**Appendix 1. The Score of Test 1 of Speaking Skills**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| No | Name | Pronun-ciation | Grammar | Vocab-ulary | Fluency | Comprehen-sion | Total | value |
| 1 | AS | 4 | 4 | 4 | 4 | 3 | 19 | 76 |
| 2 | AG | 3 | 3 | 2 | 3 | 3 | 14 | 56 |
| 3 | AZ | 3 | 3 | 3 | 3 | 3 | 15 | 60 |
| 4 | APY | 3 | 3 | 3 | 3 | 3 | 15 | 60 |
| 5 | BFK | 2 | 3 | 3 | 3 | 3 | 14 | 56 |
| 6 | DGH | 3 | 3 | 3 | 2 | 2 | 13 | 52 |
| 7 | DY | 4 | 4 | 4 | 3 | 3 | 18 | 72 |
| 8 | E | 2 | 2 | 3 | 3 | 3 | 13 | 52 |
| 9 | FSN | 3 | 2 | 3 | 3 | 3 | 14 | 56 |
| 10 | MA | 3 | 3 | 4 | 4 | 3 | 17 | 68 |
| 11 | MAG | 3 | 3 | 3 | 4 | 3 | 16 | 64 |
| 12 | RBA | 3 | 3 | 3 | 3 | 3 | 15 | 60 |
| 13 | SNB | 4 | 3 | 3 | 3 | 2 | 15 | 60 |
| 14 | AW | 3 | 4 | 2 | 3 | 3 | 15 | 60 |
| 15 | AL | 4 | 3 | 3 | 3 | 3 | 16 | 64 |
| 16 | BA | 4 | 4 | 3 | 3 | 3 | 17 | 68 |
| 17 | CP | 3 | 3 | 3 | 3 | 3 | 15 | 60 |
| 18 | DLR | 3 | 3 | 3 | 3 | 2 | 14 | 56 |
| 19 | EF | 3 | 4 | 4 | 3 | 4 | 18 | 72 |
| 20 | JRW | 4 | 4 | 4 | 4 | 5 | 21 | 84 |
| 21 | MA | 3 | 3 | 3 | 4 | 4 | 18 | 72 |
| 22 | MHB | 4 | 4 | 3 | 4 | 3 | 18 | 72 |
| 23 | PP | 4 | 4 | 4 | 4 | 4 | 20 | 80 |
| 24 | RA | 4 | 3 | 3 | 4 | 4 | 18 | 72 |
| 25 | RY | 3 | 3 | 3 | 4 | 4 | 17 | 68 |
| 26 | RAS | 4 | 3 | 3 | 3 | 4 | 17 | 68 |
| 27 | RNA | 3 | 3 | 3 | 3 | 4 | 16 | 64 |
| 28 | SPF | 3 | 3 | 3 | 3 | 3 | 15 | 60 |
| 29 | UFK | 4 | 4 | 4 | 4 | 5 | 21 | 84 |

**Appendix 2. The Score of Test 2 of Speaking Skills**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| No | Name | Pronun-ciation | Grammar | Vocab-ulary | Fluency | Comprehen-sion | total | Value |
| 1 | AS | 4 | 4 | 4 | 4 | 4 | 20 | 80 |
| 2 | AG | 3 | 3 | 3 | 3 | 4 | 16 | 64 |
| 3 | AZ | 4 | 3 | 3 | 3 | 4 | 17 | 68 |
| 4 | APY | 3 | 3 | 4 | 3 | 4 | 17 | 68 |
| 5 | BFK | 3 | 3 | 3 | 3 | 4 | 16 | 64 |
| 6 | DGH | 3 | 3 | 3 | 3 | 3 | 15 | 60 |
| 7 | DY | 4 | 4 | 4 | 4 | 4 | 20 | 80 |
| 8 | E | 3 | 3 | 3 | 3 | 3 | 15 | 60 |
| 9 | FSN | 3 | 3 | 3 | 3 | 4 | 16 | 64 |
| 10 | MA | 4 | 3 | 4 | 4 | 4 | 19 | 76 |
| 11 | MAG | 3 | 4 | 3 | 4 | 4 | 18 | 72 |
| 12 | RBA | 4 | 3 | 3 | 3 | 4 | 17 | 68 |
| 13 | SNB | 4 | 3 | 3 | 3 | 4 | 17 | 68 |
| 14 | AW | 3 | 4 | 3 | 3 | 4 | 17 | 68 |
| 15 | AL | 4 | 3 | 3 | 4 | 4 | 18 | 72 |
| 16 | BA | 4 | 4 | 3 | 3 | 4 | 18 | 72 |
| 17 | CP | 3 | 3 | 3 | 3 | 4 | 16 | 64 |
| 18 | DLR | 3 | 3 | 3 | 3 | 4 | 16 | 64 |
| 19 | EF | 4 | 4 | 4 | 4 | 4 | 20 | 80 |
| 20 | JRW | 5 | 4 | 4 | 4 | 5 | 22 | 88 |
| 21 | MA | 4 | 4 | 3 | 4 | 4 | 19 | 76 |
| 22 | MHB | 4 | 4 | 3 | 4 | 4 | 19 | 76 |
| 23 | PP | 4 | 4 | 4 | 4 | 5 | 21 | 88 |
| 24 | RA | 4 | 4 | 3 | 4 | 4 | 19 | 76 |
| 25 | RY | 4 | 3 | 3 | 4 | 4 | 18 | 72 |
| 26 | RAS | 4 | 4 | 3 | 3 | 4 | 18 | 72 |
| 27 | RNA | 4 | 4 | 3 | 3 | 4 | 18 | 72 |
| 28 | SPF | 3 | 3 | 3 | 3 | 4 | 16 | 64 |
| 29 | UFK | 5 | 4 | 4 | 4 | 5 | 22 | 88 |

