

**A COMPARATIVE STUDY OF STUDENTS' SPEAKING ABILITY
BETWEEN STUDENTS WHO ARE TAUGHT USING STORY TELLING
AND THOSE THROUGH ROLE PLAYING ACTIVITY AT
THE ELEVENTH GRADE OF THE FIRST SEMESTER
OF MA AL-HIKMAH BANDAR LAMPUNG IN
THE ACADEMIC YEAR OF 2017/2018**



A Thesis

Submitted as a Partial Fulfillment of the Requirement for S1-Degree



By

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LAMPUNG
2017**

ABSTRACT

A COMPARATIVE STUDY OF STUDENTS' SPEAKING ABILITY BETWEEN STUDENTS WHO ARE TAUGHT USING STORY TELLING AND THOSE THROUGH ROLE PLAYING ACTIVITY AT THE ELEVENTH GRADE OF THE FIRST SEMESTER OF MA AL-HIKMAH BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2017/2018

By
Erika Agustina

Techniques are important to support success in teaching learning process to improve the students' speaking ability. Techniques are storytelling and role play. The objectives of this research is aimed to find out whether there is significant difference between storytelling and role playing activity on students' speaking ability

The static-groups pretest-posttest design was used to collecting the data, it was pre-test and post-test. The population of this research was eleventh grade of MA Al-Hikmah Bandar Lampung and the sample as chosen by doing cluster random sampling. Two classes was chosen as experimental class and control class. Experimental class was given treatment by using role play and control class by using story telling

From the data analysis, it was found that the data result obtained in the independent sample t-test, that the value of significant generated $\text{Sig.}(P_{\text{value}}) = 0.000 < \alpha = 0.05$. So, H_a is accepted and H_o is rejected. So role play is more effective than story telling. So it means that there were a significant difference of student's speaking ability between students who are taught using storytelling and those through role playing activity at the first semester of the eleventh grade of Al-Hikmah Bandar Lampung in the academic year of 2017/2018.

Keywords: *speaking skill, storytelling, role playing activity.*

MOTTO

وَقُلْ لِعِبَادِي يَقُولُوا الَّتِي هِيَ أَحْسَنُ إِنَّ الشَّيْطَانَ يَنْزِعُ بَيْنَهُمْ إِنَّ الشَّيْطَانَ كَانَ لِلْإِنْسَانِ عَدُوًّا مُّبِينًا ٥٣

“Say to My servants that they should (only) say those things that are best: for Satan doth sow dissensions among them: For Satan is to man an avowed enemy”.¹ (Q.S Al-Ishro: 53)



¹ Abdullah Yusuf Ali, The Meaning of Holy Qur'an New Edition Revisid Translation, Commentary and Newly Comprehensive Index (Bestvile: Amana Publication, 2005), p.1153

DEDICATION

From the deep of my heart. This thesis is proudly dedicated for everyone who cares and loves me. I would like to dedicated this thesis to :

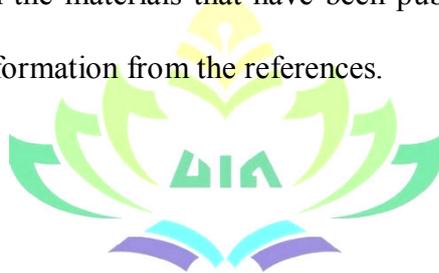
1. My beloved Parents, my father Mr. Agus Afrida and my mother Mrs. Awang Nila Maya who always inspire, support and give me motivation to study hard until now. Therefore, thank you for giving the financial, moral and spiritual support.
2. My beloved sister, Prasta Afrida, Amd.kom who always supports me.
3. My beloved friends, who always support me in finishing this thesis.
4. My almamater UIN Raden Intan Lampung.



DECLARATION

In the name of Allah the most gracious and merciful.

Hereby, then I fully declare the thesis entitled **“A COMPARATIVE STUDY OF STUDENTS’ SPEAKING ABILITY BETWEEN STUDENTS WHO ARE TAUGHT USING STORY TELLING AND THOSE THROUGH ROLE PLAYING ACTIVITY AT THE ELEVENTH GRADE OF THE FIRST SEMESTER OF MA AL-HIKMAH BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2017/2018“** is completely my own work, and it does not contain the materials that have been published by other people’s ideas unless the information from the references.



Bandar Lampung, November 2017

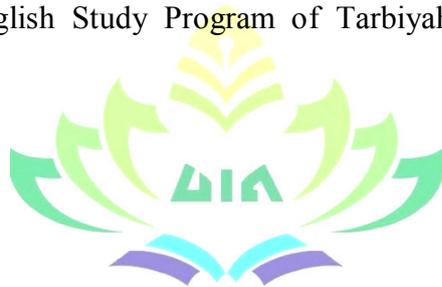
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CURRICULUM VITAE

Erika Agustina, was born on September 26th 1993 in Kota Bumi, North Lampung. She lives in Gisting Bawah RT/RW 012/006 Kec. Gisting, Kab. Tanggamus. She is the second daughter of one sibling. She began her school at SDN 01 Abung Semuli, in 2000. Therefore, she continued her study at SMPN 01 Gisting, in 2006. After that, she continued her study at SMA Muhammadiyah 01 Gisting in 2009 and she finished her study in 2012. After graduating from Senior High School, she continued her study at Raden Intan State Islamic University of Lampung as a S1 degree student of English Study Program of Tarbiyah and Teacher Training Faculty.



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First of all, all praise is due to Allah, the Most Merciful, the Most Beneficent for His blessing and mercy during her study *and in completing this final exam* successfully. Then, *peace and salutation always be with our prophet Muhammad SAW* who has guided us from the darkness to the lightness.

This thesis entitled “A Comparative Study of Students’ Speaking Ability Between Students Who are Taught Using Story Telling and Those through Role Playing Activity” at the Eleventh Grade of the First Semester of MA Al-Hikmah Bandar Lampung in the Academic Year of 2017/2018” is presented to the English Study Program of UIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill a part of students’ task in partial fulfillment of the requirement to obtain S1-degree. However, this thesis would not have been completed without the aid, support, guidance, help, advice, and encouragement of countless people. Therefore, the researcher would like to express the deepest sense of gratitude to:

1. Prof. Dr. Chairul Anwar, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung with all staffs, who have given an opportunity and forbearance to her when on going the study until the end of this thesis composition.

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Finally, the thesis is aware has a lot of weaknesses. Therefore, the researcher truthfully welcomes comments and criticisms from readers for enhance the quality of the thesis. Furthmore, the researcher expects that the thesis is useful for the researcher particulary and the readers generally, especially for those who are involved in English Teaching Profession



Lampung, November 2017

The Researcher

Erika Agustina

1311040112

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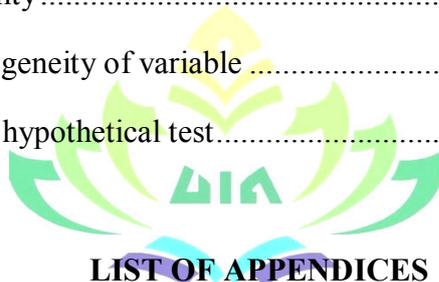
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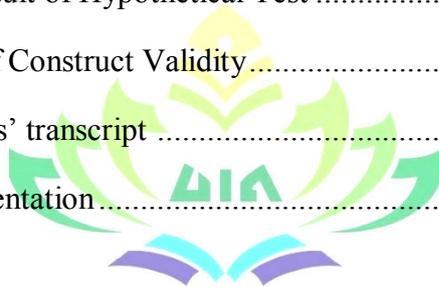
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CHAPTER I

INTRODUCTION

A. Background of the Problem

English was spread widely all over the world, because of the influence of the British Empire expansion beside the military and economic dominance due to the pre-eminence of American influence in the world. English is now used by millions of speakers for a number of communicative functions around the world. It has become the preferred language in a number of ambits like international business. Meanwhile, language is a fundamental part of human behaviour.² It contaminated by human behavior in daily life meanwhile language as tool to communicate to deliver information to others. In addition, Allah has explained in the Al-Qur'an surah Ar-Rahman ayat 1 to 4:

الرَّحْمَنُ ۙ عَلَّمَ الْقُرْآنَ ۚ
خَلَقَ الْإِنْسَانَ ۚ عَلَّمَهُ الْبَيَانَ ۚ

The most gracious!, it is He who has taught the Qur'an, He has created man, He has taught him an intellegent speech (Qs. Ar-rohman: 1-4)³

²H. Douglas Brown, *First Language Acquisition. Principles of Language Learning and Teaching, (5th Ed)*, (New York: Pearson ESL, 2007), p. 26

³ Abdullah Yusuf Ali. *The Holy Qur'an Text and Translation*, (Millat Book Centre: New Delhi, 2006), p. 590

Based on Qur'an verse above, it can be seen that language is a skill that given to human from God. This statement is supported by His firman that He created human with the knowledge and language skill. And it can be seen that in order to interact with other, human can use many ways to convey their ideas and intention such as voice, gesture, and symbols. Thus, a human can interact either oral, written and gesture to express our feeling.

Language is a means of communication, it is the primary tool of human beings use for thinking, communicating and learning. Communication is an essential need for human being. Although English is not a language which the largest number of native or first language speakers, it has also become a “lingua franca” among speakers of languages that are not mutually intelligible. Harmer stated that a Lingual Franca can be defined as a language widely adopted for communication between two speakers whose native languages are different from each other's and where one or both speakers are using it as a ‘second’ language.⁴

It means that many people around the world use English although as a second language even foreign language. English seems to be one of the main language of international communication, even people who are not speaker of English often know word such as bank, walkman, hotel, hot dog, radio, taxi and telephone. English is a universal language and it is

Jeremy Harmer, *The Practice of English Language Teaching*, (Cambridge: Longman, 2001), p.1

famous all over the world. In fact, today's speaking English has become a necessity. Most people believe having knowledge of foreign languages can increase opportunities to create contacts from another country. As English becomes more popular as the language, English considered as the first foreign language and taught formally from elementary school up to the university level.⁵

In Indonesia, English is compulsory subject. Sudira stated that English is a foreign language that is taught formally since elementary school. The teaching of English is based on the School-Based Curriculum (KTSP) which the development of KTSP as document, learning program, learning result, and learning experience of students.⁶In reference to this Curriculum proposed by the Department of National Education in 2006, English lessons have become a master class where students listen to the teacher and repeat grammatical constructions or practice activities from the course book or workbook. In teaching English for senior high school, there are four majors of English language skill. They are Listening, Speaking, reading and integrated writing to achieve informational literacy level.⁷

5H. Douglas Brown, *Teaching by principles An interactive Approach to Language pedagogy*, (San Francisco: Longman, 2001), p.34

6PutuSudira MP, "Kurikulum Tingkat SatuanPendidikan SMK",
Source: staff.uny.ac.id/sites/default/files/tmp/buku-ktsp.pdf. Accessed on 25th January 2017, p. 3

7-----, *Standar Isi UntukSatuanPendidikanDasardanMenengah: StandarKompetensidanKompetensiDasar SMA/MA* (Jakarta: BadanStandarNasionalPendidikan, 2006), p.126

Nunan stated that to most people, mastering speaking is the most essential aspect of learning English as second language, and success is measured in term of the ability to carry out of conversation in a language.⁸Speaking has quite essential role in transferring the information, it is delivered by the speaker to the listener. Language means is communication, students have to be accustomed to speak utterances orally in the classroom, even in the very simplest way, such as greeting, answering, expressing ideas and giving responses.

Thus, the students need to have a good speaking ability in order to achieve the objectives of English teaching and learning as stated in the current curriculum. Learning involves acquiring and modifying knowledge, skills, strategies, beliefs, attitudes, and behaviors. People learn cognitive, linguistic, motor, and social skills, and these can take many forms.⁹

Learning also is an enduring change in behavior, or in the capacity to behave in a given fashion, which results from practice or other forms of experience.

Learning English does not mean just learning about the structure and vocabulary, but also learning how to speak the language for

⁸David Nunan, *Language Teaching Methodology: A text book for teacher* (New Jersey: Prentice Hall Inc, 1991), p.39

⁹Dale H. Schunk, *LearningTheories: An Educational Perspective*, (Boston: Pearson Education. Inc, 2012), p. 2

communication to one another. The most important thing that should be noticed in teaching speaking is how to activate all of language elements, such as vocabulary, grammar, and pronunciation, which students have to use it in communication, since the main function of language is to communicate. Communication is a field in constant flux and the choice here has been to opt for individual accounts which directly address processes of change and development.¹⁰ Nowadays, communicating fluently in English allows us to connect with people around the world.

