THE EFFECT OF STORYTELLING TECHNIQUE IN CTL APPROACH TO IMPROVE STUDENTS' SPEAKING ABILITY AT SMA POMOSDA NGANJUK

KEMENTERIAN AGAMA
PERPUSTAKAAN
IAIN SUNAN AMPEL
SURABAYA

THESIS

Submitted in partial fulfillment of the requirement for the degree of Sarjana Pendidikan Islam (S.Pd.I) in teaching English

PERPUSTAKAAN
IAIN SUNAN AMPEL SURABAYA

No. KLAS	No REG : T.2012/PBI/07
K T-2012 007 PBI	ASAL BUKU :
	TANGGAL :

By :

SITI FATIMAH
NIM D05207047

ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH
STATE INTITUTE FOR ISLAMIC STUDIES
SUNAN AMPEL SURABAYA
2012

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

APPROVAL SHEET

The thesis by Siti Fatimah entitled *The Effect of Storytelling Technique in CTL Approach to Improve Students' Speaking Ability at SMA POMOSDA Nganjuk* has been approved by the thesis advisors for further approval by the Board of Examiner.

Surabaya, 30 January 2012

Advisor I

M. Hanafi, MA
NIP. 197408042000031002

Advisor II

Hernik Farisia, M.Pd.I

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

APPROVAL SHEET

The thesis by Siti Fatimah entitled *The Effect of Storytelling Technique in CTL Approach to Improve Students' Speaking Ability at SMA POMOSDA Nganjuk* has been examined on 10th February 2012 and approved by the board of examiner.

Dean,

Dr. H. Nur Hamim, M. Ag

NIP. 196203120991031002

The board of examiners

Chairman,

M. Hanafi, MA

NIP. 197408042000031002

Secretary,

Rizka Safriyani, M. Pd

NIP.198409142009122005

First Examiner,

Dra. Irma Soraya, M. Pd

NIP.196709301993032004

Second Examiner,

Dr. Muhammad Salik, M.Ag

NIP.196712121994031002

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

PERNYATAAN KEASLIAN TULISAN

Saya yang bertanda tangan di bawah ini:

Nama : SITI FATIMAH

NIM : D05207047

Jurusan/ Program Studi : Pendidikan Bahasa Inggris

Fakultas : Tarbiyah

Menyatakan dengan sebenarnya bahwa skripsi yang saya buat ini benar-benar merupakan hasil karya saya sendiri: bukan merupakan pengambilalihan tulisan atau pikiran orang lain yang saya akui sebagai hasil tulisan atau pikiran saya sendiri, kecuali yang secara tertulis diacu dan disebutkan dalam daftar pustaka.

Apabila dikemudian hari terbukti atau dapat dibuktikan bahwa skripsi ini adalah hasil jiplakan, maka saya bersedia menerima sanksi atas perbuatan tersebut.

Surabaya, 30 Januari 2012

Penulis

Siti Fatimah

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

ABSTRACT

Siti Fatimah. 2012. *The Effect of Storytelling Technique in CTL Approach to Improve Students' Speaking Ability at SMA POMOSDA Nganjuk.* Thesis: English Education Department of Tarbiyah State Institute of Islamic Studies Sunan Ampel Surabaya, Advisors: M. Hanafi, MA and Hernik Farisia, M.Pd.I

Key Words: Students' Speaking Ability, Expressing Past Events, Storytelling, CTL Approach

This is a Quasi- experimental research. It was conducted to address the frequently problems happened in the class. The students often make mistakes in applying the grammatical rules, when they speak English, especially in expressing past events. This is very complicated because there would be misunderstanding among the speakers when they communicate each other. Based on that problem, the writer wanted to solve it by applying Storytelling as a technique in teaching and learning process in the class. The idea to apply Storytelling comes from the rule that learning language needs repetition and practice. In the end of this research, the writer wanted to prove that Storytelling would improve the students' ability in expressing past events and how it worked.

This research took place in SMA POMOSDA Nganjuk, one of bilingual private schools in Nganjuk. The subject was the student of XI IPS, which consists of two parallel classes. The first class was XI IPS 2 as the experiment group and the second was XI IPS 1 as the control group. The writer did quasi- experimental research because it was suitable with the subject of the study. The subject was divided in two groups based on the existing classes and it did not allow to have two groups randomly because of the policy of the school. The data were collected by observation and test to know whether the treatment processes run well based on the rules and to know the students' speaking ability before and after the Storytelling technique. The data from students' test were analyzed with T-test formula.

The result of this research showed that there was a progress from pre-test to post-test in the experimental group after following consecutive three treatments. This result also showed that there was a significant different between students who were taught with the conventional technique and storytelling technique. It means that the alternative hypothesis was accepted. In other words, Storytelling technique can improve the students' speaking ability.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

KEMENTERIAN AGAMA PERPUSTAKAAN IAIN SUNAN AMPEL SURABAYA

TABLE OF CONTENT

COVER i
APPROVAL SHEET iii
DEDICATION v
MOTTO vi
ABSTRACT vii
ACKNOWLEDGEMENTS viii
TABLE OF CONTENT ix
LIST OF TABLES xii
LIST OF FIGURES xiii
LIST OF APPENDICES XIV
PERNYATAAN KEASLIAN TULISAN XV

CHAPTER 1 1
INTRODUCTION 1
A. Background of the Study 1
B. Research Questions 6
C. Objective of study 6
D. Significance of the Study 7
E. Scope and Limitation 7
F. Definition of Key Terms 8

CHAPTER II 10
REVIEW OF RELATED LITERATURE 10
A. Theoretical Framework 10
1. Contextual Teaching and learning 10
2. Storytelling 13
3. Past Event 19
4. Teaching Speaking 25
5. Teaching Speaking Using Storytelling Technique in CTL approach 26

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

6. Vocabulary 28
B. Previous Studies 29

CHAPTER III 34
RESEARCH METHOD 34
A. PREFACE 34
B. RESEARCH TYPE 34
C. RESEARCH AIM 34
D. HYPOTHESES 35
E. ASSUMPTION AND RESEARCH LIMITATION 35
F. RESEARCH VARIABLES 36
1. Independent variable 36
2. Dependent variable 36
G. POPULATION AND SAMPLE 37
H. THE VENUE AND SUBJECT OF STUDIES 37
1. Subjects of Study 37
2. The Venue of the Study 38
I. THE SOURCE, METHOD AND INSTRUMENTS DATA COLLECTION 38
1. Source 38
2. Method 38
3. Instrument 38
J. RESEARCH DESIGN 48
1. Experimental Group 50
2. Control Group 51
H. DATA ANALYSIS TECHNIQUE 51

CHAPTER IV 54
RESEARCH FINDING AND DISCUSSION 54
A. Results 54
1. Pre- Test Result 55
2. The Implementation of Storytelling Technique 58

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

3. The Result of Post-test 65
4. The Scores of the Experimental and Control Groups 68
5. The Calculation of T-test 69
B. Hypothesis Testing 72
C. Discussion 72
1. The Pre-test Result 72
2. The Post-test Result 73
3. Effect of Using Storytelling in CTL Approach 74

CHAPTER V 78
CONCLUSION AND SUGGESTION 78
A. Conclusion 78
B. Suggestion 79

BIBLIOGRAPHY 81

APPENDICES 83

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

LIST OF TABLES

Table 2.1, The formula of the simple past verbal.....20

Table 2.2, The formula of the simple past nominal.....21

Table 2.3, The formula of the past progressive.....22

Table 2.4, The formula of the simple past passive.....24

Table 3.1, The table of item specifications.....36

Table 3.2, The speaking table scoring.....37

Table 3.3, The students' table score.....39

Table 3.4, The teacher's checklist observation.....40

Table 3.5, The judgments checklist.....42

Table 4.1, The result of pre-test from experimental class.....50

Table 4.2, The result of pre-test from control class.....51

Table 4.3, The teacher's observation checklist for the first treatment.....53

Table 4.4, The teacher's observation checklist for the second treatment 55

Table 4.5, The teacher's observation checklist for the third treatment.....57

Table 4.6, The result of post-test from experimental class.....59

Table 4.7, The result of post-test from control class.....61

Table 4.8, The mean of the pre and post-test from both groups.....62

Table 4.9, The result calculation of standard deviation (SD) and t-value.....63

Table 4.10, The result o pre and post-test calculation from both groups.....64

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

LIST OF FIGURES

Figure 2.1, The figure of simple past verbal.....20

Figure 2.2, The figure of the past progressive.....22

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

LIST OF APPENDICES

Appendix 1, Lesson Plan (1).....84

Appendix 2, Lesson Plan (2).....88

Appendix 3, Lesson Plan (3).....101

Appendix 4, Picture Series 105

Appendix 5, Judgments Checklist.....106

Appendix 6, Calculation Result 107

Appendix 7, Reliability Test Result.....109

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

CHAPTER 1
INTRODUCTION

A. Background of the Study

Based upon the School-based Curriculum year 2006 - known in Indonesia as KTSP - English competence development in senior high school consists of four competences; those are speaking, reading, writing, and listening.[1] Every student is required to have those competences as the miscarriage essential to the next education level. The fact is English which is taught in formal school, as the students' provision is still unsatisfying.

There are a few senior high school students who are able to communicate with others well using English. There must be a good commitment from school to organize a better English learning with teaching methods aimed directly to improve the students' English test score.

Teaching speaking cannot be separated from other objectives.[2] Those objectives are grammar and vocabulary and to integrate them in speaking class is not easy. This reflects on occurring problems at class XI IPS of SMA POMOSDA Nganjuk which is used by the writer as research subject. The writer chooses these classes based on teacher's advices and facts that these classes need the refreshment of teaching technique to improve their speaking ability. The

---

[1]Rida Wahyuningrum, *TEFL II*, (Surabaya, Unipa Press, 2011), 1.
[2]Rebecca Hughes, *Teaching and Researching Speaking*, (London: Longman, 2002) , 6.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

writer also uses random to decide the class. In teaching speaking, the problems come out because the students are having lack of speaking practice in the target language. Moreover, the teacher often uses the students' native language. The writer is interested in this school because it is one of the bilingual schools in East Java, which uses English and Arabic as the daily communication.

In teaching grammar, especially on the subject of tenses some problems may occur. The students remain confused on applying those tenses' rule in meaningful sentences. It is caused by the teacher that emphasizes more on the students understanding to the formula of each tense.

Another problem occurring during the process of learning speaking is the teacher very often uses the classical approach. Firstly, the teacher comes to the class and directly asks the students to open the book. Secondly, the teacher writes the formula of certain tenses then explains it. Thirdly, the teacher gives the example. At last, the teacher evaluates students by using writing test. As a result, the students are lazy to study especially when they are in the class.

