

**THE USE OF STORYTELLING TECHNIQUE TO IMPROVE  
STUDENTS' ENGLISH SPEAKING SKILL FOR TENTH  
GRADE STUDENTS AT SMKN 8 BANDAR LAMPUNG**

**(A Thesis)**



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2023**

## DECLARATION OF FREE PLAGIARISM

With this statement, I declare that the contents of this thesis are the result of my own work. This thesis has never been submitted for any other purpose. All assistance I received in preparing this thesis and resources provided of this thesis have been mentioned.

Bandarlampung June 19<sup>th</sup>, 2023

The Writer

A handwritten signature in black ink is written over a yellow and orange postage stamp. The stamp features the Garuda Pancasila emblem and the text '2000 METERAI TEMPEL' and the alphanumeric code '9DC4DAJX005198751'.

(Elisabeth Renita Sari)

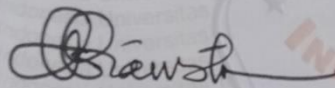
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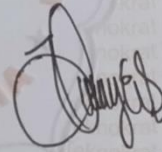
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## ACKNOWLEDGEMENTS

Praise to Jesus Christ who give the researcher for blessing, opportunities, health, and grace, so this thesis can be completed. The thesis entitled "The Use of English Storytelling to Improve Students' Speaking Skill for Tenth Grade Students at SMKN 8 Bandar Lampung" was submitted as the final requirement to achieve a bachelor's degree at Universitas Teknokrat Indonesia. Without the encouragement of some great people, this thesis weren't going be successful. So, I would like take this chance to express my heartfelt thanks to:

1. Dr. H.M. Nasrullah Yusuf, S.E., M.B.A., Rector of Universitas Teknokrat Indonesia.
2. Dr. Heri Kuswoyo, S.S., M.Hum., Dean of Faculty of Arts and Education Universitas Teknokrat Indonesia.
3. Dr. Afrianto, S.S., M.Hum., Head of English Education Faculty of Arts and Education.
4. Intan Hamzah, S.Pd., M.Pd., my advisor.
5. Berlinda Mandasari, S.Pd., M.Pd., my examiner.
6. The Headmaster of SMKN 8 Bandar Lampung
7. The lecturers, staffs, and all of my friends especially English Education Study Program, Faculty of Arts and Education batch 2019.
8. My parents, sister, family and all people who have been that support in the accomplishment of this thesis.

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**MOTTO**

*Give thanks in all circumstances; for this is God's will for you in Christ Jesus.  
(1 Thessalonians 5:18)*

## DEDICATION

*From my deep heart, I dedicate this thesis to:*

- 1. My beloved father Thomas Agusman, and my beloved mother Lucia Iswati, who always support every process of my study, ready listen to my problem and give solution, always pray for me to complete my study. Thank you so much for all forms of your love to me.*
- 2. My younger sister Laurencia Sinta Sari, my only one sibling who have encouraged and supported me.*
- 3. My best mates from high school Annida, Nisya, Lidya and Vera who always give me supports. My best friend in college Dinda, Thasya, Niken, Alma, Tata, Nita, Sinta, Bagas, Aldy and Yohanes for always sharing and support me and also my cousin Rosa Dea Ovi who always listen my story during do this thesis and give me encouragement. Also all my students in SMAN1S who, I am very lucky to have all of you who can always accompany and support me in completing this thesis, thank you for being a second home for me.*
- 4. Last, I wanna thank me, for never giving up and being patient, for believing in me, for doing all this hard work.*

## **ABSTRACT**

### **The Use of English Storytelling to Improve Students' Speaking Skill for Tenth Grade Students at SMKN 8 Bandar Lampung**

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The purpose of this study was to determine whether or not using the technique of storytelling had an impact on the students' speaking abilities at SMKN 8 Bandar Lampung students in the tenth grade. This study used a pre-experimental design and compared the results of the pre-test and post-test. The class X DKV 1 as sample, which consists of consisting of 30 students, as represented the population of this study, which is consisted of tenth-grade students at SMKN 8 Bandar Lampung. According to the study's findings, the pre-test's mean score was (56.1667), while the post-test's mean score was (65.8333). It indicates that storytelling impacts students' speaking skill. The alternative hypothesis ( $H_a$ ) is accepted if the sig. 2-tailed result (0.00) is lower than the sig. level (0.05) and the t-test result is higher than the t-table. In conclusion, the tenth-grade students at SMKN 8 Bandar Lampung show the significant effect when use storytelling to improve students' speaking skill.

**Keywords: storytelling, speaking skill, improving**



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# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Background of Study**

Learning English in daily life become a necessity especially also for a future career (Megawati, 2018). State by Iriyanti (2020), it is very important for students of vocational high school to master English as well as possible, especially in the face of job vacancies, job applicants require to be able to communicate in English both orally and in writing. According to Handayani (2018), the problem faced by students is that students do not practice regularly in class and do not feel confident then, the problem comes from the teacher's teaching technique may not be suitable for students. To achieve the purpose of teaching, the teacher is the key that should be creative in choosing the materials and strategies for teaching to make the students easy to understand the knowledge (Iksan & Dirham, 2018).

The students at SMK (Vocational High School) may need specific subjects. Vocational Schools have needs that will help them in finding a job in the future because most students at vocational schools will usually apply for a job after their graduation (Asrifan, Vargheese, Syamsu, & Amir, 2020). English can increase the opportunities of getting a great job in a multinational company (Gultom & Oktaviani, 2022). That problem can solve by improving their speaking skill. Speaking is an essential skill that students should master because it is important when communicating such as grammar, vocabulary, pronunciation, fluency, and comprehension (Dana & Aminatun, 2022).

Every communication involves sharing information, people can interact with each other because they can express what is in their minds (Sinaga & Oktaviani, 2020). When speaking, create a meaningful text. In communication, the speakers and listeners, as well as messages and feedback. To fulfill the function of communication, language learning at school have the purpose to improve language skills (Apriyanti & Ayu, 2020). The goal of mastering speaking skills is that students can communicate in English fluently (Mandasari & Aminatun, 2019). According to Supriyani, Meilani, & Kunah (2023), a technique that can be applied to solve problems in learning to speak includes storytelling because this technique allows students to hone their skills in reading, memorizing, appreciating, and public speaking.

Based on an interview conducted by the researcher with the deputy of the curriculum. The researcher obtained information that students' speaking skills at SMKN 8 Bandar Lampung were still low. From that problem, the researcher is interested in conducting this research at SMKN 8 Bandar Lampung because she wants to improve their English, especially their speaking skills through storytelling so that in the future students can face a challenge in the world of work after graduating from vocational school and students who continue their education to university. This research will be conducted in selected grade 10 because this is crucial to their speaking skill. This study uses a quantitative method to know how to improve the students' speaking skills by using storytelling during learning English. So, the researcher conducted this study entitled "The Use of English

Storytelling to Improve Students' Speaking Skill for Tenth Grade Students at SMKN 8 Bandar Lampung”.

## **1.2 Research Question**

Based on the background that I have stated. The questions in this study: “Is there any significant effect of students' speaking skills using storytelling?”

## **1.3 Research Objective**

This research will be conducted to find out: whether there is significant effect of students' speaking skills using storytelling.

## **1.4 Uses of Study**

There are some uses in this research as follows:

### **1. Theoretically**

The results of this study are expected to give the impact of speaking skills after the implementation of using storytelling at SMKN 8 Bandar Lampung.

### **2. Practically**

In practice are intended benefits for:

#### **a) Students**

For students, it is hoped that through this research students can improve their speaking skills through narrative text using storytelling and students get new knowledge and experiences about how to learn interested.

b) Teachers

English teachers can apply storytelling because this technique can give the effect to improve students' speaking skills. By using the guidelines scoring aspect of speaking when implementing storytelling. This is a guide for evaluating student speaking ability, the teacher can assess all aspects of speaking in more detail and comprehensively for each student.

c) Researcher

For the researcher, this research is giving experience on how to improve speaking skills and can be used as a reference to other researchers that have similar topic research.

