

**THE USE OF ENGLISH SHORT STORIES TO IMPROVE STUDENTS' SPEAKING
ABILITY OF THE TENTH GRADE STUDENTS AT
MA AL-KHAIRAAT PUSAT PALU**



A THESIS

*Presented as a Partial Fulfillment of the Requirements for the degree of Sarjana Pendidikan
at the Teacher Training and Tarbiyah Faculty
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By

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2023**

Statement of the Thesis Authenticity

I hereby declare that this thesis entitled : *“The Use of English Short Stories to Improve Students’ Speaking Ability of the Tenth Grade Students at MA Al-Khairaat Pusat Palu”* has been officially approved as my on work and it has not been and will not be submitted in the whole or in part to another University/Institute for the award of any other degree. If later, this thesis is found to be fabricated either in the whole or in part, I declare that I must comply with the rules and regulations of the university and I must ready for all the consequences thereafter due to this misconduct.

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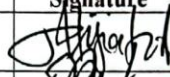



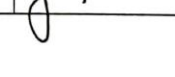


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A thesis by Asmaul Husna, NIM. 18.1.16.0034 entitled " The Use of English Short Stories to Improve Students' Speaking Ability of the Tenth Grade Students at MA Al-Khairaat Pusat Palu" which has been examined in front of the board of examiners of the Faculty of Tarbiyah and Teacher Training in State Islamic University Datokarama Palu on 17th November 2023 has met all the criteria for scientific paper. Therefore, it can be accepted as the requirement for obtaining bachelor degree in English Tadris Study Program.

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ABSTRACT

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Judul Skripsi : The Use of English Short Stories To Improve Students' Speaking Ability of the Tenth Grade Students at MA Al-Khairaat Pusat Palu

This research aims to determine whether the use of English short stories can improve students speaking ability of class X MIPA at MA Al-Khairaat Pusat Palu. The method used in this research was Quantitative with a Quasi-Experimental design using pre-test, treatment and post-test to test the ability of students in the class. The researcher used purposive sampling and classified them into two classes, namely X MIPA 2 as experimental class and X MIPA 1 as control class. The experimental class consisted of 33 students and the control class consisted of 33 students. Furthermore, the researcher used English short stories as a research instrument.

The data collected were analyzed statistically, and the results of the data analysis showed that there was a significant difference between the results of the pre-test and post-test. This is proven by looking at the average value of the test results where the average value of the experimental group increased significantly from 41.61 to 69.49. Meanwhile, the control group increased from 39.99 to 50.50. Then, the researcher calculated the t-count to find out significant differences in students' abilities. By applying a significant level of 0.05 and degrees of freedom (df) 64. The researcher, found the t-count value (3.097) was higher than the t-table value (1.669). Thus it can be concluded that the research hypothesis is accepted. In other words, the use of English short stories is effective to improve the speaking ability of class X MIPA MA Al-Khairaat Pusat Palu.

Keywords : *Speaking Skill, Improve, Short Stories*

CHAPTER 1

INTRODUCTION

A. Background

English is the first international language that is used as a medium for communication with other people around the world. In particular, the main purpose of English is to use it for communication both in spoken and written form. In the context of learning English mastery is required for: listening, speaking, reading and writing. Speaking ability plays a very important role because it is used as a means of communication with other people. It is a skill to be mastered by humans to generate ideas and process them into spoken form¹.

Currently English has been "chosen" as the main lingua franca, or a common language that is consistently used as the main means for communication between people who do not share a common language. Although it is not the language with the highest number of speakers, it is a language that holds a dominant position and has far-reaching influence around the globe².

¹ Nur Hasanah Safei, "The Effectiveness Of Retelling Short Story Towards Students' Accuracy In Speaking Skill," *Journal of Language Teaching and Learning Linguistics and Literature* 8, no.1 (2020): 137.

² Retta Mestika Ompusunggu, "The Effectiveness of Short Story Use On students' speaking Skill Development at SMPN 160 Jakarta," *Journal of English Teaching* 4, no. 3 (2018): 195.

In the context of teaching and learning, the main teaching of English is to provide students the ability to use English effectively and correctly in communication³. It conveys the message about how knowledge, abilities, skills and attitudes should be better learned by students.

Based on the observations, The ability of students to use english at MA Al-Khairaat Pusat Palu was still categorized very low, it was especially happened in class X MIPA. It was noted by the english teacher that students found it difficult to speak or express english words. Reflecting on this situation, short stories media was considered to be one of effective ways to help students learn better in English. Short stories are one of the media used in learning to improve students' English speaking ability. This was also be useful for students to solve problems and ideas by expressing them using english.

Using short stories in the EFL classroom exposes learners to distinctive opportunities for educational, intellectual, cultural and linguistic development. Short story is considered as one of the literary genres that can be used to enhance language skill, motivate students, and increase their cultural awareness and tolerance⁴.

³ Leong, Lai Mei, and Seyedeh Masoumeh Ahmadi, "An Analysis Of Factors Influencing Learners' english Speaking Skill," *International Journal Of Research In English Education* 2, no. 1 (2017): 34-41.

⁴ Retta Mestika Ompusunggu, "The Effectiveness of Short Story Use On students' speaking Skill Development at SMPN 160 Jakarta," *Journal of English Teaching* 4, no. 3 (2018): 197.

Based on the results of the observation, it was also found problems related to speaking, in terms of speaking english texts aloud, in addition, students felt bored in learning English, due to the ineffective method of teaching by teacher. As mentioned in many literatures, the use of short stories is one of the best ways to attract students to learn english as students find it easier and more fun because with this short stories they can learn about culture, knowledge and add new vocabulary as well as knowing the correct and good pronunciation in english in the context of retelling short stories.

Based on the explanation above, that in order to be able to train and improve students' speaking ability, a good media is needed in the English learning process, for that the researcher plans to use the short stories in improving the English speaking ability of class X MIPA students at MA Al-Khairaat Pusat Palu.

Based on the results of the discussion between researcher and teacher at MA Al-Khairaat Pusat Palu, it was found that the short stories would provide more effective results in improving students' speaking ability. Therefore, the researcher are interested in taking this title, namely **"The Use of English Short Stories to Improve Students' Speaking Ability of the Tenth Grade Students' at MA Al-Khairaat Pusat Palu"**.

B. Research Question

Based on the research background, research question is formulated as follows :

Is the use of English short stories effective to improve students speaking ability?

C. The Aim of The Research

The aim of this research was to examine whether the use of short stories media was effective to speaking ability of class X MIPA MA Al-Khairaat Pusat Palu students.

D. Significant of Research

This research was expected to provide new insights about how speaking ability of students can be improved. The significant of the research was intended for :

- a) This research was expected to assist in teaching and learning process, especially in speaking English which is useful for students, teachers, and researchers.
- b) The benefits of this research are expected to help teachers in implementing teaching and learning and being able to see problems in students, so that it is easier to find solutions in the learning process.
- c) The findings of this research are expected to help teachers and students in the process of teaching and learning english with the aim of achieving learning as expected.

E. The Outline of Research Structure

CHAPTER I, Presents backgrounds of the proposals in which research questions, and objectives and significance of the study are clearly elaborated.

CHAPTER II, Presents literature review in which previous researcher and the understanding of speaking in english and it uses are fully reviewed and discussed.

CHAPTER III, Presents research methods and explanations of the topics being studied.

CHAPTER IV, Presents findings and discussion that contained an explanation and description about the result of the research that the researcher had been done.

CHAPTER V, Presents conclusion and suggestion which contained the conclusions of the research results and suggestion.

CHAPTER II

LITERATURE REVIEW

A. Previous Research

In this research, there were three previous research that were used as scientific references. The following is a research review of previous research that the researcher took as a reference in the preparation of this thesis proposal.

The research of, Retta Mestika Ompusunggu, 2018, entitled “The Effectiveness Of Short Story Use On Students’ Speaking Skill Development At SMPN 160 Jakarta investigated whether the use of short story was effective to develop students’ speaking in English as a foreign language (EFL) context or not”. To achieve the aim, a pretest-posttest experiment design using two groups of experimental (n=30) and control (n=30) was conducted at SMPN 160 Jakarta. The control group was taught speaking using short stories, while the control group was taught speaking in the routine procedure of the English classes. The experiment occurred in six weeks, two forty-five-minutes-sessions per week. Data was collected using tests administering the interview technique. The results of the hypothesis test employing SPSS22.00 demonstrated that short story use had a significant effect on the participants' speaking skills improvement. It was, therefore, recommended to use short story to help students develop their speaking performance.

The research of, Nur Hasanah Safei, 2020, entitled “The Effectiveness of Retelling Short Story towards Students’ Accuracy in Speaking Skill”.

There was a differentiation between the students’ accuracy in speaking skill before and after being thought through retelling short story. The null hypotesis (H0) was rejected and the alternative hypothesis (H1) was accepted because the t-test value was 5,42 which was higher than t-table value 2,024.. The mean score of the students before teaching retelling short story was 2,95 classified as poor score. After teaching retelling short story the mean score was 3,38 classified as a good score. Based on result of data analysis above, the researcher drew conclusion that retelling short story could effective toward students’ accuracy in speaking skill.

The research of, Jessica Novia, 2017, entitled “Retelling Short Story To Improve Students’ Speaking Skill”. The result of the research shows that ttest is higher than t-critical the value is $8,34 > 2.069$ it means that the alternative hypothesis (Ha) is accepted. It can be concluded that there is a highly significant effect of retelling short story to improve students’ speaking skill on the tenth grade students of SMA Santun Untan Pontianak.

It can be seen from the three research above, all researchers have the same focus, namely developing students' speaking skills using short stories media. It can be seen from the results of the research above, there is a significant development of students' speaking ability in English after being taught using short story media. For this reason, the researcher also want to

used this media in different schools, with the hope that the results of this research would also produce a significant increase in students' speaking ability.

B. Short Story

1. Definition of Short Story

A short story is a type of literary work in the form of fictitious narrative prose or fiction in which the contents tell or describe the story of a character along with all the conflicts and their resolutions, which are written briefly and concisely. In the case of short stories (short stories) focused on a certain character or situation where there is a peak of the problem (climax) and its resolution. In addition, in short stories there are less than 10,000 words, tend to be shorter and denser, so it is not wrong if someone says short stories are reading for one sitting¹.

In addition, short stories also tell about an event experienced by the main character. A short story is also a literary work that consists of a core of events that is packed with a solid story.

2. Characteristics of Short Story

Short stories, as the name implies, show the characteristics of an all-short language, both the events that are revealed, the content of the story, the number of actors, and the number of words used. The characteristics of a short story are as follows :

¹ Dewi Noviyanti, "Meningkatan Daya Pemahaman Melalui Media Cerita Pendek Siswa Kelas Viii Smp Alam Karawang," *Universitas Singaperbangsa Karawang* 1, no. 2 (2019): 3.

- a. The form of writing is short, dense, and shorter than the novel.
- b. Writing less than 10,000 words.
- c. Sources of stories from everyday life, both their own experiences and those of others.
- d. Does not describe the whole life of the perpetrator because it raises a single problem or its essence.
- e. It is read in one sitting and only tells something that is meaningful to the perpetrator.
- f. The characters are described as experiencing conflict until it is resolved.
- g. The use of words is very economical and easily known to the public.
- h. Leave a deep impression and effect on the reader's feelings.
- i. Telling an incident from the occurrence of mental development and crisis, but not to the point of causing a change in fate.
- j. Single and straight grooved.
- k. The characterizations are very simple, short, and not deep.²

3. Structure Text of Short Story

In addition to knowing the definition and general characteristics of a short story, it is important for us to know the structure in it. Broadly speaking, the structure of the short story is as follows :

² Priyatni Endah Tri dan Titik Harsiati, *Bahasa dan Sastra Indonesia SMA.MA Kelas XI* (Jakarta: Bumi Aksara, 2013), 53.

