

**THE EFFECTIVENESS OF DIGITAL STORYTELLING (DST) TO  
IMPROVE STUDENTS' SPEAKING SKILL AT THE  
ELEVENTH GRADE OF SMAN 4 PALU**



**THESIS**

*Submitted as a partial fulfillment of the requirement for the degree of Sarjana  
Pendidikan at English Tadris study program on Tarbiyah and Teacher Training  
faculty in state institute of Islamic studies Palu.*


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PALU  
2024**

### **Statement of the Thesis Authenticity**

I hereby declare that this thesis entitled: **“The Effectiveness of Digital Storytelling (DST) to Improve Students’ Speaking skill at the Eleventh Grade of SMA N 4 Palu”** has been officially approved as my own work and it has not been and will not be submitted in the whole or in part to another University 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 be ready for all the consequences thereafter due to this misconduct.

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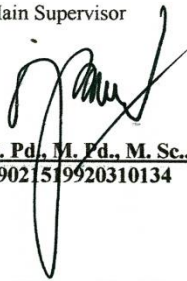
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## APPROVAL PAGE


The supervision' approval sheet for the thesis proposal contains the followings: **“The Effectiveness Digital storytelling (DST) to improve students' speaking skill at the eleventh grade of SMAN 4 Palu ”** Name **Nur Hikma. A. Aman NIM 18.1.16.0101**, a student of English Tadris Study Program, Tarbiyah and Teacher Training Faculty State Islamic University Datokarama Palu. After having observation and careful correction, each supervisor decides that the thesis has met all requirements needed for examination.

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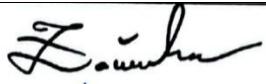
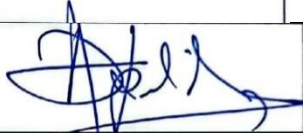



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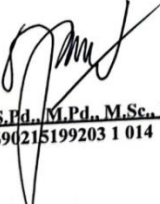
This thesis by **Nur Hikma A Aman** Nim. 18.1.16.0101 entitled: “**The Effectiveness Of Digital Storytelling (DST) To Improve Students’ Speaking Skill At The Eleventh Grade Of SMAN 4 Palu** ” which had been examined in front of the board of examiners of the faculty of Tarbiyah and Teacher Training in State Islamic University Datokarama Palu on 01 maret 2024 has met all the criteria for a scientific paper. Therefore, it can be accepted as the requirement for obtaining bachelor degree in English Tadris Study Program.

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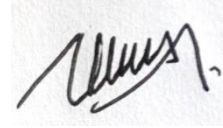
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## TABLE OF CONTENTS

PAGE COVER.....	
STATEMENT OF THE THESIS AUTHENTICITY .....	i
APPROVAL PAGE .....	ii
LEGALIZATION .....	iii
ACKNOWLEDGEMENT .....	iv
TABLE OF CONTENTS .....	vii
LIST OF TABLES .....	x
LIST OF APPENDIXES .....	xi

<b>ABSTRACT .....</b>	<b>xii</b>
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## **CHAPTER I INTRODUCTION**

A. Background of Research .....	1
B. Question of Research .....	3
C. Objective and Significance of Research .....	4
D. Outline of Content .....	4

## **CHAPTER II LITERATURE REVIEW**

A. Previous of Research .....	6
B. Theoretical Review .....	11
1.The Definition of Effectiveness .....	11
2.The Definition of Improve.....	11
3.The Definition of Digital Storytelling (DST) .....	12
4.The Definition of Speaking Skill .....	17
5.The Definition of Pronunciation .....	25
C. Theoretical Framework .....	26
D. Hypothesis.....	27

## **CHAPTER III RESEARCH METHODOLOGY**

A. Approach and Design of Research .....	29
B. Population and Samples .....	30
1.Population.....	30
2. Sample .....	31
C. Variables of Research .....	32
1.Independent Variable .....	33



2. Dependent Variable.....	33
D. Operational Definition .....	33
1. Effectiveness.....	34
2. Improve .....	34
3. Speaking Skill.....	35
E. Instrument of Research.....	35
Test.....	35
F. Techniques of Data Collection.....	38
a. Pre-Test.....	38
b. Treatment.....	38
c. Post-Test.....	38
G. Techniques of Data Analysis .....	39
1. Normality Test.....	39
2. Homogeneity Test.....	40
3. Partial Hypothesis Testing (t-test) .....	41
<b>CHAPTER IV RESEARCH FINDINGS AND DISCUSSION</b>	
A. Result of Research.....	42
1. The Data of Control Class .....	42
2. The Data of Experimental Class .....	44
C. Testing Hypothesis .....	48
D. Discussion .....	49
<b>CHAPTER V CONCLUSION AND SUGGESTION</b>	
A. Conclusion .....	54
B. Suggestion .....	54

a. The students .....	55
b. The teacher .....	55
c. The next researcher .....	55
<b>REFERENCES .....</b>	<b>56</b>
<b>APPENDIXES</b>	
<b>CURRICULUM VITAE</b>	

## **LIST OF TABLES**

**Table 2.1:** Comparison Table of Previous Research

**Table 3.1:** Number of Population

**Table 3.2:** Scoring Rubric For Speaking

**Table 3.3:** Score Range, Category, and Qualification

**Table 4.1:** The result of pre-test, post-test and gained score of the control class

**Table 4.2:** The result of the pre-test, post-test and gained score of the experimental class

**Table 4.3:** Normality test of Pre-Test and Post-Test

**Table 4.4:** Homogeneity test of Pre-Test and Post-Test

**Table 4.5:** Paired Sample Test

#### **LIST OF APPENDIXES**

1. Thesis Proposal Supervisor's decision Letter
2. Proposal Exam Supervisor's decision Letter
3. Thesis Examination decision Letter
4. Thesis Proposal seminar Card
5. Thesis Guidance Consultation Book
6. Thesis proposal title Format
7. Proposal Exam Invitation
8. Thesis exam Invitation
9. Research permit Application
10. Research Permit

11. List of Proposal Exam Score
12. Judicial Text
13. Lessen Plan
14. Questions Pre-Test and Post-Test
15. Pre-test and Post-test
16. Documentation.

### **ABSTRACT**

Name : Nur Hikma. A. Aman

Number of student : 18.1.16.0101

Thesis Title : The effectiveness digital storytelling (DST) to improve students' speaking skill at the eleventh grade of SMAN 4 Palu.

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In Indonesia, English has been definitively educating at all level of instruction. In junior tall school and college level, English is teaching as an exterior tongue (EFL). Talking is one of the capacities required to memorize in organize to help students' express their conclusions, comments and disputes. Progressed describing joins substance, combining the craftsmanship of describing with a combination of progressed media, pictures, recorded sound depiction, music and video.

Based on the research beckgraound that has been described, the research problem of the research is "Is digital storytelling (DST) effective to improve students'speaking skill at the eleventh grade of SMAN 4 Palu?"

This research is quantitative research where the research is used to examine the population or sample. This research design uses quasi experimental. This research was conducted by providing experimental and control class. The sampling technique in this research used non-equivalent purposive sampling. The population of the research was eleventh grade students at SMAN 4 Palu with a sample of 55 students and the instruments used in this research was test.

The research used SPSS 26 and Microsoft excel 2010 to analysis the data. based on the result of the research it can be concluded that digital storytelling is effectiveness in improving students speaking skill. this can be seen from the result of data analysis where t-count result was 23.242, with a significance of 0.000, whicw means the value is lower than the specifical significance value of  $> 0.05$ , so that the paired sample t-test hypothetical test shows that the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted.

Some suggestion that may be important to considerare: for students the research suggests the students be more active to learning English language, especially speaking either using techniques, book, or other media. The researcher suggestthat teachers apply digital storytelling in the learning process to develop achievement and increase motivation to learn speaking skill. For the next research it is suggested to read this research as one of the considerations in making decision about the Effectiviness of digital storytelling (DST) to improve students' speaking skill at the eleventh grade of SMAN 4 Palu by using digital storytelling media.

## CHAPTER I

### INTRODUCTION

#### A. Background of Research

In Indonesia, English has been officially taught at all level of education. In junior high school and college level, English is taught as a foreign language (EFL). EFL is a term used to describe the learning of English by non-native speakers in countries where English is not the dominant language.<sup>1</sup> English is one of the compulsory subjects for students. Therefore, it is compulsory for students to learn English skills: listening, reading, speaking and writing. In learning EFL, there are four skills needed. Other elements of English such as vocabulary, grammar and pronunciation, must also be mastered to support comprehensive understanding of the language.<sup>2</sup>

In the context of this research, Speaking is one of the skills needed to learn in order to help students express their opinions, comments and arguments. According to Ladouse and Nunan Speaking is the activity of explaining to someone a certain situation or the activity of explaining to

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<sup>1</sup> Richard Nordquist, *English as a foreign language (EFL)*, update on march 26, 2020.

<sup>2</sup> J, Harman, *The practice of English language teaching: speaking (4<sup>th</sup> Education)*, Pearson Education limited, 2007.

something.<sup>3</sup> It is one of the skills in English where students express their opinions, comments and argument.

Based on the explanation, it is concluded that speaking is a way of expressing what students feel, and counted as spoken language process from when communication can be established.<sup>4</sup>

As the key for communication. Speaking plays a very important role in learn EFL to help students improve their skills. For communication it is aimed the information they want to share can be conveyed heaved clearly and accurately, and be able to avoid misunderstandings.<sup>5</sup>

Based on the pre-observation conducted in July 2023, it was identified that the speaking skill of the eleventh year of SMAN 4 Palu was relatively categorized as medium. It mean that there were a number of students who were able to speak English. However, their English was considered to be inadequate to express complens ideas, it was also found that students' pronunciation was relatively poor. Relenting on the problems, this research is intended to implement digital storytelling application to improve students' speaking skill at the selected group.

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<sup>3</sup> David, Nunan. *Research methods in language learning*, Cambridge: Cambridge University Press, 1991

<sup>4</sup> James P, Gee. *An Introduction to human language: Fundamental concepts in linguistic*, New Jersey, Prentice Hall, 1993

<sup>5</sup> Abousenna, M (1994), *opening speech, Global Age : Issues in English language Education, Proceedings od 13<sup>th</sup>, National symposium on English language teaching*, march 30, April 1, 1993 CEDEL, Ain Shams University

Digital storytelling includes text, combining the art of storytelling with a combination of digital media, images, recorded audio narration, music and video. These multimedia elements are combined together using computer software to tell a story that usually revolves around a specific theme or theme and often contains a particular point of view. Most digital stories are relatively short, lasting 2 to 10 minutes, and the files are stored in a digital format that can be viewed on a computer or other device capable of playing video files. Additionally, digital stories are often uploaded to the Internet where they can be viewed through popular web browsers. There are many different types of digital stories, but researchers are preparing to classify the main types. Personal narrative history contains stories about important incidents in a person's life. And his narrative documentaries examine dramatic events that help us understand the past. As well as stories that inform or engage viewers about a particular concept or practice.<sup>6</sup>

Based on the reasons, this researcher is interested to investigate whatever “Digital storytelling (DST) is effective to improve students’ speaking skill at the eleventh year grade of students SMAN 4 Palu”.

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<sup>6</sup> Kastolani, *Digital Reorientation of Islamic higher education in Indonesia*, State Islamic institute of Salatiga, 18 September 2019 <https://e-journal.metrouniv.ac.id/index.php/akademika/article/view/1618> 06 oct 2021



## **B. Question of Research**

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

Is Digital Storytelling (DST) effective to improve Students' speaking skill at the eleventh year grade of SMAN 4 Palu?

## **C. Objective and Significance of Research**

Relating to the problem statement above the researcher states that objective of the research to "Find out whether there is improvement in students' speaking skill ability by using Digital storytelling application or not at eleventh grade of SMAN 4 Palu.

The significance of this research aims to the effectiveness of the Digital storytelling Method employed by the researcher to improving the speaking skill of grade XI C and D students' at SMAN 4 Palu.

## **D. Outline of Content**

The Thesis consists of five chapters. Each chapters has separate discussion but is related to each other. To gate general idea of the three chapters, the researcher presents the following outlines of the proposal.

Chapter 1, provides the Introduction including Background; explain in detail about the phenomenon or problem that is the focus of the research. Research problem; problem formulation is the heart of the research, This section clearly and specifically defines what is to be answered through the research. Objectivenes; research objectives are the answer to the problem formulation, This section explains in detail what is to be achieved through the research and

benefits; the benefits of the research, how the result of this research can be applied in real life, and outline of the contents; explains a general overview of the overall structure of the thesis.

Chapter II, present theoretical framework consisting of previous research, explains the relationship between the variables of research. Theoretical review; present a summary of research relevant to the research topic and hypothesis is generally interested as an answer or temporary assumption of a research problem.

Chapter III, deal with the research methodology consisting of research design; is a research plan and implementation, sample; a small part of the population selected for the research, population; all subjects or individuals who are the objects of research, variable of research are something that is the focus of attention that has an influence and has value, research instruments; are tools used to collect, measure, and analyze data related to research, Data collection techniques are techniques or methods used to collect data to be research and data analysis techniques; are the process of evaluating data systematically.

Chapter IV, Result and Discussion, in this chapter, contains the result of the research, data analysis, hypothetical proof, and discussion about the research.

Chapter V closing contains the conclusion. this page explains the conclusions and the suggestion of this research, and research implications.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Previous of Research**

Previous research is the result of research conducted by previous researchers which have been tasted for correctness using the method used. Previous research can serve as a reference for current researchers. The research took four people who had done the research that related to similar topic.

The first, is Inggit Rositasari research with the title “The Use of Digital Storytelling to Improve Students’ Speaking Skills in Retelling Story”. With the results of the study that. Digital Storytelling is the combination of spoken narrative, a number of digital Picture, soundtrack, and new technology to share the story. Therefore, this research aims to describe how to implement the medium to teaching speaking skills, especially in retelling a story and analyze the extent of the use of digital storytelling to improve the student’s speaking skills in retelling story. This research used classroom action research which is propose by Metler. The participants of this research were 19 students of XI IPA 1 class of SMA PGRI 1 Temanggung. The research instruments were observation checklists, speaking pre- test and post- test, questionnaires, and interviews.<sup>7</sup>

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<sup>7</sup> Inggit Rositasari, *the use of digital storytelling to improve students speaking in retelling a story*, 1 Januari 2017

The second, is Endang Sutiyo Astuti and Indrawati Pusparini research with the title “Faktor-faktor Yang Mempengaruhi Speaking Performance Mahasiswa Jurusan Pendidikan Bahasa Inggris”. With the results main aim of this study was to find out the factors influencing students’ speaking performance in speaking class. Furthermore, it was also used to know the difficulties faced by the students of English department at IKIP Budi Utomo Malang. This research applied the descriptive qualitative method which describes the findings and the result of the research qualitatively. The data were collected by using observation, questionnaire, and documentation. This analysis found that both linguistics and non-linguistics aspects influenced students’ speaking performance. The linguistics aspect includes vocabulary, pronunciation, and grammar while the non-linguistic aspect covers confidence, anxiety, and topical knowledge.<sup>8</sup>

The third, is Nurmadinah Hasibuan research with the title “Improving Students’ Speaking Ability by Using Interview Technique at Grade XI SMAN 3 Padangsidempuan”. With the results this research was conducted to solve students' problems in speaking ability. The purpose of this study is to describe students' speaking skills using interview techniques in class XI SMAN 3 Padangsidempuan and to determine the factors that affect students' speaking skills using interview techniques. The research methodology used in this study is classroom follow-up research by applying the Hopkins design which consists of four stages. It is planning, action, observation, and reflection. To overcome students' problems in

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<sup>8</sup> Endang Sutiyo Astuti, Pusparini Indriwati, *faktor-faktor yang mempengaruhi speaking performance mahasiswa jurusan bahasa inggris*, IKIP Utomo, Malang 2019

speaking, researchers use interview techniques. Researchers use two cycles, each cycle consisting of three meetings. Moreover, the participants of this study were class XI IPA-2 38 students and there was collaboration with English teachers. The data was derived between speaking, observation, and interview tests.<sup>9</sup>

The fourth, is Nafa Oktanisfia and Heryanto Susilo research with the title “Penerapan Model Pembelajaran Story telling Dalam Meningkatkan English Speaking Skills at MR. Bob English Course”. The result This research uses literature studies in collecting data from sources of various journals and related books using Literature Review techniques such as reviewing, summarizing related journals. The purpose of this research was to determine the effect of applying the storytelling learning model in the course place in improving English speaking skills. The results of the research conducted showed an increase in English speaking skills through the application of the Story telling learning model.<sup>10</sup>

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<sup>9</sup> Nurmadinah Hasibuan, *Improving students' speaking ability by using interview technique*, at grade XI SMAN 3 Padangsidimpuan.

