks		• Topik Kegiatan, tindakan yang (rutin) terjadi di masa lalu di sekolah, rumah, dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI	sesuai dengan konteks penggunaan nya 3.10.2 Menyebutk an teks lisan dan tulis memberi dan meminta informasi terkait keadaan yang dilakukan/t erjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau 3.10.3 Menyebutk an teks lisan dan tulis tulis memberi dan meminta	mereka dan anggota keluarga atau temannya alami • Mengumpul kan informasi tentang beberapa peristiwa atau kegiatan di waktu lampau untuk membuat teks-teks pendek dan sederhana • Saling mempresenta sikan, menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya, secara lisan, dengan			

Kompetensi Dasar	Nilai Karakter	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi Waktu	Sumber belajar	Penilaian
			informasi terkait tindakan yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau 3.10.4 Menyebutkan teks lisan dan tulis memberi dan meminta informasi terkait kegiatan yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di	ucapan dan tekanan kata yang benar • Melakukan refleksi tentang proses dan hasil belajarnya			

Kompetensi Dasar	Nilai Karakter	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi Waktu	Sumber belajar	Penilaian
			waktu lampau 3.10.5 Menyebutkan teks lisan dan tulis memberi dan meminta informasi terkait kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau 4.10.1 Menulis teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang				

Kompetensi Dasar	Nilai Karakter	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi Waktu	Sumber belajar	Penilaian
			melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ke giatan/ kejadian yang dilakukan/t erjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, dengan memperhati kan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.				

Kompetensi Dasar	Nilai Karakter	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi Waktu	Sumber belajar	Penilaian

3.11 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya
 	
4.11 Teks recount
4.11.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu
	➢ **Religius**
	➢ **Mandiri**
	➢ **Gotong royong**
	➢ **Kejujuran**
	➢ **Kerjakeras**
	➢ **Percayadiri**
	➢ **Kerjasa ma**
		• Fungsi sosial
		  Melaporkan, mengambil teladan, membanggakan
		• Struktur teks
		  Dapat mencakup
		  - orientasi
		  - urutan kejadian/kegiat an
		  - orientasi ulang
		• Unsur kebahasaan
		  - Kalimat deklaratif dan interogatif dalam *Simple Past tense*
		  - Adverbia dan frasa preposisional penujuk waktu: *yesterday, last month, an hour ago*, dan sebagainya.
		  - Adverbia penghubung waktu: *first, then, after that,*
			3.11.1 Mengidenti fikasi fungsi social dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaan nya
			3.11.2 Menyebutk an beberapa teks personal
				• Menyimak guru membaca beberapa teks *recount* tentang pengalaman pribadi seseorang
				• Bertanya jawab tentang kejadian, kegiatan yang dialami secara kronologis
				• Menggunaka n bagan alir untuk mempelajari alur cerita
				• Didektekan guru, menuliskan teks-teks pendek tersebut dengan tulisan tangan.
				• Melengkapi
					- 11 JP	- Buku pendidikan Bahasa Inggris Kelas VIII	• Lisan
							• Tertulis
							• Penugasan
							• Portofolio

Kompetensi Dasar	Nilai Karakter	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi Waktu	Sumber belajar	Penilaian
lampau (*personal recount*) 4.11.2 Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (*personal recount*), dengan memperhatikan		*before, at last, finally*, dan sebagainya. - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Peristiwa, pengalaman yang terjadi di sekolah, rumah, dan yang dapat menumbuhkan perilaku yang termuat di KI	recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana 4.11.1 Memperesentasikan teks recount 4.11.1.1 Menulis makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks	ringkasan pengalaman tsb. dengan kalimat-kalimat yang diambil teks, dengan ejaan dan tanda baca yang benar • Mengumpulkan informasi tentang pengalaman pribadi di waktu lampau untuk membuat teks-teks pendek dan sederhana • Saling mempresentasikan, menyimak dan bertanya jawab tentang teks masing-masing dengan			

