

**THESIS**

**THE INFLUENCE OF STORYTELLING ON INCREASING STUDENTS'  
INTEREST IN LEARNING ENGLISH AT MTSN 7 MALANG**

**By:**

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**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF TARBIYAH AND TEACHER TRAINING  
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM  
MALANG**

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## APPROVAL SHEET

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MALANG**

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# LEGIMITATION SHEET

## LEGIMITATION SHEET

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### APPROVAL

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Malang, 29 September 2024

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1. This thesis has never been submitted to other education institution for any other academic degree.
2. This thesis is the work of the author and has not been written in collaboration with other people, nor does it include, without due acknowledgement, the result of any person.
3. If it be found that this thesis is product of plagiarism, I am willing to accept any legal punishment that may be imposed on me.

Malang, 29 September 2024

The Author,



Khoiru Nisa'il Maqbudhah  
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**MOTTO**

“Long story short, I survived”

- **Taylor Swift** -

## **THESIS DEDICATION**

All praise and gratitude to Allah SWT for His abundant goodness, mercy, and blessings. May blessings and peace be upon our role model, the Prophet Muhammad SAW. May we all receive his intercession in the hereafter. With heartfelt thanks, I express my gratitude to:

1. My first love and role model, Mr. Mokhammad Ma'sum. Although he did not have the opportunity to experience education up to the university level, he was able to educate, pray for, encourage, and motivate me, allowing me to complete my education up to the bachelor's degree.
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Shalawat Blessings and peace be upon our great Prophet Muhammad SAW, who continuously guides his followers from the era of ignorance to the path of truth, which is the religion of Islam, making him a role model for all of humanity.

This thesis is written to fulfill the final requirement for obtaining a Bachelor of Education degree (S.Pd) in the English Language Education program at the Faculty of Tarbiyah and Teacher Training, Maulana Malik Ibrahim State Islamic University Malang. Additionally, this thesis aims to develop knowledge and insight into the importance of using theory as a teaching method for both the writer and the readers.

The writer acknowledges that this thesis is far from perfect and would not have been completed without the support and guidance of various parties. Therefore, the writer would like to express gratitude to the following individuals and groups:

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2. Prof. Dr. H. Nur Ali, M.Pd., as the Dean of Tarbiyah and Teacher Training Faculty.
3. Prof. Dr. H. Langgeng Budianto, M.Pd., as the Chairman of the Department of English Education

4. Maslihatul Bisriyah. M. TESOL, as the secretary of the Department of English Education.
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## LATIN ARABIC TRANSLITERATION GUIDE

The writing of Arabic-Latin translation in this thesis uses translation guidelines based on adjoint decision of the Minister of Religion of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia number 158 of 1987 and number 0543b/U/1987 which can be described, as follows:

### A. Words

ا	= a	ز	= z	ق	= q
ب	= b	س	= s	ك	= k
ت	= t	ش	= sy	ل	= l
ث	= ts	ص	= sh	م	= m
ج	= j	ض	= dl	ن	= n
ح	= <u>h</u>	ط	= th	ه	= w
خ	= kh	ظ	= zh	و	= h
د	= d	ع	= ‘	ء	= ’
ذ	= dz	غ	= gh	ي	= y
ر	= r	ف	= f		

### B. Long Vocal

Long vocal (a)	= â
Long vocal (i)	= î
Long vocal (u)	= û

### C. Diphthong Vocal

أو	= aw
أي	= ay
أو	= û
إي	= î

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## ABSTRAK

Maqbudhah, Khoiru Nisa'il 2024. *Pengaruh Storytelling Terhadap Peningkatan Minat Belajar Bahasa Inggris Siswa Di MtsN 7 Malang*. Skripsi, Jurusan Pendidikan Bahasa Inggris. Fakultas Tarbiyah dan Ilmu Keguruan. Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Prof. Dr. H. Langgeng Budiarto, M.Pd.

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**Kata Kunci :** Storytelling, Minat Belajar, Bahasa Inggris.

Pembelajaran bahasa Inggris menurut sebagian orang sangat membosankan karena menggunakan metode pembelajaran yang monoton. Selain metode pembelajaran yang monoton, pelajaran Bahasa Inggris dianggap membosankan karena harus menghafal dan memahami rumus-rumus tata bahasa dan sulitnya pengucapan setiap kata dalam membaca karena perbedaan artikulasi antara bacaan dan cara pengucapannya. Sehingga membuat banyak siswa tidak memiliki perhatian dalam mata pelajaran ini, dan hal ini justru akan membuat minat siswa dalam belajar menjadi menurun. Dengan demikian, untuk meningkatkan minat belajar siswa, akan dilakukan penelitian yang menerapkan metode pembelajaran story telling. Penelitian ini bertujuan untuk mengidentifikasi pengaruh metode story telling terhadap peningkatan minat belajar siswa dalam mata pelajaran bahasa Inggris di MTsN 07 Malang.

Penelitian ini merupakan jenis penelitian kuantitatif dengan desain eksperimen. Dalam penelitian ini, digunakan desain eksperimen pre-eksperimen berupa one-group pretest-posttest design (satu kelompok pretes-postes). Pretes dan postes di sini berupa kuesioner, dengan 24 peserta didik kelas VIII sebagai sampel penelitian.

Hasil penelitian menunjukkan bahwa minat belajar peserta didik sebelum menerapkan metode story telling memiliki nilai rata-rata sebesar 40,79, yang menunjukkan kategori rendah. Setelah penerapan metode story telling, nilai rata-rata peserta didik meningkat menjadi 66,17. Hal ini mengindikasikan adanya peningkatan minat belajar Bahasa Inggris setelah menggunakan metode tersebut. Hasil uji t menunjukkan bahwa nilai signifikansi untuk data pretest dan posttest minat belajar peserta didik di kelas VIII H MTsN 07 Malang adalah  $60,726 > 2,0686$ . Oleh karena itu,  $H_0$  ditolak dan  $H_a$  diterima.

## المخلص

مقبوضة، خوירו نسانيل 2024. أثر السرد القصصي في زيادة اهتمام الطلاب بتعلم اللغة الإنجليزية في مالانج. أطروحة، قسم تعليم اللغة الإنجليزية. كلية التربية وتدريب المعلمين. الجامعة الإسلامية 7 MTSN الحكومية مولانا مالك بن إبراهيم مالانج. المشرف: الأستاذ الدكتور ه. د. لانغينج بوديانتو، ماجستير

الكلمات المفتاحية سرد القصص، الاهتمام بالتعلم، اللغة الإنجليزية

يعتبر تعلم اللغة الإنجليزية في نظر البعض مملاً للغاية لأنه يستخدم أساليب تعلم رتيبة. وبالإضافة إلى أساليب التعلم الرتيبة، تعتبر دروس اللغة الإنجليزية مملة لأن عليهم حفظ وفهم صيغ القواعد النحوية وصعوبة نطق كل كلمة في القراءة بسبب الاختلاف في النطق بين القراءة والنطق بحيث يجعل الكثير من الطلاب لا يهتمون بهذه المادة، وهذا سيجعل اهتمام الطلاب بالتعلم يقل بالفعل. وبالتالي، ولزيادة اهتمام الطلاب بالتعلم، سيتم إجراء دراسة تطبيق أسلوب التعلم عن طريق سرد القصة. تهدف هذه الدراسة إلى تحديد تأثير أسلوب سرد مالانج 07 MTsN القصص على زيادة اهتمام الطلاب بتعلم مادة اللغة الإنجليزية في مدرسة

هذا البحث هو نوع من البحوث الكمية ذات التصميم التجريبي. في هذه الدراسة، تم استخدام تصميم تجريبي ما قبل التجريب في شكل تصميم ما قبل الاختبار والاختبار البعدي لمجموعة واحدة. وكان الاختبار القبلي والاختبار البعدي هنا على شكل استبيان، حيث تم استخدام 24 طالباً في الصف الثامن كعينة للبحث

أظهرت النتائج أن اهتمام المتعلمين بالتعلم قبل تطبيق أسلوب سرد القصة كان متوسط قيمته 40.79، وهو ما أظهر فئة منخفضة بعد تطبيق طريقة سرد القصة، ارتفع متوسط درجات المتعلمين إلى 66.17. وهذا يشير إلى زيادة الاهتمام بتعلم اللغة الإنجليزية بعد استخدام الطريقة. تُظهر نتيجة اختبار ت أن قيمة الدلالة لبيانات الاختبار القبلي والبعدي لاهتمام المتعلمين بتعلم اللغة الإنجليزية في الصف الثامن ح ح 07 مالانج هي 60.726 > 2.0686. لذلك، تم رفض (هو وقبول) هو

## ABSTRACT

Maqbudhah, Khoiru Nisa'il (2024). The Influence of Storytelling on the Improvement of Students' Interest in Learning English at MTsN 7 Malang. Thesis, Department of English Education. Faculty of Tarbiyah and Teacher Training. Maulana Malik Ibrahim State Islamic University of Malang. Supervisor: Prof. Dr. H. Langgeng Budianto, M.Pd.

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Keywords: Storytelling, Learning Interest, English Language.

According to some people, learning English can be very boring due to the monotonous teaching methods used. In addition to the monotonous teaching methods, English lessons are considered dull because students must memorize and understand grammar rules, as well as the difficulty of pronouncing each word due to differences in articulation between written text and pronunciation. This causes many students to lack interest in this subject, which ultimately leads to a decrease in their motivation to learn. Therefore, to enhance students' learning interest, this study will implement the storytelling teaching method. This research aims to identify the effect of the storytelling method on improving students' interest in learning English at MTsN 07 Malang.

This study is a type of quantitative research with an experimental design. In this research, a pre-experimental design is used in the form of a one-group pretest-posttest design. The pretest and posttest consist of questionnaires, with 24 eighth-grade students as the research sample.

The results of the study indicate that the students' interest in learning before applying the storytelling method had an average score of 40.79, which falls into the low category. After implementing the storytelling method, the students' average score increased to 66.17. This suggests an improvement in interest in learning English after using this method. The t-test results show that the significance value for the pretest and posttest data on the students' interest in learning in class VIII H at MTsN 07 Malang is  $60.726 > 2.0686$ . Therefore, the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted.

## **CHAPTER I**

### **INTRODUCTION**

In this chapter, the researcher wants to explain about the introduction; background study, research question, research objective , the significance of study, the scope and the limitations of study, and the definition of key terms.

#### **1.1 Background of the study**

The importance of education is increasingly emphasized in the current era of globalization. Because education is considered a fundamental need for society, every individual must have access to and participate in education to ensure optimal development. This is important because, currently, people are required to have high quality and be able to compete in various aspects of life. Therefore, human resources of superior quality are needed, namely those who can compete and have expertise in various fields of life.

Change in society basically depends on education. Therefore, educational institutions have a central role in creating advanced development for individuals and society as a whole. Thus, educational institutions have an important role in ensuring human growth and survival because education is a process in which individuals receive assistance to develop their abilities, interests, and talents.

In Indonesia, English lessons are compulsory, as evident from their incorporation into the education curriculum from elementary to tertiary levels. Therefore, English is highly sought after by the Indonesian populace

and stands as the primary foreign language studied compared to others. Within the Indonesian education curriculum, there are four essential skills to be mastered in the teaching and learning process of English: listening, speaking, reading, and writing.

English learning according to some people is very boring because it uses monotonous learning methods. In addition to monotonous learning methods, English lessons are considered boring because they have to memorize and understand grammar formulas and the difficulty of pronouncing each word in reading because of the difference in articulation between reading and pronunciation. So that it makes many students not have attention in this subject, and this will actually make students' interest in learning decrease.

Based on the explanation above, we can conclude that education is very important, as Allah SWT. said in Q.S. Al-Mujadilah (58:11) as follows:

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ اللَّهُ  
لَكُمْ وَإِذَا قِيلَ انشُرُوا فَانشُرُوا يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا  
الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ ﴿١١﴾

Meaning :O you who have believed, when you are told, “Space yourselves” in assemblies, then make space; Allah will make space for you. And when you are told, “Arise,” then arise; Allah will raise those who have believed among you and those who were given knowledge, by degrees. And Allah is Acquainted with what you do.

The verse above contains a lesson on the importance of education for humanity. Allah SWT acknowledges and elevates the status of those who possess knowledge. Therefore, governments and teachers have made various efforts to achieve the true goals of education. Education and the teaching-learning process itself are complex matters. There are various factors influencing education, and these factors interact with each other. One key factor is the role of teachers.