<sup>10</sup> Nafa Oktanisfia, Susilo Heryanto, *Penerapan model pembelajaran story telling dalam meningkatkan English speaking skill, at Mr. Bob English course*, Universitas Negeri Surabaya, 2021.

**Table 2.1**  
**Comparison Table of Previous Research**

<b>Title of the Research</b>	<b>Similarities</b>	<b>Differences</b>	<b>Findings</b>
Ingit Rositasari “The Use of Digital Storytelling to Improve Students’ Speaking Skills in Retelling Story”.	Speaking  class XI students’	Research site  Quantitative	The results of this research showed that there is a significant increase in the pre-test and post-test results. The average students pre-test score is 63.7, however, the average students post-test score was 79.3. moreover, p value of the significance test result is $p < 0.05$ . the result of the questionnaire and question- answer also show that digital storytelling can motivate students to learn and be able to improve their speaking skills. In conclusion, digital storytelling is successful in improving students’ speaking skills in retelling a story.
Endang Sutiyo Astuti and Indrawati Pusparini “Faktor-faktor yang mempengaruhi speaking performance mahasiswa jurusan pendidikan Bahasa Inggris”.	Speaking  Techniques of data collection  Quantitative	Approach of research  Place of research  Sample of research	The result of the questionnaire distributed to students showed that all students acquired or learned new vocabulary from the assignments given by the lecturer. However, they still find it difficult to understand the meaning of some vocabulary that is completely new to them. Meanwhile, in terms of pronouncing, only one student did not understand the difficulty of pronouncing

			<p>vocabulary in English, while the others still experienced difficult in pronouncing vocabulary in English. In grammar, all students responded that they still has difficult understanding English grammar. The result of this research are to find out the factors, both linguistic and non-linguistic, that influence students performance in speaking classes. Linguistic factors experienced by students include vocabulary, pronunciation, and grammar. While non-linguistic factors include self-confidence, anxiety, and mastery of the topic.</p>
<p>Nurmadinah Hasibuan “Improving students’ speaking ability by using interview technique at grade XI SMAN 3 Padangsidempuan”.</p>	<p>Speaking  Sample of research  XI students’</p>	<p>Place of research  Sample of research</p>	<p>The result of this research interview technique can improving students’ speaking ability at grade XI SMA Negeri 3 Padangsidempuan. Based on the analyzing of research data, the mean score of students’ speaking ability in cycle 1 is 65.557 (15.78%) and cycle 2 is 80.13 (94.7%). The students improvement can be categorized into very high improvement (very good).</p>
<p>Nafa Oktanisfia and Heryanto Susilo “Penerapan model</p>	<p>Speaking</p>	<p>Approach of research  Speaking model</p>	<p>The result of this research illustrate that when there was a post-test, students who used the system in creating</p>

pembelajaran story telling dalam meningkatkan English speaking skills at Mr. Bob English Course”.		storytelling learning  Speaking course at Mr. Bob	stories significantly exceeded other students who did not use it. This research shows that the storytelling learning model can be used as an alternative in improving English language skills. The storytelling model can train students to hone their English language skills by telling stories.
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## B. Theoretical Review

### 1. The Definition of Effectiveness

The effectiveness comes from the root word “effective”, which means having an effect (result, influence, impression). Effectiveness refers to the degree of success achieved by an activity in meeting its intended objectives. It can be understood as the extent to which something has a positive impact, is effective, produces desired result, and achieves its intended purpose.

Effectiveness is related to the degree of success of an operation in the public sector, such that an activity is considered effective if it has a significant to the community, which is the predetermined target.<sup>11</sup>

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<sup>11</sup> Beni, pengertian efektivitas menurut ahli, program pintar, kompas. com, 2 juni 2023.



## **2. The Definition of Improve**

Improve in education refers to learning method aimed at enhancing student abilities and learning outcomes. Improve can also be understood as an effort improve or develop. The Improve learning method is one of the methods that has a high level of meaningfulness. In this method, students are introduced to a new concept, given metacognitive questions by the teacher, and then practice problems related to the material.<sup>12</sup>

## **3. The Definition of Digital Storytelling (DST)**

Digital storytelling (DST) has recently emerged as a new tool in educational settings. DST involves combining media and technology with traditional storytelling to help students learn. This article examines the use of DST in university courses and preserve teachers' perceptions of their learning experiences using this tool. Thirty-eight preserve teachers participated in the study, in which DST was used as the learning activity. During the course, participants created personal digital stories about their careers. Qualitative and quantitative research methods were used to collect and analyze data. The results show that DST is very useful for learning. Preserve teachers see DST as an engaging way to share ideas and feelings, and valuable for use in lessons. DST serves as a hands-on learning tool to present students' personal experiences to others, and this process encourages emotional interactions. Implications

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<sup>12</sup> N.D.T.U Wulandari, D. Waluyo, penerapan metode pembelajaran improve untuk meningkatkan aktivitas dan prestasi belajar matematika siswa kelas VIII-3 SMP Laboratorium UNDIKSHA Singaraja, journal pendidikan dan pembelajaran matematika Indonesia, 2018.

regarding these results are discussed.<sup>13</sup> Digital storytelling emerged in California's digital storytelling hub in the late as a method used by community theater staff to enable the recording, production, and reduction of stories Lambert. Norman defines digital storytelling as short stories. Just 2-3 minutes when the storyteller uses their own voice to tell their own story. Personal elements are emphasized and can be linked to other people, a place, a hobby, or any other element that will give a personal touch to the story.<sup>14</sup>

Digital is a flexible method and its use in the field of qualitative research makes it a definitive method that combines digital and traditional media. Digital storytelling is an emerging field that needs to be leveraged in the social and educational sectors. This fact encouraged us to carry out a systematic review of the international literature on digital storytelling in the field of education.<sup>15</sup>

Digital storytelling has emerged as a powerful tool in recent years for research in social and education settings. As some authors argue, Digital storytelling is a procession method of illustrating personal narratives and stories using different digital media. Through the use of technology. Storytelling relays into someone's personal greeting. In a social and qualitative sense that is so much needed and sometimes even forgotten. DST is included in the

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<sup>13</sup> Barrett, H. *Researching and evaluating digital storytelling as a deep learning tool*. Retrieved from <http://electronicportfolios.com/porfolios/SITEstorytelling2006.pdf>. 2005.

<sup>14</sup> Robert Kocamang, Adam Andrea, *Digital storytelling in Australian Academic perspectives and reflections*, Arts and Humanities in Higher Education, 11, 157-176, 2012

<sup>15</sup> Carmen Lucena Lord, ETL, *Digital storytelling in education : A systematic review of the litterateur*, didactics and school organization, University of Grana Andalucía, Spain 2021.

biographical- narrative framework. But, through the typical technology of the 21<sup>st</sup> century escapes the emphasis of the present. Despite the current emphasis on the use of this type of multimedia research, digital stories have been used for decade. There are records of their use in the united states as early. Betting on the power of the personal voice to bring about social change (center for digital storytelling).<sup>16</sup>

Digital storytelling combines the art of telling stories with a mixture of digital media, including text, picture, recorder audio narration, music and video. These multimedia elements are blended together using computer software, to tell a story that usually revolves around a specific them or topic and often contains a particular point of view. Most digital stories are relatively, short with a length of between 2 and 10 minutes, and are saved in a digital format that can be viewed on a computer or other device capable of playing video files. In addition, digital stories are typically uploaded to the internet where they may be viewed through any popular web browser. There are many different types of digital stories, but the researcher has proposed classifying the major types into the following three categories 1) personal narratives- stories that contain accounts of significant incidents in one's love; 2) historical documentaries- stories that examine dramatic events that help us understand the past, and 3)

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<sup>16</sup> Carmen Lucena Rodriguez, ETL, *Digital storytelling in Education : A Systematic review of the literature, Didactics and School Organization, University of Granada, Andalusia, Spain 2021.*

stories that inform or instruct the viewer on a particular concept or practice.<sup>17</sup>

Digital storytelling has steadily grown in popularity and is currently being practiced in a wide variety of locations, including schools, libraries, community centers, museums, medical and nursing schools, businesses and more. In educational settings, teachers and students from kindergarten through graduate school are creating digital stories on every topic imaginable, from art to zoology, and numerous content areas in between. Digital storytelling has also become a worldwide phenomenon, with practitioners from across the globe supporting language learning, facilitating discussion, increasing social presence, and more.<sup>18</sup>

With the importance of storytelling recognized, the next point is technology integration. The technology should become a fundamental part of how the classroom functions, as accessible as all other classroom tools. Numerous studies clearly emphasize the benefits in student achievement, cognitive growth, and motivation produced through technology integration. Going beyond the realm of simply increasing test scores, if it is utilized effectively, technology not only increases students' learning, understanding, and achievement, but also enhances their motivation to learn, encourages collaborative learning, and develops critical thinking and problem-solving strategies.<sup>19</sup>

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<sup>17</sup> Bernard R Robin, *The power of digital storytelling to support teaching and learning of Houston*, USA.

<sup>18</sup> Ibid, 13

<sup>19</sup> Mindy Foelske, *Digital storytelling : the impact on student engagement and academic learning*, University of Northern Iowa, 7 Jan 2014.

Technology-rich environments experienced positive effects on achievement in all major subject areas". Specifically, studies by Table found that treatment groups reported enhanced achievement resulting from technology ntegration in the subject areas of math and reading, as compared to the control groups. At a meta cognitive level, technology use promotes an range of skills from summarizing, to constructing and testing hypotheses, to comparing and contrasting. Thus, research has shown that there are many benefits to technology integration in the classroom. Additionally, youth of all ages have been enthusiastically integrating technology into many aspects of their lives beyond the walls of school.<sup>20</sup>

Digital storytelling is a form of mediated communication that uses a set of information and communication technologies with the aim of exchanging information, which is packaged into several topics with uninteresting presentation. Storytelling consists of two words, namely story and telling. In short, storytelling is the activity of telling stories. People who perform this activity are alled storytellers. Traditionally, storytelling is told orally.<sup>21</sup> Storytelling is the process of combining facts and stories to tell users so that they are more interested in what we have to offer. Storytelling is an activity related to telling a story to one or more listeners. In storytelling, the storyteller has a two-way interaction with the listener, then tells the story.

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<sup>20</sup> Zhihui cai et al, *the effect of feedback on academic achievement in teachnology-ric learning environments (TREs) : A meta-analytic review*, school of education and human development, University of Vitginia, USA 8 March 2022.

<sup>21</sup> J. F. Barber, *Digital Storytelling: New opportunities for humanities scholarship and pedagogy, cogent arts &humanities*, 3 (1),1181037, doi 10.1080/23311983-2016, 1181037, 2016.

Storytellers tell stories using words, play sounds and movements.<sup>22</sup> Digital storytelling application is an application that will be used as a medium in telling a story that has a plot, intonation, and tone. Conveyed by the narrative so that listeners can feel the story being told.

#### 4. The Definition of Speaking Skill

Speaking skill is one of the most important skill we learn, as they allow us to communicate with others and express our thoughts and feelings. Speaking skill can be separated into formal and informal speaking skills, and we use both types of speaking skill in a variety of contexts throughout life.<sup>23</sup>

Speaking skill is one of the most important skill we learn because they allow us to communicate with others and express our thoughts and feelings. Speaking skill can be divided into formal and informal speaking skill, and we use both types of speaking skill in many different contexts throughout our lives. Informal speaking skill is important in conversations with friends and family because they help us create emotional connections. On the other hand, formal speech is necessary in the workplace, during presentations or when

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<sup>22</sup> Ibid

<sup>23</sup> Abd. El. Fattah Torky. S, *The Effectiveness of a task-based instruction program in developing the English language speaking skills of secondary stage students*. Ph.D. dissertation curricula and methods of teaching department, women's collage ain Shams University, 2006.

talking to people you don't know. Formal language is important because it helps us make a good impression on people and communicate politely.<sup>24</sup>

Speaking is one of the language skill (reading, writing, listening and speaking).it is the means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes, and viewpoints. In addition, people, who know a language are referred to as 'speaker' of that language. Furthermore, in almost any setting, speaking is the most frequently used language skill. Speaking is used twice as much as reading and writing in our communication.<sup>25</sup>

Speaking has usually been compared to writing, both being considered "productive skill", as opposed to the "receptive skill" of reading and listening. Speaking also is closely related to listening as two interrelated ways of accomplishing communications. Every speaker is simultaneously a listener and every listener is at least potentially a speaker.<sup>26</sup>

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<sup>24</sup> Matthew. M. Key, Ph.d., Martha Davis, Ph.d., Petrick Fanning, Massage: The Communication Skills Book, Third Edition, Distributed in Canada by Raincoast books, Printed in the states of America 23 May 2008, 295.

<sup>25</sup> Abd. El. Fattah Torky. S, *The Effectiveness of a task-based instruction program in developing the English language speaking skills of secondary stage students*. Ph.D. dissertation curricula and methods of teaching department, women's collage ain Shams University, 2006.

<sup>26</sup> Barrot. J, *self- and teacher assessment of speaking performances: An investigation of interpreter consistency and agreement*, Journal of language and literature, 6 (4), 2015.

Nunan and Burkart & Sheppard argue that success in learning a language is measured in terms of the ability to carry out a conversation in the (target) language.<sup>27</sup> Therefore, speaking skill is one of the assessments carried out in learning English. The ability to speak confidently and fluently is something which children has develop during their time at school, and something that will help them throughout their life. Speaking skill is defined as the skills which allow us to communicate effectively. They give us the ability to convey information verbally and in a way that the listener can understand.<sup>28</sup>

Children has learn English speaking skill as well as speaking skills in other languages, in primary and secondary school. Learning how to develop English speaking skill is so important students. It's one of the most important parts of language learning as speaking is how we tend to communicate in everyday life.<sup>29</sup> Speaking is an interactive process where information is shared, and if necessary, acted upon by the listener. So, it's important to develop both speaking and listening skill in order to communicate effectively.

Speaking skill is considered the most important part of learning a language. In fact, many language learners measure their performance based on

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<sup>27</sup> Nunan. D. *Second language teaching and learning*, Boston: Heinle & Heinle, publishers, 1999.

<sup>28</sup> Ann Locke, Book: *Teaching Speaking and Listening*, One step at a time, revised edition, 7 November 2013, 17.

<sup>29</sup> Ibid



their ability to speak the language.<sup>30</sup> According to Eya Delos Santos Taneca, speaking skill can be seen from the types below.<sup>31</sup> so that it can help students hone their speaking which can develop an understanding of the language and culture of English-speaking countries.

