

**THE INFLUENCE OF STORYTELLING ON EFL STUDENTS'  
MOTIVATION IN SPEAKING PRACTICE IN SMPN 03  
BENGKULU TENGAH**

(A Quasi Experimental study at the Eighth Grade Students of SMPN 03  
Bengkulu Tengah)

**THESIS**

**Submitted as A Partial Requirements for the degree of *Sarjana (S.Pd)* in English  
Education Study Program Tarbiyah and Tadris Faculty IAIN Bengkulu**



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## DEDICATION

With gratitude and all my love, this thesis is dedicated to:

- ❖ For both of my unconditional love, my beloved parent Mrs. Samsuri, Thank you very much for your support, pray, and patience to make my dream come true. And especially for my beloved father Alm. Mr. Ujang Hakim, thank you for everything that you do for me. You are the greatest gift that God sent to me.
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## MOTTOS

أَلَمْ تَرَوْا أَنَّ اللَّهَ سَخَّرَ لَكُمْ مَّا فِي السَّمٰوٰتِ وَمَا فِي الْأَرْضِ وَأَسْبَغَ عَلَيْكُمْ نِعْمَهُ ظَاهِرَةً وَبَاطِنَةً وَمِنَ  
النَّاسِ مَن يُجَادِلُ فِي اللَّهِ بِغَيْرِ عِلْمٍ وَلَا هُدًى وَلَا كِتَابٍ مُّنِيرٍ

Tidakkah kamu memperhatikan bahwa Allah telah menundukkan apa yang ada di langit dan apa yang ada di bumi untuk (kepentingan)mu dan menyempurnakan nikmat-Nya untukmu lahir dan batin. Tetapi di antara manusia ada yang membantah tentang (keesaan) Allah tanpa ilmu atau petunjuk dan tanpa Kitab yang memberi penerangan. (Q.S Al-Luqman ; 20)

## PRONOUNCEMENT

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I hereby sincerely state that the thesis titled “The Influence of Strorytelling On EFL Student’s Motivation in Speaking Practice in SMPN 03 Bengkulu Tengah” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sections in the form of repealing my thesis and academic degree.

Bengkulu, 2020

Stated by,

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Bengkulu, December 2020

The researcher

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### **ABSTRACT**

Based on the explanation of the theory by Gardner state is motivation comes from within a person as a driving force to achieve goals for more advanced change. This study aims to determine how enthusiastic for student's Eighth grade in the SMPN 03 Bengkulu Tengah are in learning English, especially speaking English. Researchers used a quasy- experimental research method, namely a control group posttest only design which resulted in a significant difference between 74, 92 % and 61.96% of the experimental class in the control class. From this hypothesis, the researcher obtained a comparison of the experimental class in the treatment using the storytelling method of 4.34% and the control class with the narrative picture method of 3.58%. So the researcher can conclude that there is a significant difference between the two methods with or without the use of treatment compared to the motivation to learn English in class VIII students at SMPN 03 Bengkulu Tengah.

***Keyword : Gardner theory, Motivation, Speaking***

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### **ABSTRAK**

Berdasarkan penjelasan teori menurut Gardner menyatakan bahwa motivasi berasal dari dalam diri seseorang sebagai kekuatan pendorong untuk mencapai tujuan untuk perubahan yang lebih maju. Penelitian ini bertujuan untuk mengetahui seberapa antusias siswa kelas VIII di SMPN 03 Bengkulu Tengah dalam mempelajari bahasa Inggris, khususnya berbicara bahasa Inggris. Peneliti menggunakan metode penelitian quasy eksperimental yaitu control group posttest only design yang menghasilkan perbedaan yang signifikan antara 74,92 % persen dan 61,96 % kelas eksperimen pada kelas kontrol. Dari hipotesis ini, peneliti memperoleh perbandingan kelas eksperimen dalam perlakuan menggunakan metode bercerita sebesar 4,34 % dan kelas kontrol dengan metode gambar naratif sebesar 3,58 %. Sehingga peneliti dapat menyimpulkan bahwa terdapat perbedaan yang signifikan antara kedua metode dengan atau tanpa menggunakan perlakuan dibandingkan dengan motivasi belajar bahasa Inggris pada siswa kelas VIII di SMPN 03 Bengkulu Tengah.

**Keyword** : *Gardner theory, Motivation, Speaking*

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## **CHAPTER I**



## INTRODUCTION

### A. Background of the Study

Communication between students and teachers can make the interaction between the two of them. Therefore, the attitude of speaking can be a means of exchanging information directly at the source. Then when in the classroom the teacher must have a way of speaking that is easy for students to digest, and the way of delivery must also be easy to understand, so that students become more curious about what to say next, in this case what is meant is student motivation during the learning process. From a cognitive viewpoint, motivation includes factors such as interest in learning, learning achievement, motivation and learning needs, and rewards in learning.<sup>1</sup> This means that motivation for self-exploration with stimuli from inside and outside the student is needed.

To explore student knowledge, namely motivational stimulation, a teacher must master both academic and non-academic fields. This is because mastery of the field can affect the quality of learning. This is because the methods that will be used during the learning process include brain storming, storytelling, flashcards, listening to music, watching videos to watching movies.<sup>2</sup>

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<sup>1</sup> Gardner, G.C. *The Social Psychology of Language 4*. (Australia; Edward Arnold: 1985). P 44

<sup>2</sup> Kayi, H. *Teaching Speaking: Activities to Promote Speaking in a Second Language*.(University of Nevada, USA: The Internet RESL Journal). p 2-4

The method used by the teacher can provide opportunities for shy students to express their opinions and feelings in the teaching and learning process. If in the learning process a constructive action or vice versa can be stated as a change in behavior, it can be said that behavior change requires motivation. The Indonesian education government stated that English education would be eliminated for junior and senior high schools, meaning that English in Indonesia would be limited to learning in primary schools. The news from the government turned out to have a pretty bad effect on students' motivation to learn English. This has an effect on what methods the teacher uses to re-attract student motivation to return to learning English, especially in speaking English skills. According to Harmer, storytelling is a method of teaching speaking skills so that students can briefly summarize a story or story they have heard from someone or media listeners before, or they can create their own stories to tell their classmates.<sup>3</sup> So that students can share ideas in storytelling. Storytelling is a means of sharing and interpreting experiences. Through the storytelling technique, the researcher used this method as an application in collecting student data regarding student motivation when learning English. Meanwhile, this technique also makes students enjoy the learning process.

The researcher was observations at SMPN 03 Bengkulu Tengah to find out the problems during the process of learning English. Based on the results of observations, the researcher found several phenomena in the field,

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<sup>3</sup>Jeremy Harmer, *How to teach English*, (China: Pearson Education Limited, 2007), p.89.

such as students feeling nervous when the teacher asked students to speak in front of the class, students got ridicule from their classmates. however, some students like English, but they are lazy to learn more deeply, there is no English club, and the school environment is also less supportive for learning English, such as English-based story books. <sup>4</sup> Based on the classroom observation data, the researcher found some students who lied in English, at least about 2 to 3%, and according to the assessment notes obtained by the researcher, from the student data their English scores could be quite fit.

Based on interviews with the English teacher at SMPN 03 Bengkulu Tengah said that most students have low motivation and ability to learn English, but some students have a good ability to learn English. They think the English subject is complicated because there are so many rules, such as listening, writing, reading, and speaking. Besides, the student background becomes another problem in learning English at SMPN 03 Bengkulu Tengah. The researcher is also was getting data from teachers that students sometimes break down English lessons on the grounds of a toilet or to a school's unit.<sup>5</sup>

Therefore, the researcher is interested in conducting this research to find out what method is fun to arouse students' enthusiasm in learning English at SMPN 03 Bengkulu Tengah. Therefore, this problem encourages researchers to conduct research on whether there the influence of storytelling

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<sup>4</sup>Observation of Student's motivation in speaking skills of Eight Grade at SMPN 03 Bengkulu Tengah on March 09, 2020, at 08.00 am.

<sup>5</sup>Devi Sulastrri, English teacher of SMPN 03 Bengkulu Tengah, at March 09, 2020.

on students' learning motivation in speaking skills, researchers used to teach English at SMPN 03 Bengkulu Tengah.

## **B. Identification of the Problem**

Based on the information presented above, the researcher identified some problems that the researcher met in student's motivation at SMPN 03 Bengkulu Tengah in Eighth Grade are: 1). Students are not confident when speaking in the classroom. 2). Students want to follow the English club, but the school did not facilitate it for them. 3). Students do not have a passion for speaking English in class. 4). Students are not able to speak. 5). the school does not an extracurricular English club. 6). The students sometimes break down English lessons. 7). The students had English values low value. During the pre-observation, the researcher found some other challenges they were dealt with: 1). Students do not have the initiative to speak English. 2). Students had some mistakes in pronouncing English words. 3). Students were problems with the pronunciation tone. 4). Students were nervous and afraid when they wanted to talk.

## **C. Limitation of the Study**

Based on the background study above, the writer limits the study to The influence of storytelling on EFL students' motivation in speaking practice.



#### **D. Research Question**

Is there any significant influence of storytelling toward student's motivation in speaking?

#### **E. Significance of the Study**

This study is expected to have some significance not only for the writer herself, but also for three groups of people such as English teacher, students, and other researchers.

1. *For teachers*

The result of this study is expected would make the teacher use the storytelling technique in teaching speaking, to make the classroom more attractive and build student's motivation.

2. *For students*

Hopefully, the use of the storytelling technique in teaching and learning speaking can give the students a lot of opportunities to be creative and brave in their speaking performance and make them good students.

3. *For other researchers*

The writer hopes this study can be a reference to other researchers who want to study the effect of storytelling techniques to build students' motivation in English skills.

#### **F. The Objective of the Study**

The students SMPN 03 Bengkulu Tengah, is about the effect of the storytelling technique to build students' motivation in English skills. Teachers know how to build student's motivation in their spoken.

#### **G. The Key Terms**

To avoid misunderstanding, the researcher tries to explain the keywords, those are:

1. *Students' Motivation* is a push that arises in students consciously and unconsciously to do an action with a particular purpose.
2. *Speaking* is the most essential way in which the speaker can express himself through a language. Its means, speaking is an expression when someone talks.
3. *Storytelling* is a storyteller's way of telling a story to his listeners, this causes the interaction of the two which makes a story come alive.

## **CHAPTER II**

## LITERATUR OF REVIEW

### A. Definition of Variable

In this study, Motivation is a positive force, derived from one's desire to achieve a planned goal.<sup>6</sup> From the theory above, the researcher concluded that motivation is a positive movement stemming from one's inner person to move towards goals and desires that have been designed both individual and social.