**Appendix 3.** **The Score of Test 3 of Speaking Skills**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| No | Name | Pronun-ciation | Grammar | Vocab-ulary | Fluency | Comprehen-sion | total | Value |
| 1 | AS | 4 | 4 | 4 | 4 | 5 | 21 | 84 |
| 2 | AG | 4 | 3 | 4 | 3 | 5 | 19 | 76 |
| 3 | AZ | 4 | 4 | 3 | 3 | 5 | 19 | 76 |
| 4 | APY | 3 | 4 | 4 | 3 | 5 | 19 | 76 |
| 5 | BFK | 3 | 3 | 4 | 3 | 5 | 18 | 72 |
| 6 | DGH | 3 | 3 | 3 | 3 | 5 | 17 | 68 |
| 7 | DY | 4 | 5 | 4 | 4 | 5 | 22 | 88 |
| 8 | E | 3 | 3 | 4 | 3 | 4 | 17 | 68 |
| 9 | FSN | 4 | 4 | 3 | 3 | 4 | 18 | 72 |
| 10 | MA | 4 | 4 | 4 | 4 | 5 | 21 | 84 |
| 11 | MAG | 4 | 4 | 4 | 4 | 4 | 20 | 80 |
| 12 | RBA | 4 | 4 | 4 | 3 | 4 | 19 | 76 |
| 13 | SNB | 4 | 4 | 4 | 3 | 4 | 19 | 76 |
| 14 | AW | 3 | 4 | 4 | 4 | 4 | 19 | 76 |
| 15 | AL | 4 | 4 | 3 | 4 | 5 | 20 | 80 |
| 16 | BA | 4 | 4 | 4 | 4 | 5 | 21 | 84 |
| 17 | CP | 4 | 4 | 3 | 4 | 5 | 20 | 80 |
| 18 | DLR | 4 | 3 | 4 | 4 | 4 | 19 | 76 |
| 19 | EF | 5 | 4 | 4 | 4 | 5 | 22 | 88 |
| 20 | JRW | 5 | 5 | 4 | 4 | 5 | 23 | 92 |
| 21 | MA | 4 | 4 | 4 | 4 | 5 | 21 | 84 |
| 22 | MHB | 4 | 4 | 4 | 4 | 4 | 20 | 80 |
| 23 | PP | 5 | 4 | 4 | 5 | 5 | 23 | 92 |
| 24 | RA | 4 | 4 | 4 | 4 | 5 | 21 | 84 |
| 25 | RY | 4 | 4 | 3 | 4 | 5 | 20 | 80 |
| 26 | RAS | 4 | 4 | 3 | 3 | 5 | 19 | 76 |
| 27 | RNA | 4 | 4 | 3 | 4 | 5 | 20 | 80 |
| 28 | SPF | 4 | 4 | 3 | 3 | 5 | 19 | 76 |
| 29 | UFK | 5 | 4 | 4 | 5 | 5 | 23 | 92 |

