

ACCHAPTER I

INTRODUCTION

A. Background of the study

A lot of us have realized that English is one of the foreign languages which is used in the world for communication by people from different countries with different backgrounds. An organization of the world, The United Nation, which concerns with a lot of problems in the world, has taken English as one of its official languages to use among the members.

In Diplomacy, Education and Trade, English is unavoidably used, let alone, research, workshop, seminar, and the exchange of students. In addition, a lot of bibliographical references used in many countries are written in English. Since There are so many tourists from abroad, especially from the English speaking countries, he/she can help them as their interpreter or translator, whenever they want to go somewhere. Therefore it can be said that English is very important as a global language in the world.

Our government realizes that English is important for the country's development, especially in the effort of the human resource development. So it has been decided as one of the subjects to be given from elementary school until university level.

It is mentioned in GBPP that “the teaching – learning process of the English language consists of four skills namely: listening, speaking, reading and writing”¹.

One of them is speaking which is considered as an important skill in mastering English.”....As a skill, speaking is the most used skill by people rather than the three other skills”².

Learning the English speaking skill is a long process which the students have to take, because learning how to speak means the efforts of the students to express their thoughts to other persons.

Based on the above consideration, teaching speaking skill to the students is more demanding rather than the one of any other language skills. For this reason, the writer assumes that some teachers may give up teaching it and try to look for another approach which is suitable for them. The other teachers might think that if they speak English with the students exclusively in the classroom, their students will try to imitate to speak it as they do.

Students in a foreign language class will not learn to speak fluently merely by hearing their teacher’s speech, although this is important in familiarizing them with the acceptable language they are studying. They should be given the opportunity, throughout their years of study to develop greater skill in expressing their thoughts in

¹ Depdikbud, *Kurikulum Muatan Lokal Untuk Sekolah Dasar*, (Jakarta: Depdikbud, 1994), p. 30

² Penny Ur, *A Course in Language Teaching : Practice and Theory*. (London: Cambridge University Press. 1996), p. 6

more complicated patterns of the English sentences. So that they will have new speech habits.

Students who come to study a foreign language in high school with the strong conviction that 'language' means 'something spoken'. They are often discouraged and lost their interest when they find that foreign language study is for distant goal, attainable only after years of uninteresting and uninspiring labor³.

To teach the speaking skill, it is necessary for the teacher to have a clear understanding of the processes involved in speech, such as: motivation, interest etc. Because building language habits is a time-consuming activity which usually needs a considerable amount of time in the early stages.

Speaking is seen as the most important instrument of communication. People use it almost constantly. Speech is the basic language activity by which people relate themselves to one another. There is a great need in this day for speech skill that goes beyond the individual, because it enables him to live as a man among men, not only a part of them⁴.

The purpose of speaking activity is to encourage students to share their own experiences by using the English language. To most people, mastering the art of speaking is the single most important aspect of learning a second or foreign language

³ P. Pimsleur, D. M. Sundland, and R. D. McIntyre, *Under-achievement in foreign language learning, final report.*(Columbus: Ohio, 1963), p. 24

⁴ Nessa wriifson & Elthon Jadd. *Sociolinguistic & language Acquisition series: An Issue as a Second Language Research* .(1983),. P. 19.

and success is measured in terms of the ability to carry out a conversation in the language⁵.

Speaking is difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions. Like any other language skills, it generally has to be learned and practiced⁶.

When the writer observed SMK Puspita Bangsa Ciputat, before using story telling technique, the students at that school were poor of vocabulary and the teacher were not emphasized practicing language in English, but after using story telling technique, the students were interested in learning English, they tried to say something in English, they understood the material given by the teacher easily.

So the writer thinks that story telling technique is effective in teaching English at SMK Puspita Bangsa Ciputat.

B. Scope of The Problem

Scope of the problem in this skripsi: whether teaching speaking through story telling techniques is more effective than teaching speaking without using story telling?

⁵ David Nunnan, *Language Teaching Methodology: A Text book for Teachers*. Prentice Hall, Inc., (Englewood Cliffs. 1991), p.39.

⁶ Jack C. Richards and Willy A. Renandya. *Methodology in language Teaching: An Anthology of Current Practice*. (CUP. 2002), p.201.

Because the writer thinks that story telling is one of the good ways to be used in teaching English as a Foreign language. Therefore she wants to limit the scope of the study in teaching speaking through story telling techniques only to the English students of the first grade of Vocational High School (SMK Puspita Bangsa Ciputat), where the writer did the practice teaching.

C. The purpose of The Study

The purposes of the study is to prove whether teaching speaking through story telling is more effective than teaching speaking without using story telling to the students of SMK Puspita Bangsa Ciputat.

D. Method of Study

In the field research, the writer observed the teaching learning process of the English teacher in the classroom and asked for the students's scores of speaking test with and without story telling techniques to be compared. the data obtained from the class teacher. the writer used T-test formula for counting two variables which are not correlated.

E. Organization of the Study

This paper is divided into five chapters. They are: Introduction, Theoretical Framework, Research Methodology, Research Findings , Conclusion and Suggestion.

In the Introduction, the writer will discuss about Background of the Study, Scope of the Study, Purpose of the Study, Method of the Study and Organization of the Study.

