

**IMPROVING STUDENTS' ABILITY IN SPEAKING OF NARRATIVE TEXTS
THROUGH ANIMATED STORIES TO THE EIGHTH GRADE STUDENTS OF
MTS NURUL ULA BURAI**

A RESEARCH PROPOSAL

By :

Mutiah Mahbubah

372018029



**English Education Study Program
Faculty of Teacher Training and Education
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**THROUGH ANIMATED STORIES TO THE EIGHTH GRADE STUDENTS OF
MTS NURUL ULA BURAI**

THESIS

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By
Mutiah Mahbubah
NIM 372018029

UNIVERSITAS MUHAMMADIYAH PALEMBANG
FACULTY OF TEACHER TRAINING AND EDUCATION
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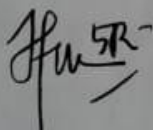
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Sri Yuliani, S.Pd., M. Pd.

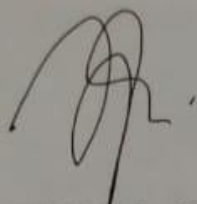
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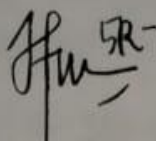


Kurnia Saputri, S.Pd., M. Pd.

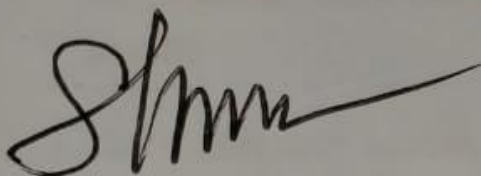
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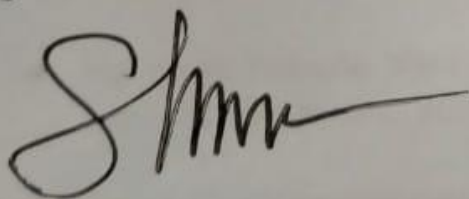


Kurnia Saputri, S.Pd., M. Pd (Member)



Massagus Sulaiman, S.Pd., M. Pd (Member)

**Ackenowladged by
The Head of English
English Education Study Program**



Massagus Sulaiman, S.Pd., M. Pd

NIDN. 0203107901

**Approved by
The dean of
FKIP UMP,**



Dr. H Rusdy a. Siroj. M. Pd.

NIDN. 0007095980

MOTTO

- **The best human is who has benefit for the human
(HR. Bukhori Muslim)**
- **If you want to be happy, Be!**

DEDICATION

The researcher appreciates to all the persons who have given her support so she finally could finish the thesis. They are:

- ❖ **My beloved father Abdul Malik and my beloved mother Lainah, who always give me supports, prayer, love, advice, attention and motivation. They are my strength, and I am very love them so much.**
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ABSTRACT

Mahbubah, Mutiah. 2022 *Improving Student's Ability in Speaking of Narrative Texts Through Animated Stories to the Eighth Grade Students of MTS Nurul Ula Burai*. Thesis. Thesis, English Education Study Program, Sarjana Degree (S1), Faculty of Teacher Training and Education, Universitas Muhammadiyah Palembang, Advisor (1) Sri Yuliani, S.Pd., M.Pd (2) Kurnia Saputri, S.Pd.,

Keywords : Improving, Student's Ability, Narrative text, Animated Stories.

The objective of this study was Improving Students' Ability in Speaking of Narrative Texts to the Eighth Grade Students of MTS Nurul Ula Burai. This study used Pree Experimental method where the way of this method used pretest and post-test group design be conducted. The population of this study was the all eighth grade students at MTS Nurul Ula Burai. The sample of the study was 32 students taken by using the sample of this study is , the population by using conbenienced non random sampling method. The data collected through test. It was calculated by using SPSS 22. The test was given twice with the same items test. The items of the test in the post-test were exactly as those in the pre-test. post-test was given after treatment to know the increase students's score: Based on the finding the students' average score of post-test in experimental group was 79,06 and the students' average score of pretest in experimental group was 75.94. The result of statistical analysis in experimental group t-obtained should be higher than t-table (0.2869). Futhermore, The result of of post-test and pre-test in the experimental group showed that t-obtained was 1.109 at the significant level of $p > 0.05$ in the two tailed testing and degree of freedom (df) 31 and the critical value of t-table (0,3440) The value of t-obtained (1.109) was higher than the critical value of t-table (0,3440). It indicated that the null hypothesis (Ho) was rejected and the alternative hyphotesis (Ha) was accepted.

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This thesis was written on the basic of the narrative text at MTS Nurul Ula Burai in the academic years of 2022-2023. The Title was "Improving Students' Ability in Speaking of Narrative Text Using Short Animated Stories at Eighth Grade students of MTS Nurul Ula Burai".

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CHAPTER I

INTRODUCTION

This chapter presents, background of the study, The problem of the study, The objective of the study, The significance of the study, Hypotheses of the Study, and Criteria for Testing hypotheses.

