" THE EFFECT OF USING STORYTELLING OF PROPHET YUSUF STORY BASED ON QURAN VERSES TOWARDS STUDENTS' GRAMMAR MASTERY AT THE 8th GRADE OF MTSS DINIYYAH PASIA"

Thesis

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Grammar is a set of rules that help someone to combine words into meaningful sentences. According to Ur, grammar is the way words are put together to make correct sentences.[1] This makes grammar as one of the main aspect in learning language, because without it, someone cannot deliver his or her ideas with a proper way.

In addition, grammar helps learners to understand the relations existing among sentences in reading, grammar enables the learners to transform their ideas into coherent sentences in a written form, grammar plays a significant part in grasping and using spoken language because it is believed that learning the grammar of a language is a necessary condition for developing the ability to produce grammatically well-formed utterances in the language.[2] In short, grammar cannot be ignored because grammar plays an important role in every skill of language. For example, someone cannot say something that can be understood without using the right verbs, the right tenses, or the right order.

[1]Penny Ur, *A Course in English Language Teaching*. (London:Cambridge University Press, 2012), p. 76.

[2]H. Widodo, *Kemampuan Bahasa Inggris Siswa Dalam Menganalisis Kalimat Bahasa Inggris Fenomena* (Indonesia: Jakarta Gramedia, 2004), p.27.

However, grammar is difficult because students have to know the right form of the verb, the right *tobe* for the tenses, and proper adverb of time and so on. Grammar is one of the hardest subjects for foreign language learners. In short, the need of new techniques to teach grammar is necessary in order to make grammar easier to be understood.

In order to overcome problem above, many strategies have been applied. However, the problem is still there, especially in Junior high school in Indonesia. Junior high school is primary time to learn grammar, because like Micki said that adolescent are ready to learn abstract thing, it means that, in this age students are ready to learn abstract thing like grammar.[3] This make the researcher wants to conduct a research in a junior high school.

One of the new strategies is using Storytelling. Storytelling is one of the strategies that can make the students learn grammar without getting bored because like Putri et al said "Good stories are able to capture one's imagination and hold one's attention".[4]In other word, if the teacher can have the students' attention, it will make grammar easier to be understood.

However, not everyone has the creativity to invent stories that can deliver the point. To invent a story that has the ability to explain basic grammatical

[3]*MickiCaskey, Vincent A. Anfara, Jr.*"*Developmental Characteristics of Young Adolescents"*.https://www.amle.org *(15/03/2018)*

[4]PutriNurHidayah, et.al."*Innovating Grammar Teaching through Stories Telling to Low Intermediate Learners"*.(Malaysia: UniversitiTeknologi MARA.2015), p.2

structures is indeed something that can help instructors provide not only the fun aspect for the classroom but more importantly an avenue to explain and clarify grammar rules in a more innovative and receptive manner. Grammar taught using this strategy could possibly help learners counter their fear of learning grammar structures directly.[5]This makes using Quran as example a perfect media in using storytelling strategy, because there is not a single soul can compete Allah SWT about the creativity to invent stories

Al- Qur'an contains many good stories from the past, through these stories; the reader will be introduced to past nations and ancient civilizations, the prophets and their people, the believers and the disbelievers, and the oppressors and their fates. This holy book describes various categories of people with different characteristics and gives the choice to the reader in terms of the path she or he should follow for salvation in this life and afterlife.[6] This fact make using storytelling in Quran Verses in teaching grammar will be good strategies in teaching grammar especially in an Islamic based school like MTsS Diniyyah Pasia.

The researcher assumed that using Al- Qur'an in teaching grammar not only provides the student more opportunity in learning grammar but also makes the students gain more mastery about Al- Qur'an itself which is the obligation for

[5]*Ibid., p.2*

[6] Muhammad Torki, "*Effect Of Presenting Holy Quran Verses On Grammar Achievment And Motivation Enchanmentof Iranian High School Efl Learner".* (Iran : Azad University, 2017),p.2

us, Muslim. In addition, most of the stories in Al- Qur'an are in past tense which can be used as examples in teaching past tense. So the researcher assumed that using storytelling based on Quran verses is a win-win situation.

However, there are a lot of story in Quran. In order to avoid the broad scope of the research, the researcher uses the story of Yusuf AS in Surah Yusuf which is the 12th surah in Quran. The researcher chooses that story because surah Yusuf is the most detailed and fascinating story in the Quran, involving both human weaknesses such as jealousy, hatred, pride, passion, deception, intrigue, cruelty, and terror as well as noble qualities such as patience, loyalty, bravery, nobility, and compassion.[7] As conclusion, the reason researcher chooses the story of Yusuf because it is one of the best stories in Quran.

MTsS Diniyyah Pasia learns English through two different subjects; the first is Bahasa Inggris that learns English like any other school that using Curriculum 2013 and the second is English Lesson that adopts its method from Pondok Pesantren Gontor. English Lesson focuses its material on vocabulary and grammar.

There were some problems in students' grammar that researcher found in preliminary research in 8th grade of MTsS Diniyyah Pasia. First, the students

[7]Ibnu Kathir. *Story of prophet yusuf(pbuh)*". islamawareness.net/Prophets/yusuf.html, (March 8th 2018)

were confused with the verb used in past tense. It seems that the students did not know which verb form they should use in past tense, this problem was observed on students test. In order to overcome this problem, the teacher should use a fun strategy. The teacher should use a fun strategy like storytelling strategy in order to make the class atmosphere become more effective. The second problem was students tend to get bored and sleepy in the classroom, this problem was observed by the researcher during preliminary observation. In the interview with the students and the teachers, it was found that the students start their activity at 04.00 AM and finish it at 09.00 PM; this may be one of the reasons why students were sleepy in the classroom. So that, as mentioned above, the teacher should use a unique strategy in teaching and using storytelling is one of them. The third problem was the strategy that the teacher use is not effective, the teacher only used conventional strategy which is only effctive for the early process of learning, after the second hour was started the students did not focus anymore in the learning process and some of them asleep while some of them were chatting with others. He used task based strategy which make students do not let out their full potential and get some pressures because of the task and the homework.

Based on the fact above, it was necessary to conduct a research to see was there any effects of using Stories in Quran Verses towards grammar mastery which is entitled **"The Effect of Using Storytelling Based on Stories in Quran**

Verses towards Students' Grammar Mastery at The 8th Grade of MTsS Diniyyah Pasia"

B. Identification of Problem

Based on the background above, the researcher identifies that there were several problems found by the researcher. The problems are as follow:

1. Students found it difficult to understand grammar especially past tense.
2. Students tended to be sleepy and be bored in classroom.
3. The strategy that teacher used was teacher centered

C. Limitation of Problem

Based on identification of the problems above, this research is limited on the lack of students' grammar ability especially in past tense and the need of new strategy, researcher will apply storytelling strategy with Quran especially Surah Yusuf as the material. This research is done in order to know the effect of Storytelling based Quran Verses towards students' Grammar mastery.

D. Formulation of The Problem

Based on the limitation of the problem above, the problems formulated in the following questions:

1. Is there a significant effect of using storytelling based on Quran Verses towards students' grammar mastery at 8th grade of MTsS Diniyyah Pasia?
2. Is there a significant difference of students who are taught by storytelling based on Quran Verses and students who are not taught by storytelling based on Quran Verses?
3. Is students' grammar mastery taught by storytelling based on Quran Verses better than students who are not taught by it?

E. Purpose of the Research

Based on the formulation of the problem above, the purpose of the research formulated in statements:

1. To know whether there is a significant effect of using storytelling based on Quran Verses towards students' grammar mastery at 8th grade of MTsS Diniyyah Pasia
2. To know whether there is a significant difference of students who are taught by storytelling based on Quran Verses and students who are not taught by it
3. To know whether students' grammar mastery taught by storytelling based on Quran Verses is better than students who are not taught by it

F. Significance of the Research

This research hopefully can give valuable contributions to some elements, they are:

1. The teachers

   The result of this study can give solution to the teachers, especially the English Lesson teachers at 8th grade of MTsS Diniyyah Pasia to improve their students' grammar ability.

2. The students

   This research is expected to make them using Al- Qur'an as learning material not only reading material and it is also expected to help them in improving their grammar, especially past tense.

3. The researcher

   This research also gives contribution to the researcher in getting experience in teaching grammar, and it can be applied by the researcher later in the field.

G. Definition of the Key Terms

In order to avoid misunderstanding of the key terms, researcher defines them as follows;

1. Storytelling

Storytelling is an effective pedagogical strategy that can be woven into instruction to increase students' competencies in all areas.[8] In other word storytelling is one of the most effective strategy to increase every language skills, and language components especially grammar.'

2. Quran Verses

Quran verse is each statement or paragraph marked by a number. The verses are gathered in surah (chapter).[9] In short verse or ayah is statement or paragraph in Al Quran.

3. Grammar

Grammar is about rules, whether they are inherent to language or products of culture.[10]So grammar is rules to form a language whether it is in written form or spoken form

[8]Sara Miller &Lisa Pennycuff."*The Power of Story: Using Storytelling to Improve Literacy Learning"*.(Journal of Cross-Disciplinary Perspectives in Education ,2008). p.1

[9]Hossein Fayaz Torshizi.*"The Girls from Afghanistan"*. (Afghanistan: HFZ.2015). p. 83

[10] Karen Marie Wilcox. "*Defining Grammar: A Critical Primer"*. (Montana : Montana State University.2004) p. 45.

