PERPUSTAKAAN STAIN JURAI SIWO METRO

AN UNDERGRADUATE THESIS

THE INFLUENCE OF USING STORY TELLING TECHNIQUE TOWARD THE STUDENTS' SPEAKING ABILITY AT THE TENTH GRADE OF ISLAMIC SENIOR HIGH SCHOOL TRI BHAKTI AT-TAQWA RAMAN UTARA EAST LAMPUNG

421
B.S
1
c.



NOMOR INDUK / TANGGAL ....
TOKO BUKU PENERBIT STAIN Jurai Siwo Metro
ASAL / TOKO Hadiah
TANGGAL PENERIMAAN 2-7-2014
STAMBUK No. 113 / Tar / 14

BY:
BUDI SETIAWAN
Student Number: 0844857

PROGRAM OF TARBIYAH DEPARTMENT
STATE ISLAMIC COLLEGE (STAIN)
OF JURAI SIWO METRO
1435 H / 2014 M

THE INFLUENCE OF USING STORY TELLING TECHNIQUE TOWARD THE STUDENTS' SPEAKING ABILITY AT THE TENTH GRADE OF ISLAMIC SENIOR HIGH SCHOOL TRI BHAKTI AT-TAQWA RAMAN UTARA EAST LAMPUNG

Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan Islam (S.Pd.I)
in English Education Study Program

WRITTEN BY:
BUDI SETIAWAN
STUDENT NUMBER: 0844857

Sponsor : Drs. Kuryani, M.Pd
Co. Sponsor : Ahmad Subhan Roza, M.Pd.

ENGLISH PROGRAM OF TARBIYAH DEPARTEMENT

STATE ISLAMIC COLLAGE (STAIN)

OF JURAI SIWO METRO

1435 H/2014 M

THE INFLUENCE OF USING STORY TELLING TECHNIQUE TOWARD THE STUDENTS' SPEAKING ABILITY AT THE TENTH GRADERS OF MA TRI BHAKTI AT-TAQWA RAMAN UTARA EAST LAMPUNG IN THE ACADEMIC YEAR OF 2013/2014

ABSTRACT

BY:

BUDI SETIAWAN

Speaking is one of the abilities which must be mastered by every students in learning English. The students who have the ability in English language must be able to use English language well in communication. In fact, the students also were in the difficulty in communication, like retell of a story in study activity learning in the class. This was caused by the student inability to associate technique in increasing their speaking ability. Therefore, the researcher used the right technique to ever come the weakness. The researcher tried to implement the story telling technique to make the students increase their speaking ability easier.

The research to know wether storytelling technique can influence in the students speaking ability at the tenth graders of MA Tri Bhakti At-Taqwa Raman Utara in the academic year of 2013/2014. In this research the researcher gave pretest to know the students speaking ability in telling a story and post test to know the result of the students ability in speaking after giving the story telling technique.

This research was quantitative research which had been conducted in MA Tri Bhakti At-Taqwa Raman Utara at the tenth graders. It consist of four classes. While, every class consists of 31 students then the total is 124 students. The researcher was choosing two classes as the class sample of consist 62 students as the sample. The technique sampling was cluster random sampling. The researcher used the test to get the data of students speaking ability by asking the students telling a story, which has been read before. This test was used to figure out whether the story telling technique was suitable and could be used by the students in increasing their speaking ability. The analysis used by the researcher was t-test.

Finally, the data indicates that $t_{observeb} = 31.905$ is higher than $t_{table} = 2.000$. Therefore, it can be concluded that Ha is accepted and Ho is rejected. It means that the story telling technique influence the students' speaking ability at the tenth graders of MA Tri Bhakti At-Taqwa Raman Utara in the academic year of 2013/2014.

PENGARUH PENGGUNAAN TEKHNIK MENCERITAKAN KEMBALI CERITA TERHADAP KEMAMPUAN BERBICARA SISWA PADA KELAS X MA TRI BHAKTI AT-TAQWA RAMAN UTARA IN THE ACADEMIC YEAR OF 2013/2014

ABSTRAK

Oleh:
BUDI SETIAWAN

Berbicara merupakan salah satu kemampuan yang harus dikuasai oleh setiap siswa dalam mempelajari bahasa inggris. Siswa yang memiliki kemampuan dalam bahasa inggris harus mampu menggunakan bahasa inggris dengan baik dan benar dalam melakukan komunikasi. Pada kenyataan yang ada tidak sedikit siswa yang banyak mengalami kesulitan dalam berbicara (komunikasi) terutama dalam hal menceritakan kembali sebuah cerita dalam konteks kegiatan belajar mengajar yang terjadi di dalam kelas. Hal ini disebabkan oleh kurangnya kemampuan siswa dalam menerapkan tekhnik yang dapat meningkatkan kemampuan berbicara. Oleh sebab itu, peneliti perlu menerapkan tekhnik yang tepat untuk mengatasi kelemahan tersebut. Peneliti mencoba menerapkan tekhnik menceritakan kembali suatu cerita (story telling technique) untuk membantu memudahkan siswa dalam meningkatkan kemampuan berbicaranya.

Tujuan penelitian ini adalah untuk mengetahui apakah penggunaan tekhnik menceritakan kembali cerita dapat mempengaruhi kemampuan berbicara siswa pada kelas X MA Tri Bhakti At-Taqwa Raman Utara Tahun Ajaran 2013/2014. Dalam penelitian ini peneliti memberikan test berupa pre-test untuk mengetahui hasil siswa dalam kemampuan berbicaranya dan post-test untuk mengetahui hasil kemampuan berbicara siswa dalam melakukan pengulangan cerita setelah menggunakan tekhnik menceritakan kembali cerita.

Penelitian ini merupakan penelitian kuantitatif yang dilakukan di MA Tri Bhakti At-Taqwa Raman Utara pada kelas X yang terdiri dari 4 kelas. Setiap masing-masing kelas terdiri dari 31 siswa jadi, total siswa adalah 124 siswa. Peneliti telah memilih dua kelas sebagai sample yang terdiri dari 62 siswa. Tekhnik pengambilan datanya adalah cluster random sampling. Peneliti menggunakan test untuk memperoleh data siswa melalui, test menceritakan kembali sebuah cerita dimana cerita tersebut sudah dibaca sebelumnya. Test ini digunakan untuk mengetahui apakah tekhnik menceritakan kembali cerita (story telling) dapat digunakan siswa dalam meningkatkan kemampuan berbicaranya. Analisa yang digunakan peneliti adalah dengan kemampuan berbicaranya. Analisa yang digunakan peneliti adalah dengan menggunakan t-test.

Akhirnya data menunjukkan bahwa t-hitung = 31.905 lebih besar dari pada t-tabel = 2.000, dengan demikian dapat disimpulkan bahwa Hi diterima dan Ho ditolak. Hal ini menunjukkan bahwa penggunaan teknik menceritakan kembali cerita mempunyai pengaruh terhadap kemampuan berbicara siswa pada kelas X MA Tri Bhakti At-Taqwa Raman Utara Tahun Ajaran 2013/2014.

APPROVAL PAGE

The Title	:	THE INFLUENCE OF USING STORY TELLING TECHNIQUE TOWARD THE STUDENTS' SPEAKING ABILITY AT THE TENTH GRADERS OF MA TRI BHAKTI AT-TAQWA RAMAN UTARA IN THE ACADEMIC YEAR OF 2013/2014
Name	:	BUDI SETIAWAN
Std. Number	:	0844857
Study Programme	:	English Education
Department	:	Tarbiyah

APPROVED BY:

To be examined (munaqosyah) in Tarbiyah Department State Islamic College (STAIN) Jurai Siwo Metro

Sponsor

Drs. Kuryani, M.Pd.
NIP. 196202151995031001

Co-sponsor

Ahmad Subhan Roza, M.Pd,
NIP:197506102008011014

Dean,

Drs. M. Hariplish, M.A
NIP. 196610091997031002

KEMENTERIAN AGAMA RI
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) JURAI SIWO METRO
(STATE ISLAMIC COLLEGE OF JURAI SIWO METRO)
Alamat: Jln. Ki. Hajar Dewantara Kampus 15 A Kota Metro Telp. (0725) 41507, 47296

RATIFICATION PAGE
NO:Sti.13/s/1224/2014

The Undergraduate Thesis entitled: THE INFLUENCE OF USING STORY TELLING TECHNIQUETOWARD THE STUDENTS' SPEAKING ABILITY AT THE TENTH GRADERS OF MA TRI BHAKTI AT-TAQWA RAMAN UTARA IN THE ACADEMIC YEAR OF 2013/2014

written by BUDI SETIAWAN, Student Number 0844857, English Education Program, has been examined (munaqosyah) in Tarbiyah Department on Saturday, March,15th 2014

BOARD OF EXAMINERS:

Chairperson :Drs.KuryaniUtih, M.Pd (

Secretary : Fenny Thresia, M.Pd. (

Examiner I : Widhiya Ninsiana, M.Hum (

Examiner II : Ahmad Subhan Roza, M.Pd. (

PANITIA MUNAQOSAH
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN)
JURAI SIWO
METRO

Vice Principal

KEMENTERIAN AGAMA JURAI SIWO METRO SEKOLAH TINGGI AGAMA ISLAM NEGERI

Mukhtar Hadi, M.Si.
NIP 19[illegible]710 199803 1 003

KEMENTERIAN AGAMA RI
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) JURAI SIWO METRO
Alamat: Jln. Ki Hajar Dewantara Metro Timur Kota Metro

NOTA DINAS

Number :
Appendix :
Matter : **In Order to Hold the Munaqosah of BUDI SETIAWAN**

Metro, Maret , 2014

To: The Honorable,
The Head of Tarbiyah
Department of State Islamic
College (STAIN)
Jurai Siwo Metro

Assalamu'alaikum, Wr. Wb.

