

CHAPTER III

RESEARCH METHOD

This chapter explains the method of research used in this research. This chapter includes research design, research instrument, data collection technique, and data analysis technique.

A. The Research Design

This research uses quantitative method, particularly with quasi-experimental as its design. An approach for testing objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures (Creswell, 2014). This study employs a quasi-experimental design to investigate the effectiveness of the Telling Story Teaching Method in improving English speaking skills among vocational students. The research will use a pretest- posttest control group design, where participants are divided into:

1. Experimental Group: Receives treatment using the Telling Story Teaching Method.
2. Control Group: Receives conventional teaching methods without storytelling intervention.

Following Creswell's (2014) approach, this study measures the effectiveness of the Telling Story Teaching Method by comparing the speaking skill development of two groups: an experimental group receiving storytelling-based instruction and a control group following conventional teaching methods. The pretest and posttest assessments serve as objective measures to evaluate student's progress in fluency, pronunciation, and confidence. Both groups were

administered a pretest and a posttest to measure their performance. The experimental group was taught using the storytelling technique, which leverages the power of narrative to engage and enhance language learning. In contrast, the control group was instructed using the conventional method, a more traditional approach that involves interactive sessions.

As mentioned above, this study aims to explore the impact of teaching through storytelling on enhancing student's speaking abilities. The research comprises one independent variable and one dependent variable. The dependent variable is the speaking ability while the independent variable are telling story teaching method.

In this research, the students were divided into two groups: experimental and control. The experimental group consisted of 27 students who received instruction through the storytelling method, while the control group consisted of 27 students who were taught using conventional techniques. To measure their speaking ability, both groups were administered a pretest before the treatment and a posttest after the treatment.

B. Population and Sample

1. Population

According to (Creswell, 2014) a group of individuals who have the same characteristic. Researchers study the population when they want to make broad generalizations about a group of people. In this study, the population is students of SMK Cahaya Surya, Kediri, East Java, which consists of 7 classes. Meanwhile, the target population is 7 parallel classes for

Grade 10 of academic years 2024/2025, with each class consists of 27 to 30 students and overall numbers of students is 199 students.

2. Sample

According to Creswell (2014), a sample is a subgroup of the target population that the researcher plans to study in order to generalize about the population. In this study, the sample was obtained using random sampling. This method was chosen to ensure that each student in the overall tenth-grade vocational population had an equal chance of being selected into either group, thereby enhancing the representativeness and reducing sampling bias. Consequently, the sample consists of two groups of 27 students each group as the experimental group and the other as the control group. The determination of the number of students in each group was based on the existing class composition established by the school. In addition, the school administration assisted the researcher in conducting the random sampling process, resulting in the selection of two classes. One experimental and one control group are from a total population of 199 tenth-grade vocational students.

C. Instruments of Collecting Data

The Students speaking ability data is taken from the speaking level test. Students will be tested with the simple test that talk about Narrative experience storytelling. The test itself will be created by the writer and consulted with the English teachers of Tenth Grade students of SMK Cahaya Surya as well. The researcher will test the students on his own in order to get the full understanding of students speaking ability level. Here is the

conceptual and operational definition of the test to determine their indicators (the blue-print test):

1. Speaking Test

a. Conceptual definition

Speaking ability is defined as the capacity to engage effectively in the communication process with others. Consequently, for a fair and comprehensive speaking assessment, it is crucial to collaboratively establish and plan the criteria used to evaluate student's performances. This approach ensures a balanced and equitable evaluation of their speaking skills. Adapting from (Hughes, 2003; Luoma, 2004) designed as the basic tools of successful students speaking ability, the aspect measured in speaking test was about students talks about themselves, based on some criteria that provided.

b. Operational definition

The test instrument of this research consists of telling story test that related to Narrative experience storytelling for examining students speaking ability. The test will be given to measure their fluency and accuracy in their pronunciation, as well as coherency in their talks. The test will be focused to measure students speaking ability based on some indicators.

c. Indicators of Speaking Test

The test will be tested in oral test to indicate their fluency, grammar, accent, and vocabulary of their speaking ability. These are some indicators and aspects:

Tabel 3.1
The Aspect Measured and Indicators of Speaking Ability
 (Adapted from Luoma, 2004, p. 77)