CHAPTER II

REVIEW OF THE RELATED LITERATURES

A. Review of Related Theories

1. The Nature of Grammar

a. Definition of Grammar

Grammar is everything about rules and structures of language. Grammar is defined by Celce-Murcia and LarsenFreeman as a way that accounts the structure of the target language and its communicative use". "…we will need to take into consideration how grammar operates at three levels; the subsential or morphological level, the sentential or syntatic level, and the suprasential or discourse level".[16]In short grammar operates in every layer of language, from its surface to its core, from the morphological level into the discourse level.

In addition, Hornby in Oxford Advanced Learner's Dictionary of Current English defines grammar as "the rules in a language for changing the form of words and combining them into sentences".[17]While James said "Grammar is the formal study of the structure of a language and

[16]Celce-Murcia and Larsen Freeman. *The Grammar Book: An ESL/EFL Teacher's Course.(*Heinl e&Heinle is a division of International Thompson Publishing, Inc,1999). p.2.

[17]Albert Sydney Hornby."*Oxford advanced learner's dictionary of "current English"*.(Oxford University Press. 2015.), p.517

describes how words fit together in meaningful constructions". [18] In other word, grammar is a set of rules that turn words into meaningful sentences.

In another way, Harmer also defines that "grammar is the description of the ways in which words can change their forms and can be combined into sentences in that language".[19] Leech et al also define that grammar is a mechanism for putting words together. It is a central part of language which relates sound and meaning. The meaning has to be converted into words and put together to grammatical rules. [20] So, in order to put together some words into meaningful sentence, grammar is the only mechanism that can do it and grammar is also the only way to know how words change their forms which later will be combined into meaningful sentences.

Although the descriptions about grammar that is mentioned above are different, the researcher concludes the definition of grammar is a set of rules that construct words into meaningful sentences.The goal of grammar is to put elements of a language into systematically combined meaningful sentences. So that, learning grammar is really important since without it someone would be unable to form a proper communication whether in written or spoken form.

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[18]James D. Williams. "*The Teacher's Grammar Book". (*New Jersey. Rutledge. 2006.) p.2

[19] Jeremy Harmer. "*The Practice of English Language Teaching".(*Longman. 2001). p.12

[20] Geoffrey Leech, et al. "*English Grammar for Today".* (London. The Macmillan LTD. 1982) p.4

b. Importance of Learning Grammar

After knowing the definition, it is not hard for people to understand why grammar is useful and important. Without knowing grammar, someone hardly knows how to use language in the proper way. Celce-Murcia and Freeman suggest that grammar is important to be taught because it affects students' performance in all four skills – listening, speaking, reading, and writing[21]. Thornburry also defines that students are expected in comprehending written or spoken English, they must know the system rule of grammar of a target language since grammar is a tool for making meaning.[22] So without knowing grammar someone will find it hard to use and to understand language because it affects every skill in language. Learning grammar is important because it is a tool to combine words into meaningful sentences.

There are many advantages of learning grammar. According to Trish the Reasons why people should learn the correct grammar when they speak and write[23] :

1. Grammar helps learners to develop the habit of thinking clearly and logically..

[21]Celce-Murcia and Larsen Freeman. *The Grammar Book: An ESL/EFL Teacher's Course.(*Heinle&Heinle is a division of International Thompson Publishing, Inc. 1999.), p.2.

[22]Scott Thornbury. *Highlight: pre-intermediate. Workbook.(* Brazil. Macmillan Do Brasil. 1994) , p.4

[23] Trish Cooper. "*Is Grammar Important?"* www.witslanguageschool.com*, (16/ 03 / 2018)*

2. . Proper grammar keeps learners from being misunderstood while expressing their thoughts and ideas.
3. Grammar improves the development of fluency. When a learner has learned grammar, it will be easier for that learner to know how to organize and express the ideas.
4. Many employers will simply ignore this application and even delete it. It is therefore important to bear this in mind when applying for a job.
5. When writing on behalf of organization, it is important to use the correct grammar. If someone cannot write properly, he or she cannnot relay his or her subject matter with authority.
6. Writing and speaking correctly gives someone the appearance of credibility. If

It is clear that grammar is really crucial in a language. Grammar help learner develop their way to think, keeps someone from being misunderstood, improves the development of fluency, important when applying for a job, and important to improve self-credibility in speaking or writing.

c. Teaching Grammar

According to McKay, there are three different views about teaching grammar.

1) Teaching grammar is the formal explanation of grammar rules. While learners who receive a great deal of grammatical explanation will end up knowing quite a lot about the language, however they will not necessarily be able to put the language to communicative effect.
2) Teaching grammar is providing learners with practice in mastering common grammatical patterns through a process of analogy rather than explanation. The learners may become fluent in the structures they have been taught, but may not be able to use them appropriately in genuine communication outside the classroom.
3) Teaching grammar is giving students the opportunity to use English in a variety of realistic situations. The disadvantage of this approach is that learners will not be able to provide explanations of the grammatical rules of the target language.

It means that the primary purpose of teaching grammar is to help students use English correctly and appropriately. It is important to

remember that such teaching is only the means toward helping out students gain competence and confidence in the language.

2. Tense

Tense is a category that expresses time reference with reference to the moment of speaking. Hornby said that tense refers to an action, activity or state may occur in past, present or future.[24]In other word tense is everything that relate with past, present, and future. Meanwhile, Lyons' idea that the term 'tenses' is derived from the Latin word 'tempus' meaning 'time'.[25]In short tense can also be defined as time which means if the time is different, the tense also different.

Regarding to those definitions, the word 'tense' stands for a verbform that is used to express time relation.Tense is a grammatical category that is used to refer the time of the event, action, or state that may occur in present, past or future.

Based on what experts said above, there are 3 main tenses, they are past tense which event, action, or state that occur in past time, present tense that event, action, or state that occur in present time, and future tense which event, action, or state that occur in future time. However this research focuses on

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24 A.S Horby, Guide to Pattern and Usage in English, (New York: Low Priced Inc, 1975), p.78.

25Jhon Lyons, *Linguistic Semantic an Introduction*, (Cambridge: Cambridge University Press, 1995), p.132.

simple past tense which means that event, action, or state that occur in past time.

3. Simple Past Tense

Simple past tense is tense that is used to describe past time event. According to Patricia K. Weiner, the simple past tense describes an action or situation that began and ended in the past.[26] In addition, Eugene J. Hall stated that simple past tense indicates a past action that occurred at a definite time in the past, whether that time is stated or not.[27]It is in line withA.J Thomson and A. V Martinet who defined the simple past as the action completed in the past at definite time.[28]In short, people use simple past tense to describe event that happen in the past at definite time.Simple past tense is also used if the event happened completely in the past even the time is not mentioned.

a. The Form of Simple Past Tense

There are two types of sentence, they are nominal and verbal. Verbal sentence is sentence with verb as predicate while nominal sentence is sentence without verb. Mikkelsensaid that nominal sentence type in which the contentful predicate is nota verb and verbal sentence

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26 Patricia K. Weiner, Mosaic I: A Content- Based Grammar, (New York: McGraw- Hill Companies, Inc., 1990), p.74.

27 Eugene J. Hall, Grammar for Use, (Jakarta: BinarupaAksara, 1993), p.173

28 A.J Thomson and martinet, A Practical English Grammar,4th Edition (Oxford : Oxford Univerity Press, 1986), p. 147

type in which the contentful predicate is verb.[29] So that, to form a simple past tense there are two ways, the first one is using verbal sentence and the second one is using nominal sentence.

1) Nominal Past Tense

The tobe that used in simple past is was and were[30].

Positive

The formula for positive sentence is

Subject + was/were + Complements

Example:

He/She/It	Was	French
We/ You/They	Were	French

Was is used if the subject is singular and *were* is used if the subject is plural

Negative

The formula for negative sentence is

Subject + was/were + not+ Complements

[29]Line Mikkelsen.*Nominal Sentences(UC:Berkeley.2008), p.1*

30

Example

He/She/It	was	Not	French
We/ You/They	were	Not	French

The different between positive and negative is in negative after *tobe"* not" is added.

Question

The formula for negative sentence is

was/were + Subject+ Complements

Example

was	He/She/It	French
were	We/ You/They	French

2) Verbal Past Tense

The verbal form of simple past tense is divided into two categories; they are simple past in regular verb and simple past in irregular verb.

a) The simple past in regular verb

Positive

The first type of the simple past in regular verb form

uses the formula as following:

S + V2 + O + C

For examples:

1. She **helped** her mother in the kitchen thismorning.
2. The children **played** games lastnight.
3. We **listened** to the music afterdinner

According to the examples above, the form is used for all subjects, both singular and plural. All regular verbs take an-*ed*ending in the past tense. Moreover, there are some spelling rules of regular verbs. Those are as following:

a) If the simple form of a verb ends in –*y* after a consonant, change the–*y* to *i* and add –ed. Examples: try/ tried, carry/carried, dry/ dried

b) Ifthesimpleformofaonesyllableverbendsinconsonant+avowel + a consonant, double the final consonant and add –ed. Examples: plan/ planned, stop/ stopped

c) If the simple form of a two syllable verb end in a consonant + a vowel+ a consonant, double the final consonant only if the

syllable is stressed. Examples: permit/ permitted, prefer/ preferred, occur/ occurred.

d) If the simple form of a verb ends in –e, add only –d. Examples: tie/ tied, change/ changed, live/ lived.

e) Add –ed to simple form of all other regular verbs. Examples: want/ wanted, ask/ asked, belong/ belonged.[31]

Negative

Meanwhile, the negative formula of simple past tense as following:

S + did not + V1 + O + C

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For examples:

- Her roommate **did not order** a pizza lastnight.
- We **did not live** in an apartment lastyear.
- My family **did not own** a computer untilrecently.

