IMPROVING SPEAKING SKILL OF THE ELEVENTH GRADE STUDENTS OF SMA MUHAMMADIYAH 2 PALEMBANG BY USING READERS' THEATRE

UNDERGRADUATE THESIS

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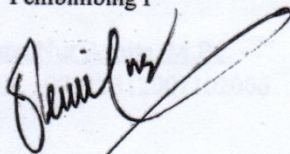di
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Assalamualaikum, Wr. Wb.

Setelah kami periksa dan diadakan perbaikan-perbaikan seperlunya, maka skripsi berjudul **"IMPROVING SPEAKING SKILL OF THE ELEVENTH GRADE STUDENTS OF SMA MUHAMMADIYAH 2 PALEMBANG BY USING READERS' THEATRE"**, di tulis oleh saudari **Lusi Amyan** telah dapat diajukan dalam sidang munaqosyah Fakultas Tarbiyah dan Keguruan UIN Raden Fatah Palembang.
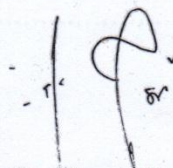
Demikianlah terima kasih.

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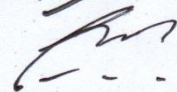Dr. Annisa Astrid, S.T., M.Pd.   Drs. Herizal, M.A.
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DEDICATION

This thesis is dedicated special for:

- ♥ Allah SWT that always gives me chance to finish this thesis.
- ♥ My beloved parents, my mother (Mahayan) and my father (Amruh) who always pray, love, and support me in every single step in my life. No words can be described how much I love you.
- ♥ My beloved little sister (Amellia) who makes everything become so fun, enjoyable, and does everything to help me.
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MOTTO

"There are no secrets to success.

It is the result of preparation, hard worker, never give up, and learning from failures".

♥♥♥Allah♥♥♥

STATEMENT PAGE

I hereby,

Name : Lusi Amyan

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State that

1. All the data, information, interpretation, and conclusion presented in this thesis, except for those indicated by the sources, are the results of my observation, process, and thought with the guidance of my advisors.

2. The thesis that I wrote is original and has never been handed in for another academic degree, neither at UIN Raden Fatah Palembang nor other universities.

This statement is made truthfully and if one day, there is evidence of forgery in the above statement, I am willing to accept the academic sanction of cancellation of my bachelor's degree that I have received through this thesis.

Palembang, December 2017

The Writer

Lusi Amyan

13250047

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Alhamdulillahirobbil'alamin, great gratitude is given to Allah SWT for His blessing so that the writer could accomplish her thesis. May peace and salutation be given to Prophet Muhammad SAW who has taken us from the darkness to the lightness.
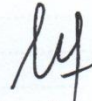
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The writer

Lusi Amyan

TABLE OF CONTENTS

IMPROVING SPEAKING SKILL OF THE ELEVENTH GRADE STUDENTS OF SMA MUHAMMADIYAH 2 PALEMBANG BY USING READERS' THEATRE

ABSTRACT

The objectives of this study were to find out whether or not there was a significant improvement on the eleventh grade students' speaking skill who were taught by using Readers' Theatre strategy at SMA Muhammadiyah 2 Palembang before and after the treatment, and to find out whether or not there was a significant difference on the eleventh grade students' speaking skill between those who were taught by using Readers' Theatre strategy and those who were not at SMA Muhammadiyah 2 Palembang. This study used quasi-experimental design using non equivalent pretest-posttest design. The population of this study was all the eleventh grade students of SMA Muhammadiyah 2 Palembang which consisted of 114 students. The sample of this study was taken by using purposive sampling. The total number of the sample was 50 students. The sample were class XI IPA 1 (control group) which consisted of 25 students and XI IPA 2 (experimental group) which consisted of 25 students. In collecting the data, the writer used speaking test. The test was given twice to experimental and control groups, as a pretest and posttest. To verify the hyphoteses, the data pretest and posttest of the experimental and control groups were analyzed by using paired sample t-test and independent sample t-test in SPSS 21. The findings showed that the p-output from paired sample t-test was 0.000, which was lower than 0.05 and the t-value 11.058, which was higher than t-table 2.064 (with df= 24). Then, p-output from independent sample t-test was 0.000, which was lower than 0.05 and t-value 4.410, which was higher than t-table 2.011 (with df= 48). Therefore, it could be concluded that teaching speaking skill by using Readers' Theatre strategy had a significant improvement and significant difference on the students' speaking skill. Therefore, the result of this study is expected to contribute something for the development of the process of English teaching and learning especially for the teaching of speaking skill.

Keywords: *Speaking Skill, Readers' Theatre.*

LIST OF TABLES

LIST OF CHARTS

LIST OF APPENDICES

LIST OF DOCUMENTATIONS

1. Fotocopy KTM
2. Fotocopy Kwitansi Pembayaran
3. Ijazah SMA
4. Pengesahan Judul Skripsi
5. Penunjukan Dosen Pembimbing Skripsi
6. Kartu Konsultasi Skripsi
7. Formulir Konsultasi Revisi Proposal
8. Formulir Konsultasi Revisi Skripsi
9. Sertifikat OSPEK Institut
10. Sertifikat OSPEK Fakultas
11. Sertifikat BTA
12. Sertifikat Puskom
13. Sertifikat PPLK II
14. Sertifikat KKN
15. Sertifikat Intensive Bahasa Inggris
16. Transkrip Nilai
17. SK Pembimbing
18. SK Penelitian
19. SK telah melakukan penelitian
20. Sertifikat TOEFL
21. Fotocopy pembayaran ujian komprehensif dan munaqasah
22. SK Bebas Teori
23. Rekapitulasi Nilai Ujian Komprehensif
24. SK Lulus Ujian Komprehensif
25. SK Kelengkapan dan Keaslian Berkas Munaqasah
26. Hasil Ujian Skripsi

CHAPTER I

INTRODUCTION

This chapter describes (1) background of the study, (2) problems of the study, (3) objectives of the study, and (4) significance of the study.

1.1 Background of the Study

Language is the source of human life and power (Fromkin, Rodman & Hyams, 2009, p. 284). Language is used by people for some reasons; one of the reasons is talking to each other. We use it to have a chat, play a game, catch up on the news, tell jokes, ask for help, call each other names, and do a thousand other things. None of this could happen without language (Crystal, 2010, p. 40).

English is one of the languages that used by all of the people in the world. As stated by Crystal (2003, p. 1) that English is a global language. Most of people from over the world use English as a second language even first language; they recognized that English is the most important language to learn for the increasingly mobile international community (Genc and Bada, 2010, p. 145) and it is not only the language for science but also aviation, computing, diplomacy, and tourism in the modern world (p. 143).

Based on Government Regulation, Number 22 in 2006 about the standard contents for the units of primary and secondary education, Indonesian government has set English as one of the compulsory subjects which is taught for junior high school and senior high school. In Indonesia, teaching English for senior high

school students should emphasize on the students' ability to achieve high proficiency in the four language skills; they are listening, speaking, reading, and writing. Thus, it can be inferred that teaching and learning English in Indonesia is very important.

There are four skills in English which are involved, they are listening, speaking, reading, and writing. Listening and reading are receptive skills, while speaking and writing are productive skills (Harmer, 2001, p. 199; p. 246). Nonetheless, some experts believe that speaking is the most important skill in English among others. Zaremba (as cited in Boonkit, 2010, p. 1306), says that among all of the four macro English skills, speaking seems to be the most important skill required for communication. Moreover, based on Arham, Yassi and Arafah (2016, p. 239), English speaking skill is one of the language skills to be required in global interaction or communication. So, it can be concluded that speaking is the most important skill in English for communication among others.

As an international language, English speaking skill becomes the most favorable skill needed for learners in Indonesia. Indonesian students who have good English speaking proficiency are easy to get a job. It is in line with Pandey and Pandey (2014, p. 93) who believe that enhanced communication skills in English can result to not only an improved social life, but also better job opportunities in the future.

Additionally, it is mentioned in the Regulation of National Education Minister Number 23 in 2006, that the aim of teaching speaking skill is to help the students be able to express the meaning in transactional and interpersonal

language in daily life context. People who have a good ability in speaking would be better in sending and receiving information or message from the others.

However, English Proficiency Index (EPI) 2016 shows unsatisfactory result of English proficiency for Indonesian students. Indonesia is in the 32nd position out of 72 countries for English Proficiency Index (EPI) 2016 and it is categorized as moderate with the score 52,94 (Education First EPI, 2016). In 2013, 2014, and 2015, English Proficiency Index (EPI) of Indonesia is also categorized as moderate, but in 2012 English Proficiency Index (EPI) of Indonesia is categorized as low, and very low in 2011 (Education First EPI). These results showed that Indonesian students have problem in English proficiency.

Indonesian students face many difficulties to communicate in English because of many factors. Meng (2009, p. 223) claims that most of learners are afraid of speaking English because they are shy and nervous and afraid of making errors. According to Leong and Ahmadi (2017, p. 34), many language learners are facing problems to use the foreign language to express their thoughts effectively. The learners face psychological obstacles or cannot find the suitable words and expressions. They also believe (p. 39) that the learners with a low self-esteem, higher anxiety, and low motivation have serious difficulties in speaking skill. Furthermore, Horwitz, Horwitz, and Cope (1986, p. 126) state that the difficulty in speaking class is probably the most frequently cited concern of the anxious foreign language. The anxious learners feel apprehension, worry, even dread. They also have difficulty concentrating, become forgetful, sweat, and have palpitations in speaking activity.

Those problems mentioned above are also faced by the eleventh graders of SMA Muhammadiyah 2 Palembang. A preliminary investigation through interviewing the English teacher and the students was conducted on May 2nd, 2017 for English teacher and May 23rd, 2017 for the students at teachers' office of SMA Muhammadiyah 2 Palembang. It showed that most of students still faced many difficulties in speaking English.

Firstly, the result from interviewing the English teacher showed that the students had lack of vocabulary and grammar. They also rarely used and practiced their English. In giving responses and answering the teacher's question, they used their own mother tongue, and when they used English, they mispronounced many words. Besides, whenever the teacher involved them in a discussion or a conversation or a talk, most of the students refused to perform in front of the class. It indicated that they still lack of confidence, shy, and afraid to speak.

In addition, the result above also showed that English teachers of SMA Muhammadiyah 2 Palembang have the problems when they taught the students in the classroom. The English teachers faced the problem about how to make an interesting speaking class activity. They only used games as a technique or strategy and gave the students questions. Even though in fact, there are so many kinds of techniques and strategies that can encourage students' interest of learning English speaking (See Appendix A).

Secondly, the result from interviewing the students showed that most of the students of SMA Muhammadiyah 2 Palembang had less interest towards English. The students said that English was a difficult and complicated subject.

They also recognized that they had difficulties to express their opinions orally and did not understand how to speak English correctly in terms of spelling, pronunciation, and vocabulary. Besides, the students seemed afraid to speak because they were afraid for making mistakes (See Appendix B).

Additionally, to dig more information about the students' capability in speaking, the writer conducted a small speaking test. When the writer gave them some questions in English, they were difficult to translate and create the words even they combine Indonesian language and English language to respond and answer the writer's questions which means that they were lack of vocabulary. Their grammar and pronunciation were also found unsatisfying. They cannot even arrange an easy sentence and they were found mispronounced many words (See Appendix C).

The writer wants to apply Readers' Theatre (RT) to help the teacher of SMA Muhammadiyah 2 Palembang to solve the problems which are faced by the eleventh grade students in speaking. Readers' Theatre (RT) is an oral presentation of a story using scripts by two or more readers. RT is easy to implement in class because it does not require full costume, stage sets and memorization of scripts. To implement RT in the classroom, readers first read a story, and then make selective and analytical choices in transforming the story into a script through social negotiation. The readers then formulate, practise and refine their interpretations, and finally perform for an audience, reading aloud from hand-held scripts (Leong, 2009, p. 1054). In addition, Dixon (2010, p. 3-4) asserts that Readers' Theatre involves people telling a story by reading aloud from scripts

rather than by acting. Readers' Theatre works well for both students and teachers and can be used in all areas of the curriculum to communicate subject matter in ways that are meaningful and fun.

Previously, there are many studies which were conducted involving Readers' Theatre (RT). First, Agustin (2015) who was conducted a research to the eleventh grade students of SMA N 14 Palembang, Indonesia. She found that there was a significant improvement in students' speaking skill after they were taught by using Readers' Theatre and she concluded that Readers' Theatre was effective in improving student's speaking skill of the eleventh grade students of SMA N 14 Palembang, Indonesia.

Second, Martha and Ardi (2013), they got involved senior high school students in Padang, Indonesia. Martha and Ardi found that there was a significant improvement in the students speaking skill after they were taught by using RT. It was because this strategy gave a chance for the students to express their feeling, emotion, and ideas all together. They also found that the lack of vocabulary problem could also be solved.

Another study was conducted by Endarto (2013) who was conducted a research to the eleventh grade students of SMA N 2 Playen, Yogyakarta. He found that there was a significant improvement and significant difference in students' speaking skill after they were taught by using Readers' Theatre.

Taking into account about what has been documented above, the writer is interested in conducting a research entitled "Improving Speaking Skill of the Eleventh Grade Students of SMA Muhammadiyah 2 Palembang by Using Readers' Theatre".

1.2 Problems of the Study

The problems of the study are formulated in the following questions:

1) Is there any significant improvement in speaking skill of the eleventh grade students of SMA Muhammadiyah 2 Palembang after they were taught by using Readers' Theatre?

2) Is there any significant difference in speaking skill of the eleventh grade students of SMA Muhammadiyah 2 Palembang between those who were taught by using Readers' Theatre and those who were not?

1.3 Objectives of the Study

Based on the research questions, the objectives of the study are:

1) To find out whether or not there is any significant improvement in speaking skill of the eleventh grade students of SMA Muhammadiyah 2 Palembang after they were taught by using Readers' Theatre.

2) To find out whether or not there is any significant difference in speaking skill of the eleventh grade students of SMA Muhammadiyah 2 Palembang between those who were taught by using Readers' Theatre and those who were not.

1.4 Significance of the Study

This study will hopefully be useful not only for the students who will be involved in this study, but also for the English teachers, the writer herself, and the next researchers. Firstly, the writer expects that the students will be able to improve their speaking skill through Readers' Theatre strategy. Secondly, this study can hopefully give some advantages for the English teachers; the writer expects that the teacher can apply this strategy as an alternative way in teaching process especially teaching speaking. It is also hoped that the study will give great influence and input for the teachers to promote and motivate students to be able to speak up their ideas and use language communicatively. Thirdly, the writer hopes that this study will enhance her knowledge and ability in teaching and learning English and also in conducting an educational research. Finally, the writer also hopes that this study can be valuable source for the next researchers who are interested in conducting the same field subject as their research.

CHAPTER II

LITERATURE REVIEW

In this chapter, the writer presents (1) the concept of speaking, (2) the concept of teaching speaking, (3) the difficulties in teaching and learning English speaking, (4) the concept of Readers' Theatre, (5) the steps of using Readers' Theatre, (6) the advantages of Readers' Theatre, (7) the use of Readers' Theatre to improve speaking skill, (8) previous related studies, (9) hypotheses of the study, and (10) the criteria for testing the hypotheses.

2.1 The Concept of Speaking

Many definitions about speaking have been proposed by language theorists. According to Boonkit (2010, p. 1305), speaking is one of the four macro skills necessary for effective communication in any language, particularly when speakers are not using their mother tongue. Its purpose is to deliver verbal or spoken message of all languages. This is supported by Efrizal (2012, p. 127), he says that speaking is one way to communicate which ideas and though a message orally. He also states about English speaking ability which is very important for people interaction where people almost speak everywhere and everyday through English. Especially in this global era, many people used English as a media of communication and it makes people who come from different countries to be easier in making interaction and communication.

Furthermore, speaking is a productive skill. It involves using speech to express other meanings to other people. People speak with fluency and accuracy. Fluency means speaking at a normal speed, without hesitation, repetition or self-correction, and with smooth use of connected speech. While, accuracy means is the use of correct forms of grammar, vocabulary and pronunciation (Aguilera & Filologia, 2012, p. 163). Then, Dewi (2016, p. 342) argues that speaking as a skill needs much exercise and practice, otherwise the students' speaking cannot be improved. So, it needs a lot of practice to be able to speak fluently in a foreign language.

In addition, Bashir, Azeem, & Dogar (2011, p. 35) assert that speaking is conveying the message through the words of mouth. They claim that speaking is productive skill in the oral mode. It is like the other skills, is more complicated than it seems at first and involves more than just pronouncing words (p. 38). It means that speaking is a difficult skill. They (p. 38-39) also emphasize that language learners need to recognize that speaking involves three areas of knowledge:

1. Mechanics (pronunciation, grammar, and vocabulary): Using the right words in the right order with the correct pronunciation

2. Functions (transaction and interaction): Knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building)

3. Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): Understanding

how to take into account who is speaking to whom. in what circumstances, about what, and for what reason.

Based on Harmer (2001, p. 269), there are four elements of speaking: (1) **connected speech** – modified (assimilation), omitted (elision), added (linking), or weakened (contractions and stress patterning), (2) **expressive devices** – pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal means, (3) **lexis and grammar** – the use of lexical phrases such as agreeing or disagreeing, expressing surprise, shock, or approval, (4) **negotiation language** – ask for clarification.

2.2 The Concept of Teaching Speaking

According to Bahadorfar & Omidvar (2014, p. 10), teaching speaking is to teach our learners to produce the English speech sounds and sound patterns; use word and sentence stress, intonation patterns and the rhythm of the second language; select appropriate words and sentences according to the proper social setting audience, situation and subject matter; organize their thoughts in a meaningful and logical sequence; use language as a means of expressing values and judgments; and use the language quickly and confidently with few unnatural pauses. He also argues about four reasons for teaching speaking (p. 10), as follows:

1. Speaking is a crucial part of second language learning and teaching.

2. The mastery of speaking skills in English is a priority for many second language or foreign language learners.

3. Our learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency.

4. Oral skills have hardly been neglected in today's EFL/ESL courses.

Here, there are some activities of teaching speaking (Harmer, 2001, p. 271-275): (1) **acting from a script** – act out dialogues or scenes that the students have written by themselves, (2) **communication games** – playing something by talking with a partner, (3) **discussion** – giving opinion in front of the whole class, (4) **prepared talks** – prepare a talk before make a presentation on a topic, (5) **questionnaires** – being pre-planned, make questioner and respondent have something to say to each other, (6) **simulation and role-play** – simulate a real-life encounter and take on the role of different character. Additionally, Harmer in another book (1998, p. 88-94) states that there are four activities of speaking based on language learners' level: (1) **information gap** (elementary/intermediate), (2) **surveys** (elementary), (3) **discussion** (intermediate/upper intermediate), (4) **role-play** (upper intermediate/advanced).

In addition, ThiTuyetAnh (2015, p. 50) provides several key principles should be applied to teach a speaking class, as follows:

1. Motivate the students to speak

In order to make students feel satisfied and have the desire to get involved in the lesson, teachers should do the following things: first, teachers use the instinct or experience to choose interesting topics in order to draw students' attention and make inspiration; second, teachers can create interest in the topic by

talking about the topic and by communicating enthusiasm; third, motivation is raised in a lesson also by the fact that teachers help to create a relaxed, non-anxious atmosphere which helps even weak and reluctant students; fourth, teachers should give appropriate level of difficulty, not too difficult or too easy for students may feel bored; And finally, teachers had better employ meaningful learning with meaningful activities relevant to the real life to get students to talk about themselves.

2. Give the students opportunities to practice the target language

When the students are motivated enough to get involved in the lesson, teachers should give them the maximum number of opportunities possible to practice the target language in meaningful contexts and situations which helps to facilities acquisition for all learners rather than grammatical explanation or linguistics analysis. It is because learners must learn to develop the ability to use language to get things done in real life, outside the classroom.

2.3 The Difficulties in Teaching and Learning English Speaking

In reality, many language learners are difficult to express themselves in spoken language in the target language (Tuan, 2015, p. 8). It happens because of some factors. There are many factors that cause the difficulty in speaking, and they are as follows (Ur, 1996, p. 121):

1. Inhibition

Unlike reading, writing, and listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited

about trying to say things in a foreign language in the classroom: worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.

2. Nothing to say

   Even if they are not inhibited, you often hear learners complain that they cannot think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking.

3. Low or uneven participation

   Only one participant can talk at a time if he or she is to be heard: and in a large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

4. Mother-tongue use

   In classes where all, or a number of, the learners share the same mother tongue, they may tend to use it: because it is easier, because it feels unnatural to speak to one another in a foreign language, and because they feel less 'exposed' if they are speaking their mother tongue. If they are talking in small groups it can be quite difficult to get some classes – particularly the less disciplined or motivated ones – to keep to the target language.