Measured Aspects	Indicators
<i>Accuracy (Pronunciation)</i>	
a. Stress	Ability to pronounce a word or a part of a word so that it sounds louder or more forceful
b. Intonation	Ability to change the level of voice up and down in order to add meaning of a talk
c. Volume	Ability to produce high or low sounds
d. Pitch	Ability to produce voice at a particular level
<i>Fluency (Pronunciation)</i>	
a. Speed	The ability to pronounce a word or a sentence by being fast and correct at the same time
<i>Coherency (Talks)</i>	
a. Conjunction	The ability to use different conjunctions in sentences meaningfully
b. Sentence Connectors	The ability to use sentence connectors in sentences to make it coherence
c. Grammar	The ability to use tenses correctly

Tabel 3.2
Speaking Rubric
 (Adopted from Hughes, 2003, pp. 131–132)

Measured Aspects	Indicators	Score
<i>Accent</i>	Pronunciation frequently unintelligible.	1
	Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.	2
	“Foreign accent” requires concentrated listening, and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.	3
	Marked “foreign accent” and occasional mispronunciations which do not interfere with understanding.	4
	No conspicuous mispronunciations, but would not be taken for a native speaker.	5
	Native pronunciation, with no trace of “foreign accent”.	6
<i>Grammar</i>	Grammar almost entirely inaccurate except in stock phrases.	1
	Constant errors showing control of very few major patterns and frequently preventing communication.	2
	Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.	3
	Occasional errors showing imperfect control of some patterns but no weakness that cause misunderstanding.	4
	Few errors, with no patterns of failure.	5
	No more than two errors during the performance.	6
<i>Vocabulary</i>	Vocabulary inadequate for even the simplest conversation.	1
	Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc.)	2

Measured Aspects	Indicators	Score
	Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.	3
	professional vocabulary adequate to discuss special interest; general vocabulary permits discussion of any non-technical subject with some circumlocutions.	4
	professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.	5
	vocabulary apparently as accurate and extensive as that of an educated native speaker.	6
Fluency	Speech is so halting and fragmentary that conversation is virtually impossible.	1
	Speech is very slow and uneven except for short or routine sentences.	2
	Speech is frequently hesitant and jerky; sentences may be left uncompleted.	3
	Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.	4
	Speech is effortless and smooth, but perceptively non-native in speed and evenness.	5
	Speech on all professional and general topics as effortless and smooth as a native speaker's.	6
Comprehension	Understands too little for the simplest type of conversation.	1
	Understands only slow, very simple speech on common social and touristic topics; requires constant repetition and rephrasing.	2
	Understands careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.	3
	Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition or rephrasing.	4
	Understands everything in normal educated conversation except for very colloquial or low-frequency items, or exceptionally rapid or slurred speech.	5
	Understands everything in both formal and colloquial speech to be expected of an educated native speaker.	6

D. Technique of Data Collection

This Research Design treated two of variables, they are independent variable and dependent variable. The independent variable is telling story method, while dependent variable is English speaking skills. Here are the table's schedule of the test:

Tabel 3.3
Pre-test, Post-test Quasi Experiment Design

Group	Pre-test	Treatment	Post-test
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Experimental	√	√	√
Control	√	-	√

First, students from both experimental and control groups take pre-speaking test to measure their initial speaking skill. Second, the experimental group receives lessons using telling story method while the control group continues with conventional method. After the treatment period, both groups take another post- speaking test to measure any improvements in their speaking skill.

In conducting this research, two different teaching materials were employed to distinguish the instructional treatment between the experimental and control groups. The control group was taught using a conventional textbook, while the experimental group received instruction through the Telling Story method using Narrative experience storytelling.

1. Teaching Material for Control Group

The control group was taught using the textbook *Modul Ajar Bahasa Inggris Kelas X SMK Kurikulum Merdeka* authored by Margarita Wulandari and published by Bumi Aksara. This textbook was selected as the conventional material because it aligns with the national curriculum standards and provides a structured, systematic presentation of English learning materials suitable for vocational high school students.

The textbook emphasizes a text-based learning approach, covering various genres such as descriptive, recount, procedure, report, and narrative texts. Each unit includes explanations of grammar, vocabulary enrichment, reading passages, and practice activities, along with formative and summative assessments. Speaking activities in the module are generally limited to short

dialogues, role plays, and controlled practice, which prioritize accuracy in language use rather than fluency or extended oral production.

