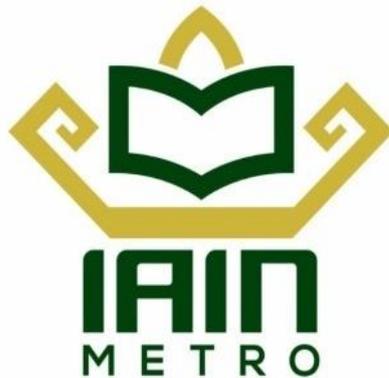


AN UNDERGRADUATE THESIS
THE USE OF STORY TELLING TO IMPROVE THE
STUDENT'S SPEAKING SKILL

By :

DANU HILMY DARMAWAN
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ENGLISH EDUCATION DEPARTMENT
TARBIYAH AND TEACHER TRAINING FACULTY

STATE INSTITUTE FOR ISLAMIC OF METRO
1445 H / 2024 M

**THE USE OF STORY TELLING TO IMPROVE THE STUDENT'S
SPEAKING SKILL**

**Submitted to Fulfill Duties and Fulfill Requirements for Obtaining a
Bachelor of Education Degree (S.Pd)**

By :

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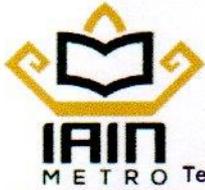
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APPROVAL PAGE

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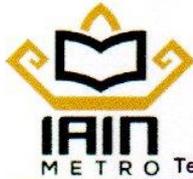
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Assalamu'alaikum, Wr. Wb

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

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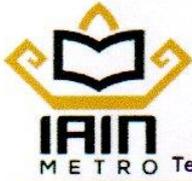
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Department : English Education

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RATIFICATION PAGE

No: B-1383 /ln.20.1 / D/PP-00-3 / 02/2024

An Undergraduate thesis entitled: THE EFFECTIVENESS OF USING STORY TELLING IN TEACHING SPEAKING AT THE FIRST GRADERS OF SMK NEGERI 2 KOTA METRO, written by: Danu Hilmy Darmawan, Student Number 1801071008 English Education Department had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Wednesday, February 21th, 2024, at 13.30-15.30 p.m.

BOARD OF EXAMINERS

Chairperson : Drs. Kuryani, M.Pd

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The Dean of Tarbiyah and Teacher Training Faculty



THE USE OF STORY TELLING TO IMPROVE THE STUDENT'S SPEAKING SKILL

ABSTRACT

By:

DANU HILMY DARMAWAN

The Purpose of this study was to find out is the used of story telling could improve the student's speaking skill. This research was used Classroom Action Research which was conducted in two cycles. Each cycles consists of planning, acting, observing and reflecting. In this research the students were given pre-test before treatment and post-test after treatment. The subject of this research was 25 students in class X of SMKN 2 Metro. In collecting the data the research used test, observation and documentation.

The result of this research showsthat there is progress of students grade that achieves the Minimum Mastery Criteria (MMC) from pre-test 16% or 4 students, post-test I 40% or 10 students and post-test II become 72% or 18 students. It means that there is improvement in students learning activity because the research result had achieved the indicator of success. Therefore, it is concluded that the use of story telling could improve the student's speaking skill and their learning activity.

Keyword : Story Telling, Speaking, Classroom Action Research

THE USE OF STORY TELLING TO IMPROVE THE STUDENT'S SPEAKING SKILL

ABSTRAK

Oleh:

DANU HILMY DARMAWAN

Tujuan dari penelitian ini adalah untuk mengetahui apakah penggunaan bercerita dapat meningkatkan keterampilan berbicara siswa. Penelitian ini merupakan penelitian tindakan kelas yang dilaksanakan dalam dua siklus. Setiap siklus terdiri dari perencanaan, pelaksanaan tindakan, observasi dan refleksi. Dalam penelitian ini siswa diberikan pre-test sebelum perlakuan dan post-test setelah perlakuan. Subyek penelitian ini adalah siswa kelas X SMKN 2 Metro yang berjumlah 25 orang. Dalam pengumpulan data penelitian menggunakan tes, observasi dan dokumentasi.

Hasil penelitian menunjukkan adanya kemajuan nilai siswa yang mencapai KKM dari pre-test 16% atau 4 siswa, post-test I 40% atau 10 siswa dan post-test II menjadi 72% atau 18 siswa. Artinya ada peningkatan aktivitas belajar siswa karena hasil penelitian telah mencapai indikator keberhasilan. Oleh karena itu, dapat disimpulkan bahwa penggunaan bercerita dapat meningkatkan keterampilan berbicara dan aktivitas belajar siswa.

Kata Kunci : Bercerita, Berbicara, Penelitian Tindakan Kelas

STATEMENT OF RESEARCH ORIGINALITY

The Undersigned :

Name : Danu Hilmy Darmawan

St. Number : 1801071008

Department : English Education Department

Faculty : Tarbiyah and Teacher Training

State that this undergraduate thesis is originally the result of the writer's research, in exception of the certain parts which are excepted from the bibliographies mentioned.

Metro, 25 December 2023



Danu Hilmy Darmawan
St. ID 1801071008

ORIGINALITAS PENELITIAN

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

Metro, 25 December 2023



Danu Hilmy Darmawan
St. ID 1801071008

MOTTO

*"Indeed, the Prophets did not pass on dinars and dirhams, in fact they only passed on knowledge, so whoever has taken it, then he has taken a large share."
(HR. Abu Dawud and At-Tirmidhi).*

"Anyone who stops learning is old, whether at twenty or eighty. Anyone who keeps learning stays young."

DEDICATION PAGE

This undergraduate thesis is dedicated to :

My beloved family, especially my parents (my father, Mr. Sanan Saleh, and Mrs. Heni Widiyarti) who always pray and support in their endless love.

My beloved sister, Ramizah Alya Syafira who always support and give me a good advice and motivation.

My beloved girlfriend, Via Andriani, who always give me positive affirmations, support, and motivation to help me to finish this thesis.

My beloved Almamater of State Institute for Islamic Studies of Metro

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Praise and gratitude the researcher prays to Allah SWT, for taufik and guidance so that the researcher can finish writing this thesis. The writing of this thesis is one part of the requirements to complete the education majoring in English Tadris, Faculty of Tarbiyah & Teacher Training at IAIN Metro in order to obtain a Bachelor of Education (S.Pd) degree.

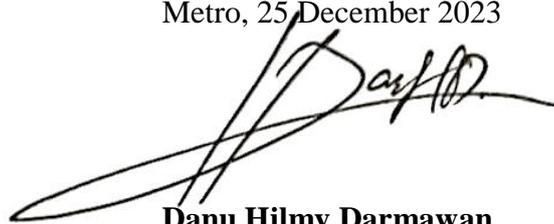
In an effort to complete this thesis, the researcher has received a lot of help and guidance from various parties. Therefore, the researcher would like to thank:

1. Mrs. Prof. Dr. Hj. Siti Nurjanah, M.Ag., as the Rector of IAIN Metro.
2. Mr. Dr. Zuhairi, M.Pd. Dean of the Faculty of Tarbiyah and Teacher Training Faculty.
3. Dr. Much Deiniatur, M.Pd, B.I as Head of the English Language Department of IAIN Metro Lampung
4. Mr. Drs. Kuryani, M.Pd. as an Advisor who has provided invaluable guidance to researchers.
5. The Lecturers and Employees of IAIN Metro who have provided knowledge and infrastructure during the researcher's education.
6. Students of SMKN 2 Metro who have provided facilities and infrastructure for research so that this thesis can be completed.

Criticisms and suggestions for the improvement of this thesis are highly expected and will be accepted as part of producing better research.

In the end, the researcher hopes that the results of the research that has been carried out will be useful for the development of knowledge about English Language Education.

Metro, 25 December 2023

A handwritten signature in black ink, appearing to read 'Danu Hilmy Darmawan', written over a horizontal line.

Danu Hilmy Darmawan
St. ID 1801071008

CONTENTS

COVER	i
TITLE.....	ii
APROVAL PAGE	iii
NOTIFICATION LETTER	iv
NOTA DINAS	v
RATIFICATION PAGE	vi
ABSTRACT	vii
STATEMENT OF RESEARCH ORIGINALITY	ix
MOTTO	xi
DEDICATION PAGE.....	xii
ACKNOWLEDGEMENT	xiii
TABLE OF CONTENTS.....	xv

CHAPTER I INTRODUCTION

A. Background Of The Study	1
B. Problem Identification	4
C. Problem Limitation	4
D. Prior Research	5

CHAPTER II THEORITICAL REVIEW

A. Speaking	7
1. The Definition of Speaking	7
2. Functions of Speaking.....	9
3. The Elements of Speaking	10
B. Story Telling	13
1. The Definition of Storytelling.....	13
2. The Purpose of Storytelling	14
C. Storytelling is a Speaking Activity	18
D. Previous Related Studies	20

BAB III RESEARCH METHODOLOGY

A. Variable and Operational Definition	19
B. Research Location	19
C. Subject and Object of Study	20
D. Action plan	20
E. Data Collecting Technique	22
F. Data Collection Instrument.....	25
G. Data Analysis Technique.....	25
H. Indicator of Succes	26

CHAPTER IV RESULT AND DISCUSSION

A. Result	27
B. Research Findings.....	42
C. Discussion.....	52

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion	53
B. Suggestion	54

BIBLIOGRAPHY

APPENDICES

CURRICULUM VITAE

CHAPTER I

INTRODUCTION

A. Background Of The Study

English has become an international language that is taught at almost all levels of education in the world. People realize that the main goal of learning a foreign language is to use it in communication both in spoken and written form. Data disclosed by the *British Council* shows that the number of English speakers has reached 1.75 billion people or about a quarter of the world's population.¹ This big thing is due to the presence of English in almost all aspects of life. According to *Richard's* statement, mastering English speaking skills is a priority for many second or foreign language learners.² He said that speaking is the main basic skill for telling stories and sharing ideas in communication.

So, speaking is one of the language skills that must be learned to initiate communication. Given the importance of mastering speaking skills in the teaching language, the national policy through the national minister of education regulations reflects the importance of English in content standards. Also, Indonesia sets English as the main foreign language taught in schools and one of the subjects tested in the national exam.

This determination is intended to prepare Indonesian students to face the era of globalization. Therefore, they are able to compete with

¹ British Council, "The English Effect," 2013, 5, www.britishcouncil.org.

² Jack C Richard, *Teaching Listening and Speaking* (New York: Cambridge University Press, 2008), 19.

others from whom English is a second or first language. Focusing on problems in Foreign English (EFL), the problems observed by researchers occur at SMK Negeri 2 Metro City in the process of teaching and learning English, especially in teaching speaking. Dealing with the expectations of goals in speaking skills is not easy and simple, either for teachers or students. They face some difficulties in teaching and learning speaking.

Based on the experience and observations of researchers in class activities, researchers found several problems. *First*, students generally feel afraid and nervous when they want to speak or communicate in English in front of their classmates. *Second*, students do not have the idea or initiative to speak English, this is caused by a lack of vocabulary, grammatical patterns, and a lack of practice speaking English. *Third*, students still often make mistakes in pronouncing English words. Fourth, their problems with prosodic features such as intonation, stress, and other phonological nuances still lead to misunderstandings in communicating. It was a matter of making students reluctant and unmotivated to speak. The object of this research is the first grade students of SMK Negeri 2 Kota Metro. In accordance with the competency standards for speaking skills for the beginning of the semester, students in eleventh grade of SMK are expected to be able to express meaningful ideas both for simple transactional (*To get something done or to get information*) and Interpersonal (*To relate to other people for social purposes*) communication to interact with people in their immediate environment.