However, Liao (2009, p. 11) provides several reasons that cause speaks English fluently are difficult for students, as follows:

1. In previous years the methodology was teacher-centred with a focus only on reading or writing. Grammar was considered of primary importance and was often taught through a separate grammar book. Vocabulary teaching consisted mainly of memorization either of synonyms or Chinese 'equivalents'. Writing lessons consisted of memorization and writing of model compositions, combined with grammar and vocabulary exercises. Speaking skills were not dealt with seriously in any way (students were not expected to interact).

2. Most of the teaching activities are of the traditional modes, such as reading the dialogue, reciting texts, doing translation, and the materials chosen for the students are non-authentic. Usually students feel deadly bored instead of appreciating them and accepting them.

3. Many teachers only lay emphasis on accuracy with no thought of fluency, which makes students worry too much about their mistakes.

4. Almost all important examinations do not consist of an oral test, which causes both the teachers and students to neglect oral English.

5. Teachers are reluctant in using Communicative Approach because of their deficiency in speaking ability themselves.

6. Students' attitude towards their learning process is also a factor that causes less effective teaching.

Moreover, the students have a struggle to acquire English speaking skills due to several reasons such as limited exposure to the language (Boonkit, 2010, p. 1306), lack of the opportunities or activities to practice English language (Gudu, 2015, p. 56; Liao, 2009, p. 11), lack of confidence, shy to say anything, afraid of being punished, laughed at, or looking stupid and nervous (Bashir, Azeem, & Dogar, 2011, p. 39-40; Munawar, 2015, p. 485-486), limitations in class time (Munawar, 2015, p. 485), teachers' limited English proficiency (Liao, 2009, p. 12; Gudu, 2015, p. 56; Munawar, 2015, p.485), lack of emphasis on speaking skills in the curriculum since it is not examined in national examinations (Zhang, 2009, p. 194; Liao, 2009, p. 12; Gudu, 2015, p. 56; Munawar, 2015, p. 485-486).

2.4 The Concept of Readers' Theatre

As stated by Su (2014, p. 4), drama or theatre is used as a supplementary teaching tools. Drama or theatre is not only fun and natural for students; it also encourages emotional growth, motivation, and engagement (Prescott, 2003, p. 22). Readers' Theatre is one of the theatre types; it is used as a teaching method (Su, 2014, p. 5). Prescott also believes that one of drama or theatre, known as Readers' Theatre, has been found to be particularly effective in building oral skills fluency (p. 22).

Actually, Readers' Theatre (RT) has been defined in various ways. According to Hsu (2011, p. 457), RT is a teaching method composed of two concepts: readers and theater. "Readers" refers to the students who repeatedly read a variety of literature, such as short story, folk tales, passages in the

textbooks, etc., using their oral expression, facial expression and necessary bodily movement, with no props, action or costumes involved, to allow the listeners (also a kind of readers) understand and follow the script. While, "Theater" refers to the readers who have to perform in front of a crowd of people and entertain them using voice, facial expressions, gestures and timing which are all important aspects in terms of entertainment. More importantly, these vital entertainment techniques allow the readers to enjoy and interact with the story that they are reading.

Ng and Yip (2010, p. 1-2) assert that one effective approach in teaching oral skills is the use of drama called Readers' Theatre (RT). Readers' Theatre (RT) is as an oral presentation of drama, prose or poetry by two or more readers. Leong (2009, p. 1054) also adds the same statement that Readers' Theatre (RT) is an oral presentation of a story using scripts by two or more readers. Moreover, RT is easy to implement in class because it does not require full costume, stage sets and memorization of scripts (Sloyer, 1982, p. 3; Dixon, 2010, p. 3; Leong, 2009, p. 1054; Leong & Boucher, 2001, p. 379-380).

Furthermore, Patrick (2008, p. 93) reveals that Readers' Theatre (RT) is a form of group storytelling in which performers read aloud a story using script. Then, Patrick (2010, p. 37) explains that Readers' Theatre (RT) is an example of a story dramatization where readers first read a literary text and then write a drama script to portray characters from the text they have read. Readers' Theatre involves people telling a story by reading aloud from scripts rather than by acting. The emphasis of RT is on voice, facial expression, gestures, and emotions to help

audiences understand the story and make the story back alive (Sloyer, 1982, p. 3; Dixon, 2010, p. 3; Cook, 2010).

Additionally, according to Lekwilai (2014, p. 89; 96), Reader's Theater (RT) is a reading instructional method that requires readers to read aloud from scripts. As an instructional method, RT requires students to orally perform reading from scripts. Besides that, Readers' Theatre provides an oral interpretation of literature, becoming an integrated language event in the classroom. A story, poem, scene from a play, song, or even material from a textbook, newspaper, historical document, or biography can provide ingredients for a script (Black & Stave, 2007, p. 4). Hsu (2011, p. 456) says that RT was originally designed for classroom practice because it could improve students' English listening, speaking, reading and writing performance.

In conclusion, based on all of the statements above, Readers' Theatre is a strategy that combines oral performance and reading story using a script by two or more readers. It is not like a real theatre; RT does not need costume, stage sets and memorization. When show it in front of audiences, RT just need voice, facial expression, gestures, and emotions to help audiences understand the story. The story for the script is can be fiction and non-fiction.

2.5 The Steps of using Readers' Theatre

In implementing the Readers' Theatre strategy, there are some procedures which are proposed by Patrick (2010), as follows:

1. Introducing the story:

   Teacher provides a story. Teacher conducts a pre-reading activity to familiarize students with the story such as questioning, explaining the vocabulary, etc.

2. The students read the story.

3. Writing the script:

   Teacher provides a scenario for the script writing. The students write a script in a group based on the scenario which is given by the teacher.

4. Rehearsing the script:

   Teacher checks the script and students rehearse the script after approval by the teacher.

5. Performing the script:

   Students perform the script in front of the class.

6. Reviewing the performance:

   Teacher plays back the recording and encourages students to comment on their peers' performance.

2.6 The Advantages of Readers' Theatre

According to Cook (2010), there are some advantages of Readers' Theatre, such as:

1. Reader's Theatre is used not only for language arts; it can be used across the curriculum in subjects like social studies.

2. Reader's Theatre not only assesses the students' ability to read fluently, but it assesses comprehension as well.

3. Students not only participate in reader's theatre, they also can create scripts.

4. Reader's Theatre allows student to work collaboratively.

Furthermore, as stated by Dixon (2010, p. 4-5), there are some advantages of Readers' Theatre for students and teachers, as follows:

1. The advantages of Readers' Theatre for students:

   a. Are actively engaged in their learning

   b. Do not require special equipment

   c. Enjoy the activity

   d. Have success in presenting

   e. Work together to achieve a satisfying performance

   f. Further develop their reading skills

   g. Learn the processes of scripting all types of material

   h. Gain confidence

   i. Learn more about the writing process

j. Retain information through repetition.

2. The advantages of Readers' Theatre for teachers:

a. Facilitate active learning

b. Are not at the mercy of budget restrictions

c. Work with the students rather than instructing from outside

d. Encourage success

e. Use excellent reading material in a variety of ways

f. Enhance their teaching skills through developing group work

g. Suggest different genres of reading material

h. Allow students to make group decisions

i. Have a means for students to make presentations to other groups

j. Enjoy the thrill of success with their students.

2.7 The Use of Readers' Theatre to Improve Speaking Skill

One of the effective approaches in teaching oral skills is the use of drama called Readers' Theatre (RT) (Ng & Yip, 2010, p. 1). Ng and Yip also state (p. 2) that RT is particularly important in developing reading and oral skill. Unlike traditional theater, RT emphasizes mainly on oral expression (Leong, 2009, p. 1054; Patrick, 2010 p. 38). In addition, Martha & Ardi (2013, p. 306) believe that RT strategy is use to develop reading fluency, comprehension, and confidence, but it can be implemented in teaching speaking fluency. Readers' Theater can also boost listening and speaking skills (Prescott, 2003, p. 22). Prescott also claims that Readers' Theatre is a pretty controlled way of doing drama, so it's especially nice

for the shy student or teacher. You have a script in front of you – kind of nice to hide behind – and that gives you security (p. 24).

As we discuss before that Readers' Theatre is reading aloud a script. According to Morozova (2013), reading aloud as one of the activities which can help students to develop speaking skills. Then, Berlinger (2000) recognizes the benefits of scripted dialogues in encouraging English expressions, states that script have long been employed in EFL instruction because they permit learners to actively acquire the vocabulary, idioms, grammar and syntax of English speech. As they involve all aspects of language, scripts that are rehearsed in class can offer EFL learners a dynamic encounter that comes closest to real communication. So, the combination of reading aloud and script can help students to enhance speaking skill.

Readers' Theatre can create communicative learning and build oral skills (Lekwilai, 2014, p. 98; Visser, 2013, p. 37 & 50; Ng & Yip, 2010, p. 2, 11, 12, & 13; Black & Stave, 2007, p. 9 & 15; Patrick, 2010, p. 37; Patrick, 2008, p. 93 – 94, 97-98, & 100; Leong & Boucher, 2001, p. 380 & 385; Sloyer, 1982, p. 4). It can be inferred that RT can enhance speaking skills. Moreover, Readers' Theatre (RT) can boost students' confidence by handling spoken dialogue (Hsu, 2011, p. 459; Dixon, 2010, p. 3-4; Patrick, 2010, p. 37; Leong, 2009, p. 1056; Patrick, 2008, p. 99; Black & Stave, 2007, p. 6; Prescott, 2003, p. 22; Leong & Boucher, 2001, p. 385).

Thus, even though the use of Readers' Theatre is by reading, but it can improve speaking skill because when the readers are free of the anxiety of

memorization of a text, they can concentrate on other aspects of the drama and also by handling spoken dialogue or script it can help to boost students' confidence.

2.8 Previous Related Studies

There are seven studies which are closely related to this study. First, the study which is entitled *"*Improving Speaking Skill of the Eleventh Grade Students of SMA N 14 Palembang by Using Readers' Theatre*"* was conducted by Agustin (2015) from English Education Study Program of Sriwijaya University. This study found that there was a significant improvement in students' speaking skill after they were taught by using Readers' Theatre and she concluded that Readers' Theatre was effective in improving student's speaking skill of the eleventh grade students of SMA N 14 Palembang. This previous study and the writer's current study have similarities and differences. The similarity is both research have the same dependent and independent variables, speaking skill and Readers' Theatre. Meanwhile, the difference is on the population of the study. The previous study was conducted in SMA N 14 Palembang while the writer's current study was conducted in SMA Muhammadiyah 2 Palembang.

The second previous study is "The Implementation of Readers' Theatre to Improve Students' Speaking (An Action Research in a Private University in Cianjur)" was conducted by Maryani (2015) from English Education Program of Indonesia University of Education. This research found that Readers' theatre has improved students' speaking by providing stages like reading, rehearsal, and

performing stage which facilitated students to speak. The improvements of students' speaking were also assisted by the teacher's role in deciding the reading materials used, managing group activities and providing feedback. Then, Students' attitudes toward readers' theatre showed that readers' theatre has positively helped students to be more active in using the language, involving all language skills from listening, speaking, reading and writing. This previous study and the writer's current study have similarities and differences. The similarity is both research have the same dependent and independent variables, speaking skill and Readers' Theatre. Meanwhile, the difference is on the population of the study. The previous study was conducted in a Private University in Cianjur while the writer's current study was conducted in SMA Muhammadiyah 2 Palembang.

The third previous study entitled "Using Readers Theatre to improve the speaking skill of grade XI students of SMA Negeri 2 Playen in the academic year of 2012/2013" which was conducted Endarto (2013) from English Language Education Department of Yogyakarta State University. This study found that there was a significant difference between students' speaking scores in the pre-test and those in the pos-test. The students' post-test scores were significantly higher than their pre-test scores. It means that there was a significant improvement in grade XI students' speaking skill. The research findings also showed that the teaching and learning processes were gradually improved in terms of preparation, presentation, teaching methods/techniques/strategies, teacher-students interaction, and students' involvement and motivation. This previous study and the writer's current study have similarities and differences. The similarity is both research

have the same dependent and independent variables, speaking skill and Readers' Theatre. Meanwhile, the difference is on the population of the study. The previous study was conducted in SMA Negeri 2 Playen Yogyakarta while the writer's current study was conducted in SMA Muhammadiyah 2 Palembang.

The fourth one is done by Martha and Ardi (2013) from State University of Padang with her research entitled "Teaching Speaking Fluency by using Readers' Theatre Strategy to Students at Senior High School". They found that there was a significant improvement in the students speaking skill after they were taught by using RT. It was because this strategy gave a chance for the students to express their feeling, emotion, and ideas all together. They also found that the lack of vocabulary problem could also be solved. This previous study and the writer's current study have similarities and differences. The similarity is both research have the same dependent and independent variables, speaking skill and Readers' Theatre. Meanwhile, the difference is on the population of the study. The previous study was conducted in one of senior high school in Padang while the writer's current study was conducted in SMA Muhammadiyah 2 Palembang.

The next research is conducted by Patrick (2010) from University of Niigata Prefecture, Japan entitled "Improving Oral Skills through Readers' Theatre: A Study of Views of Japanese EFL Learners". The findings from his study show that RT enhanced the English skills of Japanese EFL learners as they learned to use English in a real communicative context. Readers' Theatre also boosted the confidence of Japanese EFL learners in their spoken English as they experimented with their voices by varying the pitch and volume to portray the

characters in their scripts. This previous study and the writer's current study have similarities and differences. The similarity is both research have the same dependent and independent variables, speaking skill and Readers' Theatre. Meanwhile, the difference is on the population of the study. The previous study was conducted in one of university in Japan while the writer's current study was conducted in SMA Muhammadiyah 2 Palembang, Indonesia.

Another research which is entitled "The effects of Reader's Theatre on reading comprehension and fluency of fifth grade students" by Black (2016) from Walden University. The results of this study showed that there was no significant differences among groups in their gain scores. This previous study and the writer's current study have similarities and differences. The similarity is both research have the same independent variable which is Readers' Theatre. Meanwhile, the difference is on dependent variable and the population of the study. The previous study was discussed about reading comprehension and fluency and it was conducted in Walden University, USA. While, the writer's current study was discussed about speaking skill and it was conducted in SMA Muhammadiyah 2 Palembang, Indonesia.

The last research which is entitled "Improving reading fluency and reading comprehension achievements of the twelfth grade students of SMA Negeri 2 Kotabumi through Reader's Theater strategy" by Rachmatia (2016) from Sriwijaya University. This study indicated that RT was effective to improve students' reading fluency and comprehension achievements and also each aspect of them. This study also showed that there was a significant correlation between

students' reading fluency and comprehension. Further, the results also showed the students' positive feedbacks towards the use of RT strategy. This previous study and the writer's current study have similarities and differences. The similarity is both research have the same independent variable which is Readers' Theatre. Meanwhile, the difference is on dependent variable and the population of the study. The previous study was discussed about reading fluency and comprehension achievements, and it was conducted in SMA Negeri 2 Kotabumi, Lampung. While, the writer's current study was discussed about speaking skill and it was conducted in SMA Muhammadiyah 2 Palembang, Indonesia.

2.9 Hypotheses of the Study

The hypotheses of this study are as follows:

1. H_a: There is a significant improvement in speaking skill of the eleventh grade students of SMA Muhammadiyah 2 Palembang after they were taught by using Readers' Theatre.

   H_0: There is no significant improvement in speaking skill of the eleventh grade students of SMA Muhammadiyah 2 Palembang after they were taught by using Readers' Theatre.

2. H_a: There is a significant difference in speaking skill of the eleventh grade students of SMA Muhammadiyah 2 Palembang between those who were taught by using Readers' Theatre and those who were not.

H_0: There is no significant difference in speaking skill of the eleventh grade students of SMA Muhammadiyah 2 Palembang between those who were taught by using Readers' Theatre and those who were not.

2.10 The Criteria for Testing the Hypotheses

To prove the research problems, the testing of research hypothesis is below:

1. - If the p-output (Sig.2 tailed) is lower than 0.05 and t-obtained is higher than t-table (2.064), the alternative hypothesis (H_a) is accepted, and the null hypothesis (H_o) is rejected.

    - If the p-output (Sig.2 tailed) is higher than 0.05 and t-obtained is lower than t-table (2.064), the alternative hypothesis (H_a) is rejected, and the null hypothesis (H_o) is accepted.

2. - If the p-output (Sig.2 tailed) is lower than 0.05 and t-obtained is higher than t-table (2.011), the alternative hypothesis (H_a) is accepted, and the null hypothesis (H_o) is rejected.

    - If the p-output (Sig.2 tailed) is higher than 0.05 and t-obtained is lower than t-table (2.011), the alternative hypothesis (H_a) is rejected, and the null hypothesis (H_o) is accepted.

CHAPTER III

METHODS AND PROCEDURES

In this chapter, the writer explains (1) method of research, (2) research variables, (3) operational definitions, (4) population and sample, (5) data collection, (6) research instruments analysis, (7) data analysis, and (8) Hypotheses testing.

3.1 Method of Research

In this study, the writer used quasi experimental research method. According to Creswell (2012, p. 309), quasi-experiments include assignment, but not random assignment of participants to groups. Then, Levy and Nova (2011, p. 155) state that quasi-experiment also known as 'field-experiment' or 'in-situ experiment', it is a type of experimental design in which the researcher has limited leverage and control over the selection of study participants. There were two groups in this study; experimental group and control group. The basic scheme of this design is described as below:

$$O1 \quad X \quad O2$$

$$O3 \quad -- \quad O4$$
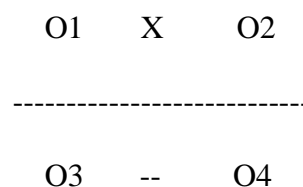
Where:

O1   : pretest of experimental group

O2   : posttest of the experimental group

O3   : pretest of control group

O4   : posttest of control group

X   : treatment for the experimental group by using Readers' Theatre

--   : no treatment

Pretest was given to the students in control group and experimental group at the first meeting. The treatment was only given to the experimental group by using Readers' Theatre as the strategy. The experimental group was given treatment by using Readers' Theatre for 12 meetings. At the end, both of the groups were given posttest to obtain the final data and to see whether there were significant improvement between the pretest and posttest results in experimental group and significant difference between control group and experimental group. In applying this method, the writer held 14 meetings, including 2 meetings for pretest and posttest.

3.2 Research Variables

Based on Creswell (2012, p. 115-116), dependent variable is an attribute or characteristic that is dependent on or influenced by the independent variable, while the independent variable is an attribute or characteristic that influences or affects an outcome or dependent variable. In addition, Fraenkel, Wallen and Hyun (2012, p. 80) reveal that independent variable is those that the researcher chooses to study in order to assess their possible effects on one or more other variables. An independent variable is presumed to affect (at least partly cause) or somehow

influence at least one other variable, while the variable that the independent variable is presumed to affect is called a dependent variable. In this study, the independent variable is Readers' Theatre and the dependent variable is students' speaking skill.

3.3 Operational Definitions

There are some terms need to be explained operationally in this study to avoid misinterpretation. They are *improving speaking skill* and *Readers' Theatre*.

Improving speaking skill in this study means the process of making better the capability of the eleventh grade students of SMA Muhammadiyah 2 Palembang to convey information through spoken language. The improvement can be seen in the comparison of their pretest and posttest, if the scores of the students in the posttest are higher than the scores in the pretest, so the speaking skill of the students is improved.

Then, *Readers' Theatre* is the strategy applied by the writer for teaching speaking skill in which the students of SMA Muhammadiyah 2 Palembang do an oral presentation. They first read a story and then transform the story into a script involving several characters. Next, the script then performed in front of the class.

3.4 Population and Sample

   3.4.1 Population

Based on Fraenkel et al. (2012, p. 91), population is the larger group to which one hopes to apply the results. On the other hand, population is a group of

individuals who have the same characteristic (Creswell, 2012, p. 142). The population of this study was the eleventh grade students of SMA Muhammadiyah 2 Palembang academic year 2017/2018 as shown in the following table.

Table 1

The Population of the Study

No	Class	Total
1.	XI IPA 1	25
2.	XI IPA 2	25
6.	XI IPS 1	34
7.	XI IPS 2	30
Total		114

Source: SMA Muhammadiyah 2 Palembang Academic year 2017/2018

3.4.2 Sample

As stated by Cohen, Manion, and Morrison (2007, p. 100), sample is the data from a smaller group or subset of the total population in such a way that the knowledge gained is representative of the total population. Besides that, Fraenkel et al. (2012, p. 91) claim that sample is a fairly small number of individual members. In this study, the writer used purposive sampling to select the sample. Purposive sampling method is a technique to take a sample based on the reasons (Sugiyono, 2012, p. 85).