Based on the examples above, it can be seen that the verb in the sentence is returned to the simple form.

31 McGraw-Hill, Interaction 1 Grammar, (New York: McGraw- Hill Companies, Inc., 2002), p.107

Then, the use *did not* is before the simple form of the main verb. The contraction for *did not* is *didn't*.

Question

In addition, the other form of simple past tense is interrogative by using the formula:

Did/ didn't + S + V1 + O + Adverb?

For examples:

- Did you **move** to a new house lastyear?
- Did your mother **cook** lastnight?
- Didn't you **study** English lastnight

The examples above show that the main verb in the question is also returned to the simple form. There is no final –*ed*ending in the question form.

b) The simple past in irregular verb

Many verbs have irregular past forms. These do not take an – *ed*ending in the past form.[32]Then, the verbs that

32 *Ibid..p.116*

have irregular past tense form follow the same pattern in affirmative, negative, and interrogative as regular verb. Here is the example of irregular verb as following:

Positive

The first type of the simple past in irregular verb form uses the formula as following:

S + V2 + O + C

For examples:

1. She **taught**her daughter how to cook in the kitchen thismorning.
2. The children **saw** thematch lastnight.
3. We **heard**something strange in the forest yesterday

According to the examples above, the form is used for all subjects, both singular and plural. All irregular verbs do not take an- *ed*ending in the past tense. Moreover, there are some

spelling rules of regular verbs. Those are as following:

Table 2.1

Example of Irregular Verb in Past Tense

Simple Form	Past Tense Form	Notes
Cost Cut Hit Hurt	Cost Cut Hit Hurt	The simple and the past formsof some verbs are the same.
Build Lend Send Spend	Built Lent Sent Spent	With some verbs, the simple form end in *–d* and the past form end in *– t.*
Dream Have Hear	Dreamt Had Heard	Some verbs have other consonant changes or add a consonant in the past tense.
Begin Come Drink Drive Eat Fall	Began Came Drunk Drove Ate Fell	Many verb have vowel changes in the past tense
Bring Buy Catch Do Fly	Brought Bought Caught Did Flew	Many verbs have consonant and vowel changes in the past tense

Based on the table above, there are 5 verb categories in irregular verb. Verbs that do not change its form from simple form to past tense form, like cost, cut, hit, and hurt.

Verbs that change its ending from *–d*in simple form *into –t* in past tense form, for examples are verb that end with *–d.* Verbs that have vowel changes in the past tense. Verbs have consonant and vowel changes in the past tense.

Negative

Meanwhile, the negative formula of simple past tense as following:

S + did not + V1 + O + C

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For examples:

- Her roommate **did not eat**the pizza lastnight.
- We **did not build**that apartment lastyear.
- My family **did not have**a computer untilrecently.

Based on the examples above, it can be seen that the verb in the sentence is returned to the simple form. Then, the use *did not* is before the simple form of the main verb. The contraction for *did not* is *didn't*.

Question

In addition, the other form of simple past tense is interrogative by using the formula:

Did/ didn't + S + V1 + O + Adverb?

For examples:

- Did you **drive**to schoolyesterday ?
- Did your mother **buy** televison **last** night?
- Did you **get** schoolarship lastyear ?

The examples above show that the main verb in the question is also returned to the simple form.

4. Storytelling

a. Definition of Storytelling

According to Mauro and skola,storytelling is the original form of teaching and has the potential of fostering emotional intelligence and helps the child gain insight into human behavior. Storytelling also promotes language learning by enriching learners' vocabulary and acquiring new language structures.[33] His statement in line with Malan and Taylor In terms of grammar learning, storytelling may serve as a

[33] Mauro & Dujmović, Visoka učiteljska škola, *storytelling as method in EFl teaching*, (Pregledni rad UDK: 371.3:811.111–26), p.1

steppingstone to the learning of syntaxas it demonstrates grammatical and syntactic features in meaningful context. Storytelling demonstrates a varied use of tense and linking devices in organizing ideas.With a deliberate design of learning activities, the teacher can draw learners' attention to specificlinguistic features in the story presentation.[34]In other word, storytelling can be used as a strategy in teaching structures because it can deliver the grammar material in more meaningful context. In addition this strategy can deliver an abstract material like grammar which used to be a boring subject in fun way of teaching.

Storytelling strategy does not always use a story in the process but sometimes, an experience of someone in his or her past can be used. In line with Olivier said "Storytelling is the vivid description of ideas, beliefs, personal experiences, and life-lessons through stories or narratives that evoke powerful emotions and insights."[35] Based on what Olivier said storytelling can be done through narratives and through stories. In narrative storytelling can be done with telling a story in front of the class while stories it can be done with writing the stories.

b. The Importance of Story Telling

[34]Mallan, K. *Children as storytellers*. (Newtown, Sydney : PETA.1991), p.112
[35] Olivier Serrat. *Knowledge Solutions.* (Asian Development Bank,2008), p.1

A story provides arealistic context for presenting grammar points and holds and focuses students' attention in a waythat no other technique can because a good story can hold students' attention. Stories can be used for both eliciting and illustrating grammar points.The former employs inductive reasoning, while the latter requires deductive thought and it isuseful to include both approaches in lesson planning. However, when teachers include grammar stories in their lessons,students have a better understanding of real world and grammar lessons are not so boring forthem.[36]In order to make a lively atmosphere, it seems that storytelling is a good strategy in teaching grammar which avoidsmaking the students bored and sleepy. The teacher can use this strategy to hide or to disguise the grammar material into a more fun subject.

There are many reasons why someonewants to tell stories in his or her classes. Stories provide students withopportunities to listen to language in context rather than in bits and pieces. Stories also introducenew vocabulary and language forms within rich networks of associations. Equally important, stories can have a deep impact on a person's construction of knowledge and self.[37]If the students' can remember the stories it is more likely they can remember the structures

[36]A. Baker, & E. Greene . *Storytelling: Art and Technique* .(New York: R.R. Bowker Company. 1987), p.21

[37]Hassan Soleimani. The *Effect Of Telling Short Stories On learning Grammar Among Efl High School students In Iran*.(iran : Payame Noor University. 2013.)p,4

that is used in that stories. For example, a student really likes the story of Musa AS, and then he wrote it down in a piece of paper. Because he really likes it, he remembers almost all the sentences in the stories which make that student writing almost perfect.

c. Procedures of Teaching by Using Storytelling

Erickson and Rossi offer a five stage model that further supports their learning theory as it applies to storytelling and the conversational induction of a hypnotic trance. The five stages of storytelling: [38]

> *1) Fixation of Attention: This stage includes encouraging students to focus on their current situation and feelings/sensations and to let go of other concerns or stresses. The introduction of a story is believed to produce this state.*
>
> *2) Depotentiating Habitual Frameworks and Belief Systems: If the first stage is successful, the student should become completely immersed into the story that the instructor is telling. It is this stage that is referred to as the 'hypnotic trance' where students are much more receptive to new ideas, concepts and knowledge in general. While in this state, students often do not acknowledge previously learned limitations and are better able to alter their frames of reference and create new knowledge.*
>
> *3) Unconscious Search: This stage refers to students' automatic tendency to unconsciously search their memories in an effort to make sense of new information. However, when immersed in a storytelling activity, students are more likely to do a creative search that reorganizes old frames of reference (previous knowledge) thus producing new insights and knowledge.*

[38]Erickson, M., & Rossi.*Hypnotic Realities*. (New York: Irvington Publishers. 1976), p. 56-57

> *4) Unconscious Process: In storytelling, the storyteller is encouraging a variety of unconscious processes by indirect forms of suggestion. It is these unconscious actions which allow the student to form and be open to new concepts and form new insights.*
>
> *5) The Hypnotic Response: The hypnotic response is the result of the processes induced by the storytelling activity. As a result of the unconscious processes, this trance appears to occur automatically and autonomously.*

To summarize, there are 5 stages of storytelling according to Erickson and Rossi. First encouraging students to focus, then let the student immersed into the story, after that let the students guess what will happen next, then give the students some clues, and finally ask their responses.

Based on Putri et al, the procedures of storytelling are:[39]

1. Select a story and put it into a CD that has 20 minutes length
2. Let the students watch the video
3. Test the students about what they get in the story

According to Hassan, the procedures of storytelling are:

[39]PutriNurHidayah, et.al."*Innovating Grammar Teaching through Stories Telling to Low Intermediate Learners"*.(Malaysia: UniversitiTeknologi MARA.2015), p.4

1. First, choose a story which contains some grammatical points related to some language features
2. Then the teacher taught new vocabulary from the story,
3. Told the story
4. And wanted the students to answer the questions that were at the end of the passage .The answer of all of the questions related to language feature they just learned.[40]

In order to apply Hassan procedure in this research, the material was changed into simple past, and it becomes as follow:

1. Choose Surah Yusuf as story that contains grammatical point related to simple past tense
2. Then the researcher teaches new vocabulary from surah Yusuf.
3. Telling the story.
4. During the story, teacher teach students simple past tense
5. Ask the students some questions after students finish reading the story which the answer of all question related to simple past tense.