Students at this level are forced to reach the informational level, namely to be able to communicate orally and in writing to seek information.³ To solve students' problems and improve their speaking skills, the teacher must provide some good techniques that can involve students in practicing speaking and also provide some motivation. Here, the researcher thinks that the storytelling technique will make speaking activities fun and interesting. Storytelling is a means of sharing and interpreting experiences. Through storytelling techniques, he believes students will be more motivated to speak English freely because at first they are encouraged to understand stories. This also makes students enjoy the learning process. According to *Harmer*, storytelling is a method of teaching speaking in which students can briefly summarize a story or stories they heard from someone before, or they can make up their own story to tell their classmates. So that students can share their ideas in telling stories.⁴ Moreover, in pedagogical theory there is strong support for storytelling techniques to be used in language teaching. In short, storytelling is an interactive approach between students, teachers, and materials that are recommended to be applied in class. For the reasons above, the writer wants to prove how storytelling techniques can improve students' speaking skills. So, the authors are interested in conducting research entitled: The Effectiveness of Using Storytelling in Learning for

³ Bambang Sudibyo, *Regulation of the Minister of National Education of the Republic of Indonesia; Graduate Competency Standards for Primary and Secondary Education Units* (Indonesia: Ministry of National Education of the Republic of Indonesia, 2006), 366.

⁴ Jeremy Harmer, *How to Teach English* (China: Pearson Education Limited, 2007), 89.

the 2023/2024 Academic Year.

B. Research question

Based on the background above, questions arise, namely:

1. How Effective is the Use of Storytelling in Learning Speaking in Grade 1 Students of SMK Negeri 2 Metro.
2. What are the benefits of using storytelling in learning English.
3. Why do teachers use the storytelling method in learning English.

C. Research Objectives and Benefits

This research is expected to have several benefits not only for the writer himself, but also for three groups of people such as English teachers, students, and other researchers.

1) For Teachers

The results of this study are expected to make teachers use the storytelling method techniques in teaching speaking, to make the class more interesting.

2) For Students

The hope is that the use of storytelling techniques in the teaching and learning process can improve speak in English.

3) For other Researchers

The writer hopes that this research can be a reference for other researchers who want it to learn about storytelling techniques to improve students' English skills.

D. Prior Research

Previous research is intended to be able to obtain relevant positive theories. The results of previous research can at least describe the form of variables that are not the same as the research that will be compiled.

Relevant research is a step to collect information that is relevant for research. With a literature search, it will be known about research that has been done before to get an idea of what has been done by previous researchers. Some of the research related to the author is as follows:

First, research results from Harmawati entitled *The Effectiveness of Using Digital StoryTelling in Teaching Speaking at SMA Muhammadiyah 9 Makassar Years 04 December 2020* . The results of this study are expected to provide a positive theory and theoretical practical significance, this research can be expected to be useful in the English language teaching and learning process by providing information on the effectiveness of using digital storytelling to improve students' speaking skills in terms of fluency and in practice it can be expected to become a reference for teachers and a reference for finding techniques and media for English foreign language classes.

Second, and research results from Fitri Khairunnisa entitled *The Effect of Narrative Storytelling on Students' Speaking Skills of First Year Students of MA Darul Mahmudien nwmontong Gamang in Academic Year 2019/2020*, the results carried out by Fitri Khairunnsa are looking for the effect of using narrative storytelling itself which this research hopes

can provide information, models and references for future learning, and this research is also expected to be able to make an evaluation, revision and modification.

Third, for the third, the results of research from Inten Mujizat entitled *The Effectiveness of Using Storytelling Technique on Students Speaking Skills of MAN 1 Bekasi 2016/2017* and for the purpose of his own research is to find empirical evidence that storytelling techniques can improve students' speaking skills. , and for teachers it is hoped that they can use this storytelling learning technique to make classes more interesting and for their students it is hoped that they can create many opportunities to be more creative and of course courageous in speaking performance.

From the three studies above, the researcher found a difference, namely, I wrote that teaching using story telling in English is done so that students' skills in speaking English in class 10 of SMK Negeri 2 Metro can be more effective in pronunciation and this can also affect students' the level of confidence of students to speak English without hesitation or fear of being wrong to others not only in terms of speaking skills and self-confidence is expected to be a reference for teachers to change their classes to be even more interesting for their students.

CHAPTER II

REVIEW OF THE LITERATURE

A. SPEAKING

In this study, the term speaking is one of the four skills related to language teach and study. As a language skill, speaking is sometimes underestimated or, in other words, taken for granted. In teaching English, most of the teachers have related to teaching written language. This language is characterized with well-formed sentences integrated into highly structured paragraphs.⁵

In fact, speaking is also important for students. To find out how speakingthe important thing is, we need to know the nature of speaking itself.

1. The Definition of Speaking

Some language learning experts have tried to define speaking in their ownlanguage method. *Richards* said that speaking is the verbal use of language and media through which humans communicate with each other.⁶ That's the most demands the skills people need to communicate in everyday situations.

We must make ourselves understood by the people we talk to, and this is not a easy task, especially at the beginning and intermediate levels. In other words, speaking is seen as an interactive construction

⁵ David Nunan, *Designing Tasks for the Communicative Classroom* (Cambridg: Cambridge University Press, 2001), 58.

⁶ Jack C Richard and Willy A, *Methodology in Language Teaching* (New York: Cambridge University Press, 2002), 204.

process meaning that involves producing and receiving information to obtain certain end between the speaker and the listener According to *The Oxford Dictionary* , talking is simply about putting ideas in words to make others catch the message conveyed.⁷ When people communicating with other people, the speaker will use several utterances to convey his purpose to the listener.

The speaker must be able to turn his ideas into words and make sure the listener understands what he is talking about. Speaking also depends on the context of speaking used. people study language because you want to apply the language for a specific purpose.⁸ For example, Talking between students is about assignments, scores and everyday situations at school. It's a different matter if talking is used by air traffic controllers. They often speak English to guide the planes through the sky. That is, too different from talking used by fishermen because they often talk about boat, weather and fish harvest among fishermen. Inshort, speaking is the ability to express something orally language.

It is the act of providing information or expressing one's feelings at speech. Speaking activities usually involve communicative conversations between the speaker, who is giving the message, and the listener, who is receiving it. There is an information gap between what speakers say and what listeners receive when they speak. Both should be

⁷ Oxford University Press, *Oxford Learner's Pocket Dictionary* (New York: Oxford Learner's Pocket Dictionary, 2003), 426.

⁸ Jeremy Harmer, *The Practice of English Language Teaching* (New York: Longman, 1991), 343.

able to understand information provided to achieve communicative goals. This means that students must not only have knowledge of the forms and functions of the target language, but also knowledge about the interaction between the speaker and the listener respectively their meaning is made clear.

2. Functions of Speaking

According to *Richard* , there are two main functions of speaking. The first is the interactional function of speaking which functions to establish and maintain social relations, and the second is the transactional function , which focuses on the exchange of information. In addition, speaking has three communicative functions ; speaking as an entertaining interaction, speaking as a transaction, and speaking as a performance.⁹

The first is speaking as interaction it refers to what people usually mean by "*Conversation*" and describes interactions that serve a major social function. This function focuses on speakers and how they want to present themselves to one another rather than messages. For example, when people meet, they exchange greetings, engage in small talk, share experiences, and so on. Functions another is speaking as a transaction it refers to situations where the focus is on what is said or done. Messages and making oneself understood clearly and accurately are the main focus, not the participants and how they socially interact with one another. For example, students can engage in hands-on activities to explore concepts

⁹ J Richard, *Teaching Listening and Speaking-From Theory to Practice* (New York: Cambridge University Press, 2008), 26–27.

related to floating and sinking.

The last function is *Talk as Performance*. It's about public speaking, transmitting information before an audience, such as class presentations, public announcements, and speeches. In addition, there is a relationship between the three functions of speaking with storytelling techniques.

Storytelling is a speaking activity that forces or stimulates students to perform their speaking skills. So, that means storytelling can encourage students to use the speaking function.

3. The Elements of Speaking

Oral communication can be maintained by having several components such as following a :

a) Pronunciation

Pronunciation focuses on the Production and Identification of sounds, stress patterns, and intonation in English. This introduces multiple choice auditory identification.¹⁰

English pronunciation is considered by several aspects. First, it deals with the organs of speech and how they produce sound. Airflow originating from the lungs will experience modifications in the vocal cords, pharynx, mouth, and nasal cavities. It occurs as the opening and closing of the vocal cords. While the upper part of the speech apparatus is like the pharynx, mouth

¹⁰ Harold S Madsen, *Techniques in Testing* (New York: Oxford University Press, 1983), 57.

and nasal cavity, air flow can be modified to be *plosive, lateral, velar, nasal, bilabial, alveolar, dental, etc.*¹¹

Without good pronunciation, listeners cannot understand what other people are saying and this will make the communication process more difficult. Therefore, pronunciation has a central role in both the academic and social fields as a way for students to participate and integrate successfully in society.

b) Grammar

Grammatical is about proficiency in things from inflection to syntax.¹² We will not be able to pronounce the language without knowing the pattern of the language itself. Since knowledge of grammar is so important for language learners, it is clear that students need some knowledge of these rules to be able to speak properly. Students must learn grammar such as *modals, modifiers, prepositions, clauses* and other grammatical features.

c) Vocabulary

Vocabulary is an important element in teaching and learning speaking. It is important for language learners to choose the right words in certain situations to make their speech meaningful.¹³ For example, when people want to describe how they feel about something, they must be able to find words that reflect how they feel.

¹¹ Gerald Kelly, *How to Teach Pronunciation* (England: Pearson education Limited, 2000), 4.

¹² Madsen, *Techniques in Testing*, 34.

¹³ Paul Boogards and Batia Laufer Dvorkin, *Vocabulary in a Second Language: Selection, Acquisition, and Testing* (Amsterdam: John Benjamins Publishing, 2004), 42.

Therefore, students need to understand the importance of meaning in context and facts about word formations and how to twist words to fit different grammatical contexts.

d) Fluency

Fluency is the ability to speak spontaneously and fluently without pauses and without any distracting markers of hesitation. It also refers to several aspects such as responding coherently in conversational shifts, using linking words and phrases, keeping in mind easy-to-understand pronunciation and adequate intonation without too much hesitation. Fluency cannot be separated from accuracy. Accuracy refers to the mastery of phonology, grammar and lecture elements.

e) Comprehension

Last speaking element is Comprehension. Comprehension means understanding and interpretation of what is said. It's about the student's ability to speak on all professional and general topics without great effort and fluently as well as a native speaker.¹⁴ In conclusion, *pronunciation, grammar, vocabulary, fluency, and comprehension* are important and complementary components in the development of students' speaking skills. These elements support each other in achieving the purpose of speaking.

Furthermore, these elements will become the assessment instrument or rubric for the speaking test in this study. Each element

¹⁴ Arthur Hughes, *Testing for Language Teachers* (United States: Cambria University Press, 2003). 144.

has a rating scale to measure students' speaking skills. Then, scores will be collected as data from research.

B. STORY TELLING

1. Definition of Storytelling

Storytelling is telling stories or storytelling to convey something by speaking using a technique or ability to tell a story. Storytelling is a combination of two words, namely story and telling. Story which means story and telling means telling. When combined, it is interpreted as telling a story or telling a story.

In the Big Indonesian Dictionary (*Ikranegarkata & Hartatik*), a story is a story, a fairy tale, a speech that describes a process that occurs at length, an essay that presents the course of events, a play embodied in a performance (for example about dramas, films, and so forth). The term storytelling or storytelling is also another term that means the same, namely storytelling. Storytelling is one of the oldest arts and ancestral heritage which still exists today. So that storytelling must be preserved and developed as a positive means to support broad social interests. One of them is used for the benefit of education. Long before the emergence of written heritage and books, humans communicated and recorded events in their lives by speaking from generation to generation. Oral tradition used to be the prima donna and mainstay of parents, especially mothers and grandmothers, in lulling their

children and grand children to sleep.¹⁵ From the several opinions above it can be concluded that

Storytelling is an activity that conveys stories from a storyteller or storyteller to listeners with the aim of providing information for listeners so that it can be used to recognize one's own and other people's emotions and be able to do problem solving (*problem solving*).