In selecting a sample by using purposive sampling, the writer chose two classes as the samples based on some criteria. The criteria were: they had the same

numbers of students, they were taught by the same English teacher, and they had the same English ability. In order to know the students' English ability, the writer asked the English teacher. Then, the writer decided which class that would be the experimental and control group based on the students' English scores. The sample of the study can be seen in the table below.

Table 2

The Sample of the Study

No	Class	Number of Student
1.	XI IPA 1	25 (Control group)
2.	XI IPA 2	25 (Experimental group)
Total		50

Source: SMA Muhammadiyah 2 Palembang Academic year 2017/2018

3.5 Data Collection

In this study, the writer used a test in collecting the data. Based on Fraenkel et al. (2012, p. 127), test is like measure an individual's knowledge or skill in a given area or subject. The test was English speaking test that was given twice, at the beginning (pre-test) and at the end (post-test). The purpose of the test was to measure students' speaking achievement before and after the treatments in the experimental group. In constructing the test, the writer focused on a narrative story. The writer gave the students opportunity to perform their ability in speaking by reporting about a narrative story. They had to perform the topic in 1-3 minutes duration.

1. **Pre-test**

   Pre-test was done before the treatments in both groups, experimental and control group. Pretest was done to know students' speaking achievement before the writer gives the treatments.

2. **Post-test**

   Post-test was done after the treatments in both groups, experimental and control group. This test was done to know the students' score in speaking achievement after the treatments.

3.6 Research Instrument Analysis

   3.6.1. Validity Test

   According to Cohen et al. (2007, p. 133), validity is an important key to effective research. Additionally, validity is the most important idea to consider when preparing or selecting an instrument for use (Fraenkel et al., 2012, p. 147). It was needed to convince that the instrument that the writer used was accurate. In this research, the writer used construct validity and content validity.

   1. **Construct validity**

      Construct validity is a major issue in validating large scale standardized test of proficiency (Brown, 2004, p. 25). After constructing the instruments related to some aspects measured, then it was consulted to achieve some expert judgments from three validators. There were some characteristics for expert judgments or validators such

as English lecturer who has teaching experiences more than five years, has TOEFL score 550, and master graduates.

In relation to statement above, the writer asked the lecturer of English Education Study Program at UIN Raden Fatah Palembang as validators in this study. There were three validators from English lecturers of English Education Study Program of UIN Raden Fatah to validate the research instrument and lesson plan. They were Eka Sartika, M.Pd, Nova Lingga Pitaloka, M.Pd, and Beni Wijaya, M.Pd. Based on the assessment carried out by validator I, II, and III, the result analysis of instrument and also lesson plan could be used with some revision. From the validators, it could be assumed that the instrument and lesson plan were appropriate to apply in this research.

2. Content validity

Yaghmaie (2003, p. 25) claims that content validity refers to the degree that the instrument covers the content that it is supposed to measure. To know whether or not a test has content validity, a specification of the skills should be made based on the curriculum and syllabus. Then, the result of analysis in constructing content validity is presented in the test of specification table including: basic competence, indicators, materials, number of items, and kind of test. It was formulated based on the English syllabus for eleventh grade students. The specification of the test was presented in table 3.

Table 3

Table of Test Specification

Basic competence	Indicators	Materials	Number of items	Kind of test
Expressing the meaning and rhetorical steps in simple story accurately, fluently, and acceptably by using spoken language varieties in daily life context and to access knowledge in form of narrative text.	• Students are able to response the monologue of narrative text. • Students are able to express the monologue text in form of narrative text (story telling).	1. In this test, you are asked to tell a story. 2. Choose one of the topics of the stories below: a. Tangkuban Perahu b. Bawang merah bawang putih c. Malin Kundang d. The Legend of Toba Lake e. The Legend of Pulo Kemaro 3. Tell the story in 1-3 minutes clearly and loudly! 4. Your performance will be examined in terms of five aspects: fluency, pronunciation, grammar, vocabulary, and comprehension. 5. Before you tell the story, mentions your name and your class! 6. Good luck!	1	Speaking Test

3.6.2. Reliability Test

Reliability test calculated whether the research instrument used for pretest and posttest activities was reliable or not. Reliability refers to the consistency of the scores obtained, how consistent they are for each individual from one administration of an instrument to another and from

one set of items to another (Fraenkel et al., 2012, p. 154). To estimate the reliability of the test, inter-rater reliability was applied. Based on Marques & McCall (2005, p. 442), Inter-rater reliability is the extent to which two or more individuals (coders or raters) agree.

Further, the reliability of speaking test was obtained. It was measured from the result of three expert judgments. The result showed that speaking test with the instruction, topic, time allocation, content, and rubric were appropriate. All in all, speaking test was reliable.

3.7 Data Analysis

The writer describes some techniques in analyzing the data, as follows:

3.7.1. Instrument Analysis

The data from students' speaking test (pretest-posttest) was analyzed by three raters. The raters were Beni Wijaya, M.Pd (Lecturer of Sriwijaya and UIN RF University), Janita Norena, M.Pd (Lecturer of Sriwijaya and UIN RF University), and Aisyah Syahab, M.Pd (Lecturer of Sriwijaya and UIN RF University). They were analyzed the data by using rubric for oral proficiency categories from Brown (2004). There are five aspects of speaking scoring system; fluency (1-5), pronunciation (1-5), grammar (1-5), vocabulary (1-5), and comprehension (1-5). The rubric score is converted into the following classification table by using the formula:

The student's score = $\dfrac{\text{Rubric score obtained x 100}}{\text{Maximum rubric score}}$

Table 4

The Classification of Student's Score

Scale	Category
85-100	Excellent
71-84	Good
55-70	Fair
<54	Poor

Source: SMA Muhammadiyah 2 Palembang Academic year 2017/2018

3.7.2. Data Description

Before the data was analyzed, distribution of the data was used to see the distribution of frequency the data and descriptive statistics. The procedure in distribution of the data was described as follow:

1) Distributions of Frequency Data

In distributions of frequency data, the students' score, frequency, percentage was achieved. The distributions of frequency data were obtained from students' pretest-posttest scores in experimental and control group.

2) Descriptive Statistics

In descriptive statistics, number of sample, the score of minimal, maximal, mean, and standard deviation were analyzed. Descriptive statistics were obtained from students' pretest and posttest scores in experimental and control groups.

3.7.3. Prerequisite Analysis

Before analyzing the data, pre-requisite analysis was done to see whether the data obtain were normal and homogenous. The procedures in pre-requisite analysis as follow:

1) Normality Test

Normality test used to measure whether the data obtain were normal or not. The data is classified into normal when the p-output is higher than 0.05 levels (Priyatno, 2010, p. 71). To test the normality, the writer used *Kolmogorov Smirnov* in SPSS program. The normality test was used to measure students' pretest and posttest scores in both groups (experimental and control group).

2) Homogeneity Test

Homogeneity test used to measure whether the data obtain were homogeneous (same) or not. Priyatno (2010, p. 76) defines the score is categorized homogen when the p-output is higher than mean significant difference at 0.05 levels. The homogeneity test was used to measure students' pretest and posttest scores in both groups (experimental and control group). In measuring homogeneity test, the writer used *Levene Statistics* in SPSS program.

After the data were found normal and homogeneous, further analyses were conducted. T-test was used to analyze the data. Paired-sample t-test and independent sample t-test were applied in this study. Paired sample t-test was used to find out whether or not there was any significant improvement in speaking skill

of the eleventh grade students after they were taught by using Readers' Theatre and the independent sample t-test was used to find out whether there was any significant difference in speaking skill between the students who were taught by using Readers' Theatre and those who were not. To run the analysis, the writer employed the Statistical Package for Social Science (SPSS) version 21 for windows.

3.8 Hypotheses Testing

In measuring the significant improvement and significant difference on students' speaking skill by using Readers' Theatre, as follows:

1. In measuring a significant improvement, paired-sample t-test was used for testing students' pretest and posttest scores in experimental group. The significant improvement is accepted whenever the p-output (Sig. 2-tailed) is lower than 0.05 and t-obtained is higher than t-table (2.064). While the significant improvement is rejected when the p-output (Sig. 2-tailed) is higher than 0.05 than t-value is lower than t-table (2.064).

2. In measuring a significant different, independent sample t-test was used for testing students' posttest scores in experimental group and posttest scores in control group. The significant difference is accepted whenever the p-output (Sig. 2-tailed) is lower than 0.05 and t-obtained is higher than t-table (2.011). While the significant difference is rejected when the p-output (Sig. 2-tailed) is higher than 0.05 than t-value is lower than t-table (2.011).

CHAPTER IV

FINDINGS AND INTERPRETATIONS

This chapter presents: (1) findings and (2) interpretation of the study.

4.1 Findings

The findings of this study were to find out: (1) data descriptions, (2) prerequisite analysis, and (3) the results of hypotheses testing.

4.1.1. Data Descriptions

In the data descriptions, distribution of data frequency and descriptive statistics were analyzed.

4.1.1.1 Distribution of Data Frequency

In distribution of data frequency, score, frequency, and percentage, were described. The scores were got from: (a) pretest scores in control group, (b) posttest scores in control group, (c) pretest scores in experimental group, and (d) posttest scores in experimental group.

1. Students' Pretest Scores in Control Group

In distribution of data frequency, it was found that the interval score, frequency and percentage. The result of the pretest scores in control group is described in table 5.

Table 5
Distribution of Data Frequency on Students' Pretest Scores in
Control Group

Pretest_Control

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20.00	1	4.0	4.0	4.0
	21.00	1	4.0	4.0	8.0
	28.00	1	4.0	4.0	12.0
	35.00	1	4.0	4.0	16.0
	37.00	1	4.0	4.0	20.0
	40.00	1	4.0	4.0	24.0
	41.00	1	4.0	4.0	28.0
	48.00	2	8.0	8.0	36.0
	49.00	1	4.0	4.0	40.0
	51.00	1	4.0	4.0	44.0
	53.00	1	4.0	4.0	48.0
	57.00	1	4.0	4.0	52.0
	59.00	1	4.0	4.0	56.0
	60.00	1	4.0	4.0	60.0
	65.00	4	16.0	16.0	76.0
	67.00	1	4.0	4.0	80.0
	69.00	1	4.0	4.0	84.0
	71.00	2	8.0	8.0	92.0
	72.00	2	8.0	8.0	100.0
	Total	25	100.0	100.0	

Based on the table above, it was found that there were two students (8.0%) who got 72, two students (8.0%) who got 71, one student (4.0%) who got 69, one student (4.0%) who got 67, four students (16.0%) who got 65, one student (4.0%) who got 60, one student (4.0%) who got 59, one student (4.0%) who got 57, one student (4.0%) who got 53, one student (4.0%) who got 51, one student (4.0%)

who got 49, two students (8.0%) who got 48, one student (4.0%) who got 41, one student (4.0%) who got 40, one student (4.0%) who got 37, one student (4.0%) who got 35, one student (4.0%) who got 28, one student (4.0%) who got 21, and one student (4.0%) who got 20.

2. Students' Posttest Scores in Control Group

In distribution of data frequency, it was found that the interval score, frequency and percentage. The result of the posttest scores in control group is described in table 6.

Table 6
Distribution of Data Frequency on Students' Posttest Scores in Control Group

Posttest_Control

		Frequency	Percent	Valid Percent	Cumulative Percent
	40.00	2	8.0	8.0	8.0
	41.00	1	4.0	4.0	12.0
	43.00	1	4.0	4.0	16.0
	44.00	2	8.0	8.0	24.0
	45.00	2	8.0	8.0	32.0
	47.00	1	4.0	4.0	36.0
	49.00	1	4.0	4.0	40.0
Valid	51.00	1	4.0	4.0	44.0
	52.00	1	4.0	4.0	48.0
	56.00	2	8.0	8.0	56.0
	57.00	1	4.0	4.0	60.0
	64.00	2	8.0	8.0	68.0
	65.00	2	8.0	8.0	76.0
	71.00	1	4.0	4.0	80.0
	72.00	1	4.0	4.0	84.0

73.00	2	8.0	8.0	92.0
75.00	1	4.0	4.0	96.0
77.00	1	4.0	4.0	100.0
Total	25	100.0	100.0	

Based on the table above, it was found that there were one student (4.0%) who got 77, one students (4.0%) who got 75, two students (8.0%) who got 73, one student (4.0%) who got 72, one student (4.0%) who got 71, two students (8.0%) who got 65, two students (8.0%) who got 64, one student (4.0%) who got 57, two students (8.%) who got 56, one student (4.0%) who got 52, one student (4.0%) who got 51, one student (4.0%) who got 49, one student (4.0%) who got 47, two students (8.0%) who got 45, two students (8.0%) who got 44, one student (4.0%) who got 43, one student (4.0%) who got 41, and two students (8.0%) who got 40.

Furthermore, there were four categories of students' speaking score. The classification of speaking categories students' pretest and posttest score in control group can be seen from the following chart below:

Chart 1

The classification of Speaking Categories Students' Pretest and Posttest Score in Control Group.
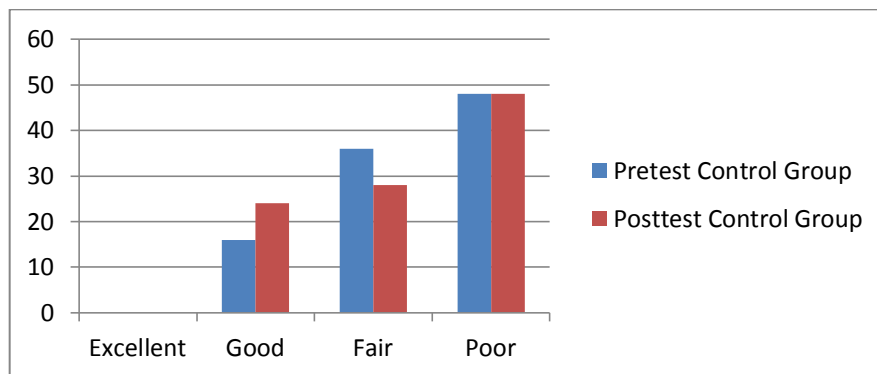
Based on the analysis of students' pretest scores in control group of 25 students, it could be seen that there were 16% of students included in good category, 36% of students included in fair category, 48% of students included in poor category, and no student (0%) included in excellent category. While, the analysis of students' posttest scores in control group of 25 students, it could be seen that there were 24% of students included in good category, 28% of students included in fair category, 48% of students included in poor category, and no student (0%) included in excellent category.

3. Students' Pretest Scores in Experimental Group

In distribution of data frequency, it was found that the interval score, frequency and percentage. The result of the pretest scores in experimental group is described in table 7.

Table 7
Distribution of Data Frequency on Students' Pretest Scores in
Experimental Group

Pretest_Experimental

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	23.00	1	4.0	4.0	4.0
	27.00	1	4.0	4.0	8.0
	29.00	1	4.0	4.0	12.0
	35.00	1	4.0	4.0	16.0
	36.00	1	4.0	4.0	20.0
	37.00	1	4.0	4.0	24.0
	39.00	1	4.0	4.0	28.0
	40.00	1	4.0	4.0	32.0
	41.00	1	4.0	4.0	36.0
	43.00	1	4.0	4.0	40.0

|				
44.00	1	4.0	4.0	44.0
48.00	1	4.0	4.0	48.0
49.00	1	4.0	4.0	52.0
51.00	1	4.0	4.0	56.0
52.00	2	8.0	8.0	64.0
53.00	1	4.0	4.0	68.0
57.00	1	4.0	4.0	72.0
60.00	1	4.0	4.0	76.0
61.00	1	4.0	4.0	80.0
64.00	1	4.0	4.0	84.0
67.00	2	8.0	8.0	92.0
72.00	1	4.0	4.0	96.0
73.00	1	4.0	4.0	100.0
Total	25	100.0	100.0	

Based on the table, it was found that there were one student (4.0%) who got 73, one student (4.0%) who got 72, two students (8.0%) who got 67, one student (4.0%) who got 64, one student (4.0%) who got 61, one student (4.0%) who got 60, one student (4.0%) who got 57, one student (4.0%) who got 53, two students (8.0%) who got 52, one students (4.0%) who got 51, one student (4.0%) who got 49, one student (4.0%) who got 48, one student (4.0%) who got 44, one student (4.0%) who got 43, one student (4.0%) who got 41, one student (4.0%) who got 40, one student (4.0%) who got 39, one student (4.0%) who got 37, one student (4.0%) who got 36, one student (4.0%) who got 35, one student (4.0%) who got 29, one student (4.0%) who got 27, and one student (4.0%) who got 23.

4. Students' Posttest Scores in Experimental Group

In distribution of data frequency, it was found that the interval score, frequency and percentage. The result of the posttest scores in experimental group is described in table 8.

Table 8
Distribution of Data Frequency on Students' Posttest Scores in Experimental Group

		Frequency	Percent	Valid Percent	Cumulative Percent
	60.00	2	8.0	8.0	8.0
	61.00	4	16.0	16.0	24.0
	63.00	2	8.0	8.0	32.0
	64.00	3	12.0	12.0	44.0
	65.00	1	4.0	4.0	48.0
	69.00	1	4.0	4.0	52.0
	71.00	3	12.0	12.0	64.0
Valid	73.00	2	8.0	8.0	72.0
	75.00	1	4.0	4.0	76.0
	77.00	1	4.0	4.0	80.0
	80.00	1	4.0	4.0	84.0
	81.00	1	4.0	4.0	88.0
	84.00	1	4.0	4.0	92.0
	88.00	2	8.0	8.0	100.0
	Total	25	100.0	100.0	

Based on the table, it was found that there were two students (8.0%) who got 88, one student (4.0%) who got 84, one student (4.0%) who got 81, one student (4.0%) who got 80, one student (4.0%) who got 77, one student (4.0%) who got 75, two students (8.0%) who got 73, three students (12.0%) who got 71,

one student (4.0%) who got 69, one students (4.0%) who got 65, three students (12.0%) who got 64, two students (8.0%) who got 63, four students (16.0%) who got 61, and two students (8.0%) who got 60.

Furthermore, there were four categories of students' speaking score. The classification of speaking categories students' pretest and posttest scores in experimental group can be seen from the following chart below:

Chart 2

The classification of Speaking Categories Students' Pretest and Posttest

Scores in Experimental Group.
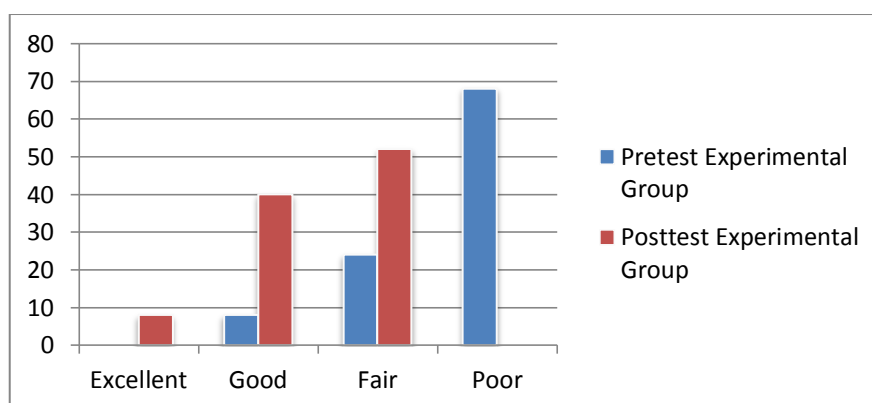
Based on the analysis of students' pretest scores in experimental group of 25 students, it could be seen that there were 8% of students included in good category, 24% of students included in fair category, 68% of students included in poor category, and no student (0%) included in excellent category. While, the analysis of students' posttest scores in experimental group of 25 students, it could be seen that there were 8% of students included in excellent category, 40% of students included in good category, 52% of students included in fair category, and no student (0%) included in poor category.

4.1.1.2. Descriptive Statistics

In the descriptive statistics, the total of sample (N), minimum and maximum scores, mean scores, standard deviation were analyzed. The scores were acquired from; (a) pretest scores in control group, (b) posttest scores in control group, (c) pretest scores in experimental group, and (d) posttest scores in experimental group.