Teachers play a crucial role in the learning process. Successful learning happens when a teacher is able to effectively design and structure lessons, utilize appropriate media, and implement suitable methods to convey the material clearly. Choosing the right learning methods that align with the content can positively impact the learning experience and boost student engagement. Additionally, the competence of educators in managing education, particularly their skills in overseeing the learning process, is essential. Consequently, teachers should be proficient in a variety of teaching methods to ensure that the learning process remains engaging and dynamic.

The learning process is an educational interaction between educators and students, where there is a transfer of values and optimal, dialectical, and effective use of teaching resources to achieve learning objectives. This educational interaction occurs within the learning activities involving teachers and students. The process utilizes learning resources and teaching methods to the fullest extent, with the goal of ensuring that the use of methods and resources functions optimally.

Determining the appropriate learning method in explaining the material during the learning process can help realize learning objectives. The use of appropriate and diverse methods will make students' interest in receiving learning increase, whereas if learning uses monotonous methods and does not have variations, it will create saturating learning activities for students. In the learning process, interest is also very much needed, because someone who is not interested in learning is unlikely to be able to accept learning well.

Before commencing the research, the researcher conducted preliminary observations. From these observations, the researcher immediately noticed that during the English language learning process, many students were paying insufficient attention to the material taught by the teacher. Some were even seen engaging in other activities. In addition to observing the learning process, the researcher also conversed with the English language teacher regarding the students' learning interests. The findings revealed that some students tended to lack interest, with some even expressing dislike for the subject. The teacher also disclosed that they utilized teaching methods such as note-taking, dictation, and reading. From these findings, the researcher concluded that the students' interest in learning English at Mts. 7 Malang was very low. Therefore, it is essential for a teacher to choose appropriate teaching methods to enhance the students' interest in learning.

Interest in learning plays a significant role in shaping students' educational achievements. It is believed that a strong interest in learning has numerous beneficial effects on both the learning process and its outcomes.

When students exhibit a high level of interest, they are more likely to pay close attention and be prepared for learning activities, thereby increasing the likelihood of success in their educational endeavors (Wati & Afifah, 2023). In reality, every student possesses an inherent interest in learning; however, they may need to exert additional effort to stimulate this interest within themselves. The level of interest in learning significantly impacts the outcomes of education. When the material being taught does not align with students' interests, their learning may not reach its full potential (Kamid et al., 2021).

Interest is fundamental in education, serving as a motivating factor that channels focus towards people, objects, or activities. Students' learning interests and the learning process itself influence the subjects taught. The success of a learning process hinges on the effective utilization of methods. Storytelling presents itself as one alternative method that can be implemented (Pricilia & Rahmansyah, n.d.). Storytelling is the skill of orally sharing stories that encompass mythology and legends, fables, folk tales, fairy tales, family stories, and original tales within the oral tradition (Bailey, 2005). Furthermore Leung (2004, p. 24) says that storytelling encompasses arranging information into a coherent framework, expressing feelings, and fostering community. It entails the ability to verbally share diverse narratives, including mythology, legends, fables, folktales, fairy tales, family anecdotes, and original stories, within the oral tradition.

In storytelling activities, the storytelling process becomes highly important because it is through this process that values and messages can be conveyed to students. When storytelling is carried out, it becomes the narrator's responsibility to perform as effectively as possible because this process serves as an experience for students to develop an interest in learning and to carefully comprehend the messages conveyed in the story. Increasing students' interest in learning is not as easy as flipping one's hand over because it involves several factors that significantly influence it. Both internal and external factors greatly affect an individual's interests.

Internal factors are those that arise from within the individual, encompassing both physical and mental conditions. Physical conditions include optimal health and the absence of fatigue, while mental conditions include the attention, interest, talent, motivation, and intelligence of the students. On the other hand, external factors are those that influence the individual from the outside. These include the family environment, school, and community, as well as educational facilities and infrastructure, supported by the applied learning models. Therefore, educators or teachers must be able to understand the situation of students. Therefore, there is a learning method that can be applied, namely story telling. This method can be used in learning and teaching materials for reading, writing, listening, and speaking.

In this learning method, students are expected to be able to write and retell an event that occurs according to the reading results they have obtained and a list of keywords obtained from their friends' reading results. After that,

students will be asked to give their opinions according to what they find, and a discussion is held between students and students or students and teachers. The story-telling method cooperative learning model is expected to be able to increase students' interest in learning in the classroom during the learning process so that students will get good learning outcomes.

The thesis "The Application of Storytelling Method to Improve Students' Interest in Learning Islamic Cultural History" found that using the storytelling method to gauge students' learning interest increased their interest. However, the researcher revealed that students' interest in learning English was also very low. From this issue, a research gap emerged that could be utilized by researchers to conduct further studies, even though the subject matter being investigated is different.

The researcher became interested in conducting this study because, during field observations, it was found that:

1. Many students refuse to enter the classroom during English lessons.
2. Many students talk to their friends, and some even sleep in class during English lessons.
3. During question-and-answer sessions, many students are unable to answer because they do not understand the material and feel very bored during English lessons.

Based on various explanations that have been previously provided, the author feels interested in conducting research on "The Influence of

Storytelling on Increasing Students' Interest in Learning English at MTSN 7 Malang."

## **1.2 Research Question**

In accordance with the background that has been explained, the following is the formulation of the problem examined in this research, including:

1. What is the student's interest in learning English before applying the storytelling method to learning English in class VIII MTSN 07 Malang?
2. What is the student's interest in learning English after applying the storytelling method to learning English in class VIII MTSN 07 Malang?
3. Is there an influence of the storytelling method on increasing students' interest in learning English subjects in class VIII MTSN 07 Malang?

## **1.3 Research Objective**

1. To find out the influence before implementing the story-telling method in English subjects in class VIII MTSN 07 Malang.
2. To find out the influence after implementing the story-telling method in English subjects in class VIII MTSN 07 Malang.
3. Identifying the influence of the storytelling method in increasing the interest in learning English of students in class VIII H at MTsN 07 Malang.

#### **1.4 Scope and Limitation of the Study**

Based on the aims and objectives of the research mentioned previously, to avoid extensive discussion and the research becoming unfocused, the researcher limited the problems in this research. The following are the limitations of the problem and scope of this research, namely:

1. This research targeted 8th grade students at MTsN 7 Malang.
2. Focus only on the influence of storytelling in the student learning process at MTsN 7 Malang.
3. Researchers limited the problem to students' learning interests in learning English for class VIII MTsN 07 Malang.

#### **1.5 Significance of the study**

The significance of this research encompasses several key aspects: first, investigating how effective storytelling is in increasing students' interest in learning English; second, providing a new perspective on the application of storytelling for the development of English language skills among students at MTsN 07 Malang; and third, offering solutions for teachers to improve the English learning process in the classroom.

In this case, 'storytelling' has proven to be effective in developing students' interest in learning English subjects.

It is hoped that this research can provide useful information to make the teaching process more meaningful. It is also hoped that this research can become a reference for further research that discusses the influence of storytelling on increasing students' interest in learning.

## 1.6 The hypothesis

A hypothesis is an initial assumption that is provisional in nature regarding a research problem, whose truth has not yet been fully confirmed and requires empirical testing. The origin of the word "hypothesis" comes from "hypo," meaning "under" or "brought," and "thesis," meaning "truth." It is a preliminary response or estimation that serves as the basis for seeking accurate and concrete answers through field testing. This definition aligns with the perspective of Suharsimi Arikunto (Zuriah, 2006). who defines a hypothesis as an alternative presumed answer created by research to address the problems posed in the study.

A hypothesis is a temporary estimation that can be tested for its accuracy through data collection and field research. In this study, the hypothesis is not about differences or behaviors but about the relationship between variables. The proposed hypotheses are:

H0: There is no improvement in students' interest in learning after implementing the storytelling method in English language teaching at MTSN 7 Malang.

H1: There is an improvement in students' interest in learning after implementing the storytelling method in English language teaching at MTSN 7 Malang.

## **1.7 Definition of Key Terms**

There are various keywords in this study. keywords are defined here to minimize ambiguities in understanding this research.

### **1. Storytelling method**

The storytelling method refers to the techniques and approaches used to craft and convey a narrative. It encompasses elements such as plot structure, character development, setting, point of view, and thematic elements, all of which contribute to engaging and captivating storytelling.

### **2. Interest in learning**

Interest in learning refers to the intrinsic motivation or curiosity that drives individuals to engage with and explore new knowledge, skills, or subjects. When someone has an interest in learning, they are eager to discover, understand, and master new concepts or topics, often driven by personal curiosity, passion, or the desire for self-improvement.

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter is a literature review related to the theories underpinning this research. This review consists of previous study, theoretical review (constructivism theory and its relationship to the storytelling method, definition of storytelling, procedures of storytelling, advantages of storytelling, disadvantages of storytelling, benefit of storytelling, type of storytelling, type of storytelling, interest of story telling) , frame of thinking, the hypothesis.

#### **2.1 Previous Study**

In every research project, it is typically associated with a selected case or issue, and it is highly likely that the case has been researched before. Based on the evaluation conducted, there are several studies relevant to the topic the writer examines, as mentioned by the following researchers:

In 2018, Jamaria Binti Kassim from the Islamic Counseling Guidance Programme at the Faculty of Da'wah and Communication, Sunan Ampel State Islamic University of Surabaya, conducted a study titled "The Use of Storytelling Methods to Enhance Early Childhood Reading Interest at TK An-Nur Gang in." The aim of this research was to explore the outcomes of employing the storytelling method to boost the reading interest of early childhood students at TK An-Nur Gang Modin (Kassim, 2018). This study employed both quantitative and qualitative approaches with a mixed-methods design. The research findings and analysis demonstrated that the storytelling

method effectively enhances the reading interest of early childhood students at TK An-Nur Gang Modin.

The research relationship between the prospective researcher and that explored by Jamaria Binti Kassim shares a similarity in the first variable, which is the storytelling method. The difference lies in the second variable, which is reading interest, whereas the current prospective researcher focuses on learning interest. Apart from the variation in variables, there is also a disparity in the research type; the previous research utilized both qualitative and quantitative methods, while the prospective researcher intends to employ a quantitative approach.

Raudhah Farah Dilla's thesis, entitled "The Impact of Storytelling Method During Circle Time Activities on Enhancing Learning Motivation of Children at IT Cendekia Tungkop Aceh", investigates whether the utilization of Storytelling method has a significant influence on enhancing children's learning motivation at IT Cendekia Tungkop Aceh (Dilla, 2018). This thesis employs a quantitative experimental research design. According to the research findings and discussions, it is concluded that the Storytelling method does indeed have an impact on enhancing students' learning motivation. This finding is deemed successful and effective based on the research results.

The ongoing research demonstrates a connection with previous studies. While both focus on the first variable, namely storytelling method, the difference lies in the second variable, where the previous study addresses learning motivation while the current research examines learning interest.

The subsequent research is a study conducted by Salsabila, Astuti, Hafidah, Nurjanah, and Jumiatmoko (2021) entitled "The Influence of Storytelling on Enhancing Empathy Skills in Early Childhood". This study aims to determine whether the use of storytelling methods has a significant impact on increasing empathy levels in young children (Salsabila et al., 2021).

This thesis discusses whether storytelling has a significant effect on increasing empathy levels in young children. The research employs a literature review approach that outlines theories, findings, and other research materials obtained from references to serve as the basis for the study. Literature search methods were conducted through electronic databases such as Google Scholar and ScienceDirect, focusing on storytelling, empathy, and early childhood. Based on the literature analysis results from seven referenced articles, all articles indicate that there is an increase in empathy skills in young children after implementing storytelling methods.

The thesis written by Dessy Wardiah titled "The Role of Storytelling in Enhancing Writing Skills, Reading Interest, and Emotional Intelligence of Students" discusses the extent to which storytelling influences the development of students' writing skills, reading interest, and emotional intelligence (Wardiah, 2017). This research employs a qualitative descriptive method with data collection techniques including writing tests, questionnaires, observations, and interviews. Data analysis follows the qualitative approach of Miles and Huberman, involving data reduction, data presentation, and data verification/conclusion. The findings of this study

indicate that storytelling plays a significant role in improving students' writing skills, reading interest, and emotional intelligence.

Thus, it is concluded that there are no signs of plagiarism in the preparation of this thesis. The author refers to the previous thesis because there is a correlation and one similar variable with the title they are investigating. The author's research focus is on implementing the storytelling method to enhance students' interest in learning English at MTSN 7 Malang.