2. The Aim of Storytelling

According to *Ellis and Brewster*, storytelling techniques can motivate students to develop positive attitudes towards foreign languages and language learning. In every story, there will be a moral message that can be taken, both negative and positive. If it is negative, the teacher must instruct students not to imitate, but if it is positive, the teacher must instruct students to do so. In addition, through telling stories students will be taught listening, good spoken language, plot, sequence, characterizations. Also, the importance of storytelling is all about visualization, so storytelling is mentally stimulating for students because they naturally begin to imagine and understand stories as they listen. Storytelling can improve students' ability to share social experiences. Storytelling is not only fun, but can help build students' confidence and encourage social and emotional development. Oral storytelling allows students to demonstrate their communication skills.

¹⁵ Susanti Agustina, *Storytelling as Energy for Children* (Jakarta: Indonesian Science House, 2008), 1.

That's the result in the use of paralinguistic features (body movements, facial expressions) as well linguistic features (using tense, linking devices, clarification of ambiguity). In addition, there are several purposes of storytelling in teaching English skills :

- a) To increase students' confidence in speaking skills
- b) To develop a problem solving
- c) To teach narrative structure and description practice
- d) To increase pronunciation and intonation
- e) To encourage interaction and cultural sharing.¹⁶

Here, the writer believes that the storytelling technique is an effective strategy that incorporates aesthetic ways of knowing into instruction. Too, storytelling has one of the benefits in improving the art of English education and definitely motivate students to connect with their learning process. From the purpose of storytelling, it can be concluded that storytelling gives There are many benefits besides improving speaking skills. Skills something else that can be improved through storytelling, such as students' positive attitudes toward foreigners language and language learning, listening, good spoken language, flow, sequence, characterization, students' ability to share social and linguistic experiences feature.

C. Storytelling as a Speaking Activity

Storytelling is the oldest form of educational activity in speaking skills that can be carried out stimulate students to enjoy the process of

¹⁶ Pramavayee Samantaray, "Use of Story Telling Method to Develop Spoken English Skills," *Vietnam* 1, no. 1 (2014): 41.

learning to speak. It has many benefits, such as for entertainment, education, cultural preservation, and instilling moral values. There are also elements that must be considered, namely plot, character, and narrative point of view. In addition, Brown lists several types of classroom speaking activities in this regard following form:¹⁷

- 1) *Imitative* students practicing intonation or trying to identify certain vowels voice. The elements of language forms are the focus of this activity.
- 2) *Intensive* These are speech performances designed to practice some phonological or grammatical aspects of language. Usually done in individually or even in pairs.
- 3) *Responsive* a meaning that students practice their language by answering some questions. This activity uses simple utterances that can be meaningful and authentic.
- 4) *Transactional (Dialogue)*. Transactional dialogue seeks purpose obtain or exchange certain information. This is an extended form of responsive language.
- 5) *Interpersonal (Dialogue)* Interpersonal dialogue seeks to maintain social relations than for the transmission of facts and information. Students are usually asked to dialogue about feel.
- 6) *Extensive (monologue)* is students are asked to give a long monologue in the form of an oral report, summary, or speech.
- 7) Other interactive techniques include interviews, games, jigsaws, problem solving activities, role play and discussion.¹⁹ It is clear that storytelling is

¹⁷ H. Douglas Brown, *Language Assessment- Principle and Classroom* (New York: Pearson Education, n.d.), 271.

one activity that is associated with many types of speaking activities.

Storytelling is an activity that requires a storyteller and an audience, so, learners will be speakers and spectators, they have to do their stories and response to another story. Storytelling will stimulate learners to perform intensive imitation of speaking talk as preparation before they do storytelling. Then, students will be motivated to respond to stories as spectators. In addition, storytelling will have many positive effects on students speaking skills skills, because telling stories makes students understand how to talk with good gestures and intonation. This is useful for learners to proceed to broad talk. From this explanation, storytelling can be implemented not only in speaking classes, but also in various types of work. Teachers can take this as a creative way class to take work as the topic.

As for the implementation steps for storytelling, namely:

- a. The teacher communicates the goals and themes in storytelling to students.
- b. The teacher conditions the classroom atmosphere so that students are ready to listen to the story to be told.
- c. The teacher prepares learning tools and media that will be used used. In this case the teacher uses picture media.
- d. The teacher opens storytelling activities by exploring children's experiences related to the theme of the story.
- e. The teacher develops the story that is conveyed by linking the facts around the student's environment.

- f. The teacher uses picture media that has been prepared according to the story theme
- g. The teacher evaluates by asking related questions with story content.
- h. Ask students to retell in their own sentences.

There are advantages and disadvantages of this storytelling method, including the following:

a. The advantages of the Storytelling Method

- 1) Stories can activate and excite students. Because students will always ponder the meaning and follow various story situations, so that students are influenced by the characters and topics of the story.
- 2) Directing all emotions so that they unite in one conclusion that occurs at the end of the story.
- 3) Stories are always captivating, because they invite you to follow the events and ponder their meaning.
- 4) Can affect emotions. Such as fear, feelings of being watched, willing, happy, reluctant, or hate so that it surges in the folds of the story.
- 5) Can develop a good speaking style. If seasoned with stories, it will increase their memorization power, in which there are new depictions of life, moreover, added artistic value in their nature, so that a listener feels enjoy and live it.

b. Disadvantages of the Storytelling Method

- 1) Understanding students will be difficult when the story has been accumulated by other problems.

- 2) It is monolog and can saturate students.
- 3) There is often an inconsistency between the contents of the story and the intended context, making it difficult to achieve the goals. Horn's opinion (Ahyani 2010) states that stories have the ability to create the right learning environment for students. Hamilton and Weiss (2005) also explained that storytelling is a process of building stories in the mind, which is the most basic way to make meaning and includes aspects of learning. From the description above it can be concluded that storytelling is the delivery of subject matter by telling chronologically.

CHAPTER III

RESEARCH METHODOLOGY

A. Variable and Operational definition

An operational definition is a definition based on defined and observed properties. The operational definitions of the variables in this study are as follows:

1. Story Telling

Storytelling is telling stories or storytelling to convey something by speaking using a technique or ability to tell a story. Storytelling is a combination of two words, namely story and telling. Story which means story and telling means telling. When combined, it is interpreted as telling a story or telling a story.

2. Speaking Skill

Some language learning experts have tried to define speaking in their own language method. *Richards* said that speaking is the verbal use of language and media through which humans communicate with each other.¹⁸ That's the most demands the skills people need to communicate in everyday situations.

B. Research Location

Research location in this study is SMKN 2 Metro.

¹⁸ Jack C Richard and Willy A, *Methodology in Language Teaching* (New York: Cambridge University Press, 2002), 204.

C. Subject and Object of Study

The subject of this research is Students of X Class with 25 students at SMKN 2 Metro in the academic year 2022/2023. The Object of this study is Speaking skill students’.

D. Action Plan

This research used classroom action research (CAR). This study describes a dynamic process that includes aspects of planning, action, observation, and reflection, which are sequential steps in the next cycle. This study uses Story Telling media in the teaching and learning process in the classroom. The implementation of this research carried out a continuous improvement process or repeated actions (cycles) so that from the first cycle, the second cycle onwards which aims to reduce students who are less active in learning.

To see student learning outcomes, a test is given which serves as an initial evaluation. While preliminary observations were made to determine the actions given in order to improve student learning outcomes, especially in learning business communication.

The classroom action research model used in this study has a four-step cycle as shown in the following figure:

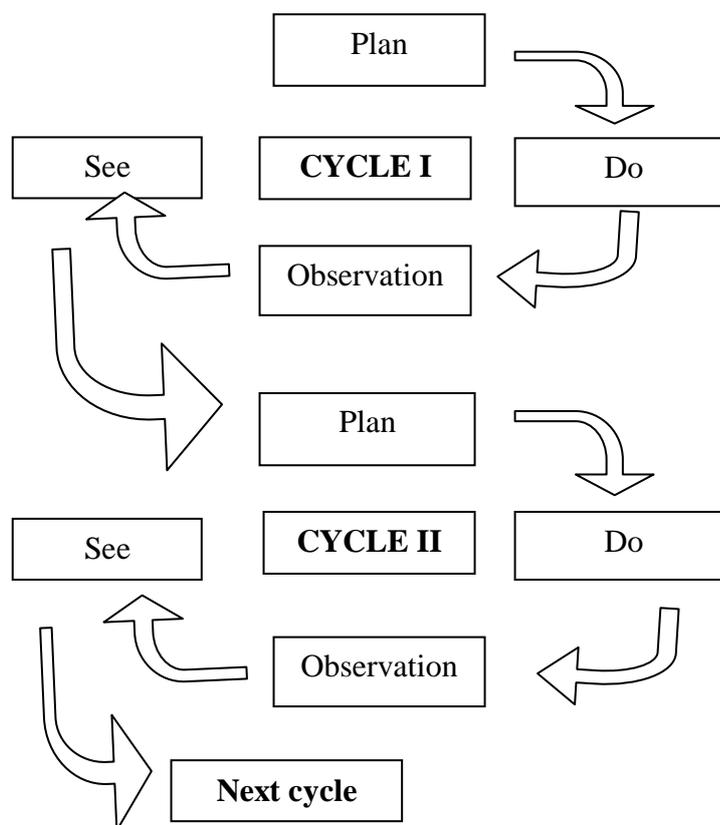


Figure 1. Classroom Action Research Schematic

Based on the initial reflection, classroom action research is carried out with the following procedures:

Cycle I

1. Planning

At the stage researcher determines the class that we be the subject of research. The researcher took class whose students' scored low on Speaking skill tes. The selected class was then given treatment using story telling. After determining the class, the next step is to develop learning

tool such as lesson plan and instruments. After that, the researcher prepares for the pretest.

2. Do/Acting

This implementation stage is the implementation stage of the learning activities that have been prepared in the planning, while the procedures are as follows:

a. Introduction

- 1) The teacher reminds the previous concepts.

In this step, the researcher give ti students any concept of speaking skill. The researcher try to reminds the subject with spelling five untill ten words related to the matery. And then, the student ask to written those word in their book.

- 2) The teacher conveys the learning objectives.

In this step, researcher explaining to students about the purpose of the study and give reinforcement that speaking is the importing things.

- 3) The teacher motivates students to study hard.

In this step, the researcher giving motivation to students about usage of english in daily life or the other.

b. Core activities

The teacher prepares the narrative text. Then the teacher explains the instructions about learning with story telling. Students are asked to read the narrative text and find some new vocabularies and

asked them to do a story telling based on the narrative text that has been given.

c. Closing

After everything is done the teacher gives value and appreciation to students who present the results of their discussions well. The teacher confirms and asks which questions the students think are the most difficult.

3. Observation

At this stage, observations are made to determine the suitability of the implementation of the action with the action plan that has been prepared previously, as well as to find out how far the implementation of ongoing actions is expected to produce changes for the better.

4. See

After the learning process is complete, the results of reflection are carried out, namely to reiterate what has been done, it can be found that there are student deficiencies in the learning outcomes obtained and the teacher's performance.

Cycle II

The Cycle II will be carried out if the first cycle has not given results that are in accordance with the indicator of success. The steps of the cycle II will be done as in the Cycle I.

E. Data collecting technique

Data collection techniques used in classroom research were collected through tests.