1. Students' Pretest Scores in Control Group

In descriptive statistics, it showed that the total number of sample was 25 students. The minimum score was 20.00, the maximum score was 72.00, the mean score was 53.1600 and the standard deviation was 16.07192. The result analysis of descriptive statistics in control group is described in Table 9 below.

Table 9
Descriptive Statistics on Students' Pretest Scores in Control Group

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest_Control	25	20.00	72.00	53.1600	16.07192
Valid N (listwise)	25				

2. Students' Posttest Scores in Control Group

In descriptive statistic, it showed that the total number of sample was 25 students. The minimum score was 40.00, the maximum score was 77.00, the mean score was 56.3600, and the standard deviation was 12.50960. The result analysis of descriptive statistic in control group is described in Table 10.

Table 10

Descriptive Statistics on Students' Posttest Scores in Control Group

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Posttest_Control	25	40.00	77.00	56.3600	12.50960
Valid N (listwise)	25				

3. Students' Pretest Scores in Experimental Group

In descriptive statistics, it showed that the total number of sample was 25 students. The minimum score was 23.00, the maximum score was 73.00, the mean score was 48.8000 and the standard deviation score was 14.02379. The result analysis of descriptive statistics in experimental group is described in Table 11.

Table 11

Descriptive Statistics on Students' Pretest Scores in Experimental Group

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest_Exp	25	23.00	73.00	48.8000	14.02379
Valid N (listwise)	25				

4. Students' Posttest Scores in Experimental Group

In descriptive statistics, it showed that the total number of sample was 25 students. The minimum score was 60.00, the maximum score was 88.00, the mean score was 69.9200, and the standard deviation score was 8.93458. The result analysis of descriptive statistics in experimental group is described in Table 12.

Table 12
Descriptive Statistics on Students' Posttest Scores in Experimental Group

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Posttest_Exp	25	60.00	88.00	69.9200	8.93458
Valid N (listwise)	25				

4.1.2. Prerequisite Analysis

In prerequisite analysis, there were two analyses that should be done. They were normality test and homogenity test.

4.1.2.1. Normality Test

In measuring normality test, *1 Sample Kolmogorov-Smirnov* was used. The normality test is used to measure students' pretest and posttest in control and experimental group.

1. Students' Pretest Scores in Control and Experimental Groups

The normality test was computed by using SPSS 21. The result of analysis is figured out in table 13 below.

Table 13
Normality Test of Students' Pretest Scores in Control and Experimental Groups

No	Student's Pretest	N	Kolmogorov Smirnov	Sig.	Result
1	Control Group	25	.847	.470	Normal
2	Experimental Group	25	.370	.999	Normal

2. Students' Posttest Scores in Control and Experimental Groups

The normality test was computed by using SPSS 21. The result of analysis is figured out in table 14 below.

Table 14
Normality Test of Students' Posttest Scores in Control and Experimental Groups

No	Student's Posttest	N	Kolmogorov Smirnov	Sig.	Result
1	Control Group	25	.690	.727	Normal
2	Experimental Group	25	.945	.333	Normal

4.1.2.2. Homogenity Test

In measuring homogeneity test, Levene statistics was used. Levene statistics is a formula that used to analyze the homogeneity data. The homogeneity test was used to measure students' pretest scores in experimental and control groups, and students' posttest scores in experimental and control groups.

1. Students' Pretest Scores in Control and Experimental Groups

Based on the homogeneity test, it was found that the significance level was 0.420. From the result of the output, it could be stated that the students' pretest in control and experimental group were homogenous since they were higher than 0.05. The result of homogeneity test is figured out in Table 15.

Table 15

Homogeneity Test on Students' Pretest Scores in Control and Experimental Groups

Test of Homogeneity of Variances

Pretest_scores

Levene Statistic	df1	df2	Sig.
.660	1	48	.420

2. Students' Posttest Scores in Control and Experimental Groups

Based on the homogeneity test, it was found that the significance level was 0.218. From the result of the output, it could be stated that the students' posttest in control and experimental group were homogenous since they were higher than 0.05. The result of homogeneity test is figured out in Table 16.

Table 16

Homogeneity Test on Students' Posttest Scores in Control and Experimental Groups

Test of Homogeneity of Variances

Posttest_scores

Levene Statistic	df1	df2	Sig.
1.556	1	48	.218

4.1.3. Result of Hypothesis Testing

In this result hypothesis testing, measuring means significant improvement was presented.

4.1.3.1. Result Analysis of Paired Sample T-Test from Students' Pretest to Posttest Score in Experimental Groups

In this research, paired sample t-test was used to measure the significant improvement on students' speaking skill by using Readers' Theatre strategy at

the eleventh grade students of SMA Muhammadiyah 2 Palembang. The analysis result of paired sample t-test is figured out in Table 17 below.

Table 17
Result Analysis of Paired Sample T-Test from Students' Pretest to Posttest Score in Experimental Groups

Using *Readers' Theatre strategy* at SMA Muhammadiyah 2 Palembang	Paired Sample t-test			Ha
	T	Df	Sig. (2-tailed)	
	11.058	24	.000	Accepted

Based on the table analysis, it was found that the p-output was 0.000 and the t-value was 11.058. It could be stated that there was a significant improvement on students speaking skill taught by using Readers' Theatre strategy because the p-output was lower than 0.05 and the t-value was higher than t-table (df 24 = 2.064). Therefore, it was concluded that the null hypothesis (Ho) was rejected, and the alternative hypothesis (Ha) was accepted.

4.1.3.2. Result Analysis of Independent Sample T-Test from Students' Posttest Scores in Control and Experimental Groups

In this research, independent t-test was used to measure the significant difference on students' speaking skill taught by using Readers Theatre strategy and those who were taught by using teacher's method at SMA Muhammadiyah 2 Palembang. The analysis result of independent sample t-test is figured out in Table 18.

Table 18

Result Analysis of independent Sample t-test from Students' Posttest Scores in Control and Experimental Groups

Using *Readers' Theatre strategy* at SMA Muhammadiyah 2 Palembang	Independent Sample t-test			Ha
	T	Df	Sig. (2-tailed)	
	4.410	48	.000	Accepted

Based on the table analysis, it was found that the p-output was 0.000 and the t-value was 4.410**.** It could be stated that there was a significant difference on students' speaking skill taught by using Readers' Theatre strategy because the p-output was lower than 0.05 and the t-value was higher than t-table (df 48= 2.011). Therefore, it was concluded that the null hypothesis (Ho) was rejected, and the alternative hypothesis (Ha) was accepted.

4.2 Interpretation of the study

To strengthen the value of this study, some interpretations are made on the basis of the findings above. Based on the result of data analyses, the finding result showed that the students in experimental group gained a significant progress of speaking skill after the treatment by using Readers' Theatre strategy.

In teaching speaking for senior high school students, the appropriate way would be applied by the teacher in order to make the students be more enthusiastic and interested in speaking English. According to Harmer (2001, p. 271-275), one

of teaching speaking activity is acting from a script; it is like act out dialogues or scenes that the students have written by themselves. It is in line with the strategy which the researcher applied in this study i.e. Readers' Theatre.

Su (2014, p. 5) states that Readers' Theatre is one of the theatre types; it is used as a teaching method. Drama or theatre, known as Readers' Theatre, has been found to be particularly effective in building oral skills fluency (Prescott, 2003, p. 22). Furthermore, Patrick (2008, p. 93) defines that Readers' Theatre (RT) is a form of group storytelling in which performers read aloud a story using script. The steps of applying Readers' Theatre (RT); the students read a literary text at the first and then write a drama script to portray characters from the text they have read (Patrick, 2010, p. 37).

Based on the result of paired sample t-test on the pre test and post test in experimental group, it was found that p-output was lower than 0.05 and the t-value was higher than t-table. It could be interpreted that there was a significant improvement from students' pre test and post test scores in experimental group, it meant that Readers' Theatre strategy significantly improved for the eleventh grade students' speaking skill at SMA Muhammadiyah 2 Palembang especially XI IPA 2. This result was consistent with many studies, some of them were conducted by Agustin (2015), Maryani (2015), Endarto (2013), Martha and Ardi (2013) who were found that Readers' Theatre strategy significantly affects on students' speaking skill. It could be stated that the null hypothesis (Ho) was rejected, and the alternative hypothesis (Ha) was accepted.

Second, it was also found that there was a significant difference. It can be seen from independent sample t-test on post test result in experimental and control group, it was found that that p-output was lower than 0.05 and the t-value was higher than t-table. It meant that there was a significant difference on the students who were taught by using Readers' Theatre strategy and those who were not. Thus, it could be interpreted that the null hypothesis (Ho) was rejected, and the alternative hypothesis (Ha) was accepted.

There were some factors why Readers' Theatre could improve students' speaking skill and gave significant difference at SMA Muhammadiyah 2 Palembang especially XI IPA 2. First, the students felt interested, fun, and easy to practice oral language. In the first meeting, the researcher focused on the explaining about narrative text first and then how to use Readers' Theatre strategy. At the beginning, the students felt unfamiliar with the strategy. They get confused because the strategy was very different from their teacher's strategy. Therefore, the reseacher put more effort in introducing Readers' Theatre strategy to the students. As the treatment was applied, the students began to be interested in the lesson through this strategy. They felt fun because this strategy was not boring; the students not only participate in performance, they also can create scripts (Cook, 2010). After that, they really enjoy theatre activity (Dixon, 2010, p. 4-5). They were very enthusiastic being one of a part or character on the theatre whether they were a performer or audience.

Additionally, Readers' Theatre could solve vocabulary problem (Martha and Ardi, 2013). It happened because providing stage such as reading, rehearsal,

and performing stage (Maryani, 2015). Third, the problem of students' confidence and shy were solved; it was because the script which they held and read (Patrick, 2010; Prescott, 2003, p. 22-24).

In short, the researcher concludes that Readers Theatre strategy gave a significant effect on student speaking skill. The use of Readers Theatre can improve speaking skill of the eleventh grade students of SMA Muhammadiyah 2 Palembang.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents: (1) conclusion; and (2) suggestions.

5.1 Conclusion

Based on the findings and interpretation in the previous chapter, some conclusions are drawn. First, from the result of pretest to posttest in teaching speaking skill by using Readers' Theatre strategy, significant improvement on students' speaking skill of the eleventh grade students of SMA Muhammadiyah 2 Palembang was found. It could be concluded that the null hyphotesis (Ho) was rejected, and the alternative hyphotesis (Ha) was accepted. Second, significant difference on students' speking skill who were taught by using Readers' Theatre strategy and those who were not at SMA Muhammadiyah 2 Palembang was found. It could be concluded that the null hyphotesis (Ho) was rejected, and the alternative hyphotesis (Ha) was accepted.

The result could occur because the students felt interested, fun, and easy to practice oral language. The vocabulary problem could solved through reading, rehearsal, and performing stage and the students' confidence also boosted through Readers' Theatre. Therefore, it can be inferred that Readers' Theatre strategy can be considered as one of the alternative strategies in teaching English speaking.

5.2 Suggestions

    Based on the study that has been conducted, the researcher would like to offer some suggestions for some sides. The first, the teachers of English especially teacher of English at SMA Muhammadiyah 2 Palembang can use Readers' Theatre strategy as an alternative strategy to improve students' speaking skill. The second is for the students especially for the eleventh grade students at SMA Muhammadiyah 2 Palembang. It is suggested that they should learn more about speaking since Readers' Theatre strategy can be implemented in the classroom. Next is for the other researchers. Hopefully, this research can be useful as theoretical references for other researchers who want to conduct similar studies with different variables and conditions and focus on the aspects of speaking skill. The other researchers can also consider the weaknesses of the findings in this study, so that they can conduct better research.

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APPENDICES

Critical values for t (two-tailed)

df	0.10	0.05	0.025	0.01
2	2.9200	4.3027	6.2054	9.9250
3	2.3534	3.1824	4.1765	5.8408
4	2.1318	2.7765	3.4954	4.6041
5	2.0150	2.5706	3.1634	4.0321
6	1.9432	2.4469	2.9687	3.7074
7	1.8946	2.3646	2.8412	3.4995
8	1.8595	2.3060	2.7515	3.3554
9	1.8331	2.2622	2.6850	3.2498
10	1.8125	2.2281	2.6338	3.1693
11	1.7959	2.2010	2.5931	3.1058
12	1.7823	2.1788	2.5600	3.0545
13	1.7709	2.1604	2.5326	3.0123
14	1.7613	2.1448	2.5096	2.9768
15	1.7531	2.1315	2.4899	2.9467
16	1.7459	2.1199	2.4729	2.9208
17	1.7396	2.1098	2.4581	2.8982
18	1.7341	2.1009	2.4450	2.8784
19	1.7291	2.0930	2.4334	2.8609
20	1.7247	2.0860	2.4231	2.8453
21	1.7207	2.0796	2.4138	2.8314
22	1.7171	2.0739	2.4055	2.8188
23	1.7139	2.0687	2.3979	2.8073
24	1.7109	2.0639	2.3910	2.7970
25	1.7081	2.0595	2.3846	2.7874
26	1.7056	2.0555	2.3788	2.7787
27	1.7033	2.0518	2.3734	2.7707
28	1.7011	2.0484	2.3685	2.7633
29	1.6991	2.0452	2.3638	2.7564
30	1.6973	2.0423	2.3596	2.7500
31	1.6955	2.0395	2.3556	2.7440
32	1.6939	2.0369	2.3518	2.7385
33	1.6924	2.0345	2.3483	2.7333
34	1.6909	2.0322	2.3451	2.7284
35	1.6896	2.0301	2.3420	2.7238
36	1.6883	2.0281	2.3391	2.7195
37	1.6871	2.0262	2.3363	2.7154
38	1.6860	2.0244	2.3337	2.7116
39	1.6849	2.0227	2.3313	2.7079
40	1.6839	2.0211	2.3289	2.7045
41	1.6829	2.0195	2.3267	2.7012
42	1.6820	2.0181	2.3246	2.6981

43	1.6811	2.0167	2.3226	2.6951
44	1.6802	2.0154	2.3207	2.6923
45	1.6794	2.0141	2.3189	2.6896
46	1.6787	2.0129	2.3172	2.6870
47	1.6779	2.0117	2.3155	2.6846
48	1.6772	2.0106	2.3139	2.6822
49	1.6766	2.0096	2.3124	2.6800
50	1.6759	2.0086	2.3109	2.6778
51	1.6753	2.0076	2.3095	2.6757
52	1.6747	2.0066	2.3082	2.6737
53	1.6741	2.0057	2.3069	2.6718
54	1.6736	2.0049	2.3056	2.6700
55	1.6730	2.0040	2.3044	2.6682
56	1.6725	2.0032	2.3033	2.6665
57	1.6720	2.0025	2.3022	2.6649
58	1.6716	2.0017	2.3011	2.6633
59	1.6711	2.0010	2.3000	2.6618
60	1.6706	2.0003	2.2990	2.6603
61	1.6702	1.9996	2.2981	2.6589
62	1.6698	1.9990	2.2971	2.6575
63	1.6694	1.9983	2.2962	2.6561
64	1.6690	1.9977	2.2954	2.6549
65	1.6686	1.9971	2.2945	2.6536
66	1.6683	1.9966	2.2937	2.6524
67	1.6679	1.9960	2.2929	2.6512
68	1.6676	1.9955	2.2921	2.6501
69	1.6672	1.9949	2.2914	2.6490
70	1.6669	1.9944	2.2906	2.6479
71	1.6666	1.9939	2.2899	2.6469
72	1.6663	1.9935	2.2892	2.6458
73	1.6660	1.9930	2.2886	2.6449
74	1.6657	1.9925	2.2879	2.6439
75	1.6654	1.9921	2.2873	2.6430
76	1.6652	1.9917	2.2867	2.6421
77	1.6649	1.9913	2.2861	2.6412
78	1.6646	1.9908	2.2855	2.6403
79	1.6644	1.9905	2.2849	2.6395
80	1.6641	1.9901	2.2844	2.6387
81	1.6639	1.9897	2.2838	2.6379
82	1.6636	1.9893	2.2833	2.6371
83	1.6634	1.9890	2.2828	2.6364
84	1.6632	1.9886	2.2823	2.6356
85	1.6630	1.9883	2.2818	2.6349
86	1.6628	1.9879	2.2813	2.6342
87	1.6626	1.9876	2.2809	2.6335
88	1.6624	1.9873	2.2804	2.6329

89	1.6622	1.9870	2.2800	2.6322
90	1.6620	1.9867	2.2795	2.6316
91	1.6618	1.9864	2.2791	2.6309
92	1.6616	1.9861	2.2787	2.6303
93	1.6614	1.9858	2.2783	2.6297
94	1.6612	1.9855	2.2779	2.6291
95	1.6611	1.9852	2.2775	2.6286
96	1.6609	1.9850	2.2771	2.6280
97	1.6607	1.9847	2.2767	2.6275
98	1.6606	1.9845	2.2764	2.6269
99	1.6604	1.9842	2.2760	2.6264
100	1.6602	1.9840	2.2757	2.6259

INTERVIEW TRANSCRIPT

Date and Time : Tuesday afternoon, 24 January 2017

Place   : At teachers' office of SMA Muhammadiyah 2 Palembang

W   : Writer

ET   : English Teacher

W   **:** Assalamu'alaikum, Wr. Wb. Permisi *miss*. Saya Lusi Amyan dari program studi Pendidikan Bahasa Inggris UIN Raden Fatah. Saya disini ingin mewawancarai *miss*, tentang masalah yang sering terjadi dalam proses belajar mengajar bahasa inggris di sekolah ini; yang pertama *miss* saya ingin bertanya, apa sih masalah yang sering dihadapi siswa-siswi dalam belajar bahasa Inggris di sekolah ini?

ET   : *Okay*, yang pertama biasanya masalahnya yaitu minimnya *vocabulary*, kemudian masalah *grammar*.

W   : Terus *miss* kan, di dalam bahasa inggris itu ada empat *skill* ya *miss*. Nah kalo menurut *miss*, *skill* apa sih yang paling susah bagi siswa disini?

ET   : Semua *skill* susah bagi anak-anak, karena memang kan bahasa inggris adalah bahasa asing, bukan bahasa ibu mereka ya, bukan bahasa daerah. Tapi yang paling susah yaitu *speaking* biasanya.

W   : *Speaking*. Nah, *speaking*. Masalah-masalah *speaking* yang bagaimana *miss* yang susah, yang seperti apa misalnya *miss*?

ET   : *Okay*, masalah speaking yang dihadapi siswa biasanya yang pertama jarang menggunakan bahasa inggris ya, itu jadi kebiasaan siswa yang jarang menerapkan bahasa inggris yang mereka dapat, kemudian cara mereka menjawab pertanyaan guru pun masih menggunakan respon dari bahasa Indonesia atau bahasa daerah. Kemudian, sering mengucapkan kata-kata yang salah, ketika mereka menyebutkan sebuah kata dalam bahasa inggris pengucapannya masih sering salah. Kemudian, kalau mereka diajak untuk mengikuti diskusi atau disuruh bertanya, mereka pasti malu, takut, takut salah, takut mencoba dan intinya mereka masih kurang percaya diri terhadap bahasa inggris mereka sendiri.

W   : Terus *miss*, kalo tadi kan, masalah yang dihadapi siswa dalam belajar, nah sekarang masalah yang dihadapi guru dalam mengajar bahasa inggris itu, gimana *miss*?

ET   : *Okay*, masalah guru dalam mengajar biasanya yang pertama untuk mengkondisikan kelas yang ramai ya, kemudian kalau mereka disuruh untuk melakukan

percakapan masih sulit untuk menghafal percakapan yang mereka dapat, yaaa karena masih anak-anak, remaja namanya, mereka masih sering ngobrol sama teman-temannya. Ketika kita menjelaskan biasanya mereka sibuk mengerjakan aktivitas lain atau berbicara sama temannya. Itu saja sih masalah.

W   : Oh. *Miss*, kalau biasanya dikelas *miss* ya, *miss* gunain jenis kegiatan yang seperti apa atau teknik mengajar yang seperti apa untuk membantu mereka bisa berbicara bahasa inggris? Adakah teknik khusus atau strategi khusus mungkin *miss*?

ET   : Em, kalau teknik khusus sih, sebenarnya tergantung ya, kita sesuaikan dengan tema dan kondisi anak itu sendiri, kalo misal memang mereka ribut kita bisa *handle*, kita berikan *games*, kalau mereka lagi antusias kita bisa ajukan pertanyaan, dan sebagainya.

W   : Itu bagaimana *miss*, respon mereka apakah aktif mau mencoba atau mau berpartisipasi mengunakan strategi yang *miss* gunakan?