Kompetensi Dasar	Nilai Karakter	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi Waktu	Sumber belajar	Penilaian
			recount lisan dan tulis, sangat pendek dan sederhana 4.11.2.1 Membuat teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (*personal recount*), dengan memperhatikan fungsi sosial,	teman-temannya, secara lisan, dengan ucapan dan tekanan kata yang benar ● Melakukan refleksi tentang proses dan hasil belajarnya			

Kompetensi Dasar	Nilai Karakter	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi Waktu	Sumber belajar	Penilaian
			struktur teks, dan unsur kebahasaa n, secara benar dan sesuai konteks				

3.12 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pesan singkat dan pengumuman/ pemberitahuan (*notice*), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya
 	
4.12 Teks pesan singkat dan pengumuman/pem beritahuan (notice)
4.12.1 Menangkap
	➢ **Religius**
	➢ **Mandiri**
	➢ **Gotong royong**
	➢ **Kejujuran**
	➢ **Kerjakeras**
	➢ **Percayadiri**
	➢ **Kerjasa ma**
		• Fungsi sosial
		  Memberi informasi tindakan dilaksanakan sesuai yang diharapkan.
		
		• Struktur text
		  Dapat mencakup:
		  - Judul atau tujuan pengumuman
		  - Informasi rinci yang diumumkan
		
		• Unsur kebahasaan
		  - Ungkapan-ungkapan yang lazim digunakan dalam
			3.12.1 Mengident ifikasi fungsi social dan unsur kebahasaa n beberapa teks khusus dalam bentuk pesan singkat dan pengumu man/ pemberita huan (notice), dengan memberi dan meminta	• Membaca dengan suara lantang setiap pengumuma n/ pemberitahu an, dengan ucapan dan tekanan kata yang benar
				• Menyimak untuk menemukan perbedaan dan persamaan dari beberapa pengumuma n/ pemberitahu an pendek
					- 8 JP	- Buku pendidikan Bahasa Inggris Kelas VIII	• Lisan
							• Tertulis
							• Penugasan
							• Portofolio

Kompetensi Dasar	Nilai Karakter	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi Waktu	Sumber belajar	Penilaian
makna secara kontekstual terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan pesan singkat dan pengumuman/ pemberitahuan (notice) lisan dan tulis, sangat pendek dan sederhana, terkait kegiatan sekolah 4.12.2 Menyusun teks khusus dalam bentuk pesan singkat dan pengumuman/pe mberitahuan (notice), sangat pendek dan sederhana, terkait kegiatan sekolah, dengan		pengumuman yang berbeda-beda - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Kegiatan, kejadian, peristiwa, dan hal penting bagi peserta didik dan guru yang dapat menumbuhkan perilaku yang termuat di KI • Multimedia Layout dan dekorasi yang membuat tampilan teks lebih menarik.	informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaa nnya 3.12.2 Menjelask an teks khusus dalam bentuk pesan singkat dan pengumu man/ pemberita huan (notice) 3.12.3 Menyebut kan teks khusus dalam bentuk pesan singkat dengan memberi dan meminta	dan sederhana, dengan menggunaka n tabel analisis • Mempelajari contoh dan kemudian mempresenta sikan hasil analisis tersebut di atas secara lisan, dengan ucapan dan tekanan kata yang benar • Membuat pengumuma n/ pemberitahu an yang lazim dibuat di kelas dan sekolah, untuk kemudian ditempel di dinding kelas • Melakukan			

Kompetensi Dasar	Nilai Karakter	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi Waktu	Sumber belajar	Penilaian
memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks			informasi terkait kegiatan sekolah 3.12.4 Menyebutkan teks khusus dalam bentuk pengumuman/ pemberitahuan (notice) dengan memberi dan meminta informasi terkait kegiatan sekolah 4.12.1 Mempresentasikan Teks pesan singkat dan pengumuman/pemberitahuan	refleksi tentang proses dan hasil belajarnya			

