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APPENDICES

APPENDIX I

RENCANA PELAKSANAAN PEMBELAJARAN (Experimental Class)

Sekolah : SMA Swasta Kesuma Bangsa
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : XI/Ganjil
 Alokasi Waktu : 3 X 45 Menit (6 pertemuan)

A. Tujuan pembelajaran

- Siswa mampu berbicara bahasa Inggris sesuai dengan kaidah yang berlaku.
- Siswa mampu mengetahui makna dari sebuah cerita yang dijelaskan teman-teman.
- Siswa mampu mengekspresikan pengalaman mereka kepada orang lain.

B. Kegiatan pembelajaran

Kegiatan	Deskripsi kegiatan	Alokasi waktu
Kegiatan pendahuluan	<ul style="list-style-type: none"> • Guru mengucapkan salam • Guru memeriksa kehadiran siswa • Guru menjelaskan topik yang akan dipelajari • Guru menjelaskan tujuan pembelajaran dalam topik ini • Guru menjelaskan manfaat pembelajaran materi ini • Guru menjelaskan pentingnya materi ini dalam kehidupan siswa 	15 menit
Kegiatan inti	<ul style="list-style-type: none"> • Eksplorasi <ul style="list-style-type: none"> ➢ Siswa mendengarkan penjelasan materi yang dijelaskan guru. ➢ Siswa diberikan arahan tentang maksud dari storytelling • Elaborasi <ul style="list-style-type: none"> ➢ Guru memberikan contoh sebuah cerita dengan memperhatikan element speaking. ➢ Siswa menjelaskan ulang cerita yang telah disampaikan guru. ➢ Siswa diberi tugas membuat sebuah cerita baik karangan sendiri atau berdasarkan imajinasi masing-masing. 	90 menit

	<ul style="list-style-type: none"> ➤ Siswa mempresentasikan cerita masing-masing didepan kelas. • Konfirmas <ul style="list-style-type: none"> ➤ Guru Memberikan pertanyaan kepada siswa dari erita yang telah disampaikan temannya didepan kelas. ➤ Guru memberikan masukan terhadap presentasi siswa tersebut 	
Kegiatan penutup	<ul style="list-style-type: none"> • Guru mengulas kembali pelajaran pada pertemuan ini • Guru Memberikan kesempatan kepada siswa untuk bertanya terkait materi hari ini. • Guru memberikan tugas untuk pertemuan berikutnya yaitu membuat cerita berdasarkan pengalaman pribadi siswa. • Guru menutup pembelajaran 	15 menit

C. Penilaian Hasil Belajar

No	Aspect	Score	Criteria
1	Pronunciation	5	Equivalent and fully accepted by an educated native speaker
		4	Errors in pronunciation are quite rare
		3	Errors never get in the way of understanding and rarely bother native speakers. A clear accent could be a foreigner
		2	The accent is very clever although often quite faulty
		1	Pronunciation errors are common but native speakers can understand when communicating with foreigners trying to speak their language
2	Grammar	5	Equivalent of a trained native speaker
		4	Able to use correct language at all levels normally suitable for professional purposes, grammatical errors quite rare
		3	Grammar fluency is good. Can speak the language with enough structural accuracy to engage effectively in most formal and informal conversations on practical, social, and professional topics
		2	In general, can handle basic structures with sufficient precision but is not capable of complete control or confidence in grammar