ET   : Em, biasanya sih iya, kalau kita terapkan strategi itu dengan baik, biasanya mereka akan merespon dengan baik apa yang kita berikan.

W   : Kalo disuruh *conversation*, itu mereka juga tertarik *miss*?

ET   : Iya, beberapa anak sih memang tertarik terhadap *conversation* tapi kebanyakan anak juga masih malu-malu melakukan percakapan karena tidak *PD*.

W   : Kan *miss*, sebelumnya di sekolah ini menggunakan kurikulum KTSP 2006, kalau materi biasanya *miss* itu merujuk ke buku, internet, atau e… dua-duanya?

ET   : Ya, kalau materi rujukan biasanya kita memang cari dari buku yang diberikan oleh pemerintah, kemudian buku-buku yang kami sebagai guru miliki sebagai referensi, kemudian juga bisa materi dari internet.

T   : Terus *miss*, ini pertanyaan terakhir *miss*, berapa KKM bahasa inggris untuk kelas XI (sebelas) di sekolah ini?

ET   : Kalo untuk KKM kelas XI (sebelas) IPA dan IPS itu 73.

W   : Oh, 73 ya *miss*. Terima kasih ya *miss* atas waktunya, wassalamu'alaikum

warrahmatullahiwabarakatuh.

ET   : Waalaikumsalam warrahmatullahiwabarakatuh.

INTERVIEW TRANSCRIPT

W : Writer

S : Student

W : Assalamu'alaikum wr. wb.

S (1) : Wa'alaikumsalam wr. wb.

W : Siapa namanya dek?

S (1) : Nama saya Nur Hafidzah

W : Nur Hafidzah, Nur Hafidzah em… suka gak sama pelajaran bahasa Inggris?

S (1) : Gak suka mbak.

W : Kenapa gak suka?

S (1) : Karena pelajarannya sulit, saya sebagai orang Indonesia tu sangat sulit memahaminya.

W : Eee… sulitnya itu dimana?

S (1) : Kosakatanya itu agak itu… agak sulit mbak.

W : Oh kosakata… *Vocab* ya. Eee… Kalo disuruh berbicara atau ngomong bahasa inggris itu bagi Hafidzah susah atau gampang?

S (1) : Susah-susah gampang sih mbak.

W : Susahnya apa? Gampangnya apa?

S (1) : Susahnya tu ada pengucapan kata-kata itu yang salah.

W : Oh pengucapan, terus?

S (1) : Kalo gampangnya tu kayak apa tu, kita nonton film inggris tu kayak mudah ngucapinnya, tapi…

W : Tapi pas dicoba?

S (1) : Pas dicoba tu sulit mbak.

W   : Jadi, ngomong bahasa inggris atau bicara bahasa inggris susah ya?

S (1)   : Susah mbak.

W   : Ok, terimakasih.

W   : Assalamu'alaikum wr. wb.

S (2)   : Wa'alaikumsalam wr. wb.

W   : Dengan siapa dek, namanya?

S (2)   : Masayu Rahmatunazilah

W   : Masayu suka gak sama pelajaran bahasa inggris?

S (2)   : Tidak suka miss.

W   : Tidak suka, kenapa tidak suka?

S (2)   : Ribet,

W   : Ribet, kenapa ribet?

S (2)   : Kosakatanya itu berbelit-belit.

W   : Berbelit-belit, selain itu?

S (2)   : Sudah.

W   : Eee… Kalo menurut Masayu bahasa inggris itu susah atau gampang?

S (2)   : Susah.

W   : Susah, kenapa susah?

S (2)   : Karena kosakatanya banyak yang saya tidak mengerti.

W   : Selain itu? Kosakata aja. Eee… Selama belajar bahasa inggris Masayu pernah gak nemuin kesulitan belajar bahasa inggris?

S (2)   : Sering.

W   : Sering, kesulitan yang bagaimana?

S (2)   : Mengartikan kata-kata bahasa inggris itu sulit miss.

W   : Sulit… selain itu? Kalo disuruh ngomong bahasa inggris itu menurut eee… Masayu susah atau gampang?

S (2) : Susah miss.

W : Susah, kenapa susah?

S (2) : Karena dari awal kosakata saja saya ngak ngerti bagaimana saya mau ngomong.

W : Selain itu? Em… thank you.

W : Assalamu'alaikum wr. wb.

S (3) : Wa'alaikumsalam wr. wb.

W : Siapa namanya dek?

S (3) : Desi Yuliana.

W : Desi, Desi suka gak sama pelajaran bahasa inggris?

S (3) : Ngak.

W : Ngak, kenapa ngak?

S (3) : Karena sulit dan menyebutkan kata-kata dan mengartikannya itu susah.

W : Oh, jadi menurut Desi bahasa inggris itu susah.

S (3) : Iya…

W : Kenapa tadi sulitnya?

S (3) : Karena mengartikannya susah dan mengucapkannya susah juga.

W : Selain itu pernah gak nemuin kesulitan lain selama belajar bahasa inggris?

S (3) : Sering dan pernah.

W : Sering… apa itu? Selain mengartikan tadi?

S (3) : Ya… dalam berbicara.

W : Dalam berbicara, kesulitan yang seperti apa dalam berbicara itu?

S (3) : Menyebutkan kata-kata.

W : Jadi, menurut Desi bahasa inggris/berbicara bahasa inggris itu susah?

S (3) : He'e…

W : Ok, thank you.

W   : Assalamu'alaikum wr. wb.

S (4)   : Wa'alaikumsalam wr. wb.

W   : Dengan siapa dek namanya?

S (4)   : Mutiara Ramadhan

W   : Mutiara suka gak sama pelajaran bahasa inggris?

S (4)   : Ngak

W   : Kenapa ngak?

S (4)   : Karena menurut saya pelajaran bahasa inggris itu, eee… susah dan dalam berbicaranya bahkan dalam kosakatanya.

W   : Susah ya… jadi menurut mutiara bahasa inggris itu susah. Selama belajar bahasa inggris di sekolah ini atau selama sekolah eee… susah kan menurut mutiara, kesusahan yang seperti apa yang mutiara temui?

S (4)   : Kesusahannya dalam mencari arti dalam bahasa inggris bahkan dalam mengucapkan kata-kata dalam bahasa inggris.

W   : Kalo ngomong bahasa inggris itu susah juga?

S (4)   : Susah.

W   : Kenapa? Susahnya bagaimana?

S (4)   : Karena ada huruf yang berbelit-belit.

W   : Selain itu?

S (4)   : Sudah tidak ada.

W   : Ok, thank you.

W   : Assalamu'alaikum wr. wb.

S (5)   : Wa'alaikumsalam wr. wb.

W   : Siapa namanya dek?

S (5)   : Sulis.

W   : Sulis suka gak sama pelajaran bahasa inggris?

S (5)   : Ngak.

W   : Kenapa gak suka?

S (5)   : Karena menurut saya bahasa inggris itu sulit.

W   : Jadi menurut sulis bahasa inggris itu sulit. Seperti apa kesulitan yang sulis temui?

S (5)   : Sulit dalam mengartikan dan mengucapkannya.

W   : Selain itu?

S (5)   : Tidak ada.

W   : Kalo disuruh berbicara untuk ngomong bahasa inggris sulit atau enggak menurut sulis?

S (5)   : Sulit.

W   : Sulit, kenapa sulit berbicara bahasa inggris?

S (5)   : karena menurut saya bahasa inggris itu kata-katanya berbelit-belit, *cak itu*.

W   : Selain itu?

S (5)   : Tidak ada.

W   : Masalah lain tidak ada. Ok, thank you.

W   : Assalamu'alaikum wr.wb.

S (6)   : Wa'alaikumsalam wr.wb.

W   : Siapa namanya dek?

S (6)   : Devi.

W   : Devi suka gak sama bahasa inggris?

S (6)   : Tidak.

W   : Kenapa?

S (6)   : Susah.

W   : Jadi menurut devi bahasa inggris itu susah.

S (6)   : Iya.

W   : Kesulitan yang seperti apa, yang membuat devi susah belajar bahasa inggris?

S (6)   : *Ini apo namonyo tu…* eee… panjang, *terus tu dak terti apo dio artinyo tu, dak terti.*

W   : Ok, *terus kalo misalnyo disuruh ngomong bahasa inggris tu cakmano* menurut devi, susah atau gampang?

S (6)   : Susah.

W   : Kenapa berbicara bahasa inggris itu susah dan apa yang menyebabkan itu susah?

S (6)   : Bahasanya berbelit-belit.

W   : Susah disebut ya?

S (6)   : Iya.

W   : Ok, thank you.

W   : Assalamu'alaikum wr.wb.

S (7)   : Wa'alaikumsalam wr.wb.

W   : Siapa namanya dek?

S (7)   : Tarisa Safitri.

W   : Tarisa suka nggak sama pelajaran bahasa inggris?

S (7)   : Nggak terlalu.

W   : Kenapa nggak terlalu suka?

S (7)   : Kadang susah kadang gampang.

W   : Kenapa susah, kenapa gampang, apa yang menyebabkan itu susah dan

             gampang?

S (7)   : Kalo dijelasin ini apa, kita memperhatikan itu kan gampang, kalo diajak

             ngobrol sama teman itu kan susah jadi nggak ngerti.

W   : Jadi menurut Tarisa bahasa inggris itu susah-susah gampang.

S (7)   : Iya.

W   : Selama belajar bahasa inggris Tarisa pernah nggak nemuin kesulitan-

             Kesulitan dalam belajar bahasa inggris?

S (7)   : Sering.

W   : Kesulitan yang seperti apa?

S (7)   : Susah mengerti arti dari soal pertanyaan.

W   : Selain itu?

S (7)   : Yang tentang dialog-dialog, *past tense* terus itu.

W   : Selain itu?

S (7)   : Sudah.

W   : Kalo misal disuruh ngomong bahasa inggris, *speaking* itu gimana, susah atau gampang itu bisa nggak?

S (7)   : Kalo orang ngomong itu ngerti, kalau bicaranya sendiri itu nggak bisa.

W   : Nggak bisa, kenapa nggak bisa, apa yang menyebabkan nggak bisa?

S (7)   : Nggak ngerti gitu.

W   : Nggak ngerti apa yang mau diomongin.

S (7)   : Iya.

W   : Selain itu?

S (7)   : Sudah nggak ada.

W   : Sudah. Thank you.

W   : Assalamu'alaikum wr.wb.

S (8)   : Wa'alaikumsalam wr.wb.

W   : Siapa dek namanya?

S (8)   : Dinda.

W   : Dinda suka nggak sama pelajaran bahasa inggris?

S (8)   : Nggak.

W   : Kenapa nggak suka sama palajaran bahasa inggris?

S (8)   : Susah.

W   : Susah. Jadi menurut Dinda bahasa inggris itu susah.

S (8)   : Iya.

W   : Apa yang membuat bahasa inggris itu susah bagi Dinda, kenapa itu susah/sulit?

S (8)   : Karena *kate-katenye tu dak ngerti*.

W   : *Dak ngerti*, selain itu?

S (8)   : *Ye*, itu.

W   : Itu, terus kalo *misalnye* disuruh berbicara bahasa inggris itu bagi Dinda susah atau gampang bicara bahasa inggris itu?

S (8)   : Susah.

W   : Susah, Kenapa bicara bahasa inggris itu susah?

S (8)   : *Nyebutinyo tu nah* susah.

W   : Selain itu?

S (8)   : Eeemmm, *atik*.

W   : *Itu be*. Ok, thank you.

W   : Assalamu'alaikum wr.wb.

S (9)   : Wa'alaikumsalam wr.wb.

W   : Siapa namanya dek?

S (9)   : Sri hartati.

W   : Sri suka nggak sama pelajaran bahasa inggris?

S (9)   : *Idak*.

W   : Kenapa *dak* suka sama bahasa inggris?

S (9)   : Susah.

W   : Susah,jadi menurut Sri bahasa inggris itu susah.

S (9)   : *Iyo*.

W   : Apa yang membuat bahasa inggris itu susah?

S (9)   : Susah *diartinyo cak itu nah* miss.

W   : Artinya, selain itu?

S (9)   : *Ye itu be*.

W   : *Itu be*, eeemm… kalo dalam belajar bahasa inggris, kalo misal disuruh ngomong atau bicara bahasa inggris itu gimana Sri, susah atau gampang menurut Sri?

S (9)   : Susah.

W   : Susah, apa yang membuat bicara bahasa inggris itu susah?

S (9)   : Ini *apo*, *nulisnyo* itu susah, *ngomongnye* susah.

W   : Selain itu?

S (9)   : *Itu be* miss.

W   : Jadi susah ya, bicara bahasa inggris.

S   : Iya.

W   : Ok, thank you.

A SMALL SPEAKING TEST

W   : Writer

S   : Student

W   : Good morning Sri.

S (1)   : Good morning.

W   : How are you today?

S (1)   : <u>I fine</u>, thanks. And you?

W   : I'm fine too. By the way, do you like English?

S (1)   : No.

W   : Why you don't like English?

S (1)   : <u>*Dak ngerti* miss.</u>

W   : Ok, thank you.

W   : Hi, good morning Dinda.

S (2)   : Good morning too

W   : How are you today?

S (2)   : I am fine, <u>thank</u>. And you?

W   : I'm fine too. By the way, do you like English?

S (2)   : No.

W   : Why you don't like English?

S (2)   : <u>*Dak ngerti* miss…</u>

W   : Ok, thank you.

W   : Hi Tarisa, good morning.

S (3)   : Good morning too.

W   : How are you today?

S (3)   : I'm fine, thank you. And you?

W   : I'm fine too. By the way, do you like English?

S (3)   : Yes.

W   : And then, when you start to learn English?

S (3)   : Junior High School.

W   : In learning English, do you find any problem or difficulty in learning English?

S (3)   : *Dak ngerti* miss…

W   : Ok, thank you.

W   : Hi, good morning Devi.

S (4)   : Good morning.

W   : How are you today?

S (4)   : I'm fine, thank you. And you?

W   : I'm fine too. By the way, do you like English?

S (4)   : No, I don't like.

W   : Why you don't like English?

S (4)   : *Sulit.*

W   : Why you don't use English when you speak with me?

S (4)   : No… No.

W   : Ha… Why you don't use English when you speak with me?

S (4)   : *Dak tereti.*

W   : Ok, thank you.

W   : Hi, good morning Sulis.

S (5)   : Morning.

W   : How are you today?

S (5)   : I'm fine, thank you.

W   : Eee… By the way, do you like English?

S (5)   : No.

W   : Why you don't like English?

S (5)   : *Karena menurut saya bahasa inggris itu sulit. Dalam mengartikan dan mengucapkannya, karena dalam bahasa inggris itu kata-katanya berbelit-belit dan tidak mengerti.*

W   : And then, why you don't use English when you speak with me?

S (5)   : *Dak ngerti…*

W   : Ok, thank you.

W   : Hi, good morning Tiara.

S (6)   : Good morning.

W   : How are you today?

S (6)   : I'm fine, and you?

W   : I'm fine too. By the way, do you like English?

S (6)   : No.

W   : Why you don't like English?

S (6)   : *Karena bahasa inggris kata-katanya sangat susah.*

W   : Why you don't use English when you speak with me?

S (6)   : *Tak ngerti* miss…

W   : Ok, thank you.

W   : Hi, good morning Desi.

S (7)   : Good morning.

W   : How are you today?

S (7)   : I'm fine.

W   : Em… By the way, do you like English?

S (7)   : No.

W   : Why you don't like English?

S (7)   : *Karena mengucapkannya itu susah dan berbicaranya itu sangat susah.*

W   : Why you don't use English when you speak with me?

S (7)   : *Ya, karena susah.*

W   : Why you don't use English when you speak with me?

S (7)   : *Dak ngerti…*

W   : Hi, good morning.

S (8)   : Morning.

W   : How are you today?

S (8)   : *Saya baik, bagaimana dengan keadaanmu*?

W   : *Saya baik juga.* By the way, do you like English?

S (8)   : No.

W   : Why?

S (8)   : *Karena, tidak suka saja* miss.

W   : Why you don't use English when you speak with me?

S (8)   : *Karena menurut saya bahasa inggris itu ribet miss. Ngartiin nya itu ribet.*

W   : Why you don't use English when you speak with me?

S (8)   : *Apo dio miss dak ngerti?*

W   : Hi, good morning Mona.

S (9)   : Good morning.

W   : How are you today?

S (9)   : I am very well, and you?

W   : I'm fine too. By the way, do you like English?

S (9)   : Yes, I like.

W   : Why you like English?

S (9)   : Because, English is… *Gak bisa miss*…

W   : Ok, thank you.

W   : Hi hafidzah, good morning.

S (10) : Hi, good morning.

W   : How are you today?

S (10) : I am fine, thanks. And you?

W   : I am fine too. By the way, do you like English?

S (10) : *I not like* English.
W   : You do not like English? Why?

S (10) : Because*, bahasa inggris sulit*.

W   : *Eee… little-little ya…*

S (10) : *Little-little, hard.*

W   : Ok, thank you.

School   : SMA Muhammadiyah 2 Palembang

Subject   : English

Class/ Semester : XI/I

Allocation Time : 4 x 45 Minutes (2 meeting)

Topic   : Narrative Text

Skill   : Speaking

Meeting   : First and second meeting (1st and 2nd meeting)

A. Standard competence:

The students are able to understand about narrative text in form of spoken monologue text accurately to interact in daily life, and the students are able to do the story telling about narrative text.

B. Basic competence

Expressing the meaning and rhetorical steps in simple story accurately, fluently, and acceptably by using spoken language varieties in daily life context and to access knowledge in form of narrative text.

C. Indicator:

1. The students respond the monologue text: narrative

2. The students express the monologue text in form of narrative (story telling)

D. Teaching Materials:

First meeting (1st Meeting)

a. Definition of narrative text

Narrative text is a text which tells a story with complication or

problematic events and it tries to find the resolutions to solve the problems.

b. Purpose of narrative text

The purpose of narrative text is to amuse or to entertain the reader with a story.

c. Generic Structures of narrative text

- Orientation (Sets the scene): where and when the story happened and introduces the participants of the story; who and what is involved in the story.
- Complication: Tells the beginning of the problems which leads to the crisis (climax) of the main participants.
- Resolution: The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending.
- Re-orientation/Coda: This is a closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer.

d. Language Features of narrative text

- Using processes verbs   - Using relative clause
- Using temporal conjunction   - Using direct speech and indirect speech
- Using Simple Past Tense   - Using Action Verb

Narrative text: The legend of Banyuwangi

The legend of Banyuwangi

The ruler of the kingdom of Blambangan, Raden Banterang, used to occupy the neighboring areas in order to expand his territory, including the Klungkung Kingdom of Bali. The outbreak of the Klungkung War destroyed such a small country. The king of Klungkung was killed on the battlefield, yet his daughter and son were able to escape and hide in the jungle.

One day, Raden Banterang and his commanders were inspecting his district while hunting. It was in the jungle that Raden Banterang met a beautiful lady named Ida Ayu Surati. She was then taken to Blambangan to be his wife.

Raden Banterang and Ida Ayu Surati enjoyed a happy life in the palace.

When Raden Banterang was hunting one day, the lonely princess was surprised by the arrival of a dirty beggar asking for her pity. The princess was surprised to find that the beggar was her older brother, Agung Bagus Mantra. She promptly squatted and embraced her brother's legs. However, her great respect of her brother was not well accepted. Instead, she was tortured for she supposedly betrayed her noble family.

Agung Bagus Mantra asked his sister to kill Raden Banterang, but such a request was rejected. He was very angry with her and came up with a sly idea to slander Raden Banterang. At first, Raden Banterang did not believe that his wife had been involved in a scandal with another man. Yet because of Agung's convincing words, he was finally influenced and therefore, his wife was dragged down to a small lake. Asking for compassion, Ida Ayu Surati tried to tell the truth and denied her husband's accusation. Hearing his wife's explanation, the king became angrier and angrier. As a proof of her sacred love, she asked her husband to kill her. As a last request, she asked her husband to throw her dead body into the river. She said that if the water in the river smelled terrible, it meant that she had ever been sinful, but if it smelled fragrant it meant that she was innocent.

Raden Banterang who was unable to control his emotions, soon stabbed his keris (dagger) into his wife's chest. She died instantly. The dead body of Ida Ayu Surati was quickly thrown into the dirty river. Raden Banterang was shocked to see the river suddenly become clean and as clear as glass with a fragrant smell. Raden Banterang screamed crazily and regretted his deed. He walked unsteadily and fell into the river screaming, "Banyuwangi, Banyuwangi, Banyuwangi!"