*a. Types of Speaking*

In English, speech is often divided into two types: monologue and dialogue. A monologue is speech in which the speaker uses spoken language over a period of time, such as in speeches, lectures, or news broadcasts, and the listener must process the information without interruption, and understand what the speaker means.<sup>32</sup>

Dialogue is speech carried out by two or more speakers.<sup>33</sup> Unlike a monologue, a conversation can be interrupted when one of the speakers does not understand what the other is saying. Another expert suggests that speaking is divided into two categories: planned speaking (like a lecture and elimination speech) and unplanned speaking (like a conversation that takes place one at a time). spontaneously).<sup>34</sup>

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<sup>30</sup> Bailey, K. M., *Practical English language teaching: speaking*, New York, NY, McGraw-hill, 2005.

<sup>31</sup> *ibid*

<sup>32</sup> Brown, *Teaching by principles* (San Francisco : San Francisco state University, 2001), 250.

<sup>33</sup> David Nunan, *Practical English Language Teaching* (New York : McGraw-Hill, 2003), 57.

<sup>34</sup> J. Harmer, *The Practice of English language teaching* (England: Longman, 2001), 221.

### 1. Grammar

Grammatical competence is an umbrella concept that includes increasing expertise in grammar, vocabulary, and sounds of letters and syllables pronunciation of words, intonation and stress. Every language has a grammar or system that makes a rule how to use codes in communication with each other.<sup>35</sup>

### 2. Discourse

The rules of cohesion and coherence should be applied in each discourse, whether formal or informal to hold the communication together in a meaningful ways. In communication, both the production and comprehension of a language require the ability to perceive and process stretches in both previous sentence and following sentences.<sup>36</sup>

### 3. Sociolinguist factors

For mastery English speaking learners not only should mastery grammar, vocabulary, pronunciation an other but also they should master also in linguistic include sociolinguistics. Learners should be familiar with the culture of native speaker to enable to use target language which is socially and culturally by native users. To achieve to this goal, it is imperative to figure out of sociolinguistic side of language which enables

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<sup>35</sup> Hall, N. and J. Shepheard, *The Anti-Grammar Grammar book: discovery activities for Grammar teaching*. Hariow: Addition Wesley longman, 1991.

<sup>36</sup> *ibid*

learners distinguish appropriate comments, how to ask question during interaction, and how to respond nonverbally according to aim of the talk.<sup>37</sup>

#### 4. Strategy

Strategy competence is the way learners manipulate language in order to meet communicative goal. Every learner has a different strategy to learn or master English speaking like how to master vocabulary, pronunciation and grammar. Maybe some learners train with watching the videos, hear English song, or read article or story that they like. Further, strategy competence can be ability to make up for faulty knowledge of linguistic, sociolinguistic, and discourse rules.<sup>38</sup>

#### 5. Interaction

Interaction is one of the important things when learners want to master in speaking English. There are some problems when learners want to interaction to other people such as, shy, anxiety, nervous, and other. Interaction will develop the learners' speaking ability. Learners can practice their ability, increase their vocabulary, and also can increase learners' confidence others.<sup>39</sup>

The goal of interaction is to keep social relationships, but that of the letter is to pass information and ideals because much of daily

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<sup>37</sup> ibid

<sup>38</sup> Ibid

<sup>39</sup> Ibid

communications are interactional being able to interact is imperative. In teaching and learning speaking skills usually includes meaning focused activity and learners can learn how to listen and talk to other, how to negotiate meaning and shared context both verbally and non-verbally with the help of teacher.

#### 6. Accuracy and fluency

Accuracy and fluency are related because accuracy is the basis of fluency. While fluency is a further improvement of a person's linguistic competence. Generally accuracy refers to the ability to produce the grammatically correct sentences while fluency refers to the quality or condition of being able to speak or write a language or perform an action smoothly, accurately, and easily, which includes the ability to produce written or spoken language with ease.<sup>40</sup>

#### *b. Types of Speaking Performance*

In learning speaking skill usually every teacher has different ways for developing learners' speaking ability. In teaching English speaking skill for English foreign language learners teachers have their own way so that their be taught by the teacher. There are some types in speaking performance as explained in the following.<sup>41</sup>

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<sup>40</sup> Ibid

<sup>41</sup> Guebba Boutaina, *the nature of speaking in the classroom, an overview*, 01 December 2021.

### 1. Imitative

In psycholinguistic theory according to Darjowijoyo people generally do not feel that the use of language is very difficult. Language usage can be done easily because they are habit and done repeatedly.<sup>42</sup>

### 2. Intensive

Intensive is different from imitative. Imitative emphasizes on pronunciation or phonological aspect, while intensive not only stressed on pronunciation or phonological aspect but also learners should know the meaning to respond certain tasks. Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language.<sup>43</sup>

### 3. Responsive

Responsive is very important in conversation because it can stimulate learners how to respond properly and correctly when someone gives a question or comment.<sup>44</sup>

### 4. Interactive

Interactive is almost the same like responsive. From two types of speaking these, both of them have the purpose to respond to the

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<sup>42</sup> Ibid

<sup>43</sup> Ibid

<sup>44</sup> Ibid

conversation from the interlocutor, whether a question or comment.

The difference between responsive ABD interactive is the number of people in the conversation. In interactive the number of the speakers also matter as sometimes it need more than two people in conversation.<sup>45</sup>

### 5. Extensive

Extensive speaking involves a wide range of speech production. Extensive is the highest level of speaking of it can be said that extensive is the most difficult types of speaking performance because it is a process of broadening the ability to speak.<sup>46</sup>

## 5. The Definition of Pronunciation

Pronunciation is the way in which a word or a language is spoken. This may refer to generally agreed- upon sequences of sounds used in speaking a given word or language in a specific dialect (correct or standard pronunciation) or simply the way a particular individual speaks a word or language.<sup>47</sup>

Definition of pronunciation is the pronunciation of words in a language English based on method pronunciation in the Oxford Dictionary for example the Longman Dictionary. Second this large English dictionary Many are used as

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<sup>45</sup> Ibid

<sup>46</sup> Ibid

<sup>47</sup> Burgess, J. and Spencer, S. *Phonology and Pronunciation in integrated language teaching and teacher education system*, 28, 191-215, 2000.

references.<sup>48</sup> Pronunciation cannot be separated from the people who speak the language, not cut off from the rest of language and learning in general. It follows that deeper contact with the language and opportunities to think and feel in it are probably of most help to students in improving their pronunciation.

The better our pronunciation, the better people will be able to understand what we say, and the better we will be able to understand our pronunciation and understand what others are saying. Pronunciation must be learned because it is the most important thing for people to understand the language. Unpredictable pronunciation of words in English, if you don't try to learn how to pronounce it.

### **C. Theoretical Framework**

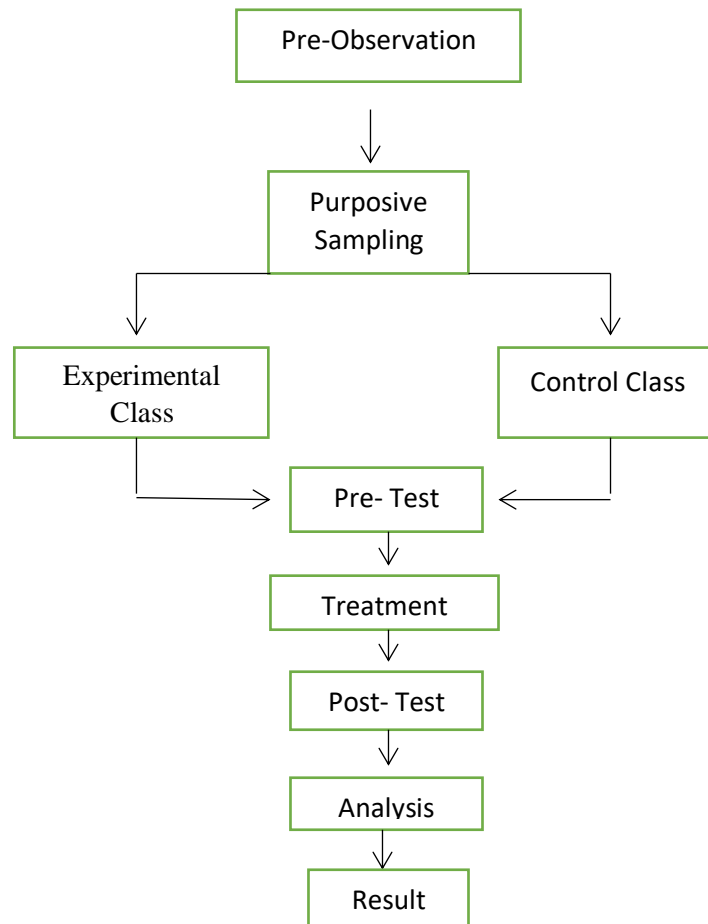
Citing the book *Quantitative Research Methods* by Dominikus Dolet Unaradjan, a thinking framework is a basic idea containing a combination of theory with practice, observation and literary research, which will serve as the basis facility for research. Study variables are explained using.<sup>49</sup> In this way, the mental framework can be used as a basis for answering the problem. This framework can be represented by a diagram that shows the researcher's thought process and the relationships between the variables being studied. This chart is also known as a model or research model.

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<sup>48</sup> Djiwandono Istiarto, *Strategi membaca bahasa Inggris*, PT Gramedia Jakarta, 2002.

<sup>49</sup> Dominikus Dolet Unaradjan, *Metode Penelitian Kuantitatif*, Unika Atma Jaya Jakarta, 2019

**Table 2.2**  
**Theoretical framework**



#### **D. Hypothesis**

According to Creswell, the hypothesis or basic assumption is a temporary answer to a problem that is still a presumption because it still has to be proven true. The alleged answer is a temporary truth, which will be tested for truth with data collected through research. The hypothesis is a provisional answer that must be tested. The test aims to prove whether the hypothesis is accepted or rejected.



The hypotheses serve as a framework for researchers, provide work direction and facilitate the preparation of research reports.<sup>50</sup>

The hypothesis of this research is if the experimental method applied well to students of class XI SMAN 4 PALU on the subject English language, then the learning outcomes of students will increase”.

The following is the formulation of the hypotheses of this research:

H<sub>a</sub>. (Alternative hypothesis): The using of digital storytelling (DST) media. Can effectiveness to improve students speaking skill at the eleventh grade of SMAN 4 Palu.

H<sub>o</sub>. (Null hypothesis): The using of digital storytelling (DST) media. Can not effectiveness to improve students speaking skill at the eleventh grade of SMAN 4 Palu.

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<sup>50</sup> Creswell, John W. and J. David, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*.

### CHAPTER III

#### RESEARCH METHODOLOGY

This chapter releases to the research method which presents research approach and design, population and sample, research variable, operational definition, research instruments, technique of data collection, and technique of data analysis.

##### A. Approach and Design of Research

In this research, the researcher used experimental research to find data on the development of students' speaking skills after using the Digital storytelling as the medium. The researcher chose two classes that have the same conditions. The researcher used Non-equivalent Control Group Design. According to Creswell, experimental research methods can be interpreted as research methods used to find the effect of certain treatments on others under controlled conditions.<sup>51</sup> Non-equivalent Control Group Design is almost the same as the pretest-posttest control group design, only in this design the experimental group and control group are not chosen randomly .

$$\begin{array}{c} O_1 \text{ X } O_2 \\ \hline O_3 \text{ O}_4 \end{array}$$

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<sup>51</sup> Creswell, John W. and J. David, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*.

Where:

$O_1$  and  $O_3$  are symbols for students before being given speaking treatment in class.  $O_2$  is a symbol for students after getting treatment speaking in class. While  $O_4$  is a symbol for students who do not/without getting speaking treatment.

## **B. Population and Samples**

### **1. Population**

The population is all the individuals studied with a variety of different characters with the aim of getting the data that the researcher wants. Creswell said: “That population is a generalization area consisting of objects or subjects that have certain qualities and characteristics that the researcher determines to learn and then draw conclusions”.<sup>52</sup> The population in this research is grade XI students of SMAN 4 PALU which contained 13 classes and 405 students.

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<sup>52</sup> Creswell, John W. and J. David, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*.

**Table 3.1 Population**

<b>No</b>	<b>Classes</b>	<b>Students</b>
1	XIA	36 students
2	XIB	30 students
3	XIC	24 students
4	XID	31 students
5	XIE	33 students
6	XIF	34 students
7	XIG	33 students
8	XIH	30 students
9	XII	31 students
10	XIJ	30 students
11	XIK	33 students
12	XIL	30 students
13	XIM	30 students
<b>Total</b>	<b>13 Classes</b>	<b>405 students</b>

## 2. Sample

The sample is a subgroup of the target population that the researcher plans to research for generalizing about the target population.<sup>53</sup> Creswell said in his book that: The sample is part of the number and characteristics possessed by the population. If the population is large, and it is impossible for the researcher to research everything in the population, the researcher can use samples taken from that population.

The researcher use purposive sampling as a sampling technique in this research. Purposive sampling is a non-random sampling technique where the researcher determines sampling by determining special characteristics that are in accordance with the research objectives so that it

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<sup>53</sup> John J. Watters, Patrick Biernacki, Target sampling: options for the study of hidden populations, social problems, 1 October 1998, 416-430, published: 31 July 2014, <http://doi.org/10.2307/800824>.

is hoped that they can answer the research problem. The samples used in this research in the class XI Students. Namely class XI C with 24 students, and class XI D with 31 students. The researcher chose class XI D as the control class with 31 students and the experimental class consisting of class XI C with 24 students.

The reason the researcher chose classes XI C and XI D to be used as a sample in this research is because in addition to getting recommendations from teacher at school. The researcher also found a problem in speaking in the class the researcher mentioned earlier.

### **C. Variables of Research**

Research variable is something that becomes the focus of attention that gives influence and has value. A variable is a quantity that can be changed or changed so that it can affect events or research results.<sup>54</sup>

This research has two variables, they are independent variable and dependent variable. Variable means a characteristic that can be different from one element to another or can change over time.<sup>55</sup> The variables in this research are;

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<sup>54</sup> Riadi, Muchlisin. *Pengertian dan jenis-jenis variabel penelitian*, <https://www.kajianpustaka.com>, 08 September 2020

<sup>55</sup> ibid

## **1. Independent Variable**

The independent variable is usually denoted by the letter (X) which is an independent variable or a variable that has an influence on other variables.<sup>56</sup> In this research, the independent variable is using the Digital Storytelling (DST).

## **2. Dependent Variable**

The dependent variable usually denoted by the letter (Y) which is a variable that is influence by other variable.<sup>57</sup> The dependent variable in this research is a development in speaking skill.

## **D. Operational Definition**

Operational definition is an element of research that tells how to measure a variable.<sup>58</sup> To reduce misunderstanding between the researcher and the readers about the terms, According to Philips D.C the operational definitions are defined. They are as follows:

### **1. Effectiveness**

Effectiveness comes from the root word “effective”, which means having an effect (result, influence, impression). Effectiveness refers to the degree of

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<sup>56</sup> ibid

<sup>57</sup> ibid

<sup>58</sup> Philips, D. C , Philosophy, science, and social inquiry: contemporary methodological controversies in social science and related applied fields of research. pergamon press, 1987

success achieved by an activity in meeting its intended objectives. It can be understood as the extent to which something has a positive impact, is effective, produces desired result, and achieves its intended purpose.

Effectiveness is related to the degree of success of an operation in the public sector, such that an activity is considered effective if it has a significant to the community, which is the predetermined target.<sup>59</sup>

## **2. Improve**

Improve in education refers to learning method aimed at enhancing student abilities and learning outcomes. improve can also be understood as an effort improve or develop. The Improve learning method is one of the methods that has a high level of meaningfulness. In this method, students are introduced to a new concept, given metacognitive questions by the teacher, and then practice problems related to the material.<sup>60</sup>

## **3. Speaking Skill**

Speaking skill means, the skill or ability to communicate effectively. This skill allows the speaker to convey the message in a passionate, thoughtful, and convincing way. Speaking skill also helped to assure that one can not be misunderstood by those who are listening.<sup>61</sup>

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<sup>59</sup> Beni, pengertian efektivitas menurut ahli, program pintar, kompas. com, 2 juni 2023.