### **1.5 Scope of Study**

The scope of this research is the learning process in the school to improve students' speaking skills through storytelling in learning English. This study is focused to know the result of using storytelling especially to improve the speaking skills of tenth grade of DKV 1 students at SMKN 8 Bandar Lampung, with the total of 30 students. The methodology used in this study is pre-experimental and the data can be put in quantitative data.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Previous Studies**

This research focuses on the use of storytelling in the class based on previous research on online and offline learning. The first entitled is about “Digital Storytelling Implementation for Enhancing Students’ Speaking Ability in Various Text Genres” conducted by Syafryadin, Haryani, Salniwati & Putri (2019), investigates the impact of digital storytelling because pandemic era, from this research found that speaking ability works effectively. The researchers used action research. The sample take random sampling technique. The design is planning, acting, observing, and reflecting. The sample of this research are 34 students of X IPA 4. The researchers defined there was a difference between Cycle 1 (before giving treatment) and Cycle 2 (after giving treatment). In Cycle 1, only 15 students (44,11 %) could pass the standard minimum criteria with the upper value of 75. Cycle 2 showed 27 students could achieve KKM. Overall, this research get significant influences to improve learning activity by using digital storytelling could enrich students’ achievement in passing through standard minimum criteria, 70% of total students could achieve that goal.

The second research was conducted by Zaid & Sarjiyati (2019), with the title “The Use of Storytelling to Improve Students' Speaking Ability”, explores how a teacher can use the method of storytelling in delivering material or practicing the skill of speaking in class. The population of this study is the students of Jetis Senior High School, with the sample involving 33 students. The methods used to

collect the data are observation and questionnaires. The results show that the use of storytelling in teaching speaking makes the students express their ideas freely and the students were motivated to speak in English without thinking the matter of how broken their English. Some students said that they enjoyed the class when the technique was applied, although some students found it hard to do storytelling at the beginning because they thought storytelling would be a problem when memorizing all sentences. More importantly, this study can take the lesson if the teacher should be good and creative in helping students to speak in the target language.

The third research was conducted by Hidayati (2019) with the title “The Effect of Storytelling Towards Students' Speaking Skill at X Grade Students of MA Nurul Harmain Boarding School”, investigated whether or not the use of storytelling has a positive effect on the students' speaking skills. This research was conducted using quasi experimental and also qualitative approach through interview. The population is the tenth-grade students of MA Nurul Haramain Narmada, with the sample being class X B which consists of 21 students. The research findings that the mean score of the pre-test is 59.05 and the mean score of the post-test is 78.48. There is a highly significant effect of storytelling techniques on students' speaking skills in the tenth-grade students of MA Nurul Haramain.

The fourth research was conducted by Syafii (2021) with the title, “Utilizing Picture-Based Storytelling Technique to Enhance the Speaking Skill”, the purpose of this research is to improve students' speaking skills by making use of those based image storytelling techniques. The population is the students of Muhammadiyah University Ponorogo. The sample is 36 students of

accounting. This research was conducted by following action research procedures such as planning, implementation, observation, and reflection. Research data were collected through the following instruments: observation checklists, field notes, questionnaires, and students' performance in storytelling. This shows that in Cycle 1 there were 44% of students participated actively and 93% of students participated in Cycle 2. The research findings show that the use of picture-based storytelling techniques is effective in improving speaking achievement, interests, and encouragement of students.

The fifth research was conducted by Inayah (2015), with the title “Improving Students’ Speaking Skill Through Storytelling Technique”, which investigated the effect of storytelling on students’ speaking ability and students’ attitudes toward its implementation of storytelling technique. The population is the tenth grade of a Senior High School in Bandung. It used a quasi-experimental design involving 30 students in the experimental group and the control group. The experimental group was given the treatment with the storytelling technique, while the control group with the conventional technique. The instruments used were the speaking test involving pre-test and post-test, given to both groups, and questionnaires to the experimental group only. The result of this study shows that the storytelling technique affected improving students’ speaking ability because there was a significant difference between the pre-test and post-test scores of students in experimental and control groups. The students’ attitudes toward the implementation of the storytelling technique were positive because they enjoyed the learning process and were interested in the story. Moreover, the storytelling technique could help them to improve their speaking ability.

From the five studies above have similarities and differences in their research. The similarity of the five researches about the technique of research uses storytelling of each research. The purpose of those researches also wants to know the improvement of students' speaking skills during the use of storytelling. From those researches, storytelling gave a significant improvement in students' speaking skills because the use of storytelling and also narrative text are easy to use, really fun, and very interesting. The use of storytelling can help students when solving problems to enhance their speaking skills. However, the focus of their research is differences like the level of students, schools or institutions, how to collect data, students' perception, and the way to use storytelling in class but all of the previous research explains the improve students' speaking skills through storytelling.

From previous research, the researcher is interested in using storytelling to improve students' speaking skills with their creativity, for example using pictures or interesting dialogues or accent, which not only can improve speaking but the students can get good pronunciation, increase vocabulary, phrases and the important is increasing confidence in using English. So, the researcher here is trying to conduct research, "The Use of Storytelling to Improve Students' Speaking Skill for Tenth Grade Students at SMKN 8 Bandar Lampung".

## **2.2 Theoretical Framework**

### **2.2.1 Concept of Speaking**

English skills are reading, writing, listening, and speaking. In learning the English language, speaking is necessary for students to master it. Speaking is an interactive technique that involves using that means to obtain and provide

information in every word. Speaking is not a one-click success (Maurisa, 2018). Speaking is considered one of the most wanted language skills to acquire. This is why teaching speaking skills is challenging for teachers. According to Putra, Solekhah, Agustina, & Sobirov (2022), speaking is an oral activity that is carried out by someone to interact with other people like to talk about daily activities, to express something, etc. In other situations, speech can be used to convey something.

According to Bouzar (2019), speaking as a skill constitutes a real challenge to overcome by both the teacher and the learner. In other words, the teacher has to find appropriate procedures to help the students to find a way to master the language. Speaking relates to issues that are relevant to teaching proper speaking to learners of English as a foreign language. According to Hughes and Reed (2016), to speak meaningfully in real-world conversations, humans not only need to be able to pronounce sounds, words, and sentences correctly but need to be able to do in a socially appropriate manner at the time of speaking. This skill is referred to as communication and interaction with other people.

From the explanation above, speaking is a productive skill. The researcher concludes that speaking is an important way, from what we say to what we see, feel, and think. When we feel something, we want someone can hear us. So, in this process, we can call it an interaction between two sides. When someone speaks to other people, there will be a relationship. The relationship is communication.

### **2.2.2 Concept of Teaching Speaking**

Teaching is a complex process, not only give information from the teacher to the students but speaking is one of the ways to make students understand the teaching-learning process. Teaching strategies have a positive effect on student learning. It is always possible to improve and develop to get the goals of the learning process (Rajagopalan, 2019). Speaking is the skill that allows us to communicate effectively. They give us the ability to convey information verbally and in a way that the listener can understand. Teaching speaking is important for students to learn language skills in school, so the students can improve their skills in the future (Crisianita & Mandasari, 2022). Teaching and learning activities in speaking class is a very important factors to lead students to become better speakers. These activities must make a useful contribution to improve speaking ability, especially in terms of fluency and accuracy (Arini & Wahyudin, 2022).

According to Butarbutar & Leba (2023), teaching speaking is a way of teaching how to make organized verbal utterances to convey meaning or opinion. Teaching speaking is an activity in the classroom to improve students' speaking skills in English by the teacher in conveying a message or information to students in oral form. Usually speaking is very useful in the teaching and learning process in class. The goal when communicative by improving their speaking skill is they can express themselves and learn how to use a English especially in daily life and school. Nowadays, many teachers agree that students can learn and try to speak a foreign language by interacting with each other (Hidayati, 2019).