Kompetensi Dasar	Nilai Karakter	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi Waktu	Sumber belajar	Penilaian
			(notice) 4.12.1.1 Meulis makna secara kontekstual terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan pesan singkat dan pengumuman/ pemberitahuan (notice) lisan dan tulis, sangat pendek dan sederhan				

Kompetensi Dasar	Nilai Karakter	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi Waktu	Sumber belajar	Penilaian
			a 4.12.1.2 Membuat teks khusus dalam bentuk pesan singkat dan pengumuman/pemberitahuan (notice), sangat pendek dan sederhana, terkait kegiatan sekolah, dengan memperhatikan fungsi sosial, struktur teks, dan				

Kompetensi Dasar	Nilai Karakter	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi Waktu	Sumber belajar	Penilaian
			unsur kebahasa an, secara benar dan sesuai konteks				

3.13 Menafsirkan fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs
 	
4.13 Menangkap makna secara kontekstual terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs
	➢ **Religius**
	➢ **Mandiri**
	➢ **Gotong royong**
	➢ **Kejujuran**
	➢ **Kerjakeras**
	➢ **Percayadiri**
	➢ **Kerjasa ma**
		• Fungsi sosial
		  Mengembangkan nilai-nilai kehidupan dan karakter yang positif
		
		• Unsur kebahasaan
		  - Kosa kata dan tata bahasa dalam lirik lagu
		  - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
		
		• Topik
		  Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang
			3.13.1 Menggali fungsi sosial dan unsur kebahasaa n dalam lirik lagu terkait kehidupan remaja SMP/MTs
			3.13.2 Menyebut kan pesan moral dalam lagu dan mengharga i lagu sebagai karya Seni sesuai konteks
			3.13.3 Merespon
				• Membaca, menyimak, dan menirukan lirik lagu secara lisan
				• Menanyakan hal-hal yang tidak diketahui atau berbeda
				• Menyebutka n pesan yang terkait dengan bagian-bagian tertentu
				• Melakukan refleksi tentang proses dan hasil
					- 4 JP	- Buku pendidikan Bahasa Inggris Kelas VIII	• Lisan
							• Tertulis
							• Penugasan
							• Portofolio

Kompetensi Dasar	Nilai Karakter	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi Waktu	Sumber belajar	Penilaian
		termuat di KI.	lagu dan memahami pesan moral lagu serta menghargai lagu sebagai karya Seni sesuai konteks 4.13.1 Menulis makna secara kontekstual terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs	belajarnya			

AN UNDERGRADUATE THESIS

IMPROVING STUDENT'S SPEAKING SKILL BY USING ISLAMIC STORY TELLING OF MTS DARUN NAJAH AT SEKAMPUNG EAST LAMPUNG

By:

Een Nadilla Yulianita Sari
Student Number: 1801070021

TARBIYAH AND TEACHER TRAINING FACULTY

ENGLISH EDUCATION DEPARTMENT

STATE INSTITUTE OF THE ISLAMIC STUDIES OF METRO

1444H / 2023M

Observation Sheet

No	Learning Activity	Observation Note
1.	Indicate the story text that will be told by students	
2.	Tell what story they will give and provide an explanation of the benefits of the story (The power of istighfar).	
3.	Taking student roll call one by one the children come forward to tell the story (The power of istighfar).	
4	Listening to the vocabulary in the text of the story carefully.	
5.	Ask students to explain what is in the text of the story.	
6.	Ask students what are the benefits of istighfar in everyday life.	
7.	Guide them how to create their own questios.	
8.	Discuss their experiences in applying istighfar in everyday life.	

Documentation Sheet

Documentation guidance the table of list documantation point of MTs.Darun-Najah Sambikarto.