1. Test

The test given is a formative test, which is a test used to determine the extent to which students get grades after participating in the learning process. If in Cycle I, it has reached the Indicator of succes, it will not proceed to cycle II,. If has not been succesful, it will continue next cycle untill reaches the indicator of succes.

2. Observation

At this stage, observations of learning outcome are carried out wether they have reached the target of succes or not.

3. Documentation

At this stage, researcher conducts documentation or photos related to learning using movie media.

F. Data Collecting Instruments

The types of data collection instruments are as follows:

1. Test Questions

The test is carried out at the end of each cycle and is carried out to obtain data relating to the extent to which students' absorption of the material provided by the teacher during the cycle will result in data on student learning outcomes or the level of student success during lessons.

Data Analysis Technique

1. Learning Outcome Data Analysis

To find out student learning outcomes after learning by applying movie media, data is taken from the test at the end of each cycle using the following formula:

The percentage of students' completeness is calculated using the formula:

$$Y = \frac{R}{N} \times 100\%$$

Information :

Y = Percentage of student completeness

R = Number of students who scored 70

N = Number of students

G. Indicator of Success

Indicators of the success of the action in research need a reference to consider the results to be achieved after the action is taken. Indicators of success in research In this case, the expected learning outcomes are 60% of the total number of students getting a score of 75. This is based on the minimum completeness criteria (KKM) of students set at SMKN 2 Metro for English subjects.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Location

a. History of SMKN 2 Metro

Metro 2 State Vocational High School (SMK); opened in 1972 with the name Perintis Secondary Technical School (STM), then changed its name again to Metro State Agricultural Technical High School (SMT) in 1978, then changed again to Metro 2 State Vocational High School (SMK) based on Ministerial Decree Number 036/ O/1997.

SMK Negeri 2 Metro was then designated as a National Standard School (2005), then again designated as an International Standard National School (2006) with the Decree of the Director of Vocational Development, Directorate General of Management of Basic Education, Department of National Education number 0004/C5.2/Kep/MN/2006 continue to organize teaching and learning activities in several expertise programs in accordance with developments in the existing situation.

At the beginning of its growth, SMK Negeri 2 Metro had 4 skill programs, namely Agricultural Mechanization, Agricultural Product Technology, Agronomy, and Fisheries. Over a period of 37 years of service, in 2018 SMKN 2 Metro became a Revitalization school. Skills Programs developed at SMKN 2 metro include:

1. Agricultural Product Processing Agribusiness (APHP)
2. Agribusiness of Food Crops and Horticulture (ATPH)

3. Fisheries Agribusiness (AP)
4. Livestock Agribusiness (AT)
5. Agricultural Engineering
6. Chemical Engineering (TK)
7. Light Vehicle Engineering (TKR)
8. Cooling and Air Conditioning Engineering (TPTU)

The number of students for these 8 programs in the 2019/2020 academic year is approximately 1500 students with 36 study groups. Apart from opening 8 skills programs, SMK Negeri 2 Metro is planning to develop other activity programs. With the revitalization program for vocational schools throughout Indonesia, SMK Negeri 2 Metro is currently developing a strategic School Business Plan in facing the free market era.

b. Vision and Mission of SMKN 2 Metro

VISION:

Competent and with Pancasila character

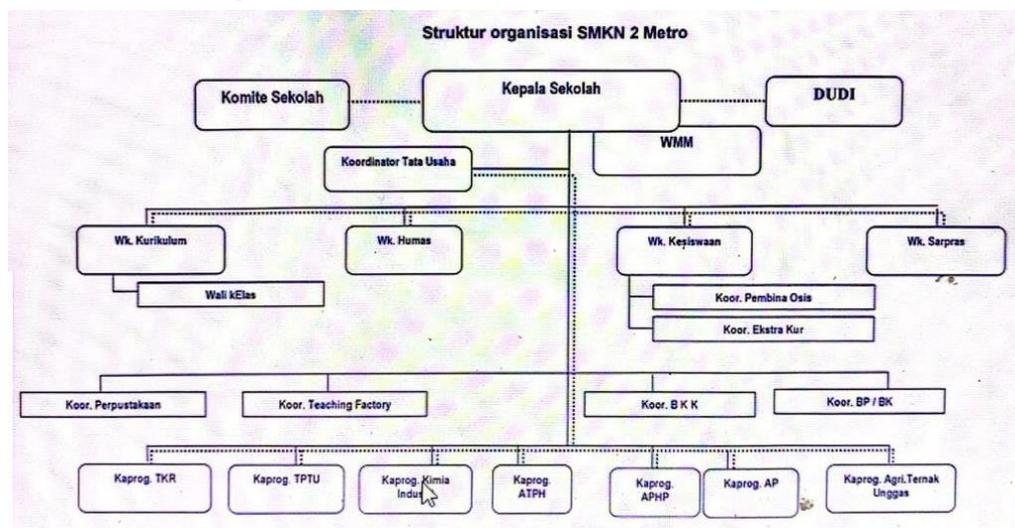
Mission:

1. Implementing Pancasila character values in the learning process
2. Develop curriculum, learning methodology and competency-based assessment system in accordance with global industry needs
3. Develop an independent entrepreneurship program
4. Develop a strategic partnership with IDUKA
5. Increase the availability of facilities and infrastructure according to the SNP

Objective :

1. To create graduates who are competent and have the character of Pancasila (Faith and Devotion to God Almighty and have noble character, Independence, Mutual Cooperation, Global Diversity, Critical Reasoning and Creative
2. Implementing an industry-based curriculum and literacy culture
3. Increasing teacher competence in accordance with technological developments
4. Creating independent entrepreneurship
5. Creating a BLUD Vocational School
6. Establish collaboration with IDUKA at regional and national levels
7. Provide practice facilities according to IDUKA standard
8. Create a workshop or laboratory according to IDUKA standards
9. Implement IDUKA standard work culture

c. Structure of the Organization of SMKN 2 Metro



d. School Management

The names of the principals of SMK Negeri 2 Metro and term of office

No.	Principal's Name	Term of Office
1.	Amalsyahrudin	Started up until January 2002
2.	Ir. E. T. Sutarman	January 2002 - August 2004
3.	Drs. Badaruddin	August 2004 - October 2007
4.	Drs. Simin Efendi	October 2007 - December 2009
5.	Drs. Sutarman, M.M	December 2009 - April 2017
6.	Dr. Armina, M.Pd	7il now

Source: Documentation Results of SMKN 2 Metro on April 20, 2022

Expertise Program at SMK Negeri 2 Metro

No.	Program Keahlian	Singkatan
1.	Agribisnis Pengolahan Hasil Pertanian	APHP
2.	Mekanisasi Pertanian	MP
3.	Agribisnis Tanaman Pangan dan Holtikultura	ATPH
4.	Agribisnis Perikanan Air Tawar	AP
5.	Teknik Kendaraan Ringan	TKR
6.	Agribisnis Ternak Unggas	ATU
7.	Kimia Industri	KI
8.	Teknik Pendingin dan Tata Udara	TPTU

Source: Documentation Results of SMK N 2 Metro on April 20, 2022

e. Teacher and Official Employers

**The Condition of Teacher and Official Employers at
SMK Negeri 2 Metro**

No.	Teacher Names	Position/Field
1.	Armina, M.Pd	Head Master
2.	Pramudiatiningsih	Religious Education Teacher
3.	Sugiyarti, S.Th.I	Religious Education Teacher
4.	Umiyati, S.Ag	Religious Education Teacher
5.	Anna Susanti, S.Ag	Religious Education Teacher
6.	Muhammad Zuhri, S.Ag	Religious Education Teacher
7.	Antonius Tamtama	Religious Education Teacher
8.	Yusuf Marsih, S.Ag	Religious Education Teacher
9.	Agus Pengah Suartana, S.Ag	Religious Education Teacher
10.	Anna Wulandari, S.Pd	PKN Teacher
11.	Alina Kusuma, S.Sos, M.Pd	PKN Teacher
12.	Salmeri Irnayanti, S.Pd	PKN Teacher
13.	Inna Febriana Miharjo, S.Pd	PKN Teacher
14.	Riza Rahmawati, S.Pd	Counseling guidance
15.	Asnila Sari, S.Pd	Counseling guidance
16.	Lilis Puspita Ningrum, S.Pd	Counseling guidance
17.	Heru Prasetyo, S.Pd	Counseling guidance
18.	Riska Oktavia, S.Pd	Counseling guidance

19.	Drs.Sunarjo	Counseling guidance
20.	Dito Prastanto, S.Pd	Counseling guidance
21.	Nurwanti, S.Pd	Indonesian Teacher
22.	Sukiman, S.Pd	Indonesian Teacher
23.	Serly Fatmayanti, S.Pd	Indonesian Teacher
24.	Neneng Suryani, S.Pd	Indonesian Teacher
25.	Reni Kurniasari, S.Pd	Indonesian Teacher
26.	Dra. Sri Harnani, M.Pd	Mathematics Teacher
27.	Dra. Siti Umi Maimunah	Mathematics Teacher
28.	Sumardi, S.Pd	Mathematics Teacher
29.	Fajar Prasetya, S.Pd	Mathematics Teacher
30.	Lis Suharyani, S.Pd	Mathematics Teacher
31.	Sri Asih, S.Pd	Mathematics Teacher
32.	Dra.Yanti Refliana	IPS Teacher
33.	Heri Budiono, S.Pd	IPS Teacher
34.	Windi Novika Sari, S.Pd	IPS Teacher
35.	Dra.Magdalena Ismerhan	English Teacher
36.	Nanang Triasmori, M.Pd	English Teacher
37.	Gunawan Heri Siswanta, S.Pd	English Teacher
38.	Yani Astuti, S.Pd	English Teacher
39.	Mutmainnah, S.Pd	English Teacher
40.	Hetti Kusumawati, S.Pd	English Teacher

41.	Nun Ichwati	Art and culture
42.	Ade Gabriel Prayogo, S.Pd	Art and culture
43.	Suhono,S.Pd	Entrepreneurship
44.	Endang Ratnawati,S.P	Entrepreneurship
45.	Ety Wahyuni, S.P	Entrepreneurship
46.	Messiana Marito Ambarita, S.P	Entrepreneurship
47.	Sony Saptanagara, S.Pd	Sport Teacher
48.	Bagus trisaksono, S.pd	Sport Teacher
49.	Een Saputri, S.Pd	Sport Teacher
50.	Adityo Dharmadi, S.Pd	Sport Teacher
51.	Dra.Elfiti Zaharo	Fisika Teacher
52.	Anissa Septiyaningrum, S.Si	Fisika Teacher
53.	Dra. Tripeni Handayani	Kimia Teacher
54.	Teguh Wardoyo,S.Pd	Biologi Teacher
55.	Ganda Saputra, S.T	Digital Teacher Simulation
56.	Rupawan, S.Kom	Digital Teacher Simulation
57.	Erwan, S.T	Digital Teacher Simulation
58.	Anissa Putri, M.Pd	Lampung Language Teacher
59.	Sujianto	TPHP Vocational
60.	Yuliza Ratna Dewi, S.Tp, M.Si	d of Study Program APHP Vocational
61.	Sri Mulyani, S.Tp, M.Si	APHP Vocational
62.	Rasti Hafizanti, S.Pd	APHP Vocational