## **2.2 Theoretical review**

### **1. Constructivism Theory and its Relationship to the Story Telling Method**

The learning process encompasses various theories and their applications. In the context of this research, constructivist theory is a relevant approach. Different experts have varying perspectives on constructivism. According to John Dewey, constructivist theory focuses on the interests and experiences of learners. Dewey suggested that topics in the curriculum should be integrated thoroughly rather than being separate or unrelated.

According to Dewey, constructivist learning emphasizes active learning by directly engaging learners with their environment. In this way, students are encouraged to explore various events around them, which can enrich their learning experience (Jannah, n.d.).

According to Cahyo on constructivism: "Constructivism is a philosophy of knowledge that emphasizes that knowledge is our own creation as a result of cognitive construction through individual activities by creating the

necessary structures, categories, concepts, and schemas to build that knowledge."

Based on the perspectives of various experts, it can be concluded that constructivism is a learning theory focused on the formation of learners' knowledge through experience and new information. This theory encourages learners to actively participate in the learning process. In the context of this research, one of the methods to be tested is storytelling. It is hoped that by applying the storytelling method, students' interest can be stimulated, making them more active in the learning process and expanding their knowledge.

## **2. Definition of Storytelling**

Storytelling holds great appeal for students as it contains entertaining, captivating, and attention-grabbing tales. Many people enjoy storytelling because it can convey messages or advice in an easily understandable manner. Additionally, storytelling provides a unique experience for listeners by creating a relaxed atmosphere. In the context of storytelling, it can be considered as a part of both ancient and modern literary history. Human behavior in conveying their feelings and experiences through storytelling seems to be ingrained since birth.

Brewer, as quoted by Muallifah, states that "storytelling" involves expressing stories with clear intonation, crafting narratives that are memorable, engaging, have specific values, and serve particular purposes (Mualifah, 2013) Thus, it can be concluded that the "storytelling" method

employs engaging and captivating techniques in its delivery, aiming to develop students' interest and basic competencies.

### **3. Procedures of Storytelling**

According to Mauro Dujmovic ,et . there exist three methods within the storytelling technique:

- a. Choosing the narrative involves the storyteller picking a story considering factors like language complexity, suitability of content, educational goals, and chances for interaction.
- b. Narrating the story entails setting up the environment, priming the audience for listening, and having a clear roadmap of where the narrative is headed and how to deliver it effectively.
- c. Post-storytelling, the storyteller must assess and contemplate on the narrative to enhance its quality.

### **4. Advantages Storytelling**

The advantages of using the storytelling methods include its applicability in crowded classrooms, flexibility in teaching schedules, simplicity in classroom arrangement, and ease for teachers to control classroom situations. This aligns with Yudha's(Asfandiyar, 2007) viewpoint, stating that storytelling method can accommodate numerous students, utilize time efficiently, simplify classroom arrangements, and enable teachers to easily manage classrooms without significant costs.

## **5. Disadvantages Storytelling**

Disadvantages of using the storytelling method include that students have the potential to become less active, hampering their creativity and ability to express opinions, capture and understand stories. Gaps in students' absorption and understanding may arise, and the presenter must continue to arouse interest so that students do not quickly get bored.

## **6. Benefit of Storytelling**

According to Devi , there are several benefits of using the storytelling method. These include stimulating critical thinking, providing enjoyment and pleasure, offering new experiences, developing students' speaking abilities, fostering students' visualization skills, learning about traits and characters, drawing inspiration from various personalities, and enhancing analytical skills (Devi, 2011).

## **7. Type of Storytelling**

Storytelling, an age-old craft, has long served as a means to delve deeper into the fabric of our reality. In bygone eras, civilizations would actively seek out storytellers, visual masterpieces, and written narratives to immerse themselves in accounts of struggle and triumph. Recognizing the diverse forms of storytelling (Class, 2021):

- a. Oral storytelling: Spoken word storytelling is one of the earliest types of storytelling. Generation after generation would carry on these oral customs. Any kind of narrative might be told using this style of storytelling.

Conversely, oral storytelling allows actual individuals to share tales from their personal experiences. The art of oral storytelling may now reach millions of people because of the development of new technologies like podcasts and radio.

- b. Visual storytelling: conveying a compelling tale may be done easily with the use of visual media. On the walls of ancient caves, murals of animals, human-like characters, and true stories centered on survival were painted. With the advancement of society came the emergence of storytelling. They conveyed information and narrated a sophisticated, captivating tale using pictographic symbols that stood in for both text and sounds. The contemporary media of cinema and television have contributed to the further evolution of this art form by providing a sophisticated and potent means for a skilled storyteller to craft an engaging narrative.
- c. Written narrative: Stories have been recorded for as long as there have been written words. Oral and visual storytelling techniques were recorded in written short tales and epics when cultures created alphabets. The printing press's development ushered in an age of mass communication during which a variety of narrative formats, including novels, newspapers, and fairy tales, were read by people all over the world.
- d. Digital storytelling: With the help of technology, which is a potent instrument, storytelling has changed significantly. Great storytellers now have a larger platform than ever because of the growth of radio, television, and film, which has also sparked the emergence of fresh and creative

storytelling approaches. With only the press of a button, we can access an apparently limitless library of captivating tales from across human history, thanks to the internet. Specifically, the emergence of social media and blogging, which are both technically forms of written storytelling, has changed the nature of the stories we encounter on a regular basis. Every day, millions of people share their own unique narratives from their points of view on Facebook, Instagram, and Twitter. Using social media, Each of us is a storyteller, and we are all working to understand our own origin narrative, one post at a time.

## **8. Interest in Learning**

### **a. Definition of Learning Interest**

A student's interest in a subject is referred to as their interest in learning (Harefa, 2023). There are three types of students: those who are highly motivated to learn have a higher chance of understanding the material; those who are moderately motivated have a fair chance of understanding the material; and those who are lowly motivated may learn more slowly. One may become less interested in an activity if the conditions that spark interest in it are low.

According to Slameto, "interest is a constant tendency to pay attention to and remember certain activities,"<sup>b</sup> . A person will pay close attention to something, remain interested in it throughout time, and exhibit delight when they are interested in it. In the end, contentment results from this delight.

When pupils constantly focus on something, they demonstrate this attentional propensity, which encourages them to be more conscientious learners.

In Harefa and Laia's (2021) article, Slameto asserts that "interest plays a significant role in learning because if the subject matter studied does not align with the students' interests, they will not learn it to the best of their abilities, as there is no attraction for them." This means that students will become disinterested in the material and become lazy learners. Students learn more easily when they are interested in the material, which enhances learning results (Sarumaha & Harefa, 2023).

According to Esa and Wahyuni, interest is a component of an individual's psychological aspects that reflects their attitude towards various phenomena. This includes feelings of pleasure, inclinations, and a person's awareness of something, as well as curiosity, participation, and involvement. Interest signifies a strong inclination and enthusiasm or a significant desire for something.

Based on this definition of interest, it can be concluded that interest is an aspect of an individual's psychology that reflects their responses to various phenomena, including feelings of pleasure, attraction, attention, curiosity, and awareness of something related to themselves. After concluding the definition of interest, the author seeks to understand learning. According to Sugihartono(2007), "learning is a process of behavioral change resulting from an individual's interaction with their environment in meeting their life needs."

According to Baharudin, "learning is an activity carried out by an individual to achieve changes within themselves through training or experiences." Meanwhile, Daryanto (2009) states that "learning is a process of effort made by an individual to acquire a new overall behavioral change as a result of their own experiences in interaction with their environment." Based on these definitions of learning, it is understood that learning is a process of personality or habit change that involves observing, reading, teaching, listening, and following instructions. From the two definitions outlined, it can be concluded that the interest in learning represents psychological aspects of an individual that reflect responses such as feelings of pleasure, attraction, attention, curiosity, and awareness related to the process of changing personality or habits in observing, reading, teaching, listening, and following instructions.

It is clear that interest significantly supports the achievement of learning objectives; therefore, a lesson can proceed only if there is interest. Students who are lazy, do not study, or fail often do so because they lack interest. As educators, it is essential to stimulate interest before or during the teaching and learning process to motivate students to learn.

b. Aspect of Interest

Pintrich and Schunk state that there are several aspects of interest, including:

1. **General attitude toward the activity:** This refers to an individual's overall feelings of liking or disliking the activity.
2. **Specific preference for or liking the activity:** individuals can express their preferences by showing a fondness for certain activities.
3. **Enjoyment of the activity:** This aspect involves the individual's enjoyment of everything related to the activity.
4. **Personal importance or significance of the activity to the individual:** Individuals feel that the activity they are engaged in is meaningful.
5. **Intrinsic interest in the content of the activity:** There is a sense of pleasure derived from the activity itself.
6. **Participation in the activity:** Individuals will choose to participate in an activity because they enjoy it.

c. Factors that Influence Interest

The factors that influence students' interest in learning consist of two components, namely:

1. Internal Factors

a) Needs

An individual's interest is a direct indication that they have certain needs. Needs are deficiencies that a person experiences regarding something and require immediate fulfillment to achieve balance. Therefore, a need is something that an individual feels is lacking and must be satisfied to create equilibrium.

b) Desires and Aspirations

Typically, desires and aspirations can generate a deep interest in children, motivating them to do whatever it takes to realize those goals. Atkinson, as explained by Arman Hakim M, states that "one important factor that drives an individual to learn is the desire to meet the need for success and to avoid failure."

c) Talent

Talent refers to the strengths that a child possesses. When these strengths are present, they can enhance interest. If a child has a talent for a particular skill, they are likely to

engage with and pay attention to it, fostering ongoing interest and active participation.

## 2. External Factors

### a) Culture

Sometimes the desires or undesired behaviors of students stem from cultural pressures. An egocentric attitude may indicate that interest reflects a child's efforts to succeed in a particular endeavor.

### b) Experience

A child's past experiences can shape their interests. For example, a child who has had the opportunity to read may develop a greater interest in reading, while someone without such opportunities may miss out on developing their potential.

### c) Family

The first place where individuals learn about the world is within their family. Families are the initial support system that shapes a person's development and encourages them to pursue their interests.

### d) School

In school, students are provided with knowledge and positive role models. This exposure can lead to beneficial changes in cognitive, affective, and psychomotor domains.

Thus, if the teaching in schools is effective, the growth and development of children will also be positive. Certainly, educators, peers, school assignments, and resources, as well as the rules in place, challenge students to adapt. A child's interactions within their school environment can shape their character and personal development.(Ramayulis, 2005)

e) Community

Education is an institution within society used to transmit the values present in that society. It is essential that education be viewed as a means of preparing students to understand life and their experiences. This involves learning bits of knowledge and skills, as the primary focus of education should not solely be on intellectual aspects but also on developing interests and understanding of the social and cultural environment.

Consequently, the traditions present in society can influence a child's emotional and psychological development. Positive traditions can have a beneficial impact, while negative cultural practices can lead to adverse effects.

### **2.3 Frame of Thinking**

The teaching method plays a crucial role in the educational process; hence, this research aims to examine the effectiveness of applying the story-telling method in enhancing students' interest in learning English at MTSN 7 Malang. In the context of education, the interaction between teachers and students through teaching methods is important to facilitate constructive feedback. One proposed approach is the story-telling method, known as the art of storytelling, which is capable of stimulating learning interest without imposing knowledge on students. Additionally, story-telling has universal appeal across various age groups, from children to adults. It is hoped that the use of this method will increase students' learning interest. Teachers will facilitate learning by explaining the material using the story-telling method, with the hope of stimulating students' learning interest.

The storytelling method developed in the learning process enables students to feel more confident speaking in front of the class. This method helps students master the concept of storytelling. Storytelling (recounting) is an activity where students are trained to recall the lesson material, which can enhance their knowledge and understanding. As a result, students will become clearer and better at receiving and discovering the material presented by the teacher, thereby improving their speaking skills.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter presents the research techniques applied in this study covering research design, research subjects, research instruments, data collection process, and data analysis process.

#### **3.1 Research Design**

Every research project certainly has issues that need to be addressed, and to achieve its objectives, the type and design of the research must be determined. In order to achieve the goal of this research, the researcher utilizes a quantitative approach and employs a pre-experimental research design. The quantitative approach is a research procedure that has systematic, planned, and clearly structured specifications from the outset.

Quantitative research is a type of research that provides an explanation or explanation of knowledge involving numerical data as a tool for obtaining information about the desired problem. Quantitative research is one of many research designs, and in this case, a pre-experimental research design will be used. Sugiyono states that quantitative research is a type of study that provides explanations or descriptions of knowledge involving numerical data as a way to obtain information about a specific topic. In addition to the type of research, the pre-experimental research design is also used (sugiyono, 2021).