The researcher focused on Hasan's procedure because his procedure only use a certain language features. In order to make it fit to this research the researcher put simple past and surah Yusuf to the Hasan's procedure without changing the basic.

[40] Hasan..o*p,cit,* p.7

5. Al – Qur'an

a. The Nature of Qur'an

Muslims believe that the Quran was verbally revealed by God to Muhammad through the angel Gabriel (*Jibril*), gradually over a period of approximately 23 years, beginning on 22 December 609 CE,when Muhammad was 40, and concluding in 632, the year of his death.Muslims regard the Quran as the most important miracle of Muhammad, a proof of his prophet hood, and the culmination of a series of divine messages that started with the messages revealed to Adam and ended with Muhammad.[41] Every Muslim knows that prophet Muhammad SAW cannot read, it is impossible for a man who does not understand literature and was a shepherd creates a book that is followed by millions of people until now. The only explanation is this book is not handmade of Prophet Muhammad SAW.

According to the traditional narrative, several companions of Muhammad served as scribes and were responsible for writing down the revelations. Shortly after Muhammad's death, the Quran was compiled by his companions who wrote down and memorized parts of it. These codices had differences that motivated the Caliph Uthman to establish a standard version now known as Uthman's codex, which is generally considered the

[41]Brannon M. Wheeler *Prophets in the Quran: An Introduction to the Quran and Muslim Exegesis*. (A&C Black.2002) p. 2.

archetype of the Quran known today. There are, however, variant readings, with mostly minor differences in meaning.[42] Based on the fact above the validity of Quran is guarantee, because if the Quran is changed even only one verse, the other *Hafiz* will notice that. There are many people who remember Quran and this make the validity of Quran cannot be questioned.

According to Maurice the Qur'an is the expression of the Revelation made to Muhammad by the Archangel Gabriel, which was immediately taken down, and was memorized and recited by the faithful in their prayers, especially during the month of Ramadan. Muhammad himself arranged it into surah, and these were collected soon after the death of the Prophet, to form, under the rule of Caliph Othman (24 years after the prophet's death), the text people know today.[43]in other word Quran is the holy book that revealed by Allah SWT to prophet Muhammad SAW through Gabriel AS which is one of the Angel that Allah created.

b. Contents of the Qur'an

[42]Donner Fred, "*The historical context*" in McAuliffe, J. D. (ed.), *The Cambridge Companion to the Qur'ān*(Cambridge University Press, 2006), p. 31–33.

[43] Maurice Bucaille. *The bible, the quran and science*. (Pakistan, Kazi Publications, 1977) p . vi

The Holy Quran is divided into 114 Surahs and each surah consists of individual verses. There are in total 6,348 verses in the Holy Quran. The Surahs are of varying lengths, some consisting of a few lines while others run for many pages. Surah al Baqarah (Ch.2) is the longest Chapter comprising 287 verses while Surah al asr(Ch. 103) is the shortest with only three verses.[44] Quran is started with surah Al-Fatihah and is ended with surah An- Nas. As mentioned above, Prophet Muhammad SAW himself arranged it into surah even though Surah Al-Alaq is the first Surah that was revealed.

The Quran' an contains the foundations for an entire system of life, covering a whole spectrum of topics, which range from specific articles of faith and commandments to general moral teachings, rights and obligations, crimes and punishment, personal and public law, and a host of other private and social concerns. These topics are discussed in a variety of ways, such as direct stipulations, reminders of Allah's favors on His creation, admonitions and rebukes. Stories of past communities are narrated, followed by the lessons to be learned from their actions and subsequent fates. This fact makes Quran as the most complete book that a man could ever read. Relate to this research, researcher want to uses one of

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[44]Hazrat Khalifatul Masih. *The Holy Quran the revealed word of god*. www.alislam.org (18/04/2018)

the content of the Quran, which is stories. However, there are a lot of stories in Quran. Because of that, researcher chooses one of the best stories in Quran that is Surah Yusuf.

c. Surah Yusuf

Surah Yusuf is the most detailed and fascinating story in the Quran, involving both human weaknesses such as jealousy, hatred, pride, passion, deception, intrigue, cruelty, and terror as well as noble qualities such as patience, loyalty, bravery, nobility, and compassion.[45] Surah Yusuf is the 12th Surah in Quran that contains 111 verses. These are the verses translation:[46]

SEE APPENDIX I

B. Review of Related Studies

The first research was done by Daoud Mohammad Nassimi in 2008 with the *Thematic Comparative Review Of Some English Translations OfThe Qur'an*he used Comparative Research in the form of Qualitative, he found that all four translators have translated it clearly and appropriately. They are the translation of Yusuf Alihas been recognized for its unique features, such as: use of chaste English, The translation of Mohammad Asad (MA) is distinguished with certain

[45]IbnuKathir. *Story of prophet yusuf(pbuh)*". islamawareness.net/Prophets/yusuf.html, (March 8th 2018)

[46]Muhammad Taqi-ud-Din Al-Hilali, Ph.D. & Dr. Muhammad Muhsin Khan.*Surah Yusuf*.https://www.noblequran.com/translation/surah12.(20/03/2008)

features such as: its academic style and approach, its use of idiomatic and formal English, a logical oriented approach in explaining some difficult verses and relating certain concepts and contexts, and paraphrasing certain sentences in the text to make the English sentence sound better, The translation of Hilali and Muhsin Khan (H&K) is recognized for its features, such as its easy-to-understand English language, and the last is the translation of Ansari/Mawdiidi (AIM) is distinguished for its use of modem English, brief and useful commentary, and helpful insight in Islamic and Qur'anic concepts.

The second research was done by Muhammad Torki in 2017 with title *Effect of Presenting the Holy Quran Verses on Grammar Achievement and Motivation Enhancement of Iranian High School EFL Learners*, The participants of this research are 40 Iranian which divided into two different classes, Experimental Class and Control Class. He found that the students who used Quran verse as learning material get higher motivation and have good learning attitude toward English Learning.

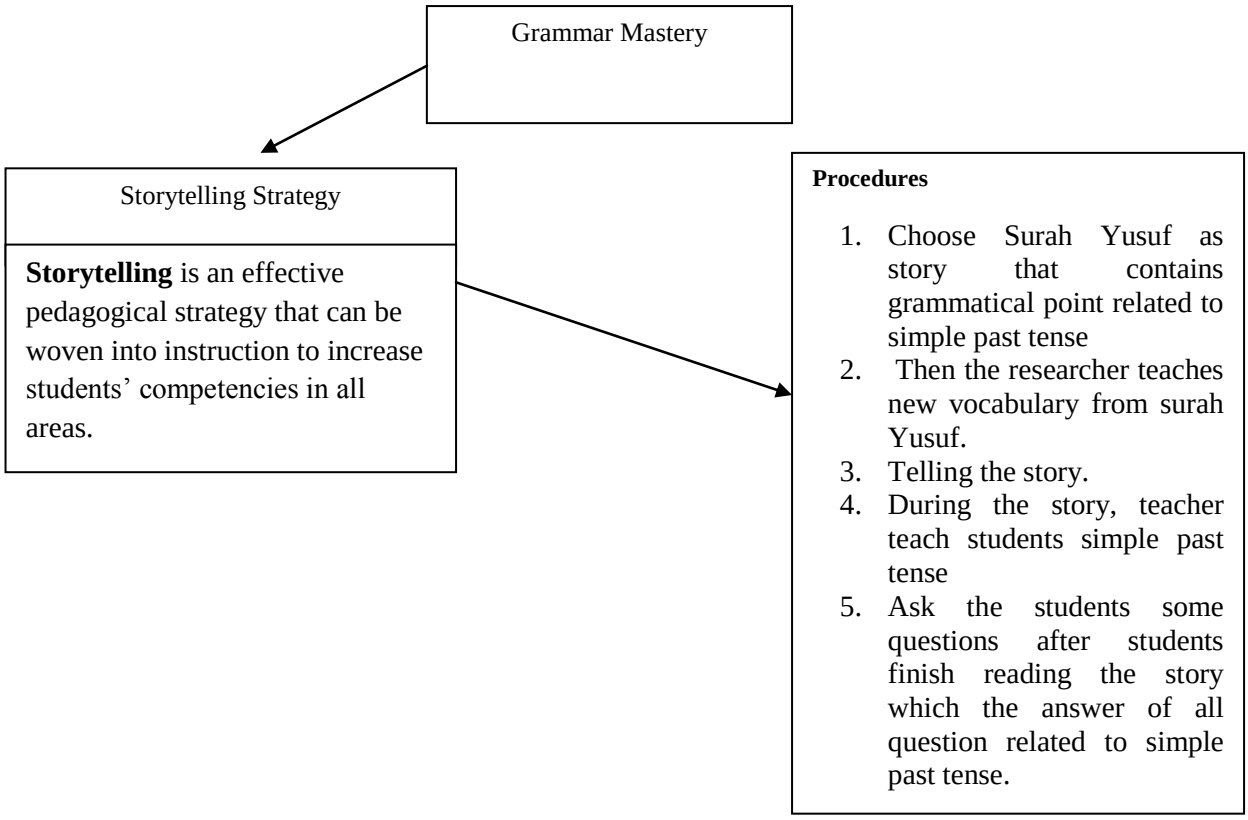
The third research was conducted by Hassan with title T*he Effect of Telling Short Stories on Learning Grammar among Efl High School Students in Iran.* The participants of this study were monolingual speaker of Persian. The material used in this study was a short story that was suitable for the intermediate level. The focus of attention in this study was teaching grammar. He found that

using storytelling had a positive impact on the acquisition of the grammatical rules,

From those studies, the researcher differentiate the research that focus on student's grammar understanding in simple past, the researcher uses surah Yusuf as the example of story in storytelling strategies and the researcher has done the research entitled "The Effect of Using Storytelling Based on Story of Prophet Yusuf related to Quran Verses Towards Students' Grammar Understanding at The 8th Grade of MTsS Diniyyah Pasia" In order know the effect storytelling Story of Prophet Yusuf related to Quran Verses Towards Students' Grammar Understanding at The 8th Grade of MTsS Diniyyah Pasia.

