

THESIS

**IMPROVING ENGLISH SPEAKING ABILITY USING
STORYTELLING TECHNIQUE OF THE ELEVENTH
GRADE STUDENTS OF SMAN 3 KUPANG IN THE
SCHOOL YEAR 2014/2015**



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**TEACHER TRAINING AND EDUCATIONAL SCIENCE FACULTY
WIDYA MANDIRA CATHOLIC UNIVERSITY
KUPANG
2014**

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**Presented in Partial Fulfilment of the Requirements
for Sarjana Pendidikan Degree in English Language Education**



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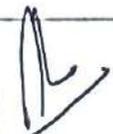
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MOTTO

“KEEP DREAMING, FIND THE WAY AND LET THE OWNER KNOWS”

(Agustinus Fahik)

DEDICATION

This thesis is particularly dedicated to the following persons:

- ✍ My Beloved parents Aloysius Suri and Ermelinda Funan
- ✍ My Beloved older sister and her husband Yuliana Soi and Mojeis Amaral
- ✍ My beloved younger brother Thomas Suri
- ✍ My beloved younger sister Afridiana Bete
- ✍ My beloved Nephew and Niece Fulgentius R. Amaral and Melania J. Amaral
- ✍ My Almamater Widya Mandira Catholic University Kupang

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Kupang, October 2014

The writer

ABSTRACT

This Research is entitled: **IMPROVING ENGLISH SPEAKING ABILITY USING STORYTELLING TECHNIQUE OF THE ELEVENTH GRADE STUDENTS OF SMAN 3 KUPANG IN THE SCHOOL YEAR 2014/2015**. The problem highlighted in this research are in the following questions: 1) Is storytelling technique effective in improving speaking ability in eleventh grade students of SMAN 3 Kupang? 2) To which degree does the effectiveness of storytelling improve the students speaking ability of SMAN 3 Kupang? The objectives of this research are (1) To know whether Storytelling technique can improve or not the eleventh grade students speaking ability. (2) To know in what degree the students of SMAN 3 Kupang get the speaking ability improvement. In doing this research the writer took 18 students as the respondents from class XI MIA¹. The procedure of the research consists of planning, action, observation, and reflection. To collect data, the writer did observation with the English teacher and conducted student's speaking test. The writer also used lesson plans, students worksheet, pictures and camera to apply the technique. The test consists of pre-test, post-test 1 and post-test 2. The research was applied in two cycles. First cycle consists of three meetings and the second cycle consist of two meetings. The results of the research based on the analysis shows that storytelling can improve students' speaking ability. It can be seen from the result of pre-test that the mean score of grammar is 3.61; mean of vocabulary 3.83 and mean of pronunciation is 3.16. Score of post-test 1 shows that the mean of grammar is 4.55; mean of vocabulary is 4.66; and mean of pronunciation is 4.11. Score of post-test 2 shows that the mean score of grammar is 5.27; mean of vocabulary is 4.94; and mean of pronunciation is 4.33. The percentage of students passing grade in pre-test is 22% or 4 students pass the minimum mastery criterion, and increase in post-test 1 and post-test 2 from 50% or 9 students pass the minimum mastery criterion up to 78 % or 14 students pass the minimum mastery criterion. After the implementation of Storytelling class situation is more alive; there is good interaction between students and teacher, the students are more active and enjoy the lesson and student's self-esteem is increased. At the end of this research the writer concludes that the use of Storytelling technique is effective and it improves Students speaking ability. The writer also suggests that the English teacher can use this technique as an alternative way in teaching speaking; For the sake of students improvement in speaking ability, students need to be serious in joining the English class and more active to do each task or exercise and improve their English by reading English books, listening to radio, songs and TV programs that use English; For the other researcher who would like to continue the research, this writing can be used as an additional reference.

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