This research employs a one-group pre-experimental design, utilizing pre-test and post-test experiments to obtain more accurate treatment results for comparing conditions before and after treatment. Below is the pre-test and post-test experimental design (Noor, 2017).

$$E = O1 X O2$$

Meaning :

E : Experimental Group

O1 : Pre-test Value (Before Treatment)

X : Treatment

O2 :Post-test Value (After Treatment)

### **3.2 Place and Time of the Research**

In the research process, the researcher directly visits the location to be studied with permission from the school principal and relevant parties. Subsequently, the researcher plans the implementation of the research method, including the research location located at MTSN 7 Malang, and sets the research period to be around two months after obtaining permission and the post-proposal seminar.

### 3.3 Population and Sample

#### 1. Population

The population refers to a group of individuals, entities, or geographical areas selected by researchers for study. This population includes all elements relevant to the research area as determined by the researcher. Included in this population are not only humans or living beings but also inanimate objects, animals, plants, phenomena, test scores, or events with specific characteristics that are to be studied. For example, in this context, the population consists of students studying English in classes VIII A, VIII B, VIII C, VIII D, VIII E, VIII F, VIII G and VIII Hat MTsN 7 Malang.

**Table 3. 1 Population of the research**

No	Class
1	VIII A
2	VIII B
3	VIII C
4	VIII D
5	VIII E
6	VIII F
7	VIII G
8	VIII H
TOTAL	8

## 2. Sample

Samples are a portion of a number of individuals selected to be the subjects of a study. The use of samples is necessary when the population to be studied is very large. One requirement in experimental research is the use of sampling techniques that employ probability sampling. Therefore, researchers select samples by applying probability sampling techniques, using a method of sampling randomly from groups. Out of the 8 existing classes, one, namely class VIII H, is randomly selected to be the research sample.

**Table 3. 2 Sample of the research**

No	Class	Number of Student
1	VIII H	24
Total		24

### 3.4 .Research Variables

There are two variables in this research:

- a. Independent variable the stimulus that causes a change in a variable is called the independent variable. The variable in this study is the storytelling variable (X) at MTsN 7 Malang.
- b. Dependent variable the variable that is the consequence of the presence of an output variable is called the dependent variable. The dependent variable in this study is the learning interest (Y) at MTsN 7 Malang.

### 3.5 .Research Instruments

The researcher utilizes tools to gather data in the form of interest tests (questionnaires) comprising questions or statements. Respondents are asked to select answers that align with their characteristics by marking the available options. The questions in the test are developed from theories relevant to the variables under investigation, as outlined in the following instrument design:

**Table 3. 3 Research Instrument**

<b>Variabel</b>	<b>Indicator</b>	<b>Number</b>
Interest	Students' feelings towards learning English.	1, 2
	Factors that influence students to like learning English.	3, 4, 5
	Students' feelings of enjoyment towards things related to learning English.	6, 7, 8
	The importance of learning English for students.	9, 10, 11, 12
	Students' attention to English lessons.	13, 14, 15, 16
	Student participation in English learning.	17, 18, 19, 20
Total		20

For each question, there are options to answer from strongly agree, agree, disagree, strongly disagree. Researchers used a Likert scale in this case.

**Table 3. 4 Likert scale score**

<b>Alternative Answer</b>	<b>Score</b>
Strongly Agree	4
Agree	3
Disagree	2
Strongly Disagree	1

### **3.6 Data Collection Technique**

The procedure for data collection in this study is as follows: First, the researcher conducts lessons as usual, without using the storytelling method, and then administers a pre-test in the form of a questionnaire (interest test), where students fill out the questionnaire based on their own experiences. Second, the researcher applies a treatment by using storytelling as the method of instruction in the learning process. In this learning method, students are expected to be able to write and retell an event that occurs according to the reading results they have obtained and a list of keywords obtained from their friends' reading results. After that, students will be asked to give their opinions according to what they find, and a discussion is held between students and students or students and teachers. The story-telling method

cooperative learning model is expected to be able to increase students' interest in learning in the classroom during the learning process so that students will get good learning outcomes. The final step involves administering a post-test in the form of a questionnaire (interest test), where students are expected to fill out the questionnaire based on their feelings and experiences after the treatment.

Data collection is a crucial stage that must be carried out by researchers because the gathered data will be used to address research problems or test formulated hypotheses. Here are some techniques and instruments used in research data collection:

a. Questionnaire

A questionnaire is a series of questions or statements used to gather responses or answers that support a research study. Questionnaires are essential tools for measurement and assessment in educational contexts by assigning tasks such as questions, statements, or instructions to respondents.

b. Pretest

A pretest consists of questions given to students before the start of a learning session. These questions are related to the material to be presented during that session and were provided at the beginning of the learning session. Pretests aim to assess students' level of knowledge before receiving the instructional material.

c. Posttest

A posttest consists of questions given by teachers after a lesson or material has been presented to students. The results of the posttest serve as the final evaluation after the instructional material in that session has been delivered. Providing a posttest aims to determine the extent of students' understanding of the taught material. Posttest scores are compared with pretest scores to determine whether there has been an improvement in students' understanding after receiving instruction. Thus, teachers can assess the extent of students' understanding of the material taught.

### 3.7 Data Analysis Technique

After providing an overview and report on the events that occurred at the research site, the data processor then draws conclusions. Pre-treatment (1) is known as a pretest, and post-treatment (2) is known as a posttest. It is measured according to the classification of learning interest, as shown in the following table:

**Table 3. 5 Classification of Interest in Learning English Subjects**

No	Category	Scale
1	Very High	81-100
2	High	61-80
3	High Enough	41-60
4	Low	21-40

5	Very Low	<20
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Next, the researchers analyze the pre-test and post-test scores to calculate the percentage of achievement, the mean pre-test and post-test scores, the standard deviation, and the T-test, which are calculated using the following formulas:

**Percentage of learning interest:**

$$\text{Value} = \frac{\text{acquisition score}}{\text{maximum score}} \times 100 \%$$

Next, it is analyzed using the formula, namely:

$$P = \frac{F}{N} \times 100 \%$$

Meaning:

P: Percentage

F: Frequency

N: Number of objects studied

**3.8 Inferential Analysis**

To test the formulated hypothesis, it must meet several analysis requirements, including:

1. Normality Test

The criteria for decision-making in this test are as follows:

- a. If the significance value is  $> 0.05$ , then the research data indicates a normal distribution.
- b. If the significance value is  $< 0.05$ , then the research data does not indicate a normal distribution.

## 2. Homogeneity Test

This test is conducted to determine whether the two sets of data are homogeneous, meaning the researcher compares their variances. Thus, the researcher will be dealing with groups that depart from the same conditions. The criteria for decision-making in this test are as follows:

- a. If the significance value is  $< 0.05$ , then the variances are not homogeneous.
- b. If the significance value is  $> 0.05$ , then the variances are homogeneous.

### 3.9 . Hypothesis test

The purpose of hypothesis testing is to determine whether the regression model's independent variables significantly influence the dependent variable individually. Thus, the following hypotheses are formulated:

Ho: There is no significant influence (P value  $< 0.05$ )

Ha: There is a significant influence (P value  $> 0.05$ )

Wherein Ha is accepted if the calculated T-count  $>$  the tabulated T-table and its probability value  $> 0.05$ . The output results are obtained using SPSS 15.0.

## CHAPTER IV

### RESULTS AND DISCUSSION

This section includes the results of the study and subsequent analysis. In this chapter, the data obtained from the research procedures are described, along with the findings of tests of normality, homogeneity, and independent t tests. Therefore, the researcher presents two things in this chapter, which are the research findings and discussion.

#### 1.1 Findings

##### 1. Respondent Characteristics

**Table 4. 1**  
**Gender of Respondents**

<b>Gender</b>	<b>Total</b>	<b>Description (%)</b>
Male	9	37.5%
Female	15	62.5%
Total	24	100.0%

*Source: SPSS Calculation Results*

Referring to Table 4.1, it can be stated that the study involved 24 students, with the highest percentage of respondents being female, comprising 15 students or 62.5%, and male, comprising 9 students or 37.5%. The difference in the number of male and female students does not pose an obstacle for the researcher to continue with the research process. Additionally, the researcher will not compare the treatment of the research

between genders. Essentially, every gender deserves access to education and should benefit from any improvements made. The aim of this research is to introduce the storytelling learning method to enhance students' interest in learning English.

## **2. Students Interest in Learning Before the Application of Story Telling**

### **Method in English Learning**

The pretest was conducted to assess the initial interest of students in learning English before applying the storytelling method. The pretest subjects consisted of 24 students from grade VIII, and it included 20 questions. At this stage, the students had not been influenced by the storytelling method, meaning they completed the pretest based on their previous experience with conventional teaching methods from their teacher. The results of the pretest will later be compared with the posttest results after the implementation of storytelling. The following will present the results of the pretest on the learning interests of grade VIII students.

**Table 4. 2 Pretest Results of Learning Interest**

<b>No</b>	<b>Name</b>	<b>Pretest Results</b>
1	Adara Nisa Zaliha	45
2	Adelia Puspita N.	36
3	Adinda Putri Z.	41
4	A. Abdurrosyid R.	34
5	Aisyah Mu'minah	40
6	Aisyah Najwa Kamila Z.	40
7	Alfan Rizki	45
8	Alfiano Juriantoko	43
9	Alif Fatul Laila	41
10	Almira Danis	45

11	An Naisya Al Amira	33
12	Andara Gendhis P.	47
13	Bilqis Naila Salsabila	31
14	Davi Ramadani	31
15	Elviana Dwi R.	48
16	Hikmatul Fitria	40
17	Marta Wardiana	32
18	M. Sultan Ahnaf	49
19	M. Akbar Zakariya	43
20	M. Rio Ferdinan	32
21	Nayla Faza El Karima	49
22	Nurul Akmal	42
23	Rezky Putra H.	49
24	Umar Rafael N.	43

*Source: Pretest Questionnaire Tabulation*

Table 4.2 shows that there were 24 students who took the pretest, and all of them answered the pretest questions provided. The table details the names of the students who participated in the pretest along with the scores they achieved, which reflect their performance before the implementation of the storytelling method. The table also clearly indicates that the students' scores are relatively low, with the highest score being 49 out of 100. This evidence suggests the need for changes to enhance students' interest in learning English.

**Table 4. 3**  
**Frequency Distribution of Learning Interest Pretest**

<b>Category</b>	<b>Scale</b>	<b>Total</b>	<b>Description (%)</b>
Very High	81-100	0	0%
High	61-80	0	0%
High Enough	41-60	14	58.33%
Low	21-40	10	41.67%
Very Low	<20	0	0%
Total		24	100.00%

*Source: SPSS Calculation Results*

Referring to Table 4.3, it can be understood that the pretest scores of students in grade VIII categorized as low interest amounted to 10 students, or 41.67%, and those categorized as sufficiently high interest amounted to 14 students, or 58.33%. The table provides information on the number of students in each category, as the researcher established 4 assessment qualifications: very high, high, high Enough, low, and very low. Based on these four categories, 41.67% of students fall into the low category, and 58.33% of students fall into the sufficiently high category. This indicates that students' interest in learning English is still far from what is expected, demonstrating the need for methods to improve learning interest. To substantiate the pretest results, statistical calculations were performed, resulting in the following outcomes:

**Table 4. 4**  
**Statistics of Learning Interest Pretest Research Results**

Description	Score
Maximum	49
Minimum	31
Mean	40.79
Range	18
Std. Deviation	6.043

*Source: SPSS Calculation Results*

Based on Table 4.4, the descriptive statistics for the pretest are as follows: the maximum score is 49, the minimum score is 31, the mean is 40.79, the range is 18, and the standard deviation is 6.043. The table shows that among the 24 pretest scores of the students, the highest score is 49 and the lowest score is 31. The average pretest score of the students is 40.79, with a statistical range of 18 between the highest and lowest scores. Finally, the standard deviation of the pretest scores is 6.043.