The goal of integrating of teaching grammar to speaking (expressing past events) was unsuccessful because the result of the test at the first reflection was under the minimum passing grade (KKM) for English lesson. The minimum passing grade for English lesson at SMA POMOSDA is 75 and only two students got high score over the minimum passing grade from 28 students. The first student got 80 score and second student got 78 score.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

The first observation had done before conducting the research, the writer tried to ask the students to tell their friend and the writer in front of the class about their activity and their feeling in the past.

Concerning to those reasons, the use of the classical method is not satisfactory in teaching speaking without concurrently using grammar, especially in expressing past events. Here the students understood about the teacher's explanation about grammar patterns (formula) even when she asked them to do writing exercise about past events. However, the problem came out when the teacher asked them to use grammar in speaking. They cannot do it very well. This is the reason why the writer suggested in using Contextual Teaching and Learning (CTL) approach especially storytelling technique in teaching Speaking.

CTL is a whole system. CTL consists of several parts that are connected to each other. If these parts are connected to each other, it will produce a very good result more than separate result of each part has given.[3] This reason why CTL- is needed to teach speaking that concern to the grammar and vocabulary improvement. The students will not only focused on understanding the patterns but also implementing in their daily life. This way indirectly will guide the students to improve their speaking especially in grammar and vocabulary.

---

[3]Elaine B Johnson, *Contextual Teaching and Learning: What it is and it's here to stay,* (California: Corwin press, 2002), 60.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

KEMENTERIAN AGAMA PERPUSTAKAAN IAIN SUNAN AMPEL SURABAYA

CTL is an approach that will make the students learning more effective because they directly relate the subject that they are learning in the real life context.[4] As stated in the previous page that this thesis is focused on expressing past events so this approach will help students much because it uses the real life context in learning. Therefore, this learning approach is more effective than other approach as they will be easy to understand the material because they knew the concept and just need to practice it more.

The other benefit from this approach is the media. This approach will use media that can make the learning process more interesting for the students.[5] It is needed to support the teaching and learning process. In this case, the teachers are free to any kinds of teaching and learning media, as long as the media are reliable to use.

In teaching the past events, the writer uses the *teaching rules of structure followed by its example*.[6] It is necessary to make the students know when they use them. However, to make students able to express past event, the students have to apply grammar in speaking practice. Because using language is habit and common so that the students must practice much as a certain strategy to give the students opportunity to practice.[7] Here the writer used storytelling as technique

---

[4]*Ibid,*90.
[5]*Ibid,* 65.
[6]Thornbury, *How to Teach Speaking*,(London: Longman, 2005), 29
[7]Rebecca Hughes, *Teaching and Researching Speaking,* (London: Longman, 2002) , 3.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

and a way to improve the students' speaking ability in expressing past events, because this technique gives much time to the students to practice and improve students' speaking ability. It will be easier because it uses the CTL approach that related to the students' real context, so they can correlate the theory from the learning material that they get from school into their own life.

From the previous statement, the writer thinks that storytelling could be one of the good techniques to increase the students' Speaking Ability in expressing the past events. It is suitable as medium to improve their expressing the past events, and storytelling is a medium that requires the students to talk more. By using this technique, the teacher not only gives assignments on grammar to the students by giving writing tasks but also evaluate the students' speaking ability much in every meeting after getting explanation about the grammar rules from the teacher.

Based on those reason, the writer is interested in solving the problems, as the focus of the study entitled The Effect of Storytelling Technique in CTL. Approach to Improve the Students' Speaking Ability at SMA POMOSDA Nganjuk.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

B. Research Questions

From the background above, we can take a question research below:

1. How is the students' speaking ability in expressing past events which is learned through conventional technique?
2. How is the students' speaking ability in expressing past events which is learned through storytelling technique?
3. How is the effect of storytelling technique to the students' ability in expressing past event?

C. Objective of study

Based on the research questions presented earlier, some objective of study taken as follow:

1. To measure the students ability in expressing past events that they have learned through the conventional technique
2. To measure the students ability in expressing past events through the storytelling technique
3. To find out whether there is a significant difference in scores between the students taught by using storytelling technique and those who are taught without using storytelling technique

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

D. Significance of the Study

In this research, the writer expects to help the English teacher to decide the appropriate method that can be applying in teaching speaking and to enlarge the teachers' method in teaching. English teacher can use storytelling method to make the students speak up in the classroom. This research is aimed to describe the implementation of storytelling in improving the students' ability in expressing past events. In addition, determine whether the storytelling method can improve the students' speaking ability in expressing past time or not. It can be seen through the students' tests score.

E. Scope and Limitation

Based on the title, the scope of this study divided into two elements. Those are ability in expressing past event and storytelling in CTL approach. The teaching of grammar is limited to the teaching of past tenses including simple past verbal and nominal, past continuous and passive simple past. Those grammatical rules are applied to the teaching of speaking using storytelling technique. The teaching of vocabulary emphasizes on the past form.

Meanwhile, based on the research question, the writer limits her study on the differences score between the students taught using storytelling technique and those are not.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

F. Definition of Key Terms

Before preceding the further discussion, the writer needed to define some key terms, which are as follows:

1. Effect

   Effect is the power to bring about a result.[8] In this research, effect is something that happened because of the treatment or technique, whether it improves the students' ability or not.

2. CTL

   CTL is a system, which has a goal for helping the students to look out for the meaning inside of the academic materials that they are learning by connecting the academic subjects with their daily life contexts, such as personal condition contexts, social contexts and their cultural contexts.[9]

   CTL as the distinctive educational approach made up of these parts, does more than guide students to join academic subjects with the context of their own circumstance.[10] In this research, CTL will be used as an approach to apply the storytelling technique.

---

[8] (*Oxford Advanced Learners' Dictionary*, 1995), 1177.
[9] Rida Wahyuningrum, *TEFL II*, (Surabaya, Unipa Press, 2011)
[10] Elaine B. Johnson, *Contextual Teaching and Learning,* (California: Corwin Press, 2002), 25

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

3. Storytelling

Storytelling is the art of using language, physical movement and gesture to reveal the elements and images of story to a specific live audience.[11] Storytelling is an excellent teaching strategy that can be used because stories ignite students' interest, help students create vivid mental images and activate the thinking process.[12] The storytelling in this context refers to the teaching strategy, which has activity of expressing something that students felt, saw and listened before..

4. Expressing Past Events

Expressing is a suggestion an impulse to reveal in words, gestures, actions, or what one creates or produces.[13] In this research, "expressing" means show to the audience by words and gesture in front of the other students about what they have felt, seen or listened in the past time based on the context.

Past event is the action or event that began and ended in the past.[14] Therefore, the writer can conclude that past event is a thing or activity that happens and done in the past time and it has finished. In this research the

---

[11]Jeremy Harmer, *The practice of English language teaching,* (England: Pearson Education, 2001) , 230.
12Cameron Lynne, *Teaching Languages to Young Learners*, (Cambridge: Cambridge University Press, 2005), 29.
[13] (*Oxford Advanced Learners' dictionary*, 1995)
[14] Betty Azar Schrampher, *Understanding and Using English Grammar,* second edition, (New Jersey: Prentice Hall Regents, 1989), 2.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

writer only focus with four tenses, those are simple past verbal, simple past nominal, past progressive and simple past passive. So in this thesis the writer mean that students tell about their past events using the four tenses that have been mentioned before.

5. Speaking Ability

Speaking is an activity used as media to show ideas, opinions, thoughts, and feeling to others.[15] Ability is an acquired or natural capacity or talent that enables an individual to perform a particular job or task successfully.[16] Ability here as the part which is influenced by storytelling technique or conventional technique. In this thesis, speaking ability is students' capacity to show their idea or feeling based on their past events.

---

[15] Bimanti Widyasari, Undergraduate Thesis: about *"The effectiveness of using time token to improve speaking descriptive text to the tenth grade students of SMA* "(Unipa press:University of Unipa, 2011), 5.
[16] (*Oxford Advanced Learners' dictionary*, 1995)

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

CHAPTER II

REVIEW OF RELATED LITERATURE

Research must be factual and based on some related theories. For that reason, in this chapter the writer will explain and show all of the theories that support the writer's research. Finally, the writer presents the theoretical framework.

A. Theoretical Framework

1. Contextual Teaching and learning

a. Definition of CTL

Some orientation in the teaching and learning process say that students learn best and retain what they have learned when they are interested in the subject matter and concepts are applied to the context of the students' own lives.[17]

It means that a classroom should be designed in such a way that the teacher performs his ability to make the teaching material/topic interesting and to help students understand the concepts by applying them to the context of real world. The quotation above goes with the principle of Contextual Teaching Learning, that is, a teaching-learning system which refers to an educational process that aims to help

[17]RidaWahyuningrum, *TEFL II*, (Surabaya, Unipa Press, 2011)

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

students see meaning in the academic material which they are studying by connecting academic subjects with the context of their daily lives, that is, with the context of their personal, social, and cultural circumstances.[18]

For that reasons CTL can be one of good approach in teaching because they can learn through many things that they have experienced before and it will be applied in their daily life too. Therefore, this approach will make them easier to understand the material.

b. Characteristic of CTL

Contextual/concrete learning systems are different in several respects from traditional academic/conceptual learning systems and are characterized by the following:

i. Centralization of pragmatic life/work issues

ii. Integration of academics with real-life experiences

iii. Personalization of instruction

iv. Visualization of abstract ideas

v. Demonstration of utility

vi. Provision of factual knowledge on a "need-to-know basis"

---

[18]Elaine B Johnson,*Contextual Teaching and Learning: What It Is and It's Here To Stay*, (California: Corwin Press, 2002), 32.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

vii. Removal of the knowledge-intimidation factor[19]

After knowing those characteristics a lesson plan will be arranged. Those characters will be used to decide the activities that suitable in the learning process through CTL approach.

c. CTL theories

i. Knowledge- based constructivism

ii. Effort based learning/ Incremental theory of intelligence

iii. Socialization

iv. Situated learning[20]

Those theories are important to reach the purpose of learning process. In order to get the effective learning in the class, those theories also included in learning plan activity.

d. Seven Pillars of CTL

i. Constructivism

ii. Questioning

iii. Inquiry

iv. Learning Community

v. Modeling

---

[19] *Ibid,* p. 70

[20] Asriadi- Haarr, *Contextual Teaching and Learning*, (http://haarr.wordpress.com, accessed on December 12, 2011

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

vi. Reflection

vii. Assessment [21]

Learning process by using CTL approach should be match with the seven pillar of CTL. Every activity must be related to it, to get the effective condition of learning process.