Speaking is an interactive process of establishing meanings involving two or more persons to produce and receive and process the information received.<sup>7</sup> Of such theory, the researcher can conclude that speaking is a skill in the process of receiving information involving two or more people for information

### B. Variable research and operational definitions

#### 1) Variable Research

The variable is concepts that have a variety of values, namely variable dependent is a variable that cannot stand alone or need variable independent. While variable independent is that affects variable dependent. The variables in this study are:

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<sup>6</sup>Gardner. Robert C and MacIntyre, Peter D. *A Student's Contributions to Second Language Learning: Part I: Cognitive Variables*. Language Learning. (Cambridge: Cambridge University Press. 1992). p. 134

<sup>7</sup>Mary Ann Cunningham Florez. Improving Adult English Language Learners' Speaking Skills. *National Center for ESL Literacy Education*. (2009). P. 92-96.

- a) Variable Y (Variable Independent) is the student's motivation.  
 b) Variable Y (Variable Dependent) is a speaking practice.
- 2) The definition of variable operations is the meaning of variables (which are disclosed in the concept definition), operationally, In the scope of the research objects/objects that are researched. In the study explanation of each of the variables used in the study of the Indicators that form follows:

**Table 2.1**  
**The definition of variable operations**

<b>Variable</b>	<b>Definition</b>	<b>Indicators</b>	<b>Skala</b>
Students Motivation	<i>Student motivation</i> is the goal of student behavior, the desire to achieve a specific goal, and a joyful attitude toward activities. (Gardner : 1985: 49)	From the above definition, Garner mentions there are several indicators of the <i>students' motivation</i> follow are: 1. Interest in learning 2. Achievement in learning 3. Encouragement and needs in learning 4. Appreciation in learning	ScalaLikert
Speaking Practice	<i>Speaking</i> is the ability to produce articulation, sounds, or words to express, to say, to show, and to think about ideas, taught, and feeling. (Tarigan:2015).	From the above definition, Harris mentions there are several indicators of the <i>Speaking</i> follow are: 1. Pronunciation 2. Grammar 3. Vocabulary 4. Fluency	ScalaLikert

### **C. Motivation Definition**

Motivation is the choice people make what their experiences or goals will be approached or avoided and the level of effort they will make



in that regard.<sup>8</sup> It is an inner urge or inner desire that drives a person to take certain actions which have an increase after carrying out these activities.

Motivation is a state of inner arousal that provokes the mind to make a 'decision to act' and as a result, there is an 'effort in intelligence or physical continuity' so that the person can achieve some 'predetermined goals'.<sup>9</sup> Motivation is some kind of impulse in oneself that pushes someone to do something to achieve something. This definition is introduced in several theories, the most widely known of which is motivation to learn and achieve and work. Based on the theory above, motivation is a part of learning, and it is can get good value if the motivation had improved in a student's life.

## 1. Student's Motivation

According to Gardner in Ihsan, motivation involves four aspects: goals, business behavior, desire to achieve goals, and pleasant attitudes towards activities, which are often associated with other factors that affect energy and interest in the direction of behavioral factors such as interests, needs, values, attitudes, aspirations, and incentives.<sup>10</sup> In these

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<sup>8</sup>Nunan, D. *Language Teaching Methodology*. (Sydney: Prentice-Hall International, 1983). p. 223

<sup>9</sup>Jeremy Harmer, *The Practice of English Language Teaching*,(England: Longman, 2001),3rd Ed., P. 51.

<sup>10</sup>Ihsan M. Darul, (2016). *Students' Motivation in Speaking English*. Journal of English Educators Society (1). p 3

motivations, there are several indicators of student motivation to learn, namely the attitude shown by students after participating in learning.

Indicators of student motivation to learn according to Gardner's:

- 1) **Interest in learning:** namely where students have enthusiasm in following the lessons and have good habits.
- 2) **Achievers in learning:** This is where the students' interest is to get good grades for their learning.
- 3) **Encouragement and needs in learning:** that is, students need the enthusiasm and motivation of their environment such as the support of parents, teachers, and friends for success in learning.
- 4) **Appreciation in learning:** that is an award in the form of a value, gift, or a small greeting from the surrounding environment for the results achieved.<sup>11</sup>

## 2. Types Of Motivation

There are 2 types of Motivation Gardner and Lambert Gardner state there are intrinsic motivation and extrinsic motivation:

### a) Intrinsic Motivation

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<sup>11</sup>R, C. Gardner. *The Social Psychology of Language 4*. (Australia: Edward Arnold, 1985). p.

What is meant by intrinsic motivation is the cause for someone to do something. Motivation is intrinsic if the goal is closely related to the learning situation with the needs and goals of students to master the values contained in the lesson. Students are motivated to learn solely to master the values contained in the subject matter, not because of other desires such as wanting to get praise, high grades or prizes, and so on. Someone who has intrinsic motivation always wants to progress in learning. This desire is motivated by positive thinking that all subjects studied were needed and are very useful now and in the future.

#### **b) Extrinsic Motivation**

Extrinsic motivation is an active and functioning impulse due to external stimuli. Learning motivation is said to be extrinsic when students learn because they want to achieve goals that lie outside the things they learn. For example, to achieve high numbers, diplomas, degrees, honors, and so on. Usually, extrinsic motivation can be found in the classroom that is derived from the teacher or outside the classroom environment that has positive values.<sup>12</sup> So it can be concluded from the opinions of experts that motivation is like a reference that can determine someone's must to do so it is can be achieved in someone's intrinsic and extrinsic motivation in daily

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<sup>12</sup>Djamarah, SBahri. *Psikologi Belajar Edisi II*. (Jakarta :RinekaCipta, 2011) hal. 148-152.

activities. So that motivation is one of the factors to bring someone to try to act something good for their future.

In this study, the researcher was focused on the intrinsic motivation of students who came from within or the students' abilities that were specifically designed to learn English.

### 3. Measure of Motivation

According to Hanafiah in Mapiliana, some measurements can be used to know the motivation value:

- 1) **A questionnaire** is a form of test that aims to determine the perseverance and loyalty of student motivation.
- 2) **The performance test** is one of the measurement tests to get information about sincerity, loyalty, targeting, awareness, duration, and frequency of activities.
- 3) **Achievement tests** are tests to get information about students' academic achievement.
- 4) **A scale** is a form of calculation of information for attitudes while understanding progress.<sup>13</sup>

In this study, the researcher was used one of the instruments this is a questionnaire. In the questionnaire there are four options, there are

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<sup>13</sup>Mapilina I, Sonya. 2019. *Students' Motivation for Learning English*. (IAIN Bengkulu : English Education) p. 21

Strongly Agree, Agree, Neutrals, Disagree, and Strongly Disagree. Questionnaire answers were converted into scores using student motivation Indicators.

#### **4. Student's Motivation in Learning Speaking**

Mayer stated, "When students are motivated to learn, they try harder to understand the material and by learning more, and produce a better ability to transfer what they have learned to new situations". It means, students should be encouraged and motivated to encourage their desires, especially in speaking English. Nunan also had ads that "if the right activities are taught in the right way, it can make speaking in class can be a lot of fun. For that reason, general learner motivation will raise and the language classroom becomes fun and dynamic place to be".<sup>14</sup> So, it explains that giving enthusiasm and motivation in the classroom can increase students' enthusiasm to learn English, especially in their speaking practice.

Based on the above theory, the researcher was want to examine the enthusiasm of students in learning English. The researcher was conduct stimulation in the form of encouraging before, when and ending in learning English.

#### **D. Theory of Speaking skill**

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<sup>14</sup>Nunan, D. *Language Teaching Methodology*. (Sydney: Prentice Hall International, 1983). pp. 229

## 1. Definition of Speaking

Speaking is the ability to produce articulation, sounds, or words to express, to say, to show, and to think about ideas, taught, and feeling. The means is this skill like an expression of feeling with sounds or words, for show and saying.<sup>15</sup> Then, Additionally, Melendezetal, says that speaking is the main challenge for the beginners and often makes them frustrated so that the speaking strategies for the beginners are needed very much.<sup>16</sup>

From the expert's statements, we have above we can get a conclusion that speaking is a process of oral activity used in daily life as a part of communication in which verbal and non-verbal symbol used in sending and receiving the message.

## 2. The aspect of Speaking skill

Speaking can be divided into two types based on achievement, good speaking, and bad speaking. Speaking can be said as good or bad based on the aspects of speaking. Harris says that aspects of language are:

a) **Pronunciation** is the way words are pronounced. One who learns English as a foreign language must be able to use English pronunciation as well as other skills in the language.

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<sup>15</sup>Tarigan, S. Z. A. *Improving Students' Speaking Skill through Yahoo Messenger at university of Iqra Buru*. (International Journal of Language and Linguistics, 3(3), 2015) p. 174-181. doi: 10.11648/j.ijll.20150303.20

<sup>16</sup>Melendez, R.A. M., Zavala, G.G.Q., & Mendez, R.F. *Teaching speaking strategies to beginners*. (European Scientific Journal, special edition vol. 1, 548554, 2014). p 548

- b) **Grammar** is a rule system in a language. Grammar is a system of units and patterns of language.
- c) **Vocabulary** is the words used in a language. We can't speak at all without vocabulary.
- d) **Fluency** is the parameter of the speaking level of someone. Someone who has good fluency will perform or use the language easily and quickly in the right order of language.
- e) **Comprehension** denotes the ability to understand the speaker's intention and general meaning Good comprehension refers to a good understanding. If someone's language understanding is good, it will affect the speaking ability.<sup>17</sup>The table below presents the scoring rubric of the speaking aspects for scoring speaking rubric of Maulany:<sup>18</sup>

**Table 2.2**  
**The Criteria of Speaking Aspects**

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<sup>17</sup>Harris, David P.1974. *Testing English as a Second Language*. New Delhi: Tata McGraw-Hill Publishing. p 74-81

<sup>18</sup>Maulany, D. B. *The use of project-based learning in improving the students speaking skill (A classroom action research at one of primary schools in Bandung)*. (Journal of English and Education, 1(1), 2013), p.30-42.