C. Conceptual Framework

Conceptual frameworks are abstract representations, connected to the research project's goal that directs the collection and analysis of data. Patricia and Rangarjan said that Conceptual framework as the way ideas are organized to achieve a research project's purpose.[47] So, researcher chooses mapping as conceptual framework to organize the idea of the research.



[47]Shields, Patricia and Rangarjan, N. A Playbook for Research Methods: Integrating Conceptual Frameworks and Project Management. (OK: New Forums Press. 2013.) p. 24.

Based on the conceptual framework above, the purpose of this research will be achieved after applying storytelling strategy by using Surah Yusuf in Quran. This research is using a certain kind of procedures that help researcher to answer the research questions.

D. Hypothesis

A workinghypothesis is a provisionally accepted hypothesis proposed for further research.[48] According to this fact, the hypothesis of this research will be formulated as follow:

1. Ha : There is a significant effect of using story telling based on Quran Verses towards students' grammar understanding

   H0 : There is no significant effect of using story telling based on Quran Verses towards students' grammar understanding

2. Ha : There is a significant difference of students who are taught by storytelling based on Quran Verses and students who are not taught by storytelling based on Quran Verses

   H0 : There is no significant difference of students who are taught by storytelling based on Quran Verses and students who are not taught by storytelling based on Quran Verses

[48], Ray Hilborn & Mangel,. *The ecological detective: confronting models with data*. (Princeton University Press. 1997) p. 24

3. Ha : Students' grammar understanding taught by storytelling based on Quran Verses is better than students who are not taught by it

H0 : Students' grammar understanding taught by storytelling based on Quran Verses is not better than students who are not taught by it

CHAPTER III

RESEARH METHOD

A. Design of the Research

The researcher used the quantitative research. The quantitative research is a kind of research that collects the data in the form of number. According to Sugiono, a research is called as quantitative because of the data of the research uses numeric and using statistic analysis.[1] There are many types of quantitative research; they are survey research, correlational research, causal-comparative research and experimental research.

The design of this research was experimental research because it has the purpose to know the effect of using storytelling in teaching grammar. Gay statesin Emzirs' book that experimental research is the one of research method that can truly test the hypothesis concerning cause and effect relationship.[2]There are two major classes of experimental designs, single-variable designs, which involve one independent variable, and factorial designs, which involve two or more independent variables. Factorial designs are classified as pre-experimental, true experimental and quasi experimental.In this case, the researcher chose the Quasi Experimental Design

[1]Sugiono, *Metode Penelitian Pendidikan (Pendekatan, Kuantitatif, Kualitatif, dan R&D),* (Bandung: Alfabete, 2009). P. 13

[2]Emzir, *Metodologi penelitian pendidikan: kuantitatif dan kualitatif, (*Jakarta: Rajawali Pers, 2012). P. 63

because in this design, the researcher was able to control some of variables which influence the process of the experimental. According to Suryabrata, Quasi experimental design divided into two kinds, Posttest-Only Control Design and Pretest- Posttest Control Design. Posttest- Only Control Design is a type of quasi experimental design where the experimental group is exposed to a treatment and both groups are measured afterwards. Pretest- Posttest Control Design where both groups are measured before and after the experimental group is exposed to a treatment.[3] The different between both designs is the pretest. Posttest- Only Control Design does not have pre-test while Pretest- Posttest Control Design has both pre- test and post- test.

However in this research, researcher chooses the Pretest Posttest Control Design, which in this design there were two groups in this research. Experimental group that was treated by using storytelling strategy and the control group was treated without using storytelling strategy between pretest and postttest. Related to experimental and control, Gay states," The experimental group usually gets new treatment or treatment under investigation, while the control group gets different treatment or treated like usual".[4]The control group is needed to know whether the new treatment under investigation is more effective than the use the unusual one. These two groups

[3]Suryadi Suryabrata.*PsikologiPendidikan*. (Jakarta: PT Rajawali.. 1990), p,32-36

[4] L. R. Gay, *Educational Research*, (Republic of Singapore: Merrill Publishing Company, 1990), p.261

has been given the same length of the time and the same materials in teaching. This research used the pretest to determine a student's baseline knowledge or preparedness for an educational experience or course of study and posttest to know whether there will be differences of the students' grammar mastery.

Table1. The design of the research

Class	Pretest	Treatment	Posttest
Experimental class	T1C	X	T2C
Control class	T2D	-	T2D

Where:

T1C = The pretest for experimental class

T2D =The pretest for the control class

X = The treatment that is given to the experimental group by using storytelling strategy

T2C = The posttest for the experimental class

T2D = the posttest for control class

Based on the research design above, special treatment was only given to the experimental class. The post-test will be administrated after the implementation of storytelling strategy as the special treatment for the

students in the experimental class.It has been given in order to observe students' grammar ability in both classes.

B. Population and Sample

1. Population

Population and sample were two important elements in doing a research. Margono states that the population is the whole data which become our focus in the certain place and time.[5] The population was all students at the eighth grade of MTsS Diniyyah Pasia.

Table 2. The population of first grade

No	Class	Students totality
1	VIII.1	35
2	VIII.2	37
3	VIII.3	35
4	VIII.4	38
5	VIII.5	37
6	VIII.6	37
	Total	219

Source: English teacher of MTsS Diniyyah Pasia

From this table, the population from this research is 219 students that are the total of the students in the 8th grade in MTsS Diniyyah Pasia 2017-2108

[5]Margono.*Metodologi Penelitian Pendidikan*.(Jakarta:PT. Rineka Cipta.2007).p.118

2. Sample

The sample of this research was determined by using purposive sampling. According to Margono, the purposive sampling is the selection of a group based on certain characteristic are deemed have a close relation with the characteristics of the population that has been previously known.[6]The samples of this research were two class of eighth grade of MTsS Diniyyah Pasia. Researcher chose VIII.4 and VIII.6 because they had some problems with grammar mastery especially in past tenses, which have the close relation with the characteristic of the population, and because it is also suggested by the teacher in the school. Thus, one of two classes has been chosen to be a control class and one class to be experimental class.

a. Try Out the Test

In order to know whether the test is reliable or not, try out should be held. the reliability of the test was analyzed by using formula R11

After trying out the test, the data was input into SPSS 22.

b. Test the normality of the data.

The purpose of testing the normality of the data is to know whether the data spreads out normally or not. There are two ways to test normality of the data; by using SPSS 22 and tested by using Liliefors test. It can be done in these steps below:

[6]*Ibid* ..p.128

1) Arrange the data from the lower to the higher
2) Find the mean score ($\bar{x}$) and the standard deviation (SD)

$$(\overline{X}) = \frac{\sum X}{N}$$

$$SD = \sqrt{\sum \frac{(xi\ \bar{x})^2}{n-1}}$$

3) Find the score of Zi by using this formula : Zi = $\frac{Xi-\bar{X}}{S}$
4) Find the score of P (Zi) by consult the score of Zi with Z_{table}
5) Find S (Zi)
6) Find the absolute score of P (Zi) – S(Zi)
7) Determine the higher score of obsulute mark F(Zi) – S (Zi). It is named with Lo (Liliefors)
8) Test the Lo score with Liliefors table with the certain degree of freedom (α): 0,05.
9) Take the conclusion, if Lo<Ltab or if Ltab>Lo it can be concluded that the data is distributed normally with the degree of freedom in (α) 5%.[7]

[7]Sudjana, *MetodaStatistika*, (Bandung PT. Tarsito, 2001),p.239

c. Test the homogeneity of the data

The purpose of homogeneity test is to know whether the population is homogeneous or not. This test is done by using SPSS 22, however it also can be done by using F test. The homogeneity test by using F test was done by following step:

1) Find the mean score ($\bar{X}$)

$$(\overline{X}) = \frac{\sum X}{N}$$

2) Find the Standard Deviation (SD)

$$SD = \sqrt{\sum \frac{(Fx)^2}{n-1}}$$

3) Find the Variant (S^2)

$$S^2 = \frac{\sum(fX)}{n-1}$$

4) Find the F- obtained = $\frac{the\ higher\ variant}{the\ lower\ variant}$

5) Find the score F–table with the certain of level significance (α) 0,05

6) Take the conclusion, if the F- obtained <F –table, the data is homogeny.[8]

[8] L.R. Gay, *Educatinal Research, Competencies for analysis and Application*,…p.102

C. Instrumentation

The instrument used in this research was test that will be given as pretest and posttest. The test consists of 30 items, which were formulated in multiple choice items with four alternatives. In order to make that test become valid and reliable; the researcher has done the validity and reliability of the test. According to Sugiono, a valid research result is if there are similarities between the data collected with the data actually happened on the object under study.[9] Furthermore, research is reliable, if there is equality of data in a different time. As explained below:

1. Validity

Test is true if it measures accurately what is intended to be measured. As Gay stated validity is the most important quality of any test. Validity is concerned with what a test measures and for whom it is appropriate.[10] He also stated, for any test it is important to seek appropriate type of validity. It means the teacher should consider the purpose of test and choose the appropriate validity that will be used in order the test can be evaluated based on lesson objective.

