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THE INFLUENCE OF LEARNING NARRATIVE TEXT THROUGH STORY TELLING ON THE STUDENTS' SPEAKING ABILITY AT THE SECOND YEAR STUDENTS OF *SMP NEGERI 2 PABEDILAN*

A THESIS

Submitted to the English Education Department of IAIN Syekh Nurjati Cirebon in Partial Fulfillment of the Requirements for Islamic Scholar in English Education Department (S.Pd.I)

By :

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CIREBON

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ABSTRACT

Muhammad Bahrul Ulum 58430590 :THE INFLUENCE OF LEARNING NARRATIVE TEXT THROUGH STORY TELLING ON THE STUDENTS' SPEAKING ABILITY AT THE SECOND YEAR STUDENTS OF *SMP NEGERI 2 PABEDILAN*

The mastery of speaking skills in English is a priority for many second or foreign language learners. Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching narrative text has been undervalued and English language teachers have continued to teach speaking just as a repetition or drills or memorization of dialogues.

In learning narrative text, the student often find some problems, especially on speaking of narrative text. Most of students' are less mastering vocabularies, the students don't understand about pronunciation, the students don't know the structure of narrative. And the other reason is because of lack of motivation to practice speaking in daily conversation. They are also too shy and afraid to take a part. Many factors can cause the problem of the students speaking skills, namely the students' interest, the materials and the media among other including the technique in teaching English. So, in this research, the writer try use story telling as the method of teaching.

The aims of this research are to know the students' speaking ability on learning narrative text before using story telling, to know the students' speaking ability on learning narrative text after using story telling and to know the positive and significant of learning narrative text through story telling on the students' speaking ability.

The method of this research is quantitative approach which is the research approved statistically. The technique for collecting data in this research are observation, interview, and test. Then, the writer computes the data using T-Test (Pre-test and Post-test).

Having analyzed the data, the writer found that mean score of the students' speaking ability on learning narrative text before using story telling is 59.2. The mean score of the students' speaking ability on learning narrative text after using story telling is 68.1. So, it can be known clearly that t count score is 4.28 and t table score is 2.04. it means that t_{count} is higher than t_{table} (4.28 > 2.04).

From the result above, Ha is admitted and Ho is rejected. In addition, it can be assumed that there is positive and significant influence of learning narrative text through story telling on the student's speaking ability. In the other words, it can be considered that learning narrative text through story telling can help the student's speaking in the process of learning.

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RATIFICATION

The thesis entitled "**THE INFLUENCE OF LEARNING NARRATIVE TEXT THROUGH STORY TELLING ON THE STUDENTS' SPEAKING ABILITY AT THE SECOND YEAR STUDENTS OF *SMP NEGERI 2 PABEDILAN***" written by **Muhammad Bahrul Ulum** registered number 58430590, has been examined on July, 10 2013. It has been recognized as one of the requirements for Graduate Degree in English Educational Department of Tarbiyah Faculty, English Study Program, Syekh Nurjati State Institute for Islamic Studies {IAIN} Cirebon.

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PREFACE

Bismillahirrahmanirrahim

All prise and thanks be to Allah SWT the lord of universe, the most gracious, most merciful, the writer has finished the thesis with the title **"The Influence of Learning Narrative Text through Story Telling on The Students' Speaking Ability At The second year students of *SMP Negeri 2 Pabedilan*"** in this occasion, the writer would like to express his special thankful to all people who have been helpful in finishing this thesis. They are as follow :

1. Prof. Dr. H. Maksum Mochtar, M.A, Rector of the State Institute for Islamic Studies (IAIN) Syekh Nurjati Cirebon.
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7. Teacher all staff and students in the nineth year of SMP Negeri 2 Pabedilan.
8. All Friends in the English Department at State Institute for Islamic Studies (IAIN) Syekh Nurjati Cirebon.

The writer realized that this thesis is still far from being perfect, that is why the writer accepts all the critics and suggestions that my achieve the content of this thesis. The last, the writer hopes

this thesis will be useful to the readers, especially for the writer hisself and for the English Education Department of IAIN Syekh Nurjati Cirebon.