Fluent communication requires understanding what is being spoken or read and being able to produce fluid, well-pronounced, and accurate messages in return by speaking. It means that the goal for students learning English speaking is that they are able to use language to communicate effectively. Harmer stated that the ability to speak fluently emphasizes not only on the knowledge of language features but also on how the ability to process information on the spot. When the learners are engaged in discussions, the purposes of speaking are able to express opinions, to persuade someone about something or clarify information. Information delivered orally by the speaker to the listener by expressing the opinion.¹¹

¹⁰David French and Michael Richards, *Media Education Across Europe*, (New York: Routledge, 1994), p.3

¹¹Jeremy Harmer, *The Practice of English Language Teaching* (Cambridge: Longman, 2001), p.269

Based on interview in preliminary research, there are some problems that found where it faced by the students at eleventh grade of MA Al-Hikmah Bandar Lampung which is interviewed is used as method to collecting the data. According to Sudaryono, Margono and Rahayu Interview is a way to collecting the data that can be used to get direct information from the source.¹² There were several factors that might have been affecting student's speaking performance, such as English as foreign language, their habitual in using English, teaching method that used in the classroom even the student's motivation in learning English.

The result of preliminary research showed some problems. First, most of students cannot participate in speaking English to express their opinion because in daily teaching-learning process, the teachers were not concern to teach how to use English in daily communication. Second, most of students learn English as a foreign language in a classroom setting. As result, students have difficulties to communicate fluently in English such as difficult to send idea, message and feeling although they have learned English since Elementary school. Furthermore, in most of the cases, the English is not used during the English lesson. It shapes students have traditionally a negative attitude towards the English language and, since they do not need English in daily life, they do not speak or hear English outside the classroom. The conditions are impact for some

¹²Sudaryono, GagukMargono and WardaniRahayu, *Pengembangan Instrument PenelitianPendidikan*, (Yogyakarta: GrahaIlmu ,2013), p. 35

students that learn English getting a good mark in English but they are not able to maintain a basic conversation or simple conversation such as ask information or direction, introduce themselves, tells about their family even their own hobbies.

Third, the teachers usually teach the students only based on the book that available in the school. It caused the dependence of the students on those books, limitation information acceptance by students then the students difficult to explore and elaborate written or oral skills. Therefore, it makes them hard to learn English and become passive participants that just learn English in its surface not deeply then that condition effected to the students' score. The low score of students' speaking can be seen on the score table.

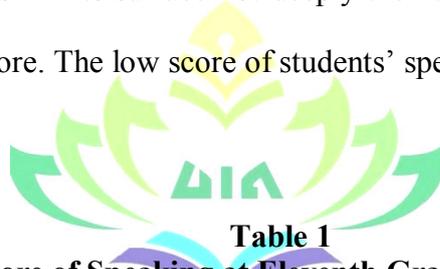


Table 1
Students' Score of Speaking at Eleventh Grade of MA Al-Hikmah
Bandar Lampung in the Academic Year 2016/2017.

No	Score	Class			Number of Students	%
		IPA	IPS	IAI		
1.	< 70	20	23	17	60	58.5%
2.	≥ 70	12	20	11	43	41.5%
Total		32	43	28	103	100%

Based on the table 1, it can be concluded that from 103 students of this eleventh grade of MA Al-Hikmah Bandar Lampung, it could be seen

that there are 43 students got ≥ 70 score; it is 41.5% students which the criterion of minimum mastery (KKM) is 70. It indicated that most students were still faced difficulties in speaking. In teaching and learning process, there are some components which make students can develop their communicative ability. One of them is the ability of the teacher to choose or to create a certain technique to teach English in a vibrant, active language, and interesting.

Based on preliminary research's result, it is fact that problems which were faced by students need to solve by finding new technique or media even activity that can help the student to handle students' difficulties in speaking. There are many ways to make an interesting activity in teaching speaking such as storytelling and role playing activity. Therefore, the writer will use role playing activity and storytelling, both of activities will use to develop the students' ability in speaking. Next, the researchers wants to compare the development of students' speaking ability between student who are taught using storytelling and those through role playing activity by compare the development percentage of student's score in posttest to know which one method that more effective toward student's development.

Both activities give to the student because a real activity becomes student's real learning. Connecting to that statement, Harmer stated the physical manifestation is to be found in classrooms where learner are given tasks to work on and where, in the process of performing these task

(with the teacher's help), real learning takes place.¹³ Role play is very important in teaching speaking because it gives students an opportunity to practice communicating in different social contexts roles.

Donough and Show stated the role play would seem to be the ideal activity in which students could use their English creatively and it aims to stimulate a conversation situation in which students might find themselves and give them an opportunity to practice and develop their communication skill.¹⁴ So, by using role play the students can use English in different way and it will stimulate a conversation which is in the conversation the students have opportunity to practice then that condition impact to development of their speaking skill.

Likewise, story is a way of knowing and remembering information. Meanwhile Storytelling is a means of expressing experiences, emotions and ideas in different forms. Despite all the modern innovations, the attraction of the art of storytelling has not really been lost, particularly, in the field of education where it still carries a major importance.¹⁵ By using narratives as stories as a tool for raising curiosity & satisfaction for better learning and retention in learners. Role play even Storytelling will use because understanding comes not just from explanation but also from what

¹³Jeremy Harmer, *Op.Cit.*, p.57

¹⁴Jo MC. Donough and Christoper Show, *Material and Method in ELT: Applied Language Studies*, (Cambridge : Blackwell, 1993), p. 165

¹⁵Sonal Shree, "A Conceptual Model On The Use Of Stories As A Tool For Trainers For Better Engagement & Learning Of The Trainees", *Education Journal*, Vol. 13, No. 6, 2015

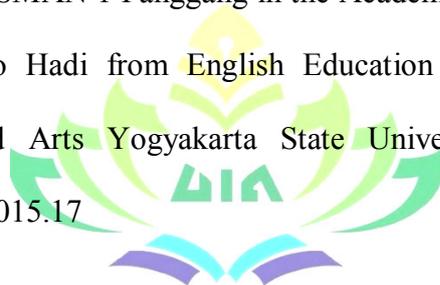
the students see and hear which further understanding is can be reached by student by real learning. Real learning means the student doing real speaking activity. Role playing and storytelling will use as techniques to develop the English speaking ability then compare both of techniques by comparing the percentage development that achieve by both of technique to know the better technique in increasing students ability in speaking. Here, storytelling and role play represent monolog and dialogue.

According to Brown, A transactional (dialogue) carried out for the purpose of conveying or exchange specific information, is extended form of responsive language. Therefore an interpersonal (dialogue), it is carried out more for purpose of maintain social relationship than for the transmission of fact and information. Meanwhile an extensive (monologue), in this type students intermediate to advanced levels are called to give extended monologues in the form of oral report, summaries, or perhaps short speeches. So, both of techniques can be used in developing speaking ability.¹⁶ According to the background of study, A Comparative Study of Students' Speaking Ability between Students Who Are Taught Using Story Telling and Those through Role Playing Activity conducted as the research entitled. The purposes of the research to find the most compatibility technique between Storytelling and Role play to develop student's ability in speaking which storytelling represented

16H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (San Fransisco: Longman, 2000), pp. 273-275

monologue and role play represented dialogue. So, by using those techniques the writer eager to know which the technique (monologue or dialogue) later that give higher percentage of development in students speaking by compare the scores' of students' posttest.

Dealing with the theme of students' speaking development by using story telling or role play, there were some research that was used those techniques, storytelling or role play to increase the student's ability in speaking. First, research that was used role play technique, the title is Using The Role-Play Technique To Improve the Speaking Skills of Grade XI Students of SMAN 1 Panggang in the Academic Year of 2014/2015 by Kunto Laksono Hadi from English Education Department Faculty of Languages and Arts Yogyakarta State University and the research conducted on 2015.¹⁷



The research focus on how to improve speaking's ability of student by using role play technique. It was an action research; he was stated that an action research is a form of self-reflective enquiry done by participant in social situation (e.g. teachers, students, school principal in educational situation) for improving their own social and educational practices, and the situations in which these practices are carried out. Hadi, himself was directly involved on the research. The data of Hadi's research was in the form of qualitative and quantitative research.

¹⁷ Kunto Laksono Hadi *The Role-Play Technique To Improve the Speaking Skills of Grade XI Students of SMAN 1 Panggang in the Academic Year of 2014/2015* p.9

The result of Hadi's research showed that: first, teaching speaking by implementing the role-play technique to create some activity can make the students achieve the indicators. This technique led the students to have more practice in speaking. Second he was used pictures and video, the result was by preparing worksheets led the teaching and learning process to run more effectively and efficiently. Third, discussing a hot issue made up the students understanding. A small discussion was implemented to motivate the students and make the students ready to receive the lesson. Fourth, by implementing pair work make the students had more opportunity to practice to speak. Based on that result, Hadi's makes some further implication. Hadi was implied that the use of the role-play technique was useful to improve the students' speaking skills. It could improve the students' participation, vocabulary and help them comprehend the content of the functions better. Besides, this strategy was also useful to improve the teaching and learning of speaking such as improving classroom interaction and the students' participation. The class would become more effective. Next, the students had more opportunity to speak and improve their critical thinking.

On the other hand, there were some researches that used storytelling as technique to develop students' ability in speaking. One of them was research that conducted by Siti Munawaroh. The title of her research was Using Storytelling Technique to Improve Speaking Skills of The Students of MTS Al-Ghozali Panjerejo from English Education Program

Department of Islamic Education State Islamic Collage (STAIN) Tulung Agung. Munawarohs' research was conducted on 201218. The writer limits the study only on the implementation of storytelling to improve the speaking skills of the students of MTs Al-Ghozali Panjer by using narrative text.

Munawaroh's stated that story telling is a procedure that enables a child to play a large role in reconstructing stories. It underlines both social and academic development. When they tell a story, they use language for an extended period of time. They construct the story and this activity increases their language development. The data presented in this study are data collected from planning, implementing, observing, and reflecting in two cycles of this classroom action research. The quantitative data in this research comes from speaking test and students' questionnaire.

The result of the implementation of storytelling technique on Munawaroh research showed there was improvement of speaking skills of the students of MTs Al-Ghozali Panjer. Munawaroh stated that the students were more imaginative and feel free to show their understanding about the story. It made the students motivated to learn then it impact to the improvement of student's speaking skills. The result of research

showed that the score of mean of the students before implementing of storytelling was 65.37, while the score of mean of the students after implementing story telling was 75.9.

Both of previous researches reveal which were storytelling and role play used on researches and both of the researches showed significant improvement of student speaking. Therefore, the writer was to conduct a comparative study to compare both techniques by seeing the percentage of increase or decrease of students' score after implementing both techniques toward students. Storytelling and role play were implemented to students to find the most effective technique in gaining student ability in speaking. Meanwhile, storytelling is representing monologue and role play is representing dialogue. So, the purposes of this research to know the better technique between storytelling and role play in increasing the students' ability in speaking.

B. Identification of the Problem

Based on the background of the problem the problems found were as follows :

1. The student speaking was still low.
2. Teacher used monotonous technique in teaching speaking.
3. Limitation information acceptance by student cause the teacher only used the available book in the school.

C. Limitation of the Problem.

This research was focused and limited on a comparative study of student's speaking ability between students who are taught using storytelling and those through role playing activity. The object of research is eleventh grade of MA Al-Hikmah Bandar Lampung in 2017/ 2018 academic year.

D. Formulation of the Problem

Based on background of the problem above, this research was discussed the speaking problems faced by the eleventh grade of MA Al-Hikmah Bandar Lampung in 2017/ 2018. The problem is formulated as follows:

Is there a significant difference between storytelling and role playing activity on students' speaking ability of the eleventh grade of MA Al-Hikmah Bandar Lampung in 2017/ 2018 academic year?

E. Objective of the Research

Based on the formulation of the problem, the purpose of the research was to know whether there is a significant difference between storytelling and role playing activity on students' speaking ability of the eleventh grade of MA Al-Hikmah Bandar Lampung in 2017/ 2018 academic year.

F. Use of the Research

This research is aimed at giving theoretical and practical contributions to some parties.

1. Theoretical use

Theoretically, the uses of the research divide into three. First, the paper is expecting to give the information on how role playing technique can develop the students' ability in English speaking. Second, the paper expect to give information about the process students' improvement in English speaking ability by using storytelling and third the paper also expect to give information about comparison result of both techniques to improve the students' ability in English speaking for eleventh grade of MA Al-Hikmah Bandar Lampung in 2017/ 2018 academic year.

2. Practical use

Practical uses of the research is to give elucidation to the educator and the readers about the roles of storytelling to improve the student ability in English speaking meanwhile to give information about the student's ability improvement by using role playing technique then the comparison between both techniques to the students' ability in English speaking.