- a. The abstract stage is the summary or core of the story. Abstract in a short story text is optional. This means that a short story text may not go through this stage.
- b. The orientation stage is a structure that contains the introduction of the characters and the setting of the story. Character recognition is related to the introduction of behavior (especially the main actor) which includes what is experienced. Introduction to the setting relates to the time, space, and atmosphere of the events in the short story. The setting is used by the author to bring the story to life and convince the reader. In other words, the setting is a means of expressing character, both physically and psychologically.
- c. Complications arise due to the emergence of conflicts. This stage is marked by the reaction of the actors in the short story to the conflict. The stages of conflict building start from the emergence of conflict, increasing conflict, until the conflict peaks (climax).
- d. The evaluation stage is marked by the existence of conflicts which are directed towards solving them. After the conflict reaches its peak, the character (the writer) will seek a solution for solving the conflict so that the resolution begins to appear.
- e. Resolution is a state in which a conflict is resolved and a resolution is found. This stage is marked by the author's efforts to reveal solutions to the various conflicts experienced by the characters.

- f. Koda is the end of a short story given by the author who voices a moral message in response to the conflict that occurs. There are also those who call the code reorientation. Coda are values or lessons that can be learned by the reader from a text. As with abstract stages, this code is optional.³

C. Speaking Ability

1. Definition of Speaking

Speaking is a skill that stands out among the other three skills; The speaker needs some basic competencies to express an idea or opinion⁴.

Speaking is a part of communication and one of the language skills that is learned. Speaking plays a very important social role for human life, therefore the ability to speak is a very important element of success in any field.

In speaking, students learn how to compose sentences, organize ideas and express language in spoken form with good pronunciation and language that can be understood. They must also learn how to convey the meaning of the language according to the context in which they are speaking.

2. Function of Speaking

There are two main functions in speaking, the first is the interactional function of speaking which functions to establish and maintain social

³ Depdikbud, *Bahasa Indonesia ekspresi diri dan akademik* (Jakarta: Depdiknas, 2014), 33.

⁴ Era Astati, "The Use Of Short Story To Improve Students' Speaking Skill At Stikes Ypak Padang," *STIKES YPAK Padang Indonesia* 5, no. 1 (2015): 29.

relationships, and the second is the transactional function which focuses on the exchange of information :

- a. Speaking as an interaction, refers to conversations that are usually carried out and related to social functions. The main focus is on the speakers and how they present themselves to others. Usually the speech can be formal or in the form of speech that is often used in everyday conversation. For example, when someone meets they exchange greetings, small talk and so on.
- b. Speaking as interactive, which focuses on the message to be conveyed in speaking activities as transactions, namely activities whose main focus is giving and receiving information and obtaining goods or services, for example in the conversation of someone ordering food at a restaurant.
- c. As an appearance that refers to speaking activities to convey information in public. Talking like this tends to lead to one-way rather than two-way talk (dialogue) and is more like written language than conversation.⁵

3. Basic Type of Speaking

There are five basic types of speech, including :

- a. Imitative : is the basic. This is done by children especially in kindergarten and elementary school because students are just trying

⁵ Jack Richards, *Teaching Listening And Speaking-From Theory To Practice* (New York: Cambridge University Press, 2008), 19-21.

to copy a word or sentence. At one end of the range of speech performance types is the ability to simply re-imitate (imitate) a word or phrase or perhaps a sentence.

- b. Intensive: the type of speaking used in the context of producing short stretches of spoken language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical or phonological relationships. These include directed response tasks, reading aloud, sentences, and dialogue completion; Limited picture-gesture tasks including simple sequences; and translation down to the level of simple sentences.
- c. Responsive: Responsive assessment tasks include interaction and comprehension tests but to a somewhat limited extent very short conversations, standard greetings and small talk, simple requests and comments, and the like.
- d. Interactive: the difference between responsive and interactive speaking is the length and complexity of the interactions, which sometimes involve multiple exchanges and/or multiple participants. Interaction can take two forms of transactional language, which aims to maintain social relations.
- e. Extensive (monologue): Extensive oral production tasks include: speech, oral presentation, and storytelling, where opportunities for

oral interaction from the listener are very limited (perhaps for nonverbal responses) or ruled out altogether.⁶

4. Criteria of Good Speaking

There are some good ideas for speaking activities that can stimulate students to practice their English including :

- a. Practice - students are assigned to practice speaking outside the classroom and take part in role-playing like real-life events in the classroom.
- b. Feedback - lecturers can see how well students are doing and what language problems they are facing.
- c. Engagement - it means that a good speaking activity should be very motivating in order to actively participate during speaking class.⁷

D. Methods for Teaching Speaking

The methods of teaching speaking in English is very important to improve students' English ability. Therefore, we need a good method in the process of learning English. English speaking skills are very important for students to improve their global interactions, effective English speaking skills in all aspects of life in this globalization era⁸.

⁶ Brown, H. Douglas, *Language Assessment Principles and Classroom Practices* (California Longman University Press, 2003), 157-158.

⁷ Jeremy Harmer, *The Practice of English Language Teaching* (Cet. IV; Essex: Pearson Education, 2007), 347-348.

⁸ Aye, K. K. and Phyu, K. L, "Developing Students' Speaking Skill Through Short Stories," *Yangon University Of Education Research Journal* 5, no. 11 (2015): 1.

In problem solving teaching methods, the teacher divides them into several groups to find solutions together. The students discuss about possible solutions to be taken as a solution to the problem. In their discussions, they are required to use English in expressing their ideas. Although some of them still make many grammatical errors, their desire to express ideas makes them speak confidently⁹. In addition, problem solving methods is a teaching methods that triggers students to have critical thinking, problem solving skills, and knowledge of existing and possible problems. Group discussion activities are very influential in attracting students to speak, and generally it would easier for us to talk when we have clear ideas to talk about. Thus, this teaching methods can improve students' thinking and speaking ability at the same time.

Learning to speak has many learning methods. These methods include interviews, paired stories, speeches without text, speeches with text, commenting on films/sinetrons/novels, debates, hosting events, leading meetings, explaining drugs/food/drinks or other objects, role playing, chain info and serial stories¹⁰. A teacher has a responsibility to build students' ability in processing information and language directly, not only knowing knowledge about the characteristics of the language used in delivering speeches.

E. Methods for Teaching Speaking Using Short Stories Media

⁹ Iksan Mulyanto, "Implementasi Teknik Pemecahan Masalah Dalam Pengajaran Keterampilan Berbicara," *STKIP Kusuma Negara* (2019): 2.

¹⁰ Ahmad Sugandi, *Teori Pembelajaran* (Semarang: Upt Mkk Unnes, 2004), 26.

There are many methods in learning speaking, to meet student learning goals, one of which is using short stories as a type of literary work. By using stories to help students learn more fun, teacher can also try to teach students about language, culture and life. By using these short stories, basic English can be developed such as listening, speaking, reading and writing in the field of English knowledge.

In speaking class, short stories are used by asking students to retell them. This methods can make students active in class. There are several steps how to use short stories retell exercises in teaching speaking. First, the teacher informs the students about the short stories that would be used. Then the teacher asks students to read the story, find and discuss difficult words. After that, students practice how to pronounce foreign words while the teacher goes around to observe and help students in their pronunciation or meaning. Then students conclude the text. Fifth, the teacher asks students to memorize the story. Finally, the teacher asked the students to retell the short stories in front of the class¹¹.

Most of the English teacher found short stories interested to used both as material for their own enjoyment and as a component of language skills classes. Most of them also agree or strongly agree that incorporating short stories in language skills classes would help students achieve better mastery of language skills.

¹¹ Parlindungan Pardede, "Improving EFL Students' English Pronunciation By using The Explicit Teaching Approach," *Journal of English Teaching* 4, no. 3 (2018): 145.

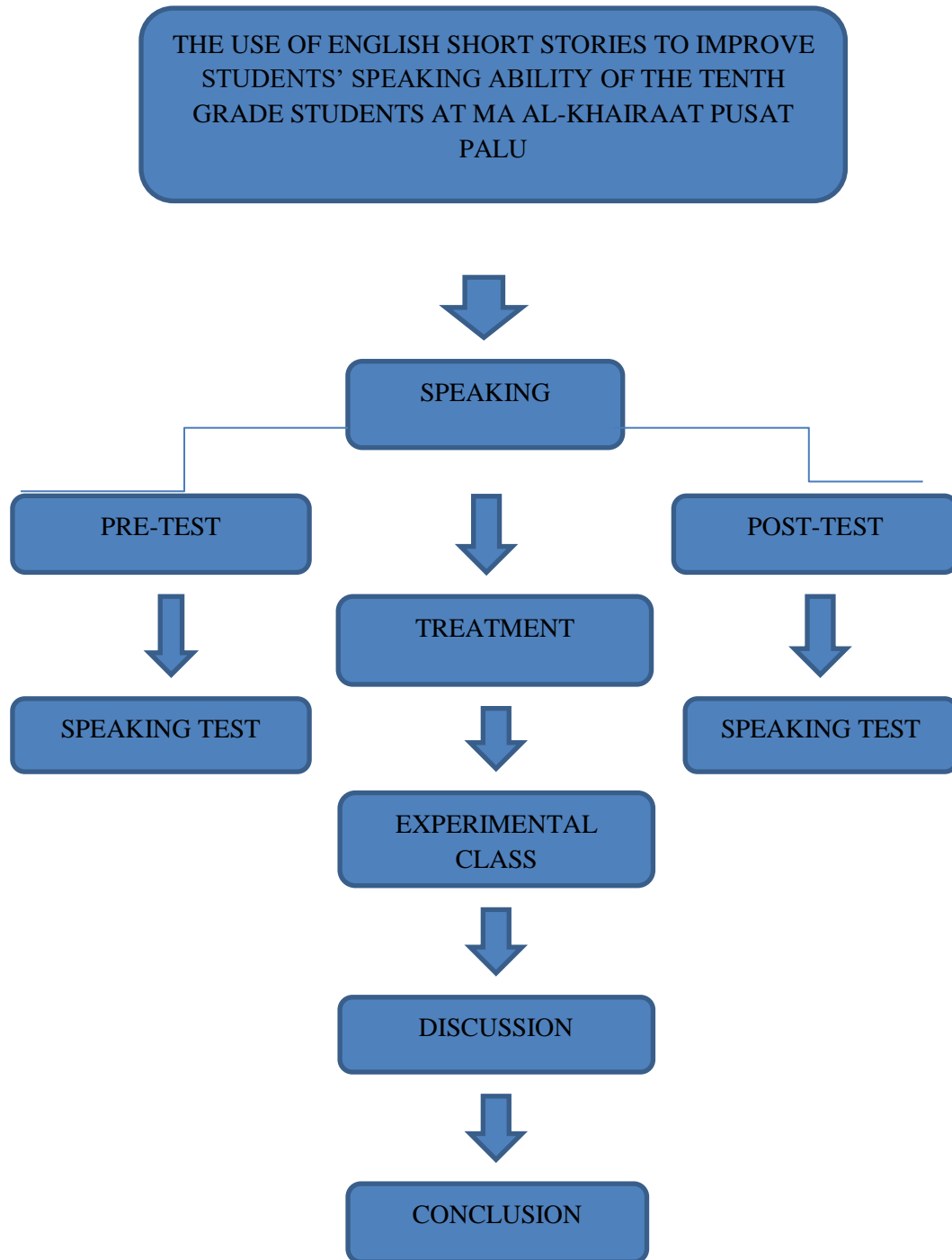
The following activities can be done as a teacher to develop students' speaking ability by using short stories. First: students read stories as a chain activity. For example, the first student reads the first sentence, the second student takes the second sentence, the third student takes the third sentence, and so on. Such activities would improve students' pronunciation and fluency in an interesting way. Second, in high school, students retell as a chain activity in small groups. Each student would have many opportunities to practice relevant linking or previous discourse markers. Third, in the advanced class, students are grouped into two groups. The first group is assigned to provide arguments that support the main character's actions or decisions. The other group must prepare an argument against the main character's actions or decisions. The other group must prepare an argument against the action or decision by the main character¹².