The second one is Theoretical Review which is divided into three: first is *Teaching Speaking*, which are included in it: the Definition of Teaching Speaking, the Aim of Speaking, Types of Speaking, the Elements of Speaking, Some Problems Faced by the Students in Learning Speaking, the Characteristics of a Successful Speaking Activity. Second is *Story Telling*, which are included in it: the Definition of Story Telling, the Story Telling Techniques, the Use and Purpose of Story Telling. And the last one is *The Stories*, which are included in it: Kind of Stories, the Selection of Story, the Sources of Stories.

Research Methodology consists of four parts. First (one) is Purpose of the study, second (one) is about the time and location, third (one) is about Technique of Sample Taking, fourth (one) is Method of Study. Fifth (one) is Technique of Collecting Data, and the Last (one) is Technique of Data Analysis.

Research Finding will be found in the fourth chapter. This chapter consists of three parts, first is about Description of the data. The second is the analysis of the Data and the third is Interpretation of the Data.

In the last chapter, there are some conclusions and suggestions of this paper.

CHAPTER II

THEORETICAL REVIEW

A. TEACHING SPEAKING

1. Definition of Teaching Speaking

There are some definitions of teaching speaking from some experts such as:

Procter stated that “teaching is to give knowledge or skill of, or training or lesson in (a particular subject, how to do something, etc.)”.⁷ Neufeldt says that “teaching is to give lessons to (a student, pupil, or class);guide the studies of; instruct”.⁸

Hornby says: ” Speaking is to make use of language in an ordinary, not a singing, to state the view, wishes etc, or an act of spokesmen”.⁹ While Procter mentions:”Speaking is to say things; express thoughts aloud; use the voice”.¹⁰

Wolfson and Jadd stated when we speak;” we are giving reports, advices, agreeing, complaining and apologizing”.¹¹

⁷ Paul Procter, *Longman Dictionary of contemporary English*. (London: Longman Group Ltd. 1982), p. 1137

⁸ Victoria Neufeldt, *Webster’s New World Dictionary of American English*, (New York: Simon and Schuster, Inc., 1988), p. 1372

⁹ AS. Hornby, *Oxford Advanced Learner’s Dictionary of Current English*. (Oxford: Oxford University Press) 3rd ed. 1974, p. 826

¹⁰ Paul Procter, *op. cit.* p. 1072

¹¹ Nelson Wolfson and Jadd Elliot (eds), *Sociolinguistics and Language Acquisition*, (Massachusetts: Newbury House Publishers, 1983), p.19

Speaking ability is indeed an important aspect in learning a certain language, as Theodore Huebner said, "Language is essentially speech, and speech is basically communication by sound and to reach a high achievement of speaking ability that learner must practice more and more".¹²

It is a skill which is used by someone to communicate, whether at school or outside the school. The skill itself needs a lot of practice. In learning to speak, especially a foreign language, some students often have some difficulties in expressing their ideas.

Andrew Thomas Weaver stated that, "....speaking is an aspect of human behavior in the same sense as hand of writing, spelling, or table manners are learned behavior even though the skill in speaking may be somewhat more complex".¹³

In a process of speaking, a speaker has a concept of thinking to express what she/he wants to say. It means that she/he should have sufficient vocabulary in his/her mind and have good understanding of the structure of the language. To convey his/her ideas and meanings in a certain situation he/she has to use appropriate pattern and choose the correct words that fit into it.

Teaching speaking means teaching the students how to speak well. Retelling story in this case. So teaching speaking means teaching the ability to express the speaker's thoughts to other people by using the sentences understandably.

¹² Huebner Theodore, *Audio Visual Techniques in Teaching Foreign Language* .(New York : New York University Press. 1960),.P. 4.

¹³ Thomas Andrew, Weaver, *et.al., The Teaching of Speech* (USA : Prentice Hall Inc.,1959), Third printing, p.3.

2. Aim of Speaking

To most people, speaking is seen as the most important tool of communication. Because of that reason, we need to know the aim of speaking from some experts such as:

Jo McDonough and Christopher Shaw ;”As the skill that enables us to produce utterances, when genuinely communicate, speaking is a desire and purpose – driven; in other words, we genuinely want to communicate something to achieve a particular end. This may involve expressing ideas and opinions; expressing a wish or a desire to do something, negotiating and/or solving a particular problem; or establishing and maintaining social relationship and friendship.”¹⁴

Taylor says “the goal or the aim of speaking component in a language class should be to encourage the acquisition of communication skills and to foster real communication in and out of the classroom”.¹⁵

Henry Guntur Tarigan, “*Berbicara adalah suatu kemampuan dalam mengirimkan kata-kata untuk mengekspresikan ide-ide, opini ataupun perasaan.* (Speaking is a skill of conveying words to express or to deliver ideas, opinion, or feelings)”.¹⁶

¹⁴ Jo McDonough and Christopher Shaw, *Materials and Methods in ELT*. (London: Blackwell UK, 1993), p. 152

¹⁵ Celce Marrienne, Murcia (ed.). *Teaching English as a Second Language* (Boston Massachussets : Heinle and Heinle Publishers, 1991), Vol.2 . p.126

¹⁶ Guntur Henry Tarigan, *Berbicara sebagai Suatu Keterampilan Berbahasa* (Bandung : Angkasa, 1986), p.15 (translated by the writer)

3. Types and Elements of Speaking

When someone speaks, he/she certainly has something to say to someone else.