We have given guidance and enough improvement to the undergraduate thesis script which is written by:

Name : BUDI SETIAWAN
Student number : 0844857
Title : THE INFLUENCE OF USING STORY TELLING TECHNIQUE TOWARD THE STUDENTS' SPEAKING ABILITY AT THE TENTH GRADERS OF MA TRI BHAKTI AT-TAQWA RAMAN UTARA

It has been agreed so it can be continued to the Tarbiyah Department in order to be discussed on the Munaqosah. Thank you very much.

Wassalamu'alaikum, Wr.Wb.

Sponsor

Drs. Kuryani, M.Pd.
NIP. 196202151995031001

Co-Sponsor

Ahmad Subhan Roza, M.Pd,
NIP. 197506102008011014

ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini:

Nama	: BUDI SETIAWAN
NPM	: 0844857
Program Study	: English Education Study Program (PBI)
Jurusan	: Tarbiyah

Menyatakan bahwa skripsi ini benar-benar asli hasil penelitian dari penulis, kecuali bagian-bagian yang dikutip dari daftar pustaka yang disebutkan.

Metro, 01 Maret 2014

Penulis



BUDI SETIAWAN

NPM: 0844857

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name	: BUDI SETIAWAN
NPM	: 0844857
Study Program	: English Education Study Program (PBI)
Department	: Tarbiyah

States that this undergraduate thesis is originally the result of the writer's research, in exception of certain parts which are excepted from the bibliographies mentioned.

Metro, March 1th, 2014

The Writer



BUDI SETIAWAN
NPM: 0844857

MOTTO

AN-NASYRAH - 6

إِنَّ مَعَ ٱلْعُسْرِ يُسْرًا ۝٦ .

Surely there is ease after hardship

While I Breathe, I hope

DEDICATION PAGE

This piece of work is dedicated to:

My beloved parent (Bapak Katekno Alm dan Ibu Ratmini), my grandmother(Kusminah). I really appreciate your kindness. And my friends in PC IPNU-IPPNU Lampung Timur who have always given support for me.

ACKNOWLEDGEMENT

Praise to Allah SWT for letting the researcher accomplish the paper entitled: "The Influence Of Using Story Telling TechniqueToward The Students' Speaking Ability At The Tenth Graders Of MA Tri Bhakti At-Taqwa Raman Utara In The Academic Year Of 2013/2014". This is intended to fulfill one of the requirements in accomplishing the S1 English education Study Program of Islamic State College (STAIN) Jurai Siwo Metro

The researcher would like to express his gratitude tothe principle of STAIN Jurai Siwo Metro; Mukhtar Hadi, M.Si, M.Pd., to sponsor; Drs. Kuryani M.Pd, and to the co-sponsor; AhmadSubhan Roza, M.Pd, within their activities, they were still willing to read the research proposal, give him helpful idea and invaluable assistance and guiding way of writing during the research proposal writing process.

With limitation of ability of the writer, still many mistakes in writing and presentation items. Therefore, the writer apology hopefully this research proposal can be benefit to all of us properly.

Metro, Maret 01th, 2014

The writer

BUDI SETIAWAN
NPM. 0844857

TABLE OF CONTENT

COVER i
TITLE ii
ABSTRAK iii
ABSTRACT iv
APPROVAL PAGE v
RATIFICATION PAGE vi
NOTA DINAS vii
STATEMENT OF RESEARCH ORIGINALITY viii
MOTTO ix
DEDICATION PAGE x
ACKNOWLEDGEMENT xi
TABLE OF CONTENT xii

CHAPTER I INTRODUCTION 1
A. Background of the problem 1
B. Identification Of The Problem 4
C. The Limitation Problem 4
D. The Formulation Of The Problem 5
E. The Objective And Benefit Of The study 5

CHAPTER II REVIEW OF THE RELATED THEORIES 6
A. Theoretical Review 6
1. The Concept Of Story Telling 6
a. The Definition Of Story Telling 6
b. The Procedures Of Using Story Telling Technique 7
c. Improving The Story Telling skills 8
2. The Concept Of Speaking Ability 9
a. The defnition of speaking 9
b. Testing speaking 10
c. Speaking difficuly 11
d. Types of classroom speaking performance 13
B. Theoretical frame work and paradigm 14
1. Theoretical frame work 14
2. Paradigm 15
C. Hypotesis formulation 16

CHAPTER III RESEARCH METHODOLOGY 17
A. Research design 17
B. Population, sample, and sampling technique 17
1. Population 17
2. Sample 18
3. Sampling technique 18

C. The oprerational definition of variable 19
1. Independent variable 20
2. Dependent variable 20
D. Data Collection method 21
1. Test 21
2. observation 22
3. documentation 22
E. Data Analysis technique 23

CHAPTER IV RESULT OF THE RESEARCH AND DISCUSSION 24
A. Description of the research 24
1. The description of MA Tri Bhakti At-Taqwa 24
a. The Vission of MA Tri Bhakti At-Taqwa 25
b. The Mission of MA Tri Bhakti At-Taqwa 25
c. List of the teacher and staff 25
d. The number of the Students 27
e. The building condition of MA Tri Bhakti At-Taqwa 27
2. Riset Data 27
a. Pretest result 27
b. Post test result 31
B. Hypotesis testing 35
C. Discussion 40
D. Limitation 40
CHAPTER V CONCLUSION AND SUGGESTION 42
A. Conclusion 42
B. Suggestion 42

BILBIOGRAPHY
APPENDICES
CURRICULUM VITAE

CHAPTER I

INTRODUCTION

A. The Background of the Problem

"The world globalization gives the English language a very important function for the human's life. It is accepted as an international language of technology and commerce. As a consequence, more and more people learn it specifically because they want to do their business effectively".[1] Language is a set of rules used by human as a tool af their communication. The use of the language is governed by conventional rules shared by the speakers of the language.[2] "Languaage is a social activity, and choice of language varies according to social function and personal intention"[3]

Indonesia is one of countries that using English as a foreign language. Now, Indonesian government of education applies it into national curriculum then proposes it as one of the compulsory subject of the formal education that must be learned by all students in Indonesia. In Indonesia, English is a foreign language and it has been taught to the students from the first grader of Junior High School up to University. Why the students must study English language? Because, the world of education is always develop in time by the time, so the students must study of English language as well as can adaptation

---

[1] Sanggam Siahaan, *The English Paragraph,* (Yogyakarta: Graha Ilmu, 2008), P. 56
[2] *Ibid.*, P. 1
[3] Wilkkins (1972:159) in books' Desmond allison, *Language Testing And Evaluation An Introductory* Course, Singapore University Press, Singapore, 1999,P29

toward developed it. Learning of English language is not as easy as learning Indonesian language. It is caused that English has many differences, such as pronunciations, structure, write, code, and others. Moreover, the primary aim of learning and teaching English language is the students can communicate one another, then by speaking ability the students can speak well.

As we know that, there are four skills of English language should be mastered by the students. The four skills of the English language are listening, speaking, writing and reading. Speaking is one of the skills mentioned. It is not least, because speaking is the basic skill. Speaking is not only for reading make a good pronunciations but also to expression of the condition.

The researcher assumed that story telling, can influence of the students' speaking ability. That fact has led the researcher to focus the research on the influence of story telling toward of the students' speaking ability. In this research, the researcher wants to know whether there is the influence of storytelling toward the students' speaking ability.

There are some techniques of speaking. One of them is speaking practice in this research. The researcher wants to investigate whether story telling can gives the positive effect for the ability of students in speaking. Moreover, the data of pre-survey test can be show on the table below:

Table 1

Students' English speaking ability score at the tenth graders

No	Score	Interpretation	Frequency	Percentage (%)
1	90-100	Excellent	0	0%
2	75-89	Good	4	12.5%
3	60-74	Fair	11	37.5%
4	0-59	Poor	16	50%
Total			31	100%

Source: The English Teacher Archives, Taken On The Pre-survey At Oktober, 07th, 2013

According to the pre survey at October 07th, 2013 in MA Tri Bhakti At-Taqwa Raman Utara in academic year of 2013/2014. So, the researcher assume that to increase the students in learning English especially speaking ability, the researcher interested for using storytelling technique for helping students' to increase their speaking ability. The researcher choose storytelling technique because in the tenth graders have studied about conversation where it is still any relationship with speaking ability and they need a technique for study it and they must be telling to get fluently in speaking ability. So the researcher uses storytelling as technique for teaching learning English, so that it should be more effective to encourage students to learn English and also more interesting.