**Appendix 4. The Score of the Improvement of Speaking skills from Cycle 1**

 **and Cycle 2**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| No | Name | Pre-test in Cycle 1 (meeting 1) | Test in Cycle 1 (meeting 3) | Post-test in Cycle 2 (meeting 3) |
| 1 | AS | 76 | 80 | 84 |
| 2 | AG | 56 | 64 | 76 |
| 3 | AZ | 60 | 68 | 76 |
| 4 | APY | 60 | 68 | 76 |
| 5 | BFK | 56 | 64 | 72 |
| 6 | DGH | 52 | 60 | 68 |
| 7 | DY | 72 | 80 | 88 |
| 8 | E | 52 | 60 | 68 |
| 9 | FSN | 56 | 64 | 72 |
| 10 | MA | 68 | 76 | 84 |
| 11 | MAG | 64 | 72 | 80 |
| 12 | RBA | 60 | 68 | 76 |
| 13 | SNB | 60 | 68 | 76 |
| 14 | AW | 60 | 68 | 76 |
| 15 | AL | 64 | 72 | 80 |
| 16 | BA | 68 | 72 | 84 |
| 17 | CP | 60 | 64 | 80 |
| 18 | DLR | 56 | 64 | 76 |
| 19 | EF | 72 | 80 | 88 |
| 20 | JRW | 84 | 88 | 92 |
| 21 | MA | 72 | 76 | 84 |
| 22 | MHB | 72 | 76 | 80 |
| 23 | PP | 80 | 88 | 92 |
| 24 | RA | 72 | 76 | 84 |
| 25 | RY | 68 | 72 | 80 |
| 26 | RAS | 68 | 72 | 76 |
| 27 | RNA | 64 | 72 | 80 |
| 28 | SPF | 60 | 64 | 76 |
| 29 | UFK | 84 | 88 | 92 |

**Appendix 5. The Score of the Result of Questionnaire**

1. Do you feel happy join this learning process?

|  |  |  |
| --- | --- | --- |
| Answer  | Students  | % |
| Yes  | 26 | 89,66 |
| No  | 3 | 10,34 |
| Total | 29 | 100 |

1. Do you think story telling technique can build up your motivation in learning English especially in speaking?

|  |  |  |
| --- | --- | --- |
| Answer  | Students  | % |
| Yes  | 24 | 82,76 |
| No  | 5 | 17,24 |
| Total | 29 | 100 |

1. Does story telling make you interested in English language?

|  |  |  |
| --- | --- | --- |
| Answer  | Students  | % |
| Yes  | 25 | 86,21 |
| No  | 4 | 13,79 |
| Total | 29 | 100 |

1. Does story telling can build up speaking skill?

|  |  |  |
| --- | --- | --- |
| Answer  | Students  | % |
| Yes  | 26 | 89,66 |
| No  | 3 | 10,34 |
| Total | 29 | 100 |

**Appendix 6. The List of Respondent**

|  |  |
| --- | --- |
| No  | Name  |
| 1 | Adi Saputra |
| 2 | Agus Gayuh Saputra |
| 3 | Alimmatul Azizah |
| 4 | Anis Putri Yuliasari |
| 5 | Bagus Fajar Kuncoro |
| 6 | Danang Gusnigus Hendri |
| 7 | Dyas Yulfina |
| 8 | Endri  |
| 9 | Fifin Suci Ningtyas |
| 10 | M. Apriliangga |
| 11 | M. Agung Gunawan |
| 12 | Risko Bayu Aditya |
| 13 | Sigit Nur Bintoro |
| 14 | Astri Wulandari |
| 15 | Ayum Lailiyah |
| 16 | Bayu Anggara |
| 17 | Candra Prastyawan |
| 18 | Devi Lila Rizky |
| 19 | Eka Fitria |
| 20 | Johan Rajib Wiranto |
| 21 | M. Arifin |
| 22 | M. Hasan Bisri |
| 23 | Putri Purbandari |
| 24 | Risa Amilia |
| 25 | Riska Yulianti |
| 26 | Rizal Andhika S |
| 27 | Riska Nur A |
| 28 | Syabrina Pramesti F |
| 29 | Ulfa Khoirun N |

**Appendix 7**

**7a. Worksheet for Meeting 1 (Test 1) and Meeting 2 of Cycle 1**

**THE TORTOISES’ PICNIC**

Once upon a time there were three tortoises a father, a mother and a

baby. One beautiful spring day, they decided to go for a picnic. They got

tins of salmon, and sandwiches, and chocolates, and ice-creams, and

fruit, and orange squash and put everything in their baskets and after

three months they were ready. It was summer and it was sunny and very

hot, and they set out carrying their baskets.