<sup>60</sup> N.D.T.U Wulandari, D. Waluyo, penerapan metode pembelajaran improve untuk meningkatkan aktivitas dan prestasi belajar matematika siswa kelas VIII-3 SMP Laboratorium UNDIKSHA Singaraja, journal pendidikan dan pembelajaran matematika Indonesia, 2018.

<sup>61</sup> Khamkhien, A. *Teaching English Speaking and English speaking test in the thai context: A reflection from thai perspective*, English language Journal, p, 184-200, online, 2010.

Speaking skill is a topic that will be research by researchers who focus on students' pronunciation and Fluency.

### **E. Instrument of Research**

Instrument of research are tools of facilities use by researcher in collection data so that their work is easier and the result are better, more accurate, complete, and systematic so that they are easier to process.<sup>62</sup>

#### **Test**

A test is a conscious action or experiment to find out how well something works. In another sense, "test" refers to some activity in which people's proficiency can be measured by whether they understand the content related to some instructions. In this research, there are his two types of tests will used for data investigation:

1. Dialogue exercises will be used in the pre-test portion. Pre-tests are conducted before conducting action research in the classroom or applying turn-taking strategies in teaching and learning.
2. Speaking practice using turn-taking, (Turn-taking is part of the conversation structure, where one person listens and the other speaks. As the conversation progresses, the roles of listener and speaker alternate, forming a discussion circle). Strategies will be use in Post-tests 1 and 2. A post-test is conducted after conducting action research or applying a turn-taking strategy in the classroom.

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<sup>62</sup> Arikunto, S. *Prosedur penelitisn*, Jakarta:Rineka Cipta, 2019



**Table 3.2**  
**Scoring Rubric for Speaking**  
**Score and criteria of pronunciation:**

Classification	Score	Criteria
Excellent	5	Proper pronunciation is almost the same as the native speaker and then be clearly understood.
Very Good	4	Can pronounce mostly correctly and articulate clearly.
Good	3	Pronunciation good not much searching for words very few long pause-fairly easy to understand very few interruptions necessary has mastered all oral skills on course.
Average	2	There is an error sound but still understandable
Poor	1	Mostly error sound and interfere the meaning.

**Scoring Rubrics Speaking 2024**

The speaking rubric is used to measure students' ability to communicate effectively and efficiently. The speaking rubric also helps to increase consistency in assessment by providing clear and specific criteria.

**Table 3.3**  
**Score and criteria of fluency:**

Classification	Score	Criteria
Excellent	5	Smooth and fluid speech, few to no hesitations no attempts to search for words, volume is variety.
Very Good	4	Smooth and fluid speech: few hesitations a slight search for words, insatiable word or two.
Good	3	Speech is relatively smooth: some hesitation and unevenness caused by rephrasing and searching for words: volume waver
Average	2	Speech is frequently hesitant with some sentences left

		uncompleted: volume very soft.
Poor	1	Speech is slow, hesitant & strained except for short memorized phrases; difficult to perceive continuity in speech; inaudible.

#### Scoring Rubrics Speaking 2024

The fluency rubric serves as a tool for evaluating an individual's ability to speak with ease, fluidity, and naturalness.

**Table 3.4**  
**Score Range, Category, and Qualification**

No	Scores	Category	Qualification
1	90-100	Very Good	Successful
2	80-89	Good	Successful
3	70-79	Fair	Successful
4	40-69	Poor	Failed
5	10-39	Very Poor	Failed

#### F. Techniques of Data Collection

Data collection is defined as the procedure of collection, measuring and analyzing accurate insights for research using standard validated techniques.

To collected data, the following instruments were used:

##### *a. Pre-Test*

Pre-test is a test carried out before learning begins in two groups using a test. This test aims to determine the extent of students

understanding of teaching material. The test carried out is to determine students' understanding in speaking skill.

#### **b. Treatment**

After both groups were given a pretest and were considered appropriate, then the next stage is to carry out treatment. Treatment in the experimental class used an instrument in the form of digital storytelling (DST), while in the control group it was used test in general.

#### **c. Post-Test**

Post-test is a test that is carried out after the final result of learning. This test aims to find out the extent to which students' achievements towards digital storytelling (DST) text. The test carried out is to assess whether students could articulate answers to given questions fluently and accurately.

### **G. Techniques of Data Analysis**

Data analysis is the process of systematically searching and compiling data obtained from tests, field notes, and other materials, so that it could be easily understood, and the findings can be shared with others.<sup>63</sup> To determine the individual score, the researcher analyzed the students'

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<sup>63</sup> Creswell, John W. and J David, *research design: Quantitative, Qualitative, and Mixed methods Approaches*.

standard score in the pre-test and the post-test by using the following formulae.<sup>64</sup>

$$\frac{A}{N} \times 100$$

Where:

A = The number of students who answered the item correctly

N = The total number of students who attend the item

100 = Constant number

Then, the researcher analyzed the mean of the groups on pre-test and post-test using the formula purposed by Hatch and Farhady.<sup>65</sup>

### 1. Normality Test

The normality test aims to test whether the disturbance variables or residuals in a regression model have a normal distribution or not. In this research, the normality test is conducted using the Shapiro-wilk test processes with SPSS version 26. The conclusion of the normality test result can be observed as follow:

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<sup>64</sup> Cohen L, *Research method in Education(fifth ed)*, London: Taylor & Francis e- Library 2006, 312.

<sup>65</sup> Hatch, E & Farhady, H. *Research and statistic for applied linguistics*, 1982, 55.

1. If the significance value is  $> 0.05$ , then the data is declared to have a normal distribution.
2. If the significance value is  $< 0.05$ , then the data is declared to have a non-normal distribution.

## 2. Homogeneity Test

The homogeneity test is use as a make decisions in statistical tests. According to Widiyanto.<sup>66</sup> The basic guidelines for decision making in the homogeneity test are as follows:

- a. If the significance value (Sig.)  $< 0.05$ , it is stated that the variances of two or more groups of data populations are not equal (not homogeneous).
- b. If the significance value (Sig.)  $> 0.05$ , it is stated that the variances of two or more groups of data populations are equal (homogeneous).

In the homogeneity test, we compare the variability or differences between data groups. If the significance value (Sig.) is less than 0.05, it indicates a significant difference in variability between the groups, and we conclude that the groups are not homogeneous in terms of variability. Conversely, if the significance value (Sig.) is greater than 0.05, we conclude

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<sup>66</sup> Widiyanto, Joko. 2010. \*SPSS for Windows: Untuk Analisis Data Statistik dan Penelitian\*. Surakarta: BP-FKIP UMS.

that the variability between the groups does not differ significantly, and we consider them to be homogeneous in terms of variability.

### **3. Partial Hypothesis Testing (t-test)**

The t-test is use to test the individual regression coefficients and determine whether the independent variable (X) individually influences the dependent variable (Y). The basic for drawing conclusions from the t-test result can be observed as follows:

- a. If the calculated t-value (t-test) is greater than the critical t-value from the table and/or the significance value (Sig) is less than 0.05, it can be concluded that the  $H_a$  Hypothesis is proven. In Text, storytelling (X) did, in fact, affect students' speaking (Y).
- b. If the calculated t-value (t-test) is less than the critical t-value from the table and/or the significance value (Sig) is greater than 0.05, it can be concluded that the  $H_o$  Hypothesis is proven. In text, storytelling(X) did not, affect students' speaking (Y).

## CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

### A. Result of Research

#### 1. The Data of Control Class

**Table 4.1**

**The Result of Pre-Test, Post-Test and Gained score of the Contorl Class**

No	Initial Name	Pronunciation		Gained Score	Fluency		Gained score
		Pre-test	Post-test		Pre-test	Post-test	
1	D	60	80	20	62	70	8
2	H	62	80	18	60	80	20
3	MF	58	87	29	54	70	16
4	FDS	50	75	25	50	70	20
5	F	62	80	18	60	80	20
6	MW	60	65	5	72	83	11
7	MF	55	60	5	70	90	20
8	MIR	65	70	5	60	77	17
9	RS	60	75	15	70	80	10
10	FRM	59	65	6	56	86	30
11	KS	80	95	15	75	80	5
12	IS	71	89	18	64	86	22
13	DR	76	88	12	70	75	5
14	AW	73	95	22	71	90	19
15	SZ	62	83	21	60	85	25
16	A	70	89	19	70	89	19
17	NL	43	75	32	40	70	30
18	FBR	64	88	24	60	84	24

19	BGS	72	85	13	70	87	17
20	AKM	60	65	15	79	95	16
21	SF	60	70	10	65	70	5
22	FMS	60	80	20	60	86	26
23	DA	50	65	15	72	97	25
24	AR	56	65	9	50	80	30
<b>The Total Score (<math>\Sigma</math>)</b>		<b>1488</b>	<b>1869</b>	<b>391</b>	<b>1520</b>	<b>1960</b>	<b>440</b>
<b>The Main Score</b>		<b>62</b>	<b>77,87</b>	<b>16.29</b>	<b>63.33</b>	<b>81.66</b>	<b>18.33</b>

Based on table 4.1 above, the highest pre-test score was in the control class 65 and lowest was 35. Meanwhile, the highest post-test score was in the control class 70 and the lowest was 50. After the research collected data on Ms.Excel 2010, the average score of the Pre-test Pronunciation in the control class was 62. Which means that is means low qualification, and the average Post-test Pronunciation score of 77.87 which means that highest qualification. Meanwhile the Pre-test Fluency score in the control class was 63.33. Which means that is means low qualification and the average post-test fluency score of 81.66. Which means that is highest qualification. So the average value obtain Pronunciation by control class is 16.29. Meanwhile average value obtain Fluency by control class is 18.33.



## 2. The Data of Experimental Class

**Table 4.2**

**The result of the Pre-test, Post-Test and Gained Score of the Experiment class**

No	Initial Name	Pronunciation		Gained Score	Fluency		Gained Score
		Pre-test	Post-test		Pre-test	Post-test	
1	AP	60	65	5	55	60	5
2	A	50	60	10	54	65	11
3	DS	50	60	10	50	60	10
4	RR	60	70	10	60	80	20
5	S	65	75	10	65	70	5
6	SS	65	80	15	65	80	15
7	AR	55	65	10	50	65	15
8	AD	53	63	10	52	60	8
9	FM	59	70	11	54	70	16
10	MI	45	60	15	56	67	11
11	MG	60	70	10	62	70	8
12	MM	65	70	5	66	67	4
13	MF	45	60	15	45	70	25
14	F	40	65	25	38	50	12
15	RP	64	76	12	54	70	18
16	N	67	80	13	65	84	19
17	SB	70	86	16	70	88	18
18	F	50	70	20	53	70	17
19	MY	54	65	11	53	65	12
20	E	51	60	9	50	65	15

21	DK	40	65	25	40	67	27
22	M	40	55	15	42	55	13
23	MG	75	80	5	75	85	10
24	MA	54	67	13	54	65	11
25	EM	45	60	15	45	65	20
26	R	70	80	10	70	85	15
27	AH	65	75	10	65	80	15
28	MH	70	80	10	70	80	10
29	ABD	69	88	19	65	85	20
30	IBR	65	75	10	60	78	16
31	FL	65	80	15	65	85	20
<b>The Total Score (<math>\Sigma</math>)</b>		<b>1786</b>	<b>2175</b>	<b>389</b>	<b>1768</b>	<b>2206</b>	<b>441</b>
<b>The Mean Score</b>		<b>57.61</b>	<b>70.16</b>	<b>12.54</b>	<b>57.03</b>	<b>71.16</b>	<b>14.22</b>

Based on table 4.2 above, the highest pre-test score was in the Experimental class 65 and lowest was 35. Meanwhile, the highest post-test score was in the experimental class 70 and the lowest was 50. After the research collected data on Ms.Excel 2010, the average score of the Pre-test Pronunciation in the experimental class was 57.61. Whice means that is means low qualification, and the average Post-test Pronunciation score of 70.16, which means that highest qualification. Meanwhile the Pre-test Fluency score in the control class was 57.03, Whice means that is means low qualification and the average post-test fluency score of 71.16. Whice means that is highest qualification. So the average value obtain Pronunciation by Experiment class is 12.54, Meanwhile average value obtain Fluency by control class is 14.22.

**Tablet 4.3**

<b>Tests of Normality</b>				
		Shapiro-Wilk		
	Class	Statistic	df	Sig.
Befor Treatment	XI C Flu	.963	31	.359
	XI C Pro	.947	32	.122
	XI D Flu	.947	24	.230
	XI D Pro	.957	23	.405
After Treatment	XI C Flu	.938	31	.072
	XI C Pro	.941	32	.081
	XI D Flu	.939	24	.156
	XI D Pro	.947	23	.257
guided score	XI C Flu	.976	31	.705
	XI C Pro	.884	32	.002
	XI D Flu	.937	24	.137
	XI D Pro	.962	23	.497

\*, This is a lower bound of the true significance.

Based on table 4.3 showed  $p > \alpha$  in which the significance value Pronunciation of the control class is  $0.122 > 0.05$  and significance value Fluency of the control class is  $0.359 > 0.05$ . While the significance value Pronunciation of the experimental class is  $0.405 > 0.05$  and the significance Fluency of the experimental class is  $0.230 > 0.05$ . Which means that the pre-test data in this research is normally distributed. The p value can be checked through sig. In the Shapiro-Wilk column table.

While the result of table 4.3 above show that the significance value Pronunciation of the control class is  $0.81 > 0.05$  and the significance value Fluency of the control class is  $0.72 > 0.05$ . While the significance value Pronunciation of the experimental class is  $0.257 > 0.05$  and the significance value Fluency of the experimental class is  $0.156 > 0.05$ . If the data is greater at significance = 0.05 then the data is normally distributed. It can be concluded that

the data is normally distributed because the significance of both classes is above 0.05 and the use of digital storytelling is effective in improving students' speaking skill.

After conducting a normality test, the researcher conducted a homogeneity test which aims to show that two or more groups of sample data taken come from the same population.

**Table 4.4**  
**Test of Homogeneity of Variance**

		Levene Statistic	df1	df2	Sig.
Before Treatment	Based on Mean	.837	3	106	.476
	Based on Median	.734	3	106	.534
	Based on Median and with adjusted df	.734	3	104.006	.534
	Based on trimmed mean	.823	3	106	.484
After Treatment	Based on Mean	.958	3	106	.415
	Based on Median	.616	3	106	.606
	Based on Median and with adjusted df	.616	3	99.421	.606
	Based on trimmed mean	.987	3	106	.402
guided score	Based on Mean	2.439	3	106	.069
	Based on Median	2.169	3	106	.096
	Based on Median and with adjusted df	2.169	3	97.523	.097
	Based on trimmed mean	2.488	3	106	.064

The homogeneity test in table 4.4 shows that the pre-test significance is 0.476. Thus, it can be concluded that the distribution of pre-test data in the control class and experimentals class is homogeneous because the significance level is greater than the significance level. In other words  $0.476 > 0.05$ .

From table 4.4 above, it can be seen that the significance of post-test homogeneity in the control class and experimental class is 0.415 and the degree of significance is 0.05. This means that the distribution of the post-test in the control class and experimental class is homogeneous because the post-test significance is higher than the significance level in other words  $0.415 > 0.05$ .

**Table 4.5**  
**Paired Samples Test**  
Paired Differences

Paired Samples Test									
		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	After Treatment - Before Treatment	14.982	6.761	.645	13.704	16.259	23.242	109	.000

Based on the table 4.5 shows the result of the Paired sample t-test is 23.242, and the sig is 000 which means the data or independent variable (Storytelling) has a significant impact on variable (speaking skill).