<b>Criteria</b>	<b>Comprehension</b>	<b>Vocabulary</b>	<b>Grammar</b>	<b>Fluency</b>	<b>Pronunciation</b>
5	Appearsto understand everything withoutdifficulty	SpeaksinL2 Withaccurate English words	Produces Completeand accurate sentences	SpeaksinL2 Veryfluently and effortlessly	SpeaksinL2 Intelligibl y andhas Fewtracesof a foreignaccent
4	UnderstandsNearly everything atnormalspeed, although occasional repetitionmay be necessary	Speaks mostly inL2 with few L1 words	Produces some phrases instead of complete sentences with consistent and accurate word order or produces consistent omitted sentence	SpeaksinL2less fluently due to few problems of vocabulary/ selection of word.	SpeaksmostlyIn L2 intelligibly with Mother tongue accent
3	Understands most of what is said at slower than normal speed with many repetitions	Produces4-6 English words	Produces Inconsistent and incorrect sentences/ phrases	Speaks MostlyinL2 with some long pauses and hesitancy	Speaks mostly InL1,but produces1-3 English words and pronounce them in intelligible mother
2	Has great difficulty understanding what is said, often misunderstands the Qs	Produces1-3 English words(brands or place names such as KFC, Roppan, etc.do not countas English word/vocabula ry)due to	Answers MostlyinL1, with1-3 English words/phrases	Speaks mostlyinL1, Tries to speak inL2butso halting with so many pauses and“er..”	Speaks mostly inL1,but produces1-3 English words, Needs some repetition in pronouncing the words to understand them
		Very limited vocabulary			



1	Unable to comprehend the material so that unable to express/respond the questions correctly	Vocabulary limitations so extreme as to make conversation in L2 virtually impossible so that the student speaks in L1 all the time	Unidentified because of speaking in L1 all the time	Unidentified because of speaking in L1 all the time	Unidentified because of speaking in L1 all the time
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Source : *English Education: Tadris Bahasa Inggris. 2017. in page 126*<sup>19</sup>

### 3. Types of Speaking

Brown describes six categories of speaking skill areas. Those six categories are as follows:

#### a) *Imitative*

This category includes the ability to practice intonation and focusing on some particular elements of language form. That is just imitating a word, phrase, or sentence. The important thing here is focusing on pronunciation. The teacher uses drilling in the teaching-learning process. The reason is by using drilling, students get the opportunity to listen and to orally repeat some words.

#### b) *Intensive*

This is the students' speaking performance that is practicing some phonological and grammatical aspects of language. It usually places students doing the task in pairs (group work), for example,

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<sup>19</sup>Zuhriyah, Mukminatus. 2017. *Storytelling to Improve Students' Speaking Skill*. (HasyimAsy'ari University, Jombang : English Education Journal ) p. 125-126

reading aloud that includes reading a paragraph, reading the dialogue with a partner, in turn, reading information from the chart, etc.

*c) Responsive*

Responsive performance includes interaction and test comprehension but at the somewhat limited level of a very short conversation, standard greeting and small talk, simple request, and comments. This is a kind of short replies to a teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

*d) Transactional (dialogue)*

It is carried out to convey or exchange specific information. For example here is a conversation that is done in pair work.

*e) Interpersonal (dialogue)*

It is carried out more to maintain social relationships than for the transmission of facts and information. The forms of interpersonal speaking performance are interviews, discussions, conversations, and games.

*f) Extensive (monologue)*

The teacher gives students extended monologues in the form of oral reports, summaries, and storytelling, and short speeches.<sup>20</sup>

Based on the theory above, it can be concluded that some points should be considered in assessing speaking. The students need to know at least the pronunciation, vocabulary, and language functions that they are going to use. When the students have been ready and prepared for the activity, they can use the language appropriately.

#### **4. Activities to Promote Speaking**

According to Kayi. There are many activities to promote speaking; there are some activities to promote speaking, which are:

**a) Brain Storming**

On a given topic, the 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. They good their ideas so the students will be opened to share new ideas.

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<sup>20</sup>H. Douglas Brown, *Language Assessment- Principle and Classroom* (New York:Pearson Education, 2001), pp. 277 - 330.

### **b) Story Telling**

The students can briefly summarize a tale or story that they heard from somebody beforehand, or they may create their own stories to tell their classmates. Storytelling fosters creative thinking. It also helps students express their ideas in beginning, development, and ending, including the characters and setting a story, and it is can improve their speaking practice.

### **c) Interviews**

Interviews are a good idea for teachers provides a rubric to students so that they know the types of questions that they can ask or what path to follow, but students should prepare their interviews. After that, all students can present their studies in front of the class.<sup>21</sup>

## **5. The Speaking Problem in Learning English**

Everybody always does a speaking activity every day. In language learning one of the aims of learning a language is to be able to speak. It means speaking is an activity to express their ideas. Therefore, some experts focused on the difficulties which probably arise because of those factors.

According to Ur said that the factors that affect speaking proficiency are explained as follow:

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<sup>21</sup>Kayi, H. *Teaching Speaking:Activities to Promote Speaking ina Second Language*.(University of Nevada, USA: The Internet RESL Journal). p 2-4

### a. Anxiety

Ur said that the learners are often inhibited about trying to say a thing in a foreign language in the classroom.<sup>22</sup> It means, Anxiety in speaking learning usually arises cause of some reasons. Some students feel afraid and making mistakes when they wanted to speak in front of the class.

### b. Motivation

According to Scarcella & Oxford in Suganda states is that the importance of motivation in language learning;

*“The degree of motivation is the most powerful influence on how and when students use language learning strategies. The technique learners employ to take charge of and improve their progress”<sup>23</sup>*

Based on the statement above, motivation was conduct that the learners to keep on learning, although they always get some problems when they learn in language. Besides that, the environment also can create motivation. It created the character of the learners. Some students unconsciously forget their purpose to use English and they still use their mother language, because they are not using English. They are not motivated to speak English since the environment does not make them, use it as when they live in an English-speaking country.

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<sup>22</sup>Ur, Penny. *A Course in Learning Teaching Practice and Theory*. (Australia: Cambridge University Press, 1997) pp 20

<sup>23</sup>Scarcella, R. & Oxford, R., (1992). *The tapestry of language learning: The Individual in the communicative classroom*. Boston: Heinle & Heinle. p.35

### c. Communicative Competence

Some problems in speaking that make it difficult are stress, rhythms, and intonation.<sup>24</sup> So, it is mean, insure it will keep the students away from taking risk of making mistakes in pronunciation if the teacher does not careful in correcting them, it may discourage them from speaking.

Based on the statement above, students can be easy in learning English when they got the motivation.

## E. Theory of Storytelling

### 1. Definition of Storytelling

Wilson explains that storytelling is an activity that can be defined very simply as that which is done by storytellers. As a human being, people usually tell their story to others. They tell others about their feeling, opinion, ideas, or even anything that happened in their lives. It is very simple to tell a story to others, as simple as expressing what is on my mind.<sup>25</sup>

As people like to share their stories or experience, Storytelling has been used as a means of communication since the earliest times. Stories

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<sup>24</sup>H. Douglas Brown, *Language Assessment- Principle and Classroom*(New York:Pearson Education, 2001), pp. 271—277.

<sup>25</sup>Daniel Gray Wilson. *Storytelling in Organizations*, (London: Harvard Univeristy, 2002), pp. 4-5.

create magic and a sense of wonder in the world. Stories teach us about life, about ourselves, and others.

Storytelling is a unique way for students to increase an understanding, respect, and appreciation for other cultures. As the understanding of storytelling explained above, it can be concluded that actually, storytelling is an activity to share what is on the mind. It has many benefits, such as entertainment, education, cultural preservation, and instilling moral values. It also has elements that have to be noticed, they are plot, characters, and narrative point of view. Stories have been shared in every culture as a means of entertainment, education, cultural preservation, and instilling moral values. Crucial elements of storytelling include plot, characters, and narrative point of view.

## 2. **Storytelling Technique**

There are some reasons for using this technique, according to Ellis and Webster in Farzaneh, who suggest that the teacher should know these techniques to teach a language by using stories.<sup>26</sup>

I. **Firstly**, they state that stories exercise the imagination and are a useful tool in linking fantasy and the imagination with the child's real world.

II. **Secondly**, storybooks can enrich the pupil's learning experience.

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<sup>26</sup>Farzaneh, Kalantari. *A Story-telling Approach to Teaching English to Young EFL Iranian Learners.*(Journal of English Teaching. Vol 69.) p 11

III. **Thirdly**, stories are motivating and make some funny situation and can help to develop a positive attitude towards the foreign language; in this sense, child and especially young learners can expand the imagination through the story.

IV. **Finally**, students can enjoy listening to stories a high frequent amount of times; this repetition allows language items to be acquired and reinforced.

In the same theory like Porras points out that is "The use of storytelling in the classroom creates a good learning environment and provides meaningful and comprehension input. Through stories, the language acquisition device is activated and it is easy for children to induce the language elements from the data provided by stories.

### **3. Types of Storytelling**

As long as there have been humans, there have been stories. How humans tell stories, According to Walter Ong in "Orality and Literacy," has changed dramatically over history. Stories can be told using different methods, from words and letters to sounds, pictures, and even the teller's and listeners' bodies. As follow:

#### **a. Telling Stories Out Loud**

Oral stories represent the oldest type of storytelling. These are stories relayed through spoken words, from a speaker or teller to an



audience of listeners. Think of stories told around a fire, or perhaps stories about your weekend you share with co-workers around the water cooler.

**b. Showing Stories With Pictures and Sound**

Multimodal stories can include both oral and written components, but will also include other forms of expression in their telling of the story such as pictures, sounds, or videos. Multimodal story types include movies such as "The Godfather," comics like "Calvin and Hobbes," and even illuminated manuscripts such as original copies of "The Canterbury Tales."

**c. Enacting Stories Through Play**

Computer game designer Chris Crawford argues that video games signal a shift from stories as things that are passively received to things that are actively created. For Crawford, an interactive story's audience isn't distanced from the story as she would be with oral, written, or even multimodal stories.<sup>27</sup>

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<sup>27</sup>Mapilina I, Sonya. 2019. *Students' Motivation for Learning English*. (IAIN Bengkulu : English Education) p. 27

**F. The Implementation of Teaching speaking practice by using storytelling technique.**

The procedure of storytelling technique as many others pass through three precise stages in which learners are going to internalize the important aspects of the story is; Before, While, and Post in Storytelling. There are steps of storytelling implementation in the class, as follow:<sup>28</sup>

**a) Before Storytelling**

The teacher should choose his story in accordance to the cited criteria (a short story with a limited number of character, concrete language, and repeated language patterns, a clear problem which appears throughout the story, a story that includes moral lessons, different aspects of the targeted culture and a vocabulary that can be easily adopted by learners to everyday speech

**b) While Storytelling**

Teacher in this phase tends to deepen comprehension and increase students motivation and let them imagine when the teacher gives them the title of the story. Then, Students are invited to suggest an end to the story and open the way to post storytelling performance. Especially is there, for developing students 'imagination, prediction

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<sup>28</sup>Field, J. *Listening in the language classroom*. (Cambridge; Cambridge University Press. 2008) p. 93

and concentration'. In this session, researchers and teachers also assessed the extent to which students' ability to speak English and also their motivation when storytelling is going.

**c) Post Storytelling**

After their performance in the classroom, the teacher made a conversation with their students about the speaking practice with easy games to grind a student's ability to hear stories that have been told by the narrator. The teacher gave 2 games in the last activity namely comprehension question and true or false, both of these games aim to see the extent to which the student understands in hearing their friends speak in English.

- a. The teacher makes stimulate for speaking practice with determiners their story understanding with *comprehension question*.

Example: where do the characters in this story?

- b. Another stimulate like is '*true or false question*'. Where students concentrate and understanding to decide whether the statements are true or false.