They walked and walked and walked and after three months they sat

down and had a rest. They were a mile from home. It was autumn and

it was cloudy and raining. They set out again and walked and walked

and walked and in three months they reached the picnic place. They

were two miles from home. It was winter and it was snowing and very

cold. They unpacked their baskets and spread out the cloth, and

arranged the food on it and it looked lovely.

Then Mother tortoise looked into the baskets. She turned them all

upside down and shook them, but they were empty.

At last she said, Weve forgotten the tin-opener!

They looked at each other and at last Father tortoise said, Baby,

You’ll have to go back for it.

What! said the baby. Me! Go back all that long way!

We can’t start without a tin-opener. We’ll wait for you, said Father

tortoise.

Do you promise that you won’t touch a thing till I come back? Baby

said.

 Yes, we promise, they said, and Baby disappeared behind the trees.

And Father and Mother waited. They waited and waited and waited

and a whole year passed and they got really hungry.

Don’t you think we could have just one sandwich each? said Mother

tortoise.

 No, said Father tortoise. We promised. We must wait till he comes

back.

So they waited and waited and waited, and another year passed, and

they got really hungry.

It’s six years now. Let’s just have one sandwich while we’re waiting,

said Father tortoise.

They picked up the sandwiches, but just as they were going to eat

them, a little voice said, Aha! I knew you would cheat. And Baby

tortoise popped his head out of a bush. It’s a good thing I didn’t go

back for the tin-opener, he said.

**Appendix 8**

**8a. Worksheet for Meeting 1 of Cycle 2**

The Legend of “Nyi Roro Kidul”

(The Queen of South Ocean)

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

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

Dewi Mutiara called a black wizard to curse Kadita. She wanted Kadita’s beautiful body full of uclear. Then, Kadita’s body full uclear. It smelled bad. The beautiful princess cried.

The King was very sad. No one could cure his daughter’s illness. The King did not want his daughter to be a rumor so he sent his daughter away.

The poor princss did not know where to go. However, she had a noble heart. She did not have any bad feeling about her step mother. She walked for almost seven days and seven nights. Then, she came to the South Ocean. The ocean was so clean and clear. She jumped into the water and swam.

Suddenly, there was a miracle. The ocean water cured her illness. She became more beautiful than before. She also had a power to command the whole South Ocean. She became a fairy called Nyi Roro Kidul or The Queen of South Ocean.

**Appendix 9**

**9a. Observation Sheet**

Observation Sheet

Cycle : 1

Meeting : 1

Date : 7 May 2012

Observer : Hartatik, S.Pd.

|  |  |  |
| --- | --- | --- |
| Activity  | Indicator  | Done  |
| Yes  | No  |
| Pre-activity:Teacher’s and students’ activity  | * Greeting
* Checking the present list
* Answering the greeting
* Giving attention
 | ✓✓✓✓ |  |
| Main activity:Teacher’s activityStudents’ activity | * Explaining the matery that will be discussed
* Giving a text of story that will be tested
* Asking students to read the story
* Giving opportunity to ask difficult words
* Asking students to tell the story in fron of the class
* Reading and understanding the story
* Asking difficult words
* Telling the story in front of the class one by one
* Paying attention to their friends when one of them telling the story
 | ✓✓✓✓✓✓✓✓✓ |  |
| Post-activity:Teacher’s and students’ activity | * Giving advice
* Paying attention
 | ✓✓ |  |

**9b. Observation Sheet**

Observation Sheet

Cycle : 1

Meeting : 2

Date : 11 May 2012

Observer : Hartatik, S.Pd.

|  |  |  |
| --- | --- | --- |
| Activity  | Indicator  | Done  |
| Yes  | No  |
| Pre-activity:Teacher’s and students’ activity  | * Greeting
* Checking the present list
* Answering the greeting
* Giving attention
 | ✓✓✓✓ |  |
| Main activity:Teacher’s activityStudents’ activity | * Explaining about story telling
* Giving example to be agood teller
* Giving opportunity to ask difficult words
* Asking students to tell the story in fron of the class

 * Reading and understanding the story
* Asking difficult words
* Telling the story in front of the class
* Paying attention to their friends when one of them telling the story
 | ✓✓✓✓✓✓✓✓✓ |  |
| Post-activity:Teacher’s and students’ activity | * Giving advice
* Paying attention
 | ✓✓ |  |