In teaching speaking, the teacher's responsibility is to help students achieve these goals by motivating them to speak in class. The teachers must create and design

the material creatively before the material will be given. The teachers must motivate the students to understand all aspects of speaking skills. Such as, preparing class activities to improve speaking skills like storytelling, role play, discussion, project-based learning, etc. All these methods can support the students to practice speaking. So, the teacher needs to decide what the purpose of learning speaking. If the purpose of speaking is performed for pleasure, teachers must be prepared before teaching the class.

### **2.2.3 Principles of Teaching Speaking**

In teaching English, the teacher is a center and facilitator for students in the classroom to prepare several teaching strategies and principles to teach students so, that they can understand well and correctly what the teacher will teach in the classroom. The teaching-learning process can be defined as the knowledge-transferring process through giving and asking through interaction between teacher and learner who study about a certain subject and in a certain place to make transferring knowledge directly. Teachers can choose one or two principles as appropriate to student needs because the right principle affects student achievement. There are important elements that establish effective speaking activities, about the elements of speaking, which are vocabulary, grammatical structure, pronunciation, and fluency (Razi, Muslem & Fitrisia, 2021).

There are principles of teaching speaking by Arodjiah (2020) such as:

- a. Consider foreign language learning context.
- b. Give the opportunities for the students to develop both fluency and accuracy.

- c. Allow the students to talk by using pair and group work.
- d. Consider about for meaning.
- e. Design the classroom activities involve guidance and practice speaking.

#### **2.2.4 Aspects of Speaking**

According to Erna (2016), there are some aspects of speaking especially in perform with expression and also intonation, which is suitable with storytelling:

##### **1. Fluency**

Fluency is the capacity to talk fluently and naturally without pause or distracting hesitation indications. It also refers to logically answering within the conversational turns, maintaining a clear pronunciation, and speak with the appropriate intonation without hesitation.

##### **2. Grammar**

Without understanding the language's structure, we won't be able to speak it. Since understanding grammar is crucial for language learners, it is obvious that students must have some familiarity with these rules in order to speak clearly. Grammar being including modals, tenses, prepositions, and other grammatical elements, should be taught to students.

##### **3. Pronunciation**

The goal of pronunciation is to produce and recognize the sounds and intonation that are unique in English. It introduces hearing identification with various choices. Communication will be more challenging if listeners are unable to understand what the other person says because of poor pronunciation. In order for students get successfully participate in integrate into their community, pronunciation is crucial in the social as well as academic environment.



#### 4. Intonation

Variations in the voice's tone can be called as intonation. It frequently works with rhythm in languages like English to produce meaning. It can be delivers information, intonation is crucial in communication. It might convey the speaker's perspective or emotion regarding something.

#### 5. Expression/Performance

Expression and gesture as nonverbal language to make the audience can take meaning of story clearly.

### **2.2.5 Concept of Storytelling**

According to Zuhriyah (2017), storytelling is a teaching method in which the teacher asked for students to retell the content of a story in different word constructions. Fauziah (2022) stated storytelling makes students can develop their imaginations from the stories they understand before, so storytelling activities are very good for students. Students are very happy to tell stories and hear stories from both teachers and friends, they usually tell folklore stories. This activity is very beneficial for students because with it students can improve their speaking skills.

Stories teach about life, ourselves, and other people. Storytelling is a unique way for students to develop an understanding, respect, and appreciation of other cultures (Anggryadi, 2014). The procedures of conducting storytelling for teaching speaking are as follows:

1. Giving a story to the students as an example.
2. Finding some stories for students to do storytelling.
3. Sharing some vocabulary with the students.

4. Giving time to prepare the storytelling.
5. The student performing the storytelling.
6. Discussing the story that has been told.

From the opinion of experts, it can be concluded that storytelling is the process of conveying a story to others. Storytelling is not an activity that just telling a story but also thinking of the way that listeners can understand and enjoy every story conveyed by the storyteller. When telling a story, someone needs to think about how the meaning of a story can be conveyed properly. While at school, especially in learning English, the teacher can use existing fairy tales or legends, such as Timun Mas, Malin Kundang, Sangkuriang, The Mouse Deer and The Crocodile, Cinderella, Snow White, and many other choices of stories from various countries.

### **2.2.6 Teaching English Through Storytelling**

According to Susanti (2019), the procedure when teaching English through storytelling can follow this rules:

#### **1. Pre-storytelling**

The teacher introduces the purpose of the lesson to the class before asking the students to consider storytelling. Teachers should teach their students how to begin a story and how to concentrate on the main point.

#### **2. Guideline storytelling**

The students can learn the definition, generic structures, linguistic elements of story. Teachers also provide students to have discussion or sharing about the material.

### 3. After storytelling

Students perform in group or individual and retell the stories in class, and the teacher provides feedback.

#### **2.2.7 Teaching Narrative text**

According to Dillon (2020), narrative text is a one-text about the description of events, especially in a novel, fable, legend, etc. Narrative tells about an event that happened in the past time. In general, the tense that is often used in a narrative is the past tense form. We can see from the definition about past tense is a tense used to describe actions or events which took place in the past. As stated by Martina, Syafryadin, Rakhmanina, & Juwita (2020), narrative text is one of the texts which is included in a genre-based approach to teaching and learning. It is a type of text which mainly focused on telling a story, and it can be real (non-fiction) or unreal (non-fiction).

The purpose of narrative text is to entertain readers with a story or event that has a problem or conflict, and the end of the story is a happy ending, or even depressing. The types of narrative text are fairy tales, mysteries, science fiction, romances, horror stories, adventure, fables, myths and legends, historical narratives, ballads, slice of life, and personal experiences (Sartika & Abadi, 2019). The language features of narrative text are focused on specific, using action processes, using temporal conjunctions and temporal circumstances, and using past tense (Kendal, 2015).

### 2.2.8 Hypothesis

Based on the theory above, two kinds of hypotheses can be estimated here, those are:

Ha: There is a significant effect of students' speaking skills using storytelling

H0: There is no significant effect of students' speaking skills using storytelling

From the research question and research objective of the study and theoretical framework have been started, the researcher draws the hypothesis of the study which can be started as follows: “There is a significant effect of using storytelling in teaching speaking of Tenth Grade at SMKN 8 Bandar Lampung.”

## CHAPTER THREE

### METHODOLOGY

#### 3.1 Research Design

This research is intended to improve students' speaking skills using storytelling at SMKN 8 Bandar Lampung. In conducting the research, an appropriate method must be used. In this study, the researcher uses one group pretest-posttest design. One group pretest-posttest design is a research activity that provides a pre-test before giving treatment, and after that gives the post-test. The data of this research can see in quantitative data. The data collection method uses SPSS 16.0 version. The design purpose is to find out the improvement of students speaking skills before and after using storytelling. Based on the design, the researcher gives the students pre-test to measure students speaking skills before treatments and post-test. The formula could be seen as follows:

<b>O1 X O2</b>
----------------

Notes:

**O1 : Pre test for students' speaking skill before treatment is given.**

**O2 : Post test for students' speaking skill after treatment is given.**

**X : Treatment or teaching speaking through storytelling.**

The researcher treats the students to three meetings each meeting is around 90 minutes. The students were treated by using the storytelling technique. Each meeting consists of 2x45 minutes.

### **3.2 Data and Data Source**

This research will conduct at SMKN 8 Bandar Lampung which is located at Jalan Imam Bonjol No.52 Kurungannyawa, Kec. Kemiling, Kota Bandar Lampung, Lampung. The subjects in this study are tenth-grade students at SMKN 8 Bandar Lampung. The population of this research is students from all tenth grades. This research use random sampling technique. The selected classes are X DKV 1 with a total of 30 students as research samples with 8 female and 22 male.