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[9]Sugiono, *MetodePenelitianPendidikan (Pendekatan, Kuantitatif, Kualitatif, dan R&D…… p.172*

[10] L.R. Gay, Educatinal Research, Competencies for analysis and Application,…p.161

Expert Validity

To know whether the test is good or not, the researcher consulted it with the lectures and the English teacher. By consulting it to the expert, the researcher would get more information about how to make good test.

2. Reliability

Test is reliable if it gives the constant result if the test is given to the some individual in another time. According to gay, reliability is the degree to which a test consistently measure whatever it measures. In other hand, if a test can give the current result as same as the previous test that had been conducted, that means that the test has a high reliability. In order to know whether the test is reliable or not, the data from try out test should be tested by using K-R 20.

The reliability of items using K-R 20 Suggested by Arikunto as follows:

$$r_{ii} = \frac{n}{n-1}\left[\frac{s^2 - \Sigma pq}{s^2}\right]$$

Where:

r_{ii} = Reliability s^2

n = Number of items

p =Proportions of the number of students answer correctly

q =Proportions of the number of students answer incorrectly (q=1-p)

Σ_{pq} = Total number of p items to q

S = Standard – deviation

General description of coefficient correlation as follows:

$0.80 < r_{ii} 1.00$: Very high

$0.60 < r_{ii} 0.80$: High

$0.40 < r_{ii} 0.60$: Moderate

$0.20 < r_{ii} 0.40$: Low

$0.0 \ r_{ii} 0.20$: Very low

D. Technique of the Data Collection

This research used try out to find out the reliability of the data and the validity of each item in the test. Then researcher used the pretest to determine a student's baseline knowledge or preparedness for an educational experience or course of study. After that, the researcher collected the data based on the score of students' grammar test. The data will be collected after the posttest of students. The researcher has given posttest to both experimental and control groups. The posttest will be given in order to know the significant effect of students' grammar mastery after giving the treatment to the experimental group.

The researcher took the scores students' grammar based on scoring and measuring students' grammar posttest. Then the researcher compared the result of the test gained by the experimental and control groups in order to know whether the using of storytelling strategy can give significant effect or not in improving the students' grammar mastery.

E. Technique of the Data Analysis

This research will be done by using the t-test in analyzing the data. There are four formulas that used to analyze the data in this research. The first is used to find the average score of each group. The second is sum of square or variance. The third calculate standard deviation. The last calculate t-test formulate. Gay says that it uses to see significance of the different mean square between the two groups.[11]Furthermore, Margono says to test the large sample is used average and variation.

The average score was calculated by using the formula as follows:

$$\bar{x} = \frac{\sum x}{n}$$

Where :

$\bar{x}$ = average score

$\sum x$ = sum of data

N = Number of data

[11] L. R. Gay, *Educational Research*, (Republic of Singapore: Merrill Publishing Company, 1990), p.399

After that

The t-test is used as suggested by margono:

The formulas are as follows:

$$T = \frac{\bar{X}_A - \bar{X}_B}{\sqrt{\frac{n_A S_A^2 + n_B S_B^2}{n_A + n_B - 2}\left(\frac{1}{n_A} + \frac{1}{n_B}\right)}}$$

Where:

For Hypothesis 1

T = the score of t- calculated (obtained)

$\bar{x}_A$ = mean score of the posttest of the experimental class

$\bar{x}_B$ = mean score of the pretest of the experimental class

S^2_A = variance posttest of the experimental class

S^2_A = variance pretest of the experimental class

n_A = Number of experimental class in posttest

n_B = Number of experimental class in pretest.[12]

after that the data was analyzed using these step below :

1. Subtract 1 from the sample size to get the degrees of freedom.

[12]Margono, *Methodologi Penelitian Pendidikan*, (Jakarta:PT. Rineka Cipta,2003),p. 198

2. Find the p-value in the t-table, using the degrees of freedom in Step 1, use 0.05 (5%).

3. Compare t-table value from Step 2to calculated t-value . The calculated t-value is greater than the table value at an alpha level of .05. The p-value is less than the alpha level: p <.05. We can reject the null hypothesis that there is no difference between means.

To find whether there is significant difference and whether storytelling is better then conventional strategy using formula as follows:

$$T = \frac{\bar{X}_A - \bar{X}_B}{\sqrt{\frac{n_A S_A^2 + n_B S_B^2}{n_A + n_B - 2}\left(\frac{1}{n_A} + \frac{1}{n_B}\right)}}$$

Where:

For hypothesis 2 and 3

T = the score of t- calculated (obtained)

$\bar{x}_A$ = mean score of the posttest of the experimental class

$\bar{x}_B$ = mean score of the posttest of the control class

S^2_A = variance posttest of the experimental class

S^2_A = variance posttest of the control class

n_A = Number of students in experimental class posttest

n_B = Number of students in control class posttest

after that the data was analyzed using these step below :

1. Subtract 1 from the sample size to get the degrees of freedom.

2. Find the p-value in the t-table, using the degrees of freedom in Step 1, use 0.05 (5%).

3. Compare t-table value from Step 2to calculated t-value . The calculated t-value is greater than the table value at an alpha level of .05. The p-value is less than the alpha level: p <.05. We can reject the null hypothesis that there is no difference between means.

While for hypothesis3To know whether students' grammar mastery taught by storytelling based on Quran Verses is better than students who are not taught by it using formula as follow:

$\bar{x}_{A} > \bar{x}B$

$\bar{x}_A$ = mean score of the posttest of the experimental class

$\bar{x}_B$ = mean score of the posttest of the Control class

It means that Ha is accepted and H0 is rejected

However there is another way in analyzing the data which is using an application called SPPS. SPSS is statistic program that can run in any

windows. According to Dan Flynn SPSS is a powerful program which provides many ways to rapidly examine data and test scientific hunches. SPSS can produce basic descriptive statistics, such as averages and frequencies, as well as advanced tests such as time-series analysis and multivariate analysis. The program also is capable of producing high- quality graphs and tables.[13]

[13] Dan Flynn. Student Guide to SPSS. (Barnard : Barnard College), p. 2

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

1. Description of the Data

In this section, researcher would like to describe the finding from try out, pre-test and post-test.

a. Data from try out

To find out either the instrument were valid or not and reliable or not, the instrument should have been tested first. Try out test was given to the students in other class that still in same level. This class consists of 30 students. The description of try out can be viewed in the table below:

Table 4.1
Accepted/Rejected try out items

Item Number Accepted	Item Number Rejected
4, 5, 6, 9, 11, 13, 17, 18, 19, 20, 21, 22, 23, 24, 25, 27, 28, 29, 34, 36, 37, 38, 39, 40, 41, 43, 45, 46, 47, 50	1, 2, 3, 7, 8, 10, 12, 14, 15, 16, 26, 30, 31, 32, 33, 35, 42, 44, 48, 49

The result of this test showed that there were 30 items valid and 20 items invalid. The items that invalid were removed from the

test. The test was valid because the output is bigger than 0.3. It can be seen **appendix 1 page**

b. Data from the Pre-test of Experimental and Control Group

Pre-test was the data analysis that had been given by the researcher at the first meeting before conducting the treatment for experimental class by using storytelling and treatment for control class without using storytelling.

The analysis of raw pre-test scores attained by the experimental group is as follows:

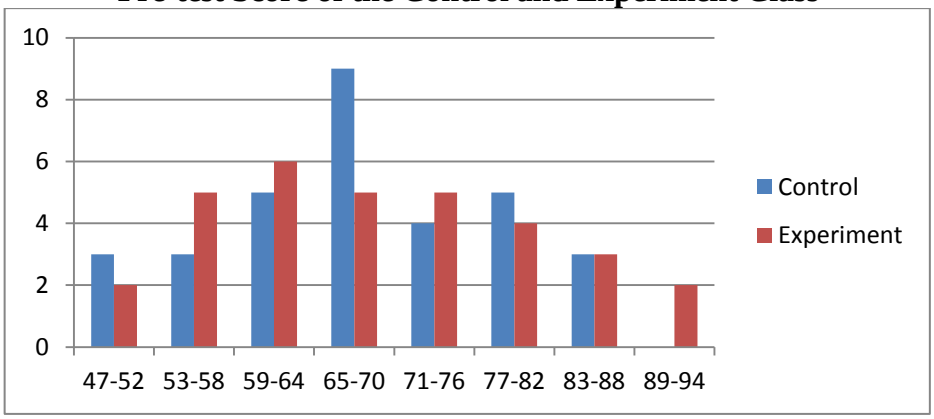
Table 4.2
Pre-test Score of the Control and Experiment Class

