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THE INFLUENCE OF THE APPLICATION OF STORYTELLING ON THE STUDENTS' ABILITY IN ENGLISH SPEAKING AT THE SECOND YEAR OF MTs *NEGERI KARANGAMPEL*

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 (S.P.d.I)

by

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2013

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ABSTRACT

Uswatun Hasanah : The Influence of Storytelling on the students Ability in English Speaking at the Second year of *MTs Negeri Karangampel*

Language primarily is an important component of communication for human being in life accurately. By using language people can express their feelings, thought, etc. it means that people can communicate and interact with others. In generally, the students' ability in English speaking is still low in oral test story, because the students are less the knowledge of pronunciation, grammar, vocabulary and fluency. Meanwhile, in order the students can speak English, the students must have knowledge of gaining verbal skills and imagination especially learning of storytelling.

There are four language skills, namely is: speaking, listening, reading, and writing. Of all the four language skills, speaking seems more dominant and important than the other skills of language. Speaking is ability to pronounce the sounds of the words in expressing ideas, thoughts, and feeling for communication or by using words. The main purpose of speaking is to communicate. The order people can English speaking, certainly there are some factor besides must mastery in pronunciation, grammar vocabulary, and fluency. The students must knowledge especially speaking ability.

The aims of this research are to find out the data about the students influence of storytelling, the students ability in English speaking, and how far is the influence of storytelling on the students ability in English speaking. The field research in this thesis is the writer to find out quantitative data by using the formula of product moment correlation . And the techniques of collection the data the writer applied are observation, interview, and test.

MTs Negeri Karangampel same with the other junior high school, on the English teaching and learning materials as referred in the KTSP English Curriculum from the nation education department for second years of *MTs Negeri Karangampel*. The result of the research, the writer can calculate, that is: the students influence of storytelling (Variable x) is 67. And the students' ability in English speaking (Variable y) is 74.1 And from the calculating by using the formula product moment correlation, the result of the students 'influence of storytelling (Variable x) and the student' ability in English speaking (Variable y) is 0.73 It means that the influence of storytelling on the students ability in English speaking can be seen from table product moment (r_{xy}) 0.40-0.70 is enough or sufficient correlation.

From the result above, the writer can conclude that there is significance influence of storytelling on the students ability in English speaking.

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RATIFICATION

The Thesis which is entitled in **"The Influence of Storytelling The Students Ability in English Speaking At The Second year of *MTs Negeri Karangampel*"** written by **Uswatun Hasanah** registered number ***07430311*** has been examined on Januari 31st 2013. It has been recognized as one of the requirements for Graduate Degree in English Education of Tarbiyah Faculty, English Study Program, and The State Institute for Islamic Studies (IAIN) Syech Nurjati Cirebon.

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PREFACE

Bismillahirrahmaanirrohim.

In the names of Allah are Most Gracious, and Most Merciful. All praises be to Allah the Cherisher and Sustainer of the World. The writer has been capable of carrying out and finishing his thesis. His invocation and safety always be given to the prophet Muhammad (peace be upon him), his family, his companions, and his followers till the end of the World.

The thesis entitled in **"THE INFLUENCE OF STORYTELLLING ON THE STUDENTS ABILITY IN ENGLISH SPEAKING AT THE SECOND YEAR OF *MTs NEGERI KARANGAMPEL*"** is submitted to the English Education department of tarbiyah faculty of the *Syekh Nurjati* State Institute For Islamic Studies (IAIN) Cirebon in Partial Fulfillment of the requirement for Islamic Scholar In English Education.

In composing this thesis, there are so many people who have participated, helped, and advised directly or indirectly. So, the writer would like to convey his sincerely profound thankfulness and gratitude to:

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The writer also realizes that this thesis is far from perfect. For this reason, the writer invites the reader to give any suggestions, corrections, and comments for revision if it is needed.

I hope that this thesis will become a great valuable contribution to the thoughts of any body who reads it, especially for the writer himself and all reader who want to improve their English Education Departement of *Tarbiyah* Faculty of *Syekh Nurjati* State Institute for Islamic Studies Cirebon.