Cirebon, Mei 2013

The Writer

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CHAPTER I

INTRODUCTION

A. The Background of The Problem

Learning shown by changing in behavior as result of experience language is one of the most useful tools for human beings. It is used for communication, either in speaking or writing. Without it, we can not express our feeling; though an ideas to order people we can not involve ourselves in social activities. Language is consigned as a unification tool for society which allows people to live, work and play together.

There are many kinds of language in this world. One of various languages which are used for international communication, science and arts are English. So, that English becomes an important to be learned by all people. Everybody must have and used language. However, there are only a few people who know or understand language. That is why; the definition of language has absolutely to be known.

According to Oxford Advanced Learner's Dictionary of Current English (1995: 662) language is the system of sound and word used by human to express their thoughts and feelings.

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From the definition above, it is absolutely known that how important language. It's always used by human beings to communicate between or themselves by means of structured system of symbols produced by the organ of speech.

There are many problems in learning English, especially in speaking skill, when speaking, we construct word and phrases and became sentences and then a composition. Speaking is a skill which should be mastered by the students, but students always get some difficulties in speaking, they can not speak English well because they are seldom to practice their speaking.

According to Richard and Renandya (2002:204), Speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions. Diversity in interaction involves not only verbal communication, but also paralinguistic elements of speech such as pitch, stress, and intonation.

And Richard and Renandya, (2002:201). " A large percentage of the world's language learners study English in order to develop proficiency in speaking. The ability to speak a second or foreign

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language well is a very complex task if we try to understand the nature of what appears to be involved".

According to Cora Lindsay with Paul Knight (2006:57) Speaking is a productive skill, It involves putting in message together, communicating the message, and interacting with other people.

In speaking process, we speak in many different types of situation: talking to someone face to face, talking to someone on the phone, a learner answering a question in class, someone giving a speech, talking of part in meeting, an exchange between a customer and assistant in a shop and asking a stranger for directions and chatting to friends.

According to, McDrury and Alterio (2003) in their book, learning through story telling in higher education, appear to be the primary proponents of storytelling as an exercise in reflective learning. They define reflective learning "a generic term for those intellectual and affective activities in which individuals engage to explore their experiences in order to lead to new understandings and appreciations"(p.21). McDrury and Alterio offer a five stage model to further explain how reflective learning takes place through story telling activities. Inherent in this model is how students obtain deeper

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and richer meaning of new information being taught as they construct and reconstruct stories told to them and those of their own that they share with others.

A number of educational theoriests emphasize the experiential effect of story telling on its learners or audience. Rose and Nicoholl (1977), report that the vivid images stimulated by story telling engage students as active participants in the story telling process. They add that when learners are engaged in this manner, they improve their ability to apply what they have learned in a real work setting. McDrury and Alterio (2003) promote story telling as a teaching method to employ with young professionals for this some reason. They report that learning through story telling offers a vehicle for students to be exposed to practitioner's tactic knowledge or kind of knowledge that comes from experience. Furthermore, story telling as a teaching and learning practice offers professionals a way of making sense of complex and diverse situations encountered in everyday practice. Likewise, Caine et al. (2005) add that the active processing involved in story telling accounts for the ability of learners to apply information taught through story telling in a real life context.

In the background of the problem, the research shows about the weakness of the students' English learning, for example: the

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writer has experience when he teaches English, there are many problem in learning English, especially on speaking of narrative text. Most of the students are less in understand about pronunciation, the students don't kwon the structure of narrative text and the method or technique that is not interactive learning that occurred between student and teacher. From explanation above, the researcher will take the title about " The influence of learning narrative text through storytelling on the students' speaking ability at the second year students of *SMP Negeri 2 Pabedilan*.

B. The Identification of The Problem

The problem in this research is classified into the following sections:

1. The field of the research

   The field the research of this thesis is speaking. This paper, which is entitled, the influence of learning narrative text through story telling on the students' speaking ability at the second year students of *SMP Negeri 2 Pabedilan.*and the writer will try to describe, explain and know students' skill in speaking English through story telling.

2. The kinds of the problem

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There are many problems in learning English especially in Speaking. The researcher would like to mention the kind of problems in this thesis:

1. The students are lake of the Speaking Skills.
2. The students are less in understand about pronunciation.
3. The students don't kwon the structure of narrative text.
4. Methods or techniques that are not interactive learning that occurred between students and teacher.

