

ABSTRACT

Lafifa. Youreike. 2019. *The Effectiveness of Using Storytelling in Teaching Speaking for Tenth Grade Students of X IIS 1 at SMAN 1 Grogol*. Thesis, English Education Department, Teacher Training and Education Faculty, Islamic University of Kadiri. Advisors: (1) Drs. Musta'in Abbas, M.Pd, (2) Irwan Sulistyanto, S.Pd., M.Pd.

Keyword: *Storytelling, Teaching Speaking*

Speaking is one of language skills that have to be mastered by students besides listening, reading, and writing. It is the macro-skills of language that concerns with abilities to carry out spoken communication, such as conversation, dialogue, and monologue. speaking is crucial part of foreign language that has to be mastered by students in order that they can communicate with others. In fact some student are still get difficulty, especially for component of speaking like grammar, fluency, pronunciation, and vocabulary. *Storytelling* is one of the ways that can be used to solve this problem.

Storytelling is the conveying of events in words, and images, often by improvisation or embellishment. Stories or narratives have been shared in every culture as a means of entertainment, education, cultural preservation, and to instill moral values. Crucial elements of stories and storytelling include plot, characters, and narrative point of view.

This research intended to; (1) To describe How the speaking skill of the students in experimental group wich have been taught by using storytelling in speaking for tenth grade students at SMAN 1 Grogol Kediri; (2) To describe How the speaking skill of the students in control group wich have not been taught by using storytelling in speaking for tenth grade students at SMAN 1 Grogol Kediri; (3) To find out the significant difference of students' skill in speaking experimental group wich have been taught by using storytelling and in control group wich have not been taught by using storytelling for tenth grade students at SMAN 1 Grogol Kediri; (4) To describe Storytelling in teaching speaking for tenth grade students' of X IIS 1 at SMAN 1 Grogol effectiveness.

Pre experimental was selected as a research approach, whereas the research design used was static group comparison *post-test only*. This research used two classes which became experimental group and control group. The instrument used was a oral test which resulted score of students' achievement.

The mean score of the students' speaking skill in experimental class is 67.00 and it means the score in good category. Meanwhile, for control class, the score is in poor category and has mean score 44.29. *Independent-samples t-test* with an aplha level of 0.05 was used to investigate the significant difference between both groups. The analysis revealed that the experimental class outperformed the control class in speaking skill with $t = 6.062$, $df = 68$ and $P = .005$ and 95% confidence interval ranging from 13.033 to 25.824. The result of t-test shows the mean difference is 19.429 with sig. (2-tailed) value .000. The value indicates that the

significant difference between two groups is found. Thus, it can be concluded that the use of *Storytelling* is effective in teaching speaking skill.

After finding the result, it is recommended to the teachers to use storytelling as the way to teach speaking by using more variety media. The teacher also can minimize the problem that appears in learning speaking and improve the student's in speaking by using *Storytelling* and further researchers are suggested to attempt to hold the same kind of research with different sample in the use of *Storytelling*.