No.	Documantation Points	Availability
1	A profile MTs.Darun-Najah at Sambikarto	
2	The Condition of the teacher and official employers at MTs. Darun-Najah Sambikarto	
3	Organization Structure of MTs.Darun-Najah	

4	Facilities	
5	Location Sketch	

Field Note

Date   :

Institution   : MTs.Darun-Najah

Form   : Field Note

       Notes on the results of interviews or data observations are evidence as well as instructions in research.

No	Date	Activity
1		
2		
3		

Data Analysis Technique

Word data analysis refers to the process of examining the information that has been collected and tabulated to determine facts or character meanings.

Sekampung, 14 Februari 2023
Pembimbing Skripsi

Dr. Ahmad Suhan Roza, M.Pd
NIP. 197506102008011014

The power of Istighfar

This story of "Istighfar" originates from the life of Imam Ahmed Bin Hanbal, who is considered a renowned Islamic scholar and theologian. Imam Ahmed is also considered the founder of the Hanbali school of jurisprudence (Islamic jurisprudence) and is one of the most famous Sunni theologians, often referred to as "Sheikh ul-Islam" or "Imam of Ahl al-Sunnah."

During his old age, while Imam Ahmed was traveling, he stopped at a town. After the prayer, he wanted to spend the night in the courtyard of the mosque because he didn't know anyone in town. Due to his humility, he did not introduce himself to anyone thinking if he did, he would be greeted by a large crowd. people.

Not recognizing Ahmed bin Hanbal, the caretaker of the mosque refused to let him stay in the mosque. Since Imam Ahmed was quite old, the caretaker had to drag him out of the mosque. Seeing this, a baker from a nearby place took pity on this man (Imam Ahmed) and offered to host him that evening. During his stay with the baker, Imam Ahmed observed that the baker would constantly recite Istighfar (ask forgiveness from Allah). Imam Ahmed asked the baker if his habit of constantly saying Istighfar had any effect on him. The baker replied by telling Imam Ahmed that Allah had accepted all of his prayers (supplications), except for one. When he asked what prayer had not been accepted, the baker replied that he had asked Allah to grant him a special privilege. to meet the famous scholar Imam Ahined bin Hanbal.

Regarding this, Imam Ahmed bin Hanbal said that Allah not only heard his prayer but also dragged him to the front door (baker). [Summary from Al Jumuah magazine, vol 19, Issue 7]

This story reminds us of the power of saying istighfar (asking forgiveness) as often as possible

Kekuatan Istighfar

Kisah tentang "Istighfar" ini berasal dari kehidupan Imam Ahmed Bin Hanbal, yang dianggap sebagai ulama terkenal Islam dan teolog terkenal. Imam Ahmed juga dianggap sebagai pendiri sekolah fiqh Hanbali (yurisprudensi Islam) dan merupakan salah satu teolog Sunni paling terkenal, sering disebut sebagai "Sheikh ul-Islam" atau "Imam Ahl al-Sunnah. "

Di masa tuanya, ketika Imam Ahmad sedang bepergian, ia mampir ke sebuah kota. Setelah shalat, dia ingin bermalam di halaman masjid karena dia tidak mengenal siapa pun di kota itu. Karena kerendahan hatinya, dia tidak memperkenalkan dirinya kepada siapa pun yang berpikir bahwa jika dia melakukannya, dia akan disambut oleh banyak orang.

Gagal mengenali Ahmed bin Hanbal, penjaga masjid menolak untuk membiarkannya tinggal di masjid. Karena Imam Ahmed sudah cukup tua, juru kunci harus menyeretnya keluar dari masjid. Melihat hal ini, seorang tukang roti dari tempat terdekat merasa kasihan pada pria ini (Imam Ahmed) dan menawarkan untuk menjadi tuan rumah baginya malam itu. Selama tinggal dengan tukang roti, Imam Ahmed mengamati bahwa tukang roti akan terus-menerus membaca Istighfar (meminta pengampunan dari Allah). Imam Ahmed bertanya kepada tukang roti apakah kebiasaan mengucapkan Istighfar secara terus-menerus berdampak pada dirinya. Tukang roti menjawab dengan memberi tahu Imam Ahmed bahwa Allah telah menerima semua doanya (permohonan), kecuali satu. Ketika dia menanyakan doa apa yang belum diterima, tukang roti

menjawab bahwa dia telah meminta kepada Allah untuk memberinya kesempatan untuk bertemu dengan ulama terkenal Imam Ahmed bin Hanbal.