In this research, the researcher wants to investigate whether storytelling technique gives the positive effect on the speaking ability.

B. Identification of the Problem

Based on the background above, the researcher would like to identify the problem as follows:

1. The students feel hard how the way to increase their speaking ability.
2. The students do not know that story telling can influence their speaking ability.
3. The students have low Vocabulary in English language.

C. The Limitation of the Problem

The writer realized that it is not possible to investigate all of the problems concerned with the speaking ability. Therefore, the writer limits the problems only to "The influence of using story telling technique toward the students'speakingabilityat the tenth grade of islamic senior high schoolTri Bhakti At-TaqwaRaman Utara.

1. Variables
   a) Independent variable : X (Story telling)
   b) Dependent variable : Y (the students' speaking ability)
2. Subject

   The subject of this research was the tenth grade of islamic senior high schoolTri Bhakti At-Taqwa Raman Utara.

3. Location

This research conducted at islamic senior high schoolTri Bhakti At-Taqwa Raman Utara.

D. The Formulation of the Problem

Based on the problem above, the writer formulated the problem as follow: "is there any positive and significant influence of using story telling technique toward the students' speaking ability islamic senior high schoolTri Bhakti At-Taqwa Raman Utara?

E. The Objective and Benefit of the Study

1. The Objectives of the Study

This research is aimed to know:

Knowing The influence of using story telling toward students' speaking ability..

2. Benefits of the Study

The result of the research is expected to have the following uses:

a. For the students:

1) To enable the students' to have a good speaking ability.

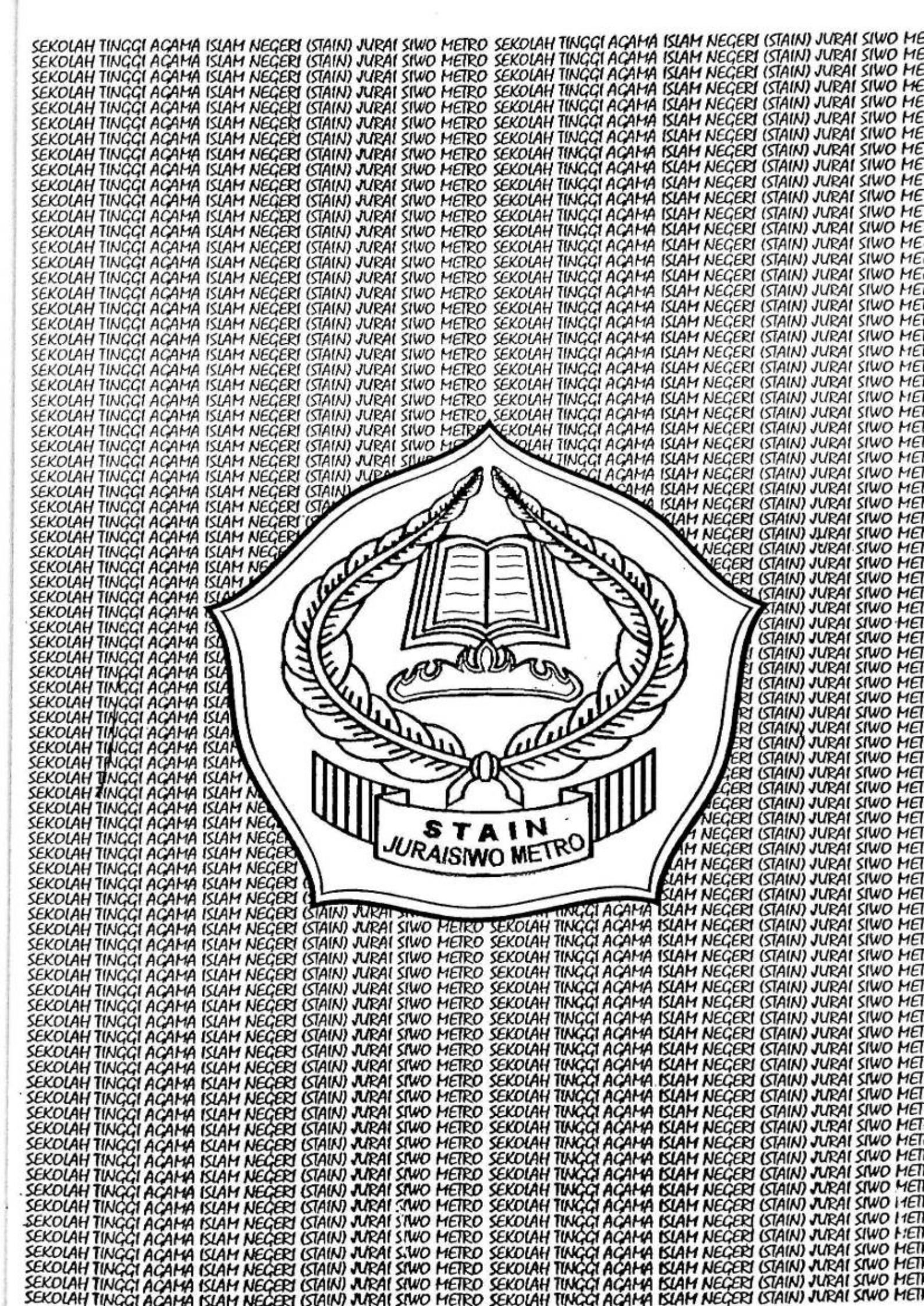
2) To develop the students' speaking ability.

3) To motivate the students to speak practice.

b. For the teacher:

1) To enable the teacher to teach their students in speaking in the efficient way and time.

2) To enable the teacher in using attract method in teach speking


STAIN
JURAISIWO METRO

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. Theoretical Review

1. The Concept of Story Telling

a. The Definition of Story Telling

We use stories to pass on accumulated wisdom, beliefs, and values. Through stories we explain how things are, why they are, and our role and purpose. Stories are the building blocks of knowledge, the foundation of memory and learning. Stories connect us with our humanness and link past, present, and future by teaching us to anticipate the possible consequences of our actions.

It is the live, person to person oral and physical presentation of a story to an audience. "Telling" involves direct contact between teller and listener. It mandates the direct presentation of the story by the teller. The teller's role is to prepare and present the necessary language, vocalization, and physicality to effectively and efficiently communicate the immages of a story. The listener's role is to actively create the vivid, multi-sensory images, actions, characters, events the reality of the story in their mind based on the performance by the teller, and on their past experiences, beliefs, and understandings. The

completed story happens in the mind of the listener, unique, and personal for each individual.

> Storytelling is an interactive performance art form. Direct interaction between the teller and audience is and essential element of the storytelling experience. An audience responds to the teller's words and actions. The teller uses this generally non-verbal feedback to immediately, spontaneously, and improvisation ally adjust the tones, wording, and pace of the story to better meet the needs of the audience.[1]

The challenge of any storyteller is to maintain the listener's interest and attention. Telling a story brings out a person's individuality and personality. Some people are natural storytellers. Most of us are not but we can all become good storyies tellers through practice and rehearsal and by becoming aware of techniques we can use to bring a story alive.

b. The Procedures of Using Story Telling Technique

Once you feel confident with the story text, consider the different techniques you can use to provide further support for your pupils' understanding.

1) If there are unfamiliar with storytelling, begin with short sessions which do not demand too much from them and over-extend their concentration span.
2) If possible, have younger children sit on the floor around you, making sure everyone can see you and the illustrations and can hear you clearly.
3) Read slowly and clearly.
4) Make comments about the illustrations and point to them to focus the pupils' attention.

---

[1] Geoffrey Broughton, Christopher Brumfit, Roger Flavell, Peter Hill and Anita Pincas, *Teaching English As A Foreighn Language,* (London and New York: University of London Institute of Education, 1980), P. 70

5) Encourage your pupils to take part in the storytelling by repeating key vocabulary items and phrases.[2]

There are any five points must do by the students, as well as they are can get the good speaking ability in every do telling story. the student can enjoy and easy to do speaking activity on every where and every time without fell dificult. "In story telling technique were the students be ordered reading or listening a story, afterwards they are must be ordered telling of the story in a oral (spoken) manner or in a write.

c. Improving the Story Telling Skills

Self-assessment

1) Pronunciation.
2) Stress
3) Rhythm.
4) Intonation.
5) Variation.[3]

From the above which that, Where the five points above can reseacher get conclusion that pronounciation is the problems of vowels or consonants. Stress is the problem in individual words or in sentences or extra force used when speaking a particular words or syllable. Rhythm is speed of speak like slowly or quickly. Intonation is our sound in speaking or conversation. The last, Variation is kinds of

---

[2] Jean Brewster, Gail Ellis and Denis Girad , *The Primary English Teacher's Guide,* (London: Penguin English Guides, 2002), P. 197

[3] *Ibid.,* P. 200

the loudness of our voive. The researcher has assumsed that the students must have good ability of the self-assessment as well as their speaking ability is good.