Cirebon,

The writer,

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CHAPTER 1

INTRODUCTION

A. The Background of the problem

Language is a means of communication which is used by people to interact between the one person and others, without language human cannot be able to interact as well, so language is very important for human being, with language people can make good relationship with other people in their environment although in the country, not only in a country but also many countries in the world.

According to Kamus Besar Bahasa Indonesia (1990: 66) Language is An articulation system symbol of sound that (produced by the organs of speech) which is arbitrary and conventional used as an instrument of communication to produced feelings and ideas, Words that are used by a nation (ethnic of group, country, region, etc); French, Ballinese, Toraja, good conversation (words), politeness, good character.

According to Pei and Gaynor (1954: 119) “Language is a system communication by sound, i.e., through the organs of speech and hearing, among human being of a certain group or community, using vocal symbols possessing arbitrary conventional meaning”. According to Oxford Advanced Learner’s Dictionary (1981: 641) “Language is the system of sounds and words used by humans to express their thoughts and feelings”

In everyday life, people always use language to communicate with other human beings. Communication can occur in various situations and places between the speaker

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and the listener . To communicate with someone requires a good language skills such as, listening skills (listening skills), speaking (speaking skills), reading (reading skills) and writing (writing skills) (Budinuryanta, *et al.*, 1998:10).

Conversation skill is one of the language skills that need to be owned by someone. This ability is not inherited abilities like the hereditary form of hair and skin color, although humans are basically able to talk naturally. But the ability to speak formally requires intensive training and guidance that cannot be separated from the other language skills

Storytelling engages our narrative minds in the service of language learning in the classroom. Tools, such as shadowing, summarizing, retelling, action logging, and news lettering increase, student is comprehension, negotiation of meaning and felling of community. These intensifying activities allow learner multiple opportunities to respond deeply to stories and experience shifts in their beliefs and attitudes. This then leads to more lively participation in and out of class.

According to (Farris, 1993:131) : that "storytelling can add the speaking ability can also study hearing and voice volume via sharpness that be heard and that 'can develop poise and self-confident deep speaking. "can also study hearing through the clarity and volume of the voice and cultivate an attitude of confidence in speaking, can also develop language skills and speaking skills.

From the definition above research can result that storytelling can add the ability to learn to speak, is also able to develop children's language developing language skills. Students learn to speak in a pleasant style, and add the language and vocabulary and

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self-confidence it can motivate the story.

There are some points that learners have to consider about speaking as Rhodri Jones (1989 : 14) states, "Speaking is form of communication, so it is important that what you say is conveyed in the most effective way. How you say something can be as important as what you say in getting your meaning across".

According to Tarigan, Speaking is the ability to pronounce the articulation of sounds or words in order to express, to say, and to convey thoughts, ideas and feelings. (Kori Aina, 2010).

Speaking is the productive skill in the oral mode. It is like the other skills, it is more complicated than it seems at first and involves more than just pronouncing words. Krashen (1993: 12) argues that 'speaking is the result of acquisition not its cause'. He claims that the only way learners can learn from their output is by treating it as auto-input (Rod Ellis, 1997:49).In Oxford Advanced Dictionary the definition of speaking is. "to express or communicate opinions, feelings, ideas, etc, by or as talking and it involves the activities in the part of the speaker as psychological, physiological (articulator) and physical (acoustic) stages".

According to Glen Fulcher (2003:23) speaking is the verbal use of language to communicate with other. Speaking or making conversation is not so easy as people imagine. Most speaking involves interaction with one or more participants. Speaking also deals with listening and understanding of how the often participants are feeling and other to do something. Arsyad and Mukti (1991: 23) states The main purpose is

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communicate. Correspondingly, the primary purpose of speaking to express, convey thoughts, ideas and feelings.