Example: is Daisy had black box magic?

True  
False

## G. Previous Studies

Previous studies have been conducted by previous researchers who told about the use of storytelling techniques in teaching English. Some previous studies related to the topic of this research. First, Zuhriyah (2017) had researched with entitle "*Storytelling to Improve Students' Speaking Skill*". The result showed that there was an improvement in students' speaking skills after the implementation of storytelling. The speaking test result in cycle two explained that the students' speaking aspects got good progress. Storytelling improved their comprehension, fluency, vocabulary, grammar, and pronunciation. Thus, it can be said that storytelling could improve students' speaking skills with good motivation. Secondly, according to Akhyak and Indramawan (2013: 18) in a study entitled "Improving students' English competence through storytelling", storytelling that is applied in teaching speaking can improve student fluency, grammar, pronunciation, vocabulary, and content contained in the content of the story the fable.

Then, there is also a study entitled "The approach of storytelling to teach English to young Iranian EFL students" by Kalantari and Hashemian (2015: 221) explains that the storytelling approach is very effective for teaching vocabulary to students. Besides, Julia (2015: 24) in her study entitled "Telling tales: Using storytelling to teach kindergarten EFL students in Taiwan" explained that there was an increase in the quality of teaching and learning and student enjoyment when storytelling was done while in class.

Furthermore, there is also a study entitled "The use of storytelling methods to develop English language skills", finding that storytelling techniques have a large effect on the learning of English students (Samantaray, 2014: 44). Then there is also a study entitled "Using storytelling techniques to improve English language skills of elementary school students" by Fikriah (2016: 87) which presents students' English skills improved through storytelling.

#### **H. The Hypothesis**

The hypothesis is:

$H_1$  : There is a significant influence of storytelling on EFL students' motivation in speaking practice in SMPN 03 Bengkulu Tengah.

$H_0$  : There is no significant influence of storytelling on EFL students' motivation in speaking practice in SMPN 03 Bengkulu Tengah.

## CHAPTER III

### RESEARCH OF METHOD

#### A. The Research Design

These researches used Quasy-Experimental research design that involves the manipulation of an independent variable but differ in that subject are not randomly assigned to the treatment individuals or groups.<sup>29</sup> That is appropriate for this research's subject because this research's subject is individuals.

The research design was quasi-experimental research used Sugiono modification design. One of them in the form of an experimental design used by researchers was the *Control Group Posttest Only Design*. In this design, either the experimental group or control group was given  $O_2$  without  $O_1$  in experiment group, speaking in structure to be employed by the teacher was through the implementation of storytelling technique. Meanwhile, in the control group, speaking instruction to be employed by the teacher was through picture narrating. According to Ary, This design is highly recommended for research that examines changes in students' attitudes while studying. It is also useful in studies where the pretest is not available or does not fit into the conditions that do not require the sample to be where the researcher has

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<sup>29</sup>Bambang, Setiyadi. *Metode Penelitian Pengajaran Bahasa Asing, Penelitian Kuantitatif dan Kualitatif*. (Yogyakarta; Graha Ilmu, 2006). p16

requested, such as in studies with young school classes of students, where it is not possible to administer the pretest because learning has not materialized. Another advantage of this design is that it can be extended to cover more than two groups.<sup>30</sup> Comparison of the results between the two groups will show the effect of the treatment that has been given. The control group functions as a comparison with the experimental group that has been given treatment during the period determined by the researcher.<sup>31</sup> To O2 or post-test without O1 or pre-test, this model can be described as In this test design, both the experimental and control groups are the only subject follows:

**Table 3.1**  
***Control Group Post Test Only Design***

<b>GROUP</b>	<b>PRE-TEST</b>	<b>TREATMENT</b>	<b>POST-TEST</b>
Experiment Class	-	X	$O_2$
Control Class	-	-	$O_2$

Information:

X : Treatment

$O_2$  : Post-test

So, in this study, the researcher used a design control group design post-test only because this design was suitable for experimental research relating to the formation of student attitudes and measurement of motivation in the learning process. Then, the post-test scores were compared to determine whether there was an effect of treatment or not. From the explanation above,

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<sup>30</sup> Ary, et. al. *Introduction to Research in Education, eighth edition*. (Canada: Wadsworth, 2010). p. 305-306.

<sup>31</sup> Sugiono, *Metode Penelitian Kuantitatif, Kualitatif dan R & D*. (Bandung: CV. Alfabeta, 2015) p. 112

the researcher's design was a quasi-experimental study that used *Control Group Post Test Only Design* as a research design to see is there significance in using storytelling for EFL students' motivation in speaking practice.

## **B. Time and Place of the Research**

As Creswell states that the natural setting in data collection is one of the qualitative research characteristics of the approach.<sup>32</sup> Choosing the right place is important in a study, therefore it was able to influence the results of research with a period of 6 meetings a month. So, the researcher chose SMP Negeri 03 center of Bengkulu as the background for the study. It was located on Kembang Seri Street, Bengkulu – Curup, Centre of Bengkulu.

## **C. Population, sample, and sampling**

- a) **Population**, according to Sugiyono in Aprilia, Population is a certain generalization area consisting of objects or subjects that have certain qualities and characteristics determined by researchers to be studied and then drawn conclusions.<sup>33</sup> The researcher took the population in this study were all students of class VIII of SMP 03 Bengkulu Tengah.
- b) **Sample**, According to Sugiyono in Aprilia, the sample is part of a small number of the population that has these characteristics.<sup>34</sup> The sample in

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<sup>32</sup>Creswell, J.W., *Qualitative Inquiry, and research design: Choosing among five approaches*. (Sage Publication: 2007)

<sup>33</sup>Hasanah, Aprilia. 2017. *Pengaruh Penggunaan Metode Pembelajaran Terhadap Motivasi Belajar Siswa Kelas XI Program IPS pada Mapel Fiqh kelas XI di MAN 1 Surakarta Tahun Pelajaran 2018/2017*. (IAIN Surakarta : Islamic Education). p.66

<sup>34</sup>*Ibid.* P 67



this study consisted of 2 classes VIII, namely the control class and the experimental class.

- c) **Sampling** is a technique used to take samples. The researcher uses a *cluster sampling technique*, which is a sampling technique where the selection refers to groups, not individuals. In sampling there are steps to determine the experimental class and class controls, namely:
- a. Of all population group members, only a few groups were selected as a sample of the area by using as many lottery classes as there were classes and then randomly selected into 2 classes.
  - b. From some sample groups of the area, determine which students are the experimental class and the control class.
  - c. While intended as a class instrument testing class using storytelling methods. Then, the control class uses the picture narrating method.

In this research, the populations are the students in the eighth grade of SMPN 03 Bengkulu Tengah. Realizing in the second grade of junior high school they learned a lot of kinds of storytelling and to research about students' motivation when their learning speaking practice. According to Etta, he said "A population is a place of generalization that consists of subject and object of the research with certain quality and characteristic that are

standardized by the researcher to learn from them and then to draw a conclusion from them.<sup>35</sup>

In this research, the sample of the population was taken from two classes, there is an experiment class used storytelling technique, and the control class used picture narrating in SMPN 03 Bengkulu Tengah.

#### **D. The technique of Data Collection and Instruments**

To obtain valid data, the researcher used three instruments namely; the speaking test, questionnaire, and interviews.

##### **a. Speaking Test**

The speaking test was used as an instrument in this study. The researcher gave an oral test at the treatment session. The treatment used by researcher is to provide treatment in the form of knowledge and also choose what fairy tales were retold using appropriate media. In this treatment, researcher only provide treatment in the form of an introduction to what the criteria are in storytelling and the use of media in the experimental class and whereas there is no treatment in the control class. While the post-test was given to students to measure their speaking skills after getting treatment. The tests given to students in both the experimental and control classes are the same. The topic of the post-test is Cinderella or Snow White. The post-test was done in 1-5 minutes of conversation. During the test, the teacher immediately gave several scores based on the rubric that he prepared for

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<sup>35</sup>Etta Mamang Sangadji & Sopiah, *Metodologi Penelitian*, (Yogyakarta: Andi Yogyakarta Publisher, 2010), p. 185.

each student. In determining the score, then, the authors used the oral rating scale and the assessment rubric of the test provides a measure of the quality of performance based on several criteria: pronunciation, grammar, vocabulary, fluency, and comprehension.

After that, data was collected at each step of the study. The first questionnaire, giving questionnaires to see students' answers to statements the researcher was given and see the scores obtained from questionnaires or trials. In the second speaking test, the researcher was given treatment to the experimental class; the control did not get the treatment. It was done to collect the results of the percentage of students' motivation in the form of the student's speaking test after being given treatment. The third is an interview, where the researcher collects the data in the form of field notes in audio form in interviews and interview transcripts after field observation and interview students and teachers. In this interview, the researcher gave 11 questions relating to motivation in learning English, media, and motivation-boosting methods of learning. The Interview questions in this study are in the Appendix 1.1.

After the researcher design the instrument to obtain data. Then the researcher gets to conclude the Techniques in data collection are as follows:

### **1) Speaking Test**

There is one group that got treatment, and that is an experimental class using storytelling techniques. Then, in the Control class was used the picture narrating and is not given treatment. In this study, speaking tests

were assessed through the criteria attached to Appendix 1.4. Can be explained as follows:

***a) Experimental Class***

In this class, the researcher tells students about the narrative text or fiction of the story to be learned. Then students were taught several important ways to retell narrative stories using storytelling techniques from storytelling criteria (expression, tone of voice, body language, and other complementary media).

***b) Control group***

In this class, the researcher was only taught and explained about picture narrating. This activity is based on several consecutive images. Students are asked to tell stories that occur in pictures sequentially about the criteria given by the teacher as an assessment. Assessment in the form of vocabulary or structure that they need to use when telling. Then, the students are given some media in the form of photos as descriptions of stories that were told in front of the class.<sup>36</sup>The researcher just gives this treatment for this class and does not ask students to memorize and retell stories using image narrative media.

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<sup>36</sup>Kayi, H. *Teaching Speaking: Activities to Promote Speaking in a Second Language*. (University of Nevada, USA: The Internet RESL Journal). p 3

In this design, the two groups were not given a pre-test, but after being subjected to treatment (experimental treatment and control treatment) then a posttest were conducted. In the research, the researcher used the story "Cinderella and Snow White" as a medium for students' stories.

*c) Post-test*

A post-test is a test given after completing treatment and also a questionnaire that is in class. This test was held to found whether there is an increase in student motivation in learning English, especially speaking techniques that use storytelling techniques for student's motivation in class during English subject.

Furthermore, the post-test and also the questionnaire answers from the experimental class were compared with the control class. Then, both of the scores were used as numerical data to measure the effectiveness of students' enthusiasm in learning English with the influence of storytelling techniques on students' speaking skills.

Then the final data was obtained through the student's Post-test speaking score. From the results of this activity, the researcher can analyze the students' speaking.