**9c. Observation Sheet**

Observation Sheet

Cycle : 1

Meeting : 3

Date : 14 May 2012

Observer : Hartatik, S.Pd.

|  |  |  |
| --- | --- | --- |
| Activity  | Indicator  | Done  |
| Yes  | No  |
| Pre-activity:Teacher’s and students’ activity  | * Greeting
* Checking the present list
* Answering the greeting
* Giving attention
 | ✓✓✓✓ |  |
| Main activity:Teacher’s activityStudents’ activity | * Giving a picture related to the story about Tortoises’ Picnic
* Giving time to the students to remember the story and practice
* Asking students to tell the story with picture
* Having test to the students
* Using time well to prepare telling story
* Asking difficult words
* Telling the story in front of the class one by one
* Paying attention to their friends when one of them telling the story
 | ✓✓✓✓✓✓✓✓ |  |
| Post-activity:Teacher’s and students’ activity | * Giving advice
* Paying attention
 | ✓✓ |  |

**9d. Observation Sheet**

Observation Sheet

Cycle : 2

Meeting : 1

Date : 18 May 2012

Observer : Hartatik, S.Pd.

|  |  |  |
| --- | --- | --- |
| Activity  | Indicator  | Done  |
| Yes  | No  |
| Pre-activity:Teacher’s and students’ activity  | * Greeting
* Checking the present list
* Answering the greeting
* Giving attention
 | ✓✓✓✓ |  |
| Main activity:Teacher’s activityStudents’ activity | * Giving a paper of local story
* Asking students to read together
* Making group consist of 5 students
* Giving opportunity to ask difficult words
* Asking students to tell the story
* Reading story together
* Showing enthusiastic
* Asking difficult words
* Telling the story in their group one by one
* Paying attention to their friends when one of them telling the story
 | ✓✓✓✓✓✓✓✓✓✓✓ |  |
| Post-activity:Teacher’s and students’ activity | * Giving advice
* Paying attention
 | ✓✓ |  |

**9e. Observation Sheet**

Observation Sheet

Cycle : 2

Meeting : 2

Date : 21 May 2012

Observer : Hartatik, S.Pd.

|  |  |  |
| --- | --- | --- |
| Activity  | Indicator  | Done  |
| Yes  | No  |
| Pre-activity:Teacher’s and students’ activity  | * Greeting
* Checking the present list
* Answering the greeting
* Giving attention
 | ✓✓✓✓ |  |
| Main activity:Teacher’s activityStudents’ activity | * Giving a picture about local story
* Giving time to prepare telling story
* Asking students to tell the story in front of the class
* Showing enthusiastic
* Preparing themselves to tell sory
* Telling story in front of the class
* Giving attention when their friends telling story
 | ✓✓✓✓✓✓✓ |  |
| Post-activity:Teacher’s and students’ activity | * Giving advice
* Paying attention
 | ✓✓ |  |

**9f. Observation Sheet**

Observation Sheet

Cycle : 2

Meeting : 3

Date : 25 May 2012

Observer : Hartatik, S.Pd.

|  |  |  |
| --- | --- | --- |
| Activity  | Indicator  | Done  |
| Yes  | No  |
| Pre-activity:Teacher’s and students’ activity  | * Greeting
* Checking the present list
* Answering the greeting
* Giving attention
 | ✓✓✓✓ |  |
| Main activity:Teacher’s activityStudents’ activity | * Conducting post-test
* Asking students to prepare story which they like
* Giving time to prepare
* Giving score
* Giving attention
* Preparing story
* Using time well to prepare
* Telling story one by one
* Paying attention to their friends when one of them telling the story
 | ✓✓✓✓✓✓✓✓✓ |  |
| Post-activity:Teacher’s and students’ activity | * Giving advice
* Paying attention
 | ✓✓ |  |

**Appendix 10**

**10a. Lesson Plan for Meeting 1 of Cycle 1**

**LESSON PLAN**

 Lesson : English

 Class/ semester : VIII/ II

 Subject : Text Narrative

 Meeting : 1

 Cycle : 1

Time Allocation : 2 x 40 minutes

1. **Competency Standard**

Speaking: expressing meaning in the short oral functional text and short simple monolog in narrartive form used for interaction with environmet in roll.

1. **Basic Competence**

Expressing the meaning in simple short monolog by using kinds of oral language accurately, fluently, and acceptable used for interaction with environment in roll.