### **3. Students' Interest in Learning After the Application of Story Telling Method in English Learning**

**Table 4. 5**  
**Posttest Results of Learning Interest**

No	Name	Posttest Result
1	Adara Nisa Zaliha	72
2	Adelia Puspita N.	67
3	Adinda Putri Z.	61
4	A. Abdurrosyid R.	65
5	Aisyah Mu'minah	72

6	Aisyah Najwa Kamila Z.	65
7	Alfan Rizki	70
8	Alfiano Juriantoko	66
9	Alif Fatul Laila	64
10	Almira Danis	70
11	An Naisya Al Amira	75
12	Andara Gendhis P.	62
13	Bilqis Naila Salsabila	66
14	Davi Ramadani	76
15	Elviana Dwi R.	62
16	Hikmatul Fitria	59
17	Marta Wardiana	70
18	M. Sultan Ahnaf	70
19	M. Akbar Zakariya	72
20	M. Rio Ferdinan	62
21	Nayla Faza El Karima	66
22	Nurul Akmal	61
23	Rezky Putra H.	56
24	Umar Rafael N.	59

*Source: Posttest Questionnaire Tabulation*

Based on Table 4.5, it shows that 24 students took the posttest, and all of them answered the posttest questions provided. After conducting research using the storytelling method in English language learning, a posttest was administered to assess student progress. The posttest used the same questions as the pretest to ensure that the results were accurately reflective of the interventions. According to the data in the table, there are 24 students, the same number as during the pretest. This indicates that from the pretest, through the implementation of storytelling, to the posttest, the researcher did not face technical difficulties. This will, of course, affect the tabulation results and statistical calculations.

The values in the table show that the scores students received were significantly different from their pretest scores. This suggests that the implementation of storytelling successfully increased student interest, though

data analysis is still needed to validate the research hypothesis. This step is crucial to ensure that the research findings are more accurate and that the test results can confirm the research hypothesis. According to the table, the highest score achieved by students was 76, while the lowest was 56. Further calculations are needed to determine the number of students who achieved the highest and lowest scores, providing a clearer picture of the results. The outcomes are as follows:

**Table 4. 6**  
**Frequency Distribution of Learning Interest Posttest**

<b>Category</b>	<b>Scale</b>	<b>Total</b>	<b>Description (%)</b>
Very High	81-100	0	0%
High	61-80	21	87.50%
High Enough	41-60	3	12.50%
Low	21-40	0	0%
Very Low	<20	0	0%
Total		24	100.00%

*Source: SPSS Calculation Results*

Referring to Table 4.6, it can be stated that the students' interest in learning English in Grade VIII is categorized as high, with 21 students or 87.50% in this category, and quite high, with 3 students or 12.50%. The table provides information on the number of students falling into the predefined

categories, as the researcher established 4 evaluation qualifications: very high, high, high enough, low, and very low. Based on these categories, 87.50% of the students are classified as high and only 12.50% as quite high. This indicates that the students' interest in learning English is generally in line with expectations. Although no students fall into the very high category, this is not the primary focus, as further actions are needed to achieve this category. Considering that the pretest scores were relatively low for many students, there has been a significant improvement, as shown by the frequency distribution table. For more clarity, statistical calculations are required, namely:

**Table 4. 7**  
**Statistics of Learning Interest Postest Research Results**

Description	Score
Maximum	76
Minimum	56
Mean	66.17
Range	20
Std. Deviation	5.338

*Source: SPSS Calculation Results*

Based on Table 4.7, the descriptive results of the post-test show a maximum score of 76, a minimum score of 56, an average of 65.17, a range of 20, and a standard deviation of 5.338. The table indicates that out of 24

post-test results from the students, the highest score is 76 and the lowest score is 56. The statistical range of the scores is 20, and the standard deviation of the students' pre-test scores is 5.338.

#### 4. Analysis Prerequisite Test

##### a. Normality Test

The purpose of this test is to determine whether, in a regression model, the dependent and independent variables, or both, exhibit a normal distribution. The results of the normality test using IBM SPSS Statistics for Windows show the following:

**Table 4. 8**  
**Normality Test Results**

<b>Category</b>	<b>Result</b>
Pretest	0.134
Posttest	0.200

*Source: SPSS Calculation Results*

Based on Table 4.8, the significance value (Asymp. Sig (2-Tailed)) for the pre-test is  $0.134 > 0,05$ , and for the post-test, it is  $0.200 > 0,05$ , it can be concluded that the data follows a normal distribution. Thus, the normality assumption has been met.

b. Homogeneity Test

The purpose of this test is to determine whether the data from the pre-test and post-test results exhibit equal variances or not. The variances are considered equal or homogeneous if the significance level is  $\geq 0.05$ . However, if the significance level is  $< 0.05$ , it indicates that the data do not have equal variances or are not homogeneous.

**Table 4. 9**  
**Homogeneity Test Results**

**Tests of Homogeneity of Variances**

		Levene Statistic	df1	df2	Sig.
Pretest Posttest	Based on Mean	.361	1	46	.551
	Based on Median	.333	1	46	.567
	Based on Median and with adjusted df	.333	1	44.898	.567
	Based on trimmed mean	.339	1	46	.563

*Source: SPSS Calculation Results*

Based on the results of the homogeneity test, the significance value is 0.551. Since this value is  $> 0.05$ , it indicates that the variances of the data are equal or homogeneous.

**5. The Effect of the Story Telling Method on Increasing Students'**

**Learning Interest in English Subjects**

Based on the prerequisite test analysis, it is known that the data obtained is normally distributed. To determine the effect or difference before and after the application of the story telling method, an independent sample T-Test was used. The alternative hypothesis ( $H_a$ ) formulated is that there is an increase

in students' interest in learning after the application of the story telling method in English subjects at MtsN 07 Malang, while the no hypothesis (Ho) reads that there is no increase in students' interest in learning after the application of the story telling method in English subjects at MtsN 07 Malang. The results of t-test data processing are compared with the t-table value at the 5% significance level. If the value of t count > t table, then H0 is rejected and accepts Ha.

**Table 4. 10**  
**Pretest and Posttest Score Calculation Results**

Category	Mean	Score Increase
Pretest	40.79	25.38
Posttest	66.17	

*Source: SPSS Calculation Results*

Based on Table 4.9, the mean pre-test score is 40.79 and the mean post-test score is 66.17. This descriptive statistic indicates a difference between the pre-test and post-test means, showing an increase of 25.38.

**Table 4. 11**  
**Results of the t-test**

Category	DF	t <sub>table</sub>	t <sub>count</sub>	Description
Postets	23	2.0686	60.726	t <sub>hitung</sub> > t <sub>tabel</sub> (Significant)

*Source: SPSS Calculation Results*

Based on table 4.11, the t count is 60.726. After being adjusted to the t table at a significance level of 5% and df 23, namely 2.0686, it shows that t count exceeds t table ( $60.726 > 2.0686$ ) so that  $H_0$  reads that there is no increase in student interest in learning after the application of the story telling method in English subjects at Mtsn 07 Malang was successfully rejected. Thus  $H_a$ , which reads there is an increase in students' interest in learning after the application of the story-telling method in English subjects at Mtsn 07 Malang, can be accepted.

## **1.2 Discussion**

An individual's desire to conduct research often stems from a specific problem, which is the case at MtsN 07 Malang. The issue at MtsN 07 Malang is that during the learning process, the teacher does not apply varied methods when delivering the material; instead, they often use conventional methods, merely assigning tasks to fill teaching time and dictating to the students. This has resulted in a low interest in learning English among the students. This situation led the researcher to believe that there is a need for an intervention at the school, using an appropriate teaching approach to be implemented.

The specific observation of students' interest in storytelling activities shows significant variation in terms of duration, patience, perseverance, as well as developmental aspects and frequency of engagement with storytelling. These differences are evident in the results of the pretest and post test. Generally, the implementation of storytelling during the pretest went well. However, during the process, some students appeared less active, less

enthusiastic, and more focused on their own activities. Nevertheless, after the post test was conducted in the following sessions, students seemed more enthusiastic and looked forward to the next activities of the day.

The research findings indicate that the average interest in learning English among students at MtsN 07 Malang before the implementation of the storytelling method was 40.79. After applying the pretest-post test design method, there are variables that need to be controlled. In this case, the independent variable is the storytelling learning model, while the dependent variable is the interest in learning English. During the classroom learning process, these controlled variables are crucial to ensure that their effects can be managed and analyzed thoroughly, allowing for a precise evaluation of the effectiveness of the storytelling model in enhancing students' interest in learning.

Classroom activities begin with the teacher greeting the students, praying together, and stating the learning objectives. Before diving into the main lesson, the researcher conducts an apperception by asking students questions to increase their interest in the English subject. During the pretest, the researcher uses a lecture method to stimulate students' initial interest in English. For the core lesson and posttest, the teacher presents the material briefly by providing examples such as stories, conducting a question-and-answer session, and explaining the guidelines of the storytelling method.

The researcher always guides students before implementing storytelling to ensure they are motivated and focused on the prepared material. During the

lesson, the class is conducted in a conducive and calm atmosphere that supports the English learning process. The use of the storytelling method helps students develop a sense of responsibility and independence during the lesson. It is hoped that students will show interest by actively participating in the learning process and achieving good results. The storytelling method also enhances students' thinking and imagination skills. The researcher encourages students to collaborate in order to understand the information well according to their respective parts. They learn to improve their communication skills with classmates, as well as to analyze and break down the elements of the story based on the material provided.

The researcher highly appreciates students who participate in the lesson in an orderly manner. During the learning process, question-and-answer sessions are conducted regularly, and each student is given the opportunity to answer questions. This aims to create an enjoyable learning atmosphere. Classroom activities during the posttest are concluded with a prayer and a summary from the teacher. It is hoped that the implementation of the storytelling method will increase students' interest in learning English, considering that the previously used lecture method might have been perceived as boring. Interest in learning is characterized by enthusiasm for participating in lessons, motivation, seriousness, and good learning outcomes. The storytelling method is expected to help students improve their interest in learning.

The storytelling method plays a crucial role in the development of students. By using this method, the classroom becomes more dynamic, with activities such as information exchange, meaning negotiation, or other authentic activities. In this learning approach, students are not only receivers of information but also providers, negotiators, and interactors. This allows them to understand not only the form of the language but also its context and usage. These findings are supported by research on the influence of storytelling on increasing students' interest in learning English at MtsN 07 Malang.

The research findings indicate that students' interest in learning English increased from 40.79 to 66.17 after implementing the storytelling method. The t-test results show a significance value of 60.726 for the comparison between the pretest and posttest scores using the storytelling method to assess students' interest. With the t-table value at a 5% significance level and 23 degrees of freedom (df) being 2.0686, the calculated t-value (60.726) is greater than the t-table value ( $60.726 > 2.0686$ ). This means that the null hypothesis ( $H_0$ ), which states that there is no increase in students' interest after the implementation of the storytelling method, is successfully rejected. Conversely, the alternative hypothesis ( $H_a$ ), which states that there is an increase in students' interest following the application of the storytelling method, is accepted.

These research findings are in line with a study conducted by Jamaria Binti Kassim from the Islamic Counseling Guidance Study Program at the

Faculty of Da'wah and Communication, UIN Sunan Ampel Surabaya, in 2018, titled "The Storytelling Method to Increase Reading Interest in Early Childhood at TK An-Nur Gang Modin." The study concluded that the storytelling method is effective in enhancing reading interest among early childhood children. Additionally, these findings are consistent with research by Raudhah Farah Dilla, titled "The Effect of the Storytelling Method in Circle Time Activities on Increasing Learning Motivation in PAUD IT Cendekia Tungkop Aceh." This study found that the storytelling method positively influences the increase in students' learning motivation. Based on the results of these previous studies and the current research, it can be concluded that the storytelling method is also effective in improving students' interest in learning English at MtsN 07 Malang.

During the implementation of the research, the researcher faced various obstacles, both technical and related to student activities. The main obstacle came from the students' activities. Only a few students actively responded to the questions posed by the teacher when encouraged to participate. When asked to retell the activities they had done, one student felt embarrassed to share. Additionally, many students did not pay attention to their peers' explanations; some were engaged in conversations with friends or were busy playing by themselves. Furthermore, when explaining the material, the volume of the students' voices in front of the class was often too low, so the teacher had to frequently remind them to speak louder.

Additionally, the classroom conditions were often not conducive when students pointed at each other to determine who would take their turn to tell a story. There were also instances of students shouting at their peers, and two students had not fully grasped the material during the learning activities. Another hindering factor was the difference in potential or intelligence among students. Each student has unique characteristics and varying levels of intelligence. In this study, it was found that many students had low levels of concentration, which was reflected in their behavior of not paying close attention to the material.

The storytelling method is an art form for delivering narratives, whether in poetry or prose, presented by someone directly to an audience. The story can be conveyed through narration or song, with or without the use of music, images, or other accompaniment. This method facilitates oral learning that can be derived from printed sources or mechanical recordings. By employing the storytelling method, the classroom environment can become more dynamic, featuring activities such as information exchange, meaning negotiation, or other authentic interactions. In this learning approach, students act as both providers and receivers of information, negotiators, and interactors. This allows them to not only study the form of the language but also to understand the context and meaning associated with its use.