Another legend of Banyuwangi was taken from the story of Sri Tanjung Sidopekso. Once upon a time, a local ruler, King Sulahkromo, had a patih, R.Sidopekso. The wife of the patih, Sri Tanjung, was so beautiful that the king desired her. In order to be able to seduce Sri Tanjung, the king ordered his patih on a mission that would take a long time to accomplish. During his absence, the

king tried to court Sri Tanjung without success.

When R. Sidopekso returned, he went first to his ruler. The king, angry that his scheme had not succeeded, told the patih that during his absence his wife had been unfaithful to him. Sidopekso went home and confronted his wife with her alleged adultery. Her denial did not convince him, and he announced that he was going to kill her. Sidopekso brought Sri Tanjung to the bank of the river. Before he stabbed her to death, she prophesied that her innocence would be proven.

And indeed, after having stabbed his wife to death and having thrown the dead body into the dirty river, the river immediately became clean and began to spread a wonderful fragrance. Sidopekso said, "Banyu ... Wangi..... Banyuwangi". This means "fragrant water ". Banyuwangi was born from the proof of noble and sacred love.

Second meeting (2nd Meeting)

The script of Banyuwangi legend's

E. Learning Method

Readers' Theatre Strategy

F. Teaching Procedures

First meeting (1st Meeting)

Pre-activities

a. The teacher greets the students.
b. The teacher checks the attendance list of the students.

Whilst Activities

a. The teacher does the brainstorming activities such as showing the example of the picture of Readers Theatre (RT) activity and asking some questions related to the picture.
b. The teacher explains about RT and its steps.

c. The teacher divides the students into 7 groups. Each group consists of 4-5 students. Then, the teacher gives the text of Timun Mas story to the students.

d. The teacher conducts a pre-reading activity to familiarize students with the story such as questioning, explaining the vocabulary, etc.

e. The teacher asks the students to read the story.

f. The teacher asks the students to discuss and comprehend the story.

g. Teacher provides a scenario for the students' writing script. Then, the teacher asks the students to write a script in a group based on the scenario.

Post Activities

a. The teacher discusses about students' difficulties during the classroom activities in using RT.

b. The teacher asks the students to conclude the material.

c. The teacher gives the students motivation and advice.

Second meeting (2nd Meeting)

Pre-activities

a. The teacher greets the students.

b. The teacher checks the attendance list of the students.

Whilst Activities

a. The teacher checks the students' script.

b. The teacher asks the students to practice the script that they have made before.

c. The teacher asks the students to perform the script in front of the class by reading aloud.

d. Each group gets turn to perform the story in front of the class.

e. The students who have not got the turn yet are an audience, they have to give comment, advice, and suggestion to the groups who get their turn to perform.

f. The teacher gives feedback on students' performance.

Post Activities

a. The teacher discusses about students' difficulties during the classroom activities in using RT.

b. The teacher asks the students to conclude the material.

   c.   The teacher gives the students motivation and advice.

G. Source:

http://britishcourse.com/the-legend-of-banyuwangi-legend-narrative-text.php

H. Assessment:

1. Assessment technique: Speaking test

   The students perform a narrative story of Timun Mas (The golden cucumber) in a group.
2. Assessment system: Speaking rubric

Rubric for evaluating students' RT performance

By

(Patrick, 2010)

Area	1	2	3	4
Knowledge	Students do no interpret the story appropriately	Interprets the story appropriately	Interprets the story imaginatively and appropriately	Interprets the story creatively and with depth
Presentation	Students do not seem to be aware of what they should be doing at all	Students do not appear confident about what they are doing	Students appear to be fairly prepared	Group is well prepared
Voice	Hard to understand	Not so well articulated	Well articulated. Easy to understand	Entire skit was clear, concise, and well articulated
Projection	Used no expression or inappropriate expression	Used some expression in their voices	Used expression in their voices, loud and soft	Great expression in their voices, loud and soft
Overall Performance	No enthusiasm	Some enthusiasm	Very enthusiastic	Great enthusiasm

Speaking Assessment Format

No	Name	Aspects of Assessment					
		Knowledge	Present	Voice	Projection	Overall Performance	Total
1							
2							
3							
4							

- The highest score is 4

- The lowest score is 1

- The maximum score is 5 x 4 = 20

Total score:

Student's score x 5 =

The Range of Students Scores

Score Range	Category	Explanation
86-100	Excellent	Outstanding Achievement
71-85	Good	Above Average Achievement
56-70	Average	Average Achievement
41-55	Poor	Below Average Achievement
0-40	Failed	Insufficient Achievement

Palembang, September 2017

English Teacher   Researcher

Yessi Andriani, S.Pd   Lusi Amyan
NKTAM. 1278426   NIM. 13250047

Headmaster of SMA Muhammadiyah 2 Palembang

Doso Susilo Sutopo, S.Ag.
NBM. 776096

School : SMA Muhammadiyah 2 Palembang

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C. Indicator:

1. The students respond the monologue text: narrative
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D. Teaching Materials:

First meeting (1st Meeting)

e. Definition of narrative text

Narrative text is a text which tells a story with complication or

problematic events and it tries to find the resolutions to solve the problems.

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The purpose of narrative text is to amuse or to entertain the reader with a story.

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- Re-orientation/Coda: This is a closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer.

h. Language Features of narrative text

- Using processes verbs   - Using relative clause

- Using temporal conjunction   - Using direct speech and indirect speech

- Using Simple Past Tense   - Using Action Verb

Narrative text: The Story of Keong Mas (The golden snail)

Keong Mas (The golden snail)

The golden snail is known as Keong Mas in Bahasa Indonesia. These Indonesia folktales told about the Princess Dewi Limaran had cursed into the snail. His husband Raden Putra was sad because he lost his lovely wife. This folktale for storytelling comes from East Java of Java Island.

Prince Raden Putra has married the princess named Dewi Limaran. One day, Dewi Limaran was walking in the palace garden. She saw a snail among their lovely flower. The princess asks one of her servants picked it up and throw it away.

In fact, the snail was an old witch who had disguised herself as a snail. The witch was outraged. The witch cursed Dewi Limaran. The witch changed Dewi Limaran into a golden snail. Then the witch the snail into the river. The stream carried Dewi Limaran cursed into snail far away from the palace.

On the side of a big forest, there lived a poor widow. Her living was only fishing. One day it was a particularly worst day, as she didn't catch any fish. He has tried again and again. Then she spread her net, but nothing got caught into it.

At last, she pulled up the net to go home. Suddenly the widow saw something shining at the bottom of it. It was only a snail. She picked the snail and took it back. Its shell shone like gold. The old woman had never seen such a snail before.

The widow put it in an earthen pot placed in her home. Then, she went to bed and soon was fast asleep, as she was exhausted. In the next morning when she woke up, she found the incredible accident. The widow saw that the floor of her house had been swept clean. She also found there was some food on the table.

The widow surprised with this accident. She thought who had done all of this. The old lady thought she was dreaming. In fact, she was not sleeping. She had awake. She could not think of anybody who could have been so generous to her.

Some days passed, she then the widow has a plan. The next morning this old woman took her basket and went out as usual. Shortly the old lady returned to her hut and hid. After the widow had hidden, she heard a soft movement inside the earthen pot. She saw the snail creeping out of it.

The snail grew bigger and bigger, and in a moment a lovely young girl stood where the snail had been. The empty shell fell into the ground behind the girl. Quickly the beautiful young women swept the house floor. This girl took vegetables, eggs, rice, meat, etc. out of the pot and began cooking.

When the old woman saw this magical moment, she noticed that it was not an ordinary snail she had caught. She had caught the beautiful girl who lived under a spell. The widow realized something. She has to break the shell. The old widow knew what she had used to smash the shell.

The widow crept stealthily to the empty shell. Then the old lady took the shell. She rushed out of the hut and went to throw the shell into the river. Now she had broken only a part of the spell. The rest of it must still break before she could return to her husband.

The beautiful lady then made herself known to the widow. "I shall pray to the gods, the prince might lead to her place" said the old woman.

Many years passed by…

The king persuaded his beloved son to look for another bride. Raden Putra was the son of the king. Initially, prince Raden Putra refused with his father request. The prince thinks that he could not forsake his wife.

After the king had repeated his request, Raden Putra accepted his father. The prince asked his father if he could go out to find a bride. He makes one condition, his bride must look like his former wife. An old faithful servant accompanied him on his trip.

They went from town to city and from village to village to find the bride. One day when Raden Putra was travelling through a big forest, they lost and forget their way. Lastly, Raden Putra group came to a big river. They saw there are a hut not far from the river.

The group of this prince went to the small house. The ask permission to have some food and drink. The soldier and the prince were hungry and thristy. The felt dead tired because they got lost. The old woman welcomed the group of Raden Putra and his soldier warmly. Raden Putra found the meal served by the old lady excellent.

The widow told him that her daughter had prepared the food. The prince curious whether he might meet the old woman daughter. The prince wanted to thank her daughter. The widow had no objections. Then, she called her daughter to come out. The young girl appeared. The beautiful girl knelt down in from of the prince. The head of the girl bent in front of the prince.

When Raden Putra saw her, he caught his breath in great surprise. Raden Putra realized that the young lady looked exactly like his former wife. His former wife is

Princess Dewi Limaran.

Raden Putra said, "You are the bride. I'm looking for!" He cried out. But the girl shook her head and stated that she had made a promise. If Raden Putra wanted to marry her, he had to get the holy-gamelan (Javanese orchestra) from heaven. This musical instrument could produce the sound of music without having contacted.

Raden Putra was willing to try to get this magical device. The Prince went out into the forest. Raden Putra makes a fast and sincere meditation. After a hundred days of Raden Putra meditation, the gods heard his wish. The gods granted his hope.

On the wedding of Raden Putra and Dewi Limaran day, the holy gamelan played its heavenly music. It was so beautiful, and every person who heard it felt happier than ever. The young girl revealed her secret. She told that she was Dewi Limaran (Limaran Angel) herself. The music of gamelan had broken the evil witch's spell. The old had been invited to remain in the place. Now, she had everything she wanted. The curse had left her forever.

Second meeting (2nd Meeting)

The script of Keong Mas story's

E. Learning Method

Readers' Theatre Strategy

F. Teaching Procedures

First meeting (1st Meeting)

Pre-activities

c. The teacher greets the students.

d. The teacher checks the attendance list of the students.

Whilst Activities

h. The teacher does the brainstorming activities such as showing the example of the picture of Readers Theatre (RT) activity and asking some questions related to the picture.

i. The teacher explains about RT and its steps.

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l. The teacher asks the students to read the story.

m. The teacher asks the students to discuss and comprehend the story.

n. Teacher provides a scenario for the students' writing script. Then, the teacher asks the students to write a script in a group based on the scenario.

Post Activities

d. The teacher discusses about students' difficulties during the classroom activities in using RT.

e. The teacher asks the students to conclude the material.

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G. Source:

http://folktales4u.blogspot.co.id/2011/05/golden-snail-keong-emas.html

H. Assessment:

3. Assessment technique: Speaking test

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Rubric for evaluating students' RT performance

By

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Palembang, September 2017

English Teacher   Researcher

Yessi Andriani, S.Pd   Lusi Amyan
NKTAM. 1278426   NIM. 13250047

Headmaster of SMA Muhammadiyah 2 Palembang

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LESSON PLAN

School	**: SMA Muhammadiyah 2 Palembang**
Subject	**: English**
Class/ Semester	**: XI/I**
Allocation Time	**: 4 x 45 Minutes (2 meeting)**
Topic	**: Narrative Text**
Skill	**: Speaking**
Meeting	**: First and second meeting (1st and 2nd meeting)**

A. Standard competence:

The students are able to understand about narrative text in form of spoken monologue text accurately to interact in daily life, and the students are able to do the story telling about narrative text.

B. Basic competence

Expressing the meaning and rhetorical steps in simple story accurately, fluently, and acceptably by using spoken language varieties in daily life context and to access knowledge in form of narrative text.

C. Indicator:

1. The students respond the monologue text: narrative

2. The students express the monologue text in form of narrative (story telling)

D. Teaching Materials:

First meeting (1st Meeting)

  i. Definition of narrative text

Narrative text is a text which tells a story with complication or

problematic events and it tries to find the resolutions to solve the problems.

j. Purpose of narrative text

The purpose of narrative text is to amuse or to entertain the reader with a story.

k. Generic Structures of narrative text

- Orientation (Sets the scene): where and when the story happened and introduces the participants of the story; who and what is involved in the story.

- Complication: Tells the beginning of the problems which leads to the crisis (climax) of the main participants.

- Resolution: The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending.

- Re-orientation/Coda: This is a closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer.

l. Language Features of narrative text

- Using processes verbs   - Using relative clause
- Using temporal conjunction   - Using direct speech and indirect speech
- Using Simple Past Tense   - Using Action Verb

Narrative text: The story of Lutung Kasarung

Lutung Kasarung

Long time ago, there was a king named Prabu Tapa Agung. Prabu Tapa Agung was an old king. He had two daughters, Purbararang and Purbasari. Prabu Tapa Agung planned to retire as a king. He wanted Purbasari to replace him as the leader of the kingdom. Hearing this, Purbararang was angry.

"You cannot ask her to be the queen, Father. I'm older than she is. It's supposed to be me, not her!" said Purbararang.

But the king still chose Purbasari to be the next queen. Purbararang then set a bad plan with her fiance, Indrajaya. They went to a witch together and asked her to put a spell on Purbasari. Later, Purbasari had a bad skin. There were black dots all over her

body.

"You are not as beautiful as I am. You cannot be the queen. Instead, you have to leave this palace and stay in a jungle," said Purbararang.

Purbasari was very sad. Now she had to stay in the jungle. Every day she spent her time playing with some animals there. There was one monkey that always tried to cheer her up. It was not just an ordinary monkey, he had magical power. And he also could talk with humans. The monkey's name was Lutung Kasarung. His name actually was Sanghyang Gurumina. Lutung Kasarung planned to help Purbasari. He made a small lake and asked her to take a bath there. Amazingly, her bad skin was cured. Now she got her beautiful skin back.

After that, she asked Lutung Kasarung to accompany her to go back to the palace. Purbararang was very shocked. She knew she had to come up with another bad idea. She then said,

"Those who have longer hair will be the queen."

The king then measured his daughters' hair. Purbasari had longer hair. But Purbararang did not give up.

"A queen must have a handsome husband. If my fiance is more handsome than yours, then I will be the queen," said Purbararang.

Purbasari was sad. She knew Purbararang's fiance, Indrajaya, was handsome. And she did not have a fiance yet.

"Here is my fiance, Indrajaya. Where is yours?" asked Purbararang.

Lutung Kasarung came forward. Purbararang was laughing very hard.

"Your fiance is a monkey, ha ha ha."

Suddenly, Lutung Kasarung changed into a very a handsome man. He was even more handsome than Indrajaya. Purbasari then became the queen. She forgave Purbararang and her fiance and let them stay in the palace.

Second meeting (2nd Meeting)

The script of Lutung Kasarung story's

E. Learning Method

Readers' Theatre Strategy

F. Teaching Procedures

First meeting (1st Meeting)

Pre-activities

e. The teacher greets the students.

f. The teacher checks the attendance list of the students.

Whilst Activities

o. The teacher does the brainstorming activities such as showing the example of the picture of Readers Theatre (RT) activity and asking some questions related to the picture.

p. The teacher explains about RT and its steps.

q. The teacher divides the students into 7 groups. Each group consists of 4-5 students. Then, the teacher gives the text of Timun Mas story to the students.

r. The teacher conducts a pre-reading activity to familiarize students with the story such as questioning, explaining the vocabulary, etc.

s. The teacher asks the students to read the story.

t. The teacher asks the students to discuss and comprehend the story.

u. Teacher provides a scenario for the students' writing script. Then, the teacher asks the students to write a script in a group based on the scenario.

Post Activities

g. The teacher discusses about students' difficulties during the classroom activities in using RT.

h. The teacher asks the students to conclude the material.

i. The teacher gives the students motivation and advice.

Second meeting (2nd Meeting)

Pre-activities

   e. The teacher greets the students.

   f. The teacher checks the attendance list of the students.

Whilst Activities

   m. The teacher checks the students' script.

   n. The teacher asks the students to practice the script that they have made before.

   o. The teacher asks the students to perform the script in front of the class by reading aloud.

   p. Each group gets turn to perform the story in front of the class.

   q. The students who have not got the turn yet are an audience, they have to give comment, advice, and suggestion to the groups who get their turn to perform.

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G. Source:

http://folktales4u.blogspot.co.id/2011/05/lgend-of-lutung-kasarung.html

H. Assessment:

   5. Assessment technique: Speaking test

      The students perform a narrative story of Timun Mas (The golden cucumber) in a group.

   6. Assessment system: Speaking rubric

Rubric for evaluating students' RT performance

By

(Patrick, 2010)

Area	1	2	3	4
Knowledge	Students do no interpret the story appropriately	Interprets the story appropriately	Interprets the story imaginatively and appropriately	Interprets the story creatively and with depth
Presentation	Students do not seem to be aware of what they should be doing at all	Students do not appear confident about what they are doing	Students appear to be fairly prepared	Group is well prepared
Voice	Hard to understand	Not so well articulated	Well articulated. Easy to understand	Entire skit was clear, concise, and well articulated
Projection	Used no expression or inappropriate expression	Used some expression in their voices	Used expression in their voices, loud and soft	Great expression in their voices, loud and soft
Overall Performance	No enthusiasm	Some enthusiasm	Very enthusiastic	Great enthusiasm

Speaking Assessment Format

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- The highest score is 4

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- The maximum score is 5 x 4 = 20

Total score:

Student's score x 5 =

The Range of Students Scores

Score Range	Category	Explanation
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- Using Simple Past Tense   - Using Action Verb

Narrative text: The legend of Roro Jonggrang

Roro Jonggrang

Once upon a time, there was a kingdom named Pengging. The people lived peacefully because the king governed his country wisely. Pengging kingdom had a prince named Bandung Bondowoso. He was very handsome. Meanwhile, The king of Prambanan Kingdom, Prabu Baka, governed his nation sarcasticly and rudely. He was a giant and always ate the human being. Although Prabu Baka was a giant and man eater, he had a very beautiful daughter named Roro Jonggrang.

One day, Pengging Kingdom started the war to Prambanan Kingdom,

because it always looked for people as the food of the king. The war between Prambanan and Pengging could not be avoided.. Pengging could win the war because Bandung Bondowoso had a supernatural power. Bandung Bondowoso' soldiers were not only humans but also genies. Those creatures always obeyed him. They always did whatever he asked them to do. Prambanan lost the war and of course Bandung Bandowoso had killed the king.

However the king of Prambanan had a beautiful daughter. Her name was Loro Jonggrang (Rara Jonggrang). Her famous beauty was known throughout the country, and princes from far and different land and kingdoms came to propose her. However, her beauty did not make her humble, instead she grew her arrogance even more. She refused all their proposal, and sometime in harsh as well. Many returned with broken heart. But " I'm sorry princess.. We have lost " said the soldier. " What?! My father? How about my father? Keep him alive please! " " He has killed. We are really sorry " Roro Jonggrang got angry. She asked who had killed her father. Then the soldier answered that the person who killed her father was Bandung Bondowoso. Roro Jonggrang was very angry. She promised that she would kill Bandung Bondowoso

Soon Bandung and soldiers entered the Baka Palace. They could enter it easily, because Prambanan had no king. Then, he saw a very beautiful girl, Roro Jonggrang. He stared at her. " You are very beautiful.. What's your name? " asked Bandung Bondowoso " My name is Roro Jonggrang. And what's your name? " " I'm Bandung Bondowoso " Roro Jonggrang remembered about the soldier. Bandung Bondowoso said that he was fell in love with Roro Jonggrang. But Roro Jonggrang refused him because he had killed her father. " Hey Bandung Bondowoso! You should know. Don't be proud yourself. I don't like you. I don't love you. I really hate you. You have destroyed my country. You have killed my people. You have killed my father, Prabu Baka. And you have destroyed my future. No.. No..! I will never love you! How could I love the man who has killed my father? " Bandung Bondowoso shocked with Roro Jonggrang's words. But he tried to answer quietly. " Jonggrang, please don't be sad. Don't cry. I'm sorry. I'm sorry Jonggrang. Please forgive me. I don't know

that Prabu Baka is your father. I'm here just for you. I really like you. My heart has fallen in love with you. Would you accept my love and marry with me? " said Bandung Bondowoso.