Mengenai hal ini, Imam Ahmed bin Hanbal berkata bahwa Allah tidak hanya mendengarkan doanya tetapi juga menyeretnya ke depan pintu rumahnya (tukang roti). [Ringkasan dari majalah Al Jumuah, vol 19, edisi 7]

Kisah ini adalah pengingat akan kekuatan mengucapkan Istighfar (memohon ampun) sesering mungkin.

DOCUMENTATION

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
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IAIN METRO

Nama : Een Nadilla Yulianita Sari   Jurusan : TBI
NPM : 1801070021   Semester :

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	- 5/12 21 - 20/12 21		- Bimbingan bagaimana cara penulisan proposal yang baik & benar. - Bimbingan & mengoreksi, lengkapi data, alasan mengambil judul.	
2	13/1 22 23/01 22		- perbaikan judul - Perbaiki cover, penulisan perbanyak sumber. BAB I	
3	6/4 22 10/4 22		- BAB I revisi - BAB I, II	
4	- 23/8 22			

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd
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Dosen Pembimbing

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No	Hari/Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Selasa, 14 Feb 23	Dr. Ahmad Subhan Roza, M.Pd	APD	

Mengetahui,
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Nama : Een Nadilla Yulianita Sari   Program Studi   : TBI
NPM   : 1801070021   Semester   : X

No	Hari/Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	Jum/02 Juni 23		Bimbingan Bab 1-5	
2	Senin, 05 Juni 2023		Memperbaiki Bab 4,5 dan Abstrak	
3	Rabu, 7 Juni 23		Memperbaiki Abstrak	
4	Kamis, 08 Juni 23.		Au menyosa	

Mengetahui
Ketua Program Studi TBI

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Nomor : B-1472/In.28.1/J/TL.00/03/2023
Lampiran : -
Perihal : **SURAT *BIMBINGAN SKRIPSI***

Kepada Yth.,
Ahmad Subhan Roza (Pembimbing 1)
(Pembimbing 2)
di-
 Tempat
Assalamu'alaikum Wr. Wb.

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

Nama	:	**EEN NADILLA YULIANITA SARI**
NPM	:	1801070021
Semester	:	10 (Sepuluh)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	IMPROVING STUDENTS SPEAKING SKILL BY USING ISLAMIC STORYTELLING THE GRADE EIGHT MTS DARUN NAJAH AT SAMBIKARTO SEKAMPUNG EAST LAMPUNG

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

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

Wassalamu'alaikum Wr. Wb.

Metro, 30 Maret 2023
Ketua Jurusan,

Andianto M.Pd

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Nomor : B-3147/In.28/J/TL.01/07/2022
Lampiran : -

Perihal : **IZIN**
PRASURVEY

Kepada Yth.,
Kepala Sekolah MTS DARUN NAJAH
SAMBIKARTO

di-
　　Tempat

Assalamu'alaikum Wr. Wb.