### **3.3 Data Collection Techniques**

Data collection techniques are the way to collect data used in this research. In collecting data, the researcher used the test. The test consists of pre-test and post-test to measure how storytelling is a technique of teaching speaking during the teaching and learning process.

#### **3.3.1 Pre-test**

The pre-test is given in the first meeting to know how the students' speaking skills before using storytelling as a learning technique. Students are allowed to read the text of the story. Then, the researcher will assess the pre-test of students with the story of "Roro Jonggrang" and "Malin Kundang", then the researcher assess them using a rubric. In measuring the students' performances, the researcher fulfilled the rubric. It can help the researcher collect the students' scores on the pre-test.

#### **3.3.2 Post-test**

For the last meeting, the researcher will assess the posttest by students' presenting the story of "Roro Jonggrang" one by one in front of the class with an assessment accompanied by a rubric from the researcher. Assessment techniques are given

through a rubric consisting of the student's performances in the post-test same as the pre-test, limited in terms of five aspects which were pronunciation, grammar, fluency, intonation, and expression. The rubric also contained the criterion of each score. It helps the researcher in determining the students' scores.

### **3.4 Validity and Reliability**

#### **3.4.1 Validity**

Validity is determined by the meaningful and appropriate interpretation of the data to measure instrument analyses. According to Ainiyah (2019), validity is how far the instrument of analyses can measure the test item for the students. Before conducting the test on students as an instrument of the research, the test should be tried out in the terms of validity.

- a. Content validity, relates of instrument to measure the content (concept) to be measured. This means that a measuring tool is able to reveal the contents of a concept. The researcher ensured certain that a suitable curriculum was used.
- b. Face validity, the validity indicates whether the measuring research instrument in terms of appearance appears to measure what it is intended to measure, this validity refers more to the form and appearance of the instrument.

#### **3.4.2 Reliability**

Reliability is a necessary characteristic of any good test, for it is valid at all, a test must first be reliable as a measuring instrument. According to Lailisabila (2022), validity concerns the validity of measuring instruments, and reliability concerns the consistency of measuring instruments. So, this reliability is measuring whether

the rubric is valid or not in this research. All aspects of the scoring rubric covered criteria of students speaking skills. In this research, inter rater reliability using by two judges, who need to evaluate the reliability of speaking. The assessment criteria consist of five categories based on the speaking rubric. If the Cronbach Alpha value is more than 0.6 then the instrument or data collection tool is considered reliable.

### **3.5 Data Analysis Techniques**

The analysis technique used in this study was a test obtained from students who had participated in activities carried out by the researcher.

#### **3.5.1 Normality Test**

Normality test is a test that is carried out to assess the distribution of data in a group of data or variables, whether the data distribution is normally distributed or not. The SPSS application statistical program was utilized in the study to do the normality test. The normality test was examined using the Shapiro-Wilk Test in SPSS.

- If the significance value (sig)  $> 0.05$ , the data is declared to be normally distributed.

It means that  $H_0$  was accepted, and  $H_a$  was rejected (normal distribution).

- If the significance value (sig)  $< 0.05$ , the data is declared not normally distributed.

It means that  $H_0$  was rejected, and  $H_a$  was accepted (not normal distribution).



### 3.5.2 T-Test

The t-test was conducted to determine whether or not the researcher's hypothesis was accepted. The researcher use SPSS 16. The researcher use paired sample t-test. The use of paired sample t-test is to know whether or not difference in the students' speaking skills at SMKN 8 Bandar Lampung between before and after treatment. The hypothesis of this research is whether or not the use of storytelling give an effect on students' speaking skills.

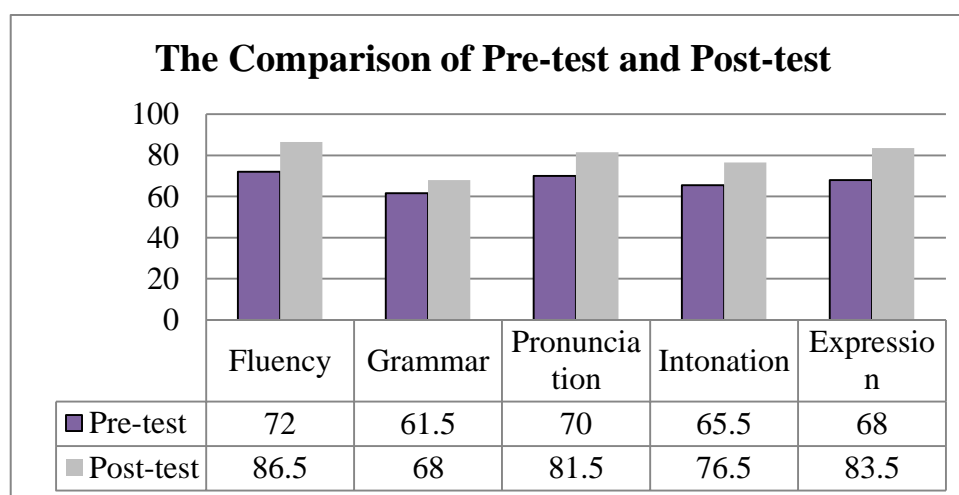
The hypothesis testing method was used to determine whether or not the hypothesis in this study is accepted. The researcher utilized a level of significance of 0.05 to accept the hypothesis if the sign  $< p$ . It means that the hypothesis has a 5% chance of being incorrect.

## CHAPTER FOUR

### FINDING AND DISCUSSION

#### 4.1 Research Findings

This study investigated that the effect of storytelling to improve students' speaking skill at SMKN 8 Bandar Lampung. There were 30 participants in pre-test and post-test. This the result scores of pre-test and post-test were used to make comparisons.



**Figure 4.1 The Comparison of Pre-test and Post-test**

Based on the figure 4.1 can be seen the aspects when to assess English storytelling can improve speaking skills starting from aspects of fluency, grammar, pronunciation, intonation, and expression. The mean score of fluency in pre-test is 72. After conducted the post-test, the score of fluency is 86.5. From the score of grammar also improve with the mean of pre-test score is 61.5 and post-test is 68. The aspect of pronunciation also got increase with the pre-test score is 70 and the post-test score is 81.5. From intonations score, the mean of pre-test score is 65.5

and after conducted the post-test, the score is 76.5. The last aspect is expression, the pre-test score is 68 and got increase score 83.5.

**Table 4.1 The Result of Pre-test and Post-test**

<b>Descriptive Statistics</b>				
	N	Minimum	Maximum	Mean
Pretest	30	40.00	75.00	56.1667
Posttest	30	55.00	85.00	65.8333
Valid N (listwise)	30			

Based on the table, can be seen the result of pre-test and post-test increased with the mean score of pre-test is 56.1667 and post-test 65.8333. In this chapter, the researcher explained many aspects of the research findings, which consist of research procedure and results of this research.

#### **4.1.1 Research Procedure**

In conducting this research, the following steps were followed in order to complete the current study. The sampling technique is random sampling. The first research is pre-test was conducted on April 4, 2023, at SMKN 8 Bandar Lampung, in class X DKV 1. The students were given a pre-test before the treatment to assess their speaking skill. The students were given instructions to choosing a story that provide by the researcher, the stories are Roro Jonggrang and Malin Kundang. After that the researcher give chance for students to read the story and the researcher ask them to tell and show it in front of the class one by one (2,5 minutes for each student). In giving assessments in the pre-test, there are

two judges: the researcher as the first judge, and an English teacher at school as the second judges.

After the pre-test, the second step was to apply the treatment, the researcher used storytelling as technique to improve students' speaking skill. The researcher applied treatment in 3 meetings. The first treatment was on April 10, 2023. In this meeting, the researcher focused on narrative text. The researcher explained the material such as the definition, the purpose, and the generic structure, and give an example of narrative text especially folklore.