## CHAPTER V

### CONCLUSION AND SUGGESTION

The conclusion drawn from the findings and discussions in the previous chapter is presented in this chapter. Additionally, several suggestions were provided to offer clarification and guidance for conducting further research on the same topic.

#### 5.1 Conclusion

Based on the explanation regarding the influence of storytelling on increasing students' interest in learning English at MtsN 07 Malang, the author can draw the following conclusions:

1. Analysis of students' interest in learning before the implementation of the storytelling method shows that 14 students were categorized as having fairly high interest, with a percentage of 58.33%. Meanwhile, 10 students were categorized as having low interest, with a percentage of 41.67%. Based on this data, the author concludes that students' interest in learning English before the application of the storytelling method at MtsN 07 Malang was in the fairly high category, with an average score of 40.79.
2. Analysis of students' interest in learning after the implementation of the storytelling method shows that 21 students were categorized as having high interest, with a percentage of 87.50%, while 3 students were categorized as having fairly high interest, with a percentage of 12.50%. Based on this data, the author concludes that students' interest in learning English after the application of the storytelling method at MtsN 07 Malang is in the high category, with an average score of 66.17.

3. Based on the t-test results, the significance value obtained is 60.726, which is greater than the t-table value of 2.0686. Therefore, the null hypothesis (H0) is rejected, and the alternative hypothesis (Ha) is accepted. This indicates a significant increase in students' interest in learning English after the implementation of the storytelling method at MtsN 07 Malang.

In summary, the storytelling method is a valuable tool for enhancing students' interest and engagement in learning English, and its application should be continued and refined to address any existing challenges.

## **5.2 Suggestion**

In relation to the research results and the limitations of this study, and to provide motivation and serious attention to teachers, students, and other relevant parties, the author offers the following recommendations.

### **1. Teachers**

Understanding Teaching Methods: Teachers should continue to deepen their understanding of various teaching methods and explore new concepts in classroom management. This will help create a conducive, effective, and efficient learning environment and achieve the established learning objectives.

### **2. Students**

For the students, they need to engage more with the English language, for example, by reading more or watching English-language cartoons, which

can help spark their interest in English. The hope is that this will make students more excited and enthusiastic during English lessons.

### **3. For Future Researchers**

Further Research: The author hopes that this study can serve as a reference for other researchers to continue studies with a broader scope. Future research is expected to offer valuable insights and contributions to educators in general and to the author specifically.

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## APPENDICES

### Appendix 1 Research Permission Letter



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Nomor : 1523/Un.03.1/TL.00.1/04/2024 30 April 2024  
Sifat : Penting  
Lampiran : -  
Hal : Izin Penelitian

Kepada

Yth. Kepala MTsN 7 Malang  
di  
Malang

**Assalamu'alaikum Wr. Wb.**

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Khoirul Nisa'il Maqbudhah  
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Jurusan : Tadris Bahasa Inggris (TBI)  
Semester - Tahun Akademik : Genap - 2023/2024  
Judul Skripsi : **The Influence of Storytelling on Increasing Students' Interest in Learning English at MTsN 7 Malang**  
Lama Penelitian : Mei 2024 sampai dengan Juli 2024 (3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik di sampaikan terimakasih.

**Wassalamu'alaikum Wr. Wb.**



M. Daman,  
Wakil Dekan Bidang Akademik

M. Muhammad Walid, MA  
30823 200003 1 002

Tembusan :

1. Yth. Ketua Program Studi TBI
2. Arsip

## Appendix 2 Letter of finishing the research



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**KANTOR KEMENTERIAN AGAMA KABUPATEN MALANG**  
**MADRASAH TSANAWIYAH NEGERI 7 MALANG**  
Alamat : Jl. Raya Pandanajeng No. 25 Tumpang Telp. 0341-8561108  
Website : <http://www.mtsn7malang.sch.id>  
Email : [admin@mtsn7malang.sch.id](mailto:admin@mtsn7malang.sch.id)

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### **SURAT KETERANGAN**

Nomor : 613/Mts.13.35.07/PP.00.5/07/2024

Yang bertanda tangan di bawah ini Kepala Madrasah Tsanawiyah Negeri 7 Malang, menerangkan bahwa:

Nama : Khoirul Nisa'il Maqbudhah  
NIM : 2001017110002  
Jurusan/Program Study : Tadris Bahasa Inggris (TBI)  
Semester/Tahun Akademik : Genap / 2023 - 2024

Telah melaksanakan penelitian di lembaga kami sebagai bahan untuk penyelesaian Skripsi, yang dilaksanakan pada tanggal : 21 Mei s/d 17 Juli 2024, sesuai permohonan izin penelitian nomor : 1523/Un.03.1/TL.00.1/04/2024, tanggal 30 April 2024.

Adapun judul penelitian tersebut adalah "**The Influence of Storytelling on Increasing Students' In Interest In Learning English at MTsN 7 Malang**"

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Malang, 17 Juli 2024  
K e p a l a,



AHMAD ALI

## Appendix 3 Thesis Consultation Logbook



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
 UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG  
 FAKULTAS ILMU TARBIYAH DAN KEGURUAN  
 Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang  
[www.uin-malang.ac.id](http://www.uin-malang.ac.id) email : [itk@uin-malang.ac.id](mailto:itk@uin-malang.ac.id)

### LEMBAR KONSULTASI PEMBIMBINGAN SKRIPSI JURUSAN TADRIS BAHASA INGGRIS

Nama : Khoiru Nisa'il Maqbudhah  
 NIM : 200107110002  
 Judul : The Influence of Storytelling on Increasing Students' Interest in Learning English at MtsN 07 Malang  
 Dosen Pembimbing : Prof. Dr. H. Langgeng Budianto, M.pd

No	Tgl/Bln/Thn	Materi Bimbingan	Tanda Tangan
1	4 Maret 2024	Konsultasi Pertama dan Acc Judul	
2	18 Maret 2024	Konsultasi Bab 1	
3	25 Maret 2024	Penyerahan revisi Bab 1 dan Penyerahan Bab 2	
4	15 April 2024	Penyerahan revisi bab 2 dan 3	
5	22 April 2024	Konsultasi instrument penelitian dan ACC	
6	29 Agustus 2024	Konsultasi Bab 4 dan 5	
7	3 September 2024	Penyerahan Revisi Bab 4 dan 5	
8	4 September 2024	Konsultasi Lampiran	
9	29 September 2024	Penyerahan draft dan ACC	

Menyetujui,  
 Dosen Pembimbing

Prof. Dr. H. Langgeng Budianto, M.Pd.  
 NIP. 197110142003121001

Malang, 29 September 2024

Mengetahui,  
 Ketua Jurusan TBI

Prof. Dr. H. Langgeng Budianto, M.Pd.  
 NIP. 197110142003121001

Appendix 4 Student data

No	Name
1	Adara Nisa Zaliha
2	Adelia Puspita N.
3	Adinda Putri Z.
4	A. Abdurrosyid R.
5	Aisyah Mu'minah
6	Aisyah Najwa Kamila Z.
7	Alfan Rizki
8	Alfiano Juriantoko
9	Alif Fatul Laila
10	Almira Danis
11	An Naisya Al Amira
12	Andara Gendhis P.
13	Bilqis Naila Salsabila
14	Davi Ramadani
15	Elviana Dwi R.
16	Hikmatul Fitria
17	Marta Wardiana
18	M. Sultan Ahnaf
19	M. Akbar Zakariya
20	M. Rio Ferdinan
21	Nayla Faza El Karima
22	Nurul Akmal
23	Rezky Putra H.
24	Umar Rafael N.

Appendix 5 Research instrument questionnaire

**LEARNING INTEREST QUESTIONNAIRE**

**Instructions for completing the questionnaire:**

1. Fill in your personal data in the space provided.
  2. Read each question carefully, then answer according to your actual situation by putting a check mark (√) in the appropriate answer box.
  3. This questionnaire does not affect the grades in learning.
  4. The categories used to answer questions are 4 (Strongly Agree), 3 (Agree), 2 (Disagree), 1 (Strongly Disagree).
  5. Good luck and thank you for your willingness to fill out this questionnaire.
- 

Name :

Attandance Number :

Class :

No	Question	1	2	3	4
1.	I still take English lessons whoever the teacher teaches.				
2.	I don't study English outside of school hours even though there are tests.				
3.	If my English test scores are low, improving my studying is the best way to increase my value.				

4.	I rarely read the material that will be taught before learning English taking place.				
5.	I cheated on a friend's assignment because of me lazy to think about completing the English assignment given.				
6.	I study English outside of school hours regularly.				
7.	I always try again and again to solve difficult English questions.				
8.	I tend to look for excuses to avoid English class time.				
9.	I always feel dissatisfied and always want to get better results in English lessons.				
10.	I achieved high achievement in English lessons with my own hard efforts				
11.	I'm lazy about trying to excel in English because I feel like there are friends who are smarter than me.				
12.	I feel normal when I get an unsatisfactory English score.				
13.	I always listen carefully to the teacher's explanations when learning English.				
14.	I always ask teachers or friends about English material that I don't yet know understanding.				

15.	During English lessons, I am happier chatting with friends and not listening to what the teacher explains.				
16.	I often feel sleepy when the English teacher teaches in class.				
17.	I attended English lessons until class time was over.				
18.	When there is an English lesson scheduled, I arrive at school before the bell rings				
19.	I didn't go to school because I had English lessons scheduled.				
20.	If the teacher is in class first during English lessons, then I tend to choose didn't go to class.				

Appendix 6 student pretest results

Name	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	P13	P14	P15	P16	P17	P18	P19	P20	Score
Adara Nisa Zaliha	2	1	3	2	1	4	2	1	2	3	1	1	3	2	2	2	2	3	4	4	45
Adelia Puspita N.	2	2	2	1	2	2	2	4	2	1	1	1	2	3	2	2	1	1	2	1	36
Adinda Putri Z.	3	1	2	2	1	4	2	2	2	2	2	3	3	2	1	2	2	2	1	2	41
A. Abdurrosyid R.	2	2	2	2	1	1	2	2	1	2	1	1	3	1	2	2	2	1	2	2	34
Aisyah Mu'minah	4	1	2	2	1	2	1	1	3	2	2	2	2	2	2	2	2	3	2	2	40
Aisyah Najwa kZ.	2	1	2	2	1	2	3	1	2	3	1	1	2	2	1	2	3	3	3	3	40
Alfan Rizki	2	1	2	1	2	3	3	1	2	1	3	2	2	2	3	3	3	3	3	3	45
Alfiano Juriantoko	2	1	1	1	3	2	4	1	1	2	2	2	1	2	2	4	4	3	2	3	43
Alif Fatul Laila	2	1	3	3	1	1	2	1	2	2	1	1	3	2	3	3	2	3	3	2	41
Almira Danis	2	1	3	3	1	2	2	1	1	2	1	1	2	2	2	3	4	4	4	4	45
An Naisya Al A	2	1	2	1	1	3	3	1	2	1	1	1	2	2	1	2	2	1	1	3	33
Andara Gendhis P.	3	1	1	2	2	1	1	3	3	3	2	3	3	2	3	2	3	3	3	3	47
Bilqis Naila S.	2	1	2	1	2	2	2	1	1	2	1	2	1	3	1	1	2	2	1	1	31
Davi Ramadani	1	1	2	1	1	1	2	1	3	3	1	1	2	2	1	1	3	2	1	1	31

Elviana Dwi R.	2	2	3	1	1	2	2	2	3	3	2	2	3	3	3	2	3	3	3	3	48
Hikmatul Fitria	3	1	2	1	1	2	1	1	2	2	1	1	1	2	3	3	3	3	3	4	40
Marta Wardiana	2	1	2	2	1	1	3	1	3	2	1	1	2	2	1	1	2	1	1	2	32
M. Sultan Ahnaf	2	1	3	2	1	2	3	3	3	2	3	2	3	2	3	3	2	3	3	3	49
M. Akbar Zakariya	3	1	2	1	1	2	1	1	1	2	2	3	2	2	3	3	3	3	3	4	43
M. Rio Ferdinan	2	1	2	1	1	2	1	1	2	3	1	1	3	2	1	1	3	2	1	1	32
Nayla Faza El K.	2	1	3	2	1	2	3	3	2	3	2	3	3	3	3	3	2	2	3	3	49
Nurul Akmal	1	1	2	2	1	3	2	1	1	1	1	2	2	3	3	3	2	3	4	4	42
Rezky Putra H.	2	1	2	2	3	3	2	3	3	3	3	2	3	2	2	3	3	2	2	3	49
Umar Rafael N.	2	1	1	2	1	2	2	4	3	3	3	1	2	2	2	2	2	3	2	3	43