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

Nama	:	**EEN NADILLA YULIANITA SARI**
NPM	:	1801070021
Semester	:	8 (Delapan)
Jurusan	:	Tadris Bahasa Inggris
Judul	:	IMPROVING STUDENTS SPEAKING SKILL BY USING ISLAMIC STORYTELLING THE GRADE EIGHT MTS DARUN NAJAH AT SAMBIKARO SEKAMPUNG EAST LAMPUNG

untuk melakukan prasurvey di MTS DARUN NAJAH SAMBIKARTO, dalam rangka meyelesaikan Tugas Akhir/Skripsi.Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 08 Juli 2022
Ketua Jurusan,

Andianto M.Pd
NIP 19871102 201503 1 004

YAYASAN PONDOK PESANTREN DARUN NAJAH

MADRASAH TSANAWIYAH DARUN NAJAH

SAMBIKARTO KECAMATAN SEKAMPUNG
KABUPATEN LAMPUNG TIMUR
NSM/NPSN:121218070082/10816805

Sekretariat: Jl. Raya Sambikarto Bumi Agung Kecamatan Sekampung Kabupaten Lampung Timur Kode Pos: 34182

Nomor	: **010.A/MTsDN/SBK/60/IX/2022**	Sambikarto, 3 Oktober 2022
Lampiran	: -	
Perihal	: Balasan Pra Survey	

Kepada Yth,

Rektor IAIN Metro

Di_

      Tempat

Assalamu'alaikum Warahmatullahi Wabarakatuh

Salam silaturahmi kami sampaikan semoga segala aktifitas yang kita lakukan mendapatkan ridho dari Allah SWT, Amin.

Berdasarkan surat dari Lembaga Pendidikan Institut Agama Islam Negeri (IAIN) Metro dengan Nomot : B-3147/In.28/J/TL.01/07/2022 perihal izin Prasurvey, maka dengan ini kami memberikan izin kepada :

NAMA	:	**EEN NADILLA YULIANITA SARI**
NPM	:	1801070021
SEMESTER	:	8 (Delapan)
FAKULTAS	:	Tarbiyah dan Ilmu Keguruan
JURUSAN	:	Tadris Bahasa Inggris
JUDUL SKRIPSI	:	**"IMPROVING STUDENTS SPEAKING SKILL BY USING ISLAMIC STORYTELLING THE GRADE EIGHT MTS DARUN NAJAH SAMBIKARTO EAST LAMPUNG"**

Untuk dapat melaksanakan pra survey dalam rangka penyusunan proposal di MTs Darun Najah Sambikarto .

Demikian surat izin ini kami buat dan agar dapat digunakan sebagaimana mestinya.

Wallahulmuafiq illa Aqwamitthoriq,

Wassalamu'alaikum Warahmatullahi Wabarakatuh

Mengetahui,
Kepala MTs Darun Najah
Sambikarto

S.U.P.A.R.N.O, S.Pd.I

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-870/In.28/S/U.1/OT.01/06/2023

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

Nama : Een Nadilla Yulianita Sari
NPM : 1801070021
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2022 / 2023 dengan nomor anggota 1801070021

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 15 Juni 2023
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H., C.Me.
NIP. 19750505 200112 1 002

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini. Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa :

Nama   : Een Nadilla Yulianita Sari
NPM   : 1801070021
Jurusan   : Tadris Bahasa Inggris

Telah menyelesaikan administrasi peminjaman buku pada Jurusan/Prodi Tadris Bahasa Inggris.
Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Metro, 12 Juni 2023
Ketua Jurusan TBI

Andianto, M.Pd
NIP 19871102 201503 1 004

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Nomor   : B-1559/In.28/D.1/TL.00/04/2023
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA MTS DARUN NAJAH
SAMBIKARTO
di-
  Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1560/In.28/D.1/TL.01/04/2023, tanggal 04 April 2023 atas nama saudara:

Nama	:	**EEN NADILLA YULIANITA SARI**
NPM	:	1801070021
Semester	:	10 (Sepuluh)
Jurusan	:	Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MTS DARUN NAJAH SAMBIKARTO, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENTS SPEAKING SKILL BY USING ISLAMIC STORYTELLING THE GRADE EIGHT MTS DARUN NAJAH SAMBIKARTO SEKAMPUNG EAST LAMPUNG".

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

Wassalamu'alaikum Wr. Wb.