Roro jonggrang kept silence. She was shocked. She sat at the ground. She didn't like Bandung Bondowoso because he was a mean person. She wanted to refuse, but she afraid that Bandung Bondowoso would be angry and endangered the people of Prambanan. It was a shame to reject his offer directly. She tried to find a better a way. After thingking for a while then she came up with a plan. Jonggrang said that she would accept Bondowoso's love and she would marry him, if he could build a thousand temples in just on night. Bandung Bondowoso wondered with Jonggrang's request. He knew that it was impossible. But he didn't wanna give up. Then he looked for his genies. Bandung Bondowoso summoned his entire genies soldier and commanded them to help him built a thousand temples. He used his power to call all the genies and asked them to keep on working until they completed 1000 temples by the time the rooster crowed the next morning.

All the genies were making sculptures. The genies worked in unbelievable speed. They worked without stop any second. They would only stop by the time the rooster crowed. Soon hundreds of temples were completed. This made Roro Jonggrang restless. She could not sleep or even closed her eyes. She tried to think anyway to fail Bondowoso. But again, she got an idea. She asked all of her servants to help her.

All those servants did what Roro Jonggrang asked them. They were confused. They did not know why Roro Jonggrang asked them to prepare a lot of straw and mortars in the middle of the night. "Listen, all those genies are building the temples, right? We have to stop them by burning the straw and make some noise by pounding the mortar. The genies will think that sun is going to rise and they will run away. Genies are afraid of sunlight. Come on!" said Jonggrang. All the servants burned the straw and pounded the mortar.

Actually it worked. All the genies immediately stopped their work and ran for cover from the sun, which they afraid of. They thought that sun rose.

They did not know the light was from the fire that burning the straw, not from the sun. And the noise from pounding the mortar was like the start of a new day. And Bandung Bondowoso couldn't stop the genies from leaving. He was dissapointed to see this.

The next morning, Roro Jonggrang tried to see how many number the temples were. "One…two…three…one hundred…seven hundred…nine hundred ninety nine.. Hey! It just 999 scluptures. So it meant you can't marry me " said Roro Jonggrang. She was very happy because her tricks were succes. Bandung was angry. He knew Jonggrang had just tricked him. He was very mad. He pointed his finger to Roro Jonggrang and said some mantras." You cannot fool me, Roro Jonggrang. I already have 999 temples. I just need one more temple. Now, I will make you the one-thousandth temple!" With his supernatural power, Bandung Bondowoso made Roro Jonggrang a temple and completed a thousand temples

Until now, the temple is still standing in Prambanan area, Central Java. And the temple is called **Roro Jonggrang Temple.**

Second meeting (2nd Meeting)

The script of Roro Jonggrang legend's

E. Learning Method

Readers' Theatre Strategy

F. Teaching Procedures

First meeting (1st Meeting)

Pre-activities

g. The teacher greets the students.

h. The teacher checks the attendance list of the students.

Whilst Activities

v. The teacher does the brainstorming activities such as showing the example of the picture of Readers Theatre (RT) activity and asking some questions related to the picture.

w. The teacher explains about RT and its steps.

x. The teacher divides the students into 7 groups. Each group consists of 4-5 students. Then, the teacher gives the text of Timun Mas story to the students.

y. The teacher conducts a pre-reading activity to familiarize students with the story such as questioning, explaining the vocabulary, etc.

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bb. Teacher provides a scenario for the students' writing script. Then, the teacher asks the students to write a script in a group based on the scenario.

Post Activities

j. The teacher discusses about students' difficulties during the classroom activities in using RT.

k. The teacher asks the students to conclude the material.

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G. Source:

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H. Assessment:

7. Assessment technique: Speaking test

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Rubric for evaluating students' RT performance

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t. Language Features of narrative text

- Using processes verbs   - Using relative clause
- Using temporal conjunction   - Using direct speech and indirect speech
- Using Simple Past Tense   - Using Action Verb

Narrative text: The legend of Telaga Warna

The legend of Telaga Warna

Long time ago, there was a kingdom in West Java called Kutatanggeuhan. Kutatanggeuhan was a peaceful kingdom. People live in peace and prosperity as led by the wise king, Suwartalaya Kuttanggeuhan and his queen, Ratu Purbamanah. However, after married for a long time, they had not been given any children yet. The king and the queen were sad and lonely. They were also afraid that they had not any successor that will replace them to lead the kingdom in the future. The king had no idea what to do.

After long thought, the king decided to go to jungle to find a quiet place to mediate. He wanted to pray to Almighty God for getting an offspring. After few days of

mediating, King Suwartalaya suddenly heard a voice.

"Stop your meditation, my king. So, you want a child. Will you love him or her if you get one?" The voice said.

"Yes, my lord. I want a child so he or she can be my successor to lead the kingdom. Yes, my lord, I will love my child. I will always, my lord." The king replied.

"Go home, then." The voice continued.

The king then went home immediately to meet his queen. He told everything to his queen. And few weeks later, the queen was pregnant. They had never been so happy before. After nine months of pregnancy, the queen delivered a beautiful baby girl which later named as Rukmini Gilang. The king and the king were so happy that finally they had a child. The people of the kingdom were happy too. After waiting for a long time, they finally had a princess. To celebrate the new born princess, the king held a party and invited all the people in the kingdom to join.

Several years had passed, the princess Rukmini Gilang grew to be a very beautiful girl. The king and the queen spoiled the princess so much. They gave everything that the princess wanted. It made the princess had a bad attitude. However, the king, the queen and the people of the kingdom still loved her. They hope one day the princess temperament would change.

In few weeks, Princess Rukmini Gilang would turn to be seventeen years old. As usual, when princess birthday come, people of the kingdom would busy to prepare the party, the big one. They prepared all things, the foods, the entertainments, and the presents. And for this birthday presents, the people of the kingdom collected some beautiful gems. They planned to give those beautiful gems to the best goldsmith in the kingdom to make a very beautiful necklace. They intended to present the necklace as the birthday gift for the princess in her seventeenth with hope that the princess would happily accepted it.

Finally a long-awaited day came. The people of the kingdom gathered in the courtyard to celebrate princess birthday. All things were set, the foods, the entertainments, and of course the necklace. It was a big and beautiful party. People of the kingdom are so happy to see that their beloved princess was now seventeen. Finally,

the king and the queen, alongside with the princess came. The people of the kingdom were so fascinating to see the princess that grew even more beautiful than before.

Now is the time for people of the kingdom to present their special gift for the princess. They handed a well-craft wooden box with a very beautiful necklace inside to the king. King Suwartalaya opened the box and pulled out the beautiful necklace that gleam various colors. It was so lovely necklace. Then king Suwartalaya gave it to the princess Rukmini Gilang. Princess Rukmini Gilang only stared on it. It seemed that she was not interested on it. "Come on my daughter, wear this lovely necklace. Do not fail the people of the kingdom who give it to you. They love you so much. They will be happy if you wear this necklace." The king asked.

"What?? You said this necklace is beautiful? Are you blind? This is the ugliest necklace I have ever seen. I don't want to wear it." The princess shouted.

She slammed the necklace to the ground till it shattered. The king, the queen, and the people of the kingdom stood in silent witnessing their beloved princess like that. Tears began to come down from the queen's eyes. She was so sad to see her daughter's behavior. The king and the people of the kingdom were also sad. They cried until their tears flooded the palace. Suddenly, a big water came from the ground where the shattered necklace lied. The water flooded the palace as well as the kingdom until it sank and created a lake.

Right now, we can still sew the lake. The lake is located in Puncak, West Java. The lake is well known as Telaga Warna because we can see various colors in the surface. People believe that those colors come from the shattered-necklace that the princess Rukmini Gilang thrown away in the ground.

Second meeting (2nd Meeting)

The script of Telaga Warna legend's

E. Learning Method

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F. Teaching Procedures

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G. Source:

http://www.belajarbahasainggris.us/2015/08/legenda-bahasa-inggris-telaga-warna.html

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Topic	**: Narrative Text**
Skill	**: Speaking**
Meeting	**: First and second meeting (1ˢᵗ and 2ⁿᵈ meeting)**

A. Standard competence:

The students are able to understand about narrative text in form of spoken monologue text accurately to interact in daily life, and the students are able to do the story telling about narrative text.

B. Basic competence

Expressing the meaning and rhetorical steps in simple story accurately, fluently, and acceptably by using spoken language varieties in daily life context and to access knowledge in form of narrative text.

C. Indicator:

1. The students respond the monologue text: narrative
2. The students express the monologue text in form of narrative (story telling)

D. Teaching Materials:

First meeting (1ˢᵗ Meeting)

u. Definition of narrative text

Narrative text is a text which tells a story with complication or

problematic events and it tries to find the resolutions to solve the problems.

v. Purpose of narrative text

The purpose of narrative text is to amuse or to entertain the reader with a story.

w. Generic Structures of narrative text

- Orientation (Sets the scene): where and when the story happened and introduces the participants of the story; who and what is involved in the story.

- Complication: Tells the beginning of the problems which leads to the crisis (climax) of the main participants.

- Resolution: The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending.

- Re-orientation/Coda: This is a closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer.

x. Language Features of narrative text

- Using processes verbs   - Using relative clause
- Using temporal conjunction   - Using direct speech and indirect speech
- Using Simple Past Tense   - Using Action Verb

Narrative text: The story of Timun Mas

Timun Mas (The Golden Cucumber)

Once upon a time, not far from a jungle, lived a husband and a wife. They were farmers. They were diligent farmers and always worked hard in the paddy fields. They had been married for many years and still not have a child yet. Every day they prayed and prayed for a child. One night, while they were praying, a giant passed their house. The giant heard they pray.

"Don't worry farmers. I can give you a child. But you have to give me that child when she is 17 years old," said the giant.

The farmers were so happy. They did not think about the risk of losing their child later and agree to take the offer. Later, the giant gave them a bunch of cucumber

seeds. The farmers planted them carefully. Then the seeds changed into plants.

Not longer after that, a big golden cucumber grew from plants. After it had ripe, the farmers picked and cut it. They were very surprised to see beautiful girl inside the cucumber. They named her Timun Mas or Golden Cucumber. Years passed by and Timun Mas has changed into a beautiful girl.

On her 17th birthday, Timun Mas was very happy. However, the parents were very sad. They knew they had to keep their promise to the giant but they also did not want to lose their beloved daughter.

"My daughter, take this bag. It can save you from the giant," said the father.

"What do you mean, Father? I don't understand," said Timun Mas.

Right after that, the giant came into their house.

"Run Timun Mas. Save your life!" said the mother.

The giant was angry. He knew the farmers wanted to break their promise. He chased Timun Mas away. The giant was getting closer and closer. Timun Mas then opened the bag and threw a handful of salt. It became a sea. The giant had to swim to cross the sea.

Later, Timun Mas threw some chilli. It became a jungle with trees. The trees had sharp thorns so they hurt the giant. However, the giant was still able to chase Timun Mas. Timun Mas took her third magic stuff. It was cucumber seeds. She threw them and became cucumber field. But the giant still could escape from the field.

Then there was the last magic stuff she had in the bag. It was a shrimp paste, *terasi*. She threw it and became a big swamp. The giant was still trying to swim the swamp but he was very tired. Then he was drowning and died.

Timun Mas then immediately went home. The farmers were so happy that they finally together again.

Second meeting (2nd Meeting)

The script of Timun Mas story's

E. Learning Method

Readers' Theatre Strategy

F. Teaching Procedures

First meeting (1st Meeting)

Pre-activities

k. The teacher greets the students.

l. The teacher checks the attendance list of the students.

Whilst Activities

jj. The teacher does the brainstorming activities such as showing the example of the picture of Readers Theatre (RT) activity and asking some questions related to the picture.

kk. The teacher explains about RT and its steps.

ll. The teacher divides the students into 7 groups. Each group consists of 4-5 students. Then, the teacher gives the text of Timun Mas story to the students.

mm. The teacher conducts a pre-reading activity to familiarize students with the story such as questioning, explaining the vocabulary, etc.

nn. The teacher asks the students to read the story.

oo. The teacher asks the students to discuss and comprehend the story.

pp. Teacher provides a scenario for the students' writing script. Then, the teacher asks the students to write a script in a group based on the scenario.

Post Activities

p. The teacher discusses about students' difficulties during the classroom activities in using RT.

q. The teacher asks the students to conclude the material.

r. The teacher gives the students motivation and advice.

Second meeting (2nd Meeting)

Pre-activities

k. The teacher greets the students.

l. The teacher checks the attendance list of the students.

Whilst Activities

ee. The teacher checks the students' script.

ff. The teacher asks the students to practice the script that they have made before.

gg. The teacher asks the students to perform the script in front of the class by reading aloud.

hh. Each group gets turn to perform the story in front of the class.

ii. The students who have not got the turn yet are an audience, they have to give comment, advice, and suggestion to the groups who get their turn to perform.

jj. The teacher gives feedback on students' performance.

Post Activities

p. The teacher discusses about students' difficulties during the classroom activities in using RT.

q. The teacher asks the students to conclude the material.

r. The teacher gives the students motivation and advice.

G. Source:

http://indonesianfolklore.blogspot.co.id/2007/12/timun-mas-folklore-from-central-java.html

H. Assessment:

11. Assessment technique: Speaking test

The students perform a narrative story of Timun Mas (The golden cucumber) in a group.

12. Assessment system: Speaking rubric

Rubric for evaluating students' RT performance

By

(Patrick, 2010)

Area	1	2	3	4
Knowledge	Students do no interpret the story appropriately	Interprets the story appropriately	Interprets the story imaginatively and appropriately	Interprets the story creatively and with depth
Presentation	Students do not seem to be aware of what they should be doing at all	Students do not appear confident about what they are doing	Students appear to be fairly prepared	Group is well prepared
Voice	Hard to understand	Not so well articulated	Well articulated. Easy to understand	Entire skit was clear, concise, and well articulated
Projection	Used no expression or inappropriate expression	Used some expression in their voices	Used expression in their voices, loud and soft	Great expression in their voices, loud and soft
Overall Performance	No enthusiasm	Some enthusiasm	Very enthusiastic	Great enthusiasm

Speaking Assessment Format

No	Name	Aspects of Assessment					
		Knowledge	Present	Voice	Projection	Overall Performance	Total
1							

2

3

4

-       The highest score is 4

-       The lowest score is 1

-       The maximum score is 5 x 4 = 20

Total score:

Student's score x 5 =

The Range of Students Scores

Score Range	Category	Explanation
86-100	Excellent	Outstanding Achievement
71-85	Good	Above Average Achievement
56-70	Average	Average Achievement
41-55	Poor	Below Average Achievement
0-40	Failed	Insufficient Achievement

Palembang, September 2017

English Teacher   Researcher

Yessi Andriani, S.Pd   Lusi Amyan

NKTAM. 1278426   NIM. 13250047

Headmaster of SMA Muhammadiyah 2 Palembang

Doso Susilo Sutopo, S.Ag.

NBM. 776096

PRETEST SCORES OF CONTROL GROUP (XI IPA 1) SMA MUHAMMADIYAH 2 PALEMBANG

No	Name of Students	Rater I Beni Wijaya, M. Pd					Tot. R. I	Rater II Janita Norena, M. Pd					Tot. R. II	Rater III Aisyah Syahab, M. Pd					Tot. R. III	Total R1+R2+R3	Avg. Tot:3
		Gram	Voc	Com	Flu	Pro		Gram	Voc	Com	Flu	Pro		Gram	Voc	Com	Flu	Pro			
1	Agnes F.	3	3	3	3	2	56	3	4	3	3	2	60	4	4	3	3	2	64	56+60+64	60
2	Andi A. A.	3	4	4	3	3	68	3	4	4	3	3	68	4	5	5	4	2	72	68+68+72	69
3	Apriliana S. M.	3	3	3	3	3	60	3	4	3	3	2	60	4	5	5	3	2	76	60+60+76	65
4	Chan Celly	2	3	3	2	2	48	2	3	3	2	2	48	4	5	4	2	1	64	48+48+64	53
5	Desy Yuliana	2	2	2	3	2	44	1	2	1	1	1	24	2	2	2	2	1	36	44+24+36	35
6	Devi Puspa Sari	3	3	3	3	2	56	2	3	3	2	1	44	3	3	2	2	1	44	56+44+44	48
7	Dewi Wulan G.	2	3	3	3	1	52	2	4	3	3	2	56	4	4	3	3	2	64	52+56+64	57
8	Indah Rahma S.	2	3	2	3	2	48	2	3	3	2	1	44	3	4	3	3	1	56	48+44+56	49

9	KGS. Alfitrah	1	1	1	1	1	20	1	2	1	1	1	24	1	1	1	1	1	20	20+24+20	21
10	KGS. M. Aziz	3	3	3	3	3	60	4	4	3	4	3	72	4	4	5	4	3	80	60+72+80	71
11	Meisya Adellia	3	4	4	3	3	68	3	4	3	4	2	64	4	4	3	3	2	64	68+64+64	65
12	Michael Kevin	2	2	2	2	2	40	2	2	4	3	3	56	3	3	3	2	3	56	40+56+56	51
13	M. Reza F.	3	4	3	3	3	64	3	4	4	3	3	68	3	4	3	3	3	64	64+68+64	65
14	Monica F. R.	2	3	2	3	2	48	3	3	3	3	2	56	4	5	4	3	2	72	48+56+72	59
15	Msy. Rohmatun	3	3	3	3	3	60	4	4	4	3	3	72	4	5	5	4	3	84	60+72+84	72
16	Nurhafidzah	1	2	1	3	2	36	2	2	2	3	2	44	2	2	2	2	2	40	36+44+40	40
17	Puspita Aliya N.	3	3	4	3	3	64	4	4	4	4	3	76	4	5	4	3	3	76	64+76+76	72
18	Rahmad H.	1	1	1	1	1	20	1	1	1	1	1	20	1	1	1	1	1	20	20+20+20	20
19	R. A. Nadya A.	2	3	4	2	2	52	3	4	4	3	3	68	4	5	5	4	4	88	52+68+88	71
20	Rani Anggraini	2	2	2	2	2	40	2	3	2	2	2	44	3	4	3	2	3	60	40+44+60	48
21	Rendi Wijaya	2	2	2	2	2	40	2	3	2	2	2	44	2	3	2	1	2	40	40+44+40	41

No	Name																				
22	Rima Anggraini	2	2	2	2	2	40	2	2	2	2	2	40	1	2	2	2	1	32	40+40+32	37
23	Selvia Priska U.	3	3	3	3	3	60	3	4	4	3	3	68	3	4	5	3	3	72	60+68+72	67
24	Sisilia J.	2	2	2	2	2	40	1	2	1	1	1	24	1	1	1	1	1	20	40+24+20	28
25	Tarisa Savitri	3	3	4	3	3	64	3	4	4	3	3	68	3	4	4	3	2	64	64+68+64	65

Rater I   Rater II   Rater III

Beni Wijaya, M. Pd   Janita Norena, M. Pd   Aisyah Syahab, M. Pd

POSTTEST SCORES OF CONTROL GROUP (XI IPA 1) SMA MUHAMMADIYAH 2 PALEMBANG

No	Name of Students	Rater I — Beni Wijaya, M. Pd					Tot. R. I	Rater II — Janita Norena, M. Pd					Tot. R. II	Rater III — Aisyah Syahab, M. Pd					Tot. R. III	Total R1+R2+R3	Avg. Tot:3
		Gram	Voc	Com	Flu	Pro		Gram	Voc	Com	Flu	Pro		Gram	Voc	Com	Flu	Pro			
1	Agnes F.	3	4	4	3	3	68	2	3	3	3	2	52	2	3	3	2	2	48	68+52+48	56
2	Andi A. A.	3	3	4	3	3	64	4	4	4	3	3	72	4	5	5	3	3	80	64+72+80	72
3	Apriliana S. M.	3	4	4	3	3	68	4	4	3	3	3	68	4	5	4	3	3	76	68+68+76	71
4	Chan Celly	3	3	4	3	3	64	4	4	4	4	3	76	4	5	5	4	3	84	64+76+84	75
5	Desy Yuliana	3	3	3	3	3	60	2	3	2	2	2	44	3	3	2	2	2	48	60+44+48	51
6	Devi Puspa Sari	2	3	3	2	2	48	2	3	2	2	2	44	3	3	2	2	2	48	48+44+48	47
7	Dewi Wulan G.	2	2	2	2	2	40	2	3	2	2	2	44	3	3	2	2	2	48	40+44+48	44