Based on these descriptions, the researcher can conclude that short stories is effective to be used to improve students' speaking ability better individually or in groups and take turns. The teacher can also ask students to practice or tell short stories texts individually or in groups in front of the class.

¹² [Parlindungan Pardede, "Using Short Stories To Teach Language Skills,"](#) *Journal Of English Teaching* 1, no. 1 (2011): 19.

F. Theoretical Framework

Theoretical framework is a container that explains the variabel or the main problems contained in the research¹³.



¹³ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta : PT. Rineka Cipta, 2006), 54.

G. Hypothesis

Hypothesis is a temporary answer to the research problem, where the research problem has been stated in the form of a question sentence. It is said temporary, because the answer given only based on relevant theory, not yet based on empirical facts obtained through data collection¹⁴.

Ha : The use of english short stories is effective to improve speaking ability of the tenth grade students at MA Al-Khairaat Pusat Palu.

Ho : The use of english short stories is not effective to improve speaking ability of the tenth grade students at MA Al-Khairaat Pusat Palu.

¹⁴ Sugiyono, *Metode Penelitian Manajemen* (Bandung: Alfabeta CV, 2018), 266.

CHAPTER III

RESEARCH METHODS

A. Research Design

The type of research used in this research is quantitative research.

Quantitative is a research method based on positivistic (concrete data), research data in the form of numbers to be measured using statistics as a calculation test tool, related to the problem under study to produce a conclusion. The positivistic philosophy is used in certain populations or samples¹.

The design used in this research was Quasi-Experimental Design. Quasi Experimental Design has a control group, but it cannot function fully to control external variables that affect the implementation of the experiment².

In this research, the researcher used a quantitative approach with a Quasi-Experiment design. The researcher used two classes, one of them was the experimental class which has been given treatment by the researcher and the second class as the control class. There was treatment in the experimental group and in the control group, Sugiyono stated that to show

¹ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, CV, 2018), 15.

² Sugiyono, *Metode Penelitian Manajemen* (Bandung: Alfabeta, CV, 2018), 104.

significant effectiveness by comparing the results of the pre-test and post-test, the research design is presented as follows³.

Group Pre-test	Treatment	Post-Test
E 01	X	02
C 01	-	02

Where :

E = Experimental Group

C = Control Group

01 = Pre-test

02 = Post-Test

X = Treatment

B. Research Variable

This research consists of two variables, namely the dependent and independent variables:

1. Independent Variable

The independent variable (X), is a variable that affects or is the cause of the change or the emergence of the dependent variable⁴. The independent variable in this research was a short story.

³ Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*, edisi baru (Bandung: Alfabeta, CV, 2013), 73.

⁴ Sugiyono, *Metode Penelitian Manajemen* (Bandung: Alfabeta, CV, 2018), 96.

2. Dependent Variable

The dependent variable (Y), is the variable that is affected or the result, because of the independent variable⁵. The dependent variable in this research was students speaking ability.

C. Research Location

This research was carried out at MA Al-Khairaat Pusat Palu which is located on Jalan Sis-Aljufri No. 44, Palu City, Central Sulawesi Province.

D. Population and Sample

1. Population

Population is the whole object of research to be studied⁶. The population in this research was carried out on the class X MA Al-Khairaat Pusat Palu for the academic year 2023/2024 with a total population of 160 students.

2. Sample

Sample is part or representative of the population under research⁷. The sampling technique used in this research is purposive sampling. Purposive sampling is a sampling technique with certain considerations⁸. The author took two classes as samples and divided them into two groups, namely class X MIPA 1 consisting of 33

⁵ Ibid., 97.

⁶ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2010), 173.

⁷ Ibid., 174.

⁸ Sugiyono, *Metode Penelitian Manajemen* (Bandung: Alfabeta, CV, 2018), 144.

students as the control class and class X MIPA 2 consisting of 33 students as the experimental class.

E. Research Instrument

Research instruments are tools or facilities used by researcher in collecting research data so that their work becomes easier and better in the sense of being more accurate, complete and systematic so that they are easier to process⁹.

The tools used by researcher in this research consist of Pre-test and Post-test.

1. Pre-test is used to determine students' speaking ability before participating in learning activities.
2. Post-test is used to determine students' speaking ability after participating in learning activities using the short story method in the experimental class.

The instrument used in this research is the students' speaking ability test using the short story media.

Table 1

Components Of Speaking Score by Brown¹⁰

Aspect	Score	Description
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⁹ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, edisi. VI (Jakarta: PT. Rineka Cipta, 2006), 203.

¹⁰ Brown, H. Douglas, *Language Assessment: Principles and Classroom Practices* (San Fransisco State University, 2004), 184-185.

Pronunciation	5	Equivalent to and fully accepted by educated native speaker.
	4	Errors in pronunciation are quite rare.
	3	Errors never interfere with understanding and rarely disturb the native speaker, accent may be obviously foreign.
	2	Accent is intelligible though often quite faulty.
	1	Errors in pronunciation are frequent but can be understood by a native speaker.
Grammar	5	Equivalent to that of an educated native speaker.
	4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.
	3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversation on practical, social and professional topics.
	2	Can usually handle elementary construction quite accurately but does not have thorough or confident control of the grammar.
	1	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
	5	Speech on a levels is fully accepted by educated native speakers in all its features

Vocabulary	4	<p>including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.</p> <p>Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.</p>
	3	<p>Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.</p> <p>Has speaking vocabulary sufficient to express himself simply with some circumlocutions.</p> <p>Speaking vocabulary inadequate to express anything but the most elementary needs.</p>
	2	
	1	
	5	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.
	4	<p>Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.</p> <p>Can handle discuss particular interest of</p>

Fluency	3	<p>competence with reasonable ease. Rarely has to grope for words.</p> <p>Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family and autobiographical information.</p>
	2	(no specific fluency description. Refer to other four language areas for implied level of fluency.)
	1	
Comprehension	5	Equivalent to that of an educated native speaker.
	4	Can understand any conversation within the range of his experience.
	3	Comprehension is quite complete at a normal rate of speech.
	2	Can get the gist of most conversation of non-technical subjects (i.e., topics that require no specialized knowledge).
	1	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.
	5	Speaking proficiency equivalent to that of an educated native speaker.
	4	Would rarely be taken for a native speaker but can respond appropriately even in unfamiliar situations. Can handle informal

Task		interpreting from and into language.
	3	Can participate effectively in most formal and informal conversations on practical, social, and professional topics. Able to satisfy routine social demands and work requirement; needs help in handling any complication or difficulties.
	2	Can ask and answer questions on topics very familiar to him. Able to satisfy routine travel needs and minimum courtesy requirements.
	1	

F. Procedure of Data Collection

Data is a unit of information recorded by media that can be distinguished from other data, can be analyzed and relevant to a particular program¹¹. To collect research data the researcher used the following methods:

1. Test

This research used to kinds of tests, namely: pre-test which aims to determine the condition of students before being given treatment. And the post-test which aims to measure what the students have learned.

2. Treatment

Treatment is an action given by researcher through their own teaching methods. The treatment given in the experimental class used an instrument in the form of a english short stories text. In this research, the treatment

¹¹ Ahmad Tanzeh, *Pengantar Metode Penelitian* (Yogyakarta: Teras, 2009), 53.

was carried out 6 times in the experimental class. Each treatment was carried out within 2x40 minutes.

3. Documentation

Documentation is a data collection tool called a document recording form and the data source is in the form of notes or available documents. As well as student attendance in class, the document can be seen in the student attendance list¹².

G. Data Analysis Technique

To analyze the data the research employed the formula as follows :

1. Scoring the students's correct answer pre-test and post-test :

$$\text{Score} = \frac{\text{Students's score} \times 100}{\text{Maximum score}}$$

2. Classifying the score of the student's pre-test and post-test for percentage :

Table 2

Classifying for Percentage¹³

Classification	Score	Rating
Very Good	80-100	5
Good	66-79	4

¹² Sanapiah Faisal, *Format-Format Penelitian Sosial* (Jakarta: Raja Grafindo, 2007), 53.

¹³ Suharsimi Arikunto, *Dasar Dasar Evaluasi Pendidikan* (Jakarta: PT. Bumi Aksara, 2009), 245.

Fairly Good	55-65	3
Poor	40-55	2
Very Poor	<39	1

3. To analyze the research data the average value of the experimental class and control class in calculating individual scores on the pre-test and post-test using the formula proposed by Arikunto :

$$\Sigma = \frac{X}{N} \times 100\%$$

Where :

Σ = Standard Score

X = Achievement Score

N = Maximum Score

100 = Constant Number¹⁴

4. The research computed mean score of the students by using formula stated :¹⁵

$$X = \frac{\Sigma x}{N}$$

Where :

X = Mean Score

Σx = The sum of all score

¹⁴ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: PT. Rineka Cipta, 2006), 308.

¹⁵ Siti Wachidah, *Buku Guru Bahasa Inggris When English Rings a Bell* (Jakarta: Kementrian Pendidikan dan Kebudayaan, 2017), 22.

N = The total number of sample

5. In calculating the standard deviation of the experimental class and the control class, the researcher used the formula proposed by Arikunto¹⁶.

1. Experimental Class Formula

$$Mx = \frac{\sum X}{N}$$

2. Control Class Formula

$$My = \frac{\sum Y}{N}$$

Where :

Mx = Experimental class deviation score

My = Control class deviation score

$\sum X$ = Total Experiment Class Score

$\sum Y$ = Total Control Class Score

N = Number of students in each class¹⁷

6. In calculating the number of squared deviations, the researcher used the formula proposed by Arikunto :

1. Experimental Class Formula

¹⁶ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: PT. Rineka Cipta, 2006), 306.

¹⁷ Ibid., 308.

$$\sum X^2 = \sum X^2 - \frac{(\sum X)^2}{n}$$

2. Control Class Formula

$$\sum Y^2 = \sum Y^2 - \frac{(\sum Y)^2}{n}$$

Where :

$\sum X^2$ = The sum of the squares of the experimental class deviations

$\sum Y^2$ = The sum of the squares of the control class deviations

$\sum X$ = Total score of the experimental class

$\sum Y$ = Total score of control class

N = Total number of students

7. To find out the significant difference between the experimental class and the control class, the researcher calculated the results with the mean and the squared deviation using the t-count formula as proposed by Arikunto :

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\sum x^2 + \sum Y^2}{Nx + Ny - 2}\right)\left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

Where :

t = t-count formula

M_x = Experimental class average

M_y = Control class average

$\sum x^2$ = Sum of the squares of the experimental class

$\sum y^2$ = Sum of squares of control class

N_x = Number of experimental classes

N_y = Number of control classes

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The results of this research is used a pre-test and post-test. The test was given to both groups, namely the experimental group and the control group. The test is focused on measuring students' speaking ability by using short stories as a tool for collecting student data during learning based on the used of a scoring system.