Score Range	Control (f)	Experiment(f)
47-52	3	2
53-58	3	5
59-64	5	6
65-70	9	5
71-76	4	5
77-82	5	4
83-88	3	3
89-94	0	2
	32	32

Based on table 4.1, in control class there were 3 students in score range 47-52, 53-58, and 83-88, 5 students in score range 59-64 and 77-82, 9 students in score range 65-70, and 4 students in score range 71-76. While in experiment class, there were 2 students in score range 47-52 and 89-94, 5 students in score range 53-58, 65-70, and 71-76, 4 students in score range 77-82, and 3 students in score range 83-88.The graphic of pre-test scores attained by the control and experiment class is as follows:

Picture 4.1

Pre-test Score of the Control and Experiment Class



Based on the calculation from the data that researcher got from pre-test, the lowest score of pre-test gained by the control class was 47 and the highest score was 87. The mean of the class was 67.56, the median was 67, standard deviation was 10.488, and the variance was 109.157. For the experiment class, the lowest score of pre-test gained by the control class was 50 and the highest score is 90. The mean of the class was 69.19, the median was 70, standard deviation was 10.982 and the variance was 120.609. The data above can be viewed at the table below:

Table 4.3

The Result of the Calculation of Scores Gained from the Pre- test

Descriptives				
			Statistic	Std. Error
Control	Mean		67,56	1,847
	95% Confidence Interval for Mean	Lower Bound	63,80	
		Upper Bound	71,33	
	5% Trimmed Mean		67,71	
	Median		67,00	
	Variance		109,157	
	Std. Deviation		10,448	
	Minimum		47	

	Maximum		87	
	Range		40	
	Interquartile Range		15	
	Skewness		-,362	,414
	Kurtosis		-,259	,809
Experiment	Mean		69,19	1,941
	95% Confidence Interval for Mean	Lower Bound	65,23	
		Upper Bound	73,15	
	5% Trimmed Mean		69,10	
	Median		70,00	
	Variance		120,609	
	Std. Deviation		10,982	
	Minimum		50	
	Maximum		90	
	Range		40	
	Interquartile Range		16	
	Skewness		,055	,414
	Kurtosis		-,722	,809

c. Data from the Post-test of the Experimental and Control Group

The post-test was conducted at the end of the treatment in order to find out the effect of storytelling toward students' test result in grammar. The post-test was given to the experiment and control group after treatment. Both group were given the same test material and time allocation. The data from the post-test score of the control and experimental class are as follows:

Table 4.4
Post-test Score of the Control and Experiment Class

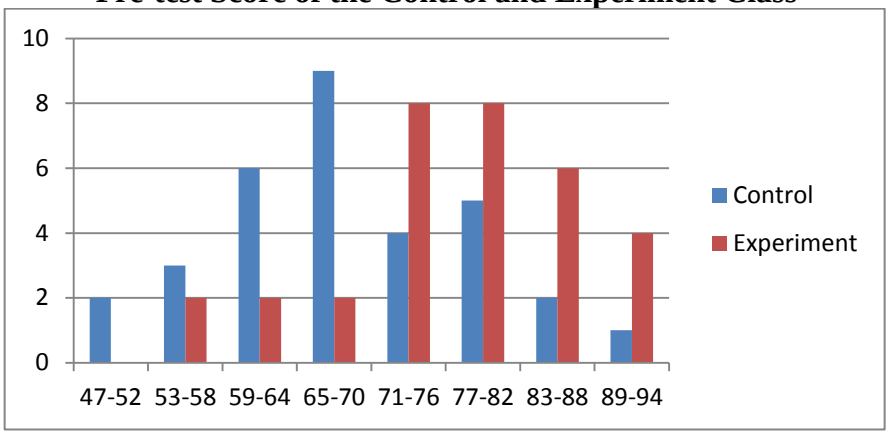
Range	Control	Experiment
47-52	2	0
53-58	3	2
59-64	6	2
65-70	9	2
71-76	4	8

77-82	5	8
83-88	2	6
89-94	1	4
	32	32

Based on table 4.4, in control class there were 2 students in score range 47-52 and 83-88, 3 students in score range 53-58, 6 students in score range 59-64, 9 students in score range 65-70, 4 students in score range 71-76, 5 students in score range 77-82, and a student in score range 89-94. While in experiment class, there are 2 students in score range 53-58, 59-64, and 65-70, 8 students in score range 71-76 and 77-82, 6 students in score range 83-88, and 4 students in score range 89-94. The graphic of post-test scores attained by the control and experiment class is as follows:

Picture 4.2

Pre-test Score of the Control and Experiment Class



Based on the calculation from the data that researcher got from post-test, the lowest score of post-test gained by the control class was 43 and the highest score was 90. The mean of the class was 68.5, the median was 67, standard deviation was 10.874, and the variance was 118.249. For the experiment class, the lowest score of post-test gained

by the control class was 57 and the highest score was 93. The mean of the class was 78.31, the median was 77.4, standard deviation was 8.922, and the variance was 79,609. The data above can be viewed at the table below:

Table 4.5

The Result of the Calculation of Scores Gained from the Pre- test

Descriptives				
			Statistic	Std. Error
Control	Mean		68,59	1,922
	95% Confidence Interval for Mean	Lower Bound	64,67	
		Upper Bound	72,51	
	5% Trimmed Mean		68,81	
	Median		67,00	
	Variance		118,249	
	Std. Deviation		10,874	
	Minimum		43	
	Maximum		90	
	Range		47	
	Interquartile Range		15	
	Skewness		-,128	,414
	Kurtosis		,141	,809
Experiment	Mean		77,44	1,577
	95% Confidence Interval for Mean	Lower Bound	74,22	
		Upper Bound	80,65	
	5% Trimmed Mean		77,71	
	Median		78,50	
	Variance		79,609	
	Std. Deviation		8,922	
	Minimum		57	
	Maximum		93	
	Range		36	
	Interquartile Range		10	
	Skewness		-,331	,414
	Kurtosis		,207	,809

2. Analysis of the Data

In this section, the researcher would like to analyse the data from try out, pre-test, and post-test

a. Try out test of instrumentation

Then, the reliability of this test was analyzed for identifying the test was consistent in measurement or not. The result showed as follow:

Vt = 78.39556

$r_{11} = (\frac{n}{n-1})(\frac{Vt-\sum pq}{Vt})$

$r_{11} = (\frac{50}{49})(\frac{78.39556-\sum 10{,}07555556}{78.39556})$

$r_{11} = 0{,}88926324$

According to the **expert** the test was reliable to be used for pre-test and post-test in this research if the value of r11 obtained is bigger than 0.6, furthermore 0.89 was categorized as **very good**.

b. Normality Test of Pre-test Score of Control and Experiment Class

By analyzing the pre-test score of both classes using SPSS 22, the result used to find out whether the instrument was distributed normally or not. The Data is normal if Sig. (p value) > 0.05 and is not normal if Sig. (p value) < 0.05. The output of normality test using SPSS 22 is shown in table below

Table 4.6
Normality Test Using SPSS 22

Tests of Normality

	Kolmogorov-Smirnov[a]	Shapiro-Wilk

	Statistic	df	Sig.	Statistic	df	Sig.
Control	,135	32	,147	,964	32	,347
Experiment	,123	32	,200*	,965	32	,384

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

a. Lilliefors Significance Correction

Based on the table above the Sig. (p value) of both class is 0.147 and 0.2 which are bigger than 0.05, it means that the data distributed normally. On the table above there are Kolmogorov-Smirnov and Shapiro-Wilk, if the data is more than 50, it is better to use Kolmogorov-Smirnov. Since the data is more than 50, the researcher used Kolmogorov-Smirnov

The normality of pre-test data was used as the condition for the data can be analyzed by using t test or not. This data were comparing with the post-test of experimental data for analyzing the hypothesis. So, by comparing both of the test, the hypothesis showed that there was significant different between experiment and control class.

c. Normality Test of Post-test Score of Control and Experiment Class.

By analyzing the data using SPSS 22, the result used to find out whether the instrument was distributed normally or not. The Data is normal if Sig. (p value) > 0.05 and is not normal if Sig. (p value) < 0.05. The output of normality test using SPSS 22 is shown in table below

Table 4.7
Normality Test Using SPSS 22

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Control	,098	32	,200*	,976	32	,663
Experiment	,128	32	,198	,956	32	,212

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

a. Lilliefors Significance Correction

Based on the table above the Sig. (p value) of post-test control is 0.2 which is bigger than 0.05, it means that the data distributed normally and the Sig. (p value) of post-test experiment is 0.198 which is bigger than 0.05, it means that the data also distributed normally.

The normality of the post-test data was used to test the hypothesis whether it was accepted or not. This data showed the improving of the students score after comparing with the pre-test. When the result from pre-test to post-test had improved, it proved that there was significant effect in this research.

d. Homogeneity Test of the Pre-test Score from the Control and the Experiment Class.

The data from the pre-test of the experimental and control class were homogeny as presented in the table 4.8:

Table 4.8:
Test Homogenity test of Pre-test Using SPSS 22

		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	t	Df
data	Equal variances assumed	,304	,583	-,606	62
	Equal variances not assumed			-,606	61,846

One of the ways to determine the data is homogenous or not is to compare the Sig.(p value) with the level of significance which is 0.05. The Sig. (p value) is 0.583 > 0.05, then the data is homogenous.