No	Name																			
8	Indah Rahma S.	2	3	3	2	2	48	2	3	3	3	2	52	3	3	2	2	2	48	48+52+48	49
9	KGS. Alfitrah	3	3	3	3	2	56	3	4	3	3	2	60	5	5	4	3	3	80	56+60+80	65
10	KGS. M. Aziz	2	2	3	3	2	48	4	4	5	4	3	80	3	4	4	2	3	64	48+80+64	64
11	Meisya Adellia	2	3	3	3	2	52	3	4	3	3	2	60	3	3	3	3	2	56	52+60+56	56
12	Michael Kevin	2	2	2	2	2	40	3	4	4	3	3	68	3	3	2	2	2	48	40+68+48	52
13	M. Reza F.	3	3	3	2	2	52	4	5	4	5	4	88	4	5	4	4	3	80	52+88+80	73
14	Monica F. R.	3	3	4	3	3	64	2	3	2	4	2	52	3	4	3	3	1	56	64+52+56	57
15	Msy. Rohmatun	2	2	2	2	2	40	2	3	2	3	2	48	3	3	2	2	2	48	40+48+48	45
16	Nurhafidzah	2	2	2	3	3	48	2	3	2	3	2	48	3	3	2	1	1	40	48+48+40	45
17	Puspita Aliya N.	2	3	3	3	2	52	4	4	4	4	3	76	3	4	3	3	3	64	52+76+64	64
18	Rahmad H.	2	2	2	2	2	40	2	2	2	2	2	40	2	2	2	2	2	40	40+40+40	40
19	R. A. Nadya A.	3	4	4	3	3	68	4	5	4	4	3	80	4	4	4	3	3	72	68+80+72	73
20	Rani Anggraini	2	2	3	3	2	48	2	3	2	2	2	44	2	2	2	2	2	40	48+44+40	44

No	Nama																				
21	Rendi Wijaya	2	2	2	2	2	40	2	3	2	2	2	44	2	2	2	2	2	40	40+44+40	41
22	Rima Anggraini	2	2	2	3	2	44	2	3	2	2	2	44	2	2	2	2	2	40	44+44+40	43
23	Selvia Priska U.	4	4	4	3	3	72	4	4	4	3	3	72	4	5	5	4	4	88	72+72+88	77
24	Sisilia J.	2	2	2	2	2	40	2	2	2	2	2	40	2	2	2	2	2	40	40+40+40	40
25	Tarisa Savitri	3	3	3	3	3	60	3	4	4	4	3	72	3	3	4	3	3	64	60+72+64	65

Rater I   Rater II   Rater III

Beni Wijaya, M. Pd   Janita Norena, M. Pd   Aisyah Syahab, M. Pd

PRETEST SCORES OF EXPERIMENTAL GROUP (XI IPA 2) SMA MUHAMMADIYAH 2 PALEMBANG

No	Name of Students	Rater I Beni Wijaya, M. Pd					Tot. R. I	Rater II Janita Norena, M. Pd					Tot. R. II	Rater III Aisyah Syahab, M. Pd					Tot. R. III	Total R1+R2+R3	Avg. Tot:3
		Gram	Voc	Com	Flu	Pro		Gram	Voc	Com	Flu	Pro		Gram	Voc	Com	Flu	Pro			
1	Abdul H. P.	2	3	2	3	2	48	3	4	3	3	3	64	2	3	2	1	1	36	48+64+36	49
2	Affry A. B.	3	3	3	3	3	60	3	4	3	3	2	60	3	4	3	3	2	60	60+60+60	60
3	Aldi Putra	3	4	4	3	3	68	2	3	2	3	2	48	2	3	2	2	1	40	68+48+40	52
4	Anissa S.	2	3	3	2	2	48	2	3	2	3	1	44	2	2	1	3	2	40	48+44+40	44
5	Ari Saputra	3	3	3	3	3	60	2	3	2	2	1	40	3	4	3	2	2	56	60+40+56	52
6	Ayu Zahra	3	3	4	3	3	64	4	4	4	3	3	72	4	5	5	4	3	84	64+72+84	73
7	Dea Aprilia	3	3	3	3	3	60	2	4	3	3	2	56	4	5	5	4	3	84	60+56+84	67
8	Fena Lestari	3	4	4	4	3	72	3	4	3	3	2	60	3	5	5	4	4	84	72+60+84	72

No	Name																				
9	Hayatun Lisna	2	2	2	2	2	40	1	2	1	2	1	28	1	1	1	1	1	20	40+28+20	29
10	KGS. Ismail F.	2	2	2	2	2	40	1	2	1	2	1	28	1	1	1	1	1	20	40+28+20	27
11	Kisti Salsabila	3	3	3	3	3	60	1	2	1	3	1	32	3	3	2	3	2	52	60+32+52	48
12	Kintan Indah P.	2	2	2	2	2	40	1	2	1	2	1	28	2	3	2	2	2	44	40+28+44	37
13	M. Arkan S.	3	3	3	3	2	56	4	4	3	3	3	68	4	4	3	2	2	60	56+68+60	61
14	M. Gali P.	2	3	3	3	2	52	2	3	2	2	2	44	1	2	1	1	1	24	52+44+24	40
15	Mutiara	2	3	2	3	2	48	4	4	3	3	3	68	3	4	3	2	2	56	48+68+56	57
16	M. Wahyu S.	1	1	1	1	1	20	1	2	1	2	1	28	1	1	1	1	1	20	20+28+20	23
17	Putri Nabila	2	2	2	2	2	40	2	3	2	2	2	44	1	1	1	1	1	20	40+44+20	35
18	Rama Wijaya	3	3	2	3	2	52	3	4	3	3	2	60	3	3	2	2	2	48	52+60+48	53
19	Ria	2	2	2	2	2	40	2	3	1	2	1	36	2	3	2	1	2	40	40+36+40	39
20	Siska Widiyanti	3	3	4	3	3	64	3	4	3	2	3	60	3	4	5	3	2	68	64+60+68	64
21	Sri Melliyani U.	2	2	2	2	2	40	2	3	2	3	2	48	2	3	2	2	1	40	40+48+40	43

No	Nama																				
22	Tiara	2	2	2	2	2	40	2	3	2	2	2	44	2	3	2	2	1	40	40+44+40	41
23	Yuyun Wahyuni	2	2	2	2	2	40	2	3	2	3	1	44	1	2	1	1	1	24	40+44+24	36
24	Tri Utari Ani	2	3	3	3	2	52	3	4	3	2	2	56	2	3	3	2	1	44	52+56+44	51
25	Faris Aljabar	2	3	3	3	3	56	4	4	3	3	3	68	3	5	5	3	3	76	56+68+76	67

Rater I   Rater II   Rater III

Beni Wijaya, M. Pd   Janita Norena, M. Pd   Aisyah Syahab, M. Pd

POSTTEST SCORES OF EXPERIMENTAL GROUP (XI IPA 2) SMA MUHAMMADIYAH 2 PALEMBANG

No	Name of Students	Rater I Beni Wijaya, M. Pd					Tot. R. I	Rater II Janita Norena, M. Pd					Tot. R. II	Rater III Aisyah Syahab, M. Pd					Tot. R. III	Total R1+R2+R3	Avg. Tot:3
		Gram	Voc	Com	Flu	Pro		Gram	Voc	Com	Flu	Pro		Gram	Voc	Com	Flu	Pro			
1	Abdul H. P.	4	4	4	4	3	76	3	4	5	4	3	76	5	4	4	4	3	80	76+76+80	77
2	Affry A. B.	4	5	5	4	3	84	3	5	4	5	3	80	5	4	4	5	4	88	84+80+88	84
3	Aldi Putra	3	4	4	4	3	72	4	4	4	4	2	72	4	4	4	4	3	76	72+72+76	73
4	Anissa S.	3	4	4	4	3	72	4	4	4	3	2	68	3	4	4	4	3	72	72+68+72	71
5	Ari Saputra	4	4	3	4	2	68	3	4	3	4	2	64	3	4	4	3	2	64	68+64+64	65
6	Ayu Zahra	4	5	5	4	4	88	5	5	4	4	4	88	5	5	4	4	4	88	88+88+88	88
7	Dea Aprilia	4	5	4	4	4	84	4	5	4	4	3	80	4	4	5	4	3	80	84+80+80	81
8	Fena Lestari	4	5	5	4	4	88	4	5	5	4	4	88	5	4	5	4	4	88	88+88+88	88

No	Name																				
9	Hayatun Lisna	3	4	4	4	2	68	4	5	4	3	3	76	3	4	3	4	3	68	68+76+68	71
10	KGS. Ismail F.	3	3	3	3	3	60	3	4	3	3	3	64	3	3	3	3	3	60	60+64+60	61
11	Kisti Salsabila	3	4	4	4	3	72	2	4	3	3	2	56	3	4	3	3	3	64	72+56+64	64
12	Kintan Indah P.	4	3	3	4	4	72	3	4	4	3	3	68	3	4	4	4	3	72	72+68+72	71
13	M. Arkan S.	4	3	4	4	3	72	4	5	3	4	3	76	4	4	4	4	3	76	72+76+76	75
14	M. Gali P.	3	3	4	3	3	64	4	4	3	3	3	68	3	4	3	3	2	60	64+68+60	64
15	Mutiara	3	3	4	3	2	60	4	4	3	3	3	68	3	3	4	3	2	60	60+68+60	63
16	M. Wahyu S.	3	3	4	3	2	60	3	3	4	3	2	60	3	4	4	4	2	68	60+60+68	63
17	Putri Nabila	3	3	4	3	3	64	3	4	3	3	3	64	3	3	4	4	2	64	64+64+64	64
18	Rama Wijaya	3	3	3	3	3	60	3	5	4	3	2	68	3	3	3	3	2	56	60+68+56	61
19	Ria	3	4	3	3	3	64	3	3	4	3	2	60	3	4	3	3	2	60	64+60+60	61
20	Siska Widiyanti	3	4	4	3	3	68	4	5	4	4	3	80	3	4	4	4	3	72	68+80+72	73
21	Sri Melliyani U.	3	3	4	3	2	60	3	4	3	3	2	60	3	3	4	3	3	64	60+60+64	61

No	Nama																			
22	Tiara	3	3	3	3	3	60	2	3	3	3	3	56	3	3	4	3	3	64	60+56+64	60
23	Yuyun Wahyuni	3	3	3	3	3	60	3	3	3	3	2	56	3	4	3	3	3	64	60+56+64	60
24	Tri Utari Ani	3	4	4	3	3	68	3	4	3	4	3	68	3	4	4	3	3	72	68+68+72	69
25	Faris Aljabar	4	4	4	5	3	80	4	5	4	4	3	80	4	4	5	4	3	80	80+80+80	80

Rater I   Rater II   Rater III

Beni Wijaya, M. Pd   Janita Norena, M. Pd   Aisyah Syahab, M. Pd

RESEARCH GALLERY

Pre-test

Research Treatments

Post-test

SPEAKING TEST

7. In this test, you are asked to tell a story.

8. Choose one of the topics of the stories below:

   f. Tangkuban Perahu

   g. Bawang merah bawang putih

   h. Malin Kundang

   i. The Legend of Toba Lake

   j. The Legend of Pulo Kemaro

9. Tell the story in 1-3 minutes clearly and loudly!

10. Your performance will be examined in terms of five aspects: fluency, pronunciation, grammar, vocabulary, and comprehension.

11. Before you tell the story, mentions your name and your class!

12. Good luck!

Teaching and Learning Materials for Research Treatments

Meeting	Materials	Sources	Date
1st	Pretest (students are required to deliver a narrative story in 1-3 minutes)	Curriculum and syllabus KTSP 2006	Sept 4th, 2017
2nd	Explain and give example about RT strategy Theme: The golden cucumber	http://indonesianfolklore.blogspot.co.id/2007/12/timun-mas-folklore-from-central-java.html	Sept 5th, 2017
3rd	Students' performance by using RT (group exhibition)		Sept 7th, 2017
4th	Theme: Lutung Kasarung	http://folktales4u.blogspot.co.id/2011/05/lgend-of-lutung-kasarung.html	Sept 9th, 2017
5th	Students' performance by using RT (group exhibition)		Sept 11th, 2017
6th	Theme: The legend of Banyuwangi	http://britishcourse.com/the-legend-of-banyuwangi-legend-narrative-text.php	Sept 12th, 2017
7th	Students' performance by using RT (group exhibition)		Sept 14th, 2017
8th	Theme: The legend of Telaga Warna	http://www.belajarbahasainggris.us/2015/08/legenda-bahasa-inggris-telaga-warna.html	Sept 16th, 2017
9th	Students' performance by using RT (group exhibition)		Sept 18th, 2017
10th	Theme: The golden snail	http://folktales4u.blogspot.co.id/2011/05/golden-snail-keong-emas.html	Sept 19th, 2017
11th	Students' performance by using RT (group exhibition)		Sept 25th, 2017
12th	Theme: The legend of Roro Jonggrang	http://folktales4u.blogspot.co.id/2011/05/legend-of-loro-jonggrang.html	Sept 26th, 2017
13th	Students' performance by using RT (group exhibition)		Sept 28th, 2017
14th	Posttest: (Students are required to deliver narrative story in 1-3 minutes)	Curriculum and syllabus KTSP 2006	Sept 30th, 2017

Appendix Q: Distributions of Data Frequency

Statistics

Pretest_Control

N	Valid	25
	Missing	0

Pretest_Control

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20.00	1	4.0	4.0	4.0
	21.00	1	4.0	4.0	8.0
	28.00	1	4.0	4.0	12.0
	35.00	1	4.0	4.0	16.0
	37.00	1	4.0	4.0	20.0
	40.00	1	4.0	4.0	24.0
	41.00	1	4.0	4.0	28.0
	48.00	2	8.0	8.0	36.0
	49.00	1	4.0	4.0	40.0
	51.00	1	4.0	4.0	44.0
	53.00	1	4.0	4.0	48.0
	57.00	1	4.0	4.0	52.0
	59.00	1	4.0	4.0	56.0
	60.00	1	4.0	4.0	60.0
	65.00	4	16.0	16.0	76.0
	67.00	1	4.0	4.0	80.0
	69.00	1	4.0	4.0	84.0
	71.00	2	8.0	8.0	92.0
	72.00	2	8.0	8.0	100.0
	Total	25	100.0	100.0	

Statistics

Posttest_Control

N	Valid	25
	Missing	0

Posttest_Control

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40.00	2	8.0	8.0	8.0
	41.00	1	4.0	4.0	12.0
	43.00	1	4.0	4.0	16.0
	44.00	2	8.0	8.0	24.0
	45.00	2	8.0	8.0	32.0
	47.00	1	4.0	4.0	36.0
	49.00	1	4.0	4.0	40.0
	51.00	1	4.0	4.0	44.0
	52.00	1	4.0	4.0	48.0
	56.00	2	8.0	8.0	56.0
	57.00	1	4.0	4.0	60.0
	64.00	2	8.0	8.0	68.0
	65.00	2	8.0	8.0	76.0
	71.00	1	4.0	4.0	80.0
	72.00	1	4.0	4.0	84.0
	73.00	2	8.0	8.0	92.0
	75.00	1	4.0	4.0	96.0
	77.00	1	4.0	4.0	100.0
	Total	25	100.0	100.0	

Statistics

Pretest_Exp

N	Valid	25
	Missing	0

Pretest_Exp

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	23.00	1	4.0	4.0	4.0
	27.00	1	4.0	4.0	8.0
	29.00	1	4.0	4.0	12.0
	35.00	1	4.0	4.0	16.0
	36.00	1	4.0	4.0	20.0
	37.00	1	4.0	4.0	24.0
	39.00	1	4.0	4.0	28.0
	40.00	1	4.0	4.0	32.0
	41.00	1	4.0	4.0	36.0
	43.00	1	4.0	4.0	40.0
	44.00	1	4.0	4.0	44.0
	48.00	1	4.0	4.0	48.0
	49.00	1	4.0	4.0	52.0
	51.00	1	4.0	4.0	56.0
	52.00	2	8.0	8.0	64.0
	53.00	1	4.0	4.0	68.0
	57.00	1	4.0	4.0	72.0
	60.00	1	4.0	4.0	76.0
	61.00	1	4.0	4.0	80.0
	64.00	1	4.0	4.0	84.0
	67.00	2	8.0	8.0	92.0
	72.00	1	4.0	4.0	96.0
	73.00	1	4.0	4.0	100.0
	Total	25	100.0	100.0	

Statistics

Posttest_Exp

N	Valid	25
	Missing	0

Posttest_Exp

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60.00	2	8.0	8.0	8.0
	61.00	4	16.0	16.0	24.0
	63.00	2	8.0	8.0	32.0
	64.00	3	12.0	12.0	44.0
	65.00	1	4.0	4.0	48.0
	69.00	1	4.0	4.0	52.0
	71.00	3	12.0	12.0	64.0
	73.00	2	8.0	8.0	72.0
	75.00	1	4.0	4.0	76.0
	77.00	1	4.0	4.0	80.0
	80.00	1	4.0	4.0	84.0
	81.00	1	4.0	4.0	88.0
	84.00	1	4.0	4.0	92.0
	88.00	2	8.0	8.0	100.0
	Total	25	100.0	100.0	

Appendix R: Descriptive Statistics

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest_Control	25	20.00	72.00	53.1600	16.07192
Valid N (listwise)	25				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest_Exp	25	23.00	73.00	48.8000	14.02379
Valid N (listwise)	25				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Posttest_Control	25	40.00	77.00	56.3600	12.50960
Valid N (listwise)	25				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Posttest_Exp	25	60.00	88.00	69.9200	8.93458
Valid N (listwise)	25				

Appendix S: Normality Test

Normality Test of Pretest and Posttest in Control Group

One-Sample Kolmogorov-Smirnov Test

		Pretest_Control
N		25
Normal Parameters[a,b]	Mean	53.1600
	Std. Deviation	16.07192
Most Extreme Differences	Absolute	.169
	Positive	.121
	Negative	-.169
Kolmogorov-Smirnov Z		.847
Asymp. Sig. (2-tailed)		.470

a. Test distribution is Normal.

b. Calculated from data.

One-Sample Kolmogorov-Smirnov Test

		Posttest_Control
N		25
Normal Parameters[a,b]	Mean	56.3600
	Std. Deviation	12.50960
Most Extreme Differences	Absolute	.138
	Positive	.138
	Negative	-.129
Kolmogorov-Smirnov Z		.690
Asymp. Sig. (2-tailed)		.727

a. Test distribution is Normal.

b. Calculated from data.

Normality Test of Pretest and Posttest in Experimental Group

One-Sample Kolmogorov-Smirnov Test

		Pretest_Exp
N		25
Normal Parameters[a,b]	Mean	48.8000
	Std. Deviation	14.02379
Most Extreme Differences	Absolute	.074
	Positive	.074
	Negative	-.068
Kolmogorov-Smirnov Z		.370
Asymp. Sig. (2-tailed)		.999

a. Test distribution is Normal.

b. Calculated from data.

One-Sample Kolmogorov-Smirnov Test

		Posttest_Exp
N		25
Normal Parameters[a,b]	Mean	69.9200
	Std. Deviation	8.93458
Most Extreme Differences	Absolute	.189
	Positive	.189
	Negative	-.133
Kolmogorov-Smirnov Z		.945
Asymp. Sig. (2-tailed)		.333

a. Test distribution is Normal.

b. Calculated from data.

Appendix T

Homogeneity Pretest Scores of Control and Experimental Groups

Test of Homogeneity of Variances

Pretest_scores

Levene Statistic	df1	df2	Sig.
.660	1	48	.420

ANOVA

Pretest_scores

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	237.620	1	237.620	1.045	.312
Within Groups	10919.360	48	227.487		
Total	11156.980	49			

Homogeneity Posttest Scores of Control and Experimental Groups

Test of Homogeneity of Variances

Posttest

Levene Statistic	df1	df2	Sig.
1.556	1	48	.218

ANOVA

Posttest

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	237.620	1	237.620	1.698	.199
Within Groups	6718.560	48	139.970		
Total	6956.180	49			

Result Analysis of Independent Sample T-test From Students' Posttest Scores in Control and Experimental Groups

Group Statistics

	Category	N	Mean	Std. Deviation	Std. Error Mean
Posttest	1.00	25	69.9200	8.93458	1.78692
	Control	25	56.3600	12.50960	2.50192

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Posttest	Equal variances assumed	5.367	.025	4.410	48	.000	13.56000	3.07452	7.37827	19.74173
	Equal variances not assumed			4.410	43.429	.000	13.56000	3.07452	7.36141	19.75859

Appendix U: Result of Hypothesis Testing

Result Analysis of Paired Sample T-test From Students' Pretest to Posttest Score in Experimental Group

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre_Exp	48.8000	25	14.02379	2.80476
	Post_Exp	69.9200	25	8.93458	1.78692

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre_Exp & Post_Exp	25	.739	.000