G. Scope of the Research

1. Subject of the research

The subject of the research was students at the eleventh grade of MA Al-Hikmah Bandar Lampung.

2. Object of the research

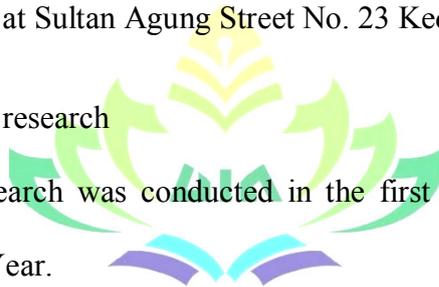
The objects of the research are the use of storytelling and role playing activity as well as students' English speaking ability.

3. Place of the research

The research was conducted at MA Al-Hikmah Bandar Lampung. It is located at Sultan Agung Street No. 23 Kedaton Bandar Lampung.

4. Time of the research

The research was conducted in the first semester of 2017/ 2018 Academic Year.



CHAPTER II

THEORETICAL FRAMEWORK AND LITERATURE REVIEW

A. Theoretical Description

1. Teaching English as a Foreign Language

Language as tool for human to express their thoughts, views and ideas while language as a medium of communication, to deliver information from the speaker to the listener. In other hand communication is an essential need for human being. English is a widely spoken language far and wide. It was considered English as global language because the largest numbers of people are speaking English in the world across the borders.

In Indonesia, English viewed as a foreign language. A foreign language context is one in which the language being taught and learned is not widely used in the community.¹⁹ Meanwhile Setiyadi argues that in Indonesia, where English is not spoken in the society, accuracy is the focus in learning English.²⁰ English is language that taught and learned formally.

¹⁹David Nunan, *Teaching English to Speakers of Other Languages: An Introduction*, (New York: Routledge, 2015), p. 54

²⁰Ag. Bambang Setiyadi, *Teaching English as a Foreign Language* (Yogyakarta: Graha Ilmu, 2006), p. 21

Based on Nunan and Setiyadi statements before, it can be concluded that English as foreign language in Indonesian but English being taught and learned although it is not use in social content. Bahasa as Indonesian daily language therefore accuracy is the focus in learning English. Nunan added that people learning a language in a foreign language context have limited opportunities to speak the language outside the classroom.²¹ English just taught in school but it does not play an essential role in social life. That situation makes students difficult to practice and face real communication using English in daily activity. Classroom the only one places for student to practice and use English. Meanwhile English as compulsory subject in the school, it is expected that the student should have ability in English especially in speaking meanwhile fluency as benchmark of language ability.

Consider English as the foreign language that become compulsory subject in formal school. Teaching English as a foreign language must put as first priority beside English as global language, English also a tool to gain knowledge and information so teaching English should be in interesting way. While teaching may be defined as “ showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or

²¹David Nunan, *Op. Cit.*, p. 54

understand.”²²The goal of the teaching English in the scope of speaking is the students are able to express the meaning in transactional and interpersonal formally and informally in the form of recount, narrative, procedure, descriptive, and report in the daily life context. Language study refers to any stage in a lesson where students and teachers focus in on (the construction of) a specific feature of the language in order to understand it better.²³

Based on some language theorists before, it can be assume that accuracy is the focus in learning and teaching English in Indonesia related to status of English as foreign language. Meanwhile, a foreign language context is one in which the language being taught and learned is not widely used in the community because in Indonesia bahasa as daily language. So, students have limited opportunities to speak the language outside the classroom. While the purpose of teaching English in scope of speaking students are able to express the meaning by oral in the daily life context to gain knowledge and information. On the other hand, most of people believe that fluency in speaking as benchmark of language ability.

²²H. Douglas Brown, *Principles of Language Learning and Teaching*, (4th Ed), (New York: Addison Wesley Longman. Inc, 2000), p. 7

²³Jeremy Harmer, *The Practice of English Language Teaching*, (Cambridge: Longman, 2001), p. 269

2. The Nature of Speaking

a. The Definition of Speaking

There are many definitions of speaking have been proposed by language theorists. Nunan defines Speaking as a social activity is thereby promoted.²⁴ Luoma stated speaking as interaction, and speaking as a social and situation-based activity.²⁵ Therefore Levelt stated that talking as an intentional activity involves conceiving of an intention, selecting the relevant information to be expressed for the realization of this purpose, ordering this information for expression, keeping track of what was said before, and so on.²⁶

All these perspectives see speaking as an integral part of people's daily lives. It means speaking is related to social activity the speaker to another which speaking as an intentional activity. The speaking ability connected to the ability of the speaker to deliver information than the listener comprehends the information that delivered by the speaker and responds it spontaneously, both of speaker and listener have limited time to create detail plan. Therefore, fluency is required to achieve two way conversations.

In addition, Bygate stated that by giving learners 'speaking practice' and 'oral exam' we recognize that there is a different between

²⁴David Nunan, *Op.Cit.*, p. 55

²⁵Sari Luoma, *Assessing Speaking*, (Cambridge: Cambridge University Press, 2009), p. 9

²⁶Willem J. M. Levelt, *Speaking: From Intention to Articulation*, (New York: Asco Trade Typesetting Ltd, 1989), p. 9

knowledge about a language, and skill in using it.²⁷ He also added that speaking as a skill, knowledge itself is not enough: knowledge has to be used in action. While Nunan defines speaking as the productive aural/ oral skill.²⁸ It means it is an ability to use language in oral with fluency.

Based on the definition of speaking above, it can be assume that speaking is a social activity that requires the ability to process the information and language directly and by using speaking practice and oral exam the student can recognize speaking as a skill and how to use language knowledge itself.

b. Function of Speaking

The function of speaking-the kinds of intentional acts a language user can perform through speech, such as referring, requesting, and explaining.²⁹ Which the speaker as a highly complex information processor who can, in some still rather mysterious way, transform intentions, thoughts, feelings into fluency articulated speech.

Speaking as an ability to catch the intention both of the speaker and the listener while the speaker as information processor that deliver information such as thoughts and feeling by involving the intention of listener while using oral speech. It is common when we talk about speaking, it is relates

²⁷Martin Bygate, *Speaking*, (Bristol: Oxford University Press, 1987), p. 3

²⁸David Nunan, *Practical English Language Teaching*, (New York: McGraw-Hill, 2003), p. 49

²⁹Willem J. M. Levelt, *Op.Cit.*, p. 1

to language that used in the speaking activity itself. Coincide with it, Brown and Yule in Oatey identify two main function of language the transactional (or information-transferring) function, and the interactional (or maintenance of social relationships) function.³⁰ It means function of language is to transferring information and maintaining of social relationship. Therefore, the function of speaking is to transfer ideas, requesting and also explaining while transferring information in social contents by oral. As we know that God created human in different condition and character, so they need interact among people. Allah SWT explained in the Qur'an Surah Al-Baqarah: 83

وَإِذَا أَخَذْنَا مِيثَاقَ بَنِي إِسْرَائِيلَ لَا تَعْبُدُونَ إِلَّا اللَّهَ وَبِالْوَالِدَيْنِ
إِحْسَانًا وَذِي الْقُرْبَىٰ وَالْيَتَامَىٰ وَالْمَسْكِينِ وَقُولُوا لِلنَّاسِ
حُسْنًا وَأَقِيمُوا الصَّلَاةَ وَآتُوا الزَّكَاةَ ثُمَّ تَوَلَّيْتُمْ إِلَّا
قَلِيلًا مِّنْكُمْ وَأَنتُمْ مُّعْرِضُونَ ﴿٨٣﴾

³⁰Helen Spencer -Oatey, *Culturally Speaking: Managing Rapport through Talk across Culture*, (London: Continuum, 2004), p. 2

And (recall) when we took the covenant from the Children of Israel, (enjoining upon them), "Do not worship except Allah ; and to parents do good and to relatives, orphans, and the needy. And speak to people good (words) and establish prayer and give zakah." Then you turned away, except a few of you, and you were refusing.³¹

From the statement above, it can be explained that speaking is the way to make communication between speaker and listener. Good speech is a tool to build a good relationship between people to another.

In addition, narrated by Abu Hurairah ra, Rasulullah saw taught us the ethics of speech



Whoever believes in Allah and the Last Day should he say good or silent.

This hadith explained if someone wants to say let them think first. If the word is expected will not bring ugliness, then please speak. However, if it is expected that the words will bring ugliness or doubt whether bringing harm, then they should not speak.

³¹ Drs. Arif Rifhan, *Al-Qur'an Tiga Bahasa*, (Al-Huda Gema Insan: Depok), p. 273

c. Elements of Speaking

Harmer describe the ability to speak fluently presupposes not only a knowledge of language features, but also the ability to process information and language ‘on the spot’.³² It means students have to know the knowledge both the language feature and the ability to process information and language automatically on the spot to make a fluency speaking in delivering and receiving the information by oral.

According to Harmer, there are two elements of speaking, they are:

1. Language feature, the language features consist of:
 - a. connected speech
 - b. expressive device
 - c. lexis and grammar
 - d. negotiation language.
2. Mental or social processing, which consist of:
 - a. language processing,
 - b. interacting with other
 - c. (on the spot) information processing.³³

Meanwhile, speaking is as intentional activity that involves skills such as accuracy, appropriateness, fluency and vocabulary building. Both of the elements are interdependent, where the speaker and listener perform active direct skill of language. In practice both of the

³²Jeremy Harmer, *Loc.Cit*

³³*Ibid*, p. 4

speaker and listener who involve in conversation must fluent in connected speech, give right expression, use right lexis and grammar, and show directly the structure what they are saying. Coincide with those, the speaker must order language in coherent, interaction with other then response to other's feeling beside process the information directly. Language features will give guidance to speak like the native speaker.

3. Teaching Speaking

a. Principles of Language Teaching

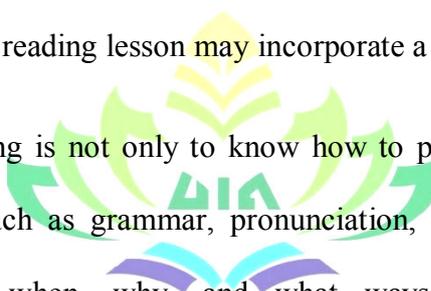
Coincide with English as a lingua franca, English become a global language. It was impact to a great deal of academic discourse around the world takes place in English.³⁴ As result English become an international language that teaches formally in school around the world. In student's learning process, teacher has essential role. The role of a teacher is to help learners acquire language and skills that they will not be able to achieve on their own.³⁵

Therefore Harmer stated that teacher use many metaphors to describe what they do. Sometimes they say they are like actors because 'we are always on the stage'. Others think they are like orchestral conductors 'because I direct conversation and set the pace and tone'. Yet others feel like gardeners, 'because we plant the seeds and then

³⁴Jeremy Harmer, *Op.Cit.*, p. 3

³⁵Christine C. M. Goh and Anne Burns, *Teaching Speaking: A holistic Approach*, (New York: Cambridge University Press, 2012), p.4

watch them grow'.³⁶According to language teaching, good speaking teachers create a non-threatening environment and encourage learners to leave their comfort zone and engage in tasks that require creative language use.³⁷The role of teachers quite wide in develop their pupils' achievement. Harmer add that the roles of teacher as controller, organizer, assessor, prompter, participant, resource, tutor and observer. A speaking activity needs to be maximally language productive in order to provide the best conditions for autonomous language use.³⁸although speaking lessons often tie in pronunciation and grammar which are necessary for effective oral communication. Or a grammar or reading lesson may incorporate a speaking activity.