Tabel 3.4
Lesson Plan for the Control Group (Conventional Method)

A. IDENTITY	
Subject	English
Class/ Semester	X/Odd
CP 1	Students are able to understand the meaning and structure of short functional texts (dialogues about appointment) and simple narrative texts delivered orally or in written form, using appropriate vocabulary and grammatical structures relevant to the communication context.
CP 2	Students are able to respond to short dialogues and narrative texts (written and spoken) through structured written exercises such as filling the blanks, completing sentences, and answering comprehension questions using correct grammar and vocabulary.
B. LEARNING OBJECTIVE	
1.	Students are able to identify expressions used for making, accepting, and canceling appointments.
2.	Students are able to understand the structure and language features of narrative texts (orientation, complication, resolution).
3.	Students are able to comprehend the story “The Ugly Duckling” by identifying main ideas and details through reading and listening exercises.
4.	Students are able to complete language tasks (dialogue completion, multiple choice, short answer) related to the text using correct grammar and vocabulary.
C. LEARNING ACTIVITIES (MEETING 1)	
Pre-Activity (5 minutes)	
The teacher greets students, checks attendance, and asks about their day.	
The teacher introduces the topic “Expressing Appointment” by giving simple examples (e.g., “Can we meet tomorrow?”).	
The teacher explains the learning objectives and today’s activities.	
Main Activity (80 minutes)	
Stimulation	The teacher writes several expressions on the board (e.g., make an appointment, accept, cancel). Students repeat after the teacher.
Problem Identification	Students identify which expressions are used to make, accept, and cancel an appointment.
Data Collection	Students read short dialogues from Task 1–3 in the module. The teacher reads each dialogue aloud and students repeat.
Data Processing	Students complete Task 4 (fill-in-the-blank and matching exercises) based on the dialogues.
Verification	The teacher and students check the answers together, correcting mistakes on grammar and vocabulary.
Conclusion	The teacher summarizes the use of appointment expressions and gives short notes.
Closing Activity (5 minutes)	
The teacher gives students a written exercise as homework (make three sentences using appointment expressions).	
The teacher closes the class with a short review.	
D. LEARNING ACTIVITIES (MEETING 2)	

Pre-Activity (5 minutes)	
The teacher reviews the previous material.	
The teacher introduces the narrative text topic and explains the purpose of narratives.	
Main Activity (80 minutes)	
Stimulation	The teacher shows the title “The Ugly Duckling” and asks what students know about it.
Problem Identification	The teacher explains the structure of a narrative (orientation, complication, resolution) and provides an example on the board.
Data Collection	Students answer comprehension questions (Task 1–3) based on the text.
Data Processing	The teacher checks answers together with students and provides corrections.
Conclusion	The teacher explains new vocabulary and grammatical points found in the story.
Closing Activity (5 minutes)	
Students repeat key sentences from the story after the teacher (repetition practice), The teacher assigns written homework (translate five sentences from the story into Indonesian).	
E. LEARNING ACTIVITIES (MEETING 3)	
Pre-Activity (5 minutes)	
The teacher reviews vocabulary and narrative structure, The teacher explains that the focus will be on simple past tense used in narratives.	
Main Activity (80 minutes)	
Data Collection	The teacher writes examples of past tense verbs from the story (e.g., was, went, saw, cried, became) and explains their usage.
Data Processing	Students complete grammar exercises (fill-in-the-blanks, change verbs into past form).
Conclusion	The teacher discusses the answers and provides reinforcement. Students copy the correct answers and the teacher summarizes the grammar rule.
Closing Activity (5 minutes)	
The teacher gives short written practice (change sentences from present to past tense).	
F. LEARNING ACTIVITIES (MEETING 4)	
Pre-Activity (5 minutes)	
The teacher greets students, reviews past materials, and explains the test procedures.	
Main Activity (80 minutes)	
Data Collection	Students complete a written competency test covering appointment expressions, vocabulary, narrative structure, and grammar.
Data Processing	The teacher collects the test papers and evaluates student’s accuracy, comprehension, and sentence formation.
Closing Activity (5 minutes)	
The teacher gives brief feedback and motivates students to review grammar and vocabulary at home.	
G. ASSESSMENT	
1. Pre-test:	
Measures student’s initial speaking ability before the intervention.	
2. Post-test:	
Measures student’s speaking ability after the intervention using the same format and criteria.	
3. Assessment Rubric:	
Attached (adapted from Hughes, 2003; Louma, 2004).	
4. Assessment Aspects:	
a) Fluency : Smoothness and speed of speaking.	
b) Grammar : Accuracy of language structures.	
c) Pronunciation : Clarity and correctness of speech.	