3. The Main Problem

The main problem of this thesis is to describe the influence of learning narrative text through story telling on the students' speaking ability.

C. The Limitation of The Problem

The writer focuses on the influence of learning narrative text through story telling on the students' speaking ability.

D. The Questions of The Research

In during this research, there are many points that will be considered, they are:

1. Do the students have good speaking ability of learning narrative text after using story telling ?

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2. Do the students have good speaking ability of learning narrative text before using story telling ?
3. Is there any positive and significant influence of learning narrative text through story telling on the students' speaking ability ?

E. The Aims of the Research

Based on the identification of the problem, the aims of this research are:

1. To find out the data the speaking ability after using story telling at the second year students of *SMP Negeri 2 Pabedilan*.
2. To find out the data about the students speaking of narrative text before using story telling at the second year students of *SMP Negeri 2 Pabedilan.*
3. To know data about any positive and significant the influence of learning narrative text through story telling on the students' speaking ability at the second year students of *SMP Negeri 2 Pabedilan*.

F. The Uses of the Research

The research product can be divided into two, theoretically and practically. Theoretically, this research hoped to be able to

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increase developing of language learning, especially in increasing the learning narrative text through story telling on the students' speaking ability.

Practically, this research will be valuable for the teacher, students, and the researcher itself. For the teacher, it will be valuable to help in delivering the materials to the students easily. For the students, it will be precious for improving their speaking skill appropriately, and the last for the researcher, this research can be a guide as the tool to improve skills, knowledge, and technique in educational purposes.

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F Critical one-tail	1.860811

The Conclusion:

If Fh < Ft = Ho is accepted (**1.158519 < 1.860811**)

Note

F = Fh (Fcount): 1.158519

Ft = F Critical one-tail: 1.860811

The table above shows that Fcount < Ftable so it can be concluded that the data are homogenous groups.

4. The Result of the pre-test and post-test of influence of learning narrative text through story telling on the student' speaking ability

To know the result of the pre-test and post-test of influence of learning narrative text through story telling on the students' speaking ability, the researcher gives the test for the students with the number 30 students. The result of the pre-test and post-test can be seen in the table below.

Table 4.18

The result of the pre-test and post-test of influence of learning narrative text through story telling on the student' speaking ability

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Subject	Pre-test	Post-test	Gain(d) . (Post-test – Pre-test)
1	52	68	16
2	60	60	0
3	56	52	- 4
4	60	60	0
5	68	72	4
6	56	68	12
7	60	64	4
8	44	68	24
9	64	56	- 8
10	44	72	28
11	56	64	8
12	72	76	4
13	44	48	4
14	56	60	4
15	48	60	12
16	64	76	12
17	48	72	24
18	72	76	4
19	68	72	4
20	52	64	12
21	52	76	24
22	72	80	8
23	52	52	0
24	52	64	12
25	72	76	4
26	68	80	12
27	44	64	20
28	72	80	8
29	72	80	8
30	76	84	8
N = 30	1776 X_2 = 59.2	2044 X_1 = 68.1	$\sum d = 208$

Determining Md (mean from difference between post-test and pre-test) :

$$Md = \frac{\sum \boldsymbol{d}}{\boldsymbol{N}}$$

$$Md = \frac{\boldsymbol{208}}{\boldsymbol{30}}$$

$$Md = 6.93$$

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The calculation of the average score of the students' speaking narrative text through story telling is 59.2 (Pre Test) and 68.1 (Post Test). The highest score is 76 is achieved by 1 student (Pre Test) 84 are achieved by 1 student (Post Test) and the lowest score is 44 is achieved by 4 students (Pre Test) 48 that is achieved by 1 student (Post Test).