Appendix 7 student postest results

Name	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	P13	P14	P15	P16	P17	P18	P19	P20	Score
Adara Nisa Zaliha	4	3	4	3	2	2	4	4	4	4	4	3	4	4	4	3	4	4	4	4	72
Adelia Puspita N.	3	4	4	3	2	4	4	2	3	3	3	4	3	4	3	4	3	4	3	4	67
Adinda Putri Z.	4	2	3	3	2	2	3	3	3	3	4	3	3	3	4	3	3	3	4	3	61
A. Abdurrosyid R.	3	2	3	3	3	2	4	4	3	4	3	3	4	3	4	3	3	3	4	4	65
Aisyah Mu'minah	4	2	3	4	4	3	4	3	4	3	4	4	3	4	4	3	4	4	4	4	72
Aisyah Najwa kZ.	4	1	4	2	1	4	4	4	3	3	2	3	3	4	4	4	4	4	3	4	65
Alfan Rizki	3	2	3	4	4	4	3	4	3	3	4	3	3	4	4	3	4	4	4	4	70
Alfiano Juriantoko	3	1	4	1	3	3	3	1	3	4	4	4	4	4	4	4	4	4	4	4	66
Alif Fatul Laila	3	2	3	3	2	2	3	4	3	3	3	4	4	3	4	4	3	3	4	4	64
Almira Danis	3	4	3	3	2	3	3	4	3	3	4	4	3	4	4	4	4	4	4	4	70
An Naisya Al A	4	4	4	4	3	4	3	4	4	3	4	3	4	4	3	4	4	4	4	4	75
Andara Gendhis P.	3	1	3	2	2	1	4	4	3	3	4	4	3	3	4	3	4	4	4	3	62
Bilqis Naila S.	3	2	3	3	2	4	3	4	3	3	4	4	3	3	4	4	3	3	4	4	66

Davi Ramadani	4	4	4	4	4	4	2	3	4	4	4	4	4	4	3	4	4	4	4	4	76
Elviana Dwi R.	4	2	4	1	1	4	3	2	1	3	4	4	3	4	4	3	4	3	4	4	62
Hikmatul Fitria	3	2	4	2	2	4	2	4	3	3	2	2	4	3	2	2	4	3	4	4	59
Marta Wardiana	3	4	3	3	4	4	3	4	3	3	4	4	3	3	3	4	3	4	4	4	70
M. Sultan Ahnaf	3	3	3	3	4	3	4	4	4	4	3	3	3	3	3	4	4	4	4	4	70
M. Akbar Zakariya	3	4	3	4	4	3	3	4	4	4	3	4	3	3	4	3	4	4	4	4	72
M. Rio Ferdinan	3	2	3	2	2	3	3	4	3	3	4	2	4	4	2	3	4	4	3	4	62
Nayla Faza El K.	2	1	4	2	4	3	3	3	4	4	4	4	3	3	4	3	4	4	4	3	66
Nurul Akmal	2	2	3	2	2	3	3	4	4	4	3	3	4	3	3	2	4	4	3	3	61
Rezky Putra H.	3	1	3	1	1	3	3	1	1	1	3	4	3	4	4	4	4	4	4	4	56
Umar Rafael N.	3	2	3	3	2	3	3	1	3	4	2	1	4	4	3	3	4	4	3	4	59

## Appendix 8 Frequency List of Respondent Characteristics

		<b>Jenis Kelamin</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Laki-Laki	9	37.5	37.5	37.5
	Perempuan	15	62.5	62.5	100.0
	Total	24	100.0	100.0	

## Appendix 9 Pretest-Posttest Results of Learning Interest

No	Name	Pretest Results	Posttest Result
1	Adara Nisa Zaliha	45	72
2	Adelia Puspita N.	36	67
3	Adinda Putri Z.	41	61
4	A. Abdurrosyid R.	34	65
5	Aisyah Mu'minah	40	72
6	Aisyah Najwa Kamila Z.	40	65
7	Alfan Rizki	45	70
8	Alfiano Juriantoko	43	66
9	Alif Fatul Laila	41	64
10	Almira Danis	45	70
11	An Naisya Al Amira	33	75
12	Andara Gendhis P.	47	62
13	Bilqis Naila Salsabila	31	66
14	Davi Ramadani	31	76
15	Elviana Dwi R.	48	62
16	Hikmatul Fitria	40	59
17	Marta Wardiana	32	70
18	M. Sultan Ahnaf	49	70
19	M. Akbar Zakariya	43	72
20	M. Rio Ferdinan	32	62
21	Nayla Faza El Karima	49	66
22	Nurul Akmal	42	61
23	Rezky Putra H.	49	56
24	Umar Rafael N.	43	59

## Appendix 10 Descriptive Statistical Results Pretest Posttest Learning Interest

### Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Daftar Frekuensi Pretest	24	18	31	49	40.79	6.043
Valid N (listwise)	24					

### Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation
Nilai Posttest	24	20	56	76	1588	66.17	5.338
Valid N (listwise)	24						

## Appendix 11 Results of Pretest-Posttest Frequency Percentage

### Daftar Frekuensi Pretest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low	2	8.3	8.3	8.3
	Low	2	8.3	8.3	16.7
	Low	1	4.2	4.2	20.8
	Low	1	4.2	4.2	25.0
	Low	1	4.2	4.2	29.2
	Low	3	12.5	12.5	41.7
	High Enough	2	8.3	8.3	50.0
	High Enough	1	4.2	4.2	54.2
	High Enough	3	12.5	12.5	66.7
	High Enough	3	12.5	12.5	79.2
	High Enough	1	4.2	4.2	83.3
	High Enough	1	4.2	4.2	87.5
	High Enough	3	12.5	12.5	100.0
	Total	24	100.0	100.0	

**Nilai Postest**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	High Enough	1	4.2	4.2	4.2
	High Enough	2	8.3	8.3	12.5
	High	2	8.3	8.3	20.8
	High	3	12.5	12.5	33.3
	High	1	4.2	4.2	37.5
	High	2	8.3	8.3	45.8
	High	3	12.5	12.5	58.3
	High	1	4.2	4.2	62.5
	High	4	16.7	16.7	79.2
	High	3	12.5	12.5	91.7
	High	1	4.2	4.2	95.8
	High	1	4.2	4.2	100.0
	Total	24	100.0	100.0	

Appendix 12 Score Improvement Test

**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	24	31	49	40.79	6.043
Posttest	24	56	76	66.17	5.338
Valid N (listwise)	24				

## Appendix 13 Normality Test

### One-Sample Kolmogorov-Smirnov Test

		Pretest	
N		24	
Normal Parameters <sup>a,b</sup>	Mean	40.79	
	Std. Deviation	6.043	
Most Extreme Differences	Absolute	.156	
	Positive	.119	
	Negative	-.156	
Test Statistic		.156	
Asymp. Sig. (2-tailed) <sup>c</sup>		.134	
Monte Carlo Sig. (2-tailed) <sup>d</sup>	Sig.	.135	
	99% Confidence Interval	Lower Bound	.126
		Upper Bound	.144

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.

### One-Sample Kolmogorov-Smirnov Test

		Postest	
N		24	
Normal Parameters <sup>a,b</sup>	Mean	66.17	
	Std. Deviation	5.338	
Most Extreme Differences	Absolute	.139	
	Positive	.116	
	Negative	-.139	
Test Statistic		.139	
Asymp. Sig. (2-tailed) <sup>c</sup>		.200 <sup>d</sup>	
Monte Carlo Sig. (2-tailed) <sup>e</sup>	Sig.	.261	
	99% Confidence Interval	Lower Bound	.249
		Upper Bound	.272

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

e. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 299883525.

## Appendix 14 Homogeneity Test

### Tests of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Pretest Posttest	Based on Mean	.361	1	46	.551
	Based on Median	.333	1	46	.567
	Based on Median and with adjusted df	.333	1	44.898	.567
	Based on trimmed mean	.339	1	46	.563

## Appendix 15 t test

### One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Posttest	24	66.17	5.338	1.090

### One-Sample Test

Test Value = 0

	t	df	Significance		Mean Difference	95% Confidence Interval of the Difference	
			One-Sided p	Two-Sided p		Lower	Upper
Posttest	60.726	23	<.001	<.001	66.167	63.91	68.42

Appendix 16 t table

Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
df	0.50	0.20	0.10	0.050	0.02	0.010	0.002
1	1.00000	3.07768	6.31375	12.70620	31.82052	63.65674	318.30884
2	0.81650	1.88562	2.91999	4.30265	6.96456	9.92484	22.32712
3	0.76489	1.63774	2.35336	3.18245	4.54070	5.84091	10.21453
4	0.74070	1.53321	2.13185	2.77645	3.74695	4.60409	7.17318
5	0.72669	1.47588	2.01505	2.57058	3.36493	4.03214	5.89343
6	0.71756	1.43976	1.94318	2.44691	3.14267	3.70743	5.20763
7	0.71114	1.41492	1.89458	2.36462	2.99795	3.49948	4.78529
8	0.70639	1.39682	1.85955	2.30600	2.89646	3.35539	4.50079
9	0.70272	1.38303	1.83311	2.26216	2.82144	3.24984	4.29681
10	0.69981	1.37218	1.81246	2.22814	2.76377	3.16927	4.14370
11	0.69745	1.36343	1.79588	2.20099	2.71808	3.10581	4.02470
12	0.69548	1.35622	1.78229	2.17881	2.68100	3.05454	3.92963
13	0.69383	1.35017	1.77093	2.16037	2.65031	3.01228	3.85198
14	0.69242	1.34503	1.76131	2.14479	2.62449	2.97684	3.78739
15	0.69120	1.34061	1.75305	2.13145	2.60248	2.94671	3.73283
16	0.69013	1.33676	1.74588	2.11991	2.58349	2.92078	3.68615
17	0.68920	1.33338	1.73961	2.10982	2.56693	2.89823	3.64577
18	0.68836	1.33039	1.73406	2.10092	2.55238	2.87844	3.61048
19	0.68762	1.32773	1.72913	2.09302	2.53948	2.86093	3.57940
20	0.68695	1.32534	1.72472	2.08596	2.52798	2.84534	3.55181
21	0.68635	1.32319	1.72074	2.07961	2.51765	2.83136	3.52715
22	0.68581	1.32124	1.71714	2.07387	2.50832	2.81876	3.50499
23	0.68531	1.31946	1.71387	2.06866	2.49987	2.80734	3.48496
24	0.68485	1.31784	1.71088	2.06390	2.49216	2.79694	3.46678
25	0.68443	1.31635	1.70814	2.05954	2.48511	2.78744	3.45019
26	0.68404	1.31497	1.70562	2.05553	2.47863	2.77871	3.43500
27	0.68368	1.31370	1.70329	2.05183	2.47266	2.77068	3.42103
28	0.68335	1.31253	1.70113	2.04841	2.46714	2.76326	3.40816
29	0.68304	1.31143	1.69913	2.04523	2.46202	2.75639	3.39624
30	0.68276	1.31042	1.69726	2.04227	2.45726	2.75000	3.38518
31	0.68249	1.30946	1.69552	2.03951	2.45282	2.74404	3.37490
32	0.68223	1.30857	1.69389	2.03693	2.44868	2.73848	3.36531
33	0.68200	1.30774	1.69236	2.03452	2.44479	2.73328	3.35634
34	0.68177	1.30695	1.69092	2.03224	2.44115	2.72839	3.34793
35	0.68156	1.30621	1.68957	2.03011	2.43772	2.72381	3.34005
36	0.68137	1.30551	1.68830	2.02809	2.43449	2.71948	3.33262
37	0.68118	1.30485	1.68709	2.02619	2.43145	2.71541	3.32563
38	0.68100	1.30423	1.68595	2.02439	2.42857	2.71156	3.31903
39	0.68083	1.30364	1.68488	2.02269	2.42584	2.70791	3.31279
40	0.68067	1.30308	1.68385	2.02108	2.42326	2.70446	3.30688
41	0.68052	1.30254	1.68288	2.01954	2.42080	2.70118	3.30127
42	0.68038	1.30204	1.68195	2.01808	2.41847	2.69807	3.29595
43	0.68024	1.30155	1.68107	2.01669	2.41625	2.69510	3.29089
44	0.68011	1.30109	1.68023	2.01537	2.41413	2.69228	3.28607