A. Background of the Study

Language is used as a means of communication with other people. Language is system of arbitrary symbol which help the people of a particular community to communicate and to interact. By using language, it can create an understanding between the agents who carry out the conversation. According to Jeremy and Harmer (2001: p.2), Language learning is to learn how to use the language to communicate. Learning English become a necessity because English is used to communicate all over the world. It is not necessarily, the case that English will remain dominant among world languages. However, there is no doubt it is and will remain a vital linguistic tool for many business people, academics, tourists, and citizens of the world who wish to communicate easily across nationalities for many years to come.

Basically, there are four skills required in English teaching learning program. They are reading, speaking, listening and writing. Based on those skills, Kathleen (1999: p.277) speaking is one of the most important skill in language learning. When learning a second language or a foreign language, people frequently measure their success on whether or not they are able to speak the language. Speaking has a prominent place at the language learning. It is the most important skill in the work field. In contrast, schools and universities pay less attention to this skill for logistical reasons. In sum, teachers have to be more concern about this.

According to Jack, Richard, Willy and Renandya (2002: p.201), the ability to speak a second or a foreign language well is a very complex task if we try to understand the nature of what appears to be involved. To begin with, speaking is used for many different purposes, and each purpose involves different skill. Speaking is a direct interaction. When speaking, the speaker tries to deliver information to be understood by the listener, and directly the listener gives feedback to what the speaker is saying in one time. Consequently, the speaker needs to be able to anticipate, and then produce a correct response when in a speaking exchange. In addition, the speaker has to possess knowledge to formulate rules and context to each purpose of speaking because each purpose has its rules and context. Sometimes many students feel nervous when speaking in front of class. It normally happens. Even it indicates a positive sign in language learning. This feeling can make students like in a competition environment, so that students are motivated to study harder. The feeling of nervousness before giving a public speech is, in experienced speakers, often a sign of facilitative anxiety, a symptom of just enough tension to get the job done.

According to Brown (2010: p.178), Media is used to encourage teaching and learning process. It can create more various learning activities. By using media, it can build students' critical thinking, and help students understand the material easier. Critical thinking is that mode of thinking about any subject, content, or problem in which the thinker improves the quality of his or her thinking by skillfully analyzing, assessing, and reconstructing it. Therefore, from the media used is able to help them analyze, assess and reconstruct between their own knowledge and what media provided and relate it to the material. When using media, it must be appropriate with the material. The appropriateness between material and media which is used is important to determine learning outcomes.

According to Mike and David (2010: p.178), Media education seeks to increase children critical understanding of the media How they work, how they produce meaning, how they are organized and how audiences make sense of them, are the issues that media education addresses. It aims to develop systematically children critical and creative powers through analysis and production of the media artifacts. This also depends their understanding of the pleasure and enjoyment provided by the media. According to Media education aims to create more active and critical media users who will demand, and could contribute to, a greater range and diversity of the media product.

The researcher choosed animated stories as a media in teaching narrative speaking. The researcher had an opinion that by using animated, students will be more interested in learning speaking because it presents picture animation or audio-visual. If teacher chooses video which appropriate with students' needs, it will motivate students' interest, providing realistic listening practice, teaching English is expected can stimulating language use and heightening students' awareness. Narrative story is interesting genre that is very useful for students to explore and express ideas, opinion, and experience. It has moral values to be shared with students, it teaches us about good thing and shows us the bad thing and should be done. Teaching is not an easy job, but it is necessary one.

B. Formulation of the study

Based on the background above, the identification of the problem is the researcher would like to formulate the problem in this research as follows: it is Improve the Student's Ability in Speaking of Narrative Text Through Animated Stories to the Eighth Grade of MTS Nurul Ula Burai.

C. Objective of the study

The objective of this study to find out whether or not it is effective to Improve the Student's Ability in Speaking of Narrative Text Through Animated Stories to the Eighth Grade of MTS Nurul Ula Burai.

D. Significance of the study

The significance of the study usefull for the following parties :

1. For the students this study to be motivation to improve their ability in narrative text, so the students' ability in writing will be improved.
2. For the teacher is expected to be good experience to face the future when they becomes a real teacher.
3. For the reseachers the study is expected to be great experience for the future when comes becomes a real teacher. For the reseachers this study should expected to be one of reference relavant researcher.

E. Hypotheses of the Study

The hypothesis of the study are in forms alternative hypotheses (Ha) and null hypotheses (Ho):

1. The alternative hypotheses (Ha) : it is effective to improving students' ability speaking through animated short stories to the eighth grade students of MTS Nurul Ula Burai.
2. The null hypotheses (Ho) : it is no effective to improving students' ability speaking through animated short stories to the eighth grade students of MTS Nurul Ula Burai.

F. Criteria for Testing hypotheses

Sugiyono (2016) states that the criteria of testing the hypotheses in measuring, they are :

1. If the p-output is lower than 0.05, H_0 is rejected and H_a is accepted. So, there is significance different achievement on the students' ability writing through animated short stories to the eighth grade students of MTS Nurul Ula Burai.
2. If the p-output is higher than 0.05, H_0 is accepted and H_a is rejected. So, there is no significant different achievement on the students' ability writing through animated short stories to the eighth grade students of MTS Nurul Ula Burai.

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