d)	Vocabulary : Range and appropriateness of word choice.
e)	Comprehension : Level of understanding of the story delivered.
H. SUPPORTING COMPONENTS	
Media	<i>“The Ugly Duckling” text, whiteboard, textbook (Modul Bahasa Inggris SMK – Margarita Wulandari, Bumi Aksara), laptop, speaker.</i>
Tools	Worksheets, stationery, dictionary.
Learning Resources	1. Bruner, J. (1990). <i>Acts of meaning</i> . Harvard University Press.
	2. Hughes, A. (2003). <i>Testing for language teachers</i> (2nd ed.). Cambridge University Press.
	3. Krashen, S. D. (1982). <i>Principles and practice in second language acquisition</i> . Pergamon.
	4. Louma, S. (2004). <i>Assessing speaking</i> . Cambridge University Press.
	5. Wulandari, M. (2021). <i>Bahasa Inggris SMK/MAK Kelas X</i> . Bumi Aksara.

The characteristics of this textbook reflect the nature of conventional teaching methods, which are typically teacher-centered and rely on structured exercises, repetition, and text analysis. Therefore, it is appropriate to employ this material in the control group as a baseline for comparison with the more communicative and fluency-oriented approach of the experimental group.

2. Teaching Material for Experimental Group

In contrast, the experimental group was taught using the Telling Story method, with Narrative experience storytelling texts. This material was selected to stimulate student’s creativity, fluency, and communicative competence in English speaking. By narrating stories, students were encouraged to use language in a meaningful and interactive context, consistent with Krashen’s Input Hypothesis and Bruner’s Narrative Theory.

To ensure clarity and transparency of the instructional procedures, the lesson plan (RPP) designed for the experimental group is provided in the Appendix. The inclusion of this RPP serves not only as a pedagogical

guideline but also as a supporting document to demonstrate the systematic implementation of the Telling Story method during the treatment phase.

Tabel 3.5
Lesson Plan for the Experimental Group (Storytelling Method)

A. IDENTITY	
Subject	English
Class/ Semester	X/Odd
CP 1	Students are able to understand the main ideas and details of simple narrative experience stories delivered orally and retell the story using appropriate narrative structure (orientation, complication, and resolution) with vocabulary and expressions relevant to real-life communication contexts.
CP 2	Students are able to write simple narrative experience stories (personal experiences) with a coherent structure, using correct simple and compound sentences, and present the story orally or through media such as slides, illustrations, or digital storytelling.
B. LEARNING OBJECTIVE	
1.	Students produce short oral responses to narrative experience stories by answering guided questions using simple sentences and basic past tense forms.
2.	Students retell a narrative experience story orally in correct sequence (orientation, complication, and resolution) using appropriate vocabulary and expressions with moderate teacher support.
3.	Students orally narrate a personal experience story using expanded vocabulary and compound sentences with reduced teacher guidance.
4.	Students deliver an independent oral storytelling performance based on personal experience with clear structure, appropriate intonation, expression, and body language so that the audience can understand the story.
C. LEARNING ACTIVITIES (MEETING 1)	
Pre-Activity (10 minutes)	
The teacher greets the students, checks attendance, and builds rapport by asking simple oral questions related to student's daily activities.	
The teacher introduces the topic of storytelling based on personal experience and connects it to student's real-life situations.	
The teacher motivates students by explaining the importance of speaking skills and storytelling in daily communication and vocational contexts.	
The teacher explains the learning objectives, emphasizing oral storytelling and guided speaking, and informs students about the speaking assessment.	
Main Activity (70 minutes)	