2. The Concept of Speaking Ability

a. The Definition of of Speaking

Language is a set of rules used by human as a tool of their communication. The use of the language is governed by the conventional rules shared by the speaker of language. Each of them must obey the rules. Otherwise, they can not communicate well. The spoken productive language skill is called speaking ability. It is the skill of a speaker to communicate information to a listener or a group of listener.

If we study about speaking, that many definition has defined about speaking, in general definition that speaking is conversation activity, discuss activy and also a product of language, the of speaking as follow:

> Speaking is a productive language skill. Theoretically, according to O'Grady (1996), it is a mental process. This means that it is a psychological process by which a speaker puts a mental concept into come linguistic form, such as word, phrase, and sentences used to convety a message to a listener. So the speech production is the process by which the speakers turn their mental concept into their spoken utterances to convey a message to their listeners in the communicative interaction (Gleason and Ratner, 1998:310).[4]

[4] Sanggam Siahaan, *Issues in Linguistics,* (Pematangsiantar: Graha Ilmu, 2007), P. 95

While from dictionary english idioms by AS. Horbny has explained that "speak s a little more formal and suggests that someone is using their voice or that one person is saying something to a group or speak is to talk to somebody about something to have a conversation with someboby. "Speaking is as something used to say that you are the type of person mentioned and are expressing your opinion from that point of view".[5] The spoken productive language skill is called speaking. It is the skill of a speaker to communicate information to listener or a group of listeners. Her or his skill is realized by her or his ability to apply the rules of the language she is speaking to transfer the information she has n her or his mind to her or his listeners effectively.[6]

c. Testing Speaking

The first point to stress is that "speaking" is not a monolithic ability. A basic and very important distinction in the teaching and testing of speaking is that between "monologue" and "interaction".[7]

In testing what people can do in terms of selected forms of monologue of interaction, decision are needed about what constitutes effective performance and how this is realised in test criteria. In the

---

[5] AS. Horbny, *Op. Cit.*, P. 1289
[6] Sanggam Siahaan, *The English Paragraph,* (Yogyakarta: 2008)
[7] *Ibid,* P. 117

case of spoken presentations, for example, many language and communication courses encourage presenters to talk to their audiences, rather than reading aloud in front of them. If we now take the case of tests of group discussion, as one kind of spoken interaction, the purpose will again need to be specified. [8]

From the text above we can get concluse that in speaking ability have some point must atttention. They are monologue and interaktion. Usually this point be appreciation of always attention by the other speaker if we doing a conversation so both of them can be a point two testing of the people speaking ability in a conversation.

d. Speaking Difficulty

These same characteristics must be taken into account in the productive generation of speech, but with a slight twist in that the learners is now the producer. Bear in mind that the following characteristics of spoken language can make oral performance easy as well as, in some cases difficult.

1) Clustering
   Fluent speech is phrasal, not word by word.
2) Redundancy
   The speaker has an opportunity to make meaning clearer through the redundancy of language.

[8] *Ibid*, p.118

3) Reduced forms
   Contractions, elisions, reduced vowels, etc, all form special problems in teaching spoken English (see the section below on teaching pronunciation).
4) Performance variables
   One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking, and correlations.
5) Colloquial language
   Make sure you students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and that they get practice in producing these forms.
6) Rate of delivery
   Another salient characteristic of fluency is rate of delivery.
7) Stress, rhythm, and intonation
   This is the most important characteristic of English pronunciation, as will be explained below.
8) Interaction
   As noted in the previous section, learning t produce waves of language in a vacuum-without interlocutors-would rob speaking skill of its richest component the creativity of conversational negotiation.[9]

From the above explanation it can conclude that any same characteristics must be taken into account in the productive generation of speech, but with a slight twist in that the learners is now the producer. Bear in mind that the following characteristics of spoken language can make oral performance easy as well as, in some cases difficult. They are like Clustering, Redundancy, Reduced forms, Performance variables, Colloquial language, Rate of delivery,Stress, rhythm, and intonation and Interaction. Where all of them has explanation above.

---

[9] H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy,* Second Edition, (San Fransisco: State University, 2001), P.270-271

e. Types of Classroom Speaking Performance

With the obvious connection between listening and speaking, six similar categories apply to the kinds of oral production that students are expected to carry out in the classroom.

1) Imitative
   A very limited portion of classroom speaking time may legitimately be spent generating human 'tape recorder' speech, where, for example, learners practice an intonation contour or try to pinpoint a certain vowel sound.
2) Intensive
   Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners are "going over" certain forms of language.[10]
3) Responsive
   A good deal of student speech in the classroom is responsive short replies to teacher or student-initiated questions or comment.
4) Transactional (dialogue)
   Transactional language, carried out for the purpose of conveying or exchanging specific information.
5) Interpersonal (dialogue)
   The other form of conversation mentioned in the previous chapter was interpersonal dialogue, carried out more for the purpose of maintaining relationships than for the transmission of facts and information.
6) Extensive (monologue)
   Finally, students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. Here the register is more formal and deliberative. These monologues can be planned or impromptu.[11]

---

[10] *Ibid*, P.271
[11] *Ibid*, P. 274

In speaking study that the teacher must know to differents they are speaking ability so it is can make a kinds or type on speaking class. It is to ablee the theacer more easy in stuying actvity. The type of class speaking performance like imitative, intensive, responsive, transactional, interpersonal, and extensive where the definition of them has explaind above.

B. Theoretical Frame Work And Paradigm

1. Theoretical Framework

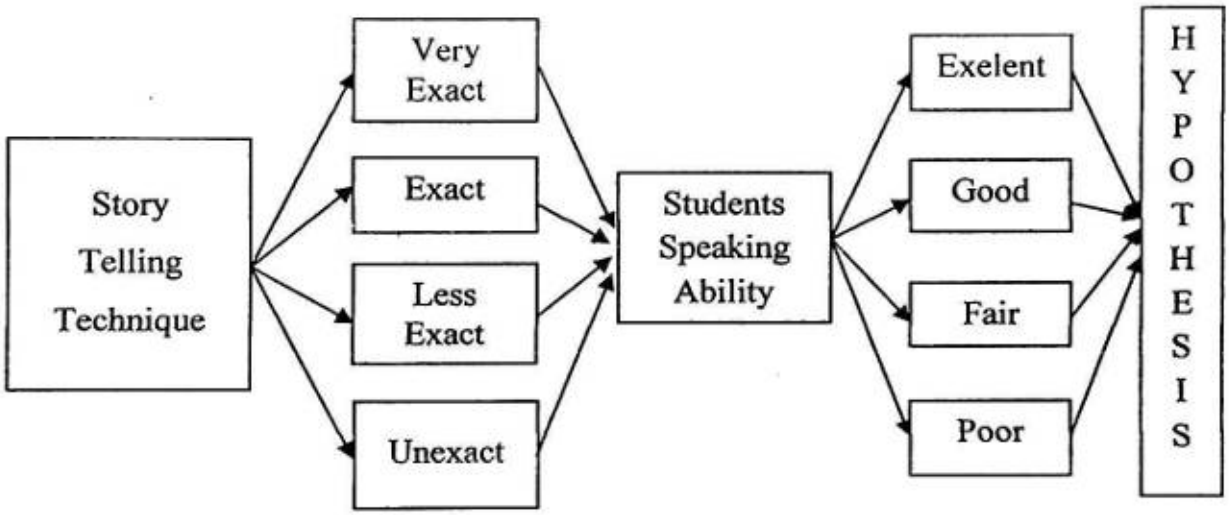
Based on the description above, the researcher assumes that the students' speaking skill could be provided a positive influence through story telling technique. By using story telling technique, students could be more attention and concentration to comprehend the improving the story telling and it is also involves some elements that support to increase their speaking skill.

If the story telling have been applicated with effectivly and correctly then student story telling ability will be very good. But If the story telling is not applicated with effectively and correctly then student speaking ability will be bad.

2. Paradigm

Based on the theoretical framework above the writer describes the paradigm as following.

Picture 1
The Paradigm of the Research



Based on the picture above, the writer can defines that if the story telling is very exact, the students' speaking ability is excellent. If the story telling is exact, the students' speaking ability is good. If the story telling is less exact, the students' speaking ability is fair. And also if the story telling is unexact, the students' speaking ability is poor too. So, from the interpretation both of variables can conclude into hypothesis.

Based on the statement above, the writer can conclude that there is influence of story telling toward the students' speaking ability.

C. Hypotheses Formulation

"The hypothesis is a powerful tool in scientific inquiry. It enable us to relate theory to observation and observation to theory".[12]

Ha : There is a positive influence story telling technique toward the student's speaking ability at the tenth grade of islamic senior high school Tri Bhakti At-taqwa Raman Utara.

Ho : There is not a positive influence story telling technique toward the student's speaking ability at the tenth grade of islamic senior high school Tri Bhakti At-taqwa Raman Utara.