2. Storytelling

a. Definition of Storytelling

Storytelling is one of the activities in teaching speaking in order to make the students able to speak English while apply the grammatical in side of it exactly in expressing past event. There are many opinions or definition about storytelling.

Storytelling is the art or practice of telling story.[22] The other opinion said that Storytelling is a universal function of language and one of the main ingredients of casual conversation express the narrative story.[23]Storytelling is an excellent teaching strategy that can be used

---

[21] *Ibid.*

[22] (*Oxford Advanced Learners' Dictionary*, 1995:1177)

[23] Scoot Thornbury, *How to Teach Speaking*, (London: Longman.2005), 95.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

because stories ignite students' interest, help students create vivid mental images and activate the thinking process.[24]

Those definitions are in line with Scott Thormbury's opinion that storytelling is a part of casual conversation that expresses the narrative story. As stated in the previous chapter that this thesis is focused on expressing the past events, which usually happens in informal situation so it is in line with casual conversation that express the narrative story.

There are many ways to do storytelling activities. Firstly, the teachers can ask the student to tell the story from the picture series that has already been given by the teacher. The students will tell the story from the picture that they see and what happen on it. Secondly the teachers can apply it by asking to the students tell the story from the text of story that has already read by the students or the teachers read a story than ask the students to tell the story from the story that they hear from their teacher. The last way is the teachers ask to the students to tell the story about their activities in the past events even happy story or sad story. In this way, the teachers should give a few minutes for the students to prepare because they need time to think about what they are

---

[24] Cameron Lynne, *Teaching Languages to Young Learners*, (Cambridge: Cambridge University Press, 2005), 29.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

going to say.[25] This is hoped that students will be ready to deliver their story in front of the class.

From those explanations then we can take conclusion that storytelling is a good way to improve students' speaking ability because it has functions as the art and universal of language. So the students are emphasized more to understand what they have learn through practicing.

b. The use of Storytelling

Storytelling is one way of teaching speaking which need many times to do it. Even that, there are many reasons that storytelling should be used in the class. By using storytelling, the students can search their memories for details about an event as they are telling orally. Later, they will later find those details easier to capture in writing besides that, those who regularly hear stories, subconsciously acquire familiarity with narrative patterns and begin to predict upcoming events.

In the action of using storytelling in teaching and learning process, the teachers should not always and only use the general or common way is like that has already been discussed above when they apply it. It is just to make the way of teaching and learning process to be fun, enjoy, active, not bored and monotone.

---

[25] Jeremy Harmer, *How To Teach English,* (London: Longman, 2007), 29.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

Teacher should be aware of the differences between second language and foreign language learning context., give students practice both fluency and accuracy, provide opportunities for students to talk by using group work or pair work, and limiting teacher talk, plan speaking tasks that involve negotiation for meaning, and design classroom activities that involves guidance and practice in both transactional and interactional speaking.[26] The followings are explanation each of them:

i. Be aware of the differences between second language and foreign language learning contexts.[27]

Generally, speaking is learned into two large contexts, namely foreign language (FL) and second language (SL). English as a foreign language context in a note it is not the language of communication in the society. Meanwhile, English is second language context if it is used as a language of communication in the society. [28]

From those definition teacher should aware the weakness from those functions. For the function of English as foreign language the

---

[26] David Nunan, *Designed Tasks for the Communicative Classroom* (Cambridge: Cambridge University press, 2003), 54-56
[27] *Ibid*, 55
[28] *Ibid*, 55

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

weakness is students have limited opportunity to improve their language ability because English is not used in the society life communication. So the teacher should manage the school time as effective as effective as possible to improve students' English ability. The other function is English as second language. The weakness from this function is the developments are stop at the grammatical errors, vocabulary, pronunciation and etc that can affect the problem to the students' ability.

ii. Give students practice with both fluency and accuracy.[29]

Accuracy is the extent to which learners' speech matches what people actually say when they use English. While, fluency is the extent to which the students use English quickly and confidently, with few hesitations or unnatural pauses, false starts, word search, and so on.[30]

For the beginner and intermediate learners, fluency and accuracy should be given step by step. Teachers must confess that making mistakes in learning a new language is natural. Therefore, they should not interrupt their students to correct their oral errors.

---

[29] *Ibid*, 55
[30] *Ibid*, 55

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

iii. Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk.[31]

Based on the learning process that focused on the students, teacher should limit the time to talk in the class especially in speaking class. He has to give much time and opportunity to speak in the class. Teacher may use group work or pair work to make them speak effectively.

iv. Plan speaking tasks that involve negotiation for meaning.[32]

Research recommend that the students make improvement by communicating in the target language as interaction that involves trying to understand and make students understood. It is called negotiating for meaning. It engages checking to see whether the students have understood what one has said, clarifying their understanding, and confirming that someone has understood their meaning. By asking for clarification, repetition, or explanation during the conversation, students get the people they are speaking with to address them with the language at a level they learn form and understand.

---

[31] *Ibid*,55
[32] *Ibid*, 55

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

v. Design classroom activities that involve guidance and practice in both transactional and interactional speaking.[33]

There two ways when students talk to someone outside in the classroom, interactional and transactional speech. Interactional speech is talking to someone for social purposes including establishing and maintaining social relationship. While, communicating to get something done involving the exchange of goods or services is a transactional speech. Speech is much more fluid and unpredictable than transactional speech.[34] However, speaking activities, inside the classroom, need to represent both transactional and interactional purposes because the target language will be used in both cases.

3. Past Event

Past event is the action or event that began and ended in the past.[35] Therefore, the writer can conclude that past event is a thing or activity that happened and done in the past time and it has finished. There are many tenses, which show about past activity such as; present perfect, present

---

[33] *Ibid*, 55
[34] *Ibid*, 42
[35] Betty Azar Schrampher, *Understanding and Using English Grammar,* second edition ,(New Jersey: Prentice Hall Regents, 1989), 2.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

perfect progressive, simple past, past progressive, past perfect and past perfect progressive.

In this research the writer only focus with four tenses, those are simple past verbal, simple past nominal, past continuous and simple past passive.

a. Simple past verbal

The simple past verbal indicates that an activity began and ended at a particular time in the past.[36] Past tense indicates time terminating in the past, whether a time word is given or not.[37] In this tense, the initial of it is always uses past tense verb or the writer is called V2 (only in positive form) but in negative and interrogative form, it uses infinitive verb. To change verb 1 into verb 2,

Someone can add –ed special to regular verb but for irregular verb; he or she should memorize because it is not always added by –ed. This is the complex and specific form of simple past:

Table 2.1. The formula of the simple past verbal

Form	Formula and Example

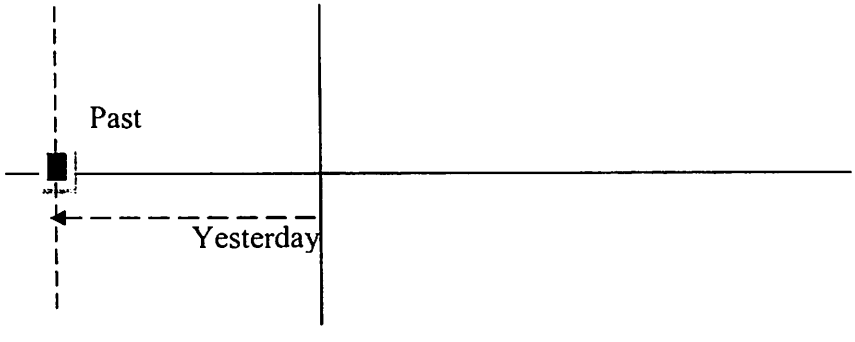
[36] Ibid., 24.
[37]Marcella Frank, *Modern English A Practical Reference Guide*, (NewJersey: Prentical-Hall, 1972), 73.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

(+)	S + V2 *I went to Bali last holiday*
(-)	S + did + not + V1 *I did not go to Bali last holiday*
(?)	Did + S + V1? *Did they go to Bali last holiday?*

The writer also can describe simple past form with the diagram

Figure 2.1. The figure of the simple past verbal



digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

b. Simple Past Nominal

Simple past nominal gives information about a person or thing in the past at a particular time in the past.[38] In this tense without using verb, but it talks about noun, adjective or adverb and the verb is changed by be. The to be of it is "was" which used by the subject I, she, he, it (singular subject) and to be "were" used by the subject you, we, they (plural) This is the complete form of simple past nominal:

Table 2.2. The formula of the simple past nominal

Form	Formula and Example
(+)	S + was / were + Adjective/noun/adverb *I was handsome*
(-)	S + was/were + not + adjective/noun/adverb *I was not handsome*
(?)	Was/were + S + adjective/noun/adverb? *Were they handsome?*

[38] Schrampfer, *Basic English Grammar second edition* , (New Jersey: Prentice – Hall, Inc. 1995), 171.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

c. Past Progressive

Past progressive gives the idea that an action is in progress during a particular time in the past.[39] Past progressive event often combine with simple past verbal because it is faster happened in the particular time in the past than simple past like in the example "*I was studying when Ratna called me*" in this example, *in the middle I was studying Ratna called me.*[40] The useful of "was/were" in this tense as like as in the simple past nominal. The difference between this tense and tense above is here the use of V + ing. Here are the complete forms:

Table 2.3. The formula of the past progressive

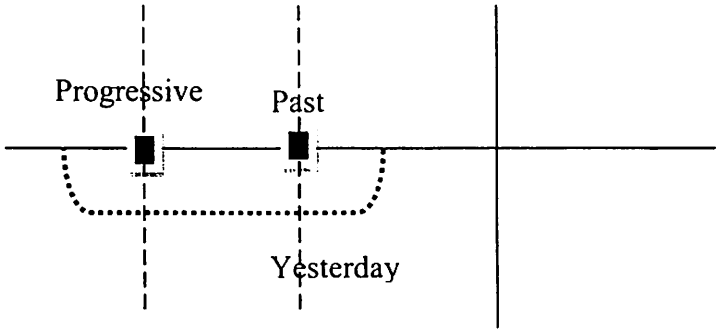
Form	Formula and Example
(+)	S + was / were + Ving *I was studying*
(-)	S + was/were + not + Ving *I was not studying*
(?)	Was/were + S + Ving? *Were they studying?*

The writer also can draw the diagram picture about past progressive tense:

[39] *Ibid.*, 3.
[40] *Ibid,* 24.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

Figure 2.2. The figure of the past progressive



[41]

d. Simple Past Passive

Passive is the form of verb used when the subject is affected by the action of the verb.[42] In the passive form, the object of an active verb becomes the subject of the passive verb.[43] To be in the simple past passive is "was/were" which the use of it is as like as simple past nominal or past progressive. Here is the specific rule of it:

Table 2.4. The formula of the simple past passive.[44]

Form	Formula and Example
(+)	S + was / were + V3 + by + o *This book was bought by Rudi*
(-)	S + was / were + not + V3 + by + o

[41] *Ibid*, 24.
[42] (*Oxford Advanced Learners' Dictionary*, 1995:847)
[43] Betty Schrampfer Azar, *Understanding and Using of English Grammar*, (New Jersey: Prentice – Hall, Inc.1989), 120.
[44] *Ibid*, 120

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

	This book was not bought by Rudi
(?)	Was/were + S + V3 + by + o? *Was this book bought by Rudi?*

4. Teaching Speaking

Based on the explanation before that while teaching speaking the teacher constantly has to keep in mind the fact that they teach students with varied abilities, expectations, motivation level, knowledge and last but not least, different learning styles. Thus, the teacher needs to vary his or her approaches and offer as much opportunity as possible to make the whole class find a little something to hold on to, expand and grow.