Speaking is not only to know how to produce specific points of language such as grammar, pronunciation, and vocabulary but also understand when, why, and what ways to produce language. Meanwhile learning is relatively permanent change in a behavioral tendency and is the result of reinforced practice. Similarly, teaching, which is implied in the first definition of learning, may be defined as “showing or helping someone to learn how to do something, giving

³⁶Jeremy Harmer, *Op.Cit.*, p. 56

³⁷David Nunan, *Op. Cit*, p. 49

³⁸Scott Thornburry, *How to Teach Speaking Ed. 4*, (Cambridge: Longman, 2007), p. 90

instructions, guiding in the study of something, providing with knowledge, causing to know or understand” .39

Therefore the goal of teaching speaking skills is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. There are some stages of teaching speaking, they are:

1. Pre-activity
2. While-activity
3. Post-activity

Pre-activity are activities to start the class like taking attendance, motivation to the student and weekly routine. While activities are modeling by the teacher (what to do), guided practice (both teacher and students), independent practice (student do).

b. The Reasons for Teaching Speaking

The reason for teaching speaking skill to the student is that since much formal learning takes place through the spoken language, so by mastering the speaking skill the students able to participate in class and learn the subject matters. Therefore Grainger in Christine describe that the ability to use oral language to convey abstract concept during

39H. Douglas Brown, *Loc. Cit.*

group work will also contribute to their ability to understand and express abstract ideas in the written language.⁴⁰

To most people, mastering speaking is the most essential aspect of learning English as second language, and success is measured in terms of the ability to carry out conversation in a language.⁴¹ In addition, second language learners need to develop good speaking and listening skills. It is to engage in effective day to day classroom communication.⁴² Since the main function of language is to communicate, the goal for students learning English speaking is that they are able to use language to communicate effectively and appropriately for life requirements, both social and academic.

c. **Characteristics of Teenage Learners**

Learning is about how we perceive and understand the world, about making meaning. It can be assumed that learners are the people who do it. The age of our student is a major factor in our decision about how and what to teach. People of different ages have different needs, competence and cognitive skills.⁴³ Mostly children in primary age learn foreign language through play and repetition in the class. It

⁴⁰Christine C. M. Goh and Anne Burns, *Op. Cit.*, p.25

⁴¹David Nunan, *Language Teaching Methodology: A text book for teacher* (New Jersey: Prentice Hall Inc, 1991), p.39

⁴²Christine C. M. Goh and Anne Burns, *Op.Cit.*, p 21

⁴³Jeremy Harmer, *Op. Cit.*, p. 37

different whereas for adult, which adult has greater use of abstract thought.

Harmer learner divides into three categories, young learner, adolescents and adult learner.⁴⁴ Meanwhile the mythologist Penny Ur in Harmer suggests, teenage students are in fact overall the best language learners.⁴⁵ Based on three categories that divided by Harmer, eleventh grade of senior high school came into adolescents' category. Some people believe that adolescents are fast learner and they are easy to learn foreign language than adult. Which another believes that adolescents are unmotivated beside their slowing ageing effects.

It can be assumed that senior high school student as the best learners because people of different ages have different needs, competence and cognitive skills so adolescents students has high cognitive skill and competence to learn than others. That is fact that age of student is a major factor in our decision about how and what to teach.

4. Concept of Student's Speaking Ability

Conversation is a complex activity, even in our first language, and can cause difficulties for either speaker or listener, as a speaker you may

⁴⁴*Ibid.*, pp. 38-40

⁴⁵*Ibid.*, p. 38

not remember the exact word or expression for what you want to say. While as listener you may not be able to catch the speaking oral meaning. Thornburry defines characteristic skilled performer or speaking a second language as the ability to automatize the more mechanical elements of a task so as to free attention for higher level activities is one characteristic of skilled performer whether the skill be driving car, playing musical instrument, or speaking a second language.⁴⁶

On the other hand, Louma argues that speaking skills are an important part of the curriculum in language teaching, and this makes them an important object of assessment as well. Assessing speaking is challenging, however, because there are so many factors that influence our impression of how well someone can speak a language, and because we expect test score to be accurate, just and appropriate for our purpose.⁴⁷ It means that speaking ability can be assessed appropriately based on its scale or scoring rubric.

In this research, the oral English sheet had been used proposed by Brown. The criteria score are: Pronunciation, grammar, vocabulary, fluency, and comprehension.⁴⁸ It means that speaking ability can be achieved when the speaker of language has great skill in delivering his speech. The skills are smooth pronunciation, right grammar pattern,

⁴⁶Scott Thornburry, *Loc. Cit*

⁴⁷Sari Luoma, *Op. Cit.*, p. 1

⁴⁸H. Douglas Brown, *Language Assessment Principles and Classroom Practice*, (New York: Longman, 2004), p. 157

appropriate vocabularies, speak fluency and great comprehension. Based on those theories, it can define that conversation is a complex activity.

Speaking ability can be defines as a verbal intelligence in producing language naturally to achieve the communication competence which can be measured by five categories. They are pronunciation, grammar, vocabulary, fluency, and comprehension.

5. Speech Conditions

There are some conditions that make the speaker easy or difficult to speak. According to Scott Thornbury researcher have isolated a number of factors, of which the following seem to be the most important. They have been divided into three categories: cognitive factors, affective (that is, emotional) factors, and performance factors.⁴⁹

a. Cognitive factors

1. Familiarity with the topic: if the speaker familiar with the
2. topic, it makes the speaker easier to talk.
3. Familiarity with the genre: talking about something that the
4. genre unfamiliar makes the speaker difficult to talk.
5. Processing demands; if the speech events involve complex mental processing, it will be more difficult than if it is not.

b. Affective factors

⁴⁹Scott Thornbury, *Op. Cit.*, p. 25

1. The speaker feeling towards topic influence the speaker to speak; easy or difficult
 2. Self-consciousness: believing or knowing “you are being evaluated” can make the speaker difficult to speak.
- c. Performance factors
1. Mode: speaking face to face is easier than if the speaker speak through telephone.
 2. Degree of collaboration: in delivering speech or presentation alone generally harder than do it with colleagues.
 3. Discourse control: it is easier when you control rather than subject to someone else’s control.
 4. Planning and rehearsal time: more time to prepare make the task easier.
 5. Time pressure: urgency makes the task difficult.
 6. Environment condition: the speaker against a background of loud music or in poor acoustic condition is difficult.

6. Activity for Teaching Speaking

There are some activities that common used to promote speaking. According to Kayi on his articles entitled “Teaching Speaking: Activities to Promote Speaking in a Second Language” mention that there are some activities in teaching speaking. The activities are Role play, Simulation, Information gap, Brainstorming, Storytelling, Interviews, Story

Completion, Reporting, Playing Cards, Picture Narrating and Picture Describing.⁵⁰ Those activities can be used to promote English speaking as each activities has its own rule and way in promoting speaking ability of the students. The activities are:

a. Role Play

In a role play, students are given particular roles in the target language. Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel.

b. Simulations

Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. Props and documents provide a somewhat realistic environment for language practice.

⁵⁰HayriyeKayi, "Teaching Speaking: Activities to Promote Speaking in a Second Language", *The Internet TESL Journal*, Vol. XII, No. 11, November 2006, Source: <http://iteslj.org/Techniques/Kayi-TeachingSpeaking.html>, accessed 24th July 2017

c. Information Gap

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. They must use the target language to share the information.

d. Brainstorming

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely.

d. Storytelling

In storytelling the students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have.

e. Interviews

Students can conduct interviews on selected topics with various people. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized.

f. Story Completion

In this activity, the teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Students can add new characters, events, descriptions and so on.

g. Reporting

Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news then talk about it in the class.

h. Playing Cards

In this game, students should form groups of four. Each suit will represent a topic. For instance: Diamonds: Earning money, Hearts: Love and relationships, and Spades: An unforgettable memory. Each student in a group will choose a card. Then, each student will write 4-5 questions about that topic to ask the other people in the group. The type of question is an open-ended question so that the students reply in complete sentences.

i. Picture Narrating

This activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating.

j. Picture Describing

Another way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, and then a speaker for each group describes the picture to the whole class.

7. Role Play

a. Definition of role play

The teaching of speaking is having high concern in many language programs and teaching strategies cannot be denied as a factor influencing the teaching outcome. If a speaking activity loses steam, the teacher may use a role-play. In a role-play, the student is taking on the role of another person.⁵¹ Students are given particular roles. In other hand Petty stated that Role-play is very useful for developing the ‘interpersonal skills’ of learners – for example, for training in the caring professions, the police, the retail trades, or for management training, and so on. It gives learners an opportunity to practice skills in a risk-free environment.⁵² Therefore Nunan stated that role play also excellent activities for speaking in the relatively

⁵¹David Nunan, *Op. Cit.*, p. 58

⁵²Geoff Petty, *Teaching Today: A practical guide*, (London: Nelson Thornes Ltd, 2009) p.258

safe environment of the classroom.⁵³It means that in role play the student taking a role as another person which this activity useful in developing the skill of student beside the role play also great activity for speaking in the classroom. In role play student are given particular roles in the target language which is it can construct the ability in speaking by using target language.

Meanwhile through dialogue student can co-construct knowledge about what is needed to be proficient speaker, and to apply their knowledge and skills in real time communication.⁵⁴ Real communication means the students can practice in real situation to apply their knowledge and skill during the conversation. Therefore role-playing as a research tool involves some detailed comment on the ‘deception’ versus ‘honesty’ controversy but role-playing has a much longer history of use in the social sciences than as a substitute for deceit.⁵⁵ It means in role playing the student can construct their knowledge through dialogue of their role beside applying their skill in real communication. The uses of role-playing are classified by Van mention in Cohen as: developing sensitivity and awareness, experiencing the pressures which are create roles, testing out for oneself possible modes of behavior, simulating a situation for others

⁵³David Nunan, et. al, *Loc. Cit.*

⁵⁴Christine C. M. Goh and Anne Burns, *Op. Cit.*, p. 6 Therefore role-playing as a research tool involves some detailed

⁵⁵Louis Cohen, Lawrence Manion and Keith Morrison, *Research Methods in Education, Fifth edition*, (New York: RoutledgeFalmer,2000), p. 370

(and possibly oneself) to learn from.⁵⁶It can be stated that role playing technique is a method of instruction in which participants act out designated role relevant to real-life situation.

Based on some theorist above, it can be assumed that role playing is an activity in developing sensitivity as well as awareness of students while students apply their knowledge and skills in real time communication in target language and relatively safe environment classroom in which the student is taking the role of another person.

b. Advantages of using role play

There are some advantages in using role play in gaining student ability in speaking. According to Brown in his book entitled *Language Assessment Principles and Classroom Practice*, the advantages are:

1. Role play allows some rehearsal time so that students can prepare what they are going to say.
2. Opportunity for test takers to use discourse that might otherwise be difficult to elicit.
3. Role play can be controlled or “guided” by the interviewer.⁵⁷

⁵⁶*Ibid.*,p. 375

⁵⁷H. Douglas Brown, *Op. Cit.*, p.174

c. Disadvantages of Using Role Play

Based on Djamarah and Zain, there are some disadvantages of role play. The disadvantages of using role play are:

1. Not all students can participate in the role play so most of the students become less creativity.
2. Too much time that needed in role play activity.
3. Need a large space.
4. The role play disturbance another class.⁵⁸

d. Procedures of using role play in the classroom.

There are some procedures in using role play in the classroom setting. The procedures are:

1. The teacher gives brief explanation what is role play technique to the student.
2. Teacher draws up topic of role play that will give to the student.
3. The topics are The Legend of Nyi Roro Kidul, Snow white and Cinderella.
4. Make some groups of students consist of three or four students.
5. The teacher gives a story to **each group**.
6. The students have a time to prepare before performs in front of the class.

7. Every student's in each group share his own character and perform in front of the class.
8. Every student's see the performance from another students.
9. Then, each group give a conclusion about the story.

8. Storytelling

a. Definition of Storytelling

Storytelling is a fundamental mode of everyday interaction. Ryvane in Ruhlemann define storytelling in conversation as “an interactional collaborative achievement”.⁵⁹A truism holds that “any tale involves a teller, and that, therefore, narrative study must analyze two basic components: the tale and the teller”.⁶⁰Brandvik and McKnight stated that:

An effective storyteller is concerned with the rate, volume, and pitch of the voice, as well as the physical aspects of facial expression, gesture, and eye contact. A good storyteller creates distinct voices for each character. After observing an expert storyteller, students can be expected to create and practice their own stories and deliver them to an audience in a variety of ways: cassette tape, Puppet Theater, videotape, or live.⁶¹

It means a great storyteller concerned with sound and physical aspects in delivering the story which is a good storyteller concern in giving distinct voice for each character. On the other hand,

⁵⁹ChristophRuhlemann, *Narrative in English Conversation: A Corpus Analysis of Storytelling*, (New York: Cambridge University Press, 2013), p.2

⁶⁰*Ibid.*, p. 6

⁶¹Mary Lou Brandvik and Katherine S. McKnight, *The English Teacher's Survival Guide*. (New York: John Wiley & Sons, Inc, 2011), p. 225

storytelling is an activity that can be used by teacher to gaining student's speaking ability in real target language by monologue.

It can be assumed that storytelling is a teaching speaking technique by monologue that has two basic components, the tale and the teller, which a storyteller must concern to the volume and voice's pitch beside physical aspects to build the character in the story.

b. Advantages of Using Storytelling

There are some advantages of using storytelling in gaining students' ability in speaking. The advantages of using storytelling based on Osman Ozdemir in his journal stated that:

1. Stories enhance students' comprehension and long term memory.
2. Stories are effective tools to contextualize language instruction.
3. Stories are also effective in developing students' learning strategies or thinking skills.
4. This technique can be used with people of any culture and any age.⁶²

c. Disadvantages of Using Storytelling

There are some disadvantages of using storytelling in the classroom. The disadvantages are:

⁶²Osman Ozdemir, "The effects of storytelling and role playing on young Learners' vocabulary learning and retention".*Inesjournal: The journal of international education science*, 530-548, 2015, p.5

1. The main drawback of using storytelling is that it may take some time to implement.
2. Students seem reticent about reading their stories aloud. This may be because the students lack the confidence to read out loud.
3. Storytelling requires a safe environment for the students; who uses storytelling as a way of exploring morality and ethics in healthcare.⁶³

d. Procedures of using storytelling in the classroom.