The second treatment was on April 11, 2023. The researcher demonstrated how to tell the story of folklore to others. Then, the researcher asked to the students do storytelling by make group that consist of 5 students for each group show and tell the story 8-10 minutes with text. The students can choose a story Indonesian folklore like Sangkuriang, Timun Mas, and Lake Toba. The students did storytelling by choosing one of the stories, then making it in their own words or recreate, then when finished they can divide the story per paragraph for each member in their group or in other words, one story but delivered by one group like telling stories alternately and continuously.

The third meeting was conducted on April 17, 2023. The researcher review all material that learn before and the students tried to storytelling indivually with the story that they choosen in previous meeting. Last, the post-test was on April 18, 2023. The post-test carried out like the pre-test which the researcher gave an instruction to the students have storytelling in 2,5 minutes one by one in front of the class.

**Table 4.2 Research Activity**

Date	Activity
April 4, 2023	Pre-test
April 10, 2023	1 <sup>st</sup> Treatment
April 11, 2023	2 <sup>nd</sup> Treatment
April 17, 2023	3 <sup>rd</sup> Treatment
April 18,2023	Post-test

#### 4.1.2 Students' Speaking Ability in Pre-test

The result of pre-test can be seen below:

**Table 4.3 Descriptive Statistic of Pre-test**

#### Descriptive Statistics

	N	Range	Minimum	Maximum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Pretest	30	35.00	40.00	75.00	56.1667	1.67269	9.16170	83.937
Valid N (listwise)	30							

Based on the table 4.2, the minimum score was 40.00, and the maximum score was 75.00, the mean score of pre-test was 56.1667, range was 35.00, standard deviation was 9.16170, the variance was 83.937. Here is a table the frequency of distribution score of pre-test:

**Table 4.4 Distribution of Frequencies Pre-test**

<b>Pretest</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	1	3.3	3.3	3.3
	45	6	20.0	20.0	23.3
	50	4	13.3	13.3	36.7
	55	6	20.0	20.0	56.7
	60	4	13.3	13.3	70.0
	65	6	20.0	20.0	90.0
	70	2	6.7	6.7	96.7
	75	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

According to the table 4.3, after the score have been calculated it was found that one student (3.3%) of students got 40.00. Six student (20.0%) of students got 45.00. Four students (13.3%) of students got 50.00. Six students (20.0%) of students got 55.00. Four students (13.3%) of students got 60.00. Six students or (20.0%) of students got 65.00. Two students (6.7%) of students got 70.00. One students (3.3%) of students got 75.00. So, the highest score was 75.00 or (3.3%) achieved by 1 student and the lowest score is 40.00 with a frequency of (3.3%) got by 1 student.

#### **4.1.3 Students' Speaking Ability in Post-test**

After the pre-test, the students got the treatment for developing their speaking skills by using storytelling. The last meeting after did the treatment, the researcher finally gave a post-test to the students in order to see their progress in speaking skills.

**Table 4.5 Descriptive Statistic of Post-test**

Descriptive Statistics								
	N	Range	Minimum	Maximum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Posttest	30	30.00	55.00	85.00	65.8333	1.49872	8.20884	67.385
Valid N (listwise)	30							

Based on the table 4.4, minimum score was 55.00, and a maximum score was 85.00. The mean score of post-test was 65.8333, range was 30.00, standard deviation was 8.20884, the variance was 67.385. The post-test frequency of distribution score is shown in the following table:

**Table 4.6 Distribution of Frequencies Post-test**

Posttest					
	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid 55	5	16.7	16.7	16.7	
60	7	23.3	23.3	40.0	
65	6	20.0	20.0	60.0	
70	6	20.0	20.0	80.0	
75	3	10.0	10.0	90.0	
80	2	6.7	6.7	96.7	
85	1	3.3	3.3	100.0	
Total	30	100.0	100.0		

After the score have been calculated based on the table 4.5, it was found that five students (16.7%) of students got 55.00. Seven students (23.3%) of all students got

60.00. Six students (20.0%) of students got 65.00. Six students (20.0%) of students got 70.00. Three students (10.0%) of students got 75.00. Two students or (6.7%) of students got 80.00. One students (3.3%) of students got 85.00. So, the highest score was 85.00 or (3.3%) achieved of 1 student and the lowest score is 55.00 with a frequency of (13.3%) got by 5 student.

## 4.2 Data Analysis

### 4.2.1 Normality Test

Normal data distribution is necessary for a regression model to be successful. To determine whether data are normal, a normality test is utilized. The Shapiro-Wilk test in IBM SPSS 16 was used to examine the normality test using the residuals. The data is considered that it's regularly distributed if the significance value (2 tailed) is higher than 0.05; otherwise, lower than 0.05 could indicate that the data is not normally distributed.

**Table 4.7 Test of Normality**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.133	30	.189	.949	30	.154
Posttest	.161	30	.045	.931	30	.053

The significant finding after the normality test is conducted that can be taken, the residual value was normally distributed if sig. (2-tailed) > 0.05. As well, the pre-test and post-test sig. values were (0.154) and (0.053), accordingly, the result of normality test, as shown in the table above, indicating that the variables were normally distributed.



### 4.2.2 T-Test

Tests were conducted both in this study (Pre-test and Post-test). Numerous results from those two tests were compared using the t-test to determine whether the score increased. P-value  $< 0.05$  was used to find the result.

**Table 4.8 Paired Samples Test**

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pretest - Posttest	-9.66667	3.45746	.63124	-10.95770	-8.37563	15.314	29	.000

The significant value (2-tailed) of this investigation was 0.000 ( $p < 0.05$ ), as can be seen from the above table. It indicates a considerable improvement in both the pre-test results and the post-test results. According to descriptive statistics, the final test showed to be more significant than the first test. This indicates that utilizing storytelling to teach speaking is effective.

### 4.3 Discussion

This study was carried out because it was found that students have struggle to communicate. In this study, the researcher provided alternate strategies and ideas in addition to extending concept for better practice. This is because using storytelling as a teaching and learning method is one of the most successful approaches available. Storytelling is the process of presenting a previously read or

heard tale using the storyteller's own words and based on their comprehension of the tale (Zuhriyah, 2017).

According to Handayani (2019), the type of oral learning activity that might encourage students about their speaking abilities is storytelling. It has a variety of advantages, including entertainment, education, cultural preservation, and teaching moral values. The plot, characters, and the story point of view are other important components that should be noted. The results of this study showed that storytelling was an effective technique for teaching speaking in English classes. To make sure that the instrument is suitable for collecting data, the researcher must conduct a reliability and validity test before to conducting the test.

**Table 4.9 Reliability Statistics**

<b>Reliability Statistics</b>	
Cronbach's Alpha	N of Items
.959	2

A quantitative study must do reliability testing to see whether the test can be reliable and valid. The SPSS 16 was used to measure the reliability test in this study. If the Cronbach Alpha value that appears is greater than 0.6, the test will be considered reliable, means that the instrument will be valid and reliable in both the pre- and post-tests. It is supported by the validity and reliability test findings of Lailisabila (2022). The data was valid and reliable, as evidenced by the r-value of (0.959), which is shown in the reliability table. The purpose of this study was to find out whether students' speaking ability had improved considerably after using storytelling at SMKN 8 Bandar Lampung.

The pretest was conducting in the first meeting. The researcher took pre-test data in class (X DKV 1). In the pre-test, the minimum score was 40.00, the maximum score was 75.00, and the mean score of pre-test was 56.1667. After doing the pre-test, the researcher conducted treatment 3 times. During the treatment, the researcher treated the class using storytelling technique. The material given by the researcher was about narrative text.

In the first treatment the researcher explained the material such as the definition, the purpose, and the generic structure, and give an example of narrative text especially folklore. The second treatment, the researcher demonstrated how to have storytelling especially the theme is folklore, then asked to the students do storytelling by make group that consist of 5 students for each group show and tell the story 8-10 minutes with text. For the third meeting the researcher review all material that learn before and the students tried to storytelling individually with use the story in previous meeting.