He/she uses sentences which are understandable. What he/she is speaking, can be:

➤ To Inform

Inform means giving the information to other people whom the writer think he/she might not know about it. The writer thinks that the information she is giving is important. It can be knowledge, explanation on something, or about current news in the paper or television. For example about polygamy.

“Informative speaking is widely varied branch of communication. It replies to request for information or to convey information. Whether it is a case of person to person communication or one person speaking to a group. For examples, in responses to students’ request for information about the course he/she is to take. The faculty advisor gives him a brief- run – down of requirements. Or suppose, for another example of a couple request information about a house, they have considered buying an appraiser who tells them about the condition of the house, the facilities available, and other details.”¹⁷

➤ To Persuade

Persuade means the speaker speaks to the person he/she talks to, in order to influence him/her to follow the speaker's mind. So that he/she can produce the desired action.

¹⁷ Kenneth G. Hance and David C. Ralph, *Principles of Speaking*,(Belmont California: Wordsworth Publisher Company Inc., 1965), p.216

➤ To Entertain

Kenneth stated that, "...spoken entertainment, or called as speaking to entertain is speaking that contains entertainment"¹⁸. For examples, when someone realizes that his/her friend is sad, he tries to make him/her happy by entertaining him/her, like saying something funny.

➤ To Question

In question, the speaker doesn't have any information about something he/she needs. Then he/she needs someone else in order to give him/her the information he/she needs.

➤ To Praise

When the speaker praises someone, it means that she/he feels happy with what he/she does.

According to Wolfson in Dollman, speaking consists of some elements such as¹⁹:

a. Pronunciation

In speaking, the speaker's pronunciation must be clear and easy to understand. It is mentioned in Webster's: "Pronunciation is the act or manner of pronouncing

¹⁸ *Ibid.* p. 247

¹⁹ Dollman Martha, *Teaching the Language Arts in the Elementary School.*, (IOWA WMC Brown: Company Publisher, Inc., 1966)p. 48

syllables, words, and phrases with regard to the production of sounds and the placing of stress, intonation, etc”.²⁰

b. Grammar

Webster says:” Grammar is the part of the study of language which deals with the forms and structure of words sentences (syntax), how often with language sounds (phonology), and words meanings (semantics)”.²¹

While Longman stated that: “grammar is the study or use of the rules by which words change their forms and are combined into sentences”.²²

Moreover, Carol mentioned, ”Some grammarians are more concerned, however, with determining how the meaningful arrangement of the basic word-building units (morphemes) and sentence-building units (constituents) can best be described”.²³

c. Diction

The selection of words which are suitable with the idea. In this case, the speaker doesn't need to use the complicated words.

²⁰ Webster Noah, *Webster's New Twentieth Century Dictionary. Second ed.* (USA: William Collins Publishers, Inc., 1980), p.1077

²¹ *Ibid* p. 586

²² Longman Dictionary of English Language and Culture, (Longman OTS Ltd, 1992), p. 570

²³ Contributed by Carol M. Eastman, Ph. D., *Microsoft Encarta Encyclopedia* 2004, All right reserved.

d. Fluency

The teacher himself must try to do the best to speak English in a fluent way. Because fluency is necessary for him, otherwise his English is not understandable.

4. Some Problems Faced by the Students in Learning Speaking

Penny Ur suggests how these problems faced by learner in learning a foreign language as follows:²⁴

- Inhibition

Learners are often inhibited about trying to say things in a foreign language in the classroom, worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.

- Nothing to say

When observing one of SMK classes, the writer heard students' complain, they couldn't think of anything to say when their teachers asked them some questions about the story. As defined by Ur: "It is because of the guilty feeling that they should be speaking".

- Students don't want to talk
- The environment

²⁴ Penny Ur, *A Course in Language Teaching: Practice and Theory*. (London: Cambridge University Press. 1996), p. 121

The students in class are from different background, when the environment is not conducive, of course it can't motivate or encourage them to study the language.

- Mother tongue use

As a consequent of the environment, they tend to use their own mother tongues because they feel easy to do so.

5. Characteristics of a Successful Speaking

Finding a way to overcome the students' problems in improving their oral skill has become many teachers' concerns. In this paper, the writer will try to come up with a model of teaching that can be used to improve the students' speaking skill and create a successful speaking activity as defined by Ur:

- Learner talks a lot: as much as possible, the speaking activity in the classroom is dominated by learners.
- Participation is even: all learners get a chance to speak.
- Motivation is high: Learners become eager to speak because they are interested in the topic and they have something new to say about it.
- Language is of an acceptable level: Learners express themselves in utterances that are relevant.²⁵

²⁵ *Ibid.*p.120

Fulfilling these criteria of a successful speaking activity seems to be quite an impossible thing to reach. In this paper, the writer tries to suggest a model of teaching speaking through story telling as the media of teaching.