Metro, 04 April 2023
Wakil Dekan Akademik dan
Kelembagaan,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

NIP 19871102 201503 1 004

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YAYASAN PONDOK PESANTREN DARUN NAJAH
MADRASAH TSANAWIYAH DARUN NAJAH
SAMBIKARTO KECAMATAN SEKAMPUNG
KABUPATEN LAMPUNG TIMUR
NSM/NPSN:121218070082/10816805

Alamat: Jl. Raya Sambikarto Bumi Agung Kecamatan Sekampung Kabupaten Lampung Timur Hp:085783887813 Kode Pos: 34182

Nomor   : 422.1/010.A/MTs.DN/SBK/60/IV/2023   Sambikarto, 6 April 2023
Lampiran   : -
Perihal   : **Balasan Izin Research**

Kepada Yth,
Rektor IAIN Metro
Di_
      Tempat

Assallamu'alaikum Warahmatullahi Wabarakatuh

Salam silaturahmi kami sampaikan semoga segala aktivitas yang kita laksanakan mendapatkan ridho dari Allah SWT. Amin.

Berdasarkan surat Lembaga Pendidikan **Institut Agama Islam Negeri (IAIN) Metro** dengan Nomor : **B-1559/In.28/D.1/TL.00/04/2023** perihal **Izin Research**, maka dengan ini kami memberikan izin kepada :

      Nama   : **EEN NADILLA YULIANITA SARI**
      NPM   : 1801070021
      Semester   : 10 (Sepuluh)
      Fakultas   : Tarbiyah dan Ilmu Keguruan
      Jurusan   : Tadris Bahasa Inggris
      Judul Skripsi : **"IMPROVING STUDENTS SPEAKING SKILL BY USING ISLAMIC STORYTELLING THE GRADE EIGHT MTS. DARUN NAJAH SAMBIKARTO EAST LAMPUNG"**

Untuk melaksankaan Research/Penelitian dalam rangka penyusunan dan penyelesaian Skripsi di MTs DARUN NAJAH Sambikarto Sekampung Lampung Timur.

Demikian surat izin ini kami buat agar dapat dipergunakan sebagaimana mestinya.

Wallahulmuafiq Illa Aqwamitthoriq,
Wassalamu'alaikum Warahmatullahi Wabarakatuh

Mengetahui
Kepala MTs Darun Najah
Sambikarto,

S U P A R N O, S.Pd.I

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
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SURAT TUGAS
Nomor: B-1560/In.28/D.1/TL.01/04/2023

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

Nama	:	**EEN NADILLA YULIANITA SARI**
NPM	:	1801070021
Semester	:	10 (Sepuluh)
Jurusan	:	Tadris Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di MTS DARUN NAJAH SAMBIKARTO, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENTS SPEAKING SKILL BY USING ISLAMIC STORYTELLING THE GRADE EIGHT MTS DARUN NAJAH SAMBIKARTO SEKAMPUNG EAST LAMPUNG".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

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

Dikeluarkan di : Metro
Pada Tanggal   : 04 April 2023

Mengetahui,
Pejabat Setempat

M. Rizqi Muzaki, S.E

Wakil Dekan Akademik dan Kelembagaan,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

IMPROVING STUDENTS SPEAKING SKILLBY USINGISLAMIC STORYTELLING THE GRADE EIGHTMTS DARUN NAJAH AT SAMBIKARTO SEKAMPUNG EAST LAMPUNG

by Een Nadilla Yulianita Sari 1801070021

IMPROVING STUDENTS SPEAKING SKILLBY USINGISLAMIC STORYTELLING THE GRADE EIGHTMTS DARUN NAJAH AT SAMBIKARTO SEKAMPUNG EAST LAMPUNG

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Organizational Structure of MTs.DarunNajahSambikarto

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School Committe	Head Master
Fauzi Amin	Suparno, S.Pd.I