After that, also in this research questionnaire was used to determine student's motivation in learning English especially speaking practice. The

researcher has adopted a questionnaire from Gardner's Attitudes and Motivations.

## 2) Questionnaire

A questionnaire is a form of question that is designed to obtain the information needed by the researcher in their research and usually, the questionnaire has a choice of answers.<sup>37</sup>The researcher was provided questionnaires to students to measure students' initial motivation and analyzes what are the motivational points. In this study, the researcher conducted a division of questionnaires as one of the data collection techniques. In the Questionnaire, the researcher gives 25 questions. It is were adapted by Gardner's theory in Appendix 1.3.

In this questionnaire, there are twenty questions written in English and also translated into Indonesia to make it easier for students to understand questions and answers. This form of student motivation questionnaire uses five categories the responses are: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (TS), and Strongly Disagree (STS).

In the explanation above, according to Gardner's Attitudes/Motivational Test Battery (AMTB), the research can conclude the Answer's criteria from the questionnaire as follows:

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<sup>37</sup>Mapilina I, Sonya. 2019. *Students' Motivation for Learning English*. (IAIN Bengkulu : English Education) p. 22

**Table 3.1**  
**Answer's Criteria from the Questionnaire from Scale Likert**

Question Item	The Answers				
	SA	A	N	D	SD
Positive	5	4	3	2	1
Negative	1	2	3	4	5

*Source: Hasanah, Aprilia, 2017 : Islamic of Education*<sup>38</sup>

When students get problem number 1 they put a checkmark (√) in the SA column, meaning that "I agree with the statement" so that the student gets a score of 5. While the question is number 2 they give a checkmark (√) in the SD column, meaning that "I strongly disagree with the statement "so get a score of 1. So, each student answering the questionnaire will get a score by the choice of SD answers with point 1, D with point 4, N with point 3, A with point 2, and SA with point 1. Otherwise, with negative points from 5 to 1, there are SD answers with point 5, D with point 4, N with point 3, A with point 2, and SA with point 1.

After getting the data, the researcher can analyze the results of the questionnaire by using SPSS or Microsoft Excel. After the researcher gets all the data collected from the questionnaire, the researcher can calculate the results of the questionnaire using SPPS or Microsoft Excel.

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<sup>38</sup>Hasanah, Aprilia. 2017. *Pengaruh Penggunaan Metode Pembelajaran Terhadap Motivasi Belajar Siswa Kelas XI Program IPS pada Mapel Fiqh kelas XI di MAN 1 Surakarta Tahun Pelajaran 2018/2017*. (IAIN Surakarta : Islamic Education). p.49

### 3) Field note

Field notes are a method of collecting data in this study, by making notes about whatever happened in the field in the written notes and audio files of this research used to collect data related to:

- a) Student motivation in learning English.
- b) Teacher methods in increasing student motivation in learning English activities.

### 4) Documentation

According to Suharsimi Arikunto, the documentation method is a method used to find data about things or variables in the form of notes, books, newspapers, magazines, inscriptions, minutes, agendas, photos, and so on.<sup>39</sup> So, that means documentation of one method that can collect student data from learning activities in class and also student achievement.

## E. Research Procedure

After getting the sample, the researcher carried out the treatment procedure in a class by carrying out storytelling in class:

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<sup>39</sup>Hasanah, Aprilia. 2017. *Pengaruh Penggunaan Metode Pembelajaran Terhadap Motivasi Belajar Siswa Kelas XI Program IPS pada Mapel Fiqh kelas XI di MAN 1 Surakarta Tahun Pelajaran 2018/2017*. (IAIN Surakarta : Islamic Education). p.69



## 1. Treatment Class

### *a. Before Storytelling*

The teacher must choose the story according to the criteria quoted (short stories with a limited number of characters, concrete language, and recurring language patterns, clear problems that arise throughout the story, a story that includes moral lessons, various aspects of the targeted culture and vocabulary that can be easily adopted by students for daily speeches) and researchers choose the title of the fairy tale "*Cinderella and Snow White*". Then, there are the treatment structures as follows:

- a) The first step before the actual act of speaking is the introduction of new vocabulary contained in the story.
- b) The research at these steps can write 'story titles' on the board and ask their students to imagine the titles. Or let them make words for their appearance later.
- c) In this step, the researcher gives several criteria in storytelling, starting from the voice, expression, and body language, the use of assistive media such as costumes and others, and the delivery of advice.

### *b. While Storytelling*

- a) Students in this area must be relaxed and concentrate on their story and make the experience enjoyable.

- b) Students are invited to suggest an end to the story and open the way to post storytelling performance. Especially, for developing students 'imagination, prediction, and concentration'.

**c. *Post Storytelling***

After their appearance in class, the researchers had a conversation with students; they were about speaking exercises with an easy game to grind students' ability to hear stories that have been told by the narrator. Then, the researcher gives 2 games in the last activity which are questions of understanding and true or false, both of these games aim to see the extent of students' understanding in listening to their friends speak in English. But in true or false games, research is needed to provide true or false options about the story told before. So, the researcher gets to find out their enthusiasm and motivation in learning English.

- a.** The research makes stimulate for speaking practice with determiners their story understanding with *comprehension question*.

Example: where do the characters in this story?

- b.** Another stimulate like is '*true or false question*'. Where students concentrate and understanding to decide whether the statements are true or false.

Example: has Daisy had black box magic?

True

False

After all the process of the procedure, the researcher was got to conclude and get information and also can answer from questions of the problem and make conclusions.

## **F. Data Analysis**

Data analysis was the process of systematic searching and organizing transcripts of interviews between teachers and students, observations, performance tests in class which is accumulated to enhance their understanding and enable researchers to present what researchers find to others.<sup>40</sup> So, the researcher used several steps of data analysis collected from document analysis and interviews. It was a drawing of conclusions/verification: conclusions were supplemented using supporting evidence and the results of data collection.

In instruments and data collection techniques, the researcher has conducted a test that is a post-test using two groups, namely the first class using storytelling as an experimental class, while the second class using picture narration as a control class. At the end of the teaching and learning process, researchers can analyze the two groups determined using the same measuring instrument, post-test to measure student learning outcomes, and questionnaires to determine the level of student motivation. The analytical techniques used by researchers are:

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<sup>40</sup>Raharjo, Mudjia. *Pengantar Penelitian Bahasa, Malang*: (Cendekia Paramulya, 2002). p.57

### G. Unit Analysis:

- a. **Mean**, According to Sugiyono in Aprilia, Mean is one of the group explanation techniques based on the average value of the group. The formula is as follows:  $Me = \frac{\sum xi}{n}$

Information:

Me = mean (average)

$\sum_{xi}$  = value of i to n

n = number of individuals

So, the researcher uses the mean as a technique of analyzing the average value of students who will answer the questionnaire.

- b. **Median**, Median is one group explanation technique that is based on the middle value of the group of data that has been arranged in order from the smallest to the largest or from the largest large value to the smallest value. The formula for finding the middle value is as follows:

$$Md = b + p \frac{\frac{1}{2n} - F}{f}$$

Information:

Md = median

b = lower limit where the media will be located

n = a lot of data or the number of samples

$p$  = length of the interval class

$F$  = sum of all frequencies before the median class

$f$  = median class frequency

So, the researchers use the median as a technique for analyzing student scores that will answer the questionnaire.

- c. Modus, Mode** is a group explanation technique based on values that often appear or dominate in the group. Formula:

$$Md = b + p\left(\frac{b_1}{b_1 + b_2}\right)$$

Information:

$Md$  = median

$b$  = lower limit where the media will be located

$n$  = a lot of data or the number of samples

$p$  = length of the interval class

$F$  = sum of all frequencies before the median class

$f$  = median class frequency

So, the researchers used Modus as a technique to see the scores of students who dominated in answering the questionnaire.

- d. Deviations' Standard**, is one of the measurements to find out how much there is a deviation in a data distribution. The following standard deviation formula is used:

$$S = \sqrt{\frac{\sum f (X_i - \bar{x})^2}{n-1}}$$

Information:

$S$  = standard of deviation

$f$  = frequency

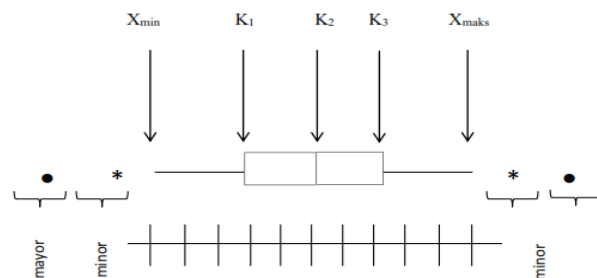
$X_i$  = midpoint

$\tilde{x}$  = calculated average

$n$  = Number of respondents

So, the researchers used the Deviations' Standard as a technique to see how distorted the distribution of questionnaire data is.

- e. **Line Grid Diagram**, Line box diagrams are rectangular-shaped diagrams that are left-hand and to the right are usually used for data sharing, or known as the lower quartile ( $Q1$ ) medium or middle quartile ( $Q2$ ), and the upper quartile ( $Q3$ ) dividing ordered data over the same section. The picture below is a general form of a line box diagram, such as:



### 3.1 Picture of Line Shape Diagrams

According to Sumantri in Aprilia, In General, The median ( $Q2$ ) is marked by a vertical line in the box and each data group between two adjacent signs displays 25% of the data, the lower quartile ( $Q1$ )

and the upper quartile ( $Q_3$ ), each marked by a left-hand vertical line and square-shaped right end.<sup>41</sup> The tail on the left of the box ends in the smallest datum ( $x_{min}$ ) with the left tail length located in the interval between ( $x_{min}$ ) and ( $Q_1$ ) showing 25% of small data sets. and the tail to the right of the box ends in the largest datum ( $x_{max}$ ) with the right tail length that lies between ( $x_{max}$ ) and ( $Q_3$ ) showing 25% of the large data group, while the rectangular box displays 50% of the middle data group. To determine the quartile value formulated as follows:

$$Q_1 = b_{i+1} \left( \frac{\frac{1}{2}n-f}{f} \right)$$

Information:

( $Q_1$ ) : 1st quartile (1,2 or 3)

( $b_i$ ) : lower edge of the quartile to i

N : the amount of data

F : cumulative frequency of the class before the quartile class

I : class width

So, the researchers used the upper and lower quartile techniques to see to analyze the location of the quartile results.