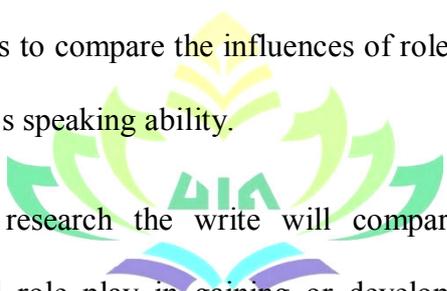
The procedures of using storytelling in the class are:

1. Teacher gives brief explanation about the storytelling technique.
2. Teacher draws up topic of storytelling that will give to the student.
3. The topic are The Legend of Nyi Roro Kidul, Snow white and Cinderella.
4. The teacher gives a story to **the students**.
5. The students have a time to prepare before performs in front of the class.
6. Students retell in front of the class, then the other students will ask question and answer.

⁶³Jan Woodhouse, *Strategies for Healthcare Education: How to Teach in the 21 Century*, (Abingdon: Radcliff Publishing LTD, 2007), p. 67

B. Nature of Comparison study

Comparison is a fundamental tool of analysis. It sharpens our power of description, and plays a central role in concept – formation by bringing into focus suggestive similarities and contrasts among cases. The purpose of comparative studies is to investigate the relationship of one variable to another by simply examining whether the value of the dependent(s) in one group is the same or different from the value of dependent(s) of other group.⁶⁴ Which comparative case studies involve the analysis and synthesis of the similarities, differences and patterns across two or more cases that share a common focus or goal. Here the researcher wants to compare the influences of role play and storytelling in gaining student's speaking ability.



In this research the writer will compare the effectiveness of storytelling and role play in gaining or developing student's ability in speaking by comparing the percentages development of student's score. Role play that represents dialogue and storytelling that represent monologue, both techniques was chosen by the writer related to know the most effectiveness technique, monologue or dialogue. So, the writer purposes doing this research is to know the best technique between role play and storytelling in developing students' ability in speaking.

⁶⁴James H. McMillan, *Educational Research, (6th Ed)*, (Boston: Pearson Education, Inc, 2012), p. 179

C. Hypotheses

Hypotheses are educated “guesses” or tentative expectations about a correct solution to a problem, description, possible relationship, or differences.⁶⁵ In this research the hypothesis is typically the expectation or prediction of what the results will show and it is made prior to data collection. Based on theories, the hypotheses of research as follows:

Ho : There is no significant difference between storytelling and role playing activity on students’ speaking ability.

Ha : There is a significant difference between storytelling and role playing activity on students’ speaking ability.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The research aims at the comparison of students' speaking ability whose are taught using storytelling and those through role playing activity. In this research, Quantitative method had been used and using the static-groups pretest-posttest design. The static-groups pretest-posttest design is a design that differs from the static-group comparison design only in that a pre-test is given to both groups⁶⁶. There were two groups of students in this research; there were experimental class and control class and both of them received the treatment. The pre-test and post-test was conducted to both classes to know the students' speaking ability after the treatment. The test had been used both of classes with the same material but different technique in order to find the differences in achievement between the students who taught using storytelling and that taught using role play.

The research design illustrated:

O	X	O
O		O

Notes:

O = The first group (experimental class)

O = The second group (control class)

⁶⁶ Jack Fraenkel and Wallen, *How To Design and Evaluate Research In Education*, (New York, 1993), p 272

O = Pre-test

O = Post-test

X = Treatment through role play and storytelling

B. Variables of the Research

Classifying data into units called variable. McMillan stated that variable is a type of concept or characteristic that can take on different values or be divided into categories.⁶⁷it means that a variable can be classified according to measurement that use and their functions in the research. The variable that comes first and influence or predicts is called the independent variable. The second variable, the one that is affected or predicted by the independent variable, is the dependent variable.⁶⁸

Therefore, it can be classified as dependent and independent variables. In this research, there are two variables. They are as follows:

1. The independent variables of the research are storytelling symbolized with (X_1) and role playing symbolized with (X_2).
2. The dependent variable of the research is student's speaking ability symbolized with (Y).

C. Operational Definition of Variable

Kerlinger in Jackson stated that an operational definition specifies the activity of researcher in measuring and/or manipulating a variable.⁶⁹ All

⁶⁷James H. McMillan, *Educational Research: Sixth Ed*, (Boston: Pearson Education, Inc, 2012), p. 38

⁶⁸*Ibid.*, p. 39

⁶⁹Sherril L. Jackson, *Research Methods and Statistics*, (Canada: Cengage Learning, 2009), pp. 57-58

variable that occur in this research must defined operational, those measured (dependent variables) and those manipulated (independent variables). The reason to do an operational definition is to ensure that the variables are measured or manipulated consistently in the same way during the research. The operation definition of variable in this research as follows:

1. Independent Variable (X)

a. Storytelling (X_1).

Storytelling is a teaching speaking technique by monologue that has two basic components, the tale and the teller, which a storyteller must concern to the volume and voice's pitch beside physical aspects to build the character in the story. In this research short stories are use as representative of narrative text. The stories are Nyi Roro Kidul, Snow White and Cinderella.

b. Role playing (X_2).

Role playing is an activity in developing sensitivity as well as awareness of students while students apply their knowledge and skills in real time communication in target language and relatively safe environment classroom in which the student is taking the role of another person. In this research short stories are use as representative of narrative text. The stories are Nyi Roro Kidul, Snow White and Cinderella. The first, the students should make

some groups then the first speaker in each group starts to speak to introduce their member and their role after that each member tells about their own role.

2. Dependent Variable (Y)

The independent variable (Y) is the students' speaking ability. Students' speaking ability is an ability to use English in oral form. It is verbal intelligence in producing language to deliver message to others. There are five categories of skill that measured. The categories are: pronunciation, grammar, vocabulary, fluency, and comprehension.

D. Research Procedure

Some steps that are passed through in this research, they are:

1. Preliminary Step

- a. To hold a prior observation in the research object.
- b. To discuss the result of the previous observation with the writer's advisor.

2. Preparatory Step

- a. To ask dean of Tarbiyah Faculty for written mandate to conduct research.
- b. To give written Mandate to conduct research to the research location.

3. Research Step

- a. To conduct all respondents and information that are need to obtain the data.
- b. To collect all data that needed for the research.

c. To process in the procedural way then analyze the data

4. Organization step

All the obtained data are complete, the writer soon organize them in the form of this study based on continual guide and consult it with the writer advisor. Then, this study is approved and ready to examine in the opening form.

E. Population

Furchan stated that a big group that become generalization target.⁷⁰ In other hand, Susetyo defines population as the entries' data or object that had been researched as indication, phenomenon or event.⁷¹ The population of this research was the student of first semester of the eleventh grade of MA Al-Hikmah Bandar Lampung in 2017/ 2018. The population of the eleventh grade of MA Al-Hikmah Bandar Lampung is 103 students distributed in three classes. It can be seen on this following table:

Table 2
Recapitulation of students' population of the eleventh grade of MA Al-Hikmah Bandar Lampung in 2016/ 2017.

No	Class			Number of Students	
	Gender	IPA	IPS		IAI
1	Male	12	13	11	36
2	Female	20	30	17	67
Total		32	43	28	103

Source: Data of MA Al-Hikmah Bandar Lampung.

⁷⁰AriefFurchan, *PengantarPenelitianDalamPendidikan*, (Surabaya: Usaha Nasional, 1982), p. 189

⁷¹Budi Susetyo, *StatistikauntukAnalisis Data Penelitian*, (Bandung: PT. RefikaAditama, 2012), p. 139

F. Sample of the Research

Sample is part of population that must have same characteristic with the population.⁷² Cluster random sampling technique had been adopted for selection of the sample for this study. Cluster random sampling had been chosen because it easier to investigate a subject in group or cluster to take the sample.⁷³In this research, the sample was used two classes of this research. The first class which taught by storytelling and the second class taught by role play activity. The sample had been taken of eleventh grade of MA AL-Hikmah Bandar Lampung as sample of the research.

G. Sampling Technique

In conducting the research, the sample had been taken from the population of the research by using cluster random sampling technique. According to Susetyo sample is part of data that take from population which have same characteristics with the population. Then Furcham defines random is accidentally.⁷⁴ Random sampling technique is a method to take sample where very each of population has same opportunity become sample.⁷⁵

On the other hand, sampling in educational research is generally conducted in order to permit the detailed study of part, rather than the

⁷²Budi Susetyo, *Statistika untuk Analisis Data Penelitian*, (Bandung: PT. Refika Aditama, 2012), p. 139

⁷³Arief Furchan, *Pengantar Penelitian Dalam Pendidikan*, (Surabaya: Usaha Nasional, 1982, p. 196

⁷⁴*Ibid.* p.198

⁷⁵Budi Susetyo, *Loc. Cit.*

whole, of the population. There are some judgments that have to be made about four key factors in sampling, they are:

1. The sample size;
2. The representativeness and parameters of the sample;
3. Access to the sample;
4. The sampling strategy to be used.⁷⁶

Cluster random sampling technique had been used to determine the experimental class and the control class. Here are the steps of taking sample by using cluster random sampling technique:

1. A note is written all of the classes of the eleventh grade of MA AL-Hikmah Bandar Lampung on some pieces of paper, IPA, IPS, and IAI.
2. Then, roll the pieces of paper and put them into a box.
3. After that, shake the box until the first rolled paper comes out of it and it was done twice since the sample was two classes.
4. Next, those rolled paper had been determined as the experimental class that will give role play and the control class that will give storytelling.
5. The result are experimental class is IPA that is treat through role play and control class is IPS that is treat through storytelling.

⁷⁶Louis Cohen, Laurence Manion and Keith Morrison, *Research Method in Education*, (London: RoutledgeFalmer, 2000), p. 9

H. Data Collecting Technique

In collecting the data, Oral test had been used to know the students' ability in speaking after they are taught by using storytelling and role play. The oral test is use to measure the students' ability in speaking. To collect in the data, the researcher use post-test after giving treatment by using storytelling and role play. The post-test is done to know students' speaking ability.

I. Instrument of the Research

In this research, the instrument is an oral test. The purpose of the oral test is to know the students' ability in speaking. The oral test uses to measure the students' speaking ability in speaking. To collect the data post-test are used in this research.

a. Pre-test

Pre-test that given before treatments in order to know the students speaking ability. It has been done students retell the story. The scoring based on oral proficiency scoring categories by Douglas Brown which is can reveals the student's abilities. The abilities are grammar, comprehension of the topic content, vocabularies, fluency, and pronunciation. The instrument test topic is narrative text, because the topic of narrative text is appropriated with learning material in the syllabus and lesson plan. Pre-test instrument is the short stories in which entitled: The Legend of Nyi Roro Kidul, Snow White and Cinderella. The instrument can be seen on appendix 5.

b. Post-Test

Posttest had been given after conducting the treatment. It had been given to know the students' improvement after they get the treatment. The post-test had been given to both of the classes: the control class and experimental class. Post-test Instrument is the short stories in which entitled : The Legend of Nyi Roro Kidul, Snow White and Cinderella. The instrument can be seen on appendix 5.

J. Validity and Reliability of the test

To measure the test is appropriate or not, the validity test used to measure the quality and acceptability of the research beside the reliability test. Validity and reliability test used to measure, it is measuring instruments yield scores. However, the important issue is the interpretation we make of the scores, which may or may not be valid. While, theoretically reliability is concern with the effect of error on the consistency of scores.

1. Validity of the Test

Best and Kahn state that a test is valid if it is measures what it claims to measure.⁷⁷ It means that the test must have good validity so that the test can measure the aspects which has been measured. In this research, there were several aspects in measuring validity of the test. They are :

⁷⁷ John W. Best and James V. Kahn, *Research in Education*, (New Delhi, Prentice-Hall, 7th ed., 1995). p. 218

a. Content Validity

Best and Kahn stated “*Content validity* refers to the degree to which the test actually measures, or is specifically related to, the traits for which it was designed . Content validity is based upon careful examination of course textbooks, syllabus, objectives, and the judgments of subject matter specialists”.⁷⁸ It means that the content validity is based on the material, and the material is agreement with the objectives of learning.