In teaching speaking the teachers should give many opportunities to the students to practice speaking in the target language and the teachers are forbidden to stop if the students make a mistake in their speaking because it can distract the students' concentration and it can decrease the students opportunity to practice.[45]

[45]Jeremy Harmer. *How To Teach English.* (London: Longman. 2007) p. 123

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

From theory above, we can conclude that opportunity is very important in improving students speaking ability. Teacher also has to be careful in correcting students speaking errors because it can lose their concentration and motivation. To give many opportunities to the students to practice it of course the teachers need many kinds of media and way to do it. Here there are more suggestions of speaking activity in order to give the students opportunities to speak up and make them speak.

5. Teaching Speaking Using Storytelling Technique in CTL approach

There are some approaches in learning activity. Those are science and technology, concept, process, deductive, inductive, constructivism and contextual approach.[46] This research is focused on students ability in expressing past event, so it needs to correlate the material with the students daily life. From those approach contextual is the most suitable with the object of this research. Because contextual teaching learning is directly to the students' daily live. In this discussion, the writer explains about how to implement CTL in the learning and contextual teaching.

i. Planning learning process based on students' developmentally appropriate

---

[46] (http://wrghar.blogspot.com/2004/04/macam-macam-pendekatan-pembelajaran.html), assessed on 28 february 2012

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

ii. Making interdependent learning group

iii. Thinking about diversity of students

iv. Using the question technique, that can improve students' learning, problem solving and high level thinking

v. Improving believe that students will learn more effectively if they are given opportunity for working, finding, construct the new knowledge (constructivism)

vi. Facilitate finding activity to make student get the knowledge and skill through their own finding (inquiry)

vii. Improving students' curiosity character through giving questions (questioning)

viii. Creating learning community by cooperative building among students

ix. Modeling something in order to help students to imitate it to get new skill and knowledge

x. Guiding students to reflect what they have learned

xi. Doing the authentic assessment[47]

From those guidelines, we can take decided the suitable activities in CTL approach by using storytelling technique. First, we have to prepare the lesson plan based on the guidelines. Second, we can make a

---

[47] Asriadi – Harr, "Contextual Teaching and Learning", (www.haarr.wordpress.com, accessed on December 12, 2011)

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

fun and effective class by making groups in cooperative condition among students. Third, the teacher should think about the diversity of students, do not ever let the clever gather with the clever and the lazy gather with the lazy. This condition will make the class die and the learning process will be ineffective. Fourth, teacher should active in giving question to make students improve their level thinking and curiosity character. Fifth, teacher should make students aware that learning process will be success if they can construct the new knowledge and facilitate them well by modeling. In addition, the last, guide them to reflect what they learned and give the assessment.

6. Vocabulary

Learning a foreign language is a matter of learning vocabulary of that language. It can be said that learning vocabulary cannot be avoided in learning a language. Vocabulary is considered as a basic need in language learning. Without knowing and understanding the words, it will not be feasible to use language itself.

In vocabulary, learning grammatical information also related inside, and it can be served as a stepping stone to learning and using grammar in

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

speaking.[48] That is why the writer including vocabulary as a main part to measure the students ability in expressing past events.

B. Previous Studies

Here are the previous studies which were used by the writer to compare the research result based on the similar technique.

By (Ika Rahayu Ningsih, 2009, entitled "The Implementation of Storytelling to Rearrange Narrative Text Orally"). The case of stimulate the eighth grade students of SMPN 1 Pacet, academic year 2008/2009. In her thesis, she formulated her research questions as "How are the students' ability in spoken narrative through storytelling at SMPN 1 Pacet?

As the result of her research, there were any fluctuations of the students' spoken narrative, such as; there were nine students who got good mark, there was only one student who got very good mark and only one student who got fail mark. From the first and the last meeting, it can be concluded that teaching and learning process was increased and the storytelling could be used as the technique to teach students spoken narrative text.[49]

This thesis was focused on the narrative text. The different point of this thesis is the research question. She tried to find the result of students speaking ability to

---

[48] Cameron Lynne, "*Teaching Languages to Young Learners*", (Cambridge: Cambridge University Press, 2005), 29.
[49] Ika Rahayu, Undergraduate Thesis:" *The Implementation of Storytelling to Rearrange Narrative Text Orally*", (Surabaya: Unesa University, 2009), 45-59.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

rearrange narrative text orally by using classroom action research and Storytelling as the technique. Then the result of the observation was served by using descriptive way. It is different with the writers' thesis that focused on recount text and using quasi- experimental research design. Here the data will be served in statistic way.

The second by (Megi Purmono entitled "Using Storytelling as a technique to create a recount text orally"). The case of stimulate the students of senor high school academic year 2004/2005. In his research, he formulated his research questions as "How can storytelling technique are implemented in an English class to help the students in creating recount text orally?

From his study, it can be concluded that storytelling technique can be implemented in teaching speaking.[50]

This thesis was focused on recount text. It had been used by the school before so the observer just did the observation and he just focused on the implementation of storytelling technique in the class. He used observation, interview and test as the instruments. The data was served descriptively. The difference of this thesis with the writer thesis are: the data will be served in statistic way by using quasi- experimental design. The writer also focused on

---

[50] Megi Purnomo, Undergraduate Thesis:" *Using Storytelling as a Technique to Create a Recount Text Orally"*, (Surabaya: Unesa University, 2006), 67.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

students speaking ability before and after the storytelling technique and the effect of this technique and the instruments of research are different.

The third by (Herni Juharno entitled "The Using of TPR Storytelling in Teaching Vocabulary"). The case of stimulate the students of fourth grade of elementary school. This study was a quasi-experimental study which examines the effectiveness of TPR storytelling in teaching English vocabulary. The study employed non-equivalent control group design. For its framework for analysis, this study implemented quantitative approach to answer the research question. Vocabularies pre-test and post-test were employed to obtain the data. The data then analyzed by using paired simple t-test on SPSS 16.0 for windows program and the calculation of effect size. The study showed that the implementation of TPR storytelling during teaching program was quite successful, despite some limitation. The quantitative data showed the improvement of student's vocabulary mastery. There is an improvement on students' vocabulary test score after the implementation of TPR storytelling. It showed a significant difference between the pre-test mean value and post-test mean value of the class.[51] This thesis tells about the use of storytelling technique which combine with TPR approach and it is only focused

---

[51] Herni Juharno, Undergraduate Thesis: *"The Using of TPR Storytelling in Teaching Vocabulary"*, (Bandung: UPI University, 2010), v.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

on teaching vocabulary. The writer thesis is focused on teaching speaking especially in grammar and vocabulary by using CTL approach.

The forth by (Pramono 2005, entitled "The Using of Storytelling as a Technique in Teaching Speaking to Create a Recount Text to the Students of Junior High School"). She used a descriptive qualitative research to describe the classroom atmosphere. It also described the problems that might arise while using storytelling and ways to solve the problems. She used observation checklist, scoring criteria, questionnaire to gain the data for her study. She finally found that storytelling can be used as a technique to students spoken, especially in improving the student's speaking ability.[52]

The instruments are different with the writer thesis that only uses observation and test. It uses descriptive qualitative and focused on the atmosphere of class but the writer thesis uses quantitative and focused on students' speaking ability.

The fifth by (Choirurroziqin entitled "Improving Students' Ability in Expressing Pas Event through CTL Storytelling for Second Grade Students at SMK Al- ISLAH Surabaya"). This research was a classroom action research. The writer used storytelling as a media in teaching and learning process in the class. In the end of this classroom action research, the writer wanted to prove that storytelling improved the students' ability in expressing past events and

---

[52] Pramono, Undergraduate Thesis: "*The Using of Storytelling Technique as a Technique to Create a Recount Text to the Students of Junior High School*", (Surabaya: UNESA, 2005), vi.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

how it did. The data were collected by observation and test. Then they were analyzed by using percentage from the students who got the minimal passing grade score in the class. The result of this research showed that there was raising start from pre-treatment, cycle 1, cycle 2 and cycle 3 about the percentage of completeness. Based on the previous result it was completeness. It also showed that storytelling really could improve the students' ability in expressing past events.[53]

This thesis used classroom action research; it is different with the writer thesis, which used quasi- experimental research as the design to get the data. This thesis only focused on the application on storytelling technique with one class subject so the writer thesis must be more valid because it used compare technique to see the effect of storytelling technique.

From those previous studies, it is clear that those studies concerned with the use of storytelling. Those previous studies gave the researcher opportunity to implement the storytelling in speaking skill through different way.

---

[53] Choirurroziqin, Undergraduate Thesis: "*Imroving Students' Ability in Expressing Past Event Through CTL Storytelling for Second Grade Students at SMK Al- Islah Surabaya*", (Surabaya: Unipa Press, 2011), v.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

CHAPTER III
RESEARCH METHOD

A. PREFACE

This research uses the quantitative approach by including the number form data and statistical analysis. Because the writer wants to know about the effectiveness of using the storytelling technique to improve the students' ability in expressing past events, an experimental research will be used in this research. This research was a scientific investigation in which data manipulation on dependent variable done. The aim of this study is to find out whether Storytelling can improve students' speaking ability in expressing past events or not.

B. RESEARCH TYPE

The writer uses quasi-experimental research type to conduct this study.

C. RESEARCH AIM

This research aims to help teacher decide the good method in teaching speaking, and also to find out whether there was a significant difference in scores between the students were taught using story telling technique and those who were taught without using story telling technique in expressing past events.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

D. HYPOTHESES

Hypotheses formulated to show the effect of two variables relationship.[54] This research proposed the null hypothesis (symbolized by Ho) and alternative hypothesis (symbolized by Ha). Null hypothesis tested in this research states the following statement.