---

[12] Donal Ary, Dkk, *Introduction To Research In Education,* Second Edition, (New York: United State Of America, 1979), P.72


STAIN
JURAISIWO METRO

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the writer used the quantitative research, in the form of true experimental design. Therefore, in this research the writer used one class as the control class and the experimental class. The pretest given before treatment is as control class and the posttest given after treatment is as experimental class.

According to Sumadi Suryabrata, the design is follows:

T1	X	T2

T1 : The result before the treatment called *Pretest*

X : Treatment

T2 : The result after treatment called *Posttest*.[1]

B. Population, Sample and Sampling Technique

1. Population

"The large group which the generalization is made called a population".[2] Edi Kusnadi, defined taht "the population or universe is all

---

[1] Sumadi Suryabrata, *Metodologi Penelitian*, (Jakarta: PT. Raja Grafindo Persada, 2008), p. 117

[2] Donal Ary, dkk, *Introduction to Research in Education*, Second Edition, (New York: United State of America, 1977), p. 129

of unit analysis (subject)".[3] The population of this research is the students of tenth graders of MA Tri Bhakti At-Taqwa Raman Utara in academic year of 2013/2014. Where the tenth greader in MA Tri Bhakti At-Taqwa Raman Utara has consist from four classes where every class has consists of 31 students so the total of all tenht graders is 124 students.

2. Sample

Edi Kusnadi defined that "sample is most or part of population on research".[4] The samples of the research as respondent is students who have tenth grader of MA Tri Bhakti At-Taqwa Raman Utara, that number of 31 students every class. The number of the class in the tenth graders are 4 class like A class, B class, C class, and D class. Meanwhile the technique sample by using cluster random sampling. The teacher will take one class from all the class to become respondent in the research with base of class strata or basic ability. Because their ability is low base on the pre research, the class that choses is two class where the first as the control class and experiment class so the total of students 62 students.

3. Sampling Technique

The technique sampling in this research is by using cluster random sampling. "Cluster random sampling is the selection based on the

---

[3] Edi Kusnadi, *Metodologi Penelitian*, (Jakarta Timur: Ramayana Press dan STAIN Metro, 2008), p. 79

[4] *Ibid.*, p. 80 - 82

population group of that have some characteristics".[5] On the cluster random sampling, the technique is used to select cluster (area) not in the member of the cluster. That is research would choose a number of class randomly from a list of classes and then include all the students' in those schools in the sample. So researcher selects one of four classes, not on the students. So the researcher will take one class from all the class to become respondent in the research. The population has consisted from four groups of class, like A class, B class, C class and D class. The researcher has choosing oftwo class as the subjects. Because their ability is low base on the pre-test research, the researcher that chooses two clusses where the first as the control class and the second as the experiment class so the total ofthe students are 62 students.

C. The Operational Definition Of Variable

Variable are an attribute (e.g., attitude toward the school bond issue), or characteristics of individuals (e.g. gender) that researcher study.[6]

Based on the statement above, the operational definitions of variables have two variables namely independent variable and dependent variable.

---

[5] Donal Ary, dkk, *Op.Cit.*, p. 133

[6] Creswell, John W. *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research,* Fourth Edition, (Buston: Pearson, 2002), p. 13

1. Independent Variable

The independent variable of this research is Story telling which symbolized as X variable. For the measure of this variable, the researcher conducted based on the pretest and posttest design. The researcher took one class where the students were given the pretest before they were given the material without visual aid. Furthermore, they were also given posttest after they were given the threathment. Here, the researcher took the Story telling as the sample to know whether there is any positive and significant influence of using story telling technique toward the students' speaking ability and how story telling technique influence of the students' speaking ability. And the indicator of independent variable are: (1) The students can tell their story with their friend. (2) The students can speak english well.

2. Dependent Variable

Dependent variable of this research is students' speaking ability which is symbolized as Y variable. For the measure of this variable, the researcher uses the pretest and posttest as the results to determine of the story telling have used their support speaking ability with effectively or not.

Based on the theoretical review, the indicator of speaking ability in this research is the researcher gives a pretest and posttest to the students and they can understand short story and the student should repeat the short story that they read or listen.

The data of the students' speaking ability will be collected through an exercise in the form of speaking a short story. And the indicator of dependent variable are: (1) The students can speak fluent in English. (2) The students can speak English with their friend. (3) The students can answer the question from teacher with use English language.

D. Data Collection Method

To collecting the data, the researcher using test and documentation method.

1. Test

According to Suharsimi Arikunto, "test is a series of questions or exercises and other tools used to measure the skills, knowledge, intelligence or talent abilities possessed by individuals or groups."[7]

In conclusion, the researcher uses test to collect the data. The researcher uses pre-test and post-test as data collection method to measure the students' speaking ability by using essay test. Essay test is about the student should understand the short story and the student should reapeat the short story that they read or listen.

The researcher uses test as data collection method to obtain the speaking ability. The researcher measures the speaking ability by final examination test of the students in the subject of English language. This

[7] Edi Kusnadi, Metodologi Penelitian, *Op.Cit.*, p. 32

PERPUSTAKAAN STAIN JURAI SIWO METRO

test chooses by the researcher because to know the students successful learning outcomes during at the tenth grade especially in speaking ability and how story telling technique influence their speaking ability

2. Observation

Observation is the data collection method that has purpose of observation is to explain the situation that we examine, the activities that occur, the individuals involved in an activity and the relationship between situations, between activities and between individuals.[8]

Based on this definition, the writer uses this method to get detail information and the process of the events whiles the research at Islamic senior high school Tri Bhakti At-taqwa Raman Utara High in the academic year of 2013/2014.

3. Documentation

Edi Kusnadi defines documentation as the method which is used to get information from written languages or documents, such as books, magazine, rule, note, and others.[9]

The researcher uses documentation method to get the detail information about the condition in the school, such as; the teacher, the

---

[8] Ag. Bambang Setiadi, *Metode Penelitian untuk Pengajaran Bahasa Asing Pendekatan Kuantitatif dan Kualitatif*, Yogyakarta, Graha Ilmu, 2006, p. 249

[9] Edi Kusnadi, *Op.Cit.*, p. 102

employers, and the organization structure at Islamic Senior High School Tri Bhakti At-Taqwa Raman Utara.

E. Data Analysis Technique

To investigate wheter therte is any positive and significant influence of the story telling technique on speaking ability among the tenth graders of MA Tri Bhakti At-Taqwa Raman Utara in academic year of 2013/2014, The researcher analyzes the data by using t-test. The measure to be analyzed by the nonindependend t-test is the difference between the paired scores. According the Donald Ary dkk, the formulation of t-test as follow:

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

Note:

t : The t-value for no independent (correlated) means
D : The difference between pre-test score with post-test score
$\overline{D}$: Squere of D
$\sum D^2$: The sum of the squared difference scores
N : Total of pairs.[10]

[10] Donal Ary, *Op.Cit.*, p. 150


STAIN
JURAISIWO METRO

CHAPTER IV

RESULT OF THE RESEARSH AND DISCUSSION

A. Description of the Research

1. The Description of MA Tri Bhakti At-taqwa

Short History about the Establishment of MA Tri Bhakti At-Taqwa Raman Utara.Utara has built on rama puja village, raman utara, East lampung.

Profil of Madrasah Aliyah Tri Bhakti At-Taqwa:

School Name : Tri Bhakti Madrasah Aliyah At Taqwa

School Address : Jl Simpang No Chain . 06

Village : Rama Puja

Districts : North Raman

District : East Lampung

1 . Name School Foundation Organizers : YASPI Pon - Pes Tri Bhakti At Taqwa

2 . Foundation Address : Rama Puja Raman Utara East Lampung

3 . NSS / NSM : 312.18.02.17.167

4 . Qualification Accreditation : Terakriditasi C

5 . Year Founded : 1981

6 . operation year : 1981

7 . Land Status : Owned Alone

b . Land Area : 10,000 m2

8 . Building Status : Owned Alone.

in 1971 Tri Bhakti At- Taqwa cottage has manage Madrasah Aliyah education level, but has yet to follow the curriculum of the Ministry of Religious Affairs. That time was Mr. Adnan RRJ His school head . Then in 1987 to 1990 the headmaster was entrusted to Mr. Nurdin Ersyah. In 1990 to 1992 the school was entrusted to Mr Arif and be continued in 1992 to 1994 was entrusted to Mr. Drs. Mahmoud Rifai. With its development of education then in 1994 Madrasah Aliyah Tri Bhakti At-Taqwa, who was head of the school unti now is entrusted To Dra . Binti Amanah Adnan Managing two departments of Religious Madrasah Aliyah (MAK) and MA majors previous IPS 1981 to 1994 only one direction ie take A1. MAK and MA have different curricula, when 70 % MAK His religion religious lessons and lessons are generally 30 % , while the MA subjects and religion generally 85 % 15 %.