It is hoped that this teaching technique can be an aid for the teachers to reach their aim of creating a successful speaking activity and help their students to improve their speaking skill. The teacher should try to:

- ❖ Be creative in teaching the students
- ❖ Give students simple language to use
- ❖ Encourage them to use English appropriately
- ❖ Respond them using English
- ❖ Create an English environment in their classroom
- ❖ Keep reminding their students to speak English

B. Story Telling

1. Definition of Story Telling

Edgar J. Robert said, “A short story is usually one or two characters undergoing some short of difficulty or facing some sort of problem. The characters may go uphill or downhill, but they almost never remain the same, for even staying the same may usually be interpreted as either downhill or uphill”.²⁶

²⁶ Edgar J. Robert, *Writing Themes about Literature, fifth edition*. (New Jersey : Prentice Hall, Inc., 1983), p.5

As the writer said in chapter II that the types of speaking, one of them is giving information. Since there are so much information, the writer only limits its scope by telling the story as a technique of teaching in Senior High School. Because she thinks that the students have the ability to grasp and understand the story. This technique is also applicable not only in one school, but also from kindergarten until university level.

But originally, story telling is an art of language or a part of the literature appreciation of language work that may be the oldest art.²⁷ Story telling is an act of sharing to another person or group about an enjoyable experience for both teller and listener.²⁸

It occupies a very special place in the realm of oral discourse and it is important in the Senior High School. Some of the students like to listen to the story.

Story telling is one of teaching techniques that is used by a teacher who offers the experience with rich, complex, and vivid language. This is especially important in developing complexity of language, developing speaking ability, and acquiring a wide vocabulary.²⁹

²⁷ Penny Ur, *A Course in language Teaching, Practice and Theory* (Cambridge: CUV. 1996), p.288.(Quoted by the writer)

²⁸ P. Walter, Detty and Jullie M. Tensen, *Developing Children's language* (Massachusetts: Allyn and bacon Inc., 1980),p.144

²⁹ J. Carol, Fisher and Ann Terry. *Children's Language and the language Arts* (New York. McGraw- Hill Inc., 1980), p.162

Story telling provides language development and increases children's interest in ways of using language and a person who tells stories is known as story teller.³⁰

So story telling means one of the good technique which is used by the teacher in the classroom which it can developing speaking ability and acquiring a wide vocabulary to the students.

2. Story Telling Techniques

The word "technique", E. M. Anthony said:" is a teacher's activity in class, in presenting the materials to the students."³¹ In this case telling the story.

It may be told by a teacher to the class. It is essential for him/her to have a wide acquaintance with various types of stories. He/she should select the ones which have a strong appeal to the Senior High School's students. He/she can use four ways of telling story as follows:

- ✓ Reading story as the author wrote it, by showing the pictures in the book.
- ✓ Telling story in his/her own words, by showing the pictures in the book.
- ✓ Telling story using media, like flannel board, pictures or puppets.
- ✓ Telling story traditionally, dramatizing the actions.³²

³⁰ Noah Webster, *op. cit.* p. 1823

³¹ Harold B. Allen, *Teaching English as a Second Language: a Book of readings.*(USA: McGraw Hill Inc., 1965) p. 96 (Rephrased by the writer)

³² Hellen Heffeman and Vivian Edmeston Todd, *The Kindergarten Teacher.* (Boston, D.C. Heath and Company, 1969), p. 242.

In telling it, the story should be brief, in the hope it can be understandable by the students. If the teacher thinks it is necessary, he can do this twice or three times. When the story is finished, he/she can check by giving the questions to the students. After that the teacher can ask the students to retell it by using their own language in front of the class one by one. (for the details, it can be seen in the Appendix page ³³)

3. Use and Purpose of Story Telling

To make the story more interesting to the students, as a story teller, we need to know the use and purpose of story telling from some experts as follows:

What children can get from story telling is to become familiar with the culture of the race they learn and some of the values that are permanent in the society, develop an appreciation of literature, improve their vocabulary.³⁴ furthermore, if the story itself is interesting (for the students), it can give an enjoyment and increase their knowledge, import ethical values, develop an appreciation of myths and others, and help to develop the sense of humor, and broaden their interest and the story telling itself can offer opportunities to develop skills in the language arts, help to develop desirable language skills as recalling events in proper sequences, uses descriptive words and phrase composes sentence,....., learns to keep in mind sequences of ideas and help children to be a good listener.³⁵

³³ See appendix p.33

³⁴ Dollman Martha, *Teaching the Language Arts in the Elementary School* (IOWA WMC Brown: Company Publishers, Inc, .1966), p.46.

³⁵ Hammond Sarah, Leeper, et, al., *Good School for Young Children* (New York : MacMillan Company. 1987), p.196.

C. The Stories

1. Kinds of Stories

Roughly, there are 2 kinds of stories, reality or fact story and fiction or fancy story.³⁶ Reality or fact story means the story which is based on something real or facts and the stories are concerned with personal experience which can occur in the student's life, and it is much easier to tell.

While fiction or fancy story means the one which is imaginative, not based on real things or facts. The imaginative stories created by the students maybe the most potential approach to make students more creative.

2. Selection of Story

Selecting an appropriate story for students is very important, because not all of it is interesting and the ages of the students should also be well considered. Selecting material for story should be as follows:

- A story should have a relatively simple plot, and a clear characterization.
- The sentences should also be simple.
- The vocabulary should also be simple and familiar to the students and avoid using complicated words which are not frequently used.
- The overall style or effect of story should be able to be a good advice for the students.

³⁶ *Ibid*, p.197.