The instrument of the test must be agreement with the objectives of learning in the school which it is based on the syllabus, because the test must be able to measure the students’ speaking ability at the eleventh grade of senior high school. The researcher was consult the instrument to the English teacher of MA Al-Hikmah Bandar Lampung. It is done to make sure that the instrument is valid.

b. Construct Validity

Best and Kahn stated “*Construct validity* is the degree to which scores on a test can be accounted for by the explanatory constructs of a sound theory.⁷⁹ It means that construct validity is focused on the kind of test that is based on the concept and theoretical which can measure the ability especially for speaking ability.

⁷⁸ *Ibid*, p. 219

⁷⁹ *Ibid*, p.219

In this research, the researcher made a speaking test that can measure the students' speaking ability where the scoring covers five criteria of speaking that are adapted from Brown. They consists of: grammar, vocabulary, comprehension, fluency, and pronunciation. The researcher was discuss the instrument to the English teacher of MA Al-Himah Bandar Lampung to make sure whether the instrument has been valid or not.

2. Reliability of the Test

Fraenkel and Wallen state that reliability refers to the consistency of the scores obtained-how consistent they are for each individual from one administration of an instrument to another and from one set of items to another.⁸⁰ Besides having high validity, a good test must have high reliability too. To get the reliability of the test, the researcher will use inter rater reliability. This inter rater reliability counts level of the reliability based on two series of score that are gotten by two raters or more simultaneously. The statically formula for counting the inter rater reliability can use *cohen's kappa*. The formula is as follows:

$$k = \frac{\text{Pr}(a) - \text{Pr}(e)}{1 - \text{Pr}(e)}$$

Pr(a) = observed percentage of agreement

⁸⁰ Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Reseach in Education*, (New York, McGraw-Hill, 7th ed., 2009), p. 154

$Pr(e)$ = expected percentage of agreement

The criteria of reliability as follows:

Reliability coefficient 0.800 – 1.000 is very high

Reliability coefficient 0.600 – 0.800 is high

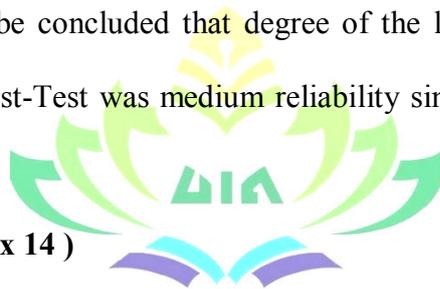
Reliability coefficient 0.400 – 0.600 is medium

Reliability coefficient 0.200 – 0.400 is low

Reliability coefficient 0.000 – 0.200 is very low⁸¹

After the calculating the reliability, it was found that *cohen's kappa* of reliability in Pre-test was 0.422 and reliability in Post-test was 0.529. it can be concluded that degree of the level of reliability of the students in Post-Test was medium reliability since score test on 0.400 – 0.600.

(See appendix 14)



K. Data analysis

After collecting the data, the data was analyzed by using t-test. There are two assumptions that must be done, before the data was analyzed by using t-test.

a. Normality Test

The normality test is used to measure the data in the experimental class and control classes are normally distributed or not.⁸² In this research the

⁸¹ Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education*, (7th Ed.), (New York: Mc Graw-Hill,2009), p. 154

statistical computation by using SPSS (Statistical Package for the Social Science) for normality of test.

The hypotheses for the normality test are formulated as follows:

H_0 : The data have normal distribution.

H_a : The data do not have normal distribution

While the criteria of acceptance or rejection of hypotheses for normality test are as follows :

H_0 is accepted if $\text{Sig.} > \alpha = 0.05$

H_a is accepted if $\text{Sig.} > \alpha = 0.05$

b. Homogeneity Test

Homogeneity test had been used to know whether the data is homogeneous or not. In this research, the statistical computation by using SPSS (Statistical Program for Social Science) version 20.

The hypotheses for the homogeneity test are formulated as follows

:

H_0 = The variance of the data is homogenous

H_a = The variance of the data is not homogenous

While the criteria for acceptance of the homogeneity test is as follows:

H_0 is accepted if $\text{Sig (P value)} > \alpha = 0.05$

H_a is accepted if $\text{Sig (P value)} < \alpha = 0.05$

c. Hypothetical Test

The data of this research have been analyzed statistically. If the fulfillment of the assumptions normally test and homogeneity test were fulfilled, in this research it have been used independent sample t-test. In this case, the statistical computation by using SPSS (Statistical Program for Social Science) to calculate the independent t-test.

The hypotheses are:

Ho = There is no significant difference between storytelling and role playing activity on students' speaking ability at the first semester of the eleventh grade of Al-Hikmah Bandar Lampung in the academic year of 2017/2018.

Ha = There is a significant difference between storytelling and role playing activity on students' speaking ability at the first semester of the eleventh grade of Al-Hikmah Bandar Lampung in the academic year of 2017/2018.

While the criterion of hypothesis:

Ho is refused, if the score of $t_{\text{observed}} < t_{\text{critical}}$, in other case H_a is administrated

Ha is accepted, if the score of $t_{\text{observed}} > t_{\text{critical}}$, with $\alpha = 0.005$ (5%)

L. Spoken English Scoring Scale

According to Brown there are five categories of spoken English scoring scale. The categories are grammar, comprehension of the content,

vocabulary, fluency, and pronunciation.⁸³ It can be seen on the table below:

Table 3. Rubric Speaking

Oral Proficiency Scoring Categories	
Level	Description
Grammar	1 Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language
	2 Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.
	3 Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.
	4 Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.
	5 Equivalent to that of an educated native speaker.
Level	Description
Vocabulary	1 Speaking vocabulary inadequate to express anything but the most elementary needs
	2 Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
	3 Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.
	4 Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.
	5 Speech on all level is sufficiently accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms,

⁸³Douglas Brown, 2004, *Language Assessment Principles and Classroom Practice*, New York: Pearson Education, Inc. pp. 140 - 180

and pertinent cultural references.

	Level	Description
Fluency	1	No specific fluency description. Refer to other four language areas for implied level of fluency.
	2	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family and autobiographical information.
	3	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.
	4	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation with a high degree of fluency.
	5	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.

	Level	Description
Pronunciation	1	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language
	2	Accent is intelligible though often quite faulty.
	3	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
	4	Errors in pronunciation are quite rare.
	5	Equivalent to and fully accepted by educated native speakers.

	Level	Description
Comprehension	1	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase
	2	Can get the gist of most conversations of non-technical subjects (i.e., topics that require no specialized knowledge).
	3	Comprehension is quite complete at a normal rate of speech.

4	Can understand any conversation within the range of his experience.
5	Equivalent to that of an educated native speaker. ⁸⁴

Table 5
Scoring Standards and Range in Speaking Assesments

Standards of Scoring	Range of Score
Excellent	80 -100
Very good	73 -79
Good	65 -72
Average	60 – 64
Poor	55 – 59
Very poor	≤ 55

However, there are five components usually used to analyze speech performance, they are relevant respond, grammar, pronunciation, vocabulary and fluency. The scoring also can include accuracy, articulation, the eye contact, expression, intonation and gesture of the speaker. The speaking scoring rubric had been used to collect the data.

⁸⁴Brown, H, Douglas. *Teaching by Principles, an Interactive Approach to Language Pedagogy.*(New York: Addison Wesley Longman,2001) ,p. 406-407

CHAPTER IV RESULT AND DISCUSSION

A. Result of the Research

In other to take the data form of score. The score was delivered from post-test. The post-test was held on November 7th, 2017 for experimental class and on November 8th, 2017 for control class. The task has been given to the students after they got the treatment.

1. Result of Pre-test

The pre-test was administrated in order to know students' speaking skill before the treatments given. It can be seen from the pre-test score of students' speaking ability in the control class and experimental class.

The Result of Pre-test in Experimental Class

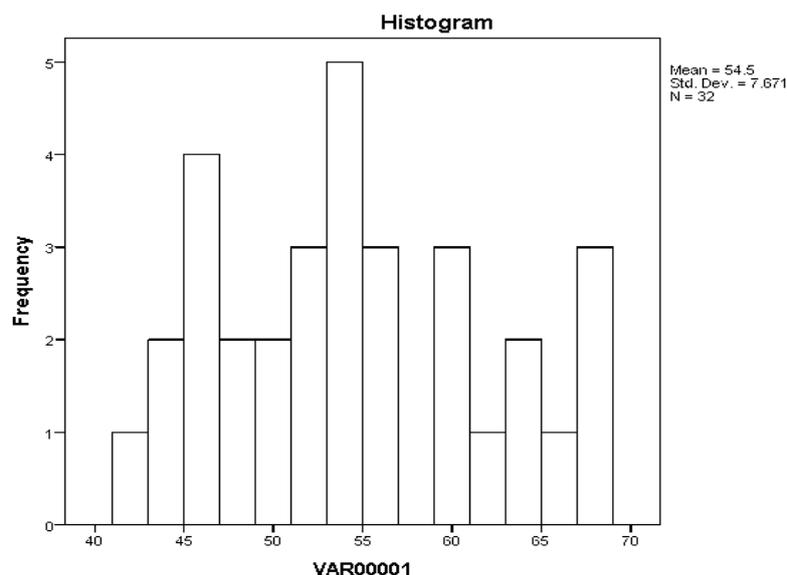


Figure 1
The result of pre-test in experimental class

Based on the figure 1, it could be seen that there was 1 students got 42 and 2 students got 44, 4 students got 46 and 2 students got 48, 2 students got 50 and 3 students got 52, and 5 students got 54, and 3 students got 56, and 3 students got 60, and 1 students got 62 and 2 students got 64, and 1 students got 66, and 3 students got 68. It can be seen that the highest score was 68 and the lowest score was 42. Mean was 54.50. (See Appendix 15)

The Result of Pre-Test in Control Class

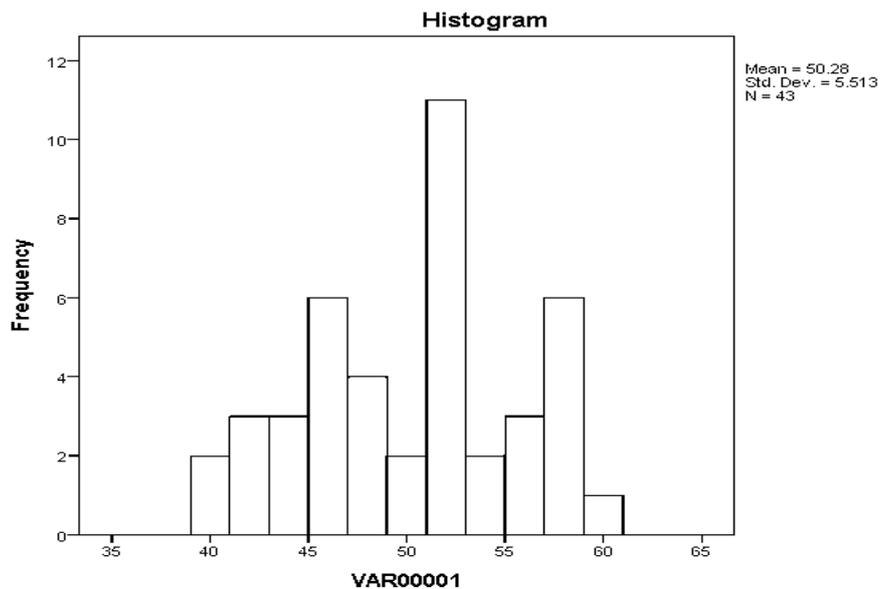


Figure 2
The result of pre-test in control class

Based on the figure 1, it could be seen that there was 2 students got 40 and 3 students got 42, 3 students got 44 and 6 students got 46, 4 students got 48 and 2 students got 50, and 11 students got 52, and 2 students got 54, and 3 students got 56, and 6 students got 58 and 1 students got 60. It can be seen that the

highest score was 60 and the lowest score was 40. Mean was 50.28. (See Appendix 16)

2. Result of Post-test

In other to know speaking ability the post-test was conducted after the treatment. The students' speaking ability that were tested in post-test can be seen in figure 1 and 2.