1. Pre-Test Results

The pre-test was given to students before being given treatment, to find out the use of short stories in improving the speaking ability of class X students at MA Al-Khairaat Pusat Palu. The pre-test was in class X MIPA 1 as the control group and X MIPA 2 as the experimental group. The results of the pre-test in the experimental group and the control group can be seen in the following table:

Table 3
The Result of Pre-test on Experimental Class

No	Initial Students'	Score			Total Score	Max Score	Score	Classification
		P	V	F				
1	AAA	3	3	3	9	15	60	Fairly Good
2	AZI	1	1	1	3	15	20	Very Poor
3	ARI	2	2	1	5	15	33.33	Very Poor
4	AMA	2	2	2	6	15	40	Poor

5	AFR	1	1	1	3	15	20	Very Poor
6	BLF	2	2	2	6	15	40	Poor
7	DNW	2	2	2	6	15	40	Poor
8	DNA	2	2	2	6	15	40	Poor
9	EAA	3	2	2	7	15	46.66	Poor
10	FNI	2	2	2	6	15	40	Poor
11	FTA	2	2	2	6	15	40	Poor
12	HHB	4	3	3	10	15	66.66	Good
13	HKI	3	3	3	9	15	60	Fairly Good
14	IPI	4	3	3	10	15	66.66	Good
15	IZN	2	2	2	6	15	40	Poor
16	IDI	2	2	2	6	15	40	Poor
17	JRA	2	1	1	4	15	26.66	Very Poor
18	KSI	4	3	4	11	15	73.33	Good
19	KNR	4	3	3	10	15	66.66	Good
20	KRM	1	1	1	3	15	20	Very Poor
21	LFA	1	1	1	3	15	20	Very Poor
22	NAA	2	2	2	6	15	40	Poor
23	NSY	2	2	1	5	15	33.33	Very Poor
24	NSB	2	2	2	6	15	40	Poor
25	NUA	3	2	2	7	15	46.66	Poor
26	NIH	2	2	2	6	15	40	Poor
27	RAQ	3	2	2	7	15	46.66	Poor
28	SHA	4	3	3	10	15	66.66	Good
29	SJA	2	2	1	5	15	33.33	Very Poor
30	SAJ	2	2	2	6	15	40	Poor
31	SAS	3	2	2	7	15	46.66	Poor
32	UKH	1	1	1	3	16	20	Very Poor
33	ZAJ	1	1	1	3	15	20	Very Poor

Total	76	66	64	206	496	1373.26	Poor
Mean						41.61	

Table 4

Classification of Score Experimental Class in the Pre-Test³⁶

Classification	Score	Rating
Very Good	80-100	-
Good	66-79	5
Fairly Good	55-65	2
Poor	40-55	16
Very Poor	<39	10
	TOTAL	33

Based on the table above, it can be seen that the percentage score of the experimental class in the pre-test was 33 students. There are no students who are classified as very good grades. There are 5 students who are classified as good, there are 2 students who are fairly good, there are 16 students who are classified as poor, and there are 10 students who are classified as very poor. From these results it can be concluded that the students' speaking ability on the pre-test ranged from good to very poor classification.

³⁶ Suharsimi Arikunto, *Dasar Dasar Evaluasi Pendidikan* (Jakarta: PT. Bumi Aksara, 2009), 245.

After the student scores were classified, the researcher calculated the mean score of the experimental group's pre-test as follows :

$$X = \frac{\sum x}{N}$$

$$X = \frac{1373.26}{33}$$

$$M = 41.61$$

Based on the data above, it can be seen that the pre-test average value in the control group was 41.51, including the poor category.

Table 5
The Result of Pre-test on Control Class

No	Initial Students'	Score			Total Score	Max Score	Score	Classification
		P	V	F				
1	AHM	4	3	3	10	15	66.66	Good
2	AFA	2	2	2	6	15	40	Poor
3	AHY	2	2	2	6	15	40	Poor
4	AAP	3	2	2	7	15	46.66	Poor
5	AAI	3	2	2	7	15	46.66	Poor
6	FRD	1	1	1	3	15	20	Very Poor
7	MFM	3	2	3	8	15	53.33	Poor
8	MAA	4	3	3	10	15	66.66	Good
9	MFI	2	1	2	5	15	33.33	Very Poor

10	MAM	3	2	2	7	15	46.66	Poor
11	MFR	3	2	2	7	15	46.66	Poor
12	SMB	1	1	1	3	15	20	Very Poor
13	ALI	1	1	1	3	15	20	Very Poor
14	AAH	1	1	1	3	15	20	Very Poor
15	ANL	3	2	3	8	15	53.33	Poor
16	BDC	2	1	2	5	15	33.33	Very Poor
17	DPA	3	2	2	7	15	46.66	Poor
18	FFN	2	1	1	4	15	26.66	Very Poor
19	GIC	2	2	2	6	15	40	Poor
20	HWI	2	1	2	5	15	33.33	Very Poor
21	HAA	2	1	2	5	15	33.33	Very Poor
22	HMA	2	1	2	5	15	33.33	Very Poor
23	ISI	2	2	2	6	15	40	Poor
24	KFR	2	2	2	6	15	40	Poor
25	NNA	2	2	2	6	15	40	Poor
26	NIY	3	2	3	8	15	53.33	Poor
27	NAA	3	2	3	8	15	53.33	Poor
28	NAH	2	1	1	4	15	26.66	Very Poor
29	NQA	3	2	3	8	15	53.33	Poor
30	RAP	2	2	2	6	15	40	Poor
31	VSR	2	2	2	6	15	40	Poor
32	ZFA	2	2	2	6	15	40	Poor
33	NBO	2	1	1	4	15	26.66	Very Poor
Total		76	56	66	198	495	1319.9	Poor
Mean							39.99	

Table 6
Classification of Score Control Class in the Pre-Test³⁷

Classification	Score	Rating
Very Good	80-100	-
Good	66-79	2
Fairly Good	55-65	-
Poor	40-55	19
Very Poor	<39	12
	TOTAL	33

Based on the table above, it can be seen that the percentage score of the control class in the pre-test was 33 students. There are no students who are classified as very good grades and there are 2 students who are classified as good. There are no students who are fairly good, there are 19 students who are classified as poor, and there are 12 students who are classified as very poor. From these results it can be concluded that the students' speaking ability on the pre-test ranged from fairly good to very poor classification.

After the student scores were classified, the researcher calculated the mean score of the experimental group's pre-test as follows :

³⁷ Suharsimi Arikunto, *Dasar Dasar Evaluasi Pendidikan* (Jakarta: PT. Bumi Aksara, 2009), 245.

$$X = \frac{\sum x}{N}$$

$$X = \frac{1319.9}{33}$$

$$M = 39.99$$

Based on the data above, it can be seen that the pre-test average value in the control group was 39.99, including the very poor category.

2. Post-Test Results

Post-test was given to students after treatment in the experimental group and the control group. Students' ability can be quantified by looking at the results of the post-test. The purpose of using the post-test is to find out students' speaking ability by using short stories. The post-test results in the experimental group and the control group are presented in the table below:

Table 7
The Result of Post-Test on Experimental Class

No	Initial Students'	Score			Total Score	Max Score	Score	Classification
		P	V	F				
1	AAA	4	4	4	12	15	80	Very Good
2	AZI	3	2	3	8	15	53.33	Poor
3	ARI	3	3	3	9	15	60	Fairly Good
4	AMA	3	3	3	9	15	60	Fairly Good
5	AFR	3	2	2	7	15	46.66	Poor
6	BLF	4	3	4	11	15	73.33	Good

7	DNW	4	3	3	10	15	66.66	Good
8	DNA	4	4	4	12	15	80	Very Good
9	EAA	4	3	4	11	15	73.33	Good
10	FNI	4	4	4	12	15	80	Very Good
11	FTA	4	3	3	10	15	66.66	Good
12	HHB	5	4	5	14	15	93.33	Very Good
13	HKI	4	3	3	10	15	66.66	Good
14	IPI	4	4	4	12	15	80	Very Good
15	IZN	4	3	3	10	15	66.66	Good
16	IDI	4	4	4	12	15	80	Very Good
17	JRA	4	3	3	10	15	66.66	Good
18	KSI	5	4	5	14	15	93.33	Very Good
19	KNR	4	3	4	11	15	73.33	Good
20	KRM	3	3	3	9	15	60	Fairly Good
21	LFA	3	3	3	9	15	60	Fairly Good
22	NAA	4	4	4	12	15	80	Very Good
23	NSY	3	3	3	9	15	60	Fairly Good
24	NSB	4	3	4	11	15	73.33	Good
25	NUA	4	3	3	10	15	66.66	Good
26	NIH	4	4	4	12	15	80	Very Good
27	RAQ	4	4	4	12	15	80	Very Good
28	SHA	4	4	4	12	15	80	Very Good
29	SJA	4	3	3	10	15	66.66	Good
30	SAJ	3	3	3	9	15	60	Fairly Good
31	SAS	3	3	3	9	15	60	Fairly Good
32	UKH	3	2	3	8	15	53.33	Poor
33	ZAJ	3	2	3	8	15	53.33	Poor
Total		123	106	115	344	495	2293.25	Good
Mean							69.49	

Table 8
Classification of Score Experimental Class in the Post-Test³⁸

Classification	Score	Rating
Very Good	80-100	11
Good	66-79	11
Fairly Good	55-65	7
Poor	40-55	4
Very Poor	<39	-
	TOTAL	33

Based on the table above, it can be seen from the percentage score of the post-test experimental class there were 33 students. There are 11 students who are classified as very good, there are 11 students who are classified as good and there are 7 students who are fairly good, there are 4 students who are poor and there are no students who are very poor. From these results it can be concluded that the students' speaking ability in the post-test ranged from very good to poor.

Table 7 shows that the post-test results are better than the pre-test results. The researcher calculated the average score of the experimental group's post-test as follows :

³⁸ Suharsimi Arikunto, *Dasar Dasar Evaluasi Pendidikan* (Jakarta: PT. Bumi Aksara, 2009), 245.

$$X = \frac{\sum x}{N}$$

$$N$$

$$X = \frac{2293.25}{33}$$

$$33$$

$$M = 69.49$$

Based on the data above, it can be seen that the average value of the post-test in the experimental group was 69.49, including the good category.

Table 9

The Result of Post-Test on Control Class

No	Initial Students'	Score			Total Score	Max Score	Score	Classification
		P	V	F				
1	AHM	4	4	4	12	15	80	Very Good
2	AFA	3	2	3	8	15	53.33	Poor
3	AHY	3	2	2	7	15	46.66	Poor
4	AAP	3	3	3	9	15	60	Fairly Good
5	AAI	3	3	3	9	15	60	Fairly Good
6	FRD	2	2	2	6	15	40	Poor
7	MFM	4	4	4	12	15	80	Very Good
8	MAA	4	3	4	11	15	73.33	Good
9	MFI	2	2	2	6	15	40	Poor
10	MAM	3	2	2	7	15	46.66	Poor
11	MFR	3	2	3	8	15	53.33	Poor
12	SMB	2	1	2	5	15	33.33	Very Poor
13	ALI	2	1	2	5	15	33.33	Very Poor
14	AAH	2	1	2	5	15	33.33	Very Poor

15	ANL	4	3	3	10	15	66.66	Good
16	BDC	2	2	2	6	15	40	Poor
17	DPA	4	3	3	10	15	66.66	Good
18	FFN	2	1	2	5	15	33.33	Very Poor
19	GIC	2	2	2	6	15	40	Poor
20	HWI	2	2	2	6	15	40	Poor
21	HAA	2	2	2	6	15	40	Poor
22	HMA	2	2	2	6	15	40	Poor
23	ISI	3	2	3	8	15	53.33	Poor
24	KFR	3	2	2	7	15	46.66	Poor
25	NNA	3	2	2	7	15	46.66	Poor
26	NIY	3	2	3	8	15	53.33	Poor
27	NAA	3	3	3	9	15	60	Fairly Good
28	NAH	2	2	2	6	15	40	Poor
29	NQA	4	3	3	10	15	66.66	Good
30	RAP	3	2	3	8	15	53.33	Poor
31	VSR	3	2	3	8	15	53.33	Poor
32	ZFA	3	2	3	8	15	53.33	Poor
33	NBO	2	2	2	6	15	40	Poor
Total		92	73	85	250	495	1666.58	Poor
Mean							50.50	

Table 10

Classification of Score Control Class in the Post-Test³⁹

Classification	Score	Rating
Very Good	80-100	2

³⁹ Suharsimi Arikunto, *Dasar Dasar Evaluasi Pendidikan* (Jakarta: PT. Bumi Aksara, 2009), 245.