Exactly, there is effect between learning narrative text through story telling on the students' speaking ability the result Post Test in speak up 2 namely from 59.2 to 68.1

6. Test Significant

To know there is positive and significant of learning narrative text through story telling on the students' speaking ability, the researcher have calculation in the table below:

Table 4.19

Test Significant

Subject	D	X_d (d-Md)	X^2_d
1	16	9.07	82.2649
2	0	- 6.93	48.0249

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3	- 4	- 10.93	119.4649
4	0	- 6.93	48.0249
5	4	- 2.93	8.5849
6	12	5.07	25.7049
7	4	- 2.93	8.5849
8	24	17.07	291.3849
9	- 8	- 14.93	222.9049
10	28	21.07	443.9449
11	8	1.07	1.1449
12	4	- 2.93	8.5849
13	4	- 2.93	8.5849
14	4	- 2.93	8.5849
15	12	5.07	25.7049
16	12	5.07	25.7049
17	24	17.07	291.3849
18	4	- 2.93	8.5849
19	4	- 2.93	8.5849
20	12	5.07	25.7049
21	24	17.07	291.3849
22	8	1.07	1.1449
23	0	- 6.93	48.0249
24	12	5.07	25.7049
25	4	- 2.93	8.5849
26	12	5.07	25.7049
27	20	13.07	170.8249
28	8	1.07	1.1449
29	8	1.07	1.1449
30	8	1.07	1.1449
N = 30	$\sum d = 208$		2286.267

Test significant to design 2 are

$$\mathbf{T} = \frac{\boldsymbol{Md}}{\sqrt{\frac{\sum \boldsymbol{x^2 d}}{\boldsymbol{N\,(N-1)}}}}$$

$$\boldsymbol{t} = \frac{\mathbf{6.93}}{\sqrt{\frac{\mathbf{2286.267}}{\mathbf{30\,(30-1)}}}}$$

$$\boldsymbol{t} = \frac{\mathbf{6.93}}{\sqrt{\frac{\mathbf{2286.267}}{\mathbf{870}}}}$$

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$$t = \frac{6.93}{1.62}$$

$$t = 4.28$$

To know the research has significant influence the researcher uses the formula t-table : (d.b : N-1)

d.b = determining from N-1

d.b = 30-1 = 29

By = ά = 0.05

T table = 29 so, T table is 2.04

From the calculation above, it can be known clearly that t count score is 4.28 and t table score is 2.04. it means that t_{count} is higher than t_{table} (4.28> 2.04). if t count is higher than t table score so Ha is admitted and Ho is rejected. In addition, it can be assumed that there is positive and significant influence of learning narrative text through story telling on the student's speaking ability. In the other words, it can be considered that learning narrative text through story telling can help the student's speaking in the process of learning.

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data described above, finally the writer has gotten the research that influence learning narrative text trough story telling on the students' speaking ability at the second year students of *SMP Negeri 2 Pabedilan*. Finally, the writer can draw a conclusion as follow:

1. The writer has found that the data of students' speaking ability on learning narrative text before using story telling (variable X2). The average score is 59.2. its mean that the students score is average.
2. The writer has found that the data of the students' speaking ability on learning narrative text after using story telling (variable X1). The average score is 68.1. its mean that the students score is excellent. So the result of Post test in speak up 2 namely from 59.2 to 68.1.
3. From the calculation of T-test, the result of influence of learning narrative text through story telling on the students'

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speaking ability 68.1. it can be known that influence of learning narrative text through story telling on the students' speaking ability is included as a sufficient category that there is enough or sufficient correlation between X_2 variable and X_1 variable. Based on the correlation, which is t_{count} is 6.3 and determining Md (means from difference between Pre-Swriter found the result of the t_{table} is 2.04. it means that t_{count} (Ha) > t_{table} (Ho). So, there is a positive influence of learning narrative text through story telling on the students' speaking ability at the second year students of *SMP Negeri 2 Pabedilan.*

B. Suggestion

Based on the conclusion above, the writer has some suggestion for improving the students' ability especially for their speaking English. The writer hopes that these suggestion can give some motivation for the students and English teacher in order to that the process of teaching and learning English can be more useful and interesting. The suggestion are as follow:

1. In process teaching and learning especially for teaching of speaking, the English teaching had better to teach the

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students not only giving the lesson or material but also the English teacher should be aware to attact students' interest by giving interesting motivation such as media, game and method/technique of teaching to increase students' ability.

2. It is better for the students to increase their knowledge especially in their speaking and try to practice their speaking in conversation in daily life.
3. For the teacher itself, it's better to make reflection of the learning has been taken in order to know the weakness and the strangeness of the learning process in every meeting. So, the teacher can evaluate and do better in every meeting of learning.
4. It's good for the teacher to try use learning narrative text through story telling on the students' speaking ability, because it is one type of speaking experience that is interesting.

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