### C. Testing Hypothesis

According to Creswell, the hypothesis or basic assumption is a temporary answer to a problem that is still a presumption because it still has to be proven true. The alleged answer is a temporary truth, which will be tested for truth with

data collected through research. The hypothesis is a provisional answer that must be tested. The test aims to prove whether the hypothesis is accepted or rejected.<sup>67</sup>

SPSS is an application used for advanced-level statistical analysis, data analysis with machine learning algorithms, string analysis, and big data analysis that can be integrated to build a data analysis platform. Quantitative research produces output in the form of statistical figures, both in descriptive and inferential data.<sup>68</sup> This research used SPSS 26 as its main data analysis to prove its main hypothesis

Based on the research hypotheses mentioned in chapter III,  $H_a$  is chosen as the true result, because after collecting the data and calculating the results using SPSS 26. The results shown that t-count is  $23.242 > 0.05$  and the resulting sig is .000, this means that the independent variable (Storytelling) has a significant impact on students speaking skill

#### **D. Discussion**

In this research, the researcher applied digital storytelling media in four treatment. there are four forms of digital storytelling used in the research to improve the students' speaking skill at SMAN 4 Palu. Therefore, in this research

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<sup>67</sup> Creswell, John W. and J. David, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*.

<sup>68</sup> S Zein et al., "Pengolahan Dan Analisis Data Kuantitatif Menggunakan Aplikasi SPSS," *JTEP-Jurnal Teknologi Pendidikan dan Pembelajaran* 4, no. 1 (2019): 1–7, <https://journal.institutpendidikan.ac.id/index.php/tekp/article/view/529/462>.

it was found that students who experienced learning using digital storytelling media had an influence in improving their ability to speaking skill.

The first day of the research, the researcher gave a pre-test. The researcher applied four treatments to students. The researcher explains the definition, benefits, types and receptive speaking. The researcher explains the use of the digital storytelling to students. The researcher directed students searching for digital storytelling text on google. After that, students was select a biography text about Aris Toteles and present it in front of the class. After that, the researcher directed students to read the text. Students read the was given text. And the last day the researcher was given a post-test.

Since there is an influence in the use of digital storytelling (DST) by researchers in the experimental class, by using digital storytelling, students can improve their speaking beter and more focused. This can minimiza errors made by students and they do not need to hesitate when speaking because, following the direction given by the researcher. Therefore the result above mean, proving the effectiveness of the use digital storytellingafter the treatment and the hypothesis of this research is accepted.

The Research chose SMAN 4 Palu as the object of research, SMAN 4 Palu is a public senior high school situated in Palu City, Central Sulawesi Province. SMAN 4 Palu was established in 1976 as Sekolah Menengah Persiapan Pembangunan (SMPP) and later, based on the decree of the minister of Education

and culture in 1985, SMPP changed its name to SMAN 4 Palu. During its 43 years of existence, SMAN 4 Palu has been led by 9 principals.

SMAN 4 Palu is situated on a 4 Hectare land located at Jl. Mokolembake No. 01, Lere village, Palu Barat District. SMAN 4 Palu is one of the pioneers in implementing the 2013 curriculum in Central Sulawesi Province.

This research aims to determine whether there is a significant effect of the use Digital Storytelling (DST) to Improve Students' Speaking Skill at the Eleventh Grade of SMAN 4 Palu. The number of sample is 55 students, two of the class selected as the control class and the experimental class. The research instrument is a test. The Pre-test consists of 10 question and the Post-test 10 Question.

The Pre-test was conducted on 15<sup>th</sup> Januari 2024. In both the Experimental class and control class, The Post-test was conducted on 25<sup>th</sup> Januari 2024. The pre-test was conducted to see the students' score in The Storytelling before receiving treatment. After conducting the research, the researcher got the result of the pre-test and post-test. The test was carried out in two classes, the first was the control class and the second was the experimental class.

The pre-test To collect the data, the researcher administrated a pre-test to both classes. It aimed to measure the students' ability in speaking. In the pre-test, the researcher gave topic to them. Next, the researcher the explanation about the material. After that, the researcher asked the students to read, understand, answer



and discuss the question based on the topic and the duration is 30 minutes. Next, the researcher asked the students a couple to come forward and sit in front of the researcher. Next, they must explain the topics from the researcher with speaking orally. After giving the pre-test, the researcher did the treatment was conducted on 17<sup>th</sup>-22<sup>th</sup> Januari to the experimental class by turn-talking. use be as follows:

The first meeting, the researcher given motivation to students' be able to improve their English and also the researcher given explanation about turn-talking together method and its rules. Next, the researcher used apply turn-talking method to taught students and use topic to facilitate the learning process. Where, the students used divide into 4 groups where every students in group had different number and every group given different topic and the researcher asked students to discuss with their member group. After that the researcher given a question and the students put their idea to figure out the answer. The second meeting, the researcher taught with the same technique in the first meeting but in this meeting the researcher ask the students to check their pronunciation. The third meeting, the researcher ask the one number of group to perform the result or their discussion. Other group had to give respond or questions about of the group who presented in class. In while the learning process, most of the students' difficulty to pronounce the word correctly. They also had full of long unnatural pause when speaking in English. The researcher help them to check their pronunciation. The fourth meeting until fifth meeting the researcher teach with the same technique in the third meeting but in the fifth meeting researcher given the reward to the group who more active. And the last meeting, the researcher given reward for the group

who always give opinion from the first meeting until the end and get highest score. For the control class, the researcher used different treatment. The following are the steps:

- 1) The researcher given the students topic from the textbook and google text
- 2) The researcher asked the students to read and understood the topic.
- 3) After that, the researcher given the question based on the topic.
- 4) Next, the researcher given the time to students to think the answer.
- 5) After that the researcher asked the students to answer the questions with speaking orally.

And Post-test was conducted on 25<sup>th</sup> Januari after the treatment. The purpose of this post-test is to know the students ability in speaking. After giving the treatment and also to know the significant different between the students' ability in speaking. Before and after doing the treatment and to find out whether the method has successful or not. Post-test is done to know the students' score after applying turn-talking together method. The system of test will similar with pre-test.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the results of the research it can be concluded that digital storytelling (DST) is effectiveness to improve students' speaking skill at the eleventh grade of SMAN 4 Palu. This can be seen from the result of data analysis where t-counted result was 23.242 with a significance of 0.000 which means that the value is lower than the specified significance value of  $>0.05$ , so that the independents sample t-test hypothetical test shows that the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted. Thus, the results of this research indicate that the effectiveness of digital storytelling (DST) to improve students' speaking skill at the eleventh grade of SMAN 4 Palu.

#### **B. Suggestion**

This research has proven the effectiveness of using digital storytelling (DST) to improve students' speaking skill with several advantages and disadvantages revealed. Therefore, the researcher would like to provide some suggestion to teacher, students, or other researchers who wish to carry out part or all of this research or conduct future related research. some suggestion that may be important to consider are.

**a. The students**

The researcher suggests the students be more active to learning English language, especially speaking either using techniques, book, or other media.

**b. The teacher**

Researcher suggests that teacher apply digital storytelling in the learning process to develop achievement and increase motivation to learn speaking skill.

**c. The next researcher**

It is suggested to read this research as one of the considerations in making decisions about the effectiveness of digital storytelling (DST) to improve students' speaking skill at the eleventh grade of SMAN 4 Palu by using digital storytelling media.

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**1. Proposal / thesis supervisor's decision letter**

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU  
NOMOR : 118 TAHUN 2022

TENTANG  
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA  
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 pembimbing proposal dan skripsi bagi mahasiswa;
- 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 Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
4. Peraturan Menteri Agama Nomor 37 Tahun 2009, tentang Dosen;
5. Peraturan Menteri Agama Nomor 23 Tahun 2015 tentang Statuta Institut Agama Islam Negeri Palu;
6. Keputusan Menteri Pendidikan Nasional Nomor 178/U/2001 tentang Gelar dan Lulusan Perguruan Tinggi;
7. Keputusan Menteri Agama tentang Pengangkatan Dekan Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri 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 DATOKARAMA PALU TENTANG PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
- KESATU : Menetapkan saudara :
1. Ruslin, S.Pd., M.Pd., M.Sc., Ph.D
2. Hijrah Syam, S.Pd, M.Pd
- sebagai Pembimbing I dan II bagi Mahasiswa :
- Nama : Nur Hikma A. Aman
- NIM : 181160101
- Program Studi : Tadris Bahasa Inggris
- Judul Skripsi : DIGITAL STORY TELLING APPLICATION FOR LEARNING SPEAKING SKILLS AT THE EIGHT GRADE OF SMPN 10 PALU.
- KEDUA : Tugas Pembimbing tersebut adalah membimbing dan mengarahkan mahasiswa, mulai penyusunan proposal sampai selesai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi.
- 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 di kemudian 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 : 10 Maret 2022  
Dekan,



## 2. Proposal exam supervisor's decision letter

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU  
NOMOR : 2616 TAHUN 2023

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 529/Un.24/KP.07.6/11/2023 masa jabatan 2023-2027

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

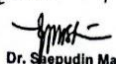
KESATU : Menetapkan Tim Penguji Proposal Skripsi Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu sebagai berikut :  
1. Penguji : Ana Kuliahana, S.Pd., M.Pd.  
2. Pembimbing I : Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.  
3. Pembimbing II : Hijrah Syam, S.Pd., M.Pd.  
untuk menguji Proposal Skripsi Mahasiswa  
Nama : Nur Hikma A. Aman  
NIM : 181160101  
Jurusan : Tadris Bahasa Inggris (TBIG-3)  
Judul Proposal : Digital Story Telling Application (DSTA) to Improve Students' Speaking Skill at the Eleventh Grade at SMAN 4 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 2023

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 : 17 November 2023  
Dekan,  
  
Dr. Saepudin Mashuri, S.Ag., M.Pd.I  
NIP. 19731231 200501 1 070

### 3. Thesis examination decision letter

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU  
NOMOR : 491 TAHUN 2024

TENTANG  
PENETAPAN TIM PENGUJI SKRIPSI  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI 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 skripsi untuk menguji skripsi mahasiswa pada ujian munaqasyah;
- 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 529/Un.24/KP.07.6/11/2023 masa 2023-2027

#### MEMUTUSKAN

- Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU TENTANG PENETAPAN TIM PENGUJI SKRIPSI FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
- KESATU : Menetapkan Tim Penguji Skripsi Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu sebagai berikut :
1. Ketua Tim Penguji : Zuhra, S.Pd., M.Pd.
2. Penguji Utama I : Ana Kuliahana, S.Pd., M.Pd.
3. Penguji Utama II : Nurfauziah Mansur, M.Pd.
4. Pembimbing/Penguji I : Ruslin, S.Pd., M.Pd., M.Sc., Ph.D
5. Pembimbing/Penguji II : Hijrah Syam, S.Pd., M.Pd
- untuk menguji Skripsi Mahasiswa
- Nama : Nur Hikma A. Aman
- NIM : 181160101
- Program Studi : Tadris Bahasa Inggris
- Judul Skripsi : THE EFFECTIVENESS OF DIGITAL STORYTELLING (DST) TO IMPROVE STUDENTS' SPEAKING SKILL AT THE ELEVENTH GRADE OF SMA NEGERI 4 PALU
- KEDUA : Tim Penguji Skripsi bertugas memberikan pertanyaan dan perbaikan yang berkaitan dengan isi, metodologi dan bahasa dalam skripsi yang diujikan;
- KETIGA : Segala biaya yang timbul sebagai akibat dikeluarkannya keputusan ini, dibebankan pada dana DIPA UIN Datokarama Palu Tahun Anggaran 2024
- KEEMPAT : Keputusan ini mulai berlaku sejak tanggal ditetapkan dengan ketentuan bahwa apabila di kemudian 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 : 28 Februari 2024  
Dekan,



Dr. Saefudin Mashuri, S.Ag., M.Pd.  
NIP. 19761231 200501 1 070

#### 4. Thesis Proposal Seminar Card

FOTO 3 X 4	<b>KARTU SEMINAR PROPOSAL SKRIPSI</b> <b>FAKULTAS TARIYAH DAN ILMU KEGURUAN</b> <b>INSTITUT AGAMA ISLAM NEGERI (IAIN) PALU</b>		NAMA	NUR HIKMAH A. ADIN
			NIM	181160101
			PROGRAM STUDI	T B I

NO.	HARI/TANGGAL	NAMA	JUDUL SKRIPSI	DOSEN PEMBIMBING	TANDA TANGAN DOSEN PEMBIMBING
1	Jumat / 21/03/2022	Begar Sebono.	Analisis nilai karakter religius peserta didik dalam menggunakan media pembelajaran	1. Drs. Badjar, M.H.I 2. Dr. A. Ardiansyah, S.E., M.Pd	
2	Selasa / 22/03/2022	NISPA	The use of comic strips to improve student reading comprehension at SMPN 18	1. Drs. Mohammad Husain, M.Ag 2. Moli. Sastry, M.Pd	
3	Kamis / 31/2022	CINDY	The use of LPP strategy to improve student reading comprehension in English narrative text at the middle grade of SMPN 18 Palu	1. Ansh. Mu. Bahelan, S.Pd, M.Pd 2. Dzahab, M.Pd	
4	Senin / 04/04/2022	Norpitiana	Penerapan teknik administrasi dalam meningkatkan kualitas layanan pembelajaran di Madrasah Ibtidaiyah (MTs) AL-HILMAT PUSAT PALU	1. Dr. Jihan, S.Ag, M.Ag 2. Drs. S. Sidi, M. Si	
5	Senin / 04/04/2022	Anggi Wulandari	Suatu penelitian tindakan kelas terhadap efektivitas penerapan satu langkah proses organisasi kearifan lokal kabupaten Parigi Moutong	1. Dr. H. Azman, M. Pd 2. Sabakudin, S. Ag., M. Pd. I	
6	Kamis / 10/08/2022	Teran Rivalanda Yulia Sari	Observasi Pendidikan Inklusif dalam Meningkatkan Hasil Belajar Peserta didik dalam Pembelajaran IPA Pada Kelas Ciri-Ciri Manusia Hidup	1. Dr. Elva, S. Ag., M. Ag 2. Arden, S. Si., M. Pd	
7	Jumat 19/08/2022	Nur Fajar Rahmi	Penerapan Metode Eksperimen untuk Meningkatkan Hasil Belajar Peserta didik Pada mata Pelajaran IPA di kelas V smp Toileto ke- Ampibabo. Kab. Parima	1. Drs. Syahril, M. a. 2. Ardiansyah, S. Pd., M. Pd	
8	Selasa, 3.10.2023	Zakaria Ma. Sumal	The Effectiveness of Online English Exercises in Improvement of Basic Speaking Skills of the Seventeen Grade Students At SMP Negeri 1 Taopa	1. Alia Kullahann, S. Pd., M. Pd 2. Muh. Tamin Am. Sp. S. S. M. Pd	
9	Senin, 29 Jan 2024	Madira	The Effectiveness of Fix-up Strategy of Improve Student Reading Comprehension at the Tenth Grade Student of SMPN 1 Gigi	1. Rusli, S. Pd, M. Pd, M. Sc. Ph. D 2. Zulha S. M. M. Pd.	
10	Senin, 05.02.2024	Nur Viki Arrenti	Uraian Guru Pendidikan Agama Islam dalam Meningkatkan Hasil Belajar Peserta didik Pembelajaran PAI di SMPN 1 Tefureh, Kota Palu.	1. Prof. Dr. Hani, M. Ag 2. Sumari Idris, S. Ag., M. Pd.	

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



## 5. Thesis Guidance Consultation Book

Buku Konsultasi Pembimbingan Skripsi

**JURNAL KONSULTASI**  
**PEMBIMBINGAN PENULISAN SKRIPSI**

Nama : Alur Hikmah A. Anwar


NIM : 181160101




Program Studi : Tadris Bahasa Inggris (TBI)




Judul : Diakron Storytelling (DST) to  
improve student's speaking skill  
at the eleventh grade of SMA N 4 Batu.