Good	66-79	4
Fairly Good	55-65	3
Poor	40-55	20
Very Poor	<39	4
	TOTAL	33

Based on the table above, it can be seen that at the percentage level of the post-test control class scores there were 33 students. There are 2 students who are classified as very good, there are 4 students who are classified as good and there are 3 students who are fairly good. There are 20 students who are poor and 4 students very poor. From these results it can be concluded that the students' speaking ability in the post-test ranged from good to very poor.

The researcher calculated the average post-test score of the control group as follows :

$$X = \frac{\sum x}{N}$$

$$X = \frac{1666.58}{33}$$

$$M = 50.50$$

The post-test calculation results showed a significant difference between the two groups. The experimental group had an average score of 69.49 which was higher than the control group's average score of 50.50. The increase in the mean value in the experimental group shows the achievement of student learning, which proves that the treatment has an effect on students' speaking ability.

3. Deviation Result

In collecting the data the researcher calculated the standard deviation and squared deviation of the experimental group and the control group. The calculation of the standard deviation and squared deviation is presented in the following table :

Table 11

The Result of Deviation and Square Deviation in Experimental Class

No	Initial Students'	Individual Score		Deviation (X2-X1)	X2
		Pre-Test X1	Post-Test X2		
1	AAA	60	80	20	400
2	AZI	20	53.33	33.33	1110.8889
3	ARI	33.33	60	26.67	711.2889
4	AMA	40	60	20	400
5	AFR	20	46.66	26.66	710.7556
6	BLF	40	73.33	33.33	1110.8889
7	DNW	40	66.66	26.66	710.7556
8	DNA	40	80	40	1600
9	EAA	46.66	73.33	26.67	711.2889

10	FNI	40	80	40	1600
11	FTA	40	66.66	26.66	710.7556
12	HHB	66.66	93.33	26.67	711.2889
13	HKI	60	66.66	6.66	44.3556
14	IPI	66.66	80	13.34	177.9556
15	IZN	40	66.66	26.66	710.7556
16	IDI	40	80	40	1600
17	JRA	26.66	66.66	40	1600
18	KSI	73.33	93.33	20	400
19	KNR	66.66	73.33	6.67	44.4889
20	KRM	20	60	40	1600
21	LFA	20	60	40	1600
22	NAA	40	80	40	1600
23	NSY	33.33	60	26.67	711.2889
24	NSB	40	73.33	33.33	1110.8889
25	NUA	46.66	66.66	20	400
26	NIH	40	80	40	1600
27	RAQ	46.66	80	33.34	1111.5556
28	SHA	66.66	80	13.34	177.9556
29	SJA	33.33	66.66	33.33	1110.8889
30	SAJ	40	60	20	400
31	SAS	46.66	60	13.34	177.9556
32	UKH	20	53.33	33.33	1110.8889
33	ZAJ	20	53.33	33.33	1110.8889
Total		1373.26	2293.25	919.99	28887.7783

Based on the table above, it can be seen that the highest deviation score in the experimental class is 40, and the highest squared deviation score is 1111.5556.

Table 12**The Result of Deviation and Square Deviation in Control Class**

No	Initial Students'	Individual Score		Deviation (X2-X1)	X2
		Pre-Test X1	Post-Test X2		
1	AHM	66.66	80	13.34	177.9556
2	AFA	40	53.33	13.33	177.6889
3	AHY	40	46.66	6.66	44.3556
4	AAP	46.66	60	13.34	177.9556
5	AAI	46.66	60	13.34	177.9556
6	FRD	20	40	20	400
7	MFM	53.33	80	26.67	711.2889
8	MAA	66.66	73.33	6.67	44.4889
9	MFI	33.33	40	6.67	44.4889
10	MAM	46.66	46.66	0	0
11	MFR	46.66	53.33	6.67	44.4889
12	SMB	20	33.33	13.33	177.6889
13	ALI	20	33.33	13.33	177.6889
14	AAH	20	33.33	13.33	177.6889
15	ANL	53.33	66.66	13.33	177.6889
16	BDC	33.33	40	6.67	44.4889
17	DPA	46.66	66.66	20	400
18	FFN	26.66	33.33	6.67	44.4889
19	GIC	40	40	0	0
20	HWI	33.33	40	6.67	44.4889
21	HAA	33.33	40	6.67	44.4889
22	HMA	33.33	40	6.67	44.4889
23	ISI	40	53.33	13.33	177.6889

24	KFR	40	46.66	6.66	44.3556
25	NNA	40	46.66	6.66	44.3556
26	NIY	53.33	53.33	0	0
27	NAA	53.33	60	6.67	44.4889
28	NAH	26.66	40	13.34	177.9556
29	NQA	53.33	66.66	13.33	177.6889
30	RAP	40	53.33	13.33	177.6889
31	VSR	40	53.33	13.33	177.6889
32	ZFA	40	53.33	13.33	177.6889
33	NBO	26.66	40	13.34	177.9556
Total		1319.9	1666.58	346.68	4711.4228

Based on the table above, it can be seen that the highest deviation score in the control class is 26.67, and the highest squared deviation score is 177.9556.

The researcher calculates the deviation score in the experimental class and control class using the formula:

1. Experimental Class

2. Control Class

$$M_x = \frac{\sum X}{N}$$

$$M_y = \frac{\sum Y}{N}$$

$$M_x = \frac{919.99}{33}$$

$$M_y = \frac{346.68}{33}$$

$$= 27.87$$

$$= 10.50$$

After calculating the total deviation score, the researcher calculated the sum of the squared deviations of the experimental class and the control class using the formula:

1. Experimental Class

$$\sum X^2 = \sum X^2 - \frac{(\sum X)^2}{n}$$

$$\sum X^2 = 28.887.7783 - \frac{(919.99)^2}{33}$$

$$\sum X^2 = 28.887.7783 - \frac{(846;38)}{33}$$

$$\sum X^2 = 28.887.7783 - 25.64$$

$$\sum X^2 = 28.862$$

2. Control Class

$$\sum Y^2 = \sum Y^2 - \frac{(\sum Y)^2}{n}$$

$$\sum Y^2 = 4.711.423 - \frac{(346.68)^2}{33}$$

$$\sum Y^2 = 4.711.423 - \frac{(120.18)}{33}$$

$$\sum Y^2 = 4.711.423 - 3.64$$

$$\sum Y^2 = 4.715$$

After that the researcher calculated the T-Count to find out the significant difference between the experimental class and the control class:

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\sum x^2 + \sum Y^2}{Nx + Ny - 2}\right)\left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

$$t = \frac{27.87 - 10.50}{\sqrt{\left(\frac{28.862 + 4.715}{33 + 33 - 2}\right)\left(\frac{1}{33} + \frac{1}{33}\right)}}$$

$$t = \frac{17.37}{\sqrt{\left(\frac{33.577}{64}\right)(0,06)}}$$

$$t = \frac{17.37}{\sqrt{(524.641)(0,06)}}$$

$$t = \frac{17.37}{\sqrt{31.47}}$$

$$t = \frac{17.37}{\sqrt{5.609}}$$

$$t = 3.097$$

4. Hypothesis

The last step is testing the hypothesis, the researcher tests the hypothesis after analyzing the data. The researcher tests the hypothesis to determine whether it is accepted or rejected. If the t-test value is greater than the t-table value, it means that the alternative hypothesis (Ha) is accepted or there is a significant difference in the dependent variable. In this case, the use of short stories is effective to improve speaking ability of class X

MIPA students at MA Al-Khairaat Pusat Palu. Furthermore, if the t-test is lower than the t-table, it means the null hypothesis (Ho) is rejected or there is a significant difference in the dependent variable. In this case, the use of short stories not effective to improve students' speaking ability of class X MIPA students at MA Al-Khairaat Pusat Palu.

To find out whether the hypothesis is accepted or rejected, the researcher continues by calculated the t-test. The researcher used the degree of freedom formula (df) ($N_x + N_y - 2$) to find the t-test of this research is calculated by t-table using a significance level of 0.05 as follows:

$$\begin{aligned}
 \text{Degree of Freedom} &= N_x + N_y - 2 \\
 &= 33 + 33 - 2 \\
 &= 64 \\
 \text{Df } 64 &= 1.669
 \end{aligned}$$

Based on the results of the data analysis above, it can be seen that the t-table is 1.669, while the t-count is 3.097. That is, accepted. In this case, the use of short stories effective to improve speaking ability of class X MIPA at MA Al-Khairaat Pusat Palu.

B. Discussion

Based on the results of the pre-test, the researcher found that the students difficult to speak or express english words. In this case, they mixed their language when retelling the text of the short stories. After getting the pre-test results, the researcher given treatment to the experimental class. The

treatment was given as many as 6 meetings using english short stories as learning media for speaking and taught in accordance with the lesson plan, while in the control class, the researcher did not use the same methods as the experimental class. In control class, the researcher provided teaching treatment in accordance with what had been implemented in the school by using the methods that the teacher usually used when teaching that class. This aims to find out whether short stories can improve students' speaking ability or not.

The indicators that showed the progress of students' in speaking :

1. Pronunciation of students, it was evident that students' pronunciation was far better than before. This can be seen from the calculation of the average score of pronunciation was 76 (2.30%) increased to 123 (3.72%).
2. Vocabulary of students, it was evident that students' vocabulary was far better than before. This can be seen from the calculation of the average score of vocabulary was 66 (2%) increased to 106 (3.21%).
3. Fluency of students, it was evident that students' fluency was far better than before. This can be seen from the calculation of the average score of fluency was 64 (1.93%) increased to 115 (3.48%).

At the last meeting, students were able to showed their speaking abilities well. Most of the students showed their progress. In addition, students speak freely and actively participate in learning activities using short stories media. It can be concluded that the use of english short stories can

make students more active in class, during the learning process, they often practice speaking by asking and answering questions.

Based on the treatment results above, the researcher compared the post-test results of the two groups. The experimental group's post-test results were 69.49 and the control class was 50.50. Which is where there is an increase in the experimental class which is in the good category. Furthermore, the researcher found that the t-count value was 3.097 higher than the t-table value, which was 1.669, which means that the research hypothesis was accepted.

As for the benefits of using short stories that make students achieve a good level of improvement in speaking, starting from pronunciation, vocabulary, and fluency. That is, students can learn together and this is more useful than studying alone, because they can exchange ideas, think, correct each other and support each other when there are students who are not confident in speaking English. In addition, there is interaction between one student and the next and students can focus on several pronunciation and pronunciation structures.