1. **Indicator**
* Telling the story about The Tortoises’ Picnic
1. **The Aim of Learning**

In the end of learning, students are able to:

* Telling the story about The Tortoises’ Picnic
1. **Kinds of Text:** Narrative Text
2. **Aspect/ Skill:** Speaking
3. **Learning Material**
* Printed story of The Tortoises’ Picnic
* Vocabulary that difficult according to students
1. **Learning method:** Students Speaking Performance
2. **Teaching/ Learning Activities**

|  |  |
| --- | --- |
| Activity  | Indicator  |
|
| Pre-activity:Teacher’s and students’ activity  | * Greeting
* Checking the present list
* Answering the greeting
* Giving attention
 |
| Main activity:Teacher’s activityStudents’ activity | * Explaining the matery that will be discussed
* Giving a text of story that will be tested
* Asking students to read the story
* Giving opportunity to ask difficult words
* Asking students to tell the story in fron of the class
* Reading and understanding the story
* Asking difficult words
* Telling the story in front of the class one by one
* Paying attention to their friends when one of them telling the story
 |
| Post-activity:Teacher’s and students’ activity | * Giving advice
* Paying attention
 |

1. **Source of Material**
* Story of The Tortoises’ Picnic (Handbooks for the English Classroom by Zaro and Salaberri)
* Dictionary
1. **Assesment**
* Test: Oral Test
* Kinds of Assesment: students’ speaking performance

**10b. Lesson Plan for Meeting 2 of cycle 1**

**LESSON PLAN**

 Lesson : English

 Class/ semester : VIII/ II

 Subject : Text Narrative

 Meeting : 2

 Cycle : 1

Time Allocation : 2 x 40 minutes

1. **Competency Standard**

Speaking: expressing meaning in the short oral functional text and short simple monolog in narrartive form used for interaction with environmet in roll.

1. **Basic Competence**

Expressing the meaning in simple short monolog by using kinds of oral language accurately, fluently, and acceptable used for interaction with environment in roll.

1. **Indicator**
* Mentioning the generic structure of narrative text
* Mentioning the main idea of a paragraph
* Telling the story about The Tortoises’ Picnic
1. **The Aim of Learning**

In the end of learning, students are able to:

* Mentioning the generic structure of narrative text
* Mentioning the main idea of a paragraph
* Telling the story about The Tortoises’ Picnic
1. **Kinds of Text:** Narrative Text
2. **Aspect/ Skill:** Speaking
3. **Learning Material**
* Printed story of The Tortoises’ Picnic
* Vocabulary that difficult according to students
1. **Learning method:** Students Speaking Performance
2. **Teaching/ Learning Activities**

|  |  |
| --- | --- |
| Activity  | Indicator  |
|
| Pre-activity:Teacher’s and students’ activity  | * Greeting
* Checking the present list
* Answering the greeting
* Giving attention
 |
| Main activity:Teacher’s activityStudents’ activity | * Explaining about story telling
* Giving example to be agood teller
* Giving opportunity to ask difficult words
* Asking students to tell the story in fron of the class

 * Reading and understanding the story
* Asking difficult words
* Telling the story in front of the class
* Paying attention to their friends when one of them telling the story
 |
| Post-activity:Teacher’s and students’ activity | * Giving advice
* Paying attention
 |

1. **Source of Material**
* Story of The Tortoises’ Picnic (Handbooks for the English Classroom by Zaro and Salaberri)
* Dictionary
1. **Assesment**
* Test: Oral Test
* Kinds of Assesment: students’ speaking performance

**10c. Lesson Plan for Meeting 3 of Cycle 1**

**LESSON PLAN**

 Lesson : English

 Class/ semester : VIII/ II

 Subject : Text Narrative

 Meeting : 3

 Cycle : 1

Time Allocation : 2 x 40 minutes

1. **Competency Standard**

Speaking: expressing meaning in the short oral functional text and short simple monolog in narrartive form used for interaction with environmet in roll.

1. **Basic Competence**

Expressing the meaning in simple short monolog by using kinds of oral language accurately, fluently, and acceptable used for interaction with environment in roll.