Pembimbing I : Ruslin, S.Pd., M. Sc. Ph.D

Pembimbing II : Higrom Syam, S.Pd., M. Pd

No	Hari / Tanggal	Bab	Saran Pembimbingan	Tanda Tangan
1	Senin, 15 June 2023	1	Look at let for the template why did you choose the reason Read sub-para C in chapter 1 Revise the problem of research.	

No	Hari / Tanggal	Bab	Saran Pembimbingan	Tanda Tangan
2	Senin, 15 June 2023	I	Revise the Research Problem. Find previous Research Problem. II Speaking Aspect/ factor	
3	Senin, 12 June 2023	I	Revise background II Chapter I II let	
4	Senin, 10 Juli 2023	I	I paragraph at least 3-4 sentence II Revise the research question III Add sub-para of some commonly. Aspects. etc IV Teaching speaking.	

No	Hari / Tanggal	Bab	Saran Pembimbingan	Tanda Tangan
5	Kamis, 14 September 2023		Revisi Pre-test Post-test	
6	Senin, 26 September 2023	Bab II Bab III	Result dan Pembahasan Rumusan of Research Statistik Operasional Definisi Kecenderungan of data References	
7	Senin, 29 Oktober 2023	Bab III	Daftar Isi Sampul Instrumen of Research Kecenderungan of data Statistik (Rumus)	

No	Hari / Tanggal	Bab	Saran Pembimbingan	Tanda Tangan
8	Kamis, 21 Oktober 2023	Bab IV	Pertemuan Statistik	
9	Rabu, 01 November 2023	I	Background Question of Research	
10	Jumat, 10 November 2023	II III	Theoretical Framework Penelitian	
11	Senin, 13 November 2023	1	Daftar Isi	
12	Kamis, 22 Februari		Approach Page	

## 6. Proposal / thesis title format



KEMENTERIAN AGAMA  
INSTITUT AGAMA ISLAM NEGERI PALU  
FAKULTAS TARBIYAH & ILMU KEGURUAN  
Jl. Diponegoro No. 23 Telp. 0451-460798 Fax. 0451-460165 Palu 94221  
email: humas@iainpalu.ac.id - website www.iainpalu.ac.id

Selesai.

#### PENGAJUAN JUDUL SKRIPSI

Nama	: NUR HIKMA A AMAN	NIM	: 181160101
TTL	: SALANGANO, 14 11 2000	Jenis Kelamin	: Perempuan
Jurusan	: Tadris Bahasa Inggris (S1)	Semester	:
Alamat	: JL LEMBUH II	HP	: 081341562802
Judul			

X Judul I  
AN EFFORT TO INCREASE INTEREST IN LEARNING ENGLISH FOR CLASS VIII STUDENT THROUGH AUDIO-VISUAL MEDIA

X Judul II  
THE CASE STUDY METHODE CAN INCREASE THE INTEREST IN LEARNING FOR EIGHT GRADE STUDENT

X Judul III  
AN ANALYSIS OF TEACHERS QUESTIONING STRATEGIES DURING THE CLASSROOM INTERACTION

Palu, 12.05.2022 2021  
Mahasiswa,

NUR HIKMA A. AMAN  
NIM 181160101

Telah disetujui penyusunan skripsi dengan catatan:

to improve student  
Digital story Telling Application for learning speaking skills  
at the Eight grade of SMPN 10 Palu

Pembimbing I: Ruslin, S.pd. M.pd. M.Sc. Ph.D

Pembimbing II: Hijrah Syam, S.pd. M.pd.

a.n. Dekan  
Wakil Dekan Bidang Akademik  
dan Pengembangan Kelembagaan,

Dr. Arifuddin M. Arif, S.Ag., M.Ag.  
NIP. 19751107200711018

Ketua Jurusan,

Ruslin, S.pd., M.pd., M.Sc., Ph.D.  
NIP. 196412151992031013



## 7. Proposal exam invitation



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 : 305/Un.24/F.I/PP.00.9/11/2023  
Sifat : Penting  
Lamp : -  
Hal : Undangan Menghadiri Seminar Proposal Skripsi

Palu, 17 November 2023

Kepada Yth.

1. Ruslin, S.Pd., M.Pd., M.Sc., Ph.D. (Pembimbing I)
2. Hijrah Syam, S.Pd., M.Pd. (Pembimbing II)
3. Ana Kuliñana, S.Pd., M.Pd. (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 : Nur Hikma A. Aman  
NIM : 18.1.16.0101  
Jurusan : Tadris Bahasa Inggris (TBIG)  
Judul Skripsi : Digital Story Telling Application (DSTA) to Improve Students' Speaking Skill at the Eleventh Grade at SMAN 4 Palu

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

Hari/Tanggal : Rabu, 22 November 2023  
Waktu : 14.00 Wita - Selesai  
Tempat : Lt. 1 Rektorat UIN Datokarama Palu

*Wassalamu'alaikum warahmatullahi wabarakatuh*



Ruslin, S.Pd., M.Pd., M.Sc., Ph.D  
215 199203 1 014

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)

## **8.Thesis exam invitation**



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU

جامعة دانوكاراما الإسلامية الحكومية بالو

STATE ISLAMIC UNIVERSITY DATOKARAMA PALU

FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jl. Trans Palu-Palolo Desa Pombewe Kecamatan Sigi Biromaru Telp. 0451-460798 Fax. 0451-460165

Website : [www.undatokarama.ac.id](http://www.undatokarama.ac.id), email : [undatokarama.ac.id](mailto:undatokarama.ac.id)

Nomor : 1066 /Un.24/F.I/PP.00.9/02/2024  
Sifat : Penting  
Lampiran : -  
Perihal : Undangan Menghadiri Ujian Skripsi

Sigi, 28 Februari 2024

Yth. Bapak/Ibu Tim Penguji Skripsi  
Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu  
1. Zuhra, S.Pd., M.Pd.  
2. Ana Kulihaana, S.Pd., M.Pd.  
3. Nurfauziah Mansur, M.Pd.  
4. Ruslin, S.Pd., M.Pd., M.Sc., Ph.D  
5. Hijrah Syam, S.Pd., M.Pd

Assalamualaikum wr.wb.

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

Nama : Nur Hikma A. Aman  
NIM : 181160101  
Program Studi : Tadris Bahasa Inggris  
Judul Skripsi : THE EFFECTIVENESS OF DIGITAL STORYTELLING (DST) TO IMPROVE STUDENTS' SPEAKING SKILL AT THE ELEVENTH GRADE OF SMA NEGERI 4 PALU

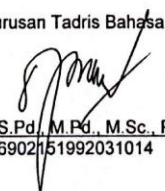
dengan hormat kami mohon kesediaanya untuk menguji Skripsi tersebut, yang akan dilaksanakan pada :

Hari/tanggal : Jumat, 01 Maret 2024  
Jam : 08.30 - 10.00  
Meja Sidang : C  
Tempat : Gedung FTIK 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. 196902151992031014

**Catatan Bagi Peserta Ujian Skripsi :**

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

## 9. Application for a research permit



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.iainpalu.ac.id](http://www.iainpalu.ac.id), email : [humas@iainpalu.ac.id](mailto: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 : Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.  
NIP : 19690215 199203 1 014  
Jabatan : Ketua Jurusan Tadris Bahasa Inggris

Menerangkan :

Nama : Nur Hikma A. Aman  
NIM : 1801160101  
Jurusan / Kelas : Tadris Bahasa Inggris (TBIG - 3)  
Semester : XI (Sebelas)  
No. HP : 081160101  
Judul Skripsi : Digital Storytelling (DST) to Improve Students' Speaking Skill at the Eleventh Grade of SMAN 4 Palu

Pembimbing : 1. Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.

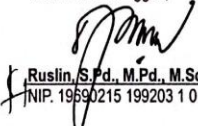
2. Hijrah Syam, S.Pd., M.Pd.

Penguji : Ana kuliahana, S.Pd., M.Pd.

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

Demikian, atas perhatiannya terima kasih.

Palu, 09 Januari 2024  
Ketua Jurusan  
Tadris Bahasa Inggris,

  
Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.  
NIP. 19690215 199203 1 014

Catatan :

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

## **10. Research permission letter to prepare a thesis**



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Website : [www.uindatokaramapalu.ac.id](http://www.uindatokaramapalu.ac.id) email : [humas@uindatokarama.ac.id](mailto:humas@uindatokarama.ac.id)

Nomor : 115 /Un. 24/F.I/PP.00.9/01/2024  
Lampiran : -  
Hal : Izin Penelitian Untuk  
Menyusun Skripsi

Sigi, // Januari 2024

Yth. Kepala SMA Negeri 4 Palu

di  
Tempat

Assalamualaikum Wr. Wb


Dengan hormat, dalam rangka Penyusunan Tugas Akhir (Skripsi) oleh Mahasiswa pada  
Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Datokarama Palu :

Nama : Nur Hikma A. Aman  
NIM : 181160101  
Tempat Tanggal Lahir : Salangano, 14 November 2000  
Semester : XI (Sebelas)  
Program Studi : Tadris Bahasa Inggris  
Alamat : Jl. Umar Syarif  
Judul Skripsi : DIGITAL STORYTELLING (DST) TO IMPROVE STUDENTS'  
SPEAKING SKILL AT THE ELEVENTH GRADE OF SMAN 4  
PALU  
No. HP : 085225681142

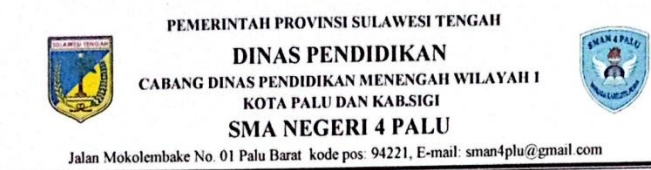
Dosen Pembimbing :  
1. Ruslin, S.Pd., M.Pd., M.Sc., Ph.D  
2. Hijrah Syam, S.Pd., M.Pd

maka bersama ini kami mohon kiranya agar mahasiswa yang bersangkutan dapat diberi izin  
untuk melaksanakan penelitian di Sekolah yang Bapak/Ibu Pimpin.

Demikian, atas perkenannya diucapkan terima kasih.

Wassalam,  
Dekan,  
  
Dr. Saepudin Mashuri, S.Ag., M.Pd.  
NIP. 197312312005011070

## 11. Research certificate at SMAN 4 Palu



SURAT KETERANGAN  
No. MN.11/046/421.4/Disdik

Kepala SMA Negeri 4 Palu menerangkan :

n a m a : Nur Hikma A. Aman  
NIM : 181160101  
Program Studi : Tadris Bahasa Inggris

Benar yang bersangkutan telah selesai melaksanakan penelitian / observasi dari tanggal 15 Januari 2024 s/d selesai di SMA Negeri 4 Palu dalam rangka penyusunan Skripsi Mahasiswa UIN Datokarama yang berjudul :

**" Digital Storytelling (DST) to Improve Students' Speaking Skillat The Eleventh Grade Of SMAN 4 Palu."**

Demikian Surat Keterangan ini untuk dipergunakan sesuai keperluanya

Palu, 29 Januari 2024  
Wakil Kurikulum,  
  
Drs. H. Sulaeman Husain  
Nip. 196412311995121011

## **12. List of proposal exam score**





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Website : [www.iainpalu.ac.id](http://www.iainpalu.ac.id) email : [humas@iainpalu.ac.id](mailto:humas@iainpalu.ac.id)

BERITA ACARA  
UJIAN PROPOSAL SKRIPSI

Pada hari ini Rabu, tanggal 22 November 2023 telah dilaksanakan Seminar Proposal Skripsi:

Nama : Nur Hikma A. Aman  
NIM : 18.1.16.0101  
Program Studi : Tadris Bahasa Inggris (TBIG)  
Judul Proposal : Digital Story Telling Application (DSTA) to Improve Students' Speaking Skill at the Eleventh Grade at SMAN 4 Palu  
Pembimbing I : Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.  
Pembimbing II : Hijrah Syam, S.Pd., M.Pd.  
Penguji : Ana Kuliahana, S.Pd., M.Pd.

SARAN-SARAN PENGUJI/PEMBIMBING

No.	Aspek Penilaian	Nilai	Catatan
1.	ISI	81	
2.	BAHASA & TEKNIK PENULISAN	81	
3.	METODOLOGI	78	
4.	PENGUASAN	79	
	Jumlah	319	
	Nilai Rata-rata	79.75	A-

Palu, 17 November 2023

Mengetahui  
a.n. Dekan  
Ketua Jurusan TBIG,

Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.  
NIP. 19690215 199203 1 014

Pembimbing I,

Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.  
NIP. 19690215 199203 1 014

Catatan

Nilai Menggunakan Angka:

Nilai Angka	Nilai Huruf
85-100	A
80-84	A-
75-79	B+
70-74	B
65-69	B-
60-64	C+
55-59	C
50-54	D
0 - 49	E (mengulang)

Keterangan

Harap memberikan nilai dalam bentuk angka



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Website : [www.iainpalu.ac.id](http://www.iainpalu.ac.id), email : [humas@iainpalu.ac.id](mailto:humas@iainpalu.ac.id)

**BERITA ACARA  
UJIAN PROPOSAL SKRIPSI**

Pada hari ini Rabu, tanggal 22 November 2023 telah dilaksanakan Seminar Proposal Skripsi:

Nama : Nur Hikma A. Aman  
NIM : 18.1.16.0101  
Program Studi : Tadris Bahasa Inggris (TBIG)  
Judul Proposal : Digital Story Telling Application (DSTA) to Improve Students' Speaking Skill at the Eleventh Grade at SMAN 4 Palu  
Pembimbing I : Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.  
Pembimbing II : Hijrah Syam, S.Pd., M.Pd.  
Penguji : Ana Kuliñana, S.Pd., M.Pd.

**SARAN-SARAN PENGUJI/PEMBIMBING**

No.	Aspek Penilaian	Nilai	Catatan
1.	ISI	87	strong metric, pre test post test, lesson plan, data analysis : fix.
2.	BAHASA & TEKNIS PENULISAN	87	
3.	METODOLOGI	87	
4.	PENGUASAN	87	
	Jumlah	348	
	Nilai Rata-rata	87	

Palu, 17 November 2023

Mengetahui  
a.n. Dekan

Ketua Jurusan TBIG,

Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.  
NIP. 19490215 199203 1 014

Penguji,

Ana Kuliñana, S.Pd., M.Pd.  
NIP. 19820214 200501 2 004

Catatan

Nilai Menggunakan Angka:

Nilai Angka	Nilai Huruf
85-100	A
80-84	A-
75-79	B+
70-74	B
65-69	B-
60-64	C+
55-59	C
50-54	D
0 - 49	E (mengulang)

Keterangan

Harap memberikan nilai dalam bentuk angka



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Website : [www.iainpalu.ac.id](http://www.iainpalu.ac.id), email : [humas@iainpalu.ac.id](mailto:humas@iainpalu.ac.id)

**BERITA ACARA  
UJIAN PROPOSAL SKRIPSI**

Pada hari ini Rabu, tanggal 22 November 2023 telah dilaksanakan Seminar Proposal Skripsi:

Nama : Nur Hikma A. Aman  
NIM : 18.1.16.0101  
Program Studi : Tadris Bahasa Inggris (TBIG)  
Judul Proposal : Digital Story Telling Application (DSTA) to Improve Students' Speaking Skill at the Eleventh Grade at SMAN 4 Palu  
Pembimbing I : Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.  
Pembimbing II : Hijrah Syam, S.Pd., M.Pd.  
Penguji : Ana Kuliabana, S.Pd., M.Pd.