a. The vision of MA Tri BhaktiAttaqwa

The school has a certain quality of religious and social's populists

b. The mission of MA Tri Bhakti At Taqwa

1) To carry professional of the teacher
2) To carry score of the students'
3) To complete sarana and prasarana of the school
4) To draw up the students' to application the since and skill in the society

c. List of the teacher and staff

This is the list of the teacher and staff of MA Tri BaktiAttaqwa :

Table 2

Teacher and Staff List of MA Tri Bhakti At taqwa:

NO.	NAME	POSITION
1	Dra. BintiAmanah	AkidahAkhlaq
2	Drs. M. NurdinErsyah	Bahasa Arab
3	KH. KholiqAmrulloh, S.Ag	Fiqih
4	KH. Ubaidillah	IlmuTafsir
5	Ahmad Dimyati	Fiqih, SKI
6	Drs. M Suyadi	PPKn, Sejarah
7	Komarudin, S.H.I	BahasaInggris
8	Drs. RohmatSaifuloh, S,Pd	Sosiologi
9	KhoirulMuslimin, S.H.I	Bahasa Arab, IlmuKalam
10	Drs. AgusNasrulloh	UshulFiqh, Bahasa Arab
11	Zamroni Ali, S.Pd.I	SKI, PKn
12	Ahmad Ansori	Qur'an Hadits
13	KholilBisri	Aswaja
14	JunaidiAbdillah	UshulFiqih, Tasawuf
15	Suyono, S.Pd	Matematika
16	Maksum, S.H.I	TINKOM
17	Tukamdi, S.Pd.I	Bahasa Indonesia
18	NurulHikmah, S.Ag	Bahasa Arab
19	DhiwiaPurohita, S.Pd	Ekonomi
20	ZulfanilAzizah, S.Ag	BahasaInggris
21	LinaAris K, S.Pd	Matematika
22	Wahyuni, S.E.I	Ekonomi
23	Abdul Wahid R, S.Pd.I	Qur'an Hadits, UshulFiqh
24	HusnatunNia', S.Th.I	Tafsir
25	Dian Nurdianto, S.Pd	Biologi, Kimia, Fisika

26	Mar'atusSh, S.Pd	Geografi
27	Ansori	TINKOM
28	EkaFheri M, S.Pd	Bahasa Indonesia

Source: The Profile book of MA Tri Bakti At Taqwa Raman Utara

Date: Desember, 30th, 2013

d. **The number of the Students**

The number of the students of MA Tri Bhakti At Taqwa Raman Utara inacademic year 2013/2014 wasstudents that can identified as follows:

1. The ten graders :124 Students
2. The eleventh graders : 126 Sutents
3. The twelve graders :122 Students

e. The Building Condition of MA Tri Bhakti AT Taqwa

MA Tri BhaktiAttaqwa Raman Utara have building 5 unit of building there are:

a. 1 headmaster
b. 9 classroom
c. 1 teacher office
d. 1 library
e. 1 mosque

2. Research Data

a. Pretest Result

To measure the students speaking ability the researcher used the pretest before giving the treatment. The student has given the opportunity to expression about

theirself, they were gave 20 minutes to finish it. The result of the pretest can be shown as follow:

Table. 3
The pretest score of students speaking Ability at the tenth Graders of MA Tri Bhakti At-Taqwa Raman Utara

No	Name	Testing on speaking					Total 100
		Fluency 20	Pronounciation 20	Accuracy 20	Vocabulary 20	Task Complete 20	
1	AHMAD ASEP JAILANI	10	4	4	10	5	33
2	AHMAD SHOLIHIN	5	4	4	5	5	23
3	AHMAD SOLIKIN	10	4	4	5	5	28
4	AMANATUR ROHMAH	10	8	8	5	10	46
5	ANGGI DWI RAHMA PUTRA	10	4	8	5	10	37
6	ANISA RAHMAWATI	5	4	4	5	5	23
7	BINTI AMANAH	10	8	8	5	5	36
8	EKA PUJI ASTUTI	10	4	4	10	10	38
9	AVE SUSMITA	10	8	4	10	10	42
10	EVI DAMAYANTI	10	8	4	5	5	32
11	HIDA LATUL KAMILA	5	4	4	5	5	23
12	IFAN KURNIA SANDI	15	8	8	10	10	51
13	KUSNA WATI	10	8	8	10	5	41
14	LUQMANATI	10	4	8	10	5	37
15	M. IMAM YUSUF MUKHLISIN	10	8	4	10	5	37
16	M.MUFTAHUL ULUM	10	8	4	5	5	32
17	MUHAMMAD SYAMSI HUDA	10	4	4	10	5	34
18	MUHAMMAD NASRUDIN	15	12	8	15	10	60
19	MUHAMMAD NURKHOLIS	15	12	12	15	15	69
20	NANANG NASIKIN LUKYA	15	12	12	15	15	69
21	NIKMATUROHMAH	10	8	8	5	5	36
22	NOVI NUR ANGGRAINI	10	12	8	10	5	45
23	ROISUL UMAM GHOZALI	10	8	12	10	10	50
24	ROSID SIDIK	10	8	8	10	10	46

25	RUSI LATIFAH	10	4	4	5	5	28
26	SELVINA MAYANGSARI	10	4	4	10	5	23
27	SITI MUTMAINAH	10	8	8	10	10	46
28	SYAMSUL HIDAYAT	5	4	4	5	10	28
29	SYIROJUDIN	5	8	8	10	5	36
30	TRI HANDAYANI	5	4	4	5	5	22
31	USWATUN HASANAH	10	8	4	5	5	32
32	WINARSIH	10	8	8	5	5	36
33	BINTI MAHFUDZOH	5	4	4	5	10	28
34	BINTI UMAHA	5	8	8	10	5	36
35	FATKHUL LUKMANATI	5	4	4	5	5	22
36	NURUL KHASANAH	10	8	4	5	5	32
37	NUR HIKMAH SAFITRI	10	8	8	5	5	36
38	MAR`ATUS SOLEKAH	10	4	4	10	5	33
39	YULIA NUR AZIZAH	5	4	4	5	5	23
40	RISA ROHMATUR AZIZAH	10	4	4	5	5	28
41	NANDA FITRIA LUKYA	10	8	8	10	10	46
42	LILIS NUR JANAH	10	4	8	5	10	37
43	MARATUN NURUL FIRDAUS	10	8	12	10	10	50
44	SITI JUARIAH	10	8	8	10	10	46
45	DEWI FATIMAH	10	4	4	5	5	28
46	TIKA SETIANI	10	4	4	10	5	33
47	RIA ANJULIANA PITALOKA	10	8	8	10	10	46
48	RAIS RAHMAWATI	5	4	4	5	5	23
49	SHIHA ANNAJAH	15	8	8	10	10	51
50	FITRIATUL ISTIQOMAH	10	8	8	10	5	41
51	LIA LESTARI	10	4	8	10	5	37
52	NUR HABIBAH	10	8	4	10	5	37
53	LAILA NUR HUSNA	5	4	4	5	5	23
54	DUROTUN NISWAH	10	8	8	5	5	36
55	LATIFITRI PUTRI	10	4	4	10	10	38
56	AMIN SALAMAH	10	8	4	10	10	42
57	ANITA APRILIA	10	8	4	5	5	32

58	SITI NUR HABIBAH	10	8	4	5	5	32
59	WINARTI ,	10	4	4	10	5	34
60	QUROTULNGAINI	15	12	8	15	10	60
61	DESI NUR `AINI	15	12	12	15	15	69
62	DANA ISWARA	15	12	12	15	15	69

Taken on 30 Desember 2013

From the table above can be inferred that the highest score was 69 and the lowest score was 22. Based on the data, the writer then measured the class interval by using the formula as bellow:

$$\frac{\text{The highest score} - \text{The lowest score}}{\text{The number of category}}$$

The highest score : 69

The lowest score : 22

Total of the categories : 3

$$: \quad \frac{69 - 22}{3}$$

$$: \quad \frac{47}{3}$$

: 15.66 : 16

The total of class interval of this result pretest research was 16. After knowing the class interval, the data taken from interval above was put on the table of frequency distribution, as follows:

Table. 4

The table of frequency Distribution of pretest score

No	Class interval	Frequency	Category	Presentage
1	54 – 69	6	Good	10 %
2	38 – 53	17	average	27%
3	22 – 37	39	Bad	63%
Total		62		100%

Based on the table frequency distribution above, it can be inferred that 62 students as the research sample can be devided:

1. For the class interval of 54-69, there were 6 students or 10% who are included in the good category.
2. For the class interval of 38-53, there were 17 students or 27% who are included in the average category.
3. For the class interval of 22-37, there were 39 students or 63% who are included in the bad category.

