

**IMPROVING THE STUDENTS' ENGLISH SPEAKING
ABILITY
USING STORYTELLING**

(A classroom Action Research at the Eighth Grade of MTs Raudlatul
Muta'allimin Wilangan Nganjuk in 2009/2010 Academic Year)



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Submitted as a partial Fulfillment of the Requirements for Getting Graduate
Degree in English Education

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comm 2012 *ser*

APPROVAL

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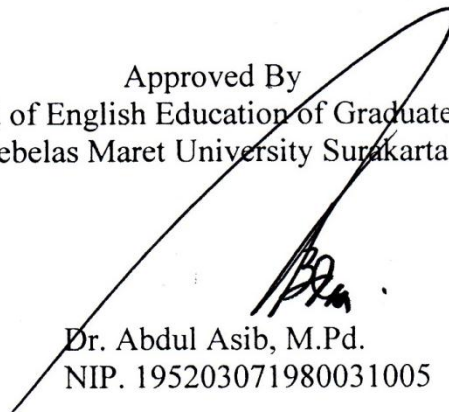
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IMPROVING THE STUDENTS' ENGLISH SPEAKING ABILITY USING STORYTELLING

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Wilangan Nganjuk in 2009/2010 Academic Year)

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PRONOUNCEMENT

This is to certify that I myself write this thesis entitled "IMPROVING THE STUDENTS' ENGLISH SPEAKING ABILITY USING STORYTELLING (A Classroom Action Research in the Eighth Grade Students of MTs Raudlatul Muta'allimin Wilangan Nganjuk in Academic Year of 2009/2010)". It is not plagiarism or made by others. Anything related to others' work is written in quotation, the source of which is listed on the bibliography.

If then this pronouncement proves wrong, I am ready to accept any academic punishment, including the withdrawal or cancellation of my academic degree.

Surakarta,



Anik Indramawan

ABSTRACT

Anik Indramawan, **“IMPROVING THE STUDENTS’ ENGLISH SPEAKING ABILITY USING STORYTELLING (A Classroom Action Research in the Eighth Grade Students of MTs Raudlatul Muta’allimin Wilangan Nganjuk in Academic Year of 2009/2010)”**. A Thesis: English Education of Graduate School, Sebelas Maret University, Surakarta, 2012.

The objectives of the research are: (1) to describe whether the use of storytelling can improve the students’ speaking ability; and (2) to describe the effective of teaching-learning process when storytelling is implemented in the speaking class.

This research was carried out to MTs Raudlatul Muta’allimin Wilangan Nganjuk. It was conducted from December 2009 up to July 2010. The research method was Classroom Action Research and it was conducted in three cycles. In collecting the data, the writer used questionnaire, interviews, observation, diaries, and test. Having collected the data, she analyzed them both qualitative and quantitative data. The qualitative data were analyzed by using Constant Comparative Method: comparing incident applicable to each category, integrating categories and their properties, delimiting the theory, and writing the theory. The quantitative data were analyzed by descriptive statistics to calculate the mean scores of pre-test, test in cycle 1, test in cycle 2, and test in cycle 3.

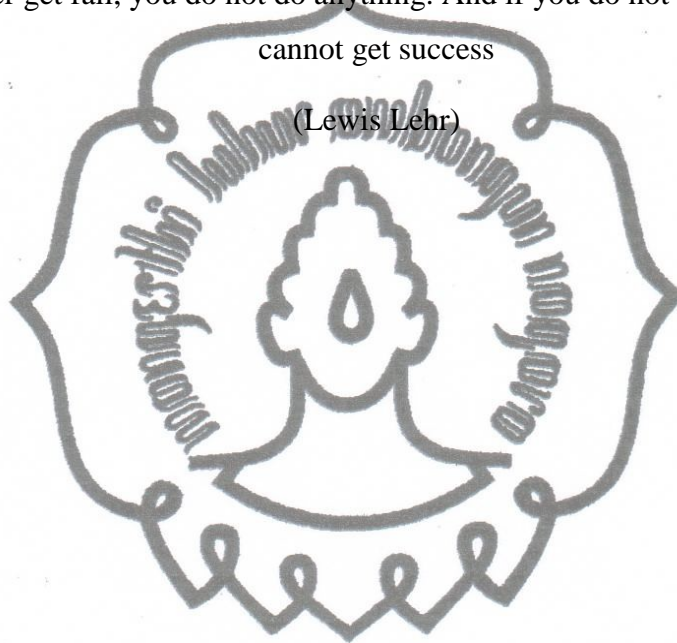
The research findings show that storytelling can improve: (1) the students’ speaking ability: (a) The students could pronounce some English words correctly; (b) They could produce grammatical sentences; (c) They could use appropriate vocabularies; (d) They could express their idea fluently; and (e) The content of their expression could be understood; and (2) the effectiveness of teaching learning process when storytelling is implemented. It shows that: storytelling can improve the teaching-learning process, in terms of, (a) creating live teaching atmosphere; (b) increasing students’ participation; (c) improving students’ interest, motivation, and self-confidence.