## H. Prerequisite Test

- a. **Normality test** is used to determine the distribution of a random variable with normal distribution or not. The researcher used the normality test in

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<sup>41</sup>Hasanah, A. 2017. *Pengaruh Penggunaan Metode Pembelajaran Terhadap Motivasi Belajar Siswa Kelas XI Program IPS pada Mapel Fiqh kelas XI di MAN 1 Surakarta Tahun Pelajaran 2018/2017*. (IAIN Surakarta : Islamic Education). p.80

this study using the *Kolmogorov-Smirnov technique* from Moh Bisri in Aprilia<sup>42</sup>, using the following steps:

- 1) Sort the sample data from the smallest to the largest and determine the frequency of each data (X).
- 2) Calculate the absolute frequency (f).
- 3) Calculate f cumulative (f kum).
- 4) Calculate the frequency probability (P) by dividing the frequency with lots of data ( $f/n = 1/20 = 0.5$ , and so on).
- 5) Calculate the cumulative frequency probability (KP) by dividing the frequency with lots of data ( $f\text{ kum}/n = 1/20 / 0.5$ . etc.
- 6) Determine the z value of each data with the formula  $z = \frac{X-\bar{x}}{SD} = -2.01$  and so on.
- 7) Determine the different opportunities for each z value based on z table and named f (z) see z table. if the value of z is minus, then 0.5 minus (-) area. the region in table z. and vice versa if the z value is plus, then 0.5 is added (+) the area of the z value in the table, so that the values of f (z) are obtained.
- 8) Calculate the difference between the cumulative proportion (KP) and the z value at the lower limit (see value f (z) below); ( $A_1$ ) such as  $0.05 - 0.0222 = 0.0222$ ;  $0.015 - 0.0901 = 0.0599$ ; etc.

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<sup>42</sup>Hasanah, A. 2017. *Pengaruh Penggunaan Metode Pembelajaran Terhadap Motivasi Belajar Siswa Kelas XI Program IPS pada Mapel Fiqh kelas XI di MAN 1 Surakarta Tahun Pelajaran 2018/2017*. (IAIN Surakarta : Islamic Education). p.81-82



9) Next value ( $A_1$ ) for example: maximum (0.1500) compared at the price of table D, obtained from the price of Kolmogorov Sminorv's critique of a sample.

10) If the researcher gets ( $A_1$ ) maximum = 0.1500 <table price D = 0.294 (see table D for n = 20, = 0.249 at 5% ts level), then  $H_0$  is accepted, so it can be concluded that the sample comes from a population that is have a normal distribution.

**b. Homogeneity Test Variance**, This test is used to determine a sample coming from a population is homogeneous or not, researchers must do a homogeneity test with the formula:

$$F = \frac{\text{The biggest Variant}}{\text{The smaller variant}}$$

Conclusion:

If  $F_{table} \leq F_{count}$ , the data is homogeneous, if  $F_{count} \geq F_{table}$ , then the data is heterogeneous.

## I. Hypothesis Testing

According Sugiyono in Aprilian, said the hypothesis testing in this study uses ANOVA which is used to test the difference in mean (average) data or One Way (Single Classification).<sup>43</sup> As for the steps as following:

1. The researcher can calculate the total number of squares with the formula:

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<sup>43</sup>Hasanah, A. 2017. *Pengaruh Penggunaan Metode Pembelajaran Terhadap Motivasi Belajar Siswa Kelas XI Program IPS pada Mapel Fiqh kelas XI di MAN 1 Surakarta Tahun Pelajaran 2018/2017*. (IAIN Surakarta : Islamic Education). p.83

$$JK_{tot} = \sum x_{tot}^2 - \frac{(\sum x_{tot})^2}{N}$$

2. The researcher can calculate the sum of squares between with the formula:

$$JK_{ant} = \frac{(\sum x_1)^2}{n_1} + \frac{(\sum x_2)^2}{n_2} + \frac{(\sum x_m)^2}{nm} - \frac{(\sum x_{tot})^2}{N}$$

3. The researcher can calculate the number of squares in a group with the formula:

$$JK_{dal} = JK_{tot} - JK_{ant}$$

4. The researcher can calculate the mean squares between groups with the formula:

$$JK_{dal} = \frac{JK_{ant}}{m-1}$$

5. The researcher can calculate the mean squared in groups by the formula:

$$MK_{dal} = \frac{JK_{dal}}{N-m}$$

6. The researcher can calculate F calculate with the formula:

$$F_h = \frac{MK_{ant}}{MK_{dal}}$$

Information:

M = number of sample groups

So, the researcher was used several formulas to analyze how many children often appear with their scores after answering the questionnaire. The Researcher was analyzing data using statistical analysis. In analyzing the data. The next step was the sample must be appropriate, consisting of participants who best represent or have knowledge of the research topic.

The data gathered from the questionnaire is confirmed by data collection from interviews to see if the data support each other or not. In this session, students are asked to answer questions by choosing five categories; SA = 5, A = 4, N = 3, D = 2, SD = 1. In this questionnaire, the assessment is percent is the highest score is 3.68 - 5.00 and the lowest is 0 - 0.1 equals less.

**Table 3.2**  
**ScalaLikert**

Mean Range	Value	Statement
3,68 – 5,00	A	High degree of motivation
2,34 – 3,67	B	Moderate degree of motivation
1,00 – 2,33	C	Low degree of motivation

Source : (Wilmolmas 2012:909 in Mapaliana :42)<sup>44</sup>

After that, the researcher can obtain information about the level of student motivation one by one in the class, and the final step is to look at the test contours that see whether there is an influence experienced by students when given treatment for speaking practice.

#### **J. Contrast Test**

Comparison of treatments using contrast is usually done if the researcher expects certain comparisons of the treatments observed from the two classes to be divided into experiment and control.<sup>45</sup> Contrast is often also known as the free degree comparator 1. For example the comparison is as follows:  $H_0 : c_1\mu_1 + c_2\mu_2 + \dots + c_k\mu_k = \sum c_i\mu_i = 0$ . Some conditions of a comparison can be said as contrast namely:

- a.  $\sum c_i = 0$  or if the test is not the same  $\sum r_i c_i = 0$

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<sup>44</sup>Mapilina, I.S. 2019. *Students' Motivation Learning English*. (IAIN Bengkulu : English Education) p. 37

<sup>45</sup>Hasanah, A. 2017. *Pengaruh Penggunaan Metode Pembelajaran Terhadap Motivasi Belajar Siswa Kelas XI Program IPS pada Mapel Fiqh kelas XI di MAN 1 Surakarta Tahun Pelajaran 2018/2017*. (IAIN Surakarta : Islamic Education). p.84

- b. Orthogonal,  $\sum c_i = 0$ ,  $\sum d_i = 0$  dan  $\sum c_i d_i = 0$  or if the test is not the same, then:  $\sum r_i c_i = 0$ ,  $\sum r_i d_i = 0$  dan  $\sum r_i c_i d_i = 0$

The sum of squares can be calculated as follows:

$$JKC = \sum_{i=1} c_i Y_i$$

Because the degree of contrast-free 1 is  $JKC = KTC$ , so to test the contrast can be done as follows:

$$F_{count} = KTC/KTG \approx F_{\alpha_{db1-1, db2-dbg}}$$

So, if  $F_{count}$  is greater than  $F_{\alpha_{db1-1, db2-dbg}}$ , it means the decline of  $H_0$  is real. The researcher wants to see whether the treatment given will have an impact or not, researchers use contra tests as a direction. If there is a significant difference between treatments H is compared to the level of real  $\alpha$ .

## **CHAPTER IV**

### **RESULT AND DISCUSSION**

In this study, the researcher got the data online due to the *Covid-19* pandemic that was spreading in Indonesia and the world. The questionnaire sheets data were obtained using the online *Google form* and the results of the treatment using the storytelling method were done via online video *call WhatsApp and zoom meeting online*, then the data results were published in the form of documentation in the form of a *screenshot* treatment using the storytelling method and voice notes from students.

#### **A. Result**

To find out accurate data from the results of research on the use of the storytelling method in motivating students to learn to speak English, the researcher conducted a quantitative data analysis using the quasy-experimental learning model for making the research subjects into two groups (classes) which were divided into experimental class categories and control class. Based on the results of the research conducted and analyzing the results of the pretest and posttest. The posttest is given to students in the Eighth Grade (8B) as the treatment class using storytelling with a total of 26 students and (8A) as a control class using picture narrating with a total of 26 students. The first instrument was given to students before the researchers conducted the study with metacognitive strategies and the posttest was given to students at the end of the study after using the method.

Based on field notes, namely from the results of interviews conducted by researchers with English teachers at SMPN 03 Bengkulu Tengah (DV) said that in dealing with lazy students, there needs to be a lot of evaluation in terms of teaching methods, methods and motivating students when learning to speak English. On the other side, the school has met the standards of media (audio, books, and projectors). (DV) also explained that there were many obstacles when teaching in class, such as shy students who did not dare to speak in front of the class and also lazy children. (Appendix 1.1)

Not only from the teacher, but the researcher also conducted interviews with students from class VIII D of SMPN 03 Bengkulu Tengah (SH) saying that he liked English especially when reading and listening, but sometimes he still did not dare to express his opinion because he often received ridicule from his classmates, and (SH) also said that he often forgets vocabulary and it is difficult to pronounce, but (SH) also said that the thing that makes him enthusiastic is the reward prepared by the teacher when students can answer or dare to speak in front of the class, one of the methods that students prefer in the class of VIIIID namely storytelling. (Appendix 1.2)

The researcher also conducted interviews with different students to see the differences, the researcher conducted interviews with class VIIIA (ZO) students who said that he liked learning English because English was cool, but the difficulty was in pronouncing and remembering the existing vocabulary. (ZO) also said that the thing that made him excited about learning English was feeling enthusiastic about the teacher and reward method, but (ZO) also said that he had

difficulty learning because the distance between the school and his house was quite far away which made him often complain about studying with his friends. (Appendix 1.3)

From the explanation above, the researcher was analyzed the data for the students' first instrument is a speaking test, following the data:

### 1. Storytelling method (Experiment Class)

In this method, it was applied to the experimental class, namely class VIII B, totaling 26 students. Motivation to learn English is obtained by using a speaking test (treatment). The distribution of motivation data for learning English for class VIII B students at SMPN 03 Bengkulu Tengah for the 2020/2021 academic year can be seen in Table 4.1, the results are as follows:

**Table 4.1**  
**Frequency Distribution of Motivation to Learn English in**  
**Class VIII B (Treatment class)**

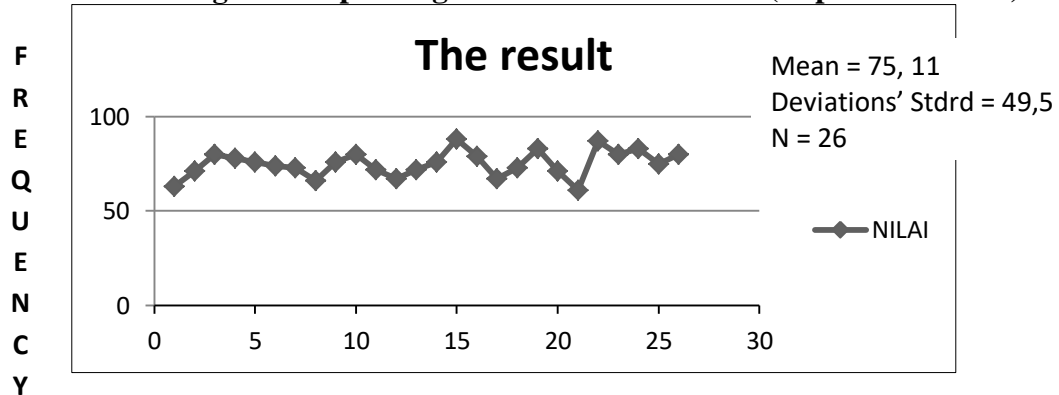
	<b>Interval class</b>	<b>Frequency</b>	<b>Percentage (%)</b>
1)	61 – 66	3	12
2)	67 – 72	6	23
3)	73 – 78	8	31
4)	79 – 84	7	27
5)	85 – 90	2	8
	<b>Total</b>	<b>26</b>	<b>100</b>

*(source: Primary data processed, 2020)*

Based on the data in table 4.1 in the frequency distribution above, it can be seen that the motivation to learn English in class VIII B students with using storytelling method in the highest frequency is in the interval class 85 - 90 as many as 2 students. While the lowest frequency was in the 61 - 66

interval class with 3 students in the 2020/2021 academic year at SMPN 03 Bengkulu Tengah.