So the pretest is categorized into bad category.

b. Post test Result

After analizing the weakness and understanding of students in speaking test, the researcher conducted the treatment to help the students in understanding of speaking ability. The research ask to the students about difficulties in speaking activity and give more explanation about the speaking ability by using the story telling technique until the students understand. After the students in this class has been given the treatment and they have understood, further the researcher gives the posttest to measure their knowing of speaking ability with a test. The result of post test can be shown as follows:

Table.5

The postest score of students speaking Ability at the tenth Graders of MA Tri Bhakti At-Taqwa Raman Utara

No	Name	Testing on speaking					Total 100
		Fluency 20	Pronounciation 20	Accuracy 20	Vocabulary 20	Task Complete 20	
1	AHMAD ASEP JAILANI	20	16	16	20	15	87
2	AHMAD SHOLIHIN	15	12	8	15	15	65
3	AHMAD SOLIKIN	20	16	16	15	15	82
4	AMANATUR ROHMAH	20	16	16	20	15	87
5	ANGGI DWI RAHMA PUTRA	20	16	16	20	15	87
6	ANISA RAHMAWATI	15	16	16	15	15	77
7	BINTI AMANAH	15	16	16	15	15	77
8	EKA PUJI ASTUTI	15	16	16	15	15	77
9	AVE SUSMITA	20	16	16	15	15	82
10	EVI DAMAYANTI	15	16	16	15	15	77
11	HIDA LATUL KAMILA	15	16	12	20	15	78
12	IFAN KURNIA SANDI	20	16	16	20	15	87
13	KUSNA WATI	20	16	16	20	15	87
14	LUQMANATI	15	12	12	15	15	69
15	M. IMAM YUSUF MUKHLISIN	20	16	16	20	15	87
16	M.MUFTAHUL ULUM	15	12	16	15	15	73
17	MUHAMMAD SYAMSI HUDA	15	16	16	15	15	77
18	MUHAMMAD NASRUDIN	15	16	16	20	20	87
19	MUHAMMAD NURKHOLIS	20	16	16	20	20	92
20	NANANG NASIKIN LUKYA	15	16	12	20	20	83
21	NIKMATUROHMAH	15	16	16	20	15	78
22	NOVI NUR ANGGRAINI	20	16	16	20	15	87
23	ROISUL UMAM GHOZALI	20	16	16	20	15	87
24	ROSID SIDIK	20	16	16	20	15	87
25	RUSI LATIFAH	15	12	16	20	20	83

26	SELVINA MAYANGSARI	20	16	16	20	15	87
27	SITI MUTMAINAH	20	16	16	20	20	92
28	SYAMSUL HIDAYAT	15	16	16	15	10	72
29	SYIROJUDIN	15	12	16	15	15	73
30	TRI HANDAYANI	20	16	16	20	20	92
31	USWATUN HASANAH	15	12	12	15	15	69
32	WINARSIH	20	16	12	20	15	83
33	BINTI MAHFUDZOH	15	16	16	15	10	72
34	BINTI UMAHA	15	12	16	15	15	73
35	FATKHUL LUKMANATI	20	16	16	20	20	92
36	NURUL KHASANAH	15	12	12	15	15	69
37	NUR HIKMAH SAFITRI	20	16	12	20	15	83
38	MAR`ATUS SOLEKAH	20	16	16	20	15	87
39	YULIA NUR AZIZAH	15	12	8	15	15	65
40	RISA ROHMATUR AZIZAH	20	16	16	15	15	82
41	NANDA FITRIA LUKYA	20	16	16	20	15	87
42	LILIS NUR JANAH	20	16	16	20	15	87
43	MARATUN NURUL FIRDAUS	20	16	16	20	15	87
44	SITI JUARIAH	20	16	16	20	15	87
45	DEWI FATIMAH	15	12	16	20	20	83
46	TIKA SETIANI	20	16	16	20	15	87
47	RIA ANJULIANA PITALOKA	20	16	16	20	20	92
48	RAIS RAHMAWATI	15	16	12	20	15	78
49	SHIHA ANNAJAH	20	16	16	20	15	87
50	FITRIATUL ISTIQOMAH	20	16	16	20	15	87
51	LIA LESTARI	15	12	12	15	15	69
52	NUR HABIBAH	20	16	16	20	15	87
53	LAILA NUR HUSNA	15	16	16	15	15	77
54	DUROTUN NISWAH	15	16	16	15	15	77
55	LATIFITRI PUTRI	15	16	16	15	15	77
56	AMIN SALAMAH	20	16	16	15	15	82
57	ANITA APRILIA	15	16	16	15	15	77
58	SITI NUR HABIBAH	15	12	16	15	15	73

59	WINARTI	15	16	16	15	15	77
60	QUROTULNGAINI	15	16	16	20	20	87
61	DESI NUR `AINI	20	16	16	20	20	92
62	DANA ISWARA	15	16	13	20	20	83

Taken on 20 Januari,2014

From the table above can be inferred that the highest score was 92 and the lowest score was 50. Based on the data, the writer then measured the class interval by using the formula as bellow:

$$\frac{\text{The highest score} - \text{The lowest score}}{\text{The number of category}}$$

The highest score : 92

The lowest score : 65

Total of the categories : 3

$$: \quad \frac{92 - 65}{3}$$

$$: \quad \frac{27}{3}$$

$$: \quad 9$$

The total of class interval of this result pretest research is 9. After knowing the class interval, the data taken from interval above was put on the table of frequency distribution, as follows:

Table. 6

The table of frequency Distribution of pretest score

No	Class interval	Frequency	Category	Presentage
1	83 – 92	34	Good	55 %
2	74 – 82	16	average	26%
3	65 – 73	12	Bad	19%
Total		62		100%

Based on the table frequency distribution above, it can be inferred that 62 students as the research sample can be devided:

1. For the class interval of 83-92, there were 6 students or 10% who are included in the good category.
2. For the class interval of 74-82, there were 17 students or 27% who are included in the average category.
3. For the class interval of 65-73, there were 39 students or 63% who are included in the bad category.

So the pretest is categorized into good category.

B. Hypothesis Testing

After applying the documentation and test method, the researcher analyzed the data by using analysis of t-test in order to prove whether there is the influence of story telling technique toward the students speaking ability at the tenth graders of MA Tri Bhakti At-Taqwa Raman Utara in the academic year of 2013, as follows:

1. Preparing the table in order to prove whether there is the influence of story telling technique toward the students speaking ability at the tenth graders of MA Tri Bhakti At-Taqwa Raman Utara.

Table 7
The List of Pretest Score and Post-Test Score Students Speaking Ability
At The Tenth Grade of MA Tri Bhakti At-Taqwa Raman Utara

No	Students Initial	Pretest Score	Post-Test Score	D	D^2
1	A A J	33	87	54	2916
2	A S	23	65	42	1764
3	A SO	28	82	54	2916

4	A R	46	87	41	1681
5	A D R P	37	87	50	2500
6	A R	23	77	54	2916
7	B AM	36	77	41	1681
8	E P AS	38	77	39	1521
9	AUS	42	82	40	1600
10	E D	32	77	45	2025
11	H L K	23	78	55	3025
12	I K S	51	87	36	1296
13	K W	41	87	46	2116
14	LMN	37	69	32	1024
15	M. I Y M	37	87	50	2500
16	M.MU U	32	73	41	1681
17	MS H	34	77	43	1849
18	M N	60	87	27	729
19	M N	69	92	23	529
20	N N L	69	83	14	196
21	NMR	36	78	42	1764
22	NN A	45	87	42	1764
23	R G	50	87	37	1369
24	R S	46	87	41	1681
25	R L	28	83	55	3025
26	SV MI	33	87	54	2916
27	S M	46	92	46	2116
28	S H	28	72	44	1936
29	SJ	36	73	37	1369
30	T H	22	92	70	4900
31	UT H	32	69	37	1369
32	WIN	36	83	47	2209

33	B M	28	72	44	1936
34	B UM	36	73	37	1369
35	F L	22	92	70	4900
36	NK	32	69	37	1369
37	NS	36	83	47	2209
38	M S	33	87	54	2916
39	Y N A	23	65	42	1764
40	R R A	28	82	54	2916
41	N F L	46	87	41	1681
42	L N J	37	87	50	2500
43	M NF	50	87	37	1369
44	S J	46	87	41	1681
45	D F	28	83	55	3025
46	T S	33	87	54	2916
47	R A P	46	92	46	2116
48	R R	23	78	55	3025
49	S A	51	87	36	1296
50	F I	41	87	46	2116
51	L L	37	69	32	1024
52	N H	37	87	50	2500
53	L N H	23	77	54	2916
54	D N	36	77	41	1681
55	L P	38	77	39	1521
56	AM S	42	82	40	1600
57	AN APR	32	77	45	2025
58	S N H	32	73	41	1681
59	WIN AT	34	77	43	1849
60	QNG	60	87	27	729
61	D N`A	69	92	23	529

62	D I	69	83	14	196
	Total			$\sum D = 2694$	$\sum D = 2694 \sum D^2 = 122238$
	$\overline{D}$			43.452	

The average of D = (2694 : 62) = 43.4516 (43.452)