63.	Pazar Rakasiwi, S.Pd	APHP Vocational
64.	Edy Subekti, S.Pd	MP Vocational
65.	Bambang Miswanto, S.T	Head of Study Program MP Vocational
66.	Sugeng Ari Wibowo, S.TP	MP Vocational
67.	Nurhandoko, S.P	MP Vocational
68.	Isti Khoiriyah, S.P	MP Vocational
69.	Wiyudatara, S.St.Gr	ATPH Vocational
70.	Bekti Kurniawan, S.St.Gr	ATPH Vocational
71.	Sri Indrawati, S.P	Head of Study Program. ATPH Vocational
72.	Ariyani, S.Pd	ATPH Vocational
73.	Deden Sobar Hidayat, S.Pd	AP Vocational
74.	Aan Suryaningsih, S.Pd	AP Vocational
75.	Marwati, S.P	AP Vocational
76.	Henry Mardito, A.Pi	Head of Study Program. AP Vocational
77.	Siti Nurlatifah, S.Pt	Poultry Farming agribusiness
78.	Nani Riani, S.Pt	Head of Study Program. poultry farming agribusiness
79.	Theresia Normawati, S.Pt.,M.M	Poultry farming agribusiness
80.	Venny Indriati, S.Pt.,M.P	Poultry farming agribusiness
81.	Suprapti, S.Pd	Automotive Vocational
82.	Suryadi, S.Pd	Automotive Vocational

83.	Maryansya,S.T., M.Pd	Automotive Vocational
84.	Agung Nugroho, S.Pd.T	Head of Study Program Automotive Vocational
85.	Makmun, S.T,M.Pd	Automotive Vocational
86.	Dono Efendi,S.Pd	Automotive Vocational
87.	Murdjito, S.T	Automotive Vocational
88.	Budianto, S.Pd	Automotive Vocational
89.	Dedy Antoro, S.Pd	Automotive Vocational
90.	Ahmad Wahyudi, S.T	TPTU Vocational
91.	Cahyo Padmasana,S.Pd.T	Head of Study Program. TPTU Vocational
92.	Gian Anshori, S.Pd.T	TPTU Vocational
93.	Ato Triyono, S.Pd, M.Pd	TPTU Vocational
94.	Prawito, S.Pd. Kim	Industrial Chemistry Vocational
95.	Asep Eryana, S.Pd	Industrial Chemistry Vocational
96.	Ati Atun Chasanah, S.T	Head of Study Program. Industrial Chemistry Vocational
97.	Dewi Ruum, S.Si	Industrial Chemistry Vocational
98.	Zuhardi	Adminsitration Staff
99.	Sri Wasiati, ST	Adminsitration Staff
100.	Sugiyantopo, S.Pd	Quality Management Representative
101.	Titik Kurniyah, Sip	Librarian

102.	Tina Maria Sandi, S.Pd	Honorary Employee
103.	Ika fajriana puspita	Honorary Employee
104.	Winda Trimundari, S.Pd	Admnsitration Staff
105.	Sutriono	Teacher
106.	Purwanto	Honorary Employee
107.	Defi	TKR Technician
108	Aguanda	Student Staff

f. Students Data

Student Data for SMKN 2 Metro

No	Class	M	F	Total	No	Class	M	F	Total
1.	X TPTU1	32	-	32	27.	X1 PH 2	-	26	26
2.	X TPTU 2	32	-	32	28.	XI MP 1	28	-	28
3.	X TKR 1	34	-	34	29.	XI MP 2	27	-	28
4.	X TKR 2	34	-	34	30.	XI AT 1	19	2	21
5.	X TKR 3	31	1	32	31.	XI AT 2	18 2	2	20
6.	X TK 1	8	18	26	32.	XI BT 1	24	6	30
7.	X TK 2	6	17	23	33.	XI BT 2	21	6	27
8.	X PH 1	5	23	28	34.	XI BP	25	1	26
9.	X PH 2	5	23	28	35.	XII TPTU 1	29	-	29
10.	X MP 1	28	-	28	36.	XII TPTU 2	27	-	27

11.	X MP 2	30	-	30	37.	XII TKR 1	26	-	26
12.	X AT 1	21	2	23	38.	XII TKR 2	22	-	22
13.	X BT 1	25	6	31	39.	XII TKR 3	27	-	27
14.	X BT 2	23	9	32	40.	XII TK 1	3	17	20
15.	X BP 1	21	2	23	41.	XII TK 2	5	17	22
16.	XI TPTU 1	35	-	35	42.	XII PH 1	-	31	31
17.	XI TPTU 2	32	1	33	43.	XII PH 2	-	28	28
18.	XI TKR 1	32	-	32	44.	XII MP 1	26	-	26
19.	XI TKR 2	35	-	35	45.	XII MP 2	25	-	25
20.	XI TKR 3	30	1	31	46.	XII AT	18	8	26
21.	XI TK 1	14	11	25	47.	XII BT 1	21	9	30
22.	XI TK 2	4	18	22	48.	XII BT 2	24	10	34
23.	XI PH 1	2	24	26	49.	XII BP	28	3	31

Number of Students by Education Level

Level Education	M	F	Total
Class X	335	99	434
Class XI	346	98	444
Class XII	281	123	404
Total	978	325	1282

g. Facilities and Infrastructure

Data on facilities and Infrastructure of SMK Negeri 2 Metro

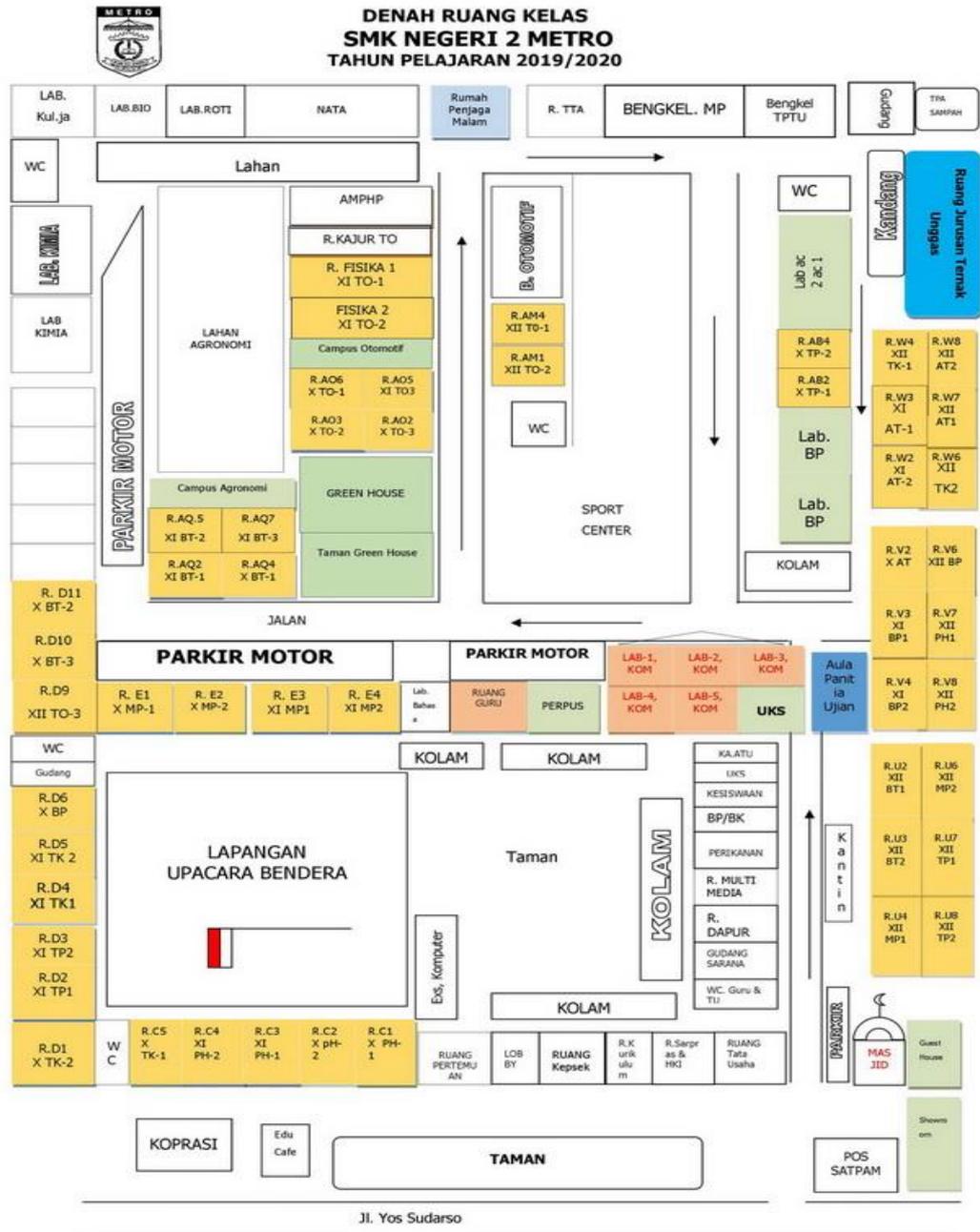
No.	Name of Building/Facility	Total
1	Bengkel TPTU	1
2	Bengkel Agribisnis ternak unggas	1
3	Bengkel kelistrikan otomotif	1
4	Bengkel kimia industri	1
5	Bengkel agribisnis perikanan	1
6	Bengkel mekanisasi pertanian	2
7	Bengkel otomotif	1
8	Bengkel traktor	1
9	Kandang ayam pedaging	2
10	Kandang ayam petelur	1
11	Green house	1
12	Gudang	1
13	Kantin	1
14	Koperasi	1
15	Lab.biologi	1
16	Lab. bahasa inggris	1
17	Lab. kultur jaringan	1
18	Lab. Fisika	2
19	Lab. komputer	4

20	Lab. nata decoco	1
21	Lab. roti	1
22	Masjid	1
23	Ruang aula	1
24	Pos satpam	1
25	Ruang kerja bursa khusus (BKK)	1
26	Ruang kepala sekolah	1
27	Ruang kelas	53
28	Ruang guru	1
29	Ruang ketua program keahlian mekanisasi pertanian	1
30	Ruang ketua program keahlian APHP	1
31	Ruang ketua program keahlian agribisnis perikanan	1
32	Ruang ketua program keahlian otomotif	1
33	Ruang ketua program keahlian TPTU	1
34	Ruang ketua program keahlian agribisnis ternak unggas	1
35	Ruang osis	1
36	Perpustakaan	1
37	Ruang konseling	1
38	Ruang KPRI guru	1

39	Ruang tata usaha	1
40	Ruang UP	1
41	Ruang uks	1
42	Sport centre	1
43	Teaching factory	2
44	Toilet guru	1
45	Teaching factory	2
46	Toilet peserta didik	5
47	Rumah penjaga sekolah	1
48	Lahan parkir	6
49	Ruang tamu kepala sekolah	1
50	Edu cafe	1

h. Location of SMKN 2 Metro

V79X+QG2, Jl. Yos Sudarso, Ganjarasri, Kec. Metro Bar., Kota Metro,
Lampung 34121



B. Data Description

The part shows the general description of the students' scores in both the experimental class and control group. The description is divided into some sections: pre-test, post-test, gained score, and data analysis. And it is the data were collected from the results of students' scores of pre-test and post-test in both experimental class and control group. The followings are the descriptions:

1. Pre-Test Score

The Student's Pre-Test Score

No.	Name	Criteria					Score
		P	G	V	F	C	
1.	AS	2	2	2	1	2	45
2.	AWP	3	2	2	2	1	50
3.	ADF	2	2	2	2	2	50
4.	DA	1	2	2	2	1	40
5.	ES	1	1	1	2	1	30
6.	EF	3	3	3	3	3	75
7.	EA	3	2	2	2	3	60
8.	FAP	2	3	3	2	2	60
9.	FAP	2	3	3	3	2	55
10.	FRAR	1	2	3	2	1	40
11.	FAW	2	1	2	2	2	45
12.	FAM	2	1	2	1	3	45
13.	GAR	3	3	2	2	2	60
14.	JA	3	3	3	3	3	75
15.	LS	3	3	2	2	3	65

16.	MI	2	2	1	2	2	45
17.	MS	1	1	2	1	1	30
18.	NFZ	2	1	2	2	2	45
19.	RDF	2	2	2	1	2	45
20.	RDF	3	2	2	2	3	60
21.	RAP	3	3	3	3	3	75
22.	VDA	2	3	2	2	2	60
23.	VIA	3	3	3	2	3	70
24.	WA	3	3	3	3	3	75
25.	WSN	3	2	2	2	3	60
26.	TOTAL						1360
27.	AVERAGE						54.4

As mentioned of scores in pre-test in the tables, it can be clarified that the mean score of pre-test in thia class was 54.4. And from the scores it means that the score is still low and need to be improved.

a. Cycle I

Cycle I was divided into planning, acting, observation, and reflecting. There would explain more clearly as below:

1) Planning

The first meeting was done on November, Monday 20th, 2023. It was opened by praying, greeting, checking the attendance list, and introducing the researcher to the students. Based on the result of pre-test score, the researcher has identified and found the problem after taking the student's post-test score. Therefore, the researcher directly prepared the lesson plan such as; the material,

media, task and evaluation for the second meeting.