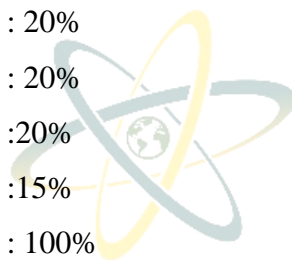
		1	Grammatical errors are common but can be understood by a native speaker who has communicated with a foreigner when trying to speak the language.
3	Vocabulary	5	Speech at all levels is fully accepted by educated native speakers in all its features, including its range of vocabulary and idioms, colloquialisms.
		4	Can understandably engage in any conversation within their range of experience with high lexical accuracy
		3	Able to speak the language effectively enough in most formal and informal conversations on practical, social and professional topics, whose vocabulary is broad enough that he rarely has to search for a word?
		2	Have a vocabulary sufficient to express yourself simply with a few expressions
		1	Not enough vocabulary to express anything other than the most basic needs. Have proficiency in the language at all levels normally appropriate for professional purposes. Can engage in any conversation within their range of experience with a high degree of fluency
4	Fluency	5	Has perfect use of language so that his speech is fully accepted by educated native speakers
		4	Have proficiency in the language at all levels normally appropriate for professional purposes. Can engage in any conversation within their range of experience with a high degree of fluency
		3	Can discuss a particular interest or skill with reasonable ease, rarely struggling with words.
		2	Can confidently handle most social situations, including introductions and informal conversations about current events, as well as career, family and autobiographical information
		1	There is no exact description of fluidity. Consult the implied proficiency levels of four other languages
5	Comprehension	5	Equivalent of a trained native speaker Can understand any conversation in their experience
		4	Can understand any conversation in their experience Fairly complete
		3	comprehension at normal speaking speed
		2	Can understand the gist of most conversations on a non-equivalent topic (i.e., topics that do not require specialized knowledge)

		1	Within the framework of his very limited linguistic experience, can understand simple questions and statements if conveyed in slow, repetitive or paraphrase.
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$$\text{Score} = \frac{\text{Students' correct answer}}{\text{Total number of item}} \times 100\%$$

In which:

1. Pronunciation : 25%
2. Grammar : 20%
3. Vocabulary : 20%
4. Fluency : 20%
5. Comprehension : 15%
- Total of Score : 100%



APPENDIX II

RENCANA PELAKSANAAN PEMBELAJARAN (Control Class)

- Sekolah : SMA Swasta Kesuma Bangsa
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI/Ganjil

Alokasi Waktu : 3 X 45 Menit (2 pertemuan)

A. Tujuan pembelajaran

- Siswa mampu berbicara bahasa Inggris sesuai dengan kaidah yang berlaku.
- Siswa mampu mengetahui makna dari sebuah cerita yang dijelaskan teman-teman.
- Siswa mampu berfikir kritis terhadap sebuah cerita yang dijelaskan teman

D. Kegiatan pembelajaran

Kegiatan	Deskripsi kegiatan	Alokasi waktu
Kegiatan pendahuluan	<ul style="list-style-type: none"> • Guru mengucapkan salam • Guru memeriksa kehadiran siswa • Guru menjelaskan topik yang akan dipelajari • Guru menjelaskan tujuan pembelajaran dalam topik ini • Guru menjelaskan manfaat pembelajaran materi ini • Guru menjelaskan pentingnya materi ini dalam kehidupan siswa 	15 menit
Kegiatan inti	<ul style="list-style-type: none"> • Eksplorasi <ul style="list-style-type: none"> ➢ Siswa mendengarkan penjelasan materi yang dijelaskan guru. • Elaborasi <ul style="list-style-type: none"> ➢ Guru memberikan kebebasan kepada siswa untuk menentukan topik dalam sebuah cerita. ➢ Siswa diberi tugas membuat cerita kegiatan sehari-hari. ➢ Siswa mempresentasikan cerita masing-masing di depan kelas. • Konfirmasi <ul style="list-style-type: none"> ➢ Guru Memberikan pertanyaan kepada siswa dari cerita yang telah disampaikan temannya di depan kelas. ➢ Guru memberikan masukan terhadap presentasi siswa tersebut 	90 menit
Kegiatan penutup	<ul style="list-style-type: none"> • Guru mengulas kembali pelajaran pada pertemuan ini 	15 menit

	<ul style="list-style-type: none"> • Guru Memberikan kesempatan kepada siswa untuk bertanya terkait materi hari ini. • Guru menutup pembelajaran 	
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E. Penilaian Hasil Belajar