Last, the post-test carried out like the pre-test which the researcher gave an instruction to the students have storytelling in 2,5 minutes one by one in front of the class. The minimum score was 55.00, and a maximum score was 85.00. The mean score of post-test was 65.8333. The result of this research is obtained the mean score of the final test was 65.8333 which was higher than the result of the initial test was 56.1667. The normality test with Shapiro-Wilk was carried out to analyze whether the data were normally distributed or not. The finding after the normality test is that the r- value was normally distributed if sig. (2-tailed) > 0.05, the pre-test and post-test sig. values were (0.154) and (0.053).

Based on the result of calculation t-test was obtained 0,000 ( $p < 0,05$ ). This showed that the results of the pre-test and the post-test got a significant change. Therefore, the hypothesis is accepted. It means that there was effective using storytelling to improve students speaking ability. The alternative hypothesis of this research was “There is significant effect/not of students' speaking skills using storytelling at SMKN 8 Bandar Lampung” answered and proofed detail in this section. After using storytelling, students were made good progress. This is supported by Inayah (2015) the use of storytelling is effectively to improve students' speaking skill. The findings demonstrated that students who were taught through the use of storytelling bettered those who received conventional instruction in their ability to speak.

In addition, it is also supported by Hidayati (2019) who discovered that the students achievement in speaking competence had improved. The pre-test and post-test mean scores could be compared for evidence it. The researcher utilized storytelling as a technique to help students get comfortable using English to communicate with other students and to develop their speaking skills. The researcher has used storytelling as a technique of teaching at SMKN 8 Bandar Lampung. In the tenth grade, the researcher combined lessons with storytelling to help students improve their English-speaking skills. The researcher did study for exactly five meetings wants to produce great and accurate results. The researcher must carry out the research in accordance with the relevant research objectives at each meeting. Future studies should, however, be able to conduct their research for a greater duration of time than those used in this one in order to acquire more rewarding and detailed results in improving students' speaking skill.

## **CHAPTER FIVE**

### **CONCLUSION AND SUGGESTION**

#### **5.1 Conclusion**

This study determined that storytelling was an effective technique to improve students' speaking skill at SMKN 8 Bandar Lampung. The pre-test mean score for the students was 56.1667. The post-test's mean result was 66.3333. The r value was (0.956), indicating that the data was accurate and reliable, and the calculating t-test resulted in a significant value (2-tailed) of 0.000 ( $p < 0.05$ ) for this study. This showed that there was a considerable difference between the pre-test and post-test findings. The hypothesis alternative has been accepted. It implies that the use of storytelling to improve students speaking skills was significant improve.

#### **5.2 Suggestion**

1. For English teachers: In the implementation, storytelling can be used as a reference by teachers, it can also serve as a source of inspiration for teachers to raise the typical of instruction.
2. For students: Although not having a teacher present, students can practice this or other storytelling techniques with their peers in order to improve their speaking skills.
3. For Researchers: It is hoped future researcher would make students can know more in aspect of grammar because the students still hard to understand about grammar like tenses, phrases, preposition and etc. The next researcher can carry

out similar studies on other variations of the storytelling technique. Additionally, this study can serve as a reference for a distinct aspect of education.

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## APPENDICES

### Appendix 1. Pre-Test and Post-Test Instrument

Material : English (Narrative Text)

Grade : X (Tenth Grade)

Instruction :

1. Choose a story that you will tell.

There are some stories about folklore:

❖ **Story 1: Roro Jonggrang**

❖ **Story 2: Malin Kundang**

2. Read the story that you choose.

3. Tell the story and show it in front of the class one by one (2,5 minutes for each students).

#### Story 1

##### Roro Jonggrang

One day, there was an empire named Prambanan. People in Prambanan lived peacefully. Until the Pengging kingdom attacked this empire. The king of Pengging was Bandung Bondowoso. He was a greedy king. The king of Prambanan had a daughter named Roro Jonggarang.

Bandung Bondowoso fell in love with her. He really wanted to marry Jonggrang. She shocked and wanted to say no, but afraid that he would endangered people of Prambanan. "If you really want to marry me, I give you one night to build thousand temples.", said Roro Jonggrang.

Then, Bandung Bondowoso called genies. He gave them instruction to build a thousand temples. At the same time, Jonggrang called every servant to help her. “Burn the straws and make some noise,” said Roro Jonggrang. The genies stopped their work and left Bondowoso. Bondowoso was mad. “You can’t trick me, Jonggrang. I have already made 999 temples. I just need to construct one more temple!” said Bandung Bondowoso. He pointed his finger to her and said some chant. Then, Jonggrang’s body turned into temple.

## **Story 2**

### **Malin Kundang**

Once upon a time, lived a poor woman and his son. The boy was called Malin Kundang. One day, he went to city and worked there. After several years waiting without any news, Malin Kundang’s mother was suddenly surprised by the arrival of a big ship in the place where she usually wait for her son. Malin Kundang’s mother saw a man who looked wealthy with a beautiful woman.

Malin Kundang’s mother quickly went to see her beloved son, and she came to hug Malin Kundang, “I miss you so much.”, Malin Kundang didn’t show any respond. He said, “You’re not my Mother. I don’t know you. My mother would never wear ugly clothes”.

“Malin...You don’t recognize me? I’m your mother!” she said sadly. Her heart was so hurt, she cried and cried. She prayed to the God. In the sea, thunderstorm came. Malin Kundang’s ship was wrecked. Suddenly, his whole body turned into stone. He was punished for not admitting his own mother.

## Appendix 2. Speaking Rubric

Erna (2016)

Aspect	Definition	Score
<i>Fluency</i>	Very fluent.	4
	Fluent.	3
	Fluent, but there is hesitation.	2
	Hesitation occurs.	1
	Difficult to produce words.	0
<i>Grammar</i>	Grammatically correct, understands well.	4
	Grammatically mostly correct.	3
	Grammatically are a few are correct.	2
	Grammatically are difficult to understand.	1
	Grammatically incorrect, can't be understood.	0
<i>Pronunciation</i>	All pronounce are true.	4
	Most of the pronounce are true.	3
	Little pronounce is true.	2
	Most of misspronunciation.	1
	All mispronunciation.	0
<i>Intonation</i>	The rhythm of all words and sentences is correct.	4
	The rhythm mostly correct.	3
	The rhythm partially correct.	2
	The rhythm of all the words is wrong.	1
	No pressure/rhythm.	0
<i>Expression/ Performance</i>	Very good of gesture and facial expression.	4
	Good of gesture and facial expression.	3
	Little of gesture and facial expression.	2
	Bad expression.	1
	No expression.	0

Maximum score = 20

Student value =  $\frac{\text{Acquisition score} \times 100}{\text{Maximum score}} = \dots$

$= \frac{\text{Acquisition score} \times 100}{20} = \dots$

20

**Appendix 3. Lesson Plan****LESSON PLAN**

<b>Level of students</b>	<b>: Vocational High School</b>
<b>Class/Semester</b>	<b>: X/2</b>
<b>Subject</b>	<b>: English</b>
<b>Topic</b>	<b>: Narrative Text</b>
<b>Time Allocation</b>	<b>: 2 x 45 minutes</b>

**A. Core competence**

1. Living and practicing religious. Lives and practices honest, disciplined, polite, caring behavior (mutual cooperation, tolerance, peace), responsible, responsive, and pro-active in interacting effectively according to the development of students in the environment, family, school, community, nation, state, region and international.
2. Understanding, applying, and analyzing factual, conceptual, procedural, and metacognitive based on curiosity about science, technology, arts, culture, and humanities with insights into humanity, nationality, statehood, and civilization related to the causes of phenomena and events, as well as implementing them procedural knowledge in a specific field of study according to talent and interest in solving problems.
3. Processing, reasoning, and presenting what learned at school independently, act effectively and creatively, and able to use methods according to scientific rules.