2) Acting

a) The first meeting

The meeting was done on November, Monday 20th, 2023. In this meeting the researcher was being a teacher and the collaborator was being observer. The meeting start by unique greeting, and then the teacher checked the student's attendance and asked the condition of students. In the first meeting, the teacher tries to give how important speaking in daily activities.

The teacher stimulated and shared about the useful of speaking in the real of life, especially in our country. In this meeting the teacher also gave the tips and trick in speaking activities to help the student's problem that commonly faced. In the end of meeting, the researcher closed with motivated and gives the students spirits to learn and practice more in speaking.

b) The second meeting

The second meeting was conducted on November, Tuesday 21th, 2023. In this meeting was started by pray together, and then the teacher checked the student's attendance and asked the condition of students.

The first, the researcher explains about the material about speaking and Story telling activity. The second, after the explanation is done, the researcher gave them a narrative text and asked them to read it. After they read the narrative text, the researcher ask some questions about the

text. In the end of meeting, the teacher closed with evaluation, praying and motivated the students.

c) The Third Meeting

The third meeting was conducted on November, Wednesday 22th, 2023. In this meeting the researcher was being the teacher and the collaborator was being the observer. First, the teacher checked the students's attendance and asked the condition of students.

In this meeting, the researcher gave the post test. The test is, the students have to perform the story telling or retelling about the text that have been given in the previous meeting. It was done to know students learning result after following the learning process. Then the after time was over, after 90 minutes and the researcher gave motivation for the students, pray and study hard at home and keep fighting.

Table 2
The Student's Post-Test 1 Score

No.	Name	Criteria					Score
		P	G	V	F	C	
1.	AS	3	3	3	3	2	70
2.	AWP	3	3	2	3	3	70
3.	ADF	3	3	3	3	3	75
4.	DA	2	2	2	3	2	55
5.	ES	2	2	1	2	2	45
6.	EF	3	3	3	3	4	80

7.	EA	3	3	2	2	4	70
8.	FAP	3	3	3	3	2	70
9.	FAP	2	3	3	4	3	75
10.	FRAR	1	3	3	2	2	55
11.	FAW	2	3	3	2	3	65
12.	FAM	3	2	3	2	3	65
13.	GAR	3	3	2	3	2	65
14.	JA	3	3	3	4	3	80
15.	LS	3	3	4	3	3	80
16.	MI	2	2	3	2	2	55
17.	MS	2	1	3	1	2	45
18.	NFZ	2	3	2	2	3	60
19.	RDF	2	3	2	2	2	55
20.	RDF	3	3	2	4	3	75
21.	RAP	3	4	3	3	3	80
22.	VDA	2	4	3	2	2	65
23.	VIA	3	4	3	4	3	85
24.	WA	3	3	4	3	3	80
25.	WSN	3	2	4	3	3	75
26.	TOTAL						1695
27.	AVERAGE						67.8

Table 3
Frequency of the Student's Score of Post Test 1

No	Grade	Frequency	Percentage	Explanation
1	≥ 75	10 students	40%	Complete
2	< 75	15 students	60%	Incomplete
	Total	25 students	100%	

The table above was explained about the student's speaking post test 1. It shows that the total of the scores was increased. The mean also increased compared to the student's pre test. There are 10 students who passed the score or 40%, and 15 students who did not pass the score or 60%. It means the treatment was work to improving the student's speaking skill. But, the score was still low, it needs more improved to get the standart. So, the researcher did the Cycle 2.

3) Observing

In observation of teacher's action, the researcher presented three meeting in cycle I of learning to find the information their speaking performance. The teacher explained about Speaking and Story Telling to comprehend speaking performance easily. Although the researcher had explained the material and the technique but the students were still not confidence and got difficulties to speak up in front of the class. The students those passed in post-test cycle 1 only 10 students of 25 students.

4) Reflecting

Based on the result of cycle I, it could be seen that most of students“ got difficulty to perform speaking. It happened because the students did not have enough vocabulary and confidence in speaking. At the end of this cycle, the researcher and the collaborator analyzed and calculated all the processes like student’s pre-test score and the result of student’s post-test 1 score.

b. Cycle II

1) Planning

In planning at Cycle II the researcher and collaborator would like to make and discuss about the lesson plan. Before the researcher and collaborator made a lesson plan they wanted to identify the problem in the classroom. Based on the student’s result in cycle 1, the researcher concluded that the problems that faced by students is the student do not have confident to speak English in front of the people, and the researcher try to gave the student understanding about how to be confident by performing the Story Telling.

2) Acting

a) The first meeting

The first meet was done on November, Thursday 23th, 2023 at 07.30 – 10.00 am. In this meeting was started by pray together, and then the teacher checked the students“ attendance and asked the condition of students.

The learning process in the cycle II focused on the weakness of cycle I. The researcher found the students' problems were in mechanic, organization and also grammar. The researcher asked about the previous material before she explained more about it. After that, the researcher explained the topic. The topic is asking and giving opinion about speaking and the story telling text that going to be performed.

Finally, the bell rang after 2 x 40 minutes. It means that the time was up and the researcher closed the lesson and reminded the students to study again about asking and giving opinion.

b) The second meeting

The second meeting was conducted on November, Friday 24th, 2023 followed by 25 students. In this meeting the researcher was being the teacher and the collaborator was being the observer. This meeting used to post test II in the end of cycle.

The researcher gave post test to the students. In this meeting almost of the student's delivered and have a good performance. It can be seen from the result of the post test II.

Table 4
The Student's Speaking Score in Post-Test 2

No.	Name	Criteria					Score
		P	G	V	F	C	
1.	AS	4	3	3	4	2	80
2.	AWP	3	4	2	3	4	80
3.	ADF	4	3	3	3	4	85
4.	DA	3	3	3	4	3	80
5.	ES	2	2	3	2	3	60
6.	EF	3	3	4	3	4	85
7.	EA	3	3	3	2	4	75
8.	FAP	3	3	4	3	3	80
9.	FAP	3	3	3	4	3	80
10.	FRAR	3	3	3	2	2	65
11.	FAW	3	3	3	2	3	70
12.	FAM	3	4	3	3	3	80
13.	GAR	3	3	3	3	2	70
14.	JA	3	4	4	4	3	90
15.	LS	3	4	4	3	3	85
16.	MI	2	4	3	2	2	65
17.	MS	2	3	3	1	2	55
18.	NFZ	2	4	2	4	3	75
19.	RDF	2	3	2	4	2	65
20.	RDF	3	3	3	4	3	80
21.	RAP	3	4	4	3	3	85
22.	VDA	2	4	3	3	3	80
23.	VIA	3	4	3	4	4	90
24.	WA	3	3	4	3	4	85

25.	WSN	3	3	4	3	3	80
26.	TOTAL						1925
27.	AVERAGE						77

Table 5

Frequency of the Student's Score of Post Test 2

No	Grade	Frequency	Percentage	Explanation
1	≥ 75	18	72%	Complete
2	< 75	7	28%	Incomplete
	Total	25 students	100%	

According to the table above, it shows that the student's speaking score was increased. In the post test 1, the mean of the score was only 67.8, and in the post test 2 the student's mean score was 77. It means, the treatment was work. There are 18 student who passed the minimum score in post test 2, or 72% student's have passed the minimum score. It can conclude that the researcher did not need to do the cycle 3, because the goals have been achieved. It means, the treatment was successfully.

3) Observing

In the observation the researcher presented two meeting in cycle II. The researcher explained the material about Story Telling and also gave treatment, games, vocabulary and expressions which can be used to improve the students speaking performance easily. It was expected could

help the students" to get the various way and technique to improve their speaking performance.

5) Reflecting

Based on the result of cycle II, at the end of this cycle, the researcher and the collaborator analyzed and calculated all the processes like student's post-test I score and the result of student's post-test II score.

C. Discussion

In teaching speaking skill to the students" of SMKN 2 Metro especially in students of 1st grade, the researcher chose Story Telling technique to improve the students" speaking skill. The researcher used this technique to organize students" idea and made students more active in speaking skill in learning English. Therefore, it is proved that the implementation of Story Telling Technique improves the students" learning activities. Therefore, Story Telling technique hopefully is useful in the learning activities. Based on the explanation of cycle I and cycle II, it was investigated that the use of Story Telling technique could improve the students" in speaking skill. There is progress from the students get grade >75 from pre-test 16% or 4 students, post-test I 40% or 10 students and post-test II become 72% or 18 students. It is inferred that there is improvement on the students' complete grade and total of grade of the students who passed the least from pre-test, post-test I to post-test II. From the explanation, the researcher concludes that the research is successful and it can be stopped in the cycle II because the indicator of success 70% of students got grade >75 are reached. .

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter shows the conclusions of the research and offers some suggestions. The conclusions and suggestions are drawn based on the research findings and discussions in the previous chapter.

A. Conclusion

Based on the result of the learning process on two cycles, the researcher would like to describe the conclusion that the speaking skill could be improved through Story Telling Technique at the 1st grade of SMKN 2 Metro.

It was investigated that the use of Story Telling technique could improve the students' speaking skill. There is progress of students' grade that achieves the Minimum Mastery Criteria (MMC) Based on the explanation of cycle I and cycle II, it was investigated that the use of Story Telling Technique could improve the students' speaking skill. There is progress from the students get grade >75 from pre-test 16% or 4 students, post-test I 40% or 10 students and post-test II become 72% or 18 students. It is inferred that there is improvement on the students' complete grade and total of grade of the students who passed the least from pre-test, post-test I to post-test II. From the explanation, the researcher concludes that the research is successful and it can be stopped in the cycle II because the indicator of success 70% of students got grade >75 are reached. Therefore, it

is concluded that the use of Story Telling technique could improve the students' speaking skill and their learning activity.

B. Suggestion

Based on the conclusion above, there are some suggestion intended to the improvement of teaching and learning process, as follows:

1. To English Teacher

- a. The teacher is suggested to prepare and select appropriate technique and materials to produce the effective teaching learning process. Also, the teachers should determine the target of the teaching which must be achieved. The teacher should be able to create the teaching learning enjoyable process, such as selecting text or new teaching media. role the teacher how to made student create to achieve material and made English language interest in their learning process.
- b. It is better for the teacher to use Story Telling technique in English learning especially in speaking because it can improve student's speaking skill
- c. The teacher is suggested motivation to the students in order to be active in learning process. Inovation nedeed for teacher to made interest English learning.

2. To the Students

It is suggested to the students to be more active in learning process in the class and improve their ability in speaking skill so they can be successful in English learning. And also Story Telling technique introduce for student about how to speak English happily.

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APPENDICES



**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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Nomor : B-5209/In.28.1/J/TL.00/11/2023
Lampiran : -
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
Yerni Amir (Pembimbing 1)
Kuryani (Pembimbing 2)
di-

Tempat
Assalamu'alaikum Wr. Wb.