2. Putting the data above into the formula of t-test in order to get "t observed".

$$t = \frac{\overline{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

$$t = \frac{43.452}{\sqrt{\frac{122238 - \frac{(2694)^2}{62}}{62(62-1)}}}$$

$$t = \frac{43.452}{\sqrt{\frac{122238 - \frac{7260324}{62}}{62 \times 61}}}$$

$$t = \frac{43.452}{\sqrt{\frac{122238 - 117102}{3782}}}$$

$$t = \frac{43.452}{\sqrt{\frac{5136}{3782}}}$$

$$t = \frac{43.452}{\sqrt{3.782}}$$

$$t = \frac{43.452}{1.3619}$$

$$t = 31.905$$

To know the critical value of t-test (t_{table}), the researcher firstly counted df, df is degree of freedom. The formulation of df = N – 1. N is the number of research population:

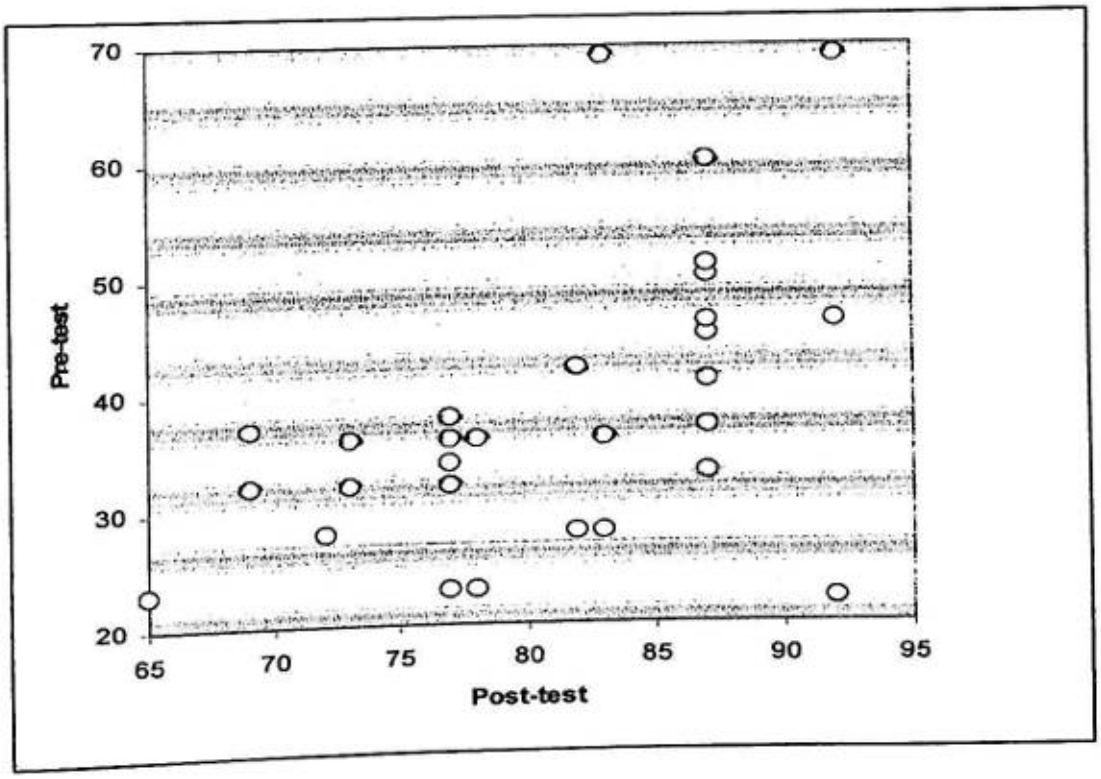
df = N – 2

= 62 – 2

= 60

Diagram 1

Scatter Diagram Of The Positive Influence Of Using Story Telling Technique Toward Speaking Ability



The scatter diagram above illustrated that the side right which mean there is positive influence between using story telling technique and speaking ability.

C. Discussion

Unfortunately, during the research, the writer found the problem. That is the student didn't interest with English. They assumed that English is the difficult one especially in speaking. Actually they have much idea in their mind or imagination, but they couldn't convey it into English language. So the researcher have tried the technique which could make them interest to speak their mind.

The process in applying the technique is fluent. All the students attended the class from the first treatment to the last treatment. They were also active in the lesson by using the story telling technique to make easier in speaking ability.

Based on the gain score of the table at the authentication of the difference of experimental and control class at the tenth grade of Islamic senior high school Tri Bhakti At-taqwa Raman Utara in academic year 2013/2014. the writer assumed that teaching and learning a speking by using story telling technique give high influence. By using the technique, the students can attract to speak or telling with other friend and story telling one of technique to make student easy in learning speak english .. So, it informed us that using story telling technique be one of effective technique in learning speaking especially for the students at the tenth grade of Islamic senior high school Tri Bhakti At-taqwa Raman Utara in academic year 2013/2014

D. Limitation

This research was conducted at MA Tri Bhakti At-Taqwa Raman Utara. The subject of the research were the tenth graders of MA Tri Bhakti At-Taqwa Raman Utara in the academic year of 2013/2014. The choice the subject was the story telling technique. The result of his did not discuss all of the problems that faced by the students. The instruments were suitable with the subject that by the students.

In the learning process there were some problems in increasing speaking ability. The first was the students had not understand how to increase their speaking ability. The second was the teachers had not given the story telling technique for increasing speaking ability. The students need long time to telling the story and also the students had low motivation in learning. Moreover, they had difficulties to do speaking activity, but most of them felt interested to learn conversation and they were recognized by new technique in learning speaking ability.


STAIN
JURAISIWO METRO

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Story telling technique is one of one technique in learning speaking. To increasing speaking ability with the way retell of the story easier and faster, the students need story telling technique. Based on the analysis and result of the research, the researcher can conclude that: Story telling technique has a positive influence toward the students speaking ability. It can be used as the technique in learning speaking and it can improve their speaking ability. It can be seen from the result of critical value "$t_{observed}$" is 31.905 and "t_{table}" is 2.000. The data confirmed that "$t_{observed}$" is higher than "t_{table}". Therefore, it can be concluded that Ha is accepted and Ho is rejected. So, there is the influence of story telling technique toward students speaking ability on the tenth graders of MA Tri Bhakti At-Taqwa Raman Utara among the tenth graders in the academic year of 2013/2014.

B. Suggestion

Based on the research, the researcher will give the suggestion to the side that related is the considered as follows:

1. For the teacher
   a. Give the guide to the students in learning speaking.
   b. In learning speaking, using story telling technique actively. So, the students can increasing their speaking with easy and faster.
2. For the students
   a. The students always study hard in try of their speaking ability.
   b. The students should try to increasing their speaking ability with using of story telling technique.

3. For the headmaster

   a. The facilities that more complete can support in learning process.

   b. Observe the teacher in learning process.

REFERENCE

Ag. Bambang Setiadi, *Metode Penelitian untuk Pengajaran Bahasa Asing Pendekatan Kuantitatif dan Kualitatif,* Yogyakarta, Graha Ilmu, 2006

Creswell, John W. *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, Fourth Edition, Buston: Pearson, 2002

Donal Ary, Dkk, *Introduction To Research In Education,* Second Edition, New York: United State Of America, 1979

Donal Ary, dkk, *Introduction to Research in Education*, Second Edition, New York: United State of America, 1977

Edi Kusnadi, *Metodologi Penelitian,*: Ramayana Press dan STAIN Metro Jakarta Timur, 2008,

Geoffrey Broughton, Christopher Brumfit, Roger Flavell, Peter Hill and Anita Pincas, *Teaching English As A Foreighn Language,* London and New York: University of London Institute of Education, 1980

H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy,* Second Edition, San Fransisco: State University, 2001

Jean Brewster, Gail Ellis and Denis Girad , *The Primary English Teacher's Guide,* London: Penguin English Guides, 2002

Sanggam Siahaan, *Issues in Linguistics,* Graha Ilmu ,Pematangsiantar:, 2007

_____, *The English Paragraph,* Graha Ilmu, Yogyakarta:2008

Sumadi Suryabrata, *Metodologi Penelitian*, PT. Raja Grafindo Persada Jakarta:, 2008

Wilkkins in books' Desmond allison, *Language Testing And Evaluation An Introductory* Course, Singapore University Press, Singapore, 1999

Curriculum Vitae



The writer was born at Raman Utara, February 2th, 1988. He is the thirth Child of happy couple, Mr Katikno and Mrs Ratmini. Being good teacher, Motivator, Star on stage and Business Man were the last thing he ever dreamt of.

Enrolling in SD Negeri 1 Rejo Binangun since 1995-2000 , he decided to extend his study in SMP N 1 Raman Utara in 2000-2003. After graduating from SMP N 1 Raman Utara, he continued his study in Madrasah Aliyah Al Hidayah Raman Utara for three years (2003-2006). Nevertheless, STAIN Jurai Siwo Metro has become his next direction to go on his study in the academic year of 2008/2009. He has been in English Education Study Program since the academic year of 2008/2009 up to now. The writer active in organization ekstra campus. In ekstra campus the writer is the leader of PC IPNU Lampung Timur in period 2013/2015.

PERPUSTAKAAN STAIN JURAI SIWO METRO