45	0.67998	1.30065	1.67943	2.01410	2.41212	2.68959	3.28148
46	0.67986	1.30023	1.67866	2.01290	2.41019	2.68701	3.27710
47	0.67975	1.29982	1.67793	2.01174	2.40835	2.68456	3.27291
48	0.67964	1.29944	1.67722	2.01063	2.40658	2.68220	3.26891
49	0.67953	1.29907	1.67655	2.00958	2.40489	2.67995	3.26508
50	0.67943	1.29871	1.67591	2.00856	2.40327	2.67779	3.26141
51	0.67933	1.29837	1.67528	2.00758	2.40172	2.67572	3.25789
52	0.67924	1.29805	1.67469	2.00665	2.40022	2.67373	3.25451
53	0.67915	1.29773	1.67412	2.00575	2.39879	2.67182	3.25127
54	0.67906	1.29743	1.67356	2.00488	2.39741	2.66998	3.24815
55	0.67898	1.29713	1.67303	2.00404	2.39608	2.66822	3.24515
56	0.67890	1.29685	1.67252	2.00324	2.39480	2.66651	3.24226
57	0.67882	1.29658	1.67203	2.00247	2.39357	2.66487	3.23948
58	0.67874	1.29632	1.67155	2.00172	2.39238	2.66329	3.23680
59	0.67867	1.29607	1.67109	2.00100	2.39123	2.66176	3.23421
60	0.67860	1.29582	1.67065	2.00030	2.39012	2.66028	3.23171
61	0.67853	1.29558	1.67022	1.99962	2.38905	2.65886	3.22930
62	0.67847	1.29536	1.66980	1.99897	2.38801	2.65748	3.22696
63	0.67840	1.29513	1.66940	1.99834	2.38701	2.65615	3.22471
64	0.67834	1.29492	1.66901	1.99773	2.38604	2.65485	3.22253
65	0.67828	1.29471	1.66864	1.99714	2.38510	2.65360	3.22041
66	0.67823	1.29451	1.66827	1.99656	2.38419	2.65239	3.21837
67	0.67817	1.29432	1.66792	1.99601	2.38330	2.65122	3.21639
68	0.67811	1.29413	1.66757	1.99547	2.38245	2.65008	3.21446
69	0.67806	1.29394	1.66724	1.99495	2.38161	2.64898	3.21260
70	0.67801	1.29376	1.66691	1.99444	2.38081	2.64790	3.21079
71	0.67796	1.29359	1.66660	1.99394	2.38002	2.64686	3.20903
72	0.67791	1.29342	1.66629	1.99346	2.37926	2.64585	3.20733
73	0.67787	1.29326	1.66600	1.99300	2.37852	2.64487	3.20567
74	0.67782	1.29310	1.66571	1.99254	2.37780	2.64391	3.20406
75	0.67778	1.29294	1.66543	1.99210	2.37710	2.64298	3.20249
76	0.67773	1.29279	1.66515	1.99167	2.37642	2.64208	3.20096
77	0.67769	1.29264	1.66488	1.99125	2.37576	2.64120	3.19948
78	0.67765	1.29250	1.66462	1.99085	2.37511	2.64034	3.19804
79	0.67761	1.29236	1.66437	1.99045	2.37448	2.63950	3.19663
80	0.67757	1.29222	1.66412	1.99006	2.37387	2.63869	3.19526
81	0.67753	1.29209	1.66388	1.98969	2.37327	2.63790	3.19392
82	0.67749	1.29196	1.66365	1.98932	2.37269	2.63712	3.19262
83	0.67746	1.29183	1.66342	1.98896	2.37212	2.63637	3.19135
84	0.67742	1.29171	1.66320	1.98861	2.37156	2.63563	3.19011
85	0.67739	1.29159	1.66298	1.98827	2.37102	2.63491	3.18890
86	0.67735	1.29147	1.66277	1.98793	2.37049	2.63421	3.18772
87	0.67732	1.29136	1.66256	1.98761	2.36998	2.63353	3.18657
88	0.67729	1.29125	1.66235	1.98729	2.36947	2.63286	3.18544
89	0.67726	1.29114	1.66216	1.98698	2.36898	2.63220	3.18434
90	0.67723	1.29103	1.66196	1.98667	2.36850	2.63157	3.18327
91	0.67720	1.29092	1.66177	1.98638	2.36803	2.63094	3.18222
92	0.67717	1.29082	1.66159	1.98609	2.36757	2.63033	3.18119
93	0.67714	1.29072	1.66140	1.98580	2.36712	2.62973	3.18019
94	0.67711	1.29062	1.66123	1.98552	2.36667	2.62915	3.17921

95	0.67708	1.29053	1.66105	1.98525	2.36624	2.62858	3.17825
96	0.67705	1.29043	1.66088	1.98498	2.36582	2.62802	3.17731
97	0.67703	1.29034	1.66071	1.98472	2.36541	2.62747	3.17639
98	0.67700	1.29025	1.66055	1.98447	2.36500	2.62693	3.17549
99	0.67698	1.29016	1.66039	1.98422	2.36461	2.62641	3.17460
100	0.67695	1.29007	1.66023	1.98397	2.36422	2.62589	3.17374
101	0.67693	1.28999	1.66008	1.98373	2.36384	2.62539	3.17289
102	0.67690	1.28991	1.65993	1.98350	2.36346	2.62489	3.17206
103	0.67688	1.28982	1.65978	1.98326	2.36310	2.62441	3.17125
104	0.67686	1.28974	1.65964	1.98304	2.36274	2.62393	3.17045
105	0.67683	1.28967	1.65950	1.98282	2.36239	2.62347	3.16967
106	0.67681	1.28959	1.65936	1.98260	2.36204	2.62301	3.16890
107	0.67679	1.28951	1.65922	1.98238	2.36170	2.62256	3.16815
108	0.67677	1.28944	1.65909	1.98217	2.36137	2.62212	3.16741
109	0.67675	1.28937	1.65895	1.98197	2.36105	2.62169	3.16669
110	0.67673	1.28930	1.65882	1.98177	2.36073	2.62126	3.16598
111	0.67671	1.28922	1.65870	1.98157	2.36041	2.62085	3.16528
112	0.67669	1.28916	1.65857	1.98137	2.36010	2.62044	3.16460
113	0.67667	1.28909	1.65845	1.98118	2.35980	2.62004	3.16392
114	0.67665	1.28902	1.65833	1.98099	2.35950	2.61964	3.16326
115	0.67663	1.28896	1.65821	1.98081	2.35921	2.61926	3.16262
116	0.67661	1.28889	1.65810	1.98063	2.35892	2.61888	3.16198
117	0.67659	1.28883	1.65798	1.98045	2.35864	2.61850	3.16135
118	0.67657	1.28877	1.65787	1.98027	2.35837	2.61814	3.16074
119	0.67656	1.28871	1.65776	1.98010	2.35809	2.61778	3.16013
120	0.67654	1.28865	1.65765	1.97993	2.35782	2.61742	3.15954
121	0.67652	1.28859	1.65754	1.97976	2.35756	2.61707	3.15895
122	0.67651	1.28853	1.65744	1.97960	2.35730	2.61673	3.15838
123	0.67649	1.28847	1.65734	1.97944	2.35705	2.61639	3.15781
124	0.67647	1.28842	1.65723	1.97928	2.35680	2.61606	3.15726
125	0.67646	1.28836	1.65714	1.97912	2.35655	2.61573	3.15671
126	0.67644	1.28831	1.65704	1.97897	2.35631	2.61541	3.15617
127	0.67643	1.28825	1.65694	1.97882	2.35607	2.61510	3.15565
128	0.67641	1.28820	1.65685	1.97867	2.35583	2.61478	3.15512
129	0.67640	1.28815	1.65675	1.97852	2.35560	2.61448	3.15461
130	0.67638	1.28810	1.65666	1.97838	2.35537	2.61418	3.15411
131	0.67637	1.28805	1.65657	1.97824	2.35515	2.61388	3.15361
132	0.67635	1.28800	1.65648	1.97810	2.35493	2.61359	3.15312
133	0.67634	1.28795	1.65639	1.97796	2.35471	2.61330	3.15264
134	0.67633	1.28790	1.65630	1.97783	2.35450	2.61302	3.15217
135	0.67631	1.28785	1.65622	1.97769	2.35429	2.61274	3.15170
136	0.67630	1.28781	1.65613	1.97756	2.35408	2.61246	3.15124
137	0.67628	1.28776	1.65605	1.97743	2.35387	2.61219	3.15079
138	0.67627	1.28772	1.65597	1.97730	2.35367	2.61193	3.15034
139	0.67626	1.28767	1.65589	1.97718	2.35347	2.61166	3.14990
140	0.67625	1.28763	1.65581	1.97705	2.35328	2.61140	3.14947
141	0.67623	1.28758	1.65573	1.97693	2.35309	2.61115	3.14904
142	0.67622	1.28754	1.65566	1.97681	2.35289	2.61090	3.14862
143	0.67621	1.28750	1.65558	1.97669	2.35271	2.61065	3.14820
144	0.67620	1.28746	1.65550	1.97658	2.35252	2.61040	3.14779
145	0.67619	1.28742	1.65543	1.97646	2.35234	2.61016	3.14739
146	0.67617	1.28738	1.65536	1.97635	2.35216	2.60992	3.14699
147	0.67616	1.28734	1.65529	1.97623	2.35198	2.60969	3.14660
148	0.67615	1.28730	1.65521	1.97612	2.35181	2.60946	3.14621
149	0.67614	1.28726	1.65514	1.97601	2.35163	2.60923	3.14583

150	0.67613	1.28722	1.65508	1.97591	2.35146	2.60900	3.14545
151	0.67612	1.28718	1.65501	1.97580	2.35130	2.60878	3.14508
152	0.67611	1.28715	1.65494	1.97569	2.35113	2.60856	3.14471
153	0.67610	1.28711	1.65487	1.97559	2.35097	2.60834	3.14435
154	0.67609	1.28707	1.65481	1.97549	2.35081	2.60813	3.14400
155	0.67608	1.28704	1.65474	1.97539	2.35065	2.60792	3.14364
156	0.67607	1.28700	1.65468	1.97529	2.35049	2.60771	3.14330
157	0.67606	1.28697	1.65462	1.97519	2.35033	2.60751	3.14295
158	0.67605	1.28693	1.65455	1.97509	2.35018	2.60730	3.14261
159	0.67604	1.28690	1.65449	1.97500	2.35003	2.60710	3.14228
160	0.67603	1.28687	1.65443	1.97490	2.34988	2.60691	3.14195
161	0.67602	1.28683	1.65437	1.97481	2.34973	2.60671	3.14162
162	0.67601	1.28680	1.65431	1.97472	2.34959	2.60652	3.14130
163	0.67600	1.28677	1.65426	1.97462	2.34944	2.60633	3.14098
164	0.67599	1.28673	1.65420	1.97453	2.34930	2.60614	3.14067
165	0.67598	1.28670	1.65414	1.97445	2.34916	2.60595	3.14036
166	0.67597	1.28667	1.65408	1.97436	2.34902	2.60577	3.14005
167	0.67596	1.28664	1.65403	1.97427	2.34888	2.60559	3.13975
168	0.67595	1.28661	1.65397	1.97419	2.34875	2.60541	3.13945
169	0.67594	1.28658	1.65392	1.97410	2.34862	2.60523	3.13915
170	0.67594	1.28655	1.65387	1.97402	2.34848	2.60506	3.13886

## Appendix 17 Documentation in Classroom



Appendix 18 Documentation of Schoolyard Area



## Appendix 19 Curriculum Vitae

Nama Lengkap : Khoiru Nisa'il Maqbudhah  
Tempat, Tanggal Lahir : Malang, 16 Juli 2001  
Jenis Kelamin : Perempuan  
Agama : Islam  
Fakultas : Ilmu Tarbiyah dan Keguruan  
Jurusan : Tadris Bahasa Inggris  
Perguruan Tinggi : UIN Maulana Malik Ibrahim  
Malang Alamat Rumah : Sananrejo Turen Malang  
No. Hp / Telp : 082142953077  
Alamat Email : [nisa24277@gmail.com](mailto:nisa24277@gmail.com)



### **Riwayat Pendidikan**

1. 2008-2014 SDN 2 Sananrejo Turen
2. 2014-2017 SMP Raudlatul Ulum
3. 2017-2020 MA Raudlatul Ulum II
4. 2020-2024 UIN Maulana Malik Ibrahim Malang

Malang, 17 Oktober 2024  
Mahasiswi,

Khoiru Nisa'il Maqbudhah  
NIM. 20010711000