These theses are formulates as follow:

Ho : $\bar{x}_1 = \bar{x}_2$

Ha : $\bar{x}_1 \neq \bar{x}_2$

In this research the null hypothesis (Ho) is that," there is no significant difference in students' speaking ability before and after the storytelling treatment". While the alternative hypothesis (H_a) was that, "there is significant difference in students' speaking ability before and after the storytelling treatment".

E. ASSUMPTION AND RESEARCH LIMITATION

In this research the assumption is storytelling can approve students' speaking ability in expressing past events. This research only limited to solve the students' problem about speaking ability, especially in expressing students' past

---

[54]Suharsimi Arikunto 2010, *Penelitian Tindakan Kelas*, (Jakarta: PT Bumi Aksara, 2010), 37.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

events. If we want to solve other cases we can use the same instruments those are observation and test but use different technique.

F. RESEARCH VARIABLES

To determine whether the storytelling technique is effective to teach speaking skill or not, there are two variables examined in this research. Those are independent variable and dependent variable.

1. Independent variable

Independent variable is assumed as a variable that affects the dependent variable.[55] In this research, the use of storytelling technique in CTL approach is the independent variable

2. Dependent variable

Dependent variable is a variable affected by the independent variable.[56]In addition, the dependent variable in this research is the students' speaking ability in expressing past events, especially in grammar and vocabulary.

---

[55]Ary Donald, et al, *Introduction to Research in Education*, (New York:Holt, Rinehart and Winston, 1985), 226
[56]*Ibid*, 226

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

G. POPULATION AND SAMPLE

Population is the group to which the research would like the result of the study to be generalized; it includes all individuals of certain specified characteristic. Sample is the groups of the subjects on which information is obtained.[57]

The eleventh year students of senior high school are taken as the population of the research. In this case, SMA POMOSDA – Nganjuk is chosen. There are four classes in that school, namely XI IPS I, XI IPS II, XI IPA I, XI IPA II, and two of them taken randomly for experimental group and control group, as the sample of the research. To divide the classes as the sample, the writer uses lottery and suggestion from the teacher there. It is done by putting the name of classes on cards and selecting the cards randomly twice. The first card taken as the experimental group, it is XI IPS II and the second card is taken as the control group, it is XI IPS I.

H. THE VENUE AND SUBJECT OF STUDIES

1. Subjects of Study

Subject is a thing or person that is being discussed or described.[58] The subjects study in this research was the students of the eleventh grade, exactly in XI IPS 1 and XI IPS II. These classes are selected to be the

---

[57] James H McMillan, *Educational Research: Fundamental for the Consumer,*(New York: Harper Collins Publisher, 1992), 69

[58](*Oxford Advanced Learner's Dictionary*, 1995:1190)

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

subject of the study by using lottery and suggestions from the teacher. In XI IPS 1 there were 32 students which consist of 14 male students and 18 female students. In XI IPS II there were 30 students consist of 15 female and 15 male.

2. **The Venue of the Study**

The place where the writer conducts as place of the research was SMA POMOSDA, NGANJUK, located in JL.WachidHasyim 312, Tanjunganom, Nganjuk.

I. THE SOURCE, METHOD AND INSTRUMENTS DATA COLLECTION

1. **Source**

Concerning with the source of data, the data taken in the school from teachers and students, the data taken from students considered as the primer data, and which is taken from teacher considered as the secondary data.

2. **Method**

In this research, the writer uses test and observation method to obtain the data of students' improving ability to express past events through storytelling technique.

3. **Instrument**

An instrument is a device to get the data. The data that is needed for this study is students' speaking score. The instrument is the speaking test and

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

the test is an oral test. There are two tests, the pre-test and the post-test. The type of test is subjective. The students have to tell about their own experiences.

Before the pre-test is held, the researcher holds a try out test; it is done before the real application of the pre-test and post-test. The purpose of the try out test is to enable the researcher to get the validity of the test.

Table 3.1. The table of item specifications

No	Competences	Material	Test indicator	No test
1	a. The students' understanding about past tenses. b. The students' vocabulary	Expressing past events.(Simple past verbal and nominal, past continuous, simple past passive).	a. Translate 10 sentences into English based on the students' last activities or experiences. b. Telling story about the students' activity in the last Saturday night	1 2
2	a. The students' application of past tenses in speaking practice. b. The students' ability about applying their vocabulary in		Telling story about the students' activity in the last holiday	3

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

	speaking practice.			
3	a. The students' understanding and ability in applying the role of past tense in speaking practice by using picture as. b. The students' raising in applying and getting vocabulary in speaking practice from the picture.		Telling story from the picture series given by the teacher	4

Table 3. 2. The Speaking Table Scoring[59]

Score	Language Control (and resources)	
	Grammar	**Vocabulary**
81-90	a. Minor occasional errors do not impede comprehensibility b. Shows functional	a. Sufficient productive vocabulary to convey ideas with some precision, though occasionally uses words not quite on target

[59]Glenn,Fulcher,*Testing Second Language Speaking*, (Great Britain: Longman, 2003), 37

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

	control of grammar	b. Range of vocabulary conveys some subtlety of expression and stance on a topic.
71-80	a. Some errors occur but rarely impede comprehensibility b. Shows functional grammatical control with pauses mainly at phrase/clause boundaries	a. Shows productive control of a range of vocabulary though does not always use the exact "right" word b. Self-corrects and paraphrases to convey intended meaning c. Shows some awareness of register or appropriateness of certain words.
61-70	a. Some errors occur but still generally comprehensible b. Shows functional grammatical control with pauses mainly at phrase/ clause boundaries	a. Enough vocabulary to convey generally intended meaning but occasionally has errors in word choice and morphology b. Uses circumlocution and fillers to cover some vocabulary gaps c. Self-monitors and attentive to correction
51-60	a. Shows some knowledge of basic grammar and syntax, but frequent attempts at self-	a. Some vocabulary control but insufficient to express meaning beyond basic idea

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

	correction, pauses, awkward chunking, and/or missing grammatical elements disrupts communication b. Pauses and hesitation often not at phrase or clause boundaries c. May rely on use of phrase strings or disconnected clause units	b. Frequency of word choice errors often obscures communication of specific details c. Some self-monitoring and self-correction
0-50	a. Shows knowledge of basic clauses, but many contain pauses (filled and unfilled) and are rendered as phrasal chunks b. Pauses and hesitations are not commonly at phrase or clause boundaries.	a. Inadequate range of productive vocabulary restricts what can be expressed. b. Inadequate range of receptive vocabulary so that interlocutor may need to reformulate and rephrase to be understood.

The research test instruments:

1. Please tell about your last activities on last Saturday night!
2. Please translate 10 sentences into English based on your last activities!

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

3. Please tell about your activities last night!
4. Please tell about the activities in the picture series using past form!
5. Please tell about your activities last holiday!

KEMENTERIAN AGAMA PERPUSTAKAAN IAIN SUNAN AMPEL SURABAYA

Table 3.3 Students' Table Score

No	The Students' Name	Grammar					Vocabulary					Total Score
		0-50	51-60	61-70	71-80	81-90	0-50	51-60	61-70	71-80	81-90	

And the second instrument is checklist. This instrument used to get data from observation method; it is done by the English teacher as the observer.

Table 3.4 Teacher's Checklist Observation

NO.	Aspect to Observe	Yes	No
1	OPENING		
	1. Greet the students		
	2. Checking the students' attendance		
	3. Explaining the goal of the learning		
	4. Motivate the students		

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

2	**PROCESS**		
	1. Giving students many chances to express past events and ask questions		
	2. Helping students when they make groups and get problems		
	3. Setting students mind focus on their daily life		
	4. Inviting students in a discussion about their past activities by using storytelling in the learning process		
	5. Inviting students to present their story in front of the class one by one		
	6. Learning process is centralized on life issue		
	7. The learning process is integrated of academic with real life experience		
	8. Instruct the students personally		
	9. Invite the students to visualize the abstract ideas		
3	**ASSESSMENT**		

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

	1. Giving students many chances to assess students' friends' works		
	2. Giving assessment for both of individually work or groups work		
	THE RESULT OF THE TREATMENTS		
4	1. students like the learning model of learning past tense by using CTL approach with storytelling as the media		
	2. Students' understanding about past tense is improving after learning by using the approach.		

a. Validity

The content validity is gained usually by comparing the test item with the curriculum content. And the result of this process shows that this test also fulfils the content validity. In addition, all of the topics are derived from the local curriculum so that they are suitable with the students' proficiency. Validity refers to the appropriateness,

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

meaningfulness, and usefulness of the topic inferences made from test score.[60]

Thus, the contents of the test which measure the students' ability to tell about past events are actually representing the objective of teaching English. Thus this test is considered as valid.

Table 3.5 Judgements checklist

No	Aspect	Yes	No	Note
1.	Are the instruments related with the curriculum?			
2.	Is the indicator competence clear?			
3.	Are the standard competence and basic competence clear?			
4.	Is the learning method clear?			

b. Reliability

Reliability is connected to consistency of the test result, how consistent the test score or the evaluation results are from one measurement to

[60] James H McMillan, *Educational Research: Fundamental for the Consumer,*(New York: Harper Collins Publisher, 1992), 100

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

another. If you give a same test to the same students on different occasions, the test should give similar results. To check the reliability of the test, the writer tried to compare the scores from two ratters and analyzed the reliability of the speaking test using *Pearson r* formula. The data is calculated by using manual calculation.

$$r = \frac{\sum xy - \frac{(\sum x)(\sum y)}{n}}{\sqrt{(\sum x^2 - \frac{(\sum x)^2}{n})\,(\sum y^2 - \frac{(\sum y)^2}{n})}}$$

Criteria:

0.81- Above = Very High

0,61- 0,8 = Strong

0,41- 0,6 = Moderate

0,21- 0,4 = Low

Less- 0,2 = Very Low

The reliability of the speaking test computed by coefficient alpha is 0,85. It means that the reliability of the test is good. Because the closer value is to the whole number 1,00., the greater the intereter reliabilty.[61]

---

[61] Bailey, K, M. *Alternative Assesmens: Performance test and Portofolios' chapter 1, Learning about Language Assesments: Dilemnas, Decisions and Directions* (USA: Heinle and Heinle, 1998), 182.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

c. **Data**

The data comprised scores of students' speaking descriptive text from the pre-test and post-test. These speaking scores are the answers to the questions whether there is significant difference between the students who are taught by storytelling and those who are not. The data are presented in numerical form.