**B. Basic Competence**

Students are able to respond and understand the meaning of narrative text and language feature to be used in daily life, as well as students are able to express the meaning and identify the steps used in narrative text.

**C. Learning Objectives**

1. Students can understand about the definition of Narrative text.
2. Students can understand the generic structure of Narrative text.
3. Students can understand the language elements of Narrative text.

**D. Indicators**

1. Find the main idea of the text.
2. Obtain the general and specific information from the text.
3. Understand the generic structure based on the narrative text given.

**E. Method**

Discussion methods are a variety of forums for open-ended, collaborative exchange of ideas among a teacher and students or among students for the purpose of furthering students thinking, learning, problem solving, understanding, or literary appreciation.

**F. Teaching materials****1. Definition**

Narrative text is a kind of text to retell the story that past tense. The purpose of the text is to entertain or to amuse the readers about a story.

## 2. Generic Structure

- Orientation

It set the scene and introduce the story through introducing the characters, the place and time where the story began.

- Complication

Tells the problems of the characters in the story.

- Resolution

The is telling the way the main character overcome the problem and also the part in which the story is ended.

## 3. Linguistic Elements

- Use active verbs.
- Use past tense.
- Use conjunction.
- The first person (I or We) or the third person (He, She, or They).
- Use specific nouns.
- Use adjective and adverbs.

## 4. Example



## **Sangkuriang**

Long long time ago, there was a princess named Dayang Sumbi. He had a son, Sangkuriang. The boy loved hunting. Every time he hunted, he was always accompanied by Tumang, his dog. Sangkuriang did not know that Tumang was actually a reincarnation of his father.

One day, Sangkuriang hunting in the forest he sent Tumang's to pursue a female pig because Tumang's not according to, Sangkuriang killed Tumang. Tumang's heart was given to Dayang Sumbi by sangkuriang, then cooked and eaten. Dayang Sumbi was so angry after hearing Sangkuriang's story. She hit Sangkuriang's head with a wooden spoon. It left a scar on his head.

Sangkuriang felt annoyed and his mother asked him to leave her. Dayang Sumbi was so sorry because she had made her beloved son go away. After many years, Sangkuriang grew as handsome man. He met a pretty girl. Sangkuriang was amazed by her beauty and asked her to be his wife, Dayang Actually, the girl was Dayang Sumbi but he didn't know same with Dayang Sumbi.

One day, Sangkuriang asked permission to go hunting. He also asked Dayang Sumbi to put his headband in order. Dayang Sumbi was shocked when she saw a scar on Sangkuriang's forehead. It was exactly like her son's scar. "Oh My God, he is Sangkuriang, my own son. I can't be his wife," Dayang Sumbi tried to cause Sangkuriang's plan fail.

When Sangkuriang once more asked whether Dayang Sumbi accepted his proposal, she said. "You must build the dam and make a big boat to cross the river. You have to finish your work before daylight." Then, Sankuriang answered "I'll do everything you want."

Sangkuriang called many supernatural creatures to help him. They worked very fast. It made Dayang Sumbi worry. Dayang Sumbi asked her servants to pound the mortar. Hearing the pounding, the cocks awoke. They guessed that the morning had come and so did Sangkuriang. He felt angry, then he broke the dam he had built and kicked the boat that hadn't yet been finished. The boat flew and fell on a place. The place became a mount that is called Tangkuban Perahu.

### **G. Learning Media**

- Whiteboard
- Marker
- Text

### **H. Teaching and Learning Activities**

#### **1. Pre-Activities (10 Minutes)**

- The teacher greets the students and invite students to pray together.
- The teacher checks the attendance list of students.
- The teacher ensures students are psychologically and physically ready to learn.
- The teacher reviews the material taught at the previous meeting.

- The teacher introduces the material that will be studied today.

## 2. Main Activities (70 Minutes)

Observing	<ul style="list-style-type: none"> <li>• The teacher explains the material of definition and explains the generic structure and the linguistic elements of narrative text.</li> <li>• The teacher gives example of narrative text.</li> <li>• The students listen to the teacher explanation.</li> </ul>
Questioning	Students ask questions material that has been taught.
Exploring	<ul style="list-style-type: none"> <li>• The teacher gives a story for each student to perform and tell a story of a narrative text.</li> </ul>
Associating	Students present the results of group discussions.
Communicating	<ul style="list-style-type: none"> <li>• Students get feedback from teachers about their task to analyze a narrative text.</li> <li>• Students ask things that are not understand to the teacher.</li> </ul>

## 3. Post-Activities (10 minutes)

- The teacher and students together conclude the material that has been learned on this day.
- The teacher provides information about the topic that will be learn in the next meeting.
- The teacher says the closing.

#### Appendix 4. Students Score in Pre-test

No	Name	Students Score by Judge 1						Students Score by Judge 2						Students Mean Score
		Score					Total	Score					Total	
		F	G	P	I	E		F	G	P	I	E		
1	Alfarid Adan Younesyah	3	3	3	3	2	70	3	2	4	2	3	70	70
2	Anisa Aulia Putri Ramadhani	3	2	2	2	2	55	2	2	2	2	3	55	55
3	Citra Ayu Andhani	4	2	3	2	2	65	4	3	2	2	2	65	65
4	Denni Sabki Adam	3	3	3	3	2	70	3	2	3	3	3	70	70
5	Diah Putriyani	2	2	2	3	3	60	2	2	2	2	4	60	60
6	Diva Salsabila Aderu Bakti	1	2	2	3	3	55	2	1	2	3	3	55	55
7	Ferdiansyah	2	2	2	2	2	50	2	2	2	2	2	50	50
8	Gigih Yuwan Ahmad	4	3	3	2	3	75	3	4	3	2	3	75	75
9	Hafidz Ziyad Fatullah	2	2	3	2	2	55	2	2	2	2	3	55	55
10	M. Santoso Adul Qodir	2	1	1	3	2	45	1	1	2	2	3	45	45
11	M. Rafael Rizki	2	1	2	2	3	50	2	2	3	2	3	60	55
12	M. Rizky Novaliansyah	2	2	2	1	2	45	2	1	2	2	2	45	45
13	M. Tegar Sayaga	4	3	3	1	1	60	3	3	4	1	1	60	60

14	M. Bintang Arta Mulya	1	2	2	2	2	45	2	1	2	2	2	45	45
15	M. Reno Nagara Apriyadi	2	2	3	3	3	65	3	2	2	3	3	65	65
16	Masyuga Ridho Utama	3	2	3	3	2	65	3	2	2	3	1	55	60
17	Muhammad Aldi	2	2	2	2	2	50	3	2	2	2	1	50	50
18	Nanda Agil Syahputra	3	2	2	3	3	65	3	2	3	2	3	65	65
19	Ninda Anesya Putri	2	1	2	3	3	55	2	2	2	2	3	55	55
20	Ramandha Sapta Pratama	2	2	2	2	1	45	2	2	2	1	2	45	45
21	Rengga Putra Kurniawan	2	1	3	2	2	50	2	2	2	2	2	50	50
22	Resty Ayu Andita	3	2	2	2	2	55	3	2	2	3	1	55	55
23	Rico Wibowo	2	1	1	3	3	50	2	1	1	2	2	40	45
24	Rida Asely	3	3	3	1	2	60	3	3	4	1	1	60	60
25	Rizki Triwibowo	3	3	2	1	3	60	3	3	3	2	3	70	65
26	Salwa Siti Azzahra	4	2	2	2	3	65	3	2	2	3	3	65	65
27	Sulistriyadi	1	1	2	2	3	45	1	1	2	3	2	45	45
28	Trio Zikri Ramadhani	1	2	2	2	1	40	1	2	2	1	2	40	40
29	Zulva Munawaroh Ulhidayah	3	3	3	2	2	65	2	3	3	3	2	65	65
30	Fabian Rizky	2	2	2	2	1	45	2	3	2	3	1	55	50