Stimulation	<ol style="list-style-type: none"> 1. The teacher orally tells a very short narrative experience story (e.g., “My first day at school”) using simple past tense, short sentences, and basic time expressions. 2. The teacher emphasizes the narrative structure: orientation, complication, and resolution, supported by gestures and visuals.
Problem Identification	<ol style="list-style-type: none"> 1. The teacher asks oral WH-questions about the story (Who, Where, When, What happened). 2. Students respond orally using short and simple sentences.
Data Collection	<ol style="list-style-type: none"> 1. The teacher models key sentences from the story. 2. Students repeat the sentences orally with teacher guidance to practice pronunciation and sentence structure.
Data Processing	<ol style="list-style-type: none"> 1. Students work in pairs to practice answering guided oral questions based on the story. 2. The teacher provides sentence starters (e.g., “Yesterday, I...”, “Then, I...”).
Verification	<ol style="list-style-type: none"> 1. Selected students orally retell parts of the story in front of the class using the provided prompts. 2. The teacher gives immediate oral feedback and correction when necessary.
Conclusion	<ol style="list-style-type: none"> 1. The teacher reviews key vocabulary and expressions orally. 2. Students practice saying the vocabulary in short sentences.
Closing Activity (10 minutes)	
<ol style="list-style-type: none"> 1. Students orally retell the narrative experience story briefly and in sequence using sentence starters. 2. The teacher summarizes the lesson and reinforces student’s confidence in speaking. 	
D. LEARNING ACTIVITIES (MEETING 2)	
Pre-Activity (5 minutes)	
The teacher reviews key vocabulary and expressions orally from the previous meeting by asking short questions and eliciting student’s spoken responses.	
The teacher conducts a brief warm-up activity focusing on pronunciation, intonation, and facial expressions through short oral drills and imitation.	
The teacher explains that students will retell stories with longer sentences and clearer sequence of events.	
Main Activity (80 minutes)	
Stimulation	<ol style="list-style-type: none"> 1. The teacher orally retells the same narrative experience story using expanded past tense verbs, sequencing expressions (then, after that, finally), and compound sentences. 2. The teacher reduces modeling and only highlights keywords on the board.
Problem Identification	<ol style="list-style-type: none"> 1. The teacher asks students to orally identify the sequence of events in the story using sequencing expressions. 2. Students respond orally in short but connected sentences.
Data Collection	<ol style="list-style-type: none"> 1. Students work in pairs to retell the story orally. 2. No full sentence models are provided; only keywords are used as guidance. 3. Students take turns speaking and listening to their partner.

Data Processing	<ol style="list-style-type: none"> 1. Students orally relate the story to a similar personal experience using short spontaneous responses. 2. The teacher encourages the use of compound sentences (and, but).
Conclusion	<ol style="list-style-type: none"> 1. Several pairs perform a short oral retelling in front of the class, while other students orally confirm the correct sequence of events. 2. The teacher provides oral formative feedback on fluency, pronunciation, and sentence connection by addressing common errors through recasting and repetition.
Closing Activity (5 minutes)	
<ol style="list-style-type: none"> 1. Students orally summarize the experience story in sequence using then, after that, and finally. 2. The teacher motivates students to practice speaking independently to prepare for more complex storytelling in the next meeting. 	
E. LEARNING ACTIVITIES (MEETING 3)	
Pre-Activity (5 minutes)	
<ol style="list-style-type: none"> 1. The teacher reviews key storytelling techniques (orientation, complication, resolution) and briefly checks student's story outlines to ensure readiness for independent oral storytelling. 2. The teacher reminds students that this meeting focuses on creative modification and spontaneous speaking, not memorization. 	
Main Activity (80 minutes)	
Data Collection	<ol style="list-style-type: none"> 1. Students work in small groups to orally modify parts of a narrative experience story, such as the ending, problem, or setting. 2. Students practice using descriptive adjectives and cause-effect expressions (because, so) while speaking.
Data Processing	<ol style="list-style-type: none"> 1. Students deliver their modified stories orally in groups without reading a full script (only an outline is allowed). 2. The teacher provides continuous oral feedback on fluency, vocabulary choice, sentence connection, pronunciation, and use of cause-effect expressions. 3. Students respond orally to peer follow-up questions, encouraging spontaneous and extended speaking.
Conclusion	<ol style="list-style-type: none"> 1. Students revise and refine their oral stories based on teacher and peer feedback. 2. Students rehearse their final group performance, emphasizing clear voice projection, expressive intonation, and supportive body language.
Closing Activity (5 minutes)	
The teacher motivates students and encourages them to prepare for the upcoming individual speaking performance, highlighting progress from guided to independent speaking.	
F. LEARNING ACTIVITIES (MEETING 4)	
Pre-Activity (5 minutes)	
<ol style="list-style-type: none"> 1. The teacher gives final directions regarding the individual speaking performance, including time allocation, assessment criteria, and performance expectations. 	