Because the need of excitement from stories without being ignored, the selection of the stories are particularly up suited for story telling.³⁷

3. Sources of Stories

A creative teacher is the one who is active in looking for the material to be used in class. The teacher like this can make his own story for his class, but he can also use stories from books, magazines, newspapers, pictures, caricature, advertisements and encyclopedia.

Whether it is easy or not to find the material, depends entirely on his personal experience. If he/she doesn't have any books of any own, he can go to the library, where he can find the material he can select from.

Sarah says:" The story teller can use a medium to make the story more effective and offer variety. Media used are representing the characters of the story so that it can be understood easily by the audience".³⁸

So there are a lot of sources are able for telling the story such as: books, magazines, newspapers, pictures, caricature, advertisements and encyclopedia.

³⁷ Carol J Fisher and Ann Terry, *Children's Language and the language Arts* (New York. McGraw- Hill Inc., 1980), p. 161.

³⁸ Hammond Sarah Leeper, *op.cit.* p.194.

CHAPTER III

RESEARCH METHODOLOGY

A. Purpose of the study

The purpose of the study is to prove is teaching speaking through story telling effective to the students of SMK Puspita Bangsa Ciputat.

B. Place and Time

The research was carried out on April,1st until May,25th 2006 at (Vocational High school) SMK Puspita Bangsa which is located at Jl. Aria Putra No. 9 Ciputat.

C. Technique of Sample Taking

The total population of the research in SMEA Puspita Bangsa is about 120, but writer took one class only as the population and sample of the experiment class. There are 30 students in it, but 20 of them are to be researched.

D. Method of the Study

The writer took two kinds of variables: independent and dependent. In this research, the independent variable is teaching English by using story telling technique, and the dependent one is teaching English without story telling

technique. the writer only as an observer who observed the English teacher in the classroom. The writer also used field research supported by the library research.

E. Technique of Collecting Data

In collecting the data, the writer used some techniques such as:

a. Observation

The writer observed the location by visiting SMK Puspita Bangsa. Then she asked permission to the Headmaster in order to do the research by observing the English teacher in the classroom by using English story twice. She also observed control class without using English story.

b. Interview

The writer did some interviews with the English teacher of SMK Pupita Bangsa Ciputat, and asked some questions related to the problems to be analyzed. Interview is used to know the teaching- learning process inside the class (personally).

c. Test result

The teacher gave students the achievement test of English speaking with and without story telling. The writer then compared the result of the test between the two technique using T-test formula for counting two variables which are not correlated.

BAB IV
RESEARCH FINDING

A. Description of Data

The writer made table of score of speaking test with and without story telling techniques, then both of it were compared.

Tabel I.1

The Scores of Speaking Test With Story Telling

Students	Content	Fluency	Structure	Score
1	8	8	8	8
2	8	7	6	7
3	7	6	5	6
4	8	8	5	7
5	7	8	6	7
6	6	6	9	7
7	5	5	8	6
8	6	8	7	7
9	8	9	7	8
10	9	9	9	9
11	7	8	5	7

12	5	9	8	8
13	7	5	5	7
14	6	5	9	5
15	7	6	6	6
16	7	7	7	7
17	5	7	6	6
18	7	7	7	7
19	7	6	5	6
20	6	6	6	6

Tabel I.2

The Scores of Speaking Test without Using Story Telling

Students	Content	Fluency	Structure	Score
1	7	8	6	7
2	7	7	7	7
3	5	7	6	6
4	6	6	6	6
5	7	8	6	7
6	6	6	7	6
7	8	6	5	7
8	5	5	5	5

9	7	6	8	6
10	5	8	4	7
11	4	4	5	4
12	5	5	5	5
13	7	6	5	6
14	6	6	6	6
15	6	5	4	5
16	7	8	6	7
17	5	6	4	5
18	7	7	7	7
19	7	6	5	6
20	7	7	7	7

Table I.3

The Scores of Speaking Test with and without Story Telling

Students	The Scores of Speaking Test with Story Telling (X)	The Scores of Speaking Test without Story Telling (Y)	x	y	x ²	y ²
1	8	7	1	1	1	1
2	7	7	0	1	0	1
3	6	6	-1	0	1	0
4	7	6	0	0	0	0

5	7	7	0	1	0	1
6	7	6	0	0	0	0
7	6	7	-1	1	1	1
8	7	5	0	-1	0	1
9	8	6	1	0	1	0
10	9	7	2	1	4	1
11	7	4	0	-2	0	4
12	8	5	1	-1	1	1
13	5	6	-2	0	4	0
14	7	6	0	0	0	0
15	6	5	-1	-1	1	1
16	7	7	0	1	0	1
17	6	5	1	-1	1	1
18	7	7	0	1	0	1
19	6	6	-1	0	1	0
20	6	7	0	-1	0	0
N = 20	146	129	0	0	16	15

Note:

X :the Scores of Speaking Test through Story Telling Techniques

Y :the Scores of Speaking Test without Using Story Telling Techniques

N :Number of Students

Σx :the Sum of Differences of Variable X and Variable Y

Σy :the Sum of Differences of Variable Y and Variable X

Σx^2 :the Sum of Squares of Differences of Variable X and Variable Y

Σy^2 :the Sum of Squares of Differences of Variable Y and Variable X

x : Derivation of Variable X to Y

y : Derivation of Variables Y to X

B. Analysis of the Data

The technique that the writer uses for counting two variables which are not correlated and the formula is T - test formula as follows³⁹:

1. Mean of variable X by using formula : $M_1 = \frac{\Sigma X_1}{N_1} = \frac{146}{20} = 7,30$

2. Mean of variable Y by using formula : $M_2 = \frac{\Sigma Y_2}{N_2} = \frac{129}{20} = 6,45$

3. Standard variable X : $SD_1 = \sqrt{\frac{\Sigma x^2}{N}} = \sqrt{\frac{16}{20}} = \sqrt{0,8} = 0,89$

4. Standard Variable Y : $SD_2 = \sqrt{\frac{\Sigma y^2}{N}} = \sqrt{\frac{15}{20}} = \sqrt{0,75} = 0,86$

³⁹ Anas Sudjono, *Pengantar Statistik Pendidikan*, PT. Gaya Grafindo Persada. Jakarta:1999., p. 320

5. Standard Error from M_1 : $SE_{M_1} = \sqrt{\frac{SD_1}{N_1-1}} = \sqrt{\frac{0,89}{20-1}} = \sqrt{\frac{0,89}{19}} = \frac{0,89}{4,35} = 0,20$

6. Standard Error from M_2 : $SE_{M_2} = \sqrt{\frac{SD_2}{N_2-1}} = \sqrt{\frac{0,86}{20-1}} = \sqrt{\frac{0,86}{19}} = \frac{0,86}{4,35} = 0,19$

7. Standard Error Differences between M_1 and M_2 ⁴⁰:

$$SE_{M_1 - M_2} = \sqrt{SE_{M_1}^2 + SE_{M_2}^2} = \sqrt{0,20^2 + 0,19^2} = \sqrt{0,04 + 0,36} = \sqrt{0,076} = 0,275$$

8. The Value of $t_o = \frac{M_1 - M_2}{SE_{M_1 - M_2}} = \frac{7,30 - 6,45}{0,275} = \frac{0,85}{0,275} = 3,09$

9. The interpretation of t_o : $df = (N_1 + N_2) - 2$ ⁴²

$$= (20 + 20) - 2$$

$$= 40 - 2$$

$$= 38$$

C. Test of Hypothesis

Before deciding the result of hypothesis, the writer proposed the T-test formula with procedure as follows⁴³:

- If t_o is higher than t-table = null hypothesis is rejected
- If t_o is smaller than t-table = null hypothesis is accepted

⁴⁰ *Ibid.* p. 321

⁴¹ *Ibid.* p. 322

⁴² *Ibid.*

⁴³ *Ibid.* p. 324

D. Interpretation of the Data

Determining t-table in level of significance **5%** and **1%** with df^{44} :

In significance level of **5%** = 2,02

In significance level of **1%** = 2,71

The comparison between t-score and t-table is $t\text{-score} = 2,02 < 3,09 > 2,71$

According to the data above, the value of t_0 is higher than t-table, it means that null hypothesis is rejected.



⁴⁴ *Ibid.* p. 325

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of using T-test formula, it can be interpreted that teaching speaking by using story telling is more effective than teaching speaking without using story telling.

The writer realizes that there are so many techniques to be used in teaching English. Some teachers used the techniques as their favorite based on their experience, the others uses some others.

So the writer can draw the conclusion that the story telling is one of the so many good techniques which is applicable in teaching English, because :

- It can improve the effectiveness of students' ability in expressing their thoughts (the content of the story).
- It enables to provide language development, that is to say, to construct good, meaningful and understandable sentences.
- It can increase students' interest especially enjoying the simple short story.
- It can also encourage students' vocabulary and knowledge.
- Broaden his/her reading interest.
- Develop his /her sense of humor.

B. Suggestion

Based on the writer's research and observation, she assumes that the story telling is a good way of teaching English as a foreign language. Therefore, she suggests that the English teacher should try to use it as one of the proper techniques in doing his/her mission. And there are characteristics a good story, such as:

- A story should have a relatively simple plot, and a clear characterization.
- The sentences should also be simple.
- The vocabulary should also be simple and familiar to the students and avoid using complicated words which are not frequently used.
- The overall style or effect of story should be able to be a good advice for the students.
- The technique in telling the story should make the students interesting.
- The story teller should be creative.
- The topic should be suitable with the age of the students.

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APPENDIX 1

The followings are the lesson plan written by the teacher class that the writer observed:

LESSON PLAN I

Date	: 17 Mei 2006	Topic	: Wants and needs
Class	: I PJ 1	Semester:	II (Two)
Subject	: English	Time	: 2 x 45 minutes
Teacher	: Mr. Rozikin Amd.	Source	: English in Progress 1

I. Objective:

- Students must be able to identify the expression of “wants and needs”.
- Students must be able to comprehend dialogs of wants and needs.
- Students must be able to create dialog of wants and needs.
- Students must be able to write sentences using the expression of wants and needs

II. Language Skills:

- Listening
- Speaking
- Reading
- Writing

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III. Teaching – Learning Activities:

- Strategi : Two way- communications
- Model : Face to face, individual, group
- Approach : Communicative approach
- Method : Question and answer, discussion, role play