J. RESEARCH DESIGN

In the line with the research question stated in previous chapter, this research uses quasi-experimental design. This research is a scientific investigation in which manipulation data on dependent variable is done. This research aims to know whether or not storytelling technique effective to teach speaking at SMA POMOSDA.

To find out the effect of storytelling technique at SMA POMOSDA, there were two groups, the experimental group and control group. Both of them were given the same pretest, and then treatment, which was administered to the experimental group using storytelling technique while the control group was taught using students own book by conventional technique, next, the effect of the treatment was examined using posttest. The research design pretest-posttest control and experimental group was illustrated as follow:

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

Group	Pretest	Treatment	posttest
A	T1	X	O2
B	T1		O2

Where:

A : Experimental Group

B : Control Group

T1 : Observation 1 – pretest

X : Treatment – Storytelling

O2 : Observation 2 – posttest

In this research, firstly the experimental group and control group were determined by using lottery. Both of them did the T1 (pretest) in order to know their speaking ability before treatment and to know their speaking ability level, which is taught by conventional technique. After that, the treatment or independent variable X applied to the experimental group for three times. After the treatment, a post test (O2) is conducted to measure the students' speaking ability of the two groups. From those steps, the effect of storytelling is examined.

During the research, the learning atmosphere set in such way, except the treatment. For instant, both groups are given the same topic. The pretest- post test have similar set of the test, and it is conducted in almost the same time

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

when they are taught with the same teacher. Thus, the only difference is the manipulation of the independent variable or treatment.

1. Experimental Group

a) This study focuses on the use of storytelling as a technique to teach speaking in expressing past events. In the treatment the students have to tell about their last activities or experiences. The first step of storytelling is the teacher divides the students into six groups in one class, one group contain of five students. Conducting the steps that stated in the lesson plan, the first time the teacher asks to the students to make a group.

b) The teacher explains the material about past verbal tense. It consists of simple past verbal and nominal. Here the teacher the first time teaches the students from sentence example and then build that sentence into the form of past tense.

c) The teacher gives a real life story as a topic of storytelling based on the teacher's real life.

d) The teacher gives the topic about the students' activities in the last holiday for every group and asks them to discuss each other in that group how to arrange their story before telling it to their friend.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

e) After the students have done the previous activity, the teacher asks to the students to tell their story about last holiday

f) The teacher invites the students to discuss about the result of their story.

2. Control Group

As the same in the experimental group, in the control group the teaching and learning process focuses on speaking activity. The difference is the control group does not use storytelling as a technique in speaking activity; the control group only uses the material in their own book.

H. DATA ANALYSIS TECHNIQUE

To find out the conclusion from the problem above and to justify the hypothesis, the data is analyzed using T – test formula, because T – test formula is used to know the significant difference mean between the experimental group and the control group which uses pre test and post test. These are the steps to compute:

For analyzing the significant difference between the result of pre test and post-test of both groups, the writer uses t- formula as follows:

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

For analyzing the significant difference between the result of pre test and post-test of both groups, the writer used t- test formula as follows:

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

$$t = \frac{x_1 - x_2}{\sqrt{\frac{sdx_1{}^2}{N-1} - \frac{sdx_2{}^2}{N-1}}}$$

In order for analyzing the post test scores both control and experimental group, the writer calculated the standard error of difference"

$$\sum x^2 = \frac{\sum x^2}{N}$$

$$\sum x^2 = \sum x^2 - \frac{(\sum x)^2}{N}$$

Then, the writer computes the t- test. The formula of T – test used in this research was as follow:[62]

$$t = \frac{Mx - My}{\sqrt{\left[\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right]\left[\frac{1}{NX} + \frac{1}{NY}\right]}}$$

Where :

M = mean of the two group

N = number of subject

X = deviation of X_1 and X_2

---

[62]Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: RinekaCipta, 2002), 311

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

Y = deviation of Y_1 and Y_2

$\sum X^2 = \sum X^2 - \frac{(\sum x)^2}{N}$

$\sum y^2 = \sum X^2 - \frac{(\sum x)^2}{N}$

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher presented the result of finding and discussion of the result finding.

A. Results

The purpose of this experimental research was to find out whether Storytelling technique can improve students' speaking ability or not. The researcher took the data in SMA POMOSDA and chose the eleventh grade IPS students as the populations. In order to determine the students' speaking ability, a test was conducted. The test was subjective, as it was noted that the most direct way of measuring students' speaking abilities was to have them speak in the correct way. This test was done in both of groups of sample in the population; experimental and control group. From the lottery sampling had been found that XI IPS II class was the experimental group and XI IPS I class was the control group.

The test itself was divided into two sections. Those were pre-test and post-test. Pre-test aimed to get the students' scores that determined their speaking abilities before treatments whether they had the equal ability in speaking or not. It was done in both groups. Post-test held to know the

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

improvements of students' speaking abilities after the treatments applied. It was also done in both groups of students.

1. Pre- Test Result

The researcher conducted the pre test in the experimental class on January19th, 2012. The test was done out of school time at 8 p.m when students studied at night because the researcher did not want to disturb the teaching learning process. The researcher was accompanied by the teacher to give the score of the students' speaking ability.

Table 4.1 the result of pre-test from Experimental class

No	Name	Grammar					Vocabulary					Total Score
		0-50	51-60	61-70	71-80	81-90	0-50	51-60	61-70	71-80	81-90	
1.	ACHMAD JEIMY ZIDNY TAMAMI				75					75		75
2.	AGUS MUHAMAD WIDODO			68					70			69
3.	AHSON NUGROHO					75				79		77
4.	ALI MAKRUP			61					65			63
5.	ARIES PROTOMO				74			60				67
6.	BAMBANG SUTIKNO		60						61			61
7.	DENI TANJAYA		60					55				58
8.	DESITA ERIN ISTIQOMAH		60					55				58
9.	FAHRUL IHSAN			70				60				65

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

10.	FAISAL FARUQ		53					60				**57**
11.	IKA DYAH KURNIA SARI	50						57				**54**
12.	ISMA ULIA RESTUTI					75					85	**80**
13.	ITSNA ARIZA NURFADLILA					80					85	**83**
14.	LAELATUL ISTIQOMAH			65				57				**61**
15.	MAR'ATUS SHOLIKHAH			64				52				**58**
16.	MOCH. WILDAN HABIBI		56				46					**51**
17.	MUKMINATUL ANUR JARIAH	47					50					**49**
18.	MUKSIN			68					65			**67**
19.	OKKY KURNIA SETIAWAN			65				57				**61**
20.	SAROH NUR HIDAYATI	47					49					**48**
21.	SELASTRI				80					78		79
22.	SILFI MAYRUROH	44					42					**43**
23.	SRI LESTARI		53				48					**51**
24.	SUAMIN			68					65			**67**
25.	WIGIK DARSONO		53						63			**58**
26.	ZAENAL FANANI	47					50					**49**
27.	ZIDNI ALQADRI			68					70			**69**
28.	ACHMAD ZAKIYA ZAM ZAM		57				46					**52**

Table 4.2 the result of pre test from control class

No	Name	Grammar					Vocabulary					Total Score
		0-50	51-60	61-70	71-80	81-90	0-50	51-60	61-70	71-80	81-90	

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

1.	AHMAD ARIFIN				75						8	**78**
2.	ASTUTI				75					75		**75**
3.	BINTI ROHMATUL KHASANAH					85					80	**83**
4.	DEDE KHARIS SUHUDI SYAIFULLOH			63					71			**67**
5.	DEWI RIYANTI				76			60				**68**
6.	ERNI NURHAYATI			63					63			**63**
7.	FATHUR ROHMAN BASTOMI HADI			63				55				**59**
8.	FREDI VIDIA TAMTOMO			60				55				**58**
9.	IGA APRIATAMA				74				67			**70**
10.	IKHWAN NUR KHARIM		53					60				**57**
11.	IMAM RAMADAN		52					58				**55**
12.	IYUS YUSUP					87					84	**86**
13.	KIKI KRYSDIANTO					80					85	**83**
14.	KRISTANTO			70				59				**65**
15.	LINDA LISTIN ASTUTI				71			60				**66**
16.	M. BASHORI		58				47					**53**
17.	MAULINATUL FAJRIYAH		51					51				**51**
18.	MOH. LAILUL KHAKIM				73					71		**72**
19.	MUHAMMAD ANDRI BARITO				70				70			**70**
20.	NANIK SETIA RINI		53					51				**52**
21.	SITI NURJANAH					80				75		**78**
22.	SITI ZULLAYKHAH	44					42					**43**
23.	THORIQ ROZAQ ROSYADI		56					50				**53**
24.	UMINATUS SHOLIHAH				65					70		**68**

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

25.	YULI ANA.		60						60			**60**
26.	ZAENAL ARIPIN		50				50					**50**
27.	KUKUH SAPUTRO				65					70		**68**

2. The Implementation of Storytelling Technique

The researcher had done some treatment for the experimental class and become "placebo" for the control class in SMA POMOSDA Nganjuk. It was done on January,20th, 21st,25th,2012

a. The first treatment

The researcher conducted the first treatment in the experimental class on January 20th, 2012. The class started at 07.50 am and ended at 09.10 am. The treatment was done based on the lesson plan that had been prepared. It could be seen in appendix 1. Then researcher taught the class based on the lesson plan while the teacher observed the researcher based on the teacher's observation checklist.

Table 4.3 Teacher's observation checklist for first treatment

NO.	Aspect to Observe	Yes	No
	OPENING		
1	1. Greet the students		
	2. Checking the students' attendance		

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

	3. Explaining the goal of the learning		
	4. Motivate the students		
	PROCESS		
	10. Giving students many chances to express past events and ask questions		
	11. Helping students when they make groups and get problems		
	12. Setting students mind focus on their daily life		
2	13. Inviting students in a discussion about their past activities by using storytelling in the learning process		
	14. Inviting students to present their story in front of the class one by one		
	15. Learning process is centralized on life issue		
	16. The learning process is the integration between academic with real life experience		
	17. Instruct the students personally		

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

	18. Invite the students to visualize the abstract ideas		
	ASSESSMENT		
3	19. Giving students many chances to assess students' friends' works		
	20. Giving assessment for both of individually work or groups work		
	THE RESULT OF THE TREATMENTS		
4	21. students like the learning model of learning past tense by using CTL approach with storytelling as the media		
	22. Students' understanding about past tense was improved after learning by using the approach.		

b. The Second Treatment

The researcher conducted the second treatment in the experimental class on January 21st, 2012. The class started at 07.50 am and ended at 09.10 am. The treatment was done based on the lesson plan that had been prepared. It could be seen in appendix 2. Then researcher taught the class based on the

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

lesson plan while the teacher observed the researcher based on the teacher's observation checklist.