The Result of Post-test in Experimental Class

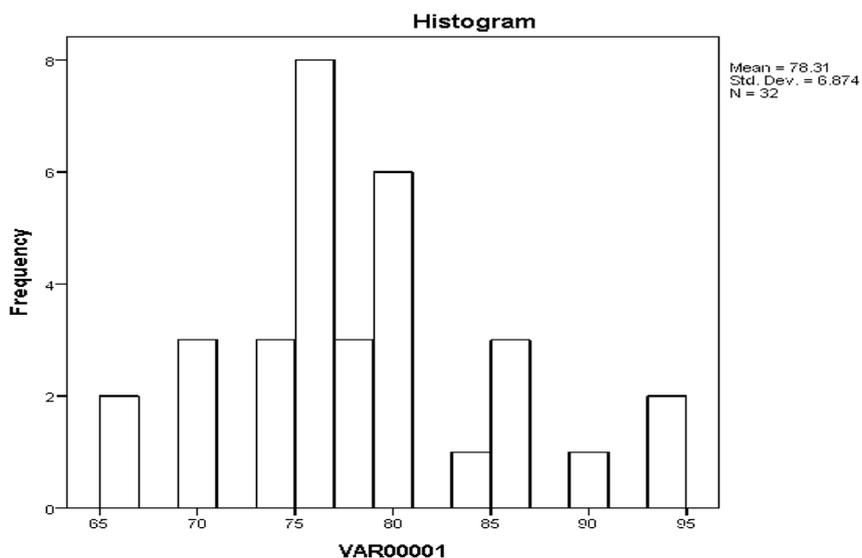


Figure 1
The result of post-test in experimental class

Based on the figure 1, it could be seen that there was 2 students got 66 and 3 students got 70, 3 students got 74 and 8 students got 76, 3 students got 78 and 6 students got 80, and 1 students got 84, and 3 students got 86, and 1 students got 90, and 2 students got 94. It can be seen that the highest score was 94 and the lowest score was 66. Mean was 78.31. (See Appendix 17)

The Result of Post-test in Control Class

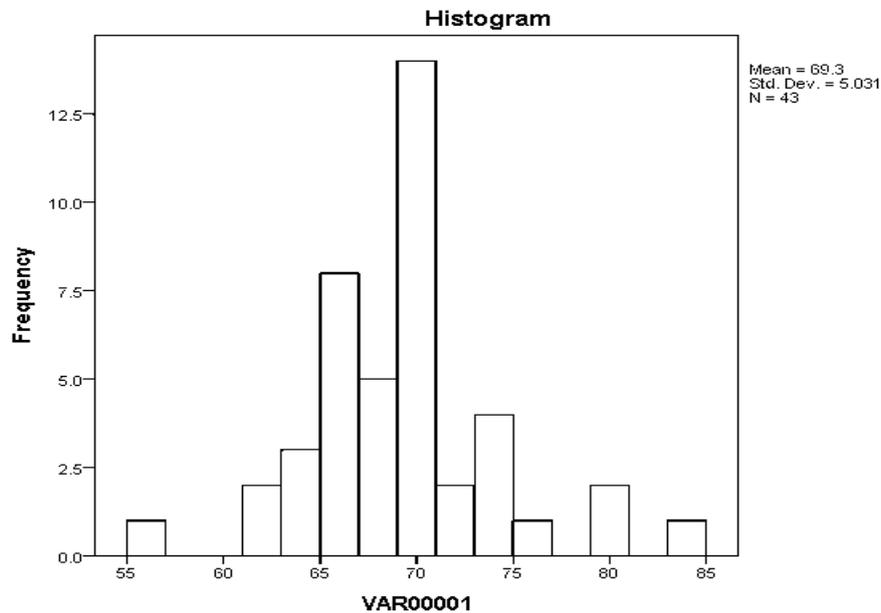


Figure 2
The result of post-test in control class

Based on the figure 2, it could be seen that there was 1 students got 56 and 2 students got 62, 3 students got 64, and 8 students got 66, 5 students got 68 and 14 students got 70, and 2 students got 72, and 4 students got 74, and 1 students 76, and 2 students got 80, and 1 students got 84. It can be seen that the highest score was 84 and the lowest score was 56. Mean was 69.30. (See **Appendix 18**)

3. Gain Score

The Researcher got gain score from post-test score reduced by pre-test score. Gain score was used to analyze normality, homogeneity and hypothetical independent t-test. If gain score in this manner positive, it indicated that post-test score was higher than pre-test. A negative gain score indicated that the

post-test score was lower than pre-test. The gain score of the students in this research can be seen in appendix 19. (See Apendix 19)

B. Data Analysis

1. Fulfillments of Assumption

a. Result of Normality Test

Normality test was done to know whether the data has normal or not. The hypothesis for the normality are formulated as follows:

H_0 : The data are normality distributed

H_a : The data are not normality distributed

While the criteria of the normality test are as follows:

H_0 is accepted if Sig. (P_{value}) $> \alpha = 0.05$

H_a is accepted if Sig. (P_{value}) $< \alpha = 0.05$

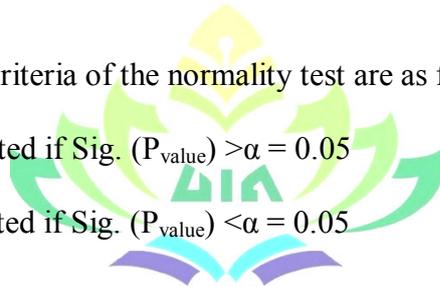


Table 4

Test of Normality

Technique		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Score	experiment	.184	32	.200	.978	32	.714
	Control	.104	43	.165	.964	43	.187

The sample for each experimental class 32 students and control class 43 students. Kolmogrov-Smirnov could be used if the sample was more than 30 and the Shapiro-Wilk could be used if the sample was less than 30. Because of the reason, the normality of the data was analyzed by using Kolmogrov-

Sminov because the sample was more than 30. Based on Table above, it can be seen that P_{value} (Sig.) for experimental class was 0.200 and P_{value} (Sig.) for control class was 0.165. Because *Sig.* (P_{value}) of experimental class $> \alpha$ 0.05. So, H_0 is accepted and *Sig.*(P_{value}) for the control class $> \alpha$ 0.05. So, H_a is rejected. The conclusion was that the data in the experimental class and control class had normal distribution. (See Appendix 20)

b. The Result of Homogeneity Test

Homogeneity test was used to determine whether the data obtained from the sample homogenous or not. In this research used SPSS version 20. SPSS is a comprehensive system for analyzed data. This system has been developed by Norman H. Nie, C. Hadlail Hull and Dale H. Bent⁸⁵. SPSS was used in this research because it can analyze data quickly and easily. In this case, the level of significant was 0.05 or 5%. The 0.05 level guarantees the data will be spared 95% of potential reports of effects where there are none⁸⁶ The hypotheses for the homogeneity tests are formulated as follows:

H_0 : the variance of the data is homogenous

H_a : the variance of the data is not homogenous

While the criteria of acceptance or rejection of hypothesis for homogeneity are as follow:

H_0 is accepted if *Sig.* (P_{value}) $> \alpha = 0.05$

⁸⁵ History of SPSS www.unige.ch/ses/sococ/cl/bib/spss.history.html

⁸⁶ Why $P=0.05$ www.jerrydallal.com/Ihsp/p05.htm

H_a is accepted if $\text{Sig. } (P_{\text{value}}) < \alpha = 0.05$

Table 5
Test of Homogeneity of Variance

Skor	Levene Statistic	df1	df2	Sig.
	3.855	1	75	.053

Based on the table, it can be seen $\text{Sig. } (P_{\text{value}})$ was 0.053 and $\alpha = 0.05$. It means that $\text{Sig. } (P_{\text{value}}) > \alpha$ and H_0 is accepted. The conclusion is the data has same variance or homogenous. (See Appendix 21)

2. The Result of Hypothetical Test

After analyzed the data were normal and homogenous, the data was analyzed by using independent sample test in order to know the significance of the treatment effect. The hypotheses are:

H_0 = There is no significant difference between storytelling and role playing activity on students' speaking ability at the first semester of the eleventh grade of MA Al - Hikmah Bandar Lampung in 2017/2018 academic year

H_a = There is a significant difference between storytelling and role playing activity on students' speaking ability at the first semester of the eleventh grade of MA Al - Hikmah Bandar Lampung in 2017/2018 academic year.

The criteria for acceptance and rejection of the hypotheses are:

H_0 is accepted if $\text{Sig. (P}_{\text{value}}) > \alpha = 0.05$

H_a is accepted if $\text{Sig. (P}_{\text{value}}) < \alpha = 0.05$

Table 6
Test of Hypothetical of Variances

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score	Equal variances assumed	3.855	.053	2.456	75	.000	4.789	1.950	.902	8.676
	Equal variances not assumed			2.305	49.178	.000	4.789	2.077	.615	8.964

The hypotheses of this research were tested by using independent sample t-test, it was used to compare both control and experimental class mean and sample was taken from two different samples. Based on the result obtained in table, it was clear that the value of significant generated $\text{Sig. (P}_{\text{value}})$ or Sig. (2-tailed) of the equal variance assumed = 0.000 and $\alpha = 0.05$. It means that $\text{Sig. (P}_{\text{value}}) < \alpha = 0.05$. So, H_0 is rejected and H_a is accepted. Based on the computation, it can be concluded that there was significant differences of

students' speaking ability taught using storytelling and that using role playing activity at the first semester of the eleventh grade of MA Al - Hikmah Bandar Lampung in 2017/2018 academic year. (See Appendix 22)

Table 7

Paired samples T-Test

	Paired Differences				t	Df	Sig. (2-tailed)	
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower				Upper
Pair 1 PRE TEST – POST TEST	-4.31250	13.68879	2.41986	-9.24784	.62284	-1.782	32	.000

The hypotheses of this research were tested by using paired samples t-test, it was used to compare both pre-test and post-test and sample was taken from two different samples. Paired samples t-test was used to determine whether there is a difference on average two samples. The criteria for acceptance and rejection of the hypotheses are:

H_0 is accepted if Sig. (P_{value}) $> \alpha = 0.05$

H_a is accepted if Sig. (P_{value}) $< \alpha = 0.05$

Based on the result obtained in table, it was clear that the value of significant generated Sig. (P_{value}) or Sig. (2-tailed). Based on the table, it can be seen assumed = 0.000 and $\alpha = 0.05$. It means that Sig. (P_{value}) $< \alpha = 0.05$. So, H_0 is rejected and H_a is accepted. Based on the computation, it can be concluded that there is a significant different between the results of the study on the data pre-test and post-test (See Appendix 22)

C. Discussion

Based on the finding of the result the mean score of pre-test in control class was = 50.28 and the mean score of post-test in control class was = 69.30 while the mean score of pre-test in experimental class was = 54.50 and the mean score of post-test in experiment class was = 78.31 it means that the score in experimental class was higher than the score in control class. So it can be concluded that role play is more give influence than story telling.

Based on the result of this study, In other word, this experiment also proves the argument stated Nunan said that role play also excellent activities for speaking in the relatively safe environment of the classroom. It means that in role play the student taking a role as another person which this activity useful in developing the skill of student beside the role play also great activity for speaking in the classroom. In role play student are given particular roles in the target language which is it can construct the ability in speaking by using target language. Moreover, the advantages role play as follows: (a) Role play allows some rehearsal time so that students can prepare what they are going to say; (b) Opportunity for test takers to use discourse that might otherwise be difficult to elicit.; (c) Role play can be controlled or “guided” by the interview.

Role play is effective to be implemented in teaching and learning speaking. It have been revealed by previous research conducted by Kunto Laksono Hadi about Using The Role-Play Technique To Improve the

Speaking Skills of Grade XI Students of SMAN 1 Panggang in the Academic Year of 2014/2015. Therefore students' speaking ability is one of productive skills to share their idea and information. Producing words or sounds but also having a meaning. Think using English with good mastery of grammar, vocabulary, pronunciation, fluency and comprehension. It was explained in chapter II from Al-Qur'an told us that the way of speech can be understood by god speaking.

Role playing is an activity in developing sensitivity as well as awareness of students while students apply their knowledge and skills in real time communication in target language and relatively safe environment classroom in which the student is taking the role of another person. Students are given particular roles. In other hand Petty stated that Role-play is very useful for developing the 'interpersonal skills' of learners – for example, for training in the caring professions, the police, the retail trades, or for management training, and so on. It gives learners an opportunity to practice skills in a risk-free environment. In role play student are given particular roles in the target language which is it can construct the ability in speaking by using target language.

Implementing role play in the class especially in speaking class, it can help the teacher use time effectively. However, implementing role playing activity in the classroom is not easy. The above statement is proven true in this experiment. The researcher found difficulties in implementing role

playing activity in the first time. The students still confuse and do not understand their role and what they have to do. However, with clear explanation and example the students can understand their role lately. Therefore, with brief explanation role playing activity can be implemented in the class successfully.