IV. Procedures:

Procedures	Teacher's Activity	Student's Respond	Time
Warming up	<ul style="list-style-type: none"> • Greetings students - Good Afternoon class? - How are you today? - Fine thanks. • Checking students' attendance lists 	<ul style="list-style-type: none"> • Greetings the teacher - Good Afternoon Sir. - I'm Fine thank you, and you? • Saying present when the teacher call their names 	10 minutes
Lead in	<ul style="list-style-type: none"> • Flash back to the last topic • Opening the new topic by explaining about wants and needs • Giving the example related to the topic 	<ul style="list-style-type: none"> • Giving comments • Listening carefully to the teacher's explanation • Writing the examples on the book 	

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	<ul style="list-style-type: none"> • Reading the dialog of wants and needs and asking students to listen carefully • Asking one or two students to reread the dialog • Asking students to find out any expression of wants and needs • Asking students to create a simple dialog using those expressions. • Asking students to come forward and to read the dialog was made up by them • Asking students to change the sentences into negative and interrogative forms 	<ul style="list-style-type: none"> • Listening the dialog carefully • Rereading the dialog • Writing any expression of wants and needs • Doing the exercise on the book (in pairs). • Reading the dialog in front of the class in pairs • Doing the exercise on the book. 	<p>75 minutes</p>
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Closing	<ul style="list-style-type: none">• Asking students to give some opinion and question related to the topic• Asking students to make 10 sentences using the expression of wants and needs as their homework	<ul style="list-style-type: none">• Giving some comments and question• Making 10 sentences at home	15 minutes
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APPENDIX 1 LANJUTAN

Materials:

* The formulation of wants :

- **Want + noun/verb**

Example:

Do you want coffee or tea?

I want to eat chicken fillet

today.

* The formulation of needs:

- **Need + noun/verb**

Example:

I need a lot of things.

Do we need to come?

Students need to study hard
during final exam.

APPENDIX 1 LANJUTAN

1. *Listen carefully to the dialog !*

Father :I will go to the shopping center tomorrow.

Mother: It's good, some stuff has run out.

Father : what do you need?

Mother : I need some flour, sugar, and butter for cake.then some fresh vegetables, meat, and fruits for dinner.

Razi : Dad, can I have some new books and an eraser?

Father : Ok.what about you Nia?

Nia : I need some powder and skin lotion.

Father : Ok, it can be done later.

2. *Reread the dialog and find out any expression of wants and needs!*

3. *Create a simple dialog using those expressions!*

4. *In pairs, read the dialog in front of the class!*

5. *Change these sentences into negative and interrogative forms!*

- ❖ Everybody needs a good education for their lives.
- ❖ The girl wants to sing an old song.
- ❖ This car needs to be repaired.
- ❖ The teacher wants his students to be clever.
- ❖ The secretary needs the computer to work

6. *(Homework) Make 10 sentences using the expression of wants and needs!*

APPENDIX 2

LESSON PLAN II

Date : 19 Mei 2006
Class : I PJ 1
Subject : English
Teacher : Mr. Rozikin Amd.

Topic : Wants and needs
Semester: II (Two)
Time : 2 x 45 minutes
Source : English in Progress 1

I. Objectives:

- a. Students must be able to pronounce the words correctly.
- b. Students must be able to comprehend the short story.
- c. Students must be able to answer the question based on the story.
- d. Students must be able to tell the story briefly by their own language in front the class.

II. Language Skills:

- Listening
- Speaking
- Reading
- Writing

III. Teaching – Learning Activities:

- Strategi : Two way - communications
- Model : Face to face, individual

APPENDIX 2 LANJUTAN

- Approach : Communicative approach
- Method : Question and answer, discussion

IV. Procedures:

Procedures	Teacher's Activity	Student's Respond	Time
Warming up	<ul style="list-style-type: none"> • Greetings students - Good Afternoon class? - How are you today? - Fine thanks. • Checking students' attendance lists 	<ul style="list-style-type: none"> • Greetings the teacher - Good Afternoon Sir. - I'm Fine thank you, and you? • Saying present when the teacher call their names 	10 minutes
Lead in	<ul style="list-style-type: none"> • Flash back to the last lesson by discussing their home work • Asking students to listen carefully to the short story. 	<ul style="list-style-type: none"> • Giving comments, checking his/her homework and changing it into the correct one. • Listening the story carefully. 	75 minutes

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	<ul style="list-style-type: none">• Telling it twice, if he thinks it's necessary.• Checking the students' comprehension by asking question.• Asking students to tell the story briefly by using their own language in front of the class one by one.• Checking their fluency, structure and content of the story.	<ul style="list-style-type: none">• Listening the story carefully.• Answering the question based on the story.• Telling the story briefly by using their own language in front of the class one by one.	
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<p>Closing</p>	<ul style="list-style-type: none"> • Asking students to share and discuss their problems they faced during the class. • Giving some comments and homework by dividing the students into group of five. • Asking students to create their own story by using temporal connectors like: at first, then, after that, finally. • Asking students to make some questions based on their stories. • Asking students to find out the opposite and the meaning of the words which are written by him on the white board. 	<ul style="list-style-type: none"> • Sharing and discussing the problems during the class. • Creating own story by using temporal connectors like: at first, then, after that, finally. • Making some questions based on the story • Writing the words on the book, finding out the opposite and the meaning of the words which are written by teacher on the white board 	<p style="text-align: center;">15 minutes</p>
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APPENDIX 2 LANJUTAN

Materials:

Listen the story carefully!