Table 4.4 teacher's observation checklist for second treatment

NO.	Aspect to Observe	Yes	No
1	OPENING		
	1. Greet the students		
	2. Checking the students' attendance		
	3. Explaining the goal of the learning		
	4. Motivate the students		
2	PROCESS		
	5. Giving students many chances to express past events and ask questions		
	6. Helping students when they make groups and get problems		
	7. Setting students mind focus on their daily life		
	8. Inviting students in a discussion about their past activities by using storytelling in the learning process		
	9. Inviting students to present their story in front of the class one by one		

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

	10. Learning process is centralized on life issue		
	11. The learning process is the integration between academic with real life experience		
	12. Instruct the students personally		
	13. Invite the students to visualize the abstract ideas		
3	ASSESSMENT		
	14. Giving students many chances to assess students' friends' works		
	15. Giving assessment for both of individually work or groups work		
4	THE RESULT OF THE TREATMENTS		
	16. students like the learning model of learning past tense by using CTL approach with storytelling as the media		
	17. Students' understanding about past tense was improved after learning by using the approach.		

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

c. The Third Treatment

The researcher conducted the third treatment in the experimental class on January 25th, 2012. The class started at 07.50 am and ended at 09.10 am. The treatment was done based on the lesson plan that had been prepared. It could be seen in appendix 3. Then researcher taught the class based on the lesson plan while the teacher observed the researcher based on the teacher's observation checklist.

Table 4.5 teacher's observation checklist for first treatment

NO.	Aspect to Observe	Yes	No
1	OPENING		
	1. Greet the students	✓	
	2. Checking the students' attendance	✓	
	3. Explaining the goal of the learning		
	4. Motivate the students	✓	
2	PROCESS		
	5. Giving students many chances to express past events and ask questions	✓	
	6. Helping students when they make groups and get problems	✓	
	7. Setting students mind focus on their daily life	✓	

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

	8. Inviting students in a discussion about their past activities by using storytelling in the learning process	✓	
	9. Inviting students to present their story in front of the class one by one	✓	
	10. Learning process is centralized on life issue	✓	
	11. The learning process is the integration between academic with real life experience	✓	
	12. Instruct the students personally	✓	
	13. Invite the students to visualize the abstract ideas	✓	
3	ASSESSMENT		
	14. Giving students many chances to assess students' friends' works	✓	
	15. Giving assessment for both of individually work or groups work	✓	
4	THE RESULT OF THE TREATMENTS		
	18. Students like the learning model of	✓	

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

	learning past tense by using CTL approach with storytelling as the media		
	19. Students' understanding about past tense was improved after learning by using the approach.	✓	

3. The Result of Post-test

After giving treatment to the experimental class and became placebo to the control class, the next step was doing the post-test. It was done in both classes.

Table 4.6 the result of post-test from experimental class

	Name	Grammar					Vocabulary					Total Score
		0-50	51-60	61-70	71-80	81-90	0-50	51-60	61-70	71-80	81-90	
1.	ACHMAD JEIMY ZIDNY TAMAMI				80					78		79
2.	AGUS MUHAMAD WIDODO			70					70			70
3.	AHSON NUGROHO					78				82		80
4.	ALI MAKRUP			65					65			65
5.	ARIES PROTOMO				78			65				71.5
6.	BAMBANG SUTIKNO		60						65			62.5
7.	DENI TANJAYA		55					55				55

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

8.	DESITA ERIN ISTIQOMAH		65					60				**62.5**
9.	FAHRUL IHSAN			70				60				**65**
10.	FAISAL FARUQ		55					60				**57.5**
11.	IKA DYAH KURNIA SARI		65					65				**65**
12.	ISMA ULIA RESTUTI					85					85	**85**
13.	ITSNA ARIZA NURFADLILA					85					85	**85**
14.	LAELATUL ISTIQOMAH			70				60				**65**
15.	MAR'ATUS SHOLIKHAH			68				60				**64**
16.	MOCH. WILDAN HABIBI		70				65					**67.5**
17.	MUKMINATUL ANUR JARIAH		55				50					**52.5**
18.	MUKSIN			65					65			**65**
19.	OKKY KURNIA SETIAWAN			70				65				**67.5**
20.	SAROH NUR HIDAYATI		60				49					**48**
21.	SELASTRI				80					78		**79**
22.	SILFI MAYRUROH		53				50					**51.5**
23.	SRI LESTARI			65				68				**66.5**
24.	SUAMIN				80				75			**77.5**
25.	WIGIK DARSONO		55						65			**60**
26.	ZAENAL FANANI			70				70				**70**
27.	ZIDNI ALQADRI			68					70			**69**
28.	ACHMAD ZAKIYA ZAM ZAM		60					60				**60**

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

Table 4.7 the result of post-test from control class

No	Name	Grammar					Vocabulary					Total Score
		0-50	51-60	61-70	71-80	81-90	0-50	51-60	61-70	71-80	81-90	
1.	AHMAD ARIFIN				75						85	80
2.	ASTUTI				70				65			67.5
3.	BINTI ROHMATUL KHASANAH					80					80	80
4.	DEDE KHARIS SUHUDI SYAIFULLOH		60						70			65
5.	DEWI RIYANTI				70			60				65
6.	ERNI NURHAYATI		60						63			61.5
7.	FATHUR ROHMAN BASTOMI HADI			65				55				60
8.	FREDI VIDIA TAMTOMO	50						55				52.5
9.	IGA APRIATAMA				75				65			70
10.	IKHWAN NUR KHARIM	50						60				55
11.	IMAM RAMADAN		55					60				57.5
12.	IYUS YUSUP					90					85	87.5
13.	KIKI KRYSDIANTO					85					85	85
14.	KRISTANTO			70				55				62.5
15.	LINDA LISTIN ASTUTI			70				60				65
16.	M. BASHORI		55				45					50
17.	MAULINATUL FAJRIYAH		51					51				51
18.	MOH. LAILUL KHAKIM				75					71		73
19.	MUHAMMAD ANDRI BARITO				70				70			70
20.	NANIK SETIA RINI		55					50				52.5

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

21.	SITI NURJANAH					80				80		**80**
22.	SITI ZULLAYKHAH	50					40					**45**
23.	THORIQ ROZAQ ROSYADI		50					50				**50**
24.	UMINATUS SHOLIHAH				60					70		**65**
25.	YULI ANA.		60						60			**60**
26.	ZAENAL ARIPIN		50				50					**50**
27.	KUKUH SAPUTRO				65				68			**66.5**

4. The Scores of the Experimental and Control Groups

The data gained from the experimental and control groups before and after the treatment did. The different scores can be positive (increase) or negative (decrease). There were several steps to analyze the data. First, the researcher put the scores of pre-test and post-test of experimental and control groups. The result of the calculation of pre-test scores and the mean scores of the experimental and the control group were presented in the following table 4.8.

Table 4.8 the mean of the pre-test and post-test from both groups

Group	N	Pre-test	Post-test	SD
Experimental group	28	61,79	66,64	5,73
Control group	27	64,85	63,96	2,45

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

The table showed that the mean of pre-test scores of the experimental group was 61,79 and the control group was 64,85. It meant that the students of the two groups had the difference ability before the treatments were given.

The mean of post-test scores of experimental group was 66,64 and the control group was 63,96 . From the result of pre-test and post-test scores of experimental group, we could see that post-test score of experimental class was higher than pre-test score. In order to know whether there was a significant difference between two groups, the researcher needed to calculate the standard deviation and the significance of the different mean score by using T-test between two groups.

5. The Calculation of T-test

After giving pre-test, treatments, and post-test, then the researcher calculated the difference means of pre-test and post-test score between experimental and control groups. To know whether the difference of results was significant or not between both of groups, the results were analyzed by using t-test formula. Before it was done, the standard deviation of the two groups was calculated first. The result of the calculation presented on the table 4.9.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

Table 4.9 the result calculation of standard deviation (SD) and t—value

Group	N	Mean	SD	T-value	T-table
Experimental group	28	4,86	5,73	4,49	2.00
Control group	27	0,89	2,45		

Based on the data in the table 4.9 above, the standard deviation (SD) of the experimental group 5,73 was higher than SD of control group 0,86. Then, from the result of the t-test calculation, the t-value was 4,49 with the level of significant of 5% and 54 degrees of freedom, while the t-table was 2,00. So, the t-value was higher than the t-table. It meant that the differences of post-test scores between experimental and control groups were significant.

Next, the writer calculated the scores of pre-test and post-test of the experimental group. The purpose was to find out whether or not there was an increase in the whole scores of pre-test and post-test in the experimental group. The result was presented in the table 4.10 bellow:

Table 4.10 the result of pre-test and post-test calculation from both groups

Group	Pre-Test	Post-Test	SD	T-value	T-table
Experimental	61,79	66,64	5,73	4,49	2,05
Control	64,85	63,96	2,45	1,88	2,06

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

From the result above, there was an increase in the whole scores of pre-test and post-test of experimental group. From the calculation of t-test formula, it was found out that t-value was 4,49 with 27 degree of freedom and 5% level of significance, while the t-table was 2,05. It meant that the result of pre-test and post-test calculation of the experimental group were higher than t-table and the difference was significant.

The writer also calculated the scores of pre-test and post-test of the control group. In this part, the purpose was to find out whether there was an increase in the whole scores of pre-test and post-test in the control group or not. The data were collected from pre-test and post-test scores of the control group. From the table above, it showed that the scores of pre-test and post-test of control group was increased. the t-value was 1,88 with 26 degrees of freedom and 5% level of significant was 2,06 , so it means that the result of pre-test and post-test calculation of control group was lower than t-table and the difference was significant.

The difference between pre-test and post-test scores of the experimental and the control groups were done by the researcher. She calculated and made a list of pre-test and post-test scores difference between pre-test and post-test of both groups which could be seen in appendix 8.

So, it was clear that there was significant difference in students' speaking ability between the students who are taught by using Storytelling and those who are not taught by using Storytelling. In another words, the treatments by using

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

Storytelling give significant influence to the students' scores of speaking in expressing past event.

B. Hypothesis Testing

It was stated in the previous chapter that the purpose of this study is to know whether the students who were taught through Storytelling had a significant difference than those who are not.

From the calculation, the t-value was higher than t-table. It meant that the hypothesis confirmed. It indicated that there is significant difference between the students who were taught by using Storytelling and those who were not taught by using Storytelling. From the findings, it could be concluded that the implementation Storytelling technique in CTL approach is effective to improve the students' speaking ability especially in expressing past events that could be seen in the students' scores.