2. The teacher reminds students to focus on fluency, clarity, narrative structure, intonation, expression, and body language.	
Main Activity (150 minutes)	
Data Collection	<ol style="list-style-type: none"> 1. Each student delivers an individual oral narrative experience story based on their personal experience. 2. Students speak for approximately 3–5 minutes without reading a full script (only mental or brief outline support is allowed). 3. The story must follow a clear orientation–complication–resolution structure and demonstrate improved fluency and sentence connection.
Data Processing	<ol style="list-style-type: none"> 1. The teacher assesses each student’s speaking performance using the prepared speaking rubric, focusing on: <ul style="list-style-type: none"> • Fluency and coherence • Pronunciation and intonation • Vocabulary use and sentence connection • Confidence, expression, and body language 2. Brief oral feedback is given after each performance or at the end of the session.
Closing Activity (5 minutes)	
<ol style="list-style-type: none"> 1. Students deliver short oral reflections on their speaking development, challenges faced, and lessons learned throughout the storytelling activities. 2. The teacher closes the session by acknowledging student’s progress from guided to independent speaking. 	
G. ASSESSMENT	
1. Pre-test: Measures student’s initial speaking ability before the intervention.	
2. Post-test: Measures student’s speaking ability after the intervention using the same format and criteria.	
3. Assessment Rubric: Attached (adapted from Hughes, 2003; Louma, 2004).	
4. Assessment Aspects: <ol style="list-style-type: none"> a) Fluency : Smoothness and speed of speaking. b) Grammar : Accuracy of language structures. c) Pronunciation : Clarity and correctness of speech. d) Vocabulary : Range and appropriateness of word choice. e) Comprehension : Level of understanding of the story delivered. 	
H. SUPPORTING COMPONENTS	
Media	“ <i>Work Experience</i> ” text, laptop, Smart TV
Tools	Worksheets, stationery, dictionary
Learning Resources	1. Bruner, J. (1990). <i>Acts of meaning</i> . Harvard University Press.
	2. Hughes, A. (2003). <i>Testing for language teachers</i> (2nd ed.). Cambridge University Press.
	3. Krashen, S. D. (1982). <i>Principles and practice in second language acquisition</i> . Pergamon.

	4. Louma, S. (2004). <i>Assessing speaking</i> . Cambridge University Press.
	5. Peras and Turano (2024). <i>Implementation of Comprehensible Input in Teaching English as a Second Language: Basis for an Action Plan</i> .
	<i>English Education: Jurnal Tadris Bahasa Inggris</i> , 10(1)

Through this differentiation, the use of Modul Ajar Bahasa Inggris for the control group and storytelling-based for the experimental group provided a clear contrast in instructional treatment, enabling the researcher to investigate the effectiveness of the Telling Story method in improving student's English-speaking skills.

The researcher compares the pre-test and post-test scores to determine if the storytelling method led to significant improvements in the experimental groups speaking skill compared to the control group.

3. Test Instructions for Students (To Be Read Aloud):

“Dear students, today you will take a speaking test as part of our English learning program. In this test, you are required to tell a narrative experience story based on your own personal experience. You may choose a real event that you have experienced and retell it in English using your own words.

During the test, you are expected to demonstrate your speaking skills, particularly in fluency, grammar, vocabulary, and pronunciation. Please try to speak clearly, confidently, and expressively while organizing your story in a clear sequence (beginning, problem or event, and ending).

You are allowed to use brief notes or keywords to help you remember the sequence of your story; however, reading a full script is not permitted. You will be given five (5) minutes to perform your story. A signal will be given when your time is almost over.

Please remember that this test is designed to measure your speaking ability and improvement, not to make you feel nervous. Relax, take a deep breath, and do your best. Good luck.”

E. Techniques of Data Analysis

The data analysis was systematically conducted to answer the research question regarding the effectiveness of the storytelling method using

Narrative experience storytelling texts in improving student's English speaking skills.

First, descriptive statistics were computed to summarize student's speaking performance in both the experimental and control groups. The measures included the mean, standard deviation, minimum, and maximum values, which provided a general overview of the score distribution and central tendency.

Second, to determine the effectiveness of the storytelling method, Analysis of Covariance (ANCOVA) was employed. This statistical technique was chosen because it allows comparison of posttest scores between the experimental and control groups while controlling for pretest differences, ensuring that any observed effect can be attributed to the treatment rather than to initial disparities in student's performance.

All statistical analyses were conducted using SPSS (Statistical Package for the Social Sciences) version 27. The significance level was set at 0.05 ($p < 0.05$) to determine whether the results were statistically significant.