Based on the calculation and the above analysis, it can be inferred that students in experimental group have higher speaking ability after given treatment trough speaking role play than students in control group who are taught using story telling. In short, it can be said that role play is better than story telling to help the students improving their speaking ability in the eleventh grade students of MA Al-Hikmah Bandar Lampung.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research that was carried out in MA Al - Hikmah Bandar Lampung in 2017/2018 academic year, a note is draw the conclusion as follows: In the previous research the data had been analyzed statistically. Based on the statistical analysis, it can be concluded there is a significant difference between storytelling and role playing activity on the students' speaking ability at the first semester of the eleventh grade of MA Al - Hikmah Bandar Lampung in 2017/2018 academic year. The significant generated Sig. (P_{value}) or Sig. (2-tailed) of the equal variance assumed = 0.000 and $\alpha = 0.05$. It means that Sig. (P_{value}) $< \alpha = 0.05$. So, H_0 is rejected and H_a is accepted.

By using role play the students more interesting in learning speaking and also role play helps the students in understanding the material. In other word there is a significant differences students speaking ability taught using storytelling and that using role playing activity at the first semester of the eleventh grade of MA Al- Hikmah Bandar Lampung in 2017/2018 academic year.

B. Suggestion

Based on the conclusion above, it is hoped this research can be useful for

1. Suggestion for the Teacher

- a. Role playing as an alternative technique in teaching learning process is a good way to be applied at the eleventh grade of MA Al-Hikmah to improve students' speaking ability.
- b. Using role play in teaching speaking is recommended for the English teacher, especially for the senior high school, to attract the students' interest in learning English.

2. Suggestion for the Students

- a. The students should learn and be more seriously in teaching English in order to develop their speaking ability.
- b. The students should practice the language they have to learn with their environment even with their friends or teacher.

3. Suggestion for the School

The school should provide other facilities for students to practice their English competency.

4. Suggestion to Future Researcher

To other future researchers, it is recommended for them to develop this technique for teaching other skills, such as: writing, listening and reading;

or teaching speaking in the different level of the students, such as:
junior high school students. It is hoped that this study will emerge further
to conduct or continue the same study in other skills.



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APPENDIX



Appendix 24

Students' transcript on post test

Experimental class

Name : A-24

Topic : The legend of Nyi Roro Kidul

Text

Once upon a time, there was a beautiful princess named Kadita. Because of her beauty, she was called Dewi Srengenge. It means the goddess of sun. Her father was Munding Wangi. Although he had a beautiful daughter, he was unhappy because he always expected to have a son.

The King decided to marry Dewi Mutiara. He had a son from her. Dewi Mutiara wanted her son to become a king in the future. She asked the king to send his daughter away. The king did not agree.

Phonetic transcription

wəns **yupon** e taym ðer wəz e byutəfəl prɪnsəs **nemed** kadita bɪkɔz əv hær byuti ši wəz **seld** Dewi Srengenge. ɪt mɪnz ðə **gudes** əv sən hær fɑðər wəz Munding Wangi. **ɔlto** hi hæd e byutəfəl dɔtər, hi wəz ənhæpi bɪkɔz hi ɔlwez ɪkspektəd tu hæv e sən.

ðə kɪŋ dəsəydəd tu məri Dewi Mutiara hi hæd e **sən** frəm hær. Dewi Mutiara wɔntəd hær sən tu bɪkəm e kɪŋ ən ðə fyʊçər. ši æskt ðə kɪŋ tu sɛnd hɪz dɔtər əwe. ðə kɪŋ dɪd nɑt əgri.

Scoring for A-24

No	Aspect	R1	R2
1	Grammar	4	4
2	Vocabulary	4	4
3	Pronunciation	4	4
4	Fluency	4	4
5	Comprehension	4	4
	Total	20	20

	Score	80
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Students' transcript on post test

Experimental class

Name : A-19

Topic : Cinderella

Text

Once upon a time, there was a young girl named Cinderella. She lived with her step mother and two step sisters. The step mother and sisters were conceited and bad tempered. They treated Cinderella very badly. Her step mother made Cinderella do the hardest works in the house; such as scrubbing the floor, cleaning the pot and pan and preparing the food for the family. The two step sisters, on the other hand, did not work about the house. Their mother gave them many handsome dresses to wear.

One day, the two step sister received an invitation to the ball that the king's son was going to give at the palace. They were excited about this and spent so much time choosing the dresses they would wear. At last, the day of the ball came, and away went the sisters to it.

Phonetic transcription

wəns **yupon** e taym ðer wəz e yəŋ gərl nemd sɪndərələ ʃi layvd wɪð hər stɛp mæðər ænd e tu stɛp sɪstərz. ðə stɛp mæðər ænd sɪstərz wər kənsɪtəd ænd bæd tɛmpərd. **eee dhey** trɪtəd sɪndərələ vəri bædli. **Eee hər** hər stɛp mæðər mɛd sɪndərələ du ðə hɑrdəst wɜrks ən ðə haws səç æz skrəbɪŋ ðə flɔr klɪnɪŋ ðə pat ænd pæn ænd prɪpərəɪŋ ðə fud fɔr ðə fæməli. **eeee** ðə tu stɛp sɪstərz **an** ðə əðər hænd

did nat wærk əbawt ðə haws. Eeeee ðer mæðər gev ðem mæni hænsəm dresəz tu wær.

eeee wəns de ðə tu stɛp sistər riseiv æn invəteʃən tu ðə bəl ðæt ðə king'ssən wəz goɪŋ tu gɪv æt ðə pæləs. Eee ee ee ðe ee ðe wær ðe wær ɪksəytəd əbawt ðɪs ænd spent so mæç taym çuzɪŋ ðə dresəz ðe wud wær. æt list æt list æt læst ðə de əv ðə bəl kem ænd əwe wɛnt ðə sistərz tu ɪt.

Scoring for A-19

No	Aspect	R1	R2
1	Grammar	4	4
2	Vocabulary	4	4
3	Pronunciation	4	4
4	Fluency	4	4
5	Comprehension	4	4
	Total	20	20
	Score	80	

Students' transcript on post-test

Experimental class

Name : A-29

Topic : The legend of Nyi Roro Kidul

Text

Once upon a time, there was a beautiful princess named Kadita. Because of her beauty, she was called Dewi Srengenge. It means the goddess of sun. Her father was Munding Wangi. Although he had a beautiful daughter, he was unhappy because he always expected to have a son.

The King decided to marry Dewi Mutiara. He had a son from her. Dewi Mutiara wanted her son to become a king in the future. She asked the king to send his daughter away. The king did not agree.

Phonetic transcription

wəns **opən** e taym ðer wəz e byutəfəl **prɪns** nəmd kadita bɪkɔz əv hær byuti ši wəz **ɔld** Dewi **Srenge**. ɪt mɪnz ðə **ɡudnes ɡudes** əv sən hær faðər wəz Munding Wangi. **ɔld** hi hæd e byutəfəl dətər, hi wəz ənhæpi bɪkɔz hi ɔlwez ɪkspektəd tu hæv e **sən**.

ðə kɪŋ dəsaydəd tu mæri Dewi Mutiara hi hæd e **sən** frəm hær. Dewi Mutiara wɔntəd hær sən tu bɪkəm e kɪŋ ən ðə fyuçər. ši æskt ðə kɪŋ tu sɛnd hɪz dətər əwe. ðə kɪŋ dɪd nat əgri.

Scoring for A-29

No	Aspect	R1	R2
1	Grammar	4	3
2	Vocabulary	4	4
3	Pronunciation	4	4
4	Fluency	4	4
5	Comprehension	4	4
	Total	20	19
	Score		78

Appendix 23

Students' transcript on pre test

Experimental class

Name : A-24

Topic : The legend of Nyi Roro Kidul

Text

Once upon a time, there was a beautiful princess named Kadita. Because of her beauty, she was called Dewi Srengenge. It means the goddess of sun. Her father was Munding Wangi. Although he had a beautiful daughter, he was unhappy because he always expected to have a son.

The King decided to marry Dewi Mutiara. He had a son from her. Dewi Mutiara wanted her son to become a king in the future. She asked the king to send his daughter away. The king did not agree.

Phonetic transcription

ons yupon e taym ðer **waz** e byutəfəl prɪnses **nemed kalifa** bɪkɔz əv hær byuti ši wəz **ælləd** Dewi **Srenggengge**. ɪt mɪnz ðə **gudes** əv sən hær faðər wəz Munding Wangi. **ɔlto** hi hæd e byutəfəl dɔtər, **mmm** hi wəz ənhæpi bɪkɔz hi **ɔwez ekspɛiktəd** tu hæv e **son**.

ðə kɪŋ **dəsaɪd** tu məri Dewi Mutiara hi hæd e **wɒŋ** frəm hær. Dewi Mutiara wɒntəd hær sən tu bɪkəm e kɪŋ ən ðə fyʊçər. ši æskt ðə kɪŋ tu sɛnd hɪz dɔtər **əwey**. ðə kɪŋ dɪd nat əgri.

Scoring for A-24

No	Aspect	R1	R2
1	Grammar	3	3
2	Vocabulary	3	3
3	Pronunciation	2	2
4	Fluency	3	3
5	Comprehension	3	3
	Total	14	14
	Score	56	

Appendix 23

Students' transcript on pre test

Experimental class

Name : A-19

Topic : Cinderella

Text

Once upon a time, there was a young girl named Cinderella. She lived with her step mother and two step sisters. The step mother and sisters were conceited and bad tempered. They treated Cinderella very badly. Her step mother made Cinderella do the hardest works in the house; such as scrubbing the floor, cleaning the pot and pan and preparing the food for the family. The two step sisters, on the other hand, did not work about the house. Their mother gave them many handsome dresses to wear.

One day, the two step sister received an invitation to the ball that the king's son was going to give at the palace. They were excited about this and spent so much time choosing the dresses they would wear. At last, the day of the ball came, and away went the sisters to it.

Phonetic transcription

wəns **yupon** e taym ðer **waz** e **young** gərl **nemed** sɪndərələ ʃi **liv** wɪð hər stɛp mæðər ænd e tu stɛp sɪstərz. ðə stɛp mæðər ænd sɪstərz wər **kənsɛɪtəd** ænd **bed tɛmpərəd**. **dhey** trɪtəd sɪndərələ vɛri bædli. **Hər** stɛp mæðər mɛd sɪndərələ du ðə hɑrdəst **works in** ðə haws **sʊç az skrubɪŋg** ðə flɔr klɪnɪŋ ðə **pot** ænd **pen** ænd prɪpərəɪŋ ðə fud fɔr ðə fæməli. ðə tu stɛp sɪstərz **on** ðə **aðər** hænd dɪd nɑt wɜrk əbawt ðə haws. ðer mæðər gev ðem meni hænsəm drɛsəz tu wɜr.

wæns de ðə tu step sistər **received an** invəteʃən tu ðə bəl ðæt ðə king's **son**
wəz goɪŋ tu gɪv æt ðə **palas**. ðe wər **eksaytid əbat** ðis ænd spent so mæç **tam**
čosɪŋ ðə dresəz ðe wud wər. **æt list** æt læst ðə de əv ðə bəl kem ænd əwe went ðə
sɪstərz tu ɪt.

Scoring for A-19

No	Aspect	R1	R2
1	Grammar	3	2
2	Vocabulary	2	3
3	Pronunciation	2	2
4	Fluency	2	2
5	Comprehension	3	3
	Total	12	12
	Score	48	

Students' transcript on pre test

Experimental class

Name : B-29

Topic : The legend of Nyi Roro Kidul

text

Once upon a time, there was a beautiful princess named Kadita. Because of her beauty, she was called Dewi Srengenge. It means the goddess of sun. Her father was Munding Wangi. Although he had a beautiful daughter, he was unhappy because he always expected to have a son.

The King decided to marry Dewi Mutiara. He had a son from her. Dewi Mutiara wanted her son to become a king in the future. She asked the king to send his daughter away. The king did not agree.

Phonetic transcription

wəns **open** e taym ðer wəz e byutəfəl prɪnsəs **nemed kandita** bɪkɔz **ov** hər byuti ši wəz **colled hers** Srengenge. ɪt mɪnz ðə **gudes ov san** hər faðər wəz **Manding** Wangi. **ɔldo** hi **hat** e byutəfəl **dɔktər**, hi **has** ənhæpi bɪkɔz hi ɔlwez **ekspektəd** tu hæv e **son**.

ðə kɪŋ dəsəydəd tu məri Dewi Mutiara hi **hat** e **sən** frəm hər. Dewi Mutiara wɔntəd hər **son** tu **bɪkəm** e kɪŋ ən ðə fyʊtʃər. ši **aks** ðə kɪŋ tu send hɪz **dɔktər** əwe. ðə kɪŋ dɪd nat əgri.

Scoring for A-29

No	Aspect	R1	R2
1	Grammar	2	2
2	Vocabulary	2	2
3	Pronunciation	2	2
4	Fluency	2	3
5	Comprehension	3	3
	Total	11	12
	Score		46

Appendix 25

Documentation