**Figure 4.1**  
Student's histogram of speaking test in the class VIII B (Experiment class)



Based on the results of Figure 4.1 in the frequency distribution above, it can be seen that the motivation to learn English in class VIII B students using storytelling method with the highest frequency is in the interval class 85 - 90 as many as 2 students. While the lowest frequency was in the 61 - 66 interval class with 3 students in the 2020/2021 academic year at SMPN 03 Bengkulu Tengah.

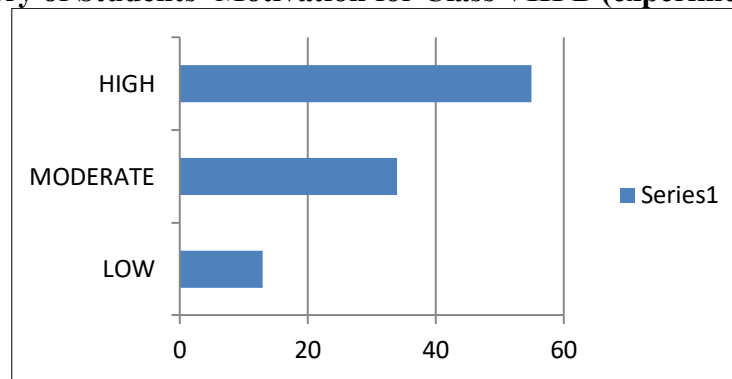
**Table 4.2**  
Category of distribution of motivation to learn English class  
VIII B (experiment class)

Criteria	Interval's data	Category	Frequency	Percentage (%)
$< \bar{x} - SD$	$< 66,5$	Low	3	13
$(\bar{x} - SD) - (\bar{x} + SD)$	$(66,5 + 72,5)$	Moderate	6	34
$> \bar{x} - SD$	$> 73,5$	High	17	55
<b>Total</b>			<b>26</b>	<b>100</b>



Based on the data in table 4.2 above, it can be concluded that the highest frequency data is found in interval class > 73.5 with a frequency of 17 students and a percentage high, it can be concluded that the motivation to learn English of class VIII B students using the high storytelling method. For more details, it can be seen in the following graphic image:

**Figure 4.2**  
**Category of Students' Motivation for Class VIII B (experiment class)**



*(source: percentage of data premier from class VIII B)*

Based on Figure 4.2 above, it is known that the highest frequency of learning motivation for class VIII B students is 55% with a high category, so it can be concluded that the motivation to learn English for class VIII B students at SMPN 03 Bengkulu Tengah in 2020/2021.

## **2. Picture Narrating Method (control class)**

In this method, the researcher does not give some treatment to the control class as well, namely class VIII A, totaling 26 students. The motivation to learn English was obtained by using a speaking test. The distribution of data on the motivation to learn English for class VIII A

students at SMPN 03 Bengkulu Tengah in 2020/2021 can be seen in Table 4.3, the results are as follows:

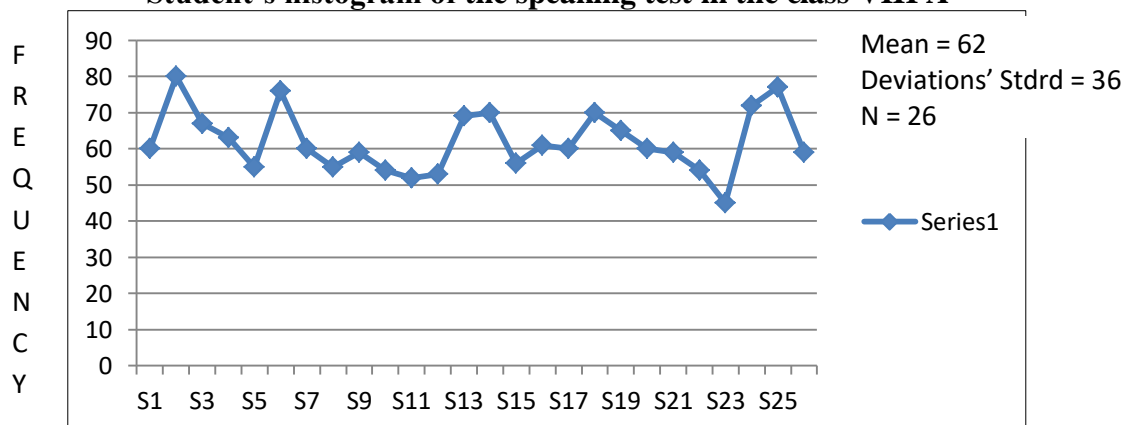
**Table 4.3**  
**Frequency Distribution of Motivation to Learn English in**  
**Class VIII A (Control Class)**

	Interval class	Frequency	Percentage (%)
1)	45 – 50	1	5
2)	51 – 56	7	28
3)	57 – 62	8	34
4)	63 – 68	3	9
5)	69 – 74	5	16
6)	75 – 80	2	8
	<b>Total</b>	<b>26</b>	<b>100</b>

(source: Primary data processed, 2020)

Based on the data in table 4.3 in the frequency distribution above, it can be seen that the motivation to learn English in class VIII A students with the highest frequency is in the interval class 75 - 80 as many as 2 students. While the lowest frequency was in the 45 – 50 interval class with 1 student in the 2020/2021 academic year at SMPN 03 Bengkulu Tengah.

**Figure 4.3**  
**Student's histogram of the speaking test in the class VIII A**



(source: percentage of data premier from class VIII B)

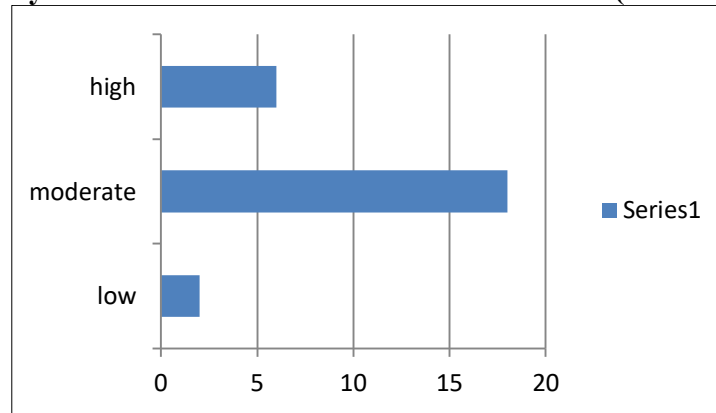
Based on the results of Figure 4.3 in the frequency distribution above, it can be seen that the motivation to learn English in class VIII A students with the highest frequency is in the interval class 75 – 80 as many as 2 students. While the lowest frequency was in the 45 – 50 interval class with 1 student in the 2020/2021 academic year at SMPN 03 Bengkulu Tengah.

**Table 4.4**  
**Category of distribution of student's motivation to learn English class in VIII A (Control Class)**

Criteria	Interval's data	Category	Frequency	Percentage (%)
$<\bar{x} - SD$	$<-46,28$	Low	3	7
$(\bar{x} - SD) - (\bar{x} + SD)$	$(-46,28 +13,44)$	Moderate	18	74
$> \bar{x} - SD$	$>13,44$	High	7	18
<b>Total</b>			<b>26</b>	<b>100</b>

Based on the data in table 4.3 above, it can be concluded that the highest frequency data is found in interval class  $> 13,44$  with a frequency of 7 students and a percentage high, it can be concluded that the motivation to learn English of class VIII A students using the moderate of picture narrating. For more details, it can be seen in the following graphic image:

**Figure 4.4**  
**Category of Students' Motivation for Class VIII A (Control Class)**



Based on Figure 4.3 above, it is known that the highest frequency of learning motivation for class VIII B students is 74% with a high category, so it can be concluded that the motivation to learn English for class VIII A students at SMPN 03 Bengkulu Tengah in the 2020/2021 school year using the picture narrating is moderate.

From the results of the above data, the researcher found a comparison between the experimental class and the control class in answering the speaking test distributed by the researcher. The data is described in the T-test analysis table below:

**Table 4.5**  
**Analysis of the T test of student's motivation**

t-Test: Paired Two Sample for Means		
	Sample	
	<i>Class B (treatment class)</i>	<i>Class A (control class)</i>
Mean	75,03846	61,96154
Variance	73,07846	47,31846
Observations	26	26
Pearson Correlation	-0,03538	
Hypothesized Mean Difference	0	
Df	25	
t Stat	5,974667	
P(T<=t) one-tail	1,54E-06	
t Critical one-tail	1,708141	
P(T<=t) two-tail	3,08E-06	
t Critical two-tail	2,059539	

The average or *mean* the difference between classes B and A after doing the speaking test in the table above is between 75 and 61, so there is a difference between the treatment and not giving the treatment. *The variant* results also experienced differences, namely 73 and 47 with a sample of 26 students and *df* 26-1 is 25. Then the *t state* description of 5.97 is obtained which is the same as the difference between the two. *The hypothesis* using two tails with the result of t table is 2.0590539 with a p value of 3.08E-06. Therefore, the p value is smaller than alpha 5%, the result is accepted H1. Hypothesis H1 concluded that there is a significant difference between treatment and not given treatment. The researcher also analyzed the results received when doing the speaking test based on the procedure. It is described in the table below:

**Table 4.6**  
**Result of Treatment Class and Control class**

<b>No</b>	<b>Criteria</b>	<b>Treatment class</b>	<b>Control class</b>
1.	Fluency	4,44	3,07
2.	Pronunciation	4,47	4,37
3.	Accuracy	4,14	3,09
4.	Clarity	4,39	4,10
5.	Performance skill	4,30	3,29
	<b>Total</b>	<b>4,34</b>	<b>3,58</b>

From the table above, it can be seen that the effect of treatment and not being given treatment is between 4.34 to 3.58%. The difference is about 76% per aspect. The overall results of the data above, the researcher concluded that the students' motivation in learning English in the classroom, especially when speaking test in class B, got had a **high degree of motivation** and class A got had a **moderate degree of motivation** with scala likert explanation.