Judging People

One day, there were two men across the shops, they're talking each other.

"I know all about people," the professor says. I teach psychology and I have studied people for many years. This one is fat. She eats too much. This one is sick. I can tell by his face. I see boys and girls, men and women all day. I know about people.

"I have lived on a farm all my life," the farmer answers. "I haven't had much education. " Perhaps you can teach me something. Do you see those people over there? Can you tell me where they are going?"

"I think I can," said the professor". That little old lady is going into the drugstore. She has a headache. "The strong young man is going into the sport shop. He is an athlete. The man with the long hair is going into the barber shop. "The fat woman is going to the candy store. Of course the pretty young lady is going into the beauty shop."

"There. Do you have any questions?"

"No." says the farmer," but I think you're wrong. I'm never wrong about people, smiles the professor. You're wrong this time, answers the farmer. I think the little old lady is going into the sporting goods store. The fat woman will go into the barber shop. The man with the long hair is going into the beauty shop. The strong, young man is going to the drugstore. The pretty, young lady will go into the candy store.

They're watching the people walk into the stores.

Well, well, says the professor. You're right and I 'm wrong. How did you guess so well? You haven't had my experience with people.

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Perhaps not, smiles the farmer. Then he explained the little, old lady works in the sports shop. The barber is the fat woman's husband. The man with the long hair owns the beauty shop. The strong, young man has a headache. He is going to buy some aspirins. The pretty, young woman is going to buy candy. Today is her son's birthday. Ah, this is unfair! Says the professor. Yes a little, laughs the farmer. You cannot know the strong, young man has a headache and the pretty, young lady has a son. Perhaps you're wrong about those two. No I know, answers the farmer. I'm sure about it. You cannot know, the professor says. I think you're guessing! Oh no my friend. I'm very sure. The strong, young man is my son. The pretty, young lady is my daughter.

5. *Answer the questions below!*

- how many speakers are there in the story?
- Who are they?
- Where did the conversation take place?
- Was the farmer right?
- Was the professor right about guessing any of them?

6. *Create the story by using temporal connectors like: at first, then, after that, finally!*

7. *Find out the opposite and the meaning of the words below!*

- | | |
|----------|-------------|
| - Little | - White |
| - Old | - Sad |
| - Right | - Big |
| - Sick | - Light |
| - Tall | - Difficult |

APPENDIX 3

LESSON PLAN III

Date : 24 Mei 2006 Topic : Sympathy
Class : I Pj 1 Semester: II (Two)
Subject : English Time : 2 x 45 minutes
Teacher : Mr. Rozikin Amd. Source : English in Progress 1

I. Objectives:

- a. Students must be able to respond to sad things and expressing sympathy.
- b. Students must be able to create dialog by using expressing sympathy.
- c. Students must be able to identify the expressions of sympathy.

II. Language Skills:

- Listening
- Speaking
- Reading
- Writing

III. Teaching – Learning Activities:

- Strategi : Two way - communications
- Model : Face to face, individual
- Approach : Communicative approach
- Method : Question and answer, discussion

APPENDIX 3 LANJUTAN

IV. Procedures:

Procedures	Teacher's Activity	Student's Respond	Time
Warming up	<ul style="list-style-type: none"> • Greetings students - Good Afternoon class? - How are you today? - Fine thanks. • Checking students' attendance lists 	<ul style="list-style-type: none"> • Greetings the teacher - Good Afternoon Sir. - I'm Fine thank you, and you? • Saying present when the teacher call their names 	10 minutes
Lead in	<ul style="list-style-type: none"> • Flash back to the last lesson, calling some other students to tell the story briefly in front of the class one by one • Explaining to the next lesson, asking students to listen carefully to the 	<ul style="list-style-type: none"> • Coming forward and telling the story briefly • Listening carefully. 	

	<p>dialog on the cassette.</p> <ul style="list-style-type: none"> • Asking students to answer the questions based on the dialog 	<ul style="list-style-type: none"> • Answering the question based on the dialog. 	
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APPENDIX 3 LANJUTAN

Lead in	<ul style="list-style-type: none"> • Asking students to identify the expression of sympathy. • Asking students to make the sentences from the expression of sympathy 	<ul style="list-style-type: none"> • Identifying the expression of sympathy • Making sentences from the expression of sympathy 	75 minutes
Closing	<ul style="list-style-type: none"> • Asking students to share and discuss their problems they faced during the class time. • Giving some comments • Giving homework by asking students to create 	<ul style="list-style-type: none"> • Sharing and discussing the problems during the class time. • Creating own dialog by using the 	15 minutes

	<p>their own dialog by using the expressions of sympathy.</p> <ul style="list-style-type: none"> • Asking students to make some questions based on topic given. 	<p>expressions of sympathy.</p> <ul style="list-style-type: none"> • Making some questions based on the topic given. 	
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APPENDIX 3 LANJUTAN

Materials:

1. *Listen to the cassette carefully!*

The other day when Sydney played with her daughter, her daughter accidentally poked her in the eye...

2. *Answer the questions based on the dialog!*

- How many speakers are there in the dialog?
- Who are they?
- What happened to Sydney's eye?
- What did the doctor say about her eye?
- How did Jon express his sympathy?
- How did Sydney's respond?