No	Aspect	Score	Criteria
1	Pronunciation	5	Equivalent and fully accepted by an educated native speaker
		4	Errors in pronunciation are quite rare
		3	Errors never get in the way of understanding and rarely bother native speakers. A clear accent could be a foreigner
		2	The accent is very clever although often quite faulty
		1	Pronunciation errors are common but native speakers can understand when communicating with foreigners trying to speak their language
2	Grammar	5	Equivalent of a trained native speaker
		4	Able to use correct language at all levels normally suitable for professional purposes, grammatical errors quite rare
		3	Grammar fluency is good. Can speak the language with enough structural accuracy to engage effectively in most formal and informal conversations on practical, social, and professional topics
		2	In general, can handle basic structures with sufficient precision but is not capable of complete control or confidence in grammar
		1	Grammatical errors are common but can be understood by a native speaker who has communicated with a foreigner when trying to speak the language.
3	Vocabulary	5	Speech at all levels is fully accepted by educated native speakers in all its features, including its range of vocabulary and idioms, colloquialisms.
		4	Can understandably engage in any conversation within their range of experience with high lexical accuracy
		3	Able to speak the language effectively enough in most formal and informal conversations on practical, social and professional topics, whose vocabulary is broad enough that he rarely has to

			search for a word?
		2	Have a vocabulary sufficient to express yourself simply with a few expressions
		1	Not enough vocabulary to express anything other than the most basic needs. Have proficiency in the language at all levels normally appropriate for professional purposes. Can engage in any conversation within their range of experience with a high degree of fluency
4	Fluency	5	Has perfect use of language so that his speech is fully accepted by educated native speakers
		4	Have proficiency in the language at all levels normally appropriate for professional purposes. Can engage in any conversation within their range of experience with a high degree of fluency
		3	Can discuss a particular interest or skill with reasonable ease, rarely struggling with words.
		2	Can confidently handle most social situations, including introductions and informal conversations about current events, as well as career, family and autobiographical information
		1	There is no exact description of fluidity. Consult the implied proficiency levels of four other languages
5	Comprehension	5	Equivalent of a trained native speaker Can understand any conversation in their experience
		4	Can understand any conversation in their experience Fairly complete
		3	comprehension at normal speaking speed
		2	Can understand the gist of most conversations on a non-equivalent topic (i.e., topics that do not require specialized knowledge)
		1	Within the framework of his very limited linguistic experience, can understand simple questions and statements if conveyed in slow, repetitive or paraphrase.

$$\text{Score} = \frac{\text{Students' correct answer}}{\text{Total number of item}} \times 100\%$$

In which:

- 6. Pronunciation : 25%
- 7. Grammar : 20%
- 8. Vocabulary : 20%

9. Fluency	:20%
10. Comprehension	:15%
Total of Score	: 100%

Guru Bahasa Inggris

Londut, Agustus 2022

peneliti



Afni Lidya



UNIVERSITAS ISLAM NEGERI
SUMATERA UTARA MEDAN

APPENDIX III

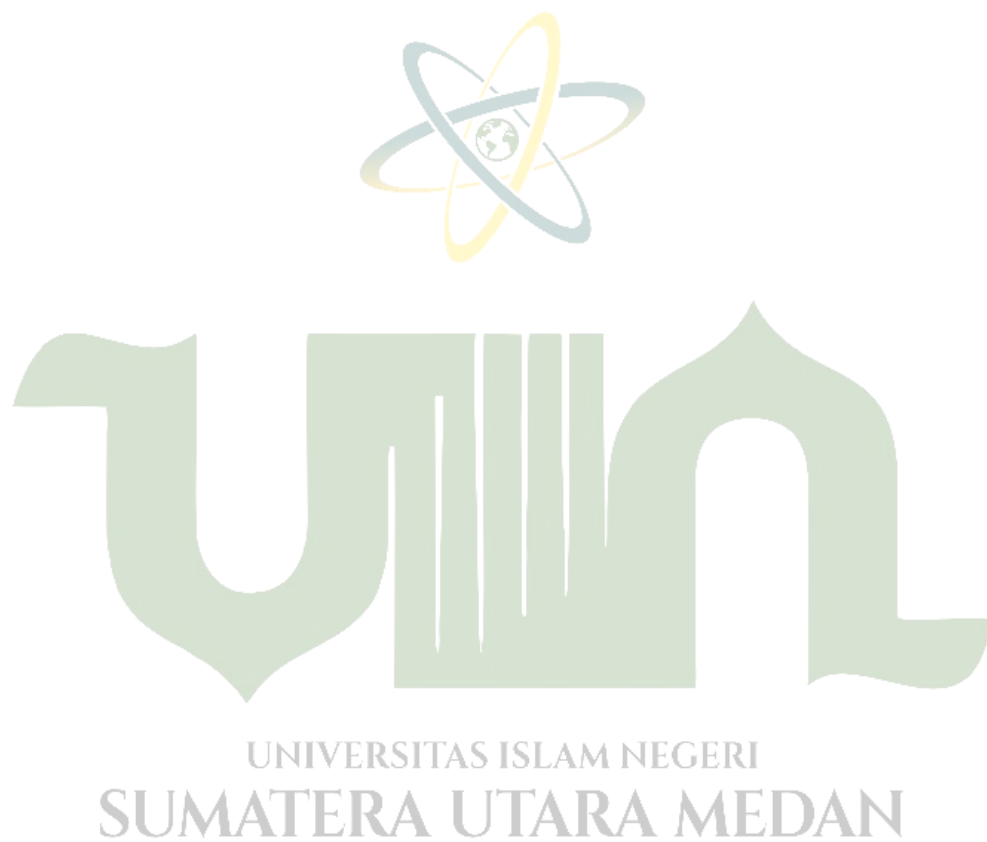
PRE-TEST INSTRUMENT

Name :

Class :

Write a story based on your daily activities. Then present your story in front

of class without reading. For the other students listen your friend and from your friend's story will be asked some questions.



APPENDIX IV

POST-TEST INSTRUMENT

Name :

Class :

Make a story based on your experience, then tell the story again in front of the class. The themes for the story are:

1. Vacation
2. Competition
3. Camp



UNIVERSITAS SUMATERA UTARA MEDAN

APPENDIX V

Rubric Score for Speaking Test (Pre-Test and Post-Test)

No	Aspect	Score	Criteria
1	Pronunciation	5	Equivalent and fully accepted by an educated native speaker
		4	Errors in pronunciation are quite rare

		3	Errors never get in the way of understanding and rarely bother native speakers. A clear accent could be a foreigner
		2	The accent is very clever although often quite faulty
		1	Pronunciation errors are common but native speakers can understand when communicating with foreigners trying to speak their language
2	Grammar	5	Equivalent of a trained native speaker
		4	Able to use correct language at all levels normally suitable for professional purposes, grammatical errors quite rare
		3	Grammar fluency is good. Can speak the language with enough structural accuracy to engage effectively in most formal and informal conversations on practical, social, and professional topics
		2	In general, can handle basic structures with sufficient precision but is not capable of complete control or confidence in grammar
		1	Grammatical errors are common but can be understood by a native speaker who has communicated with a foreigner when trying to speak the language.
3	Vocabulary	5	Speech at all levels is fully accepted by educated native speakers in all its features, including its range of vocabulary and idioms, colloquialisms.
		4	Can understandably engage in any conversation within their range of experience with high lexical accuracy
		3	Able to speak the language effectively enough in most formal and informal conversations on practical, social and professional topics, whose vocabulary is broad enough that he rarely has to search for a word?
		2	Have a vocabulary sufficient to express yourself simply with a few expressions
		1	Not enough vocabulary to express anything other than the most basic needs. Have proficiency in the language at all levels normally appropriate for professional purposes. Can engage in any conversation within their range of experience with a high degree of fluency
4	Fluency	5	Has perfect use of language so that his speech is fully accepted by educated native speakers
		4	Have proficiency in the language at all levels normally appropriate for professional purposes. Can engage in any conversation within their range of experience with a high degree of fluency
		3	Can discuss a particular interest or skill with reasonable ease, rarely struggling with words.
		2	Can confidently handle most social situations, including introductions and informal conversations about current

			events, as well as career, family and autobiographical information
		1	There is no exact description of fluidity. Consult the implied proficiency levels of four other languages
5	Comprehension	5	Equivalent of a trained native speaker Can understand any conversation in their experience
		4	Can understand any conversation in their experience Fairly complete
		3	comprehension at normal speaking speed
		2	Can understand the gist of most conversations on a non-equivalent topic (i.e., topics that do not require specialized knowledge)
		1	Within the framework of his very limited linguistic experience, can understand simple questions and statements if conveyed in slow, repetitive or paraphrase

In which:

- | | |
|------------------|--------|
| 1. Pronunciation | : 25% |
| 2. Grammar | : 20% |
| 3. Vocabulary | : 20% |
| 4. Fluency | : 20% |
| 5. Comprehension | : 15% |
| Total of Score | : 100% |

UNIVERSITAS ISLAM NEGERI
SUMATERA UTARA MEDAN

APPENDIX VI

STUDENTS' WORK

Date: _____
Story telling Story telling

In the morning at 05:30 am. I wake up and immediately made the bed, after that I do the work starting from sweeping, washing dishes, sweeping the yard. After cleaning the house I went to take a shower and clean my self.

Then I put on my uniform and got ready to go to school at 06:30 am and my brother go to school.

At 14:00 noon I came home from school, arrived home I immediately changed clothes and had lunch.

and when the time shows at 16:45 pm I immediately do my work as usual, finished with my homework I immediately went to take a shower.

at 20:35 pm I have dinner, and after eating I wash the dishes, after that I study and finish studying I go to sleep at 22:00 pm.

Date: _____
Story telling

In the morning at 04:30 I wake up, then I make my bed at 04:42, after I go to the bathroom to take my ablution and pray, after prayer I sweep the house, and at 05:00 I take a shower, then after bathing I put on clothes and after wearing clothes I went to breakfast and at 05:45 I went to school, and when I arrived at school at 07:10 I went straight to the field, after that I went to class to study, and at 09:10 I took a break and bought food, on 14:00 I came home from school, at home I change into school clothes and eat, and at 17:30 I clean the house, after cleaning the house I take a shower, after cleaning the house I take a shower, after that I take a shower at 18:45 I get ready to pray maghrib, and at 22:30 I go to sleep.

Date: _____

I woke up at 6 am and finished cleaning the house until 06:30. after that I took a shower because I wanted to go to school at 07:15 I arrived at school at 13:30 I came home from school after school I also ate, after eating, I pray cellphone for a while and do my homework at 18:00 pm after that I take a shower and pray maghrib, after I study until 21:00 am finished studying I pray cellphone for a while and sleep at 22:00 pm

UNIVERSITAS ISLAM NEGERI
Date: _____

Yesterday on Thursday I did my activities starting from getting up in the morning at 05:00, after getting up I made my bed, and finished making my bed I went to the bathroom to wash my face after washing my face I cooked vegetables for my lunch to school after that I took out the carriage and after that I took a shower after bathing I wore my school uniform, after that I changed a roster to take to school and after that I asked my grandmother for pocket money and after that I went to school and on the road I was filling up gas and after that I left. arrived at school I did my study and that I finished school at 19:00 and after that I went home when I got home I took off my clothes and changed into clothes usual and after that at 12:00 I do my biology assignment until 23:30 and after that I brush my teeth wash my face wash my hands and feet after that I go back to my room and I go to sleep

Thank you so much.



EDAN

Students' Work in Post-Test

My experience

My experience when traveling with my family. I am very happy when traveling with my family because not every time I can travel with my family. Once when I was working with my family to the pagoda in berastagi, I saw someone wearing a kimono. So I want to try it. When I tried it there was only hanbok not kimono, I was a little annoyed but I was also happy to be able to try hanbok. I will try kimono next time if I go there again.

So, where do I go with my family?

No. _____ Date _____

My story wisata which are fun

get my own

About 3 months ago to be exact on the 1st of the Oct of 2022. my family and I went on vacation to Lake Toba. and I and my family went by bus. On the way to lake to (was very relaxed and really enjoyed the trip because there were many trees that were ~~and~~ green and very comfortable for the eyes, after ~~arriving~~ ^{arrived} at lake toba we crossed to Tomok by riding a ferry for about half an hour. on the way to Tomok we were invited to see the Lingkar Stone and after seeing the Lingkar Stone, a few moments later we arrived at Tomok, our ~~dit~~ mob went to the signal-gate ~~to~~ take pictures, and there we stopped for clothes, souvenirs and more ~~other~~ ^{shopping}. we decided to go back ~~again~~ ^{to} by ~~riding~~ the ferry again. and after that we rushed to go home, thank you so much.