However, there were several problems when the researcher applied the short stories media in this research. First, there were several groups that were difficult for them to control, such as telling stories and disturbing their friends, which made the class atmosphere a bit rowdy. To avoid this condition, the researcher often control groups and pay more attention and always ask about their progress. The second, is time allocation. Learning

method by using short stories takes quite a long time because students think about and arrange their words related to retelling the text of the short stories. However, the researcher limited the time for each group to retell the text.

From the results of data analysis, the researcher concluded that learning using short stories media is useful for improving students' speaking ability. This is evidenced by the post-test scores of experimental class students. This also shows that there is a effectively improve in students' speaking ability.

CHAPTER V

CONCLUSIONS AND SUGGESTION

A. Conclusion

The application of the method of using short stories is effective to improve the speaking ability of the class X MIPA 2 at MA Al-Khairaat Pusat Palu. There are several reasons that support the success of this method. First, short stories are an appropriate media for improving students' English proficiency, be it fluency, pronunciation, vocabulary, and making students more active and communicative in class. Second, the results of data analysis show that the research hypothesis is accepted. This is evidenced by the results of the t-count of 3.097, higher than the t-table of 1,669. That is, the use of short stories is effective in improving speaking ability of the class X MIPA 2 students at MA Al-Khairaat Pusat Palu.

B. Suggestion

The use of english short stories has been identified as being able to be used to improve students' speaking ability in English. In addition, the researcher wants to provide suggestions that may be useful in the student teaching and learning process:

1. Teachers, this method is very helpful and useful in the teaching and learning process especially for students' speaking ability, this can make

students more active in speaking and confident in using their English with other students.

2. Students, are expected to be diligent and able to learn to speak English anytime and anywhere. In addition, students do not need to be afraid of being wrong in speaking English, in other words students must have confidence in speaking.
3. Other researchers, are expected to be able to develop the short stories method for further research. In addition, other researchers can use this research with other research designs and student levels to find out different results.

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APPENDICES

PRE-TEST

SYNOPSIS OF THE ADVENTURE OF TOM SAWYER

The Adventures of Tom Sawyer presents the ideal of an adventurous boyhood in small-town America. Mark Twain paints boyhood as a unique period of freedom, exploration, and imagination. Twain immortalizes this image of rough-and-tumble boys who pretend to be pirates and enjoy nothing more than being free and outdoors.

In this novel, the author describes the life of a rebellious and intelligent child, but very kind. The work is set in a small fictional town whose characteristics are reminiscent of the shores of the Mississippi River where the author spent his childhood.

Mark Twain also portrays boyhood as a time of freedom from society's conventions and fears. While the adults want everyone to act properly, the boys want to have fun and have no use for social conventions. They want to be outlaws, outcasts, and robbers because they sense that these are the types of people who really live exciting, adventurous lives. Even at the end of the book, when Tom Sawyer and Huck Finn have riches and respect, they do not want to wear fancy clothes. They still want to be robbers and form a brotherhood of adventurers.

In Mark Twain's book, Tom Sawyer is a clever boy constantly trying to figure out how the world works. In the famous fence painting scene, Tom realizes that people want what they think they cannot have. This idea carries throughout

the book as young schoolboys want to be pirates, robbers, and treasure hunters.

What appears out of reach becomes most intriguing:

Tom said to himself that it was not such a hollow world, after all. He had discovered a great law of human action, without knowing it -- namely, that in order to make a man or a boy covet a thing, it is only necessary to make the thing difficult to attain.” (Ch. 2).

Mark Twain uses the character Huckleberry Finn to show the disparity between the perception of children and adults. While the adults fear and criticize poor Huck Finn because he is a wandering vagabond, the boys admire his freedom and lack of care for fitting into the mold of society:

QUESTIONS

1. Tell briefly about Tom Sawyer character!
2. Tell a briefly about the synopsis of Tom Sawyer!
3. Tell briefly about the description of the adventure of Tom Sawyer book!
4. Tell briefly about the characters of tom sawyer on Mark Twain’s book!
5. Tell briefly about what Tom said to himself?

POST-TEST

HUCK'S NEW HOME

Huck lived in the big house with Mrs. Douglas. He was a new person. He washed every day, and he went to school and church. But he wasn't happy. He stayed there for three weeks, and then he ran away.

Tom went to Huck. "Why did you run away?" Huck answered, "Mrs. Douglas is a good woman. I like her, but I can't live with her. I don't like washing every day, and I don't like going to school and church.

I don't want to have a lot of money. But I want to be your friend. OK?" "No," Tom said, "I can't be your friend, because the boys at school don't want to play with you. We're thinking about a lot of new adventures. Please live with Mrs. Douglas and come to school.

Then the boys at school can play with you." "I want to be your friend," Huck said, "and I want to have adventures with you and the boys at school.

Maybe I can live with Mrs. Douglas. I don't know, but I'm going to try it again for a month." "Good," Tom said. "The boys are meeting later, at twelve o'clock at night. You can come, too." "Good!" Huck said.

QUESTIONS

1. Tell briefly about Huck's new home!
2. Why huck ran away from Mrs. Douglas house?
3. Tell briefly about what did tom say to huck so he wouldn't run away from Mrs.Douglas house?
4. Tell briefly what Huck want to Tom to do!

5. What are the moral messages that can be taken in the short stories book of the adventures of Tom Sawyer?

LESSON PLAN

School Name : MA Al-Khairaat Pusat Palu

Subjects : English

Class/Semester : X MIPA 2 / I (Odd)

Time Allocation : 2 x 40 Minutes

Meeting : 1

A. Competency Standards

Speaking : Expressing the meaning of short stories in english.

B. Basic Competency

Distinguish social functions, text structures and linguistic elements of several short story texts orally and in writing by giving and asking for information related to simple short stories, according to the context of their use.

C. Indicators

Students can retell short story texts in english.

D. Learning Objectives

1. Students can retell short stories in english.
2. Students can understand the pronunciation of short stories in english.

E. Steps Of Learning Activities

Initial Activity

- The teacher greets and invites students to start learning activities by praying.

- The teacher conveys the topic and learning objectives.
- The teacher perceives and motivates students about the importance of having english skills in the global era and conveys the connection with self-knowledge.
- The teacher conveys the material to be studied, namely about short story.

Core Activities

- The teacher explain briefly about the learning material that will be given.
- Students are divided into 6 groups and each group consist of 5 until 6 students.
- The teacher gives a text containing a short stories to each student in each group.
- The teacher gives 20 minutes for each group to read and understand the short stories text.
- The teacher asks each student in each group to retell the short stories that has been given.
- The teacher and students discuss short stories together.
- The teacher asks students to ask questions related to learning material that has not been understand.

Closing Activities

- Teacher and students make summaries and conclusions about short stories text.

- The teacher close the learning activity by praying and greeting

F. Learning Methods

1. Discussion
2. Assignment
3. Practice

G. Media/equipment, Materials and Learning Resources

Media : The Assessment Sheet

Tool and Materials : Marker, Whiteboard, Book

Learning Resources : The Adventure Of Tom Sawyer by Mark Twain

H. Learning Materials

Meeting 1

THE FENCE

Tom Sawyer lived with his aunt because his mother and father were dead. Tom didn't like going to school, and he didn't like working. He liked playing and having adventures. One Friday, he didn't go to school—he went to the river. Aunt Polly was angry. “You're a bad boy!” she said. “Tomorrow you can't play with your friends because you didn't go to school today. Tomorrow you're going to work for me. You can paint the fence.”

Saturday morning, Tom was not happy, but he started to paint the fence. His friend Jim was in the street. Tom asked him, “Do you want to paint?” Jim said, “No, I can't. I'm going to get water.” Then Ben came to

Tom's house. He watched Tom and said, "I'm going to swim today. You can't swim because you're working."

Tom said, "This isn't work. I like painting." "Can I paint, too?" Ben asked. "Can I paint, too?" Ben asked. "No, you can't," Tom answered. "Aunt Polly asked me because I'm a very good painter." Ben said, "I'm a good painter, too. Please, can I paint? I have some fruit. Do you want it?" OK," Tom said. "Give me the fruit. Then you can paint."

Ben started to paint the fence. Later, many boys came to Tom's house. They watched Ben, and they wanted to paint, too. Tom said, "Give me some food and you can paint." Tom stayed in the yard, and the boys painted. They painted the fence three times. It was beautiful and white. Tom went into the house. "Aunt Polly, can I play now?" he asked.

Aunt Polly was surprised. "Did you paint the fence?" she asked. "Yes, I did," Tom answered. Aunt Polly went to the yard and looked at the fence. She was very surprised and very happy. "It's beautiful!" she said. "Yes, you can play now." Tom walked to his friend Joe Harper's house and played with his friends there.

Then he walked home again. There was a new girl in one yard. She had yellow hair and blue eyes. She was beautiful. Tom wanted to talk to her, but she didn't see him. She went into her house. Tom waited, but she didn't come out again.

Meeting 2

ACROSS THE RIVER

Tom, Joe, and Huck went to the river. There was a small boat there. The boys went across the river in the small boat. They said, "This is a good place because we can play all day. There's no school here." They played and then went to sleep. In the morning, the boys were happy again. They said, "Let's stay here for a long time." In the afternoon, they played near the river again.

Suddenly, there was a noise from a big boat on the river. The boys stopped playing and watched the boat. "Listen," Tom said. "The men on the boat are talking about us." The boys listened quietly. A man said, "The boys are in the river. They're dead." Tom said, "Those men are looking for us in the river. We're here, but they don't know that."

That night, the boys were sad. Huck and Joe went to sleep, but Tom didn't sleep. He went home in the small boat. He quietly went in his bedroom window. Then he went under his bed and stayed there. Aunt Polly and her friends came into his room.

Aunt Polly said to her friends, "Tom was a good boy, and I loved him. Now he's dead, and I'm very sad." Tom wanted to say, "I'm not dead." But he stayed quiet. Aunt Polly went to sleep.

Tom went out the window very quietly and went back across the river. In the morning, Joe and Huck said, "We're not happy here now, We

want to go home.” Tom said, “Let’s go home on Sunday. We can go to church. People are going to be very surprised!”

Sunday morning, many children were at church. They talked about the three boys. They were sad because their friends were dead. Becky was sad, too. Suddenly, the three boys walked into the church. People were very surprised, but they were very happy, too.

Meeting 3

INJUN JOE’S TREASURE

One Saturday afternoon, Tom wanted to have an adventure because he didn’t want to think about Injun Joe. He went to Huck and said, “I’m going to look for treasure. Do you want to come with me?” Huck always liked an adventure. “Oh, yes,” he said. “Where can we look?”

“Let’s start looking in the old house near Mrs. Douglas’s house. Old houses are good places for treasure,” Tom answered. The boys went to the old house. They wanted to look at every room. First they went into the kitchen, and then they went into the bedroom.

Suddenly, two men came into the kitchen—Injun Joe and his friend. The boys were afraid and stayed in the bedroom very quietly. Injun Joe walked across the kitchen. “We can put our money here,” he said to his friend. He started to dig under the floor with his knife. “What’s this?” Injun Joe said. “I’m going to get it out.”

There was a big box under the floor. He opened it with his knife. There was a lot of money in the box. “Look at that money!” his friend said. “Let’s go now. We can come back and get it tomorrow.” “No,” Injun Joe said. “We’re going to take it with us now. We can take it to that place. You know—the place under the cross.” Then the men went out of the house.

Injun Joe talked quietly to his friend. The boys listened and were afraid. Tom said, “Did you hear that? He wants to kill us.” They went out of the house quietly and went home. The boys were afraid of Injun Joe, but they wanted to find his treasure. They watched his house every night, but they didn’t see Injun Joe or his treasure.