C. Discussion

1. The Pre-test Result

The pre- test result answered the first research question about the students' speaking ability by using conventional technique. It showed score 61,79 for the experimental class and 64,85 for the control class. Based on the minimum passing grade (KKM) in that school it means that students' speaking ability in those classes were under the (KKM), it

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

means that students' speaking ability which is taught by classical technique was low. The result in line with the theory that the students whom are taught with this technique will have a low speaking competence because they are emphasized on memorization the Grammar.[63]This method will not sharp the students' speaking ability therefore many students are able to apply the grammar in writing than in communicating the language it self.

2. **The Post-test Result**

The post- test result could answer the second research question about the students' speaking ability by using storytelling technique in CTL approach. It showed score 66,64 for the experimental class and 63,69 for the control class. From those score we can conclude that the students speaking ability for the experimental class improved after the treatments.

It related with storytelling as the practice of telling story, so here students are emphasized more on practicing the theory.[64] So the students will be common to the speaking activity in the correct way. This technique also completed with the suitable approach. As distinctive educational approach, CTL does more than guide students to join the academic

---

[63] http://www.brighthubeducation.com/homeschool-methodologies/11604-classical-education-overview-plus-advantages-and-disadvantages/
[64] (*Oxford Advanced Learners' Dictionary*, 1995:1177)

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

subjects with the context of their own life.[65] After making speaking as the habit, CTL helps students to correlate their subject into their real life context. It will help them to understand more to the subject. As stated in previous chapter, it can be proved that storytelling technique in CTL approach is effective to improve students' ability.

3. Effect of Using Storytelling in CTL Approach

The result of pre- test and post- test calculation showed that the t- value (4,484) was greater than t- table (2,051). The result concluded that the null hypothesis was rejected and accepted the alternative hypothesis. It showed that storytelling technique in CTL approach was effective in improving students' speaking ability in expressing past events, because there was a significant difference of students' speaking ability score before and after the treatments.

Storytelling has many functions in teaching and learning application process. It also provides an enjoyable learning situation, motivates learners and grows learners' language awareness. As the definition stated that storytelling is an excellent teaching strategy that can be used because stories ignite students' interest, help students create vivid

---

[65] Elaine B Johnson,*Contextual Teaching and Learning: What It Is and It's Here To Stay*, (California: Corwin Press, 2002), 32.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

mental images and activate the thinking process.[66] Therefore this technique was really helping the students to enjoy their learning process.

There were many possible factors that contributed to the effectiveness of storytelling in CTL approach in learning speaking especially in expressing past event. The factor related to learning situation, learners' motivation and learners' language awareness.

Firstly, storytelling provides an enjoyable learning situation because stories offered a full imaginary world, which were created by the language. It allowed learners to enter and enjoy as they learning language.[67] In the enjoyable learning situation students will be motivated and more confident to deliver their ideas. In other word enjoyable learning situation can make the effective filter low and enables them to grasp the language input that has been well arranged effectively.[68] It can be seen in the teacher observation checklist number 4 part 1, that students enjoy the learning process by storytelling.

Second, storytelling can increase learners' attention to the material. The use storylines, familiar situation and characters and

---

[66] Mazinanian, A. Asghar. *"Advantages of Using Stories"*, (http://www.teachingenglish.org.uk/forum-topic/what-are-advantages-teaching-help-stories-chidren-primary-school, accessed on march 18, 2011)
[67] Cameron Lynne, *"Teaching Languages to Young Learners"*, (Cambridge: Cambridge University Press, 2005), 29.
[68] Krashen, S.D. *Principle and Practice in second Language Acquisition.* (Oxford: Pergamon, 1982)

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

meaningful purposes in using the language will make attention and retention of young learners' improve.[69] Getting the learners' attention is the important step in teaching and learning process to make the students focus on material. It can be seen in teacher's observation checklist number 2 part 3, that students mind was set focus on the material.

And the third is the growing of learners' language awareness. Stories help the students become aware of the general feel and sound of the foreign language.[70] By using storytelling learners are introduced to the sentence construction and pronunciation indirectly. It can be seen that student grammatical error and pronunciation was decrease.

Based on the results of this research, the researcher found that Storytelling was the appropriate technique to teach speaking. This technique could improve the students' speaking ability. The students also became more eager to speak in front of the class. When the Storytelling technique was being implemented, the students became more enjoyable in the speaking activity.

Storytelling was the one of the keys in the improvement of the students' speaking ability. In this research there were many advantages

---

[69] Brown, H.D. *Teaching by Principle: An Interactive Approach to Language Pedagogy (Second Edition).* (New York: Pearson Education, 2001)
[70] Wright, WA and O'neil, M.C. *Teaching Improvement Practices: InternationalPerpectives. In WA. Wright and associates, Teaching Improvement Practices. Successful Strategies for higher education.* (Bolton: Anker, 1995), 5.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

that the students got from the use of Storytelling as a technique to teach speaking. The first was students more confident to describe the picture and tell about their experience orally in front of the class. This is the fact that the most of the classroom activities in Indonesia schools tends to focus on how the teacher deliver the theories. That is why the teacher has to add more time of class activities that place the students as the subjects, because learning by doing is more effective to practice students' ability.[71]

[71] Reid J, *Learning Style in the ESL/ EFL Classroom* (Boston: Heinle and Heinle, 1995), 129

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

CHAPTER V

CONCLUSION AND SUGGESTION

As the last chapter in this study, the researcher presented her conclusion and gives some suggestions dealing with the use of Storytelling technique in CTL approach to increase the students' speaking ability of the eleventh grade students.

A. Conclusion

The students' speaking ability in expressing past events which is learned through conventional technique was low. It is shown by the result of pre-test showed that the students' ability of the experimental and control class. The result of experimental class was 61,79 and control class was 64,85. It was low because the standard minimum of passing grade of English lesson is 75. The students' speaking ability in expressing past events which is learned through story telling technique is higher than the control group that learned without storytelling techniqueAfter giving treatments in the experimental class the result finding showed that there was an improvement in that class. The difference mean of post-test scores from experimental group was higher than the control group that were 66,64 for experimental group and 63,96 for control group. It means that the storytelling technique could improve the students' speaking ability. Based on the result, the difference on means between the pre-test and the post-test in both of the experimental and control groups were significant because the observed-t was

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

higher than t-table. The observed-t of the experimental group was 4,49 and 1,88 for the control group while the t-table was 2.00.

The result of observed-t in the experimental group and the control group was 4,49. The t-table with the degree of significance of 0,05 and the degree of freedom 53 was 2,000. It meant that there was a significant difference in the speaking ability between the students who were taught by using Storytelling and those who were not taught in that way. The result above means that the alternative hypothesis was confirmed. It shows that storytelling technique was effective in teaching speaking to improve students' ability especially in expressing past events.

B. Suggestion

After doing the experiment, analyzing the data and discussing the result of the data analysis, the researcher suggested the teacher to use Storytelling as a technique to teach speaking especially in the past form because the result of this research showed that Storytelling technique in CTL approach was appropriate technique to teach speaking especially in expressing past events.

It is essential that the teacher give a chance to the students to speak in front of their friends as much as possible, build the students' confidence in the use of target language, and make the students easy to delivery their ideas or opinions in front of the class.

1. For The Teacher:

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

a. Storytelling will be one new way for the teacher in innovating the teaching. It is good idea to try to combine speaking skill and grammar to make innovation in the teaching and learning process.

b. Interesting topic or material like telling about their experiences in past will improve student's motivation. Therefore, teacher must increase their interesting topic or interesting material, such as picture story, storybook, etc. It can add students' motivation.

c. Good relationship also will help students to feel comfort in learning process. Therefore, the teachers have better build the good relationship with the students, because it will grow their positive image in the teaching and learning process. They will feel enjoy with the class and they will not bore when the teacher teach the material.

2. For The Students:

Storytelling is good technique for the students to speaking practice in relation to their activities. Their own dialog topic will be able to motivate the students to practice. At the same time, it will be able to increase the students' speaking skill.

3. For The Other Researchers:

This research can be one of guidance for the next researcher to find others problem in teaching speaking. Next researcher can try to find other fact about storytelling technique by using the other approach like inductive approach focused on students' observation. By using this approach, students will be

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

stressed to work and find the new knowledge. For the next researcher is stressed to use bilingual school as the subject of study

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

BIBLIOGRAPHY

Arikunto, Suharsimi. 2010. *PenelitianTindakanKelas*. Jakarta: PT BumiAksara.

A. Asghar, Mazinanian. *"Advantages of Using Stories"*, (http://www.teachingenglish.org.uk/forum-topic/what-are-advantages-teaching-help-stories-chidren-primary-school, accessed on march 18, 2011)

Azar , Betty Schrampfer. 1989. *Understanding and Using of English Grammar*.New Jersey: Prentice – Hall, Inc.

Betty, Azar Schrampfer. 1995. *Basic English Grammar* second edition. New Jersey: Prentice – Hall, Inc

Donald,Ary.1985. et al, *Introduction to Research in Education*.New York:Holt, Rinehart and Winston.

Frank, Marcella. 1972. *Modern English A Practical Reference Guide*. New Jersey: Prentical-Hall.

Fulcher, Glenn. 2003. *Testing Second Language Speaking*.Great Britain: Longman.

Haarr- Asriadi. "Contextual Teachng and Learning".(http://haarr.wordpress.com, accessed on December 12, 2011)

Harmer, Jeremy.2007.*How To Teach English.* London: Longman.

H. D, Brown. 2001. *Teaching by Principle: An Interactive Approach to Language Pedagogy (Second Edition).* New York: Pearson Education.

Hughes, Rebecca. 2002. *Teaching and Researching Speaking*.London: Longman.

Johnson, Elaine B. 2002. *Contextual Teaching and Learning: what it is and it's here to stay*. California: Corwin Press.

J, Reid. 1995. *Learning Style in the ESL/ EFL Classroom*. Boston: Heinle and Heinle

Lynne, Cameron, 2005. "*Teaching Languages to Young Learners"*, Cambridge: Cambridge University Press.

McMillan, James H.1992.*Educational Research: Fundamental for the Consumer*.New York: Harper Collins Publisher.

S. D, Krashen. 1982. *Principle and Practice in second Language Acquisition.*Oxford: Pergamon.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

Thornbury, Scoot. 2005. *How to Teach Speaking*.London: Longman.

Thornbury, Scoot. 2006. *How to Teach Grammar*.London: Longman.

Wahyuningrum, Rida, 2011, *TEFL II.* Surabaya: Unipa Press.

W.A, Wright, and O'neil, M.C. 1995. *Teaching Improvement Practices: InternationalPerpectives. In WA. Wright and associates, Teaching Improvement Practices. Successful Strategies for higher education.* Bolton: Anker.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id