This research shows that there is improvement not only in the speaking ability of the students involved of the study but also the effectiveness of teaching-learning process. It can be stated that the speaking class is more effective and alive when the teacher uses storytelling to teach the speaking ability. Therefore, it is recommended that the English teacher should be: (1) creative to guide the students in teaching materials so that they are able to understand them; (2) active to create an interesting atmosphere because storytelling can build up the students’ interest, motivation and self-confidence.

MOTTO

If you never get fail, you do not do anything. And if you do not do anything, you cannot get success

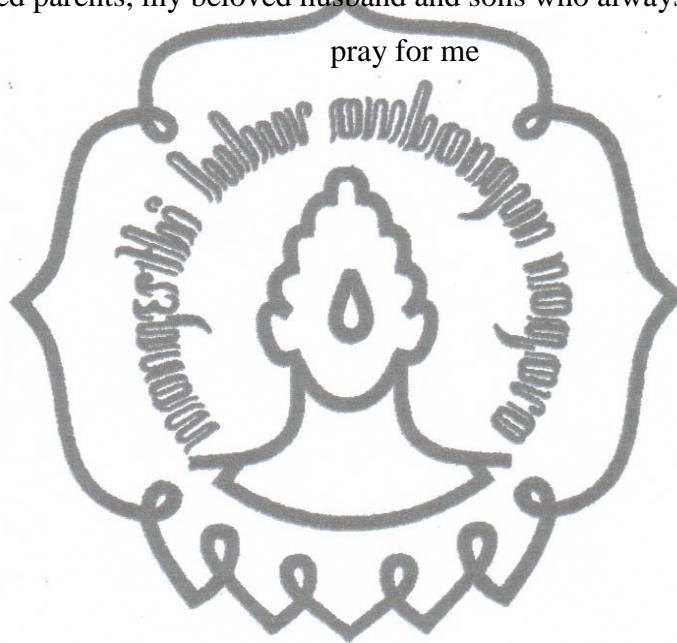
(Lewis Lehr)



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DEDICATION

With deep profound love, this work is devoted to:
My beloved parents, my beloved husband and sons who always love, wait, and
pray for me



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ACKNOWLEDGEMENT

The first, the researcher thanks to Allah SWT the Almighty that blesses the writer with the mercies to fulfill the partial requirement to get graduate degree of English Education Department of Graduate School of Sebelas Maret University of Surakarta. Furthermore, there are many hands given to the writer in making the research up to arranging the thesis. The writer is awfully grateful,

1. Prof. Dr. Ir. Ahmad Yunus, M.S, as the director of Graduate School of Sebelas Maret University.
2. Dr. Abdul Asib, M.Pd. the Head of English Education Department Graduate School Sebelas Maret University.
3. Prof. Dr. Joko Nurkamto, M.Pd. and Drs. Gunarso, M.Pd.Tesol who have guided me with their suggestions, comments, and corrections to finish the thesis.
4. The entire lecturers of English Education Department of Graduate School of Sebelas Maret University.
5. Juri, S.Ag. the Headmaster of MTs Raudlatul Muta'allimin who has permitted me to study at Sebelas Maret University and conduct the research in the school.
6. E. B. Zaidah As the collaborator for her help.
7. My students who have been active in joining the research implementation.
8. My beloved husband and children for their love and pray.

The researcher believes that this thesis is not perfect enough and has many weaknesses. Therefore, the researcher expects many suggestions to make this thesis and further research better. Finally, the researcher hopes this thesis will be useful to develop knowledge in English department.

Surakarta,

Anik Indramawan

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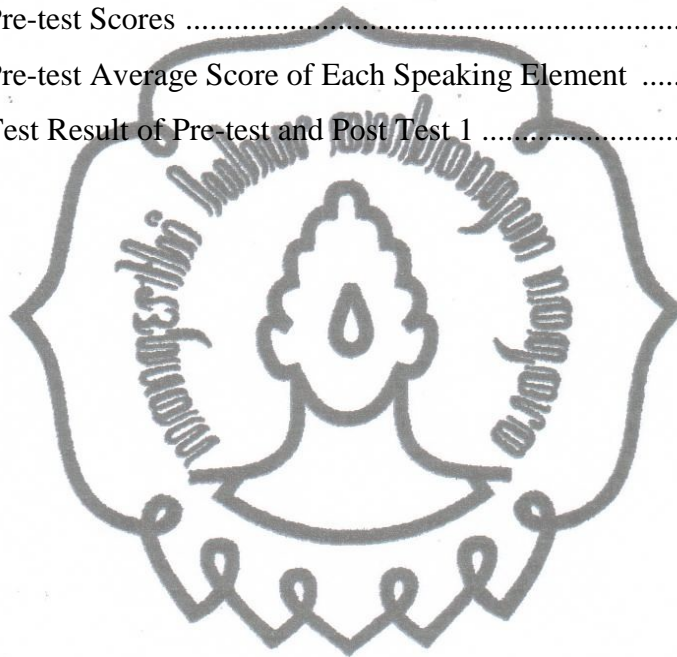
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