**SARAN-SARAN PENGUJI/PEMBIMBING**

No.	Aspek Penilaian	Nilai	Catatan
1.	ISI	86	Revise the RPS Revise the technique of Data analysis
2.	BAHASA & TEKNIS PENULISAN	88	
3.	METODOLOGI	86	
4.	PENGUASAN	82	
	Jumlah	342	
	Nilai Rata-rata	85,5	

Palu, 17 November 2023

Mengetahui

a.n. Dekan

Ketua Jurusan TBIG,

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

NIP. 19690215 199203 1 014

Catatan

Nilai Menggunakan Angka:

Nilai Angka

Nilai Huruf

Keterangan

85-100

A

Harap memberikan nilai dalam bentuk angka

80-84

A-

75-79

B+

70-74

B

65-69

B-

60-64

C+

55-59

C

50-54

D

0 - 49

E (mengulang)

Pembimbing II,

Hijrah Syam, S.Pd., M.Pd.

NIDN. 2004058603

### **13. Judicial text**



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Website : www.uindatokarama.ac.id, email : humas@uindatokarama.ac.id

NASKAH YUDISIUM

Nomor : 1129 /Un.24/F.I/PP.00.9/02/2024

*Assalamu 'Alaikum Wr. Wb.*

Dewan Penguji yang kami muliakan,

Pada hari ini **Jumat, 01 Maret 2024** telah dilaksanakan Ujian Skripsi (Munaqasyah) atas nama saudara (i) :

Nama : Nur Hikma A. Aman  
Nim : 181160101  
Program Studi : Tadris Bahasa Inggris (TBIG)

Setelah memperhatikan:

1. Lama Pendidikan yang ditempuh Saudara (i) **Nur Hikma A. Aman** selama studi pada Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu adalah **5 Tahun 6 Bulan 15 Hari**.
2. Skripsi dan jawaban-jawaban Saudara (i) **Nur Hikma A. Aman** atas pertanyaan-pertanyaan yang diajukan oleh para penguji dengan nilai rata-rata **79.13**.. maka sidang Tim Penguji Skripsi menetapkan bahwa Saudara (i) dinyatakan **LULUS** dengan predikat (PUJIAN / SANGAT MEMUASKAN/ MEMUASKAN /CUKUP) Indeks Prestasi Kumulatif (IPK) **3.25**..

Dengan hasil yang telah diperoleh ini, Rektor UIN Datokarama Palu melalui Dekan FTIK UIN Datokarama Palu memberi gelar **SARJANA PENDIDIKAN (S.Pd)** kepada Saudara (i) dengan segala hak dan kewajiban yang melekat pada gelar tersebut.

Saya selaku pimpinan sidang untuk pertama kalinya menyebut saudara(i) **Nur Hikma A. Aman, S.Pd.**

Selanjutnya, Pesan Almamater yang akan disampaikan oleh **Ruslin, S.Pd., M.Pd., M.Sc., Ph.D**

Rektor UIN Datokarama Palu, Dekan FTIK UIN Datokarama Palu, Pembimbing dan Tim Penguji menyampaikan selamat atas keberhasilan Saudara (i), **Nur Hikma A. Aman, S.Pd.**, semoga ilmu yang didapatkan dapat berguna bagi pribadi, keluarga, agama dan bangsa.

Akhirnya, dengan membaca "*Alhamdulillah Rabbil Alamin*", Sidang Ujian Skripsi (Munaqasyah) pada hari ini ditutup (ketukan Palu 3 kali).

*Wassalamu 'Alaikum Wr. Wb.*

Sigi, 01 ~~Februari~~ <sup>Maret</sup> 2024  
an, Dekan  
Ketua Tim Penguji

Zuhra, S.Pd., M.Pd.  
NIP. 9900000000000180000

## 14. Lesson Plan

### RENCANA PELAKSANAAN PEMBELAJARAN

#### (RPP)

Sekolah	: SMA N 4 Palu
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI/Ganjil
Materi Pokok	: Exposition text
Alokasi Waktu	: 4 x 2 jam pelajaran 45menit
Pertemuan	: Pertama

#### A. Kompetensi Inti

- KI-1 dan KI-2: Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
- KI 3: Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- KI4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan



## B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
3.1. siswa memahami Exposition text dan dapat mengaitkannya dalam kehidupan sehari-hari.	3.1.1 Mengidentifikasi pronunciation, dan Fluently terkait pada text yang ada pada aplikasi speak English fluently yang diberikan

## C. Tujuan Pembelajaran

1. Setelah mengikuti proses pembelajaran, peserta didik dapat mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan Exposition text dengan benar
2. Setelah diberi contoh exposition text, peserta didik dapat menjelaskan fungsi sosial, struktur teks, dan unsur kebahasaan exposition text dengan benar
3. Setelah diberi contoh exposition text, peserta didik dapat membedakan fungsi sosial, struktur teks, dan unsur kebahasaan exposition text dengan benar
4. Setelah diberi exposition text, peserta didik dapat menemukan informasi tersirat dan tersurat pada teks exposition
5. Setelah diberi exposition text, peserta didik dapat menyusun kembali exposition text dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan dengan benar
6. Setelah mengikuti proses pembelajaran, peserta didik dapat membuat teks exposition text sederhana dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan dengan benar
7. peserta didik mampu mengaplikasikan pembelajaran exposition text dalam kehidupan sehari-hari sesuai dengan konteks penggunaannya khususnya dalam menggambarkan sesuatu.

## D. Media, Alat dan Sumber Belajar

Media : Google

Alat : Headphone & papan tulis

Sumber : modul bahasa Inggris untuk SMA atau MA dan RPP

## E. Metode Pembelajaran

- Audio-Lingual Method

## F. Kegiatan Pembelajaran

### Persiapan Pembelajaran

1. Guru melakukan tes diagnostic
2. Guru menyusun materi yang akan di berikan kepada siswa
3. Guru menyusun instrument assessment yang akan di gunakan

## E. Kegiatan Pembelajaran

Pendahuluan (15 menit)	
Guru mengucapkan salam kepada peserta didik	
Guru mengajak peserta didik untuk berdoa bersama-sama sebelum memulai pembelajaran	
Guru memeriksa daftar hadir peserta didik	
Guru menggali pengetahuan awal peserta didik terkait dengan materi yang akan di pelajari	
Guru memberi manfaat tentang materi yang akan dipelajari	
Guru menyampaikan tujuan yang akan dicapai pada pembelajaran hari ini	
Kegiatan Inti (65 menit)	
<i>Stimulation</i>	
Peserta didik diberi motivasi atau rangsangan (stimulus) tentang materi yang akan dipelajari “ <i>Do you know what is Exposition text ?</i> ”	
Guru menjelaskan Materi terkait “ <i>exposition text</i> ”	



Guru mengukur pemahaman siswa tentang “exposition text”
<b><i>Problem statement</i></b>
Guru memberikan pertanyaan tentang exposition text “ does anyone know what is involved in exposition text ?”.
<b><i>Data collection</i></b>
Guru meminta peserta didik untuk menemukan topic yang ada di dalam materi exposition dan memberikan kesempatan kepada siswa untuk melakukan practice speaking.
<b><i>Data processing</i></b>
Guru membimbing peserta didik dalam memperbaiki pengucapan
<b><i>Verification</i></b>
Guru membacakan ulang topic tersebut dan meminta siswa mengulangnya.
<b><i>Generalization</i></b>
Guru menyimpulkan materi yang telah dipelajari
<b>Penutup (10 menit)</b>
Peserta didik menyimpulkan materi pembelajaran hari ini
Guru memberikan feedback
Guru dan siswa sama-sama menyimpulkan pelajaran hari ini
Guru Memberikan informasi tentang materi yang akan dipelajari selanjutnya
Guru menutup kegiatan pembelajaran dengan berdoa bersama-sama

## G. Materi Pembelajaran

Dialog dan Diskusi

## H. Penilaian

- Teknik : merespon dan menjawab ungkapan/pertanyaan secara lisan.
- bentuk : Text dan pertanyaan lisan
- Antusias dan semangat dalam mengikuti pelajaran
- keaktifan berbicara
- kemampuan dalam melakukan percakapan/opini

## I. Materi

sumber; google text

In Indonesia, we are very familiar with the word “Tsunami”. This natural disaster has ever killed thousands of lives in Banda Aceh a few years ago. Indonesia mourned, the word mourned.

Tsunamis can occur if there is a phenomenon which cause the displacement of large amounts of water in the ocean, such as volcanic eruptions, earthquakes, landslides, and meteors that fall to earth. However, 90% of tsunami is the result of underwater earthquakes.

Vertical movement in the Earth’s crust in the bottom of the ocean causes a sudden up or down movement of sea floor which then causes the water balance disorders above it. This disturbance causes the occurrence of the flow of the massive sea water energy, that once it reaches the shore, it becomes huge waves resulting tsunami.

### Rubik Penilaian

Skill	Aspects	Score					Notes
		1	2	3	4	5	
Speaking	Pronunciation						
	Fluency						
Average Score							

## Scoring rubrics speaking 2024

cara penilaian:

1. poor
2. fair
3. good
4. very good
5. Excellent

Skor perolehan X 100  
skor maksimal (20)

### I. Evaluasi

Bentuk soal:

1. What is digital storytelling ?
2. What are the benefits of digital storytelling ?
3. How is digital storytelling applied in learning ?
4. Is digital storytelling useful for social life ?
5. Is storytelling considered art?

Palu, 15, January 2024

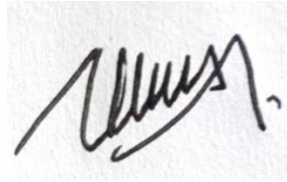
**Mengetahui,**

Guru Mata Pelajaran

The Researcher



**Alvin widianingrum, S.Pd.**  
NIP. 198508152009032004



**Nur Hikma. A. Aman**  
NIM.181160101

## **RENCANA PELAKSANAAN PEMBELAJARAN**

### **(RPP)**

Sekolah	: SMA N 4 Palu
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI/Ganjil
Materi Pokok	: Exposition text (Analytical Exposition)
Alokasi Waktu	: 4 x 2 jam pelajaran 45menit
Pertemuan	: Kedua

### A. Kompetensi Inti

- KI-1 dan KI-2: Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
- KI 3: Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- KI4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

### B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
3.2. siswa memahami Exposition text dan dapat mengaitkannya dalam kehidupan sehari-hari.	3.1.2 Mengidentifikasi pronunciation, dan Fluently terkait pada text yang ada pada Analytical text yang diberikan

### C. Tujuan Pembelajaran

1. Setelah mengikuti proses pembelajaran, peserta didik dapat mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan analytical text dengan benar
2. Setelah diberi contoh analytical text, peserta didik dapat menjelaskan fungsi sosial, struktur teks, dan unsur kebahasaan deskriptif text dengan benar

3. Setelah diberi contoh analytical text, peserta didik dapat membedakan fungsi sosial, struktur teks, dan unsur kebahasaan analytical text dengan benar
4. Setelah diberi analytical text, peserta didik dapat menemukan informasi tersirat dan tersurat pada teks analytical exposition
5. Setelah diberi analytical text, peserta didik dapat menyusun kembali analytical text dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan dengan benar
6. Setelah mengikuti proses pembelajaran, peserta didik dapat membuat teks analytical text sederhana dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan dengan benar
7. peserta didik mampu mengaplikasikan pembelajaran analytical text dalam kehidupan sehari-hari sesuai dengan konteks penggunaannya khususnya dalam menggambarkan sesuatu.

#### **D. Media, Alat dan Sumber Belajar**

Media : Google  
 Alat : Headphone & papan tulis  
 Sumber : modul bahasa Inggris untuk SMA atau MA dan RPP

#### **E. Metode Pembelajaran**

➤ Audio-Lingual Method

#### **F. Kegiatan Pembelajaran**

<b>Pendahuluan (15 menit)</b>
Guru mengucapkan salam kepada peserta didik
Guru mengajak peserta didik untuk berdoa bersama-sama sebelum memulai pembelajaran
Guru memeriksa daftar hadir peserta didik
Guru menggali pengetahuan awal peserta didik terkait dengan materi yang akan di

pelajari
Guru memberi manfaat tentang materi yang akan dipelajari
Guru menyampaikan tujuan yang akan dicapai pada pembelajaran hari ini
<b>Kegiatan inti (65 menit)</b>
<b><i>Stimulation</i></b>
Peserta didik memperhatikan konteks, gagasan utama, dan informasi terperinci dari “analytical text”
Guru meminta peserta didik membaca secara bergantian
<b><i>Problem statement</i></b>
Guru memberikan kesempatan kepada peserta didik untuk mengajukan pertanyaan tentang materi yang telah di baca
Guru menjawab pertanyaan yang di ajukan oleh peserta didik.
<b><i>Data collection</i></b>
Guru memberikan kesempatan peserta didik untuk mengumpulkan informasi tentang materi yang telah di bacakan meminta peserta didik untuk menemukan gagasan utama pada teks yang telah di baca.
<b><i>Data processing</i></b>
Guru membimbing peserta didik untuk menemukan gagasan utama dan informasi eksposition dari dalam teks, mengidentifikasi struktur teks dan pengembangan gagasannya
<b><i>Verification</i></b>
Guru meminta peserta didik untuk menjelaskan gagasan utama yang telah diperoleh setelah membaca teks analytical exposition
<b><i>Generalization</i></b>
Guru menstimulus peserta didik untuk berbagi opini terkait teks yang telah di baca
<b>Penutup (15 menit)</b>
Peserta didik menyimpulkan materi pembelajaran hari ini
Guru memberikan feedback

Guru dan siswa sama-sama menyimpulkan pelajaran hari ini
Guru Memberikan informasi tentang materi yang akan dipelajari selanjutnya
Guru menutup kegiatan pembelajaran dengan berdoa bersama-sama

## **E. Materi Pembelajaran**

### **The Impact of Culture Globalization**

sumber; buku cetak bahasa Inggris kelas XI

#### Thesis

Jakarta culture and tourism Agency head Arie Budiman said JKT48 was deliberately selected as Jakarta would Target Japanese tourist, whose number has continuously declined over the last few years.

#### Argumentation

The BPS data also found the total number of foreign tourist in Jakarta reached nearly 174.000 as of july 2014. China ranked firs with 17.211 visitors and Japan second with 14.455.

Founded only in 2011, the cute, young girl band JKT48 quite a big fan base in Jakarta and elsewhere, and its link to Japans AKB48 will surely help bridge the Japanese and Indonesia people culturally.

#### Conclusion

The inclusion of Indo-Pop to the promotional tourism package will not only expanded the market to young tourist from across the world, but it will also help the industry survive competition.



## F. Penilaian

- Teknik : merespon dan menjawab ungkapan/pertanyaan secara lisan.
- bentuk : Text dan pertanyaan lisan
- Antusias dan semangat dalam mengikuti pelajaran
- keaktifan berbicara
- kemampuan dalam melakukan percakapan/opini

### Rubik Penilaian

Skill	Aspects	Score					Notes
		1	2	3	4	5	
Speaking	Pronunciation						
	Fluency						
Average Score							

### Scoring rubrics speaking 2024

cara penilaian:

6. poor
7. fair
8. good
9. very good
10. Excellent

Skor perolehan X 100

skor maksimal (20)

## H. Evaluasi

Bentuk test : Dialog

Salsa : I don't agree with the teacher's decision to go on a study tour to the mountains next month.

Elijah : why is that? in my opinion, a study tour to the mountains can train our scout skills

Salsa : I don't agree with you, sorry. My reason is that month is the rainy season. Camping in the mountains during the rainy season is very troublesome

Elijah : I agree with you about rainy season. But our teacher has prepared a homestay for us.