Meeting 4

BECKY’S ADVENTURE DAY

In August Becky’s family came back from their vacation. Tom was very happy and he didn’t think about Injun Joe’s treasure. Becky’s adventure day was Saturday. Her mother said, “You can sleep at Susy Harper’s house after your adventure.” “Good,” Becky said.

Becky and her friends went on the river on a big boat. The boat went down the river and across it. Then it stopped. The children went out of the boat and played games near the river. In the afternoon one boy asked, “Who wants to go to the big cave?”

The children went to the cave. It was dark and cold there, but they played games. In the evening they went back to the boat and went home. Sunday morning, Becky's mother and Aunt Polly talked to Mrs. Harper at church. Becky's mother asked, "Where's my Becky? Did she sleep at your house?" "No, she didn't," Mrs. Harper answered. "I didn't see her."

Aunt Polly said, "My Tom didn't come home. Did he stay at your house?" "No, he didn't," Mrs. Harper answered. Then Aunt Polly and Becky's mother asked the children, "Did Tom and Becky come home? Did you see them on the boat?"

The children answered, "No, we didn't see them, but it was dark." Then a boy said, "Maybe they're in the cave!" Two hundred men looked for Tom and Becky in the cave. They looked for three days, but they didn't find them. People in the town were very sad.

Meeting 5

IN THE CAVE

Saturday, Tom and Becky walked and played in the cave. Then they stopped near some water. "What time is it?" Becky asked. "I don't know," Tom said. "Let's go back now". The two children walked and walked. But they didn't find the door to the cave. Becky was afraid.

She wanted to sit down and eat. "Maybe they're looking for us now," she said. "Here's some food," Tom said. "Eat this and wait here. I'm going to look for the door." Tom walked and walked. But he didn't

find the cave door. Suddenly, there was a man near him. Tom was afraid, but he stayed quiet.

He looked at the man. It was Injun Joe! Tom was very afraid and he made a noise. Injun Joe went away quickly. Tom went back to Becky, but he didn't talk to her about Injun Joe. They were in the cave for three days. Tuesday, Becky didn't want to walk. Again Tom said, "Stay here. I'm going to look for the door."

This time he went to a new place. There was light there. He went to the light. It came from a small door in the cave. Tom went out of the cave. Then he went back to Becky. "Come with me," he said. "We can go out of the cave now." Tom and Becky went out of the cave. They were very happy.

They went to the river and waited there. Some men in a small boat came to them. Tom said, "We want to go home. Can you help us?" The men answered, "Yes. We can take you home." Tom and Becky went in the boat with the men. They arrived home very late Tuesday night, and people in the town were very happy. Tom talked all night about their adventure in the cave.

Meeting 6

IN THE CAVE AGAIN

Tom and Becky stayed home for many days. Then, two weeks after their adventure, Tom visited Becky and talked to her father. Mr. Thatcher

said, "You're a very good boy, Tom. You helped Becky in the cave. Thank you. People can't go into it now because it has a new big door." "But Injun Joe's living in the cave!" Tom said.

Some men went down the river to the cave. Tom went with them. They opened the new door. Injun Joe was there, but he was dead. Tom wanted to talk to Huck. Later in the week he went to Mr. Jones's house.

The two boys talked about their adventures. "The money isn't in Injun Joe's house," Tom said. "It's in the cave! I know, because Injun Joe was there. Let's get it!" Huck was afraid. "But maybe we can't find it." "I can find it again," Tom said. "I know about a small door at the back of the cave.

Becky and I came out there. We can go in that door, and I can find Injun Joe's treasure." "OK," Huck said. "Let's go today." That afternoon the boys went in a small boat to the back of the cave. Tom walked first, and Huck went after him. They walked and walked. Then Tom said, "This is the right place! Injun Joe was here."

The boys looked for a good place for treasure. Suddenly, Tom said, "Look! There's a cross! Injun Joe said, 'under the cross.' Let's look there!" The boys went to the place with the cross. Tom said, "I'm going to dig here with my knife ... Look! It's the treasure box! Let's get it out now. The treasure's ours!"

“This box is very heavy,” Huck said. “We can’t take it with us.” “I have some small bags,” Tom said. “We can put the money in them and take it home.” The boys went out of the cave with the money.

DISTRIBUTION OF T-TABLE

Tabel Nilai t

d.f	$t_{0.10}$	$t_{0.05}$	$t_{0.025}$	$t_{0.01}$	$t_{0.005}$	d.f
40	1,303	1,684	2,021	2,423	2,704	40
41	1,303	1,683	2,020	2,421	2,701	41
42	1,302	1,682	2,018	2,418	2,698	42
43	1,302	1,681	2,017	2,416	2,695	43
44	1,301	1,680	2,015	2,414	2,692	44
45	1,301	1,679	2,014	2,412	2,690	45
46	1,300	1,679	2,013	2,410	2,687	46
47	1,300	1,678	2,012	2,408	2,685	47
48	1,299	1,677	2,011	2,407	2,682	48
49	1,299	1,677	2,010	2,405	2,680	49
50	1,299	1,676	2,009	2,403	2,678	50
51	1,298	1,675	2,008	2,402	2,676	51
52	1,298	1,675	2,007	2,400	2,674	52
53	1,298	1,674	2,006	2,399	2,672	53
54	1,297	1,674	2,005	2,397	2,670	54
55	1,297	1,673	2,004	2,396	2,668	55
56	1,297	1,673	2,003	2,395	2,667	56
57	1,297	1,672	2,002	2,394	2,665	57
58	1,296	1,672	2,002	2,392	2,663	58
59	1,296	1,671	2,001	2,391	2,662	59
60	1,296	1,671	2,000	2,390	2,660	60
61	1,296	1,670	2,000	2,389	2,659	61
62	1,295	1,670	1,999	2,388	2,657	62
63	1,295	1,669	1,998	2,387	2,656	63
64	1,295	1,669	1,998	2,386	2,655	64
65	1,295	1,669	1,997	2,385	2,654	65
66	1,295	1,668	1,997	2,384	2,652	66
67	1,294	1,668	1,996	2,383	2,651	67
68	1,294	1,668	1,995	2,382	2,650	68
69	1,294	1,667	1,995	2,382	2,649	69
70	1,294	1,667	1,994	2,381	2,648	70
71	1,294	1,667	1,994	2,380	2,647	71
72	1,293	1,666	1,993	2,379	2,646	72
73	1,293	1,666	1,993	2,379	2,645	73
74	1,293	1,666	1,993	2,378	2,644	74
75	1,293	1,665	1,992	2,377	2,643	75
76	1,293	1,665	1,992	2,376	2,642	76
77	1,293	1,665	1,991	2,376	2,641	77
78	1,292	1,665	1,991	2,375	2,640	78

Sumber: *Aplikasi Analisis Multivariate Dengan Program SPSS* (Dr. Imam Ghozali)

DOCUMENTATION

1. Pre-Test



2. Treatment



3. Post-Test





MEJELIS PENDIDIKAN ALKHAIRAAT
MADRASAH ALIYAH ALKHAIRAAT PUSAT
PALU - SULAWESI TENGAH
AKREDITASI A NOMOR : 1344/BAN-SM/SK/2019
NSM : 131272710106 NPSN : 40209853
Alamat Jalan SIS. Aljufri No. 44 Telp/Fax. (0451) 453781 Palu
Website : www.aliyahalkhairaatpalu.sch.id

SURAT KETERANGAN PENELITIAN

NOMOR : 394 /UM-6/MAA/08/2023

Yang bertanda tangan di bawah ini :

Nama : Drs. Moh. Farhan
Nip : 19640708 199903 1 002
Jabatan : Kepala Madrasah

Menyatakan bahwa mahasiswa yang di sebut di bawah ini :

Nama : Asmaul Husna
NIM : 181160034
Program Studi : Tadris Bahasa Inggris

Benar bahwa mahasiswa tersebut di atas telah selesai melaksanakan penelitian di Ma. Alkhairaat Pusat Palu dalam rangka menyelesaikan Skripsi dengan judul : " The Use Of English Short Story to Improve Student's Speaking Ability Of The Tenth Grade Students At MA. Al-khairaat Pusat Palu.

Demikian surat keterangan ini dibuat dengan benar untuk dipergunakan sebagaimana perlunya.










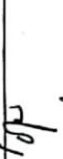


Agustus 2023

Kepala Madrasah

Drs. Moh Farhan

NIP. 196407081999031002

FOTO 3 X 4	KARTU SEMINAR PROPOSAL SKRIPSI FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI (IAIN) PALU			NAMA : Rismaul Husna NIM. : 181162034 PROGRAM STUDI : Tadris Bahasa Inggris
------------	---	--	--	---

NO.	HARI/TANGGAL	NAMA	JUDUL SKRIPSI	DOSAN PEMBIMBING	TANDA TANGAN DOSAN PEMBIMBING
1	Rabu 24-02-2021	Sitti Nurhalisyah	Efektifitas Penggunaan lembar kerja siswa (LKS) Bahasa prasya k13 dalam meningkatkan motivasi Al-Qur'an Peserta didik disekolah Tarbiyah Tawale	1. Prof. Dr. H. M. Asyari, M. Ag 2. Dr. H. Ubodah, S. Ag., M. Pd	
2	Kamis 25-02-2021	Wahyu Cahyani	Peran kepemimpinan kepala lembaga (paud) dalam pematangan pembelajaran turing di TK Islam	1. Dr. H. Marwan, S. Ag., M. Pd 2. Hilmaturrahmah, Lc., M. Ed	
3	Kamis 25-02-2021	Moh. Zainul Fuad	Upaya kepala sekolah dalam meningkatkan kualitas siswa disekolah sidiat kecamatan Babab	1. Hamka, S. Ag., M. Ag 2. Rustam, S. Pd., M. Pd	
4	Jumat 26-02-2021	Rasmawati A. Lay	Implementasi Perencanaan kurikulum dalam meningkatkan mutu pendidikan di SD Negeri II Ampara Koba	1. Prof. Dr. H. Saif S. Pd., M. Pd 2. Dr. Jihan, S. Ag., M. Ag	
5	Senin 01-03-2021	Nur Alfath	Kesiapan guru PAI dalam pengetahuan pembelajaran melalui teknologi informasi studi pada SMA Negeri 1 Banawa tengah kab. Donggala	1. Drs. Ramang, M. Pd. I 2. Jumri, H. Tahang, S. Ag., M. Ag	
6	Senin 15 Maret 2021	Moh. Fahri	Self assessment of speaking skill at The second semester of Tadris English program	1. Prof. Dr. Rusli, S. Ag., M. Soc., Sc 2. Dina kullahana, S. Pd., M. Pd	
7	Senin 15 Maret 2021	Randi	The teaching of speaking using as in pronous e-learning application at the second semester student tadris English IAIN Palu	1. Prof. Nuruln. S. S. S. Pd 2. Dina kullahana, S. Pd., M. Pd	
8	Kamis 08 April 2021	Cici Fauzia	Applying drilling technique to enhance students pronunciation of suffix -ED in regular verbs at the eighth grade of MTsN 2 Palu	1. Drs. Muhammad Ihsan M. Ag 2. Afilah, M. Pd	
9	Kamis 07 April 2022	Mursita	The effect of the use of English song lyrics on the improvement students' vocabulary proficiency	1. Ruslin, S. Pd., M. Sc. Pd 2. Ukhra, S. Pd., M. Pd	
10	Rabu 13 April 2022	Nur Auliyah	The effectiveness of using silent way method with spelling bee in improving students' vocabulary at SMPN 8 Palu	1. Drs. Mohammad Ihsan, M. Ag. 2. Dzakiyah, S. Pd., M. Pd.	