After the explanation above, the researcher also analyzed data from the motivation questionnaire given to students totaling 20 questions, which were analyzed using the unit analysis method, the activities given at the end of the treatment. It is described in the table below:

**Table 4.7**  
**Analysis unit questionnaire test of student's motivation**

<b>Statistics</b>			
		Experiment class	Control class
N	Valid	26	26
	Missing	2	2
Mean		74,92	61,96
Std. Error of Mean		1,378	1,679
Median		75,50	60,00
Mode		80	60
Std. Deviation		7,025	8,563
Kurtosis		-,368	-,265
Std. Error of Kurtosis		,887	,887
Range		27	35
Minimum		61	45
Maximum		88	80
<b>Sum</b>		1948	1611

The overall results of the data from the experimental class which had a percentage of 75, 50% and while the control class had a percentage of 60,00% showed that students had high motivation towards learning English in class, especially in the field of questionnaires, but this comparison was different from the results class A and B about choosing answers about their motivation in learning English.

## **B. Prerequisite Test**

### **1. Normality test**

The purpose to know distributed data normal or not, the researchers conducted a normality test using the *Kolmogrov-Smirnov*, where if the significance data value was more than 0.05, the data was considered normal,

but if the significance data value was less than 0.05, the data was not normally distributed.

**Table 4.8**  
**Table of normality of students' motivation**

<b>One-Sample Kolmogorov-Smirnov Test</b>			
		Experiment class	Control class
N		26	26
Normal Parameters <sup>a,b</sup>	Mean	74,92	61,96
	Std. Deviation	7,025	8,563
Most Extreme Differences	Absolute	,096	,168
	Positive	,081	,168
	Negative	-,096	-,084
Test Statistic		,096	,168
Asymp. Sig. (2-tailed)		,200 <sup>c,d</sup>	,059 <sup>c</sup>
a. Test distribution is Normal.			
b. Calculated from data.			

Based on the results of the *Kolmogorov-Smirnov* test with the program SPSS 25 above, the researcher can conclude that the *Kolmogorov-Smirnov* test results for the experimental class using the storytelling method with a significance level of ( $\alpha$ ) = 0.05 is 0.200. The control class using the picture narrating method with a significance level of ( $\alpha$ ) = 0.05 is 0.59. Because the *Kolmogorov-Smirnov* test results were more than 0.05, the researchers concluded that the data were normally distributed.

## 2. Homogeneity Test

The researcher conducted a homogeneity test aimed to test whether the sample in this study came from a population that had the same variance by using the *Levene's test* method on the SPSS 25 program for windows:



**Tabel 4.9**  
**The normality of students' motivation to learn English**

<b>Test of Homogeneity of Variances</b>					
		Levene Statistic	df1	df2	Sig.
nilai	Based on Mean	1,350	1	50	,251
	Based on Median	,602	1	50	,441
	Based on Median and with adjusted df	,602	1	45,017	,442
	Based on trimmed mean	1,291	1	50	,261

Based on the table above, the researcher obtained sig. of 0.251 in each unit mean, and the sig in the median is 0.441. Due to the sig value.Greater than the  $\alpha$  value of 0.05, it can be concluded that which means there is a similarity of variance between the two classes compared to different methods. Then the data were concluded that the sample comes from a homogeneous population.

### 3. Hypothesis Testing

The researcher has conducted a hypothesis test in this study using the 1-way ANOVA test. This 1-way ANOVA test was conducted to determine the effect of the storytelling method on the motivation to learn to speak English for class VIII B SMPN 03 Bengkulu Tengah. The results of the 1-way ANOVA test with the SPSS 25 program can be seen as follows:

**Table 4.10**  
**Hypothesis testing by 1 way**

nilai	N	Mean	Std. Deviation	95% Confidence Interval for Mean		Sig
				BoundLower	Upper Bound	
class a	26	75,0385	6,86137	72,2671	77,8098	
class b	26	61,9615	8,56262	58,5030	65,4201	
Total	52	68,5000	10,12955	65,6799	71,3201	,079

Based on table 4.9 above, the results of the 1-way ANOVA test with the SPSS 25 program are obtained:

- a)  $H_0 = \tau_1 = \tau_2 = \tau_3 = \tau_4$  with the conclusion that the value of Sig. for students' motivation to learn to speak English = 0.079 then for the real level 5%  $H_0 =$  accepted. In other words, the two learning methods influence students' motivation to learn English.
- b)  $H_1 =$  from the data above, the sig value can exceed the 5% level, namely 0.079. Thus, the researcher concluded that there was an influence in the provision of methods on students' motivation in learning English, especially speaking skills.

#### 4. Contrast Test

Based on the results in the ANOVA table above, the researcher concluded that there were differences in the learning methods being compared, so further testing with contrast was needed.

- a) The first contrast hypothesis ( $H_0$ ) 1:  $\mu_A = \mu_B$  there is a population mean between the storytelling method that uses a treatment that affects students' motivation to learn English. ( $H_1$ ) 1:  $\mu_A \neq \mu_B$  there is a population mean between the storytelling method that uses treatment or does not provide treatment on students' motivation to learn English.

**Table 4.11**  
**Contrast test**

ANOVA					
Value					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2223,077	1	2223,077	36,929	,000
Within Groups	3009,923	50	60,198		
Total	5233,000	51			

Based on the summary table of the further contrast test above, it can't be concluded that, for contrast in this study, namely,  $H_0$  = rejected because the significance value is 0.000 with  $\alpha = 0.05$ , which means that there is a difference significant between the storytelling method which is given treatment and the untreated is picture narrating method.

### C. Discussion

This study aims to determine the effect of storytelling on students' motivation to learn English in grade VIII SMPN 03 Bengkulu in the middle of the 2020/2021 school year. There are two learning methods used in this study, namely the storytelling learning method using the treatment and the untreated picture narrating method. To find out, a study was conducted with 1-way ANOVA analysis obtained by using SPSS 25. The researcher obtained the data by distributing a speaking test on the motivation to learn English in class VIII SMPN 03 Bengkulu Tengah. The researcher took a population of 52 students consisting of class VIII B with a total of 26 students and VIII A with a total of 26 students at SMPN 03 Bengkulu Tengah through stratified random sampling.

Based on the results of data analysis about the motivation to learn English, especially speaking skills as an experimental class using the storytelling method which was given treatment at SMPN 03 Bengkulu in the high category, with intervals  $> 73.5$  as many as 17 students with a percentage of 55%, and moderate with the interval  $66.5 - 72.5$  as many as 6 students with a percentage of 34%. While in the lowest category with an interval of  $<66.5$ , there were 3 students with a percentage of 13%. Based on the description of the data above, it can be concluded that motivation learns English class VIII B students in the high category as many as 17 students with a percentage of 55%.

The results of data analysis about the motivation to learn English class VIII A as a control class using the picture narrating method without giving treatment in the class are in the medium category with an interval between  $-46.28 - 13.44$  as many as 18 students with a percentage of 74% and in the low category with interval  $<-46.28$  as many as 7 students with a percentage of 7%. Whereas in the high category with an interval of  $> 13.44$  as many as 7 students with a present of 18%. Based on the description of the data above, it can be concluded that the motivation to learn English of class VIIIA students is in the medium category as many as 18 students with a percentage of 74%. In this study, the medium category means that students who have the motivation to learn English have the willingness and encouragement and sufficient learning needs. The students who have high learning motivation in learning English are students who are active in the classroom and outside the classroom and have

good expectations. Students who have low motivation to learn English are students who are less interested in learning English with several factors that influence it, including students who do not pay attention to learning, are less interested in learning methods; class conditions are less conducive because many students are busy or indifferent. If seen from the results obtained by researchers from the questionnaire given to 52 respondents Based on the results of the *Kolmogrov-Smirnov* test with the SPSS version 25 program, it can be seen that the results of the level of learning English using the speaking method given treatment with a significance level, namely  $(\alpha) = 0,05$  are 0.200. While the picture narrating method without treatment with a significance level of  $(\alpha) = 0.05$  is 0.59. So it can be concluded that the data can be concluded to be normally distributed. Meanwhile, for the questionnaire on the motivation to learn English, there is no need to use normality testing because the data is categorical. The results of the homogeneity test resulted in a significant value of motivation to learn English, namely  $0.441 > \alpha = 0.05$ . Because the significance value is more than  $\alpha = 0.05$ , the data comes from a homogeneous population. Then, based on the results of the hypothesis with the 1-way ANOVA test conducted by the researcher using the SPSS version 25 program, the significance value of  $0.000 < \alpha = 0.05$  was obtained, so  $H_0$  was rejected, which means that there was an influence between the learning method on the motivation to learn English of class VIII students at SMPN 03 Central Bengkulu.

Based on the summary of the results of the continued Contrast test, the researcher can conclude that there is a significant difference between the two methods with or without using treatment compared to the motivation to learn English of class VIII students at SMPN 03 Bengkulu Tengah. So it can be said that the difference between the method and also the provision of treatment in the teaching and learning process is very important, because sometimes teachers in class face students who are lazy, bored, bored, and so on. so that this situation cannot be ignored because this can reduce student motivation when the teaching and learning process takes place.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **1. Conclusion**

Based on the results of the research that the author has stated above and the discussion that has been described in the previous chapter, the researcher can conclude as follows:

- A. There is no significant influence between the pictures narrating method or without prior simulation on the learning motivation of class VIII A students in English subjects at SMPN 03 Bengkulu in the middle of the 2020/2021 academic year.  $H_1 =$  there is at least one  $\tau_i \neq 1$ , which means that the method without treatment only affects 1% of student learning motivation.
- B. There is an influence on the storytelling method by providing treatment on the motivation to learn English of class VIII B students in English subjects at SMPN 03 Bengkulu in the middle of the 2020/2021 academic year. This is indicated by the results of the data hypothesis test with a value of  $P = 0.000 < 0.05$ , then  $H_0$  is rejected.

So it can be concluded that the better the method used, the better the student's learning motivation.

#### **2. Suggestion**

Based on the conclusions of the research results above, the author can provide the following suggestions:

- A. Teachers of English subjects should be able to provide innovation and new enthusiasm, especially in teaching so that students are more enthusiastic about receiving knowledge so that maximum learning objectives can be achieved.
- B. Teachers should use appropriate learning methods, and it would be better if they use media aids in the learning process so that children become more motivated in learning.
- C. For students, it can foster enthusiasm for learning because the use of media tends not to be boring so that students are motivated to continue learning.
- D. For students, learning English can compete in world education.



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