School Treasurer	Vice of Administration
Mukidin, S.Pd.I	Ikhsanudin, S.Pd.I

Manager of Library	Vice of Students Affairs	Vice of Curriculum	Vice of Sarpras	Vice of public relations
Yuliana, S.Pd.	M.MisbahulMunir,M.Pd.I	Ali Khoiruddin,	Musofa, S.Pd.I	M. Toha, S.Pd.I

Coach OSIS
FikriMustofa

Coach Scout
M. RizqiMuzakki

Homerome Teacher VII A	HomeromeTeacher VII B	Homerome Teacher VII C

Homerome Teacher VIII A	Homerome Teacher VIII B	Homerome Teacher IX A	Homerome Teacher IX B

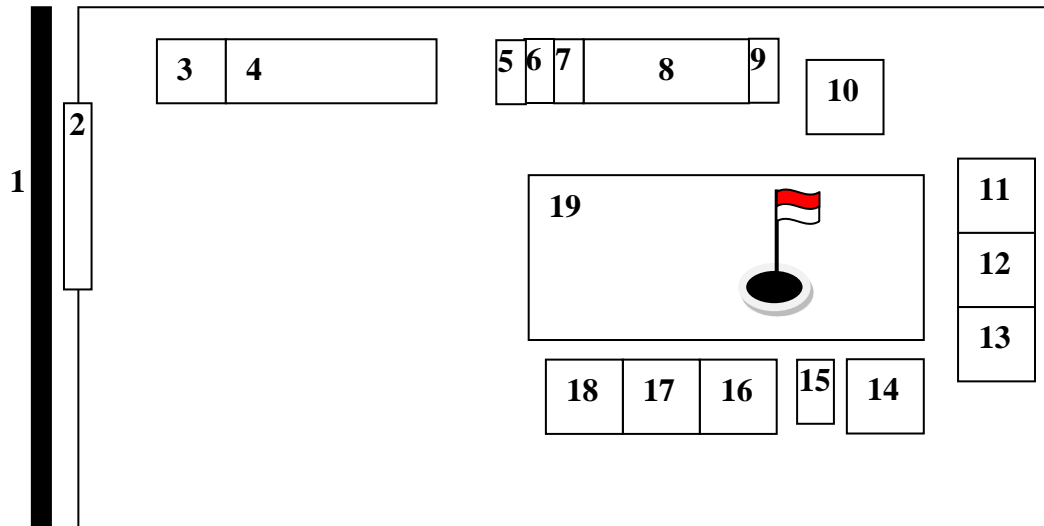| Teachers |
|---|

Students of MTs DarunNajah

Information:

——— = Instruction Line

········· = Coordination Line

Source: an office of MTs. Darun Najah Sekampung

The Location Plan of MTs. Darun Najah Sekampung

Information:

1. Highway
2. The Gate
3. Computer Lab
4. MTs DarunNajah Office
5. Warehouse
6. UKS
7. Scout/Student Student Council
8. Classroom VII C
9. Dormitory
10. Darun Najah Islamic Boarding School BLKK Building

1. Classroom VII A
2. Classroom VII B
3. Classroom VIII A
4. MCK
5. Water Tower
6. Classroom VIII B
7. Classroom IX A
8. Classroom IX B
9. Main Square

Source: an office of MTs. Darun Najah Sekampung

CURRICULUM VITAE

The researcher, was born in Sekampung, July 05th 2000. She is the last child from 5childreen. She was raised by her lovely parents Marwan (Alm) and Hartini.

She firstly studied in Elementary School2 Sumbersari in 2006-2012. After finishing she is study at Elementary School, she continued to study in MTs Darun Najah Sambikarto in 2012-2015. In the period of 2015- 2018, she studied in Madrasyah Aliyah Ma'arif NU 5Sekampung, East Lampung. Having graduated her study in Senior High School, then she was continue to be a Bachelor student of English Education Study Program (PBI) of State Islamic institite of Metro (IAIN Metro).