Catatan : Kartu ini merupakan persyaratan untuk mendaftar seminar menempuh ujian skripsi

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
NOMOR : 2021 TAHUN 2022

TENTANG
PENETAPAN TIM PENGUJI PROPOSAL SKRIPSI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN

- Menimbang : a. bahwa penulisan karya ilmiah dalam bentuk skripsi merupakan salah satu syarat dalam penyelesaian studi pada jenjang Strata Satu (S1) di Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu, untuk itu dipandang perlu menetapkan tim penguji proposal skripsi untuk menguji proposal skripsi mahasiswa pada ujian seminar proposal;
- b. bahwa saudara yang tersebut namanya di bawah ini dipandang cakap dan mampu melaksanakan tugas tersebut;
- c. bahwa berdasarkan pertimbangan pada huruf a dan b tersebut, perlu menetapkan keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
3. Peraturan Presiden No. 61 Tahun 2021, Tentang Universitas Islam Negeri Datokarama Palu.
4. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
5. Peraturan Pemerintah Nomor 37 Tahun 2009, tentang Dosen;
6. Peraturan Menteri Agama Nomor 39 Tahun 2021 tentang Statuta Universitas Islam Negeri Datokarama Palu;
7. Keputusan Menteri Pendidikan Nasional Nomor 178/U/2001 tentang Gelar dan Lulusan Perguruan Tinggi;
8. Keputusan Menteri Agama tentang Pengangkatan Dekan Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu Nomor 454/Un.24/KP.07.6/12/2021 masa jabatan 2021-2023

MEMUTUSKAN

- Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI (UIN) DATOKARAMA PALU TENTANG PENETAPAN TIM PENGUJI PROPOSAL SKRIPSI FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI (UIN) DATOKARAMA PALU
- KESATU : Menetapkan Tim Penguji Proposal Skripsi Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu sebagai berikut :
2. 1. Penguji : Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.
- Pembimbing I : Ana Kuliahana, S.Pd., M.Pd.
3. Pembimbing II : Yuni Amelia, S.Pd., M.Pd.
- untuk menguji Proposal Skripsi Mahasiswa
- Nama : Asmaul Husna
- NIM : 181160034
- Jurusan : Tadris Bahasa Inggris (TBIG-1)
- Judul Proposal : The Use of English Short Story to Improve Students' Speaking Ability of the Tenth Grade Students at MA Al-Khairaat Pusat Palu
- KEDUA : Tim Penguji Proposal Skripsi bertugas memberikan pertanyaan dan perbaikan yang berkaitan dengan isi, metodologi dan bahasa dalam proposal skripsi yang diujikan;
- KETIGA : Segala biaya yang timbul sebagai akibat dikeluarkannya keputusan ini, dibebankan pada dana DIPA UIN Datokarama Palu Tahun Anggaran 2022
- KEEMPAT : Keputusan ini mulai berlaku sejak tanggal ditetapkan dengan ketentuan bahwa apabila dikemudian ternyata terdapat kekeliruan dalam keputusan ini maka diadakan perbaikan sebagaimana mestinya
- KELIMA : SALINAN keputusan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Ditetapkan di : Palu
Pada Tanggal : 21 Desember 2022

Dekan,

Dr. H. Askar, M.Pd.
NIP. 19670521 199303 1 005





KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
الجامعة الإسلامية الحكومية داتوكاراما فالو
STATE ISLAMIC UNIVERSITY DATOKARAMA PALU
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165
Website: www.uindatokarama.ac.id, Email: humas@uindatokarama.ac.id

Nomor : ٢٥٣٩/Un.24/F.I/PP.00.9/12/2022 Palu, 21 Desember 2022
Sifat : Penting
Lamp : -
Hal : Undangan Menghadiri Seminar Proposal Skripsi

Kepada Yth.

1. Ana Kuliahana, S.Pd., M.Pd. (Pembimbing I)
2. Yuni Amelia, S.Pd., M.Pd. (Pembimbing II)
3. Ruslin, S.Pd., M.Pd., M.Sc., Ph.D. (Penguji)
4. Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu

Di-
Palu

Assalamu 'alaikum warahmatullahi wabarakatuh

Dalam rangka kegiatan seminar proposal skripsi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri (UIN) Datokarama Palu yang akan dipresentasikan oleh:

Nama : Asmaul Husna
NIM : 18.1.16.0034
Jurusan : Tadris Bahasa Inggris (TBIG)
Judul Skripsi : The Use of English Short Story to Improve Students' Speaking Ability of the Tenth Grade Students at MA Al-Khairaat Pusat Palu

Maka dengan hormat diundang untuk menghadiri Seminar Proposal Skripsi tersebut yang insya Allah akan dilaksanakan pada:

Hari/Tanggal : Senin, 26 Desember 2022
Waktu : 09.00 Wita - Selesai
Tempat : Lt. 1 Rektorat UIN Datokarama Palu

Wassalamu 'alaikum warahmatullahi wabarakatuh

a.n Dekan
Sekretaris Jurusan TBIG

Hijrah Syam, S.Pd., M.Pd.
NIDN. 2004058603

Catatan : Undangan ini difotokopi 6 rangkap, dengan rincian:

- a. 1 rangkap untuk dosen pembimbing I (dengan proposal Skripsi).
- b. 1 rangkap untuk dosen pembimbing II (dengan proposal Skripsi).
- c. 1 rangkap untuk Ketua Jurusan
- d. 1 rangkap untuk Subbag Umum Fakultas Tarbiyah dan Ilmu Keguruan.
- e. 1 rangkap Subbag AKMAH Fakultas Tarbiyah dan Ilmu Keguruan.
- f. 1 rangkap untuk ditempel pada papan pengumuman.
- g. 1 rangkap untuk dosen penguji (dengan proposal Skripsi)



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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165
Website : , email : humas@iainpalu.ac.id

Lamp : 1 (satu) berkas
Hal : Permohonan Pembuatan Surat Izin Penelitian

Kepada Yth.

Subbag. AKMAH FTIK

Di-

Tempat

Yang bertanda tangan dibawah ini :

Nama : Hijrah Syam, S.Pd., M.Pd.
NRD : 2004058603
Jabatan : Sekretaris Jurusan Tadris Bahasa Inggris

Menerangkan :

Nama : Asmaul Husna
NIM : 181160034
Jurusan / Kelas : Tadris Bahasa Inggris (TBIG - 1)
Semester : X (Sepuluh)
No. HP : 082297034446
Judul Skripsi : The Use of English Short Stories to Improve Students' Speaking Ability of the Tenth Grade
Studentmts at MA Al-Khairaat Pusat Palu

Pembimbing : 1. Ana kuliahana, S.Pd., M.Pd.
2. Yuni Amelia, S.Pd., M.Pd.

Penguji Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.

Bahwa mahasiswa/i yang bersangkutan telah memenuhi persyaratan dan layak untuk mendapatkan surat izin penelitian.

Demikian, atas perhatiannya terima kasih.

Palu, 10 Mei 2023
Sekretaris Jurusan
Tadris Bahasa Inggris,

Hijrah Syam, S.Pd., M.Pd.
NRD. 2004058603

Catatan :

➤ Surat ini diserahkan ke Subbag AKMAH FTIK (Bagian Persuratan).



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU

جامعة داتوكاراما الإسلامية الحكومية بالو

STATE ISLAMIC UNIVERSITY DATOKARAMA PALU
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Trans Palu-Palolo Desa Pombewe Kecamatan Sigi Biromaru Telp. 0451-460798 Fax. 0451-460165
Website : www.uindatokarama.ac.id, email : uindatokarama.ac.id

Nomor : 7075 /Un.24/F.I/PP.00.9/11/2023
Sifat : Penting
Lampiran : -
Perihal : Undangan Menghadiri Ujian Skripsi

Sigi, 16 November 2023

Yth. Bapak/Ibu Tim Penguji Skripsi
Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu
1. Hijrah Syam, S.Pd., M.Pd
2. Ruslin, S.Pd., M.Pd., M.Sc., Ph.D
3. Zulfikri, M.A
4. Ana Kuliahana, S.Pd., M.Pd.
5. Yuni Amelia, S.Pd., M.Pd.

Assalamualaikum wr.wb.

Dalam rangka pelaksanaan Ujian Munaqasyah Mahaiswa Fakultas Tarbiyah dan Ilmu Keguruan
Universitas Islam Negeri Datokarama Palu :

Nama : Asmaul Husna
NIM : 181160034
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : THE USE OF ENGLISH SHORT STORY TO IMPROVE STUDENTS'
SPEAKING ABILITY OF THE TENTH GRADE STUDENTS' AT MA AL-
KHAIRAAT PUSAT PALU

dengan hormat kami mohon kesediaanya untuk menguji Skripsi tersebut, yang akan dilaksanakan pada :

Hari/tanggal : Jumat, 17 November 2023
Jam : 14.00 - 16.00
Meja Sidang : Meja Sidang D
Tempat : Gedung FTIK Lt.2 Kampus II

Demikian, atas kehadirannya diucapkan terima kasih.

Wassalam,

a.n. Dekan
Ketua Jurusan Tadris Bahasa Inggris

Ruslin, S.Pd., M.Pd., M.Sc., Ph.D
NIP. 196302151992031013

Catatan Bagi Peserta Ujian Skripsi :

1. Berpakaian Hitam Putih dan Almamater + Kopiah (Pria).
2. Berpakaian Hitam Putih dan Almamater (Wanita).



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU

الجامعة الإسلامية الحكومية داتوكاراما فالو

STATE ISLAMIC UNIVERSITY DATOKARAMA PALU

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Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165

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DAFTAR HADIR SEMINAR PROPOSAL SKRIPSI
TAHUN AKADEMIK 2022/2023

Pada hari ini Senin, tanggal 26 Desember 2022 telah dilaksanakan Seminar Proposal Skripsi:

Nama : Asmaul Husna
NIM : 18.1.16.0034
Program Studi : Tadris Bahasa Inggris (TBIG)
Judul Proposal : The Use of English Short Story to Improve Students' Speaking Ability of the Tenth Grade Students at MA Al-Khairaat Pusat Palu
Tgl / Waktu Seminar : 26 Desember 2022/09.00 Wita

NO.	NAMA	NIM	SEM / PRODI.	TTD	KET.
1.	ANDI MUTTASIHEN GISMAN	181160048	IX / TBI		
2.	Moh. REZA	191160068	7 / TBI		
3.	FAROHATUN NAFJITAH	201040007	V / PAMI		
4.	NURFADILLAH	201040006	V (PAMI)		
5.	Melisa	191160063	7 / TBI		
6.	Tri Purwaningsi	191160012	7 / TBI		
7.	Faraz Salsabilah Ramadani	181160001	9 / TBI	Fary.	
8.	HIGRAWATI	191160091	VII / TBI		
9.	NUR MUFIDA	181160024	XI / TBI		
10.	Indi. Rety	191030104	3 / MP		
11.	Hanan Sama	181160111	XI / TBI		

Pembimbing I,

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Pembimbing II,

Yuni Amelia, S.Pd., M.Pd.
NIP. 19900629 201801 2 001

Palu, 21 Desember 2022
Penguji,

Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.
NIP. 19690215 199203 1 013

Mengetahui
a.n. Dekan
Ketua Jurusan TBIG,

Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.
NIP. 19690215 199203 1 013

Curriculum Vitae



Personal Detail :

Name : Asmaul Husna

Place/Date Birth : Palu, 16 Oktober 2000

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- TK : TK Al-Khairaat Donggala Kodi Kota Palu
- SD : SDN Inpres Kabonena Kota Palu
- SMP : SMP Negeri 10 Kota Palu
- SMA/MA : MAN 1 Kota Palu