Palu,15, January 2024

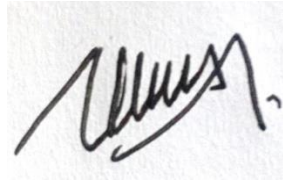
**Mengetahui,**

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## **RENCANA PELAKSANAAN PEMBELAJARAN**

**(RPP)**

Sekolah	: SMA N 4 Palu
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI/Ganjil
Materi Pokok	: Exposition text (Hortatory Exposition)
Alokasi Waktu	: 4 x 2 jam pelajaran 45menit
Pertemuan	: Ketiga

### A. Kompetensi Inti

- KI-1 dan KI-2: Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
- KI 3: Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- KI4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

### B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
3.3. siswa memahami Exposition text dan dapat mengaitkannya dalam kehidupan sehari-hari.	3.1.3 Mengidentifikasi pronunciation, dan Fluently terkait pada text yang ada pada aplikasi speak English fluently yang diberikan

### C. Tujuan Pembelajaran

1. Setelah mengikuti proses pembelajaran, peserta didik dapat mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan Hartatory text dengan benar

2. Setelah diberi contoh Hartatory text, peserta didik dapat menjelaskan fungsi sosial, struktur teks, dan unsur kebahasaan hartatory text dengan benar
3. Setelah diberi contoh deskriptif text, peserta didik dapat membedakan fungsi sosial, struktur teks, dan unsur kebahasaan hartatory text dengan benar
4. Setelah diberi hartatory text, peserta didik dapat menemukan informasi tersirat dan tersurat pada teks hartatory exposition
5. Setelah diberi hartatory text, peserta didik dapat menyusun kembali hortatory text dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan dengan benar
6. Setelah mengikuti proses pembelajaran, peserta didik dapat membuat teks hartatory text sederhana dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan dengan benar
7. peserta didik mampu mengaplikasikan pembelajaran hartatory text dalam kehidupan sehari-hari sesuai dengan konteks penggunaannya khususnya dalam menggambarkan sesuatu.

#### **D. Media, Alat dan Sumber Belajar**

Media : Lembar kerja siswa dan Google

Alat : Headphone & papan tulis

Sumber : modul bahasa Inggris untuk SMA atau MA dan media google

#### **E. Metode Pembelajaran**

- Audio-Lingual Method

#### **F. Kegiatan Pembelajaran**

<b>Pendahuluan (10)</b>
Guru mengucapkan salam kepada peserta didik
Guru mengajak peserta didik untuk berdoa bersama-sama sebelum memulai pembelajaran
Guru memeriksa daftar hadir peserta didik

Guru menggali pengetahuan awal peserta didik terkait dengan materi yang akan di pelajari
Guru memberi manfaat tentang materi yang akan dipelajari
Guru menyampaikan tujuan yang akan dicapai pada pembelajaran hari ini
<b>Kegiatan inti (65 menit)</b>
<b><i>Stimulation</i></b>
Guru memberikan pertanyaan stimulus kepada peserta didik “do you know how to make presentation in English?”
Guru memberikan contoh ekspresi untuk setiap bagian presentasi.
<b><i>Problem statement</i></b>
Guru mendorong peserta didik untuk tidak ragu bertanya apabila ada hal yang kurang di pahami
<b><i>Data collection</i></b>
Guru memberikan kesempatan peserta didik untuk mempelajari setiap ungkapan kemudia melafalkan ungkapan disetiap bagian dengan jelas
<b><i>Data processing</i></b>
Guru membimbing peserta didik untuk melafalkan ungkapan pada bagian yang tepat pada LKPD
<b><i>Verification</i></b>
Guru meminta peserta didik untuk mempraktekkan ekspresi untuk setiap bagian presentasi di depan kelas
<b><i>Generalization</i></b>
Guru bersama peserta didik menyimpulkan kegiatan pembelajaran
Guru memberikan penguatan materi yang telah disampaikan
<b>Penutup ( 10 menit)</b>
Peserta didik menyimpulkan materi pembelajaran hari ini
Guru memberikan feedback
Guru dan siswa sama-sama menyimpulkan pelajaran hari ini

Guru Memberikan informasi tentang materi yang akan dipelajari selanjutnya
Guru menutup kegiatan pembelajaran dengan berdoa bersama-sama

## **F. Materi Pembelajaran**

### **Country Concern**

Sumber; text digital storytelling

#### **Thesis**

In all the discussion over the removal of lead from petrol (and the atmosphere) there doesn't seem to have been any mention of the difference between driving in the city and the country.

#### **Argument**

While I realize my leaded petrol, car is polluting the air wherever I drive. I feel that when you travel through the country, where you only see another car every five to ten minutes, the problem is not as severe as when traffic is concentrated on city roads.

Those who want to penalize older, leaded petrol vehicles and their owners don't seem to appreciate that. There is no public transport to all back upon and one's own vehicle is the only way to get about.

#### **Recommendation**

I feel that country people, who often have to travel huge distance to the nearest town and who already spend a great deal of money on petrol, should be treated differently to the people who live in the city.

## **G. Penilaian**

- Teknik : merespon dan menjawab ungkapan/pertanyaan secara lisan.
- bentuk : Text dan pertanyaan lisan
- Antusias dan semangat dalam mengikuti pelajaran
- keaktifan berbicara
- kemampuan dalam melakukan percakapan/opini

### **Rubik Penilaian**

Skill	Aspects	Score					Notes
		1	2	3	4	5	
Speaking	Pronunciation						
	Fluency						
Average Score							

#### Scoring rubrics speaking 2024

cara penilaian:

11. poor

12. fair

13. good

14. very good

15. Excellent

Skor perolehan X 100

skor maksimal (20)

## H. Evaluasi

Bentuk test : dialog

Teacher : So, what do you think is the main message of this storytelling about that?

Students 1 : I think it's about the importance of family

Teacher : Interesting. what about you student 2?

Student 2 : I think it's more about the struggle for personal identity.

Palu,15, January 2024

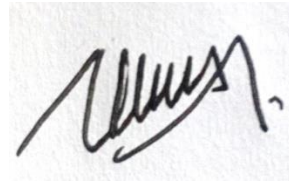
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**Nur Hikma. A. Aman**  
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## **RENCANA PELAKSANAAN PEMBELAJARAN**

### **(RPP)**

Sekolah : SMA N 4 Palu

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI/Ganjil

Materi Pokok : Deskripsi Text

Alokasi Waktu : 4 x 2 jam pelajaran 45menit

Pertemuan : Keempat

#### **A. Kompetensi Inti**

- KI-1 dan KI-2: Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
- KI 3: Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta

menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

- KI4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

## B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
3.4. siswa memahami Deskripsi text dan dapat mengaitkannya dalam kehidupan sehari-hari.	3.1.4 Mengidentifikasi pronounciation, dan Fluently terkait pada text yang ada pada Deskriptif text yang diberikan

## C. Tujuan Pembelajaran

1. Setelah mengikuti proses pembelajaran, peserta didik dapat mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan deskriptif text dengan benar
2. Setelah diberi contoh deskriptif text, peserta didik dapat menjelaskan fungsi sosial, struktur teks, dan unsur kebahasaan deskriptif text dengan benar
3. Setelah diberi contoh deskriptif text, peserta didik dapat membedakan fungsi sosial, struktur teks, dan unsur kebahasaan deskriptif text dengan benar
4. Setelah diberi deskriptif text, peserta didik dapat menemukan informasi tersirat dan tersurat pada teks deskriptif
5. Setelah diberi deskriptif text, peserta didik dapat menyusun kembali deskriptif text dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan dengan benar
6. Setelah mengikuti proses pembelajaran, peserta didik dapat membuat teks deskriptif text sederhana dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan dengan benar

7. peserta didik mampu mengaplikasikan pembelajaran deskripsi text dalam kehidupan sehari-hari sesuai dengan konteks penggunaannya khususnya dalam menggambarkan sesuatu.

#### **D. Media, Alat dan Sumber Belajar**

Media : Lembar kerja siswa dan google  
 Alat : Headphone & papan tulis  
 Sumber : modul bahasa Inggris untuk SMA atau MA dan Media Google

#### **E. Metode Pembelajaran**

- Audio-Lingual Method

#### **F. Kegiatan Pembelajaran**

<b>Pendahuluan (15 menit)</b>
Guru mengucapkan salam kepada peserta didik
Guru mengajak peserta didik untuk berdoa bersama-sama sebelum memulai pembelajaran
Guru memeriksa daftar hadir peserta didik
Guru menggali pengetahuan awal peserta didik terkait dengan materi yang akan di pelajari
Guru memberi manfaat tentang materi yang akan dipelajari
Guru menyampaikan tujuan yang akan dicapai pada pembelajaran hari ini
<b>Kegiatan inti (65 menit)</b>
<i><b>Orientasi peserta didik pada masalah</b></i>
Guru memperlihatkan sebuah teks untuk menstimulus ide dari peserta didik ( generating ideas)
<i><b>Mengorganisasikan peserta didik untuk belajar</b></i>

Guru mengelompokkan peserta didik secara heterogen
Guru meminta peserta didik untuk mendiskusikan dan menangkap gagasan dalam teks
<b><i>Membimbing penyelidikan</i></b>
guru memantau keterlibatan peserta didik dalam diskusi
<b><i>Mengembangkan dan menyajikan hasil karya</i></b>
guru meminta peserta didik untuk mempresentasikan hasil diskusi di depan kelas
<b><i>Menganalisis dan mengevaluasi pemecahan masalah</i></b>
guru membimbing presentasi peserta didik
guru dan peserta didik menyimpulkan materi yang telah dipelajari dan berbagi kegiatan yang telah dilakukan.
<b>Penutup (10 menit)</b>
Peserta didik menyimpulkan materi pembelajaran hari ini
Guru memberikan feedback
Guru dan siswa sama-sama menyimpulkan pelajaran hari ini
Guru Memberikan informasi tentang materi yang akan dipelajari selanjutnya
Guru menutup kegiatan pembelajaran dengan berdoa bersama-sama.

## G. Materi Pembelajaran

deskripsikan benda

### Lamp

#### Sumber; Text digital storytelling (deskripsi text)

It is a receptor that converts energy, although the lamp is commonly know as a unified object, the truth is that it can be divided into two parts: on one side is the luminary (which is the device that serves as a support) and the proper lamp which is the device that produces the light (bulb).

Although originally the lamps only have the function of lighting a room or sector of the home, there are lamps of all kinds and a great classification can be made according to their age, their price, their durability, their style, etc.

## H. Penilaian

- Teknik : merespon dan menjawab ungkapan/pertanyaan secara lisan.
- bentuk : Text dan pertanyaan lisan
- Antusias dan semangat dalam mengikuti pelajaran
- keaktifan berbicara
- kemampuan dalam melakukan percakapan/opini

### Rubik Penilaian

Skill	Aspects	Score					Notes
		1	2	3	4	5	
Speaking	Pronunciation						
	Fluency						
Average Score							

### Scoring rubrics speaking 2024

cara penilaian:

1. poor
2. fair
3. good
4. very good
5. Excellent

$\frac{\text{Skor perolehan}}{\text{skor maksimal}} \times 100$   
(20)

## I. Evaluasi

**Bentuk test: Dialog**

Ayu : Hey, how have you been lately”

Citra : I’ve been doing quite well, thank you! and yourself?

Ayu : Not bad, not bad at all. Anything exciting happening in your life?

Citra : Well, nothing too extraordinary. just the usual routine. what about you? Any interesting updates?

Ayu : Ah, you know, the usual hustle. By the way, any plans for the upcoming weekend?

Citra : Not particularly, I was thinking of just relaxing and catching up on some movies. How about you? Any exciting ventures?

Ayu : I was actually contemplating the same! What do you say we plan something together? Maybe a movie night or a casual hangout?

Citra : That sounds like a fantastic idea! I’m totally up for it. We can decide on the details as the weekend approaches

Ayu : Perfect! Looking forward to it it’s been a while since we had a good time together.

Citra : Absolutely! It’ll be great to catch up and unwind. Can’t wait for the weekend now.

Palu,15, January 2024

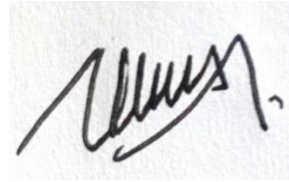
**Mengetahui,**

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**Nur Hikma. A. Aman**  
NIM.181160101

## **15. Questions Pre-test & Post-test**

### **Pre-test**

1. please introduction your self
2. Tell me about your hobby and way you like it ?
3. What is your goal in learning English ?

4. Please describe what is in this class
5. What do you do in your free time ?

#### **Rubik Penilaian**

Skill	Aspects	Score					Notes
		1	2	3	4	5	
<b>Speaking</b>	<b>Pronunciation</b>						
	<b>Fluency</b>						
<b>Average Score</b>							

#### **Scoring rubrics speaking 2024**

cara penilaian:

1. poor
2. fair
3. good
4. very good
5. Excellent

$\frac{\text{Skor perolehan}}{\text{skor maksimal}} \times 100$   
 skor maksimal (20)

#### **Post-test**

1. Tell me about your experience in learning English



2. Please explain the role of English in today's Global world (sumber; question of google speaking post-test)
3. Tell us an interesting experience you have had
4. What did you learn from the English material in eleventh grade and how do you apply it ?
5. What advice would you have for people who wants to learn English

#### **Rubik Penilaian**

Skill	Aspects	Score					Notes
		1	2	3	4	5	
Speaking	Pronunciation						
	Fluency						
Average Score							

#### **Scoring rubrics speaking 2024**

cara penilaian:

1. poor
2. fair
3. good
4. very good
5. Excellent

Skor perolehan x 100  
skor maksimal (20)

#### **16. The students Pre-test and Post-test**

Pretest ▾		
▶	Pretest experiment Abd	00:00:51 1:15 am
▶	Pre test experiment Mf	00:00:33 1:13 am
▶	Pretest experiment rahma	00:00:55 1:07 am
▶	Pretest control nur laila	00:01:43 1:00 am
▶	Pretest control safitri	00:01:02 12:49 am
▶	Pretest control Amanda	00:01:18 26 Feb 7:13 pm

Post test ▾		
▶	Post test experiment Abd	00:00:51 1:17 am
▶	Posttest MF	00:00:45 1:14 am
▶	Posttest experiment rahma	00:01:03 1:09 am
▶	Post test control nur laila	00:01:56 1:05 am
▶	Post test control safitri	00:01:58 12:56 am
▶	Post test control amanda	00:00:28 26 Feb 7:17 pm

## 17. Documentation



Figure 1. Singboard of SMAN 4 Palu



Figure 2. Preseting the research letter to SMAN 4 Palu



Figure 3. Principal of SMAN 4 Palu



Figure 4. English teacher at SMAN 4 Palu      Figure 5. Pre-test of control class



Figure 6. Treatment of control class



Figure 7. Post-test of control class



Figure 9. Pre-test of Experiment class



Figure 10. Treatment of experiment class



Figure 11. Post-test of experimen class





Figure 12. XID Control class



Figure 13. XIC Experiment class

## **CURRICULUM VITAE**



### **A. RESEARCHER IDENTITY**

Name : Nur Hikma. A. Aman

Place and Date of Birth: Salangano, 14 November 2000

Gender : Female

Religion : Islam

Major : English Tadris Department

Faculty : Teacher Training and Tarbiyah Faculty Number of  
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Address : JL. Umar Syarif, Kelurahan Duyu, Kecamatan Palu  
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### **B. PARENTS IDENTITY**

#### **1. Father**

Name : Ahmad Aman

Religion : Islam

Profession : Petani

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#### **2. Mother**

Name : Hasdia

Religion : Islam

Profession : IRT



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### **C. EDUCATIONAL BACKGROUND**

1. Graduated kindergarten in TK Alkhairat 2006
2. Graduated elementary school in SDN Salangano 2012
3. Graduated from junior high school in MTS N 1 Banggai Kepulauan 2015
4. Graduated high school in M.A Asy-Syifaa Abason 2018
5. Continue the Studies at the State Islamic University, Majoring English Tadris Department, Teacher Training and Tarbiyah Faculty in 2018.