In Tomok we ~~are~~ ^{was} going to Sigale-gale

SUM

DAN

<homework on 10 August 2022>

<My Personal Experience>
(Pengalaman pribadi)

actually I have no special experience in my life, but maybe this experience became one of the most difficult to forget in my life. I don't know what this is, but maybe it's "trauma" ^{spesial}

artinya: ~~ada~~ (sebenarnya saya tidak punya pengalaman di hidup saya, tapi mungkin menjadi salah satu yang susah dilupakan. entah judul apa yang cocok untuk ini, ~~atau~~ ^{judul} "trauma")

→ at the time, when I was approximately 5 years old, my parents planned to return to my home town during the eid celebration. and that's true. we prepared the things that ~~was~~ we had to take with us on the trip. The ~~next~~ next morning at 9:00 AM we departed from one of the streets in Riau to Medan (my hometown). and everything went smoothly. we rode motorbuses for ~~an~~ 9 hours and we arrived at ~~an~~ area called "Bajau" (what I used to be happy now is that I'm getting stuck because I'm stuck in a traffic jam, because my father ~~don't~~ want to try to overtake another vehicle, without realizing there is already a ~~other~~ ^{other} vehicle in front of the ~~and~~ we fell ~~into~~ ^{into} opposite and a collision occurs. and we fell ~~down~~ ^{down}).

APPENDIX VII**THE STUDENTS' NAME AND INITIAL OF EXPERIMENTAL CLASS**

NO	THE NAME OF STUDENTS	INITIAL
1	ABILA NURFADILA ZAHWA	ANZ
2	ALLIFA ANGGRAINI	AA
3	ANGGUN DESWITA	AD
4	BELLA CANTIKA	BC
5	DESWITA MAHARANI	DM
6	DIAH CITRA RAMADANI	DCR
7	DUTA ABI NUH	DAN
8	IKA WULAN SARI	IWS
9	INTAN NURAINI	IN
10	LATIFA SYAHRANI	LS
11	LIDYA RAHMA PASARIBU	LRP
12	MEYLANI WINANDA PUTRI	MWP
13	MEYLINDA	MY
14	MUHAMMAD GALIH	MG
15	MUHAMMAD YAZID RIZKI	MYR
16	NAYLA AJENG SAFITRI	NAS
17	NURJIHAN FAUZIAH	NF
18	RAHMA WATI	RW
19	RISKI AMANDA STORUS	RAS
20	RIZKIA SALSABILA	RS
21	SANIMAH	SN
22	SRI ARI WAHYUNI	SAW
23	SRI NILAWATI	SN
24	TRIA AULIYANA	TA
25	THIA MUTHIA KURNIA	TMK

APPENDIX VIII

THE STUDENTS' NAME AND INITIAL OF CONTROL CLASS

No	Students' Name	Initial
1	ALIYAH RAHAYU	AR
2	DINDA SYAHDINA DAYANA	DSY
3	DONI ATMAJA	DA
4	ELLA DARA AYU SAFIRA	EDAS
5	ELSA CAROLINE	EC
6	ERMA RAMANDA PUTRI	ERP
7	FITRI ANGGITALIA RAMADHANI	FAR
8	GILANG DWIANSYAH	GD
9	IRA MAYA SOFIA	IMS
10	IRA MELANI SIMBOLON	IMES
11	JINA AMRINA ROSA	JAS
12	LEVITA SIAHAAN	LS
13	LIA RAMADHANI	LR
14	LILIS MUTIARA	LM
15	MARIANI	MI
16	MEYDA CLAUDIA LUMBANTORUAN	MCL
17	MILA RAHMANDA	MR
18	NABILA AZZAHRA	NA
19	NURHALIMAH PASARIBU	NP
20	PUTRI RINDIANI	PR
21	PUTRI SRI BANUN	PSB
22	SINTIA APRILIA	SA
23	SUCI WINDASARI	SW
24	TRIA ANJANI	TA
25	YUZI MASRAHAIRIRI	YM

APPENDIX IX

DOCUMENTATION





APPENDIX X

RESEARCH PERMISSION LETTER



UNIVERSITAS ISLAM NEGERI
SUMATERA UTARA MEDAN



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA
MEDAN FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Willem Iskandar Pasar V Medan Estate
20371 Telp. (061) 6615683-6622925 Fax.
6615683**

Nomor : B-9757/ITK.IV.5/ITK.V.3/PP.00.9/08/2022

03 Agustus 2022

Lampiran : -

Hal : **Izin Riset**

Yth. Bapak/Ibu Kepala SMAS KESUMA BANGSA LONDUT

Assalamualaikum Wr. Wb.