Speaking is so much a part of daily life that we take it for granted. The average person produces tens of thousands of word a day, although some people-like auctioneers or politicians-may produce even more than that. So natural and integral is speaking that we forget how we once struggled to achieve this ability-until, that is, we have to learn how to do it all over again in a foreign language.

Based on the previous definitions above, it can be synthesized that speaking is the process of sharing with another person, or with other persons, one's knowledge, interests, attitudes, opinions or ideas. Delivery of ideas, opinions, or feelings is some important aspects of the process of speaking which a speaker's idea become real to him and his listeners.

Moreover, speaking ability is a kind of language ability that has to be thought and mastered by students in senior high school. According to Nunan in Kayis' journal, the leaner should able to: produce the English speech sounds and sound patterns; use words and sentence stress, intonation patterns and the rhythm of the second language; select appropriate words and sentence according to the proper social setting audience, situation and subject matter; organize their thoughts in meaningful and logical sequence; use language as a means of expressing values and judgments; and use the language quickly and confidently with few unnatural pauses, which is called as fluency.

On the other hand, it is not easy to be able to achieve learning objectives because there are still many difficulties in the process of language learning itself, specifically in

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speaking. As well, teaching English is not easy because teachers should develop four abilities such as ; listening, speaking, reading, and writing. The fact is that most of teachers only pay attention on reading, grammar, and vocabulary to anticipate the final written test. The technique are used by the teachers is still conventional which means speaking class is still dominated by the teacher and students spend a lot more time listening in a class than talking. It is similarly stated by Kesler in Cooperative Language Learning (1992:130) that teacher tend to teach as they were taught, just as we tend to parent as we were parented. It makes the students have low motivation since only few students who want to speak up while the other students are shy and afraid to make mistake.

The problems arisen in the process of learning speaking English at *MTs Negeri Karangampel* that have not gotten good responses from the students yet. Those result are based on the observation and interview which were done by the reseracher on July 25th 2011. Based on the observation, the researcher found that there were many students that did not pay attention to the teachers' explanation, such students had small talk with their pair friends, and the students was sleepy while the teacher was explaining the lesson, and so on. Many students asked to their teacher to cancel it. But, the teacher kept continues to give the task. The result was many of the students only speak little haltingly because they told that they have not had preparation and practices.

in learning to speak/talk not enough, the learning process that teachers do a monotonous course, and students do not talk in class, because of the lack of even a portion of the exercise there spoken among the students who have never come forward class.

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B. The Identification of the Problem

1. The Research Area

This thesis, which entitled: "The Influence of Storytelling on the students Ability in English Speaking at the second years students of *MTs Negeri Karangampel''*. So therefore, the research area is speaking.

2. The Kinds of Problem

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

a. The process of teaching learning of English speaking ability in the classroom is still monotonous.
b. Some appropriate strategies have not found yet.
c. The quality of learning English speaking ability is low.

3. The Main of the Problem

The main of the problem of this research is the student ability in learning English especially in speaking English.

C. The Limitation of the Problem

This thesis, the writer has decided to limit the topic only talking about the Influence of Storytelling on the students Ability in English Speaking. There are four skills in English: Speaking, Writing, Listening, and Reading. The writer decided to limit the student's ability in storytelling in their story is about Cinderella. The English speaking test is make the dialogue about the Cinderella story.

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D. The Questions of the Research

Based on the reason above, the writer has tried to give close attention to know:

1. How is the student's ability in storytelling?
2. How is the student's ability in English speaking?
3. Is there any influence of the student's ability in storytelling in their ability in English speaking?

E. The Aims of the Research

Based on the questions of the research above, the writer has tried to arrange the aims of the research as follows:

1. To find out the student's ability storytelling
2. To find out the student's ability in English speaking
3. To find out the influence of student's ability in storytelling in their ability in English speaking

F. The Use of the Research

1. The use of the research are: Increase the developing of language learning, especially in increase the students knowledge of ability storytelling.
2. Increase the students ability, especially in English speaking.
3. With the students knowledge of ability storyteling, the students can increase ability in English speaking

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