1. **Indicator**
* Telling the story about The Tortoises’ Picnic
1. **The Aim of Learning**

In the end of learning, students are able to:

* Telling the story about The Tortoises’ Picnic
1. **Kinds of Text:** Narrative Text
2. **Aspect/ Skill:** Speaking
3. **Learning Material**
* Printed story and the picture of The Tortoises’ Picnic
* Vocabulary that difficult according to students
1. **Learning method:** Students Speaking Performance
2. **Teaching/ Learning Activities**

|  |  |
| --- | --- |
| Activity  | Indicator  |
|
| Pre-activity:Teacher’s and students’ activity  | * Greeting
* Checking the present list
* Answering the greeting
* Giving attention
 |
| Main activity:Teacher’s activityStudents’ activity | * Giving a picture related to the story about Tortoises’ Picnic
* Giving time to the students to remember the story and practice
* Asking students to tell the story with picture
* Having test to the students
* Using time well to prepare telling story
* Asking difficult words
* Telling the story in front of the class one by one
* Paying attention to their friends when one of them telling the story
 |
| Post-activity:Teacher’s and students’ activity | * Giving advice
* Paying attention
 |

1. **Source of Material**
* Story of The Tortoises’ Picnic (Handbooks for the English Classroom by Zaro and Salaberri)
* Dictionary
1. **Assesment**
* Test: Oral Test
* Kinds of Assesment: students’ speaking performance

**10d. Lesson Plan for Meeting 1 of Cycle 2**

**LESSON PLAN**

 Lesson : English

 Class/ semester : VIII/ II

 Subject : Text Narrative

 Meeting : 1

 Cycle : 2

Time Allocation : 2 x 40 minutes

1. **Competency Standard**

Speaking: expressing meaning in the short oral functional text and short simple monolog in narrartive form used for interaction with environmet in roll.

1. **Basic Competence**

Expressing the meaning in simple short monolog by using kinds of oral language accurately, fluently, and acceptable used for interaction with environment in roll.

1. **Indicator**
* Mentioning the generic structure of narrative text
* Mentioning the main idea of a paragraph
* Teeling the story about The Legend of Nyi Roro Kidul
1. **The Aim of Learning**

In the end of learning, students are able to:

* Mentioning the difficult word in a story
* Mentioning the main idea of a paragraph
* Telling the story about The Legend of Nyi Roro Kidul
1. **Kinds of Text:** Narrative Text
2. **Aspect/ Skill:** Speaking
3. **Learning Material**
* Printed story of The Legend of Nyi Roro Kidul
* Vocabulary that difficult according to students
1. **Learning method:** Students Speaking Performance
2. **Teaching/ Learning Activities**

|  |  |
| --- | --- |
| Activity  | Indicator  |
|
| Pre-activity:Teacher’s and students’ activity  | * Greeting
* Checking the present list
* Answering the greeting
* Giving attention
 |
| Main activity:Teacher’s activityStudents’ activity | * Giving a paper of local story
* Asking students to read together
* Making group consist of 5 students
* Giving opportunity to ask difficult words
* Asking students to tell the story
* Reading story together
* Showing enthusiastic
* Asking difficult words
* Telling the story in their group one by one
* Paying attention to their friends when one of them telling the story
 |
| Post-activity:Teacher’s and students’ activity | * Giving advice
* Paying attention
 |

1. **Source of Material**
* Story of The Legend of Nyi Roro Kidul (English Book by Sujatmiko)
* Dictionary
1. **Assesment**
* Test: Oral Test
* Kinds of Assesment: students’ speaking performance

**10e. Lesson Plan for Meeting 2 of Cycle 2**

**LESSON PLAN**

 Lesson : English

 Class/ semester : VIII/ II

 Subject : Text Narrative

 Meeting : 2

 Cycle : 2

Time Allocation : 2 x 40 minutes

1. **Competency Standard**

Speaking: expressing meaning in the short oral functional text and short simple monolog in narrartive form used for interaction with environmet in roll.

1. **Basic Competence**

Expressing the meaning in simple short monolog by using kinds of oral language accurately, fluently, and acceptable used for interaction with environment in roll.