This sample was also used to test the hypothesis. Before testing the hypothesis by using t test, the sample had to homogenous. So, the hypothesis can be analyzed because both pre and post-test had been homogenous.

e. Homogeneity Test of the Post-test Score from the Experiment Class and the Control Class

The data from the post-test of the experimental and control class also homogenous, it can be seen in the table 4.9:

Table 4.9:
Test Homogenity test of Post-test Using SPSS 22

		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	t	Df
data	Equal variances assumed	,753	,389	-3,557	62
	Equal variances not assumed			-3,557	59,722

One of the ways to determine the data is homogenous or not is to compare the Sig.(p value) with the level of significance which is 0.05. The Sig. (p value) is 0.389 > 0.05. Then it can be concluded that the data is homogenous.

This homogeneity of both post-test and control class had

function to see between the two classes are homogenous or not. When they are homogenous, the t test as the formula to test the hypothesis can be analyzed.

3. Testing the Hypothesis

After finding the mean score, the standard deviation, and the value of the $t_{obtained}$ by using t-test of the both classes, the hypothesis was tested. The hypothesis of this research was tested as follow:

a. The first hypothesis

The first hypothesis in this research, there is any significant effect of storytelling toward students test result in grammar. To measure whether the researcher accepted or rejected the hypothesis, the researcher used the formula to find whether H_0 was accepted or rejected, the value of the $t_{obtained}$ was compared with the value of the t_{table}. If the value of the t obtained is the same or less than the value of the t_{table} or $t_{obtained}$ located between $-t_{table}$ and $+ t_{table}$, the null hypothesis (H_0) is accepted.

The calculation of pre-test and post-test scores of the experimental class, the mean score of the post-test ($\bar{X}2$) is 69.19. It was greater than the mean score of the pre-test $\bar{X}1$), 77.44. It can be viewed in the table 4.10

Table 4.10
T test For Pre-test and Post-test Experimental Class

	Levene's Test for Equality of Variances		t-test for Equality of Means	
	F	Sig.	t	df

Data	Equal variances assumed	1.761	.189	-3.298	62
	Equal variances not assumed			-3.298	59.505

Then, the standard deviation of each class was obtained and they were analyzed by using SPSS to find the value of the $t_{obtained}$. It was found that $t_{obtained}$ is -3.298 and the t_{table} for degrees of freedom is 62 with level of significance 0.05 is 1.667. Through comparing the $t_{obtained}$ (-3.298) and t_{table} (1.667), it was found that the - $t_{obtained}$ (negative) was smaller than the t_{table}.

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From the data, it means that There is a significant effect of using story telling based on Quran Verses towards students' grammar understanding which is alternate hypothesis (H_a) is accepted or There is no significant effect of using story telling based on Quran Verses towards students' grammar understanding which is null hyphothesis (H_0) is rejected because the - $t_{obtained}$ is smaller than the t table. So, it can be concluded that there is a significant effect of using storytelling toward students' test result in grammar especially in past tense.

b. The second hypothesis,

There is a significant difference of the students' test result in grammar between the students who are taught by using storytelling and the students who are not taught by using storytelling or there is no significant difference of the students test result in grammar that are taught by using storytelling and the students who are not taught by

using storytelling. To measure whether the hypothesis is accepted or rejected, the value of the $t_{obtained}$ was compared with the value of the t_{table}. If the value of the $t_{obtained}$ is the same or less than the value of the t_{table}, the null hypothesis (H_0) is accepted.

From the calculation of post-test scores of the both classes, the mean score of the post-test ($\bar{X}2$) of the experimental class is 78.31. It is higher than the mean score of post-test of the control class ($\bar{X}1$), 68.5. It is shown in the table 4.11

Table 4.11
T test For Post-test of Control and Experimental Class

		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	t	Df
data	Equal variances assumed	1.959	.166	-4.523	62
	Equal variances not assumed			-4.523	63.851

It was found that $t_{obtained}$ is -4.523 and the t_{table} for degrees of freedom 70 with α =0.05 is 1.667. Through comparing the $t_{obtained}$ (-4.523) and t_{table} (1.667), it was found that the - $t_{obtained}$ was smaller than the t_{table}.

From the data above, it shows that the descriptive hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected because the $t_{obtained}$ is greater than the t_{table}. So, it can be said that there is any significant difference of the students' test result in grammar especially

in past perfect tense between the students who are taught by using storytelling and the students who are not taught by using storytelling.

c. The third hypothesis

The third hypothesis, is the students test result of the students who are taught by using storytelling is better than the students' test result of the students who are not taught by using storytelling or is the students' test result of the students who are taught is not better than the students' test result who are not taught by using storytelling.

The mean score of post-test of experimental class is bigger than the post-test mean score of the control class (77.44 >68.5). It means that the alternative hypothesis (H_a) was accepted and it can be concluded that the grammar test result of the students who were taught by using storytelling was better than the grammar test result of the students who were not taught by using storytelling.

B. Discussions

Based on the hypothesis result, researcher found that using storytelling toward students' test result in grammar gave significant effect on students test grammar test result especially in past tense. It can be shown from the mean of pre-test and post-test in experimental class. The mean of pre-test of experimental class is 71.11 and the mean of post-test is 78.31. It means that the mean of post-test of experimental class is higher than the mean of pre-test of experimental class. The t-test result is shown that the $t_{obtained}$ is (3,261) Higher than the t_{table} (1.667) . The differences of both classes is caused

by the treatment given. The fact shows that storytelling has significant effect in increasing the students' test result in grammar.

It has proven that the using storytelling toward students' test result in grammar gave significant difference on students' test result. It can be shown from the mean of post-test in experimental class and control class. The mean of post-test of experimental class is 78.31 and control class is 68.5. It means that the mean of post-test of experimental class is higher than the mean of post-test of control class. The t-test result was shown that the $t_{obtained}$ was higher than the t_{table} (3.261 >1.667). The difference of both classes was caused by the treatment given. The fact shows that storytelling has significant difference in influencing the students' test result in grammar especially in present tense.

This finding were supported by Belinda Hana Dwiaji in Yogyakarta, Indonesia.The result of his research showed that there was a significant difference between the speaking skill of students who were taught by using storytelling. The other finding was by Musahrain in Wera, Indonesia. This study found that there was a significant difference between the mastery of English learning of the students who were taught without storytelling and taught by using storytelling. They found that storytelling was more effective than without it.

This difference also happened to the researcher when taught in the classroom. In experimental class which taught by using storytelling, the students were more active in learning process. When the researcher taught

them about present tense, they were motivated to raise their hand in giving example and asking question. This phenomena are suitable with the statement from El-Hariry who said that one of the advantages from storytelling is the learners are more active in learning process. In contrast, the students who were taught without using storytelling were passive and less motivated in learning process.

Finally, the data of the experimental and control classes were also obtained to indicate the students who were taught by storytelling was better than the students who were not taught by using storytelling from the data that were obtained. It was found that the mean score of post-test of the experimental class ($\bar{x}\,1$) was higher than the mean scored of the control class $\bar{x}\,2$) 78.31 > 68.5. It can be concluded that storytelling can help students in increasing their grammar test result especially in past tense.

In conclusion, using storytelling can increasing the students' ability in grammar especially in past tense. Storytelling is almost appropriate for all level including weak students. This can be proven from the score of post-test in experimental class of this research.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the findings and the discussions in the previous chapter, the researcher concludes :

1. The use of Storytelling of Prophet Yusuf Story Based in Quran Verses in teaching grammar to eighth grade in MTsS Diniyyah Pasia has the significant effect in improving students‘ grammar. It is supported by the data that Storytelling of Prophet Yusuf Story Based in Quran Verses can help increase student grade and understanding. For teachers, Storytelling of Prophet Yusuf Story Based in Quran Verses can help increase professionalism and collaboration. It means that the alternative hypothesis (Ha) of this research could be accepted that Storytelling of Prophet Yusuf Story Based in Quran Verses gave the significant effect toward students‘ grammar.
2. There is significant difference between the students who were taught by Storytelling of Prophet Yusuf Story Based in Quran Verses and students who were taught without using Storytelling of Prophet Yusuf Story Based in Quran Verses. It was found that the value of Storytelling of Prophet Yusuf Story Based in Quran Verses can be used by teacher on teaching English language learning at the classroom. It was found that the value of Sig.Value-obtained was higher than the value of significant level . It is beneficial to improve mastery on planning, communicating, problem solving, and decision making.

3. The use of Storytelling of Prophet Yusuf Story Based in Quran Verses in teaching grammar is better than conventional technique. It is proved by the data of the post-test of both classes where the mean score of experimental class is 77.44 and the mean score of control class is only 68.5 meanwhile both of classes have the same level of ability in the pre-test. Storytelling of Prophet Yusuf Story Based in Quran Verses is effective strategy in teaching and learning, help students solve the problem and improve professionalism and collaboration.

B. Suggestions

Based on the findings of the research, the researcher would like to propose some suggestions as following:

1. Based on the result of the research, the English teacher is recommended to use Storytelling of Prophet Yusuf Story Based in Quran Verses as an alternative teaching especially teaching grammar.
2. The teachers are hoped to guide students in using Storytelling of Prophet Yusuf Story Based in Quran Verses as strategy to help them mastering the grammar.
3. Further researchers are suggested to conduct a study on the effect of using Storytelling of Prophet Yusuf Story Based in Quran Verses in teaching other aspect to explore and use of this research in other aspect.

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