	TOTAL	1685
	MEAN	56.1667

### Appendix 5. Students Score in Post test

No	Name	Students Score by Judge 1						Students Score by Judge 2						Students Mean Score
		Score					Tota 1	Score					Tota 1	
		F	G	P	I	E		F	G	P	I	E		
1	Alfarid Adan Younesyah	3	3	4	4	3	85	3	2	3	3	4	75	80
2	Anisa Aulia Putri Ramadhani	3	2	3	2	2	60	2	2	3	2	3	60	60
3	Citra Ayu Andhani	4	2	3	2	3	70	4	3	3	2	2	70	70
4	Denni Sabki Adam	4	3	3	3	3	80	4	3	4	3	2	80	80
5	Diah Putriyani	2	3	3	3	3	70	2	2	2	2	4	60	65
6	Diva Salsabila Aderu Bakti	2	2	2	3	3	60	3	1	2	3	3	60	60
7	Ferdiyansyah	2	2	2	2	2	50	2	2	3	2	3	60	55
8	Gigih Yuwan Ahmad	4	3	4	3	3	85	4	4	3	2	4	85	85
9	Hafidz Ziyad Fatullah	3	2	3	2	3	65	4	2	2	2	3	65	65
10	M. Santoso Adul Qodir	3	2	2	3	3	65	3	2	3	2	3	65	65

11	M. Rafael Rizki	2	1	2	3	4	60	3	2	3	3	3	70	65
12	M. Rizky Novaliansyah	3	3	2	1	2	55	2	2	2	2	3	55	55
13	M. Tegar Sayaga	2	2	3	3	3	65	3	2	3	3	2	65	70
14	M. Bintang Arta Mulya	2	2	2	3	2	55	2	2	2	2	3	55	55
15	M. Reno Nagara Apriyadi	3	3	3	3	3	75	3	2	4	3	3	75	75
16	Masyuga Ridho Utama	4	3	3	3	2	75	3	2	4	3	1	65	70
17	Muhammad Aldi	3	2	3	2	2	60	2	2	3	2	3	60	60
18	Nanda Agil Syahputra	3	2	2	3	3	65	4	2	3	2	4	75	70
19	Ninda Anesya Putri	3	2	3	3	3	70	2	2	2	3	3	60	65
20	Ramandha Sapta Pratama	2	2	3	3	2	60	4	3	3	1	1	60	60
21	Rengga Putra Kurniawan	2	2	3	2	3	60	3	2	3	2	2	60	60
22	Resty Ayu Andita	3	3	2	2	3	65	3	3	3	2	2	65	65
23	Rico Wibowo	2	2	2	3	3	60	2	3	2	2	3	60	60
24	Rida Asely	3	3	3	3	3	70	3	2	4	3	3	70	70
25	Rizki Triwibowo	3	2	3	3	4	75	4	2	2	3	4	75	75
26	Salwa Siti Azzahra	4	3	3	3	2	70	4	2	3	3	3	70	70
27	Sulistriyadi	2	1	2	2	3	50	3	2	2	3	2	60	55

28	Trio Zikri Ramadhani	3	2	2	2	2	55	2	2	2	2	3	55	55
29	Zulva Munawaroh Ulhidayah	3	3	3	3	3	75	3	3	4	3	2	75	75
30	Fabian Rizky	3	2	1	3	3	60	2	2	2	3	3	60	60
	TOTAL												1975	
	MEAN												65.833	



## Appendix 6. Documentation

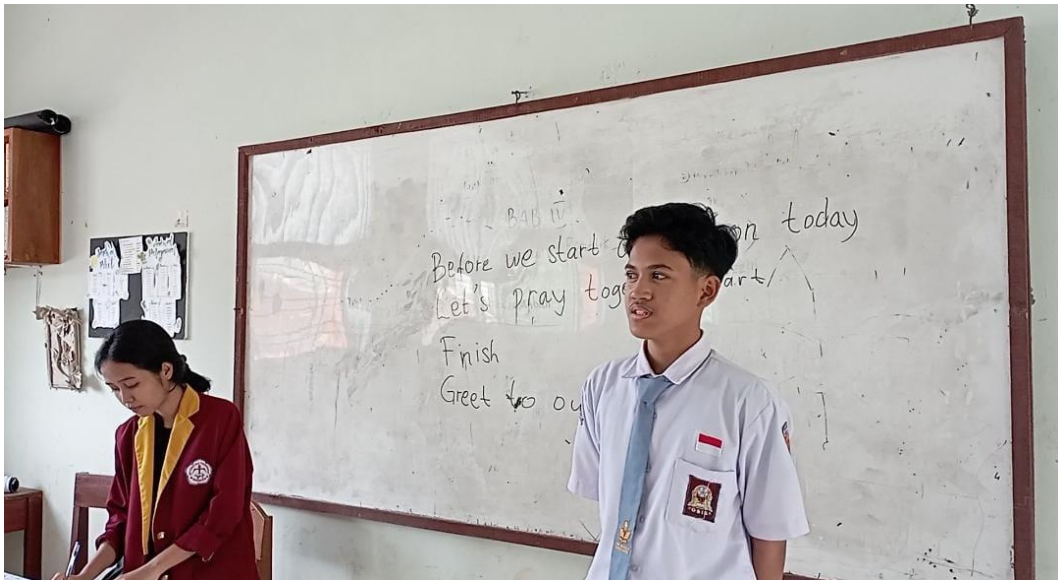


### Pre-Test





**Treatment**



**Post-Test**

## Appendix 6. Permission Letter



### UNIVERSITAS TEKNOKRAT INDONESIA FAKULTAS SASTRA DAN ILMU PENDIDIKAN

Nomor : 014/FSIP-S1.PBI/B.712/III/2023  
Perihal : Permohonan Izin Penelitian

18 Maret 2023

Yth.  
**Bapak Drs. Firdaus, M.M.**  
**Kepala SMKN 8 Bandar Lampung**  
Jalan Imam Bonjol No.52 Kurungamyawa,  
Kec. Kemiling, Kota Bandar Lampung

Dengan hormat,

Berdasarkan SK Dekan Nomor: 009/FSIP-S1.PBI/B.64.1/XII/2022 tentang Penulisan Proposal dan Skripsi Mahasiswa S1 Pendidikan Bahasa Inggris, dengan ini kami mohon kesediaan Bapak memperkenalkan mahasiswa kami melakukan penelitian di SMKN 8 Bandar Lampung.

Adapun mahasiswa kami yang melakukan penelitian adalah:

nama : Elisabeth Renita Sari  
NPM : 19113028  
judul penelitian : *The Use of Storytelling to Improve Students' Speaking Skill for Tenth Grade Students at SMKN 8 Bandar Lampung*  
dosen pembimbing : Intan Hamzah, S.Pd., M.Pd.

Demikian permohonan ini, atas izin yang diberikan kami sampaikan terima kasih.

Hormat kami,  
Dekan,



Dr. Heri Kuswoyo, S.S., M.Hum.

Narahubung :

1. Intan Hamzah, S.Pd., M.Pd. : +62 813-6930-0854  
2. Elisabeth Renita Sari : +62 823-7732-4302

#### FAKULTAS SASTRA DAN ILMU PENDIDIKAN

SASTRA INGGRIS (S1), PENDIDIKAN MATEMATIKA (S1), PENDIDIKAN OLAH RAGA (S1), PENDIDIKAN BAHASA INGGRIS (S1)  
Jl. H. Zainal Abidin Pagarlalam 9-11 Labuhanrata, Bandar Lampung. Telp. (0721) 784945, Website: [www.teknokrat.ac.id](http://www.teknokrat.ac.id), E-mail: [info@teknokrat.ac.id](mailto:info@teknokrat.ac.id)