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama : Afni Lidya
NIM : 0304182134
Tempat/Tanggal Lahir: Sidomulyo, 15 Agustus
2000 Program Studi : Tadris Bahasa Inggris
Semester : VIII (Delapan)
Alamat : Dusun VII sidomulyo, Desa Pulo dogom-Aek
Kanopan Kelurahan PULO DOGOM Kecamatan
KUALUH HULU

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di jl Lintas Londut desa Londut Kec.

Kualuh Hulu Kab. Labuhanbantu Utara, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi (Karya Ilmiah) yang berjudul:

THE EFFECT OF STORYTELLING TECHNIQUES TO THE STUDENTS' SPEAKING SKILLS

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Medan, 03 Agustus 2022
 a.n. DEKAN
 Wakil Dekan Bidang
 Kemahasiswaan dan Kerjasama



Digitally Signed
Dr. MUHAMMAD RIFAI, M.Pd.

NIP. 197005042014111002


Tembusan:

- Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan

info : Silahkan scan QRCode diatas dan klik link yang muncul, untuk mengetahui keaslian surat

APPENDIX XI

RESEARCH RESPON LETTER



**YAYASAN PERGURUAN PUJAKESUMA
SMA SWASTA KESUMA BANGSA LONDUT**

NSS : 302070701045
NPSN : 10262109
NO AKREDITAS : B / 646/BAP-SM/PROVSU/LL/X/2015
No. Ijin Operasional : 421.5 / 010.Disdik / 2013
Alamat : Jalan Protokol Desa Kecamatan Kualuh Hulu
Kabupaten Labuhanbatu Utara – 21457

SURAT KETERANGAN
Nomor : 073 / 109.5/SMA-KB/VIII/2022

Yang Bertanda Tangan dibawah ini :

Nama	: PATAR LUMBANTORUAN,SPd
Jabatan	: Kepala Sekolah SMAS Kesuma Bangsa Londut



Menerangkan Bahwa :

Nama	: AFNI LIDYA
NIM	: 0304182134
Tempat / Tanggal Lahir	: Sidomulyo, 15 Agustus 2000
Program Study	: TADRIS BAHASA INGGRIS
Semester	: VIII (Delapan)
Judul	: THE EFFECT OF STORYTELLING TECHNIQUES TO THE STUDENTS' SPEAKING SKILLS

Adalah Benar Mahasiswa ini Telah Melakukan Riset di SMAS Kesuma Bangsa Londut Pada Tanggal 05 Agustus – 26 Agustus 2022.

Demikian Surat Keterangan ini disampaikan Untuk dapat dipergunakan Sebagaimana Mestinya.

Londut, 26 Agustus 2022
Kepala Sekolah



PATAR LUMBANTORUAN,S.Pd

CURRICULUM VITAE

Profil

Full Name : Afni Lidya
Reg. Number : 0304182134
Department : English Education Department
Place/Date of Birth : Sidomulyo/15 August 2000
Gender : Female
Fathers' Name : Budi Bakti
Mothers' Name : Rosmawati
Address : Dusun VII Sidomulyo Desa Pulo Dogom, Aek
Kanopan, North Sumatera



Education

1. Tk At-Taufiq Huta Baru, Aek Kanopan, North Sumatra, Graduated in 2006.
2. SDN 112292 Kuala Beringin, Aek Kanopan, North Sumatra, Graduated in 2012.
3. MTs Islamiyah Londut, Aek Kanopan, North Sumatra, Graduated in 2015.
4. SMAN 1 Kualuh Hulu, Aek Kanopan, North Sumatra, Graduated in 2018.
5. State Islamic University of North Sumatra Department of English Education, Faculty of Tarbiyah and Teaching Training.

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SUMATERA UTARA MEDAN