1. **Indicator**
* Telling the story about The Legend of Nyi Roro Kidul
1. **The Aim of Learning**

In the end of learning, students are able to:

* Telling the story about The Legend of Nyi Roro Kidul
1. **Kinds of Text:** Narrative Text
2. **Aspect/ Skill:** Speaking
3. **Learning Material**
* Picture related to The Legend of Nyi Roro Kidul
* Vocabulary related to The Legend of Nyi Roro Kidul
1. **Learning method:** Students Speaking Performance
2. **Teaching/ Learning Activities**

|  |  |
| --- | --- |
| Activity  | Indicator  |
|
| Pre-activity:Teacher’s and students’ activity  | * Greeting
* Checking the present list
* Answering the greeting
* Giving attention
 |
| Main activity:Teacher’s activityStudents’ activity | * Giving a picture about local story
* Giving time to prepare telling story
* Asking students to tell the story in front of the class
* Showing enthusiastic
* Preparing themselves to tell sory
* Telling story in front of the class
* Giving attention when their friends telling story
 |
| Post-activity:Teacher’s and students’ activity | * Giving advice
* Paying attention
 |

1. **Source of Material**
* Picture related to The Legend of Nyi Roro Kidul (English Book by Sujatmiko)
* Dictionary
1. **Assesment**
* Test: Oral Test
* Kinds of Assesment: students’ speaking performance

**10f. Lesson Plan for Meeting 3 of Cycle 2**

**LESSON PLAN**

 Lesson : English

 Class/ semester : VIII/ II

 Subject : Text Narrative

 Meeting : 3

 Cycle : 2

Time Allocation : 2 x 40 minutes

1. **Competency Standard**

Speaking: expressing meaning in the short oral functional text and short simple monolog in narrartive form used for interaction with environmet in roll.

1. **Basic Competence**

Expressing the meaning in simple short monolog by using kinds of oral language accurately, fluently, and acceptable used for interaction with environment in roll.

1. **Indicator**
* Telling the story about The Legend of Nyi Roro Kidul
1. **The Aim of Learning**

In the end of learning, students are able to:

* Telling the story about The Legend of Nyi Roro Kidul
1. **Kinds of Text:** Narrative Text
2. **Aspect/ Skill:** Speaking
3. **Learning Material**
* Picture related to The Legend of Nyi Roro Kidul
* Vocabulary related to The Legend of Nyi Roro Kidul
1. **Learning method:** Students Speaking Performance
2. **Teaching/ Learning Activities**

|  |  |
| --- | --- |
| Activity  | Indicator  |
|
| Pre-activity:Teacher’s and students’ activity  | * Greeting
* Checking the present list
* Answering the greeting
* Giving attention
 |
| Main activity:Teacher’s activityStudents’ activity | * Conducting post-test
* Asking students to prepare story which they like
* Giving time to prepare
* Giving score
* Giving attention
* Preparing story
* Using time well to prepare
* Telling story one by one
* Paying attention to their friends when one of them telling the story
 |
| Post-activity:Teacher’s and students’ activity | * Giving advice
* Paying attention
 |

1. **Source of Material**
* Picture related to The Legend of Nyi Roro Kidul (English Book by Sujatmiko)
* Dictionary
1. **Assesment**
* Test: Oral Test
* Kinds of Assesment: students’ speaking performance

**Appendix 11. Certificate of Authorship**

**CERTIFICATE OF AUTHORSHIP**

The undersigned below

Name : Siti Munawaroh

Place, date of birth : Tulungagung, 8 July 1987

Registered number : 3213083019

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Department : Department of Islamic Education State Islamic college

 (STAIN) Tulungagung

Program : English Education Program

 State that thesis entitled “Using Story Telling Technique to Improve Speaking Skills of the Students of MTs Al-Ghozali Panjer” is truly my original work. It doesn’t incorporate any materials previously written or published by another person expect those indicated in quotation and bibliography. Due to the fact, I’m the only person responsible for the thesis if there is any an objection or claims for other.

 Tulungagung, 18 June 2012

 SITI MUNAWAROH

**Appendix 12. Biography**

**BIOGRAPHY**

 The writer of the thesis entitled “Using Story Telling Technique to Improve Speaking Skills of the Students of MTs Al-Ghozali Panjer” is Siti Munawaroh. She was born in Tulungagung, 8 July 1987. She lives at Tenggong, Rejotangan, Tulungagung. She is a daughter from the couple of Samto and Marsini.

 She was started her education from SDN I Tenggong and graduated at 2000. At the same year, she continued to MTsN Aryojeding and graduated at 2003. Next, her education continued to SMAI Sunan Gunung Jati Ngunut and graduated at 2006. Then, at 2008, she joined in English Education Program Department of Islamic Education state Islamic College (STAIN) Tulungagung up to now.

 As a university student to finish her academic in STAIN Tulungagung in practical fulfillment of the requirements for the degree of sarjana Pendidikan Islam, she presents her thesis under the title “Using Story Telling Technique to Improve Speaking Skills of the Students of MTs Al-Ghozali Panjer”.