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

Nama	: DANU HILMY DARMAWAN
NPM	: 1801071008
Semester	: 11 (Sebelas)
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris
Judul	: The Effectiveness of Using Storytelling in Teaching Speaking at the First Graders of SMK Negeri 2 Kota Metro

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, 11 November 2023
Ketua Jurusan,



Dr. Much Deiniatur M.Pd.B.I.
NIP 19880308 201503 1 006



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Nomor : B-5291/In.28/D.1/TL.00/11/2023
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMK NEGERI 2 KOTA
METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-5292/In.28/D.1/TL.01/11/2023, tanggal 16 November 2023 atas nama saudara:

Nama : **DANU HILMY DARMAWAN**
NPM : **1801071008**
Semester : **11 (Sebelas)**
Jurusan : **Tadris Bahasa Inggris**

Maka dengan ini kami sampaikan kepada KEPALA SMK NEGERI 2 KOTA METRO bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMK NEGERI 2 KOTA METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECTIVENESS OF USING STORYTELLING IN TEACHING SPEAKING AT THE FIRST GRADERS OF SMK NEGERI 2 KOTA METRO".

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

Wassalamu'alaikum Wr. Wb.

Metro, 16 November 2023
Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



PEMERINTAH PROVINSI LAMPUNG DINAS
PENDIDIKAN DAN KEBUDAYAAN

SMK NEGERI 2 METRO

Jl. Yos Sudarso Po. Box 214 Tlp/Fax 0725-41824 Ganjar Asri Metro
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SURAT KETERANGAN

Nomor: 800/394/V.01/421.5/2023

Sehubungan dengan surat dari Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, Nomor: B-5292/In.28/D.1/TL.01/11/2023, hal: Izin Observasi/Survey, atas nama mahasiswa:

Nama : DANU HILMU DARMAWAN

NIM : 1801071008

Program Studi : Tadris Bahasa Inggris

Judul Skripsi : "THE EFFECTIVENESS OF USING STORYTELLING IN TEACHING SPEAKING AT THE FIRST GRADERS OF SMK NEGERI 2 KOTA METRO"

Kami sampaikan beberapa hal berikut:

1. Memberikan izin melaksanakan observasi/survey untuk mahasiswa tersebut di atas.
2. Izin melakukan observasi diberikan untuk keperluan akademik.
3. Waktu observasi dilaksanakan saat jam pembelajaran Bahasa Inggris.

Demikian surat balasan dari kami, atas perhatiannya kami ucapkan terimakasih.



Metro, 21 November 2023

Ketua SMKN 2 Metro

Armina, M.Pd.

NIP. 197502272005012004



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

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

Nama : Danu Hilmy Darmawan
NPM : 1801071008
Prodi : Tadris Bahasa Inggris
Judul Skripsi : THE EFFECTIVENESS OF USING STROYTELLING IN TEACHING SEPAKING AT THE FIRST GRADERS OF SMK NEGERI 2 KOTA METRO

Telah menyelesaikan administrasi peminjaman buku pada Jurusan/Prodi Tadris Bahasa Inggris.

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Metro, 29 Desember 2023

Ketua Prodi TBI

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





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN
NPP: 1807062F0000001**

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**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1560/ln.28/S/U.1/OT.01/12/2023**

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

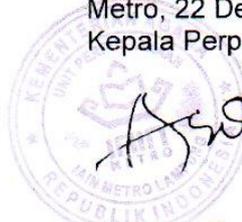
Nama : Danu Hilmy Darmawan
NPM : 1801071008
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2023/2024 dengan nomor anggota 1801071008

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, 22 Desember 2023
Kepala Perpustakaan



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

DANI HILMY DARMAWAN
1801071008 (THE
EFFECTIVENESS OF USING
STORYTELLING IN TEACHING
SPEAKING AT THE FIRST
GRADERS OF SMK NEGRI 2
METRO)

by Munaqosyah TBI

Submission date: 01-Feb-2024 05:27PM (UTC+0700)

Submission ID: 2264272121

File name: 39_SKRIPSI_DANU_HILMY_DARMAWAN.doc (1.31M)

Word count: 12301

Character count: 67419



AN UNDERGRADUATE THESIS

**THE EFFECTIVENESS OF USING STORYTELLING IN
TEACHING SPEAKING AT THE FIRST GRADERS OF
SMK NEGRI 2 METRO**

By :

**DANI HILMY DARMAWAN
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**ENGLISH EDUCATION DEPARTMENT
TARBIYAH AND TEACHER TRAINING FACULTY**

STATE INSTITUTE FOR ISLAMIC OF METRO

1445 H / 2023 M

DANI HILMY DARMAWAN 1801071008 (THE EFFECTIVENESS OF USING STORYTELLING IN TEACHING SPEAKING AT THE FIRST GRADERS OF SMK NEGRI 2 METRO)

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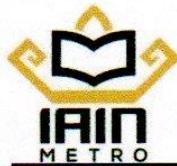
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FORMULIR KONSULTASI PROPOSAL SKRIPSI

Nama : Danu Hilmy Darmawan
 NPM : 1801071008

Fakultas : FTIK
 Jurusan : Tadris Bahasa Inggris

No	Hari/ Tanggal	Pembimbing	Hal yang dibicarakan	Tanda Tangan
1	22 / 12 / 2022 Kamis	Drs. Kuryani, M.Pd	1. Judul tidak digaris bawah 2. Daftar Isi tidak digaris bawah 3. Penulisan diketik dengan format Times New Roman 2 Spacing	
2	10 / 1 / 2023 Rabu	Drs. Kuryani, M.Pd	1. Background diubah menjadi Background of Study 2. Tidak ada Data Survey 3. Tidak ada penjelasan dibagian Research Objectives and Benefits 4. Relevan diubah menjadi Prior Research	
3	5 / 5 / 2023 Jum'at	Drs. Kuryani, M.Pd	1. Research Question kurang 3 pertanyaan yaitu Why, What, How 2. Research Objectives and Benefits sesuaikan dengan Research Question 3. Tuliskan minimal 3 penelitian orang lain dan jelaskan perbedaan dengan penelitianmu.	
4	13 / 5 / 2023 Senin	Drs. Kuryani, M.Pd	1. BAB 1 Sudah di ACC lanjutkan BAB 2	

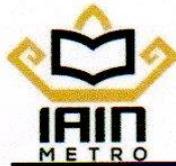
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Dr. Much Deniatur, M.Pd, B.1
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Dosen Pembimbing,

Drs. Kuryani, M.Pd
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 NPM : 1801071008 Jurusan : Tadris Bahasa Inggris

No	Hari/ Tanggal	Pembimbing	Hal Yang Dibicarakan	Tanda Tangan
1	24 / 05 / 2023 Rabu	Drs. Kuryani, M.Pd	1. Tambahkan langkah – langkah penerapan storytelling 2. Advantage dan Disadvantage	
2	10 / 06 / 2023 Sabtu	Drs. Kuryani, M.Pd	1. BAB II Sudah di ACC lanjut BAB III	
3	23 / 06 / 2023 Jum'at	Drs. Kuryani, M.Pd	1. Format penulisan harus sesuai dengan buku pedoman	
4	27 / 06 / 2023 Selasa	Drs. Kuryani, M.Pd	1. BAB III Sesuaikan dengan judul 2. Tambahkan observasi dan field note dibagian interview BAB III 3. Tampilkan gambar teknik analysis dari para ahli kemudian uraikan penjelasannya.	
5	4 / 07 / 2023 Selasa	Drs. Kuryani, M.Pd	1. Proposal di ACC (Seminar)	
6	9 / 11 / 2023 Kamis	Drs. Kuryani, M.Pd	1. APD di ACC	

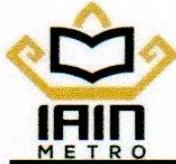
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No	Hari/ Tanggal	Pembimbing	Hal Yang Dibicarakan	Tanda Tangan
1	8 / 12 / 2023 Jum'at	Drs. Kuryani, M.Pd	<ol style="list-style-type: none"> 1. Tidak ada halaman judul, lihat kembali skripsi kating tentang PTK 2. Jelaskan tentang : <ul style="list-style-type: none"> • Sejarah Singkat • Struktur Organisasi • Keadaan Guru & Staff • Keadaan Siswa • Keadaan Fasilitas • Denah Lokasi 	
2	27 / 12 / 2023 Rabu	Drs. Kuryani, M.Pd	<ol style="list-style-type: none"> 1. Skripsi di ACC (MUNAQOSYAH) 	

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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: SMKN 2 METRO
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: X /Genap
Materi	: Teks Narrative (Fairy tales)
Alokasi Waktu	: 4 X 40 menit (2 Pertemuan)

A. *Kompetensi Inti*

KI-1 dan KI-2: Menghayati dan mengamalkan ajaran agama yang dianutnya.

Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.

KI-3 Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI-4 mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator Pencapaian Kompetensi
Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait fairytale s, pendek dan sederhana, sesuai dengan konteks penggunaannya	Mengidentifikasi (C-1) struktur teks, dan unsur kebahasaan yang terkandung dalam teks narrative (fairy tales) lisan dan tulis pendek dan sederhana. Menganalisis (C-4) teks naratif lisan pendek dan sederhana berbentuk fairytale terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan.
Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis, sangat pendek dan sederhana, terkait <i>fairytale</i> s	4.7.1 Mengkomunikasikan (C-6) teks narrative berbentuk <i>fairy tales</i> dengan pengucapan dan intonasi yang tepat.

C. Tujuan Pembelajaran

1. Peserta didik dapat mengidentifikasi **(C-1)** informasi terkait fungsi sosial dan struktur teks, dan unsur kebahasaan yang terkandung dalam teks narrative (fairy tales) lisan dan tulis pendek dan sederhana setelah menyimak penjelasan guru dan melihat tayangan video.
2. Peserta didik dapat menganalisis **(C-4)** teks naratif lisan pendek dan sederhana berbentuk fairy tales terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan Setelah melihat tayangan video.
3. Peserta didik dapat menampilkan (to perform) **(C-6)** teks narrative berbentuk *fairytale*s dengan pengucapan dan intonasi yang tepat setelah berdiskusi dengan kelompok

D. Penguatan Pendidikan Karakter (PPK)

1. Religius
2. Nasionalisme

3. Kedisiplinan
4. Kemandirian

E. Materi

Pembelajaran

- Definition of Narrative Text

Referring to wikipedia, Narrative Text is “a narrative (or story) is any report of connected events, presented in a sequence of written or spoken words, and /or in a sequence of/(moving) pictures”. Or if it is translated, it is a narrative text is a kind of genre that series of events or the story from time to time and described thesequence of beginning, middle and end. So it must be chronological,chronological meaning is told in a coherent and should not be jumping.

(https://www.academia.edu/31318011/Definition_Purpose_Feature_Narrative_Text_and_Examples_A_Understanding_Narrative_Text_and_example)

- The Purpose of Narrative Text

The basic purpose of the narrative text is to entertain and attract readers with a story or event that has the problem that lead to conflict and at the end of the story is no resolution or a happy ending, or even depressing. Actual narrative text is not confined to the mystical story, fiction, legend, fairy tale or fable, but another story in the form of adventure, mystery, and all forms of story. In essence, narrative text is about story. But the lesson at school, genre narrative text is usually only used to indicate a fiction such as fairy tales or legend.

