

**THE EFFECT OF STORYTELLING TECHNIQUE ON
JUNIOR HIGH SCHOOL STUDENTS SPEAKING SKILLS AT
SMPN 10 KUPANG**

A THESIS



AMELIA BU'U

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
ARTHA WACANA CHRISTIAN UNIVERSITY
KUPANG
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**Presented as a Partial Fulfillment of the Requirements for the Degree of
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The writer declare that this thesis is submitting to fulfil the requirements for Bachelor of Education degree at Artha Wacana Christian University Kupang is original and free from plagiarism. If any discrepancies with this statement are found in the future, the writer willing to be prosecuted and processed in accordance with the provisos of the Minister of National Education Regulation Number of 2010. This statement is made truth fully and used for the benefit of humanity.

Kupang, August 14, 2025



Amelia Bu'u
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MOTTO

‘‘Blessed be the name of the LORD JESUS who finished it for me’’

Psalms 138:8

DEDICATION

This writing is dedicated to the writer's beloved:

1. Almighty God for His guidance and inclusion given during the author's final study at University of Christian Artha wacana.
2. Beloved parents: Her late father Daniel Bu'u and mother Margaretha Bu'u-Dethan who always pray, provide motivate, love, care and support her during the study.
3. Beloved siblings, sisters Femmy Bu'u, Merlin Bu'u, Christin Bu'u, Niece Kimberly Blessinzky Bu'u and brothers Rudi Bu'u, Dodi Bu'u, who always pray, provide motivate, and attention
4. Beloved almamater University Christian Artha Wacana, especially the English Education Study Program where the writer's study.

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Finally, the author hopes that this research can give insightful knowledge and contribution to further researches. Due to limited knowledge, constructive criticism and suggestions are greatly needed to perfect this graduation paper.

Kupang, 14 August 2025

The writer,

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THE EFFECT OF STORYTELLING TECHNIQUE ON JUNIOR HIGH SCHOOL STUDENTS SPEAKING SKILLS AT SMPN 10 KUPANG

ABSTRACT

Amelia Bu'u¹

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This study investigates the effect of storytelling technique on Junior High School students speaking skills at SMPN 10 Kupang, particularly focusing on eight grade. The study begins with a background which highlights the effect of speaking skills, for effective communication and academic success. The research formulates key problems regarding the effect of storytelling in enhancing students' speaking skills. Employing a quantitative experimental design, the study utilizes pre-test and post-test to measure students' speaking skills before and after treatment of storytelling technique. Results indicate a significant improvement in students' speaking scores, with the average score rising from 37,5 (Needs Improvement) to 60 (Good). The standard deviation is obtained from pre-test 3,75 points and post-test 1,97 points with degree of freedom of both groups 11,42. This suggests that storytelling not only enhances vocabulary and fluency but also boosts students' confidence in speaking. The findings underscore the potential of storytelling as an engaging pedagogical tool, encouraging educators to integrate it into their teaching practices to foster a more dynamic learning environment. Future research is recommended to explore broader applications of storytelling in language education.

Key words: *Storytelling Technique, Speaking Skills, Junior High School Students*

**PENGARUH TEKNIK BERCEKITA TERHADAP KETERAMPILAN
BERBICARA SISWA SEKOLAH MENENGAH PERTAMA DI SMPN 10
KUPANG**

ABSTRAK

Amelia Bu'u

Peggy M. Jonathans

Alfriani Ndandara

Penelitian ini mengkaji pengaruh teknik bercerita terhadap kemampuan berbicara siswa SMPN 10 Kupang, khususnya pada delapan kelas. Penelitian ini dimulai dengan latar belakang yang menyoroti pentingnya kemahiran bahasa Inggris, terutama kemampuan berbicara, untuk komunikasi yang efektif dan kesuksesan akademik. Penelitian ini merumuskan masalah utama terkait efektivitas teknik bercerita dalam meningkatkan kemampuan berbicara siswa. Menggunakan desain eksperimental kuantitatif, penelitian ini memanfaatkan pre-test dan post-test untuk mengukur kemampuan berbicara siswa sebelum dan setelah penerapan teknik bercerita. Hasil menunjukkan peningkatan signifikan dalam skor berbicara siswa, dengan rata-rata skor naik dari 37,5 (cukup) menjadi 60 (baik). Standar deviasi pre-test 3,75 dan post-test 1,47 dengan derajat kebebasan kedua kelompok 11,42. Hal ini menunjukkan bahwa storytelling tidak hanya meningkatkan kosakata dan kelancaran berbicara, tetapi juga meningkatkan kepercayaan diri siswa dalam berbicara. Temuan ini menyoroti potensi storytelling sebagai alat pedagogis yang menarik, mendorong pendidik untuk mengintegrasikannya ke dalam praktik pengajaran mereka guna menciptakan lingkungan belajar yang lebih dinamis. Penelitian lebih lanjut disarankan untuk mengeksplorasi aplikasi yang lebih luas dari storytelling dalam pendidikan bahasa.

Kata Kunci: *Teknik Bercerita, Keterampilan Berbicara, Siswa Sekolah Menengah Pertama*

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