(https://www.academia.edu/31318011/Definition_Purpose_Feature_Narrative_Text_and_Examples_A_Understanding_Narrative_Text_and_example)

- Generic Structures of Narrative Text

1. Orientation (set the scene : where and when the story happens and introduces the participants of the story, who and what is involved in the story.
2. Complication (tells the beginning of the problems which leads to the crisis(climax) of the main participants
3. Resolution (the problem/the crisis is resolved, either in a happy ending or in a sad/tragic ending
4. Re-Orientation/Coda (this is also remark to the story and it is optional. It consists of moral lesson. Advice or teaching from the writer

- The Language Features of Narrative Text

1. Using simple past tense
2. Using of Adverb of time
3. Using Time Conjunction
4. Using Specific Character/not in general
5. Using Action Verb
6. Using Direct Speech

(Taken from : <https://www.ilmubahasainggris.com/narrative-text/>)

- Example of Narrative Text about Fairytales



F. Metode Pembelajaran

1. Model : *Problem Based Learning*
2. Pendekatan : *Scientific-TPACK*
3. Metode : *Ceramah , Tanya Jawab, Diskusi, dan Presentasi.*

G. Media, Alat dan Bahan Pembelajaran

1. **Media**
 - Worksheet atau lembar kerja (siswa)
 - Power Point
 - Video Teks naratif lisan (fairy tales)
2. **Alat/Bahan**
 - Laptop & infocus
 - Speaker

H. Sumber Belajar

- ✓ Kementerian Pendidikan dan Kebudayaan. 2013. Bahasa Inggris: ThinkLocally Act Globally. Jakarta:
- ✓ Buku referensi: Zaida, Nur, 2018, Bright An English Course for Junior HighSchool Students for Grade 9, Jakarta: Penerbit Erlangga.
- ✓ <https://teachingenglish4all.wordpress.com/2010/07/02/narrative-text-in-teaching-english/>
- ✓ <https://www.nurdiono.com/kinds-of-narrative-text.html>
- ✓ https://www.academia.edu/31318011/Definition_Purpose_Feature_Narrative_Text_and_Examples_A_Understanding_Narrative_Text_and_example
- ✓ https://www.academia.edu/31318011/Definition_Purpose_Feature_Narrative_Text_and_Examples_A_Understanding_Narrative_Text_and_example
- ✓ <https://www.ilmubahasainggris.com/narrative-text/>
- ✓ https://www.youtube.com/watch?v=GzwhS6j_MSU
- ✓ <https://www.youtube.com/watch?v=Bc17SdVd5h0>

I. Kegiatan Pembelajaran Pertemuan 1 (2 x 40 Menit)

Kegiatan	Deskripsi Kegiatan	Karakter/4c / literasi
Kegiatan Pendahuluan (10 Menit)		
1. Orientasi	<ul style="list-style-type: none"> Melakukan pembukaan dengan salam pembuka, memanjatkan <i>syukur</i> kepada Tuhan YME dan berdoa untuk memulai pembelajaran Guru menanyakan kabar, dan mengecek kerapian pakaian peserta dan kondisi kebersihan di kelas Memeriksa kehadiran peserta didik sebagai sikap disiplin Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran 	<p><i>Religius</i></p> <p><i>Disiplin</i></p>
2. Apersepsi	<ul style="list-style-type: none"> Guru mengajukan pertanyaan kepada peserta didik terkait materi minggu lalu. <i>Do you remember about the last meeting?</i> Guru Mengajukan pertanyaan Pemantik : <ol style="list-style-type: none"> <i>When you were a child, did your parents tell you stories?</i> <i>What story did you like most?</i> <i>Now, do you like reading stories or watching movies?</i> <i>What was the last story you read?</i> <i>Do you enjoy reading the stories or watching the movies?</i> 	<p><i>Communication</i></p>
3. Motivasi	<ul style="list-style-type: none"> Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari. Menyampaikan tujuan pembelajaran pada pertemuan yang sedang berlangsung. 	<p><i>Critical Thinking</i></p>
4. Pemberian Acuan	<ul style="list-style-type: none"> Guru memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat ini. Guru menjelaskan mekanisme pelaksanaan pengalaman belajar yaitu setelah pembentukan kelompok, peserta didik akan diberikan gambar untuk didiskusikan secara kelompok, mempresentasikan hasil diskusi, menarik kesimpulan dari apa yang didiskusikan, dan penilaian dengan kuis. 	

Kegiatan Inti (60 Menit)	
Tahap 1: Orientasi peserta didik pada masalah	
<p>Guru mengarahkan peserta didik untuk mengamati gambar yang ditayangkan di <i>powerpoint</i>.</p> <p>Guru menampilkan gambar <i>fairytale</i>s</p>  <p>Guru memberi pertanyaan kepada peserta didik:</p> <p><i>Do you know what is the picture?</i> <i>What do you think about learning English story?</i> <i>What is favourite story?</i></p> <p>Peserta didik menjawab pertanyaan yang diberikan oleh guru.</p> <p>Peserta didik menyimak penjelasan guru mengenai materi narrative text (<i>fairytale</i>s) melalui tayangan <i>powerpoint</i>.</p>	<p>Literasi</p> <p>(TPACK)</p> <p>Critical Thinking</p> <p>(TPACK)</p>
Tahap 2: Mengorganisasikan peserta didik belajar	
<p>Peserta didik dikelompokkan dalam kelompok diskusi, masing- masing kelompok terdiri dari 4-5 orang dengan kemampuan heterogen. Peserta didik menempatkan diri sesuai kelompok yangtelah ditentukan.</p> <p>Guru membagikan (LKPD- Activity 1) (IPK 3.7.1) dan LKPD 2 - Activity 2 (IPK 3.7.2) lalu menayangkan video (The King and His Daughters)</p> <p>Guru memberi pertanyaan kepada peserta didik “<i>Do you remember one sentence in this video?</i>”</p> <p>Peserta didik menjawab pertanyaan yang diberikan guru.</p> <p>Peserta didik bersama kelompok mengidentifikasi (C-1) fungsi sosial, struktur teks, dan unsur kebahasaan teks dari video yang di tampilkan (LKPD- Activity 1) (IPK 3.7.1)</p> <p>Peserta didik bersama kelompok menganalisis (C-4) fungsi sosial, struktur teks, dan unsur kebahasaan dari video 1 dan video 2 LKPD 2 - Activity 2 (IPK 3.7.2)</p>	<p>Collaboration</p> <p>TPACK</p> <p>Critical Thinking</p> <p>Critical Thinking</p> <p>Collaboration</p>
Tahap 3: Membimbing penyelidikan individu dan kelompok.	
<p>Guru berkeliling untuk membimbing dan memantau kelompok dalam mengerjakan LKPD</p> <p>Selama proses diskusi dalam kelompok, peserta didik dapat bertanya kepada guru tentang langkah yang belum dipahaminya.</p>	<p>Communication</p>
Tahap 4: Mengembangkan dan menyajikan hasil karya	

<p>Peserta didik menyiapkan laporan hasil diskusi kelompok secara rapi, rinci, dan sistematis.</p> <p>Guru meminta peserta didik menentukan perwakilan kelompok secara musyawarah untuk mengkomunikasikan (C-6) hasil diskusinya di depan kelas.</p> <p>Peserta didik mempresentasikan hasil pekerjaannya di depan kelas dan guru memberikan reward serta penguatan disetiap presentasi Peserta didik.</p>	<p><i>Inisiatif Sendiri</i> <i>Disiplin Tanggung Jawab</i> <i>Percaya Diri</i></p>
<p>Tahap 5: Menganalisa dan mengevaluasi proses pemecahan masalah.</p>	
<p>Guru melakukan penilaian kelompok dari presentasi setiap kelompok</p> <p>Siswa dan guru bersama-sama membuat kesimpulan mengenai apa yang telah dipelajari</p>	<p><i>(Colaboration)</i></p>
<p>Penutup (10 menit)</p>	
<p>17. Guru meminta peserta didik melakukan refleksi kesimpulan kegiatan hari ini. Kegiatan refleksi berikut ini :</p> <p><i>What have you learned today?</i></p> <p><i>What did you like about today's lesson?</i></p> <p><i>What did you not understand in today's lesson?</i></p> <p>Guru meminta peserta didik untuk mencari teks narrative sederhana tentang fairytales (dongeng).</p> <p>Guru mempersilahkan peserta didik untuk berdoa dan mensyukuri segala nikmat yang diberikan Tuhan YME.</p> <p>Guru mengucapkan salam perpisahan</p>	<p><i>Collaboration</i></p> <p><i>PPK (religius)</i></p>

Pertemuan Ke -2 (2x40 menit)

Kegiatan	Deskripsi Kegiatan	Karakter/4c/literasi
<p>Kegiatan Pendahuluan (10 Menit)</p>		
<p>1. Orientasi</p>	<p>Melakukan pembukaan dengan salam pembuka, memanjatkan syukur kepada Tuhan YME dan berdoa untuk memulai pembelajaran</p> <p>Guru menanyakan kabar, dan mengecek kerapianpakaian peserta dan kondisi kebersihan di kelas</p> <p>Memeriksa kehadiran peserta didik sebagai sikap disiplin</p> <p>Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran</p>	<p><i>Religius</i></p> <p><i>Disiplin</i></p>

I. Penilaian Hasil Pembelajaran

1. Penilaian sikap spiritual dan sosial
 - a. Instrumen penilaian sikap (lembar pengamatan terlampir)
2. Penilaian pengetahuan dilakukan dengan :
 - a. Penilaian kemampuan menulis (lembar penilaian terlampir)
 - b. Penilaian Presentasi (lembar penilaian terlampir)

J. Program Tindak Lanjut

1. Pengayaan

Bagi peserta didik yang mempunyai nilai diatas 77 diberi pengayaan berupa tugas untuk mencari narrative text tentang *fairy tales* di google yang nantinya akan dijadikan sebuah kumpulan fairy tales.

2. Remedial

Peserta didik yang belum mencapai KKM 77 diberi tugas untuk mencari narrative text tentang *fairy tales* di google lalu di analisis fungsi social, struktur text dan unsur kebahasaanya.

SPEAKING ASSESSMENT RUBRIC		
Aspect	Score	Description
Pronunciation	1	Serious pronunciation problems so can't understand
	2	Hard to understand because there are pronunciation problems, often asked to repeat
	3	There are pronunciation problems that make listeners must be fully concentrated and sometimes there is misunderstanding
	4	Easy to understand even with a certain accent
Vocabulary	1	Vocabulary is very limited
	2	Using vocabulary incorrectly and vocabulary limited and difficult to understand
	3	Often uses inappropriate vocabulary, conversation becomes limited due to limited vocabulary say
	4	Sometimes using the wrong vocabulary appropriate
Fluency	1	Speech is disjointed and stops resulting in a conversation impossible to happen
	2	Often hesitates and stops because of limitations language
	3	Smoothness is somewhat disturbed by problems language
	4	Smoothness seems slightly compromised by issues language
Grammar	1	Grammatical errors so severe that they are difficult to correct understood
	2	Lots of grammatical errors get in the way meaning and often rearrange sentences
	3	Often makes grammatical errors affect meaning
	4	Occasionally makes grammar mistakes but does not affect meaning
Comprehension	1	The explanation have a lot of mistakes
	2	Lots of words that doesn't have correlation with the previous sentence
	3	Lost of mistakes but doesn't change the meaning
	4	A little bit mistake and doesn't change the meaning

DOCUMENTATION



CURRICULUM VITAE



The writer's name is Danu Hilmy Darmawan. This writer is the first child of Mr. Sanan Saleh and Mrs. Heni Widiyarti. The writer was born in Metro, June 1st 2000. The writer completed kindergarten at TK Aisyiyah Metro, Elementary School (SD) at SD Muhammadiyah Metro, graduated in 2012. Continuing to SMP Muhammadiyah 1 Metro and graduated at 2015.

Continuing to high school at SMKN 2 Metro and graduating in 2018. Then the writer continued to study at IAIN Metro Lampung by taking the concentration of English Education Department (PBI) and will be graduated at 2024.