

**TEACHING SPEAKING BY USING STORYTELLING WITH  
FLASHCARDS TO ELEVENTH GRADE STUDENTS AT SMA  
MUHAMMADIYAH 2 PALEMBANG**

**THESIS**

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FACULTY OF TEACHER TRAINING AND EDUCATION  
ENGLISH EDUCATION STUDY PROGRAM  
AUGUST 2015**

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**THESIS**

**Presented to  
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For the degree of Sarjana in English Language Education**

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### **Motto**

- *What ever you decide to do, make sure it makes you happy.*
- *Always be yourself*
- *Life is a choice*

### **This thesis is dedicated to:**

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## ABSTRACT

Binangkit Epritami. 2015. *Teaching Speaking by Using Storytelling with Flashcards to Eleventh Grade Students at SMA Muhammadiyah 2 Palembang*. Thesis, English Education Study Program, Sarjana Degree (S1), Faculty of Teacher Training and Education University of Muhammadiyah Palembang. Advisors: (1) Prof. Dr. Rusman, M.Pd., (2) Vita Nirmala, S.Pd., M.Pd.

**Key words:** teaching, speaking, storytelling, and flashcards.

The title of this thesis was “Teaching Speaking by Using Storytelling with Flashcards to Eleventh Grade Students at SMA Muhammadiyah 2 Palembang”. The main problem of this study was: “Is it effective to teach speaking by using story telling with flashcards to the eleventh grade students at SMA Muhammadiyah 2 Palembang?”. Therefore, the objective of this study was to find out whether or not it is effective to teach speaking by using story telling with flashcards to the eleventh grade students at SMA Muhammadiyah 2 Palembang. Pre experimental was used in this study. The population of the study were 133 students from all the grade students at SMA Muhammadiyah 2 Palembang, while the sample of this study was 26 students from one class. The data were collected through a written test. After that, the data were collected by using t-test. In this study, the data were calculated by using SPSS 16. The result of the data analysis showed that t-obtained was 8.645, where critical value of t table was 2.0395, at the significant level of 5% and degree of freedom (df) 25. Hence, t-obtained was higher than t table, it indicated that the alternative hypothesis ( $H_a$ ) was accepted and null hypothesis ( $H_o$ ) was rejected. It could be concluded that it was effective to teach speaking by using story telling with flashcard to the eleventh grade students at SMA Muhammadiyah 2 Palembang.

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E.B



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## CHAPTER 1

### INTRODUCTION

This chapter presents; (1) background of the study, (2) problem of the study, (3) objective of the study, (4) significance of the study, (5) hypothesis, and (6) criteria for testing hypothesis.

#### 1.1 Background of the Study

Speaking is one of the four skills that very important to be taught to the students because it will help them to use their English in communication and interaction with other people. There are two main components in speaking namely speaker and listener. The function of speaker gives information and the listener receive the information from the speaker. The speaker and listener have to cooperate each other to avoid misscommunication that happened to them.

Thornbury (2005:28) states that “these quotes identify some key factors that can contribute to a lack of the another language or the second language (L2) fluency, and in particular how a lack of automatist can inhibit face – to – face interaction, quite independently of how much grammatical and lexical knowledge a speakers has. Shortage of opportunities for practice is identified as an important contributing factor to speaking failure. And by practice is meant, not practice of grammar and vocabulary, but practice of interaction speaking itself.”

The English teacher has to be creative to design many communicative activities in the classroom in teaching speaking. This case can motivate student to the language actively and productively. The teachers are expected to make the effective learning and use appropriate technique that can urge students to speak English fluently by giving adequate opportunities.

Harmer (2002:16) states that people who use language have a number of different kinds ability. They should be able to speak, listen, write, and read. In other words, they posses their four basic language skills of speaking, writing, listening, and reading. So, if we want to master it all, we must study more perfectly and seriously by practicing. Specially for speaking skill, most of students have a good ability in reading, listening, and writing but they can not speak English well.

There are many reasons that cause the students failed to speak well because their teacher failed to make interesting lesson, failed to apply a good methodology of teaching and there is still a lack in improving speaking technique. One of technique can be used to stimulate the students in learning speaking is storytelling, because storytelling involves a two-way interaction between a storyteller and one or more listener. Through this way, the students will be active to speak English based on their wish or idea.

Thornbury (2005:95) state that Storytelling is a universal function of language and one of the main ingredients of casual conversation. Through their



stories learners not only practice an essential skill, but they can also get to know one another, for example: We are our stories.

Based on statement above, the writer is interested in conducting research on the flashcard in teaching speaking for his thesis. Teaching speaking by using flashcard is very useful and helpful for the eleventh grade students of senior high school. Flashcard can attract student attention and develop student's interest.

In accordance with the problem above, the researcher will present storytelling by using flashcard as a technique to teach speaking in class. Besides that, storytelling is an interesting technique for the writer to be known whether the technique is effective or not in improving speaking ability. That's why the title of this thesis is "Teaching Speaking by Using Storytelling with Flashcards to Eleventh Grade Students at SMA Muhammadiyah 2 Palembang."

## **1.2 Problem of the Study**

Speaking is not easy to be master, it is so hard to make the students speak in the class because they do not have courageous and they will feel shy and afraid to make a mistake. Storytelling is a part of speaking and it is the hardest part for students because in this case they must speak up more. So flashcard can make the student easier to be master of speaking.

### **1.2.1 Limitation of the Problem**

Based on the background of the study, this study is limited to find out the effectiveness of teaching speaking by using storytelling with flashcards. The subject of the study is the eleventh grade students at SMA Muhammadiyah 2 Palembang.

### **1.2.2 The formulation of the Problem**

Based on the background, the problem can be formulated as follows: Is it effective to teach speaking by using story telling with flashcard to the eleventh grade students at SMA Muhammadiyah 2 Palembang?

### **1.3 The Objective of the Study**

This study is aimed at finding out whether or not it is effective to teach speaking by using storytelling with flashcards to eleventh grade students at SMA Muhammadiyah 2 Palembang.

### **1.4 Significances of the Study**

The results of this study are expected to give both theoretical and practical benefits as follows:

#### **1. Teacher**

- 1) Teacher can use the material easier and she/he will have a new method to teach speaking.
- 2) The teacher can make this method to be an interesting method in other the students easy to understand in learning english speaking.

#### **2. Students**

- 1) The students will be easy to understand about how to say something.
- 2) It will improve the student's ability in speaking.

### 1.5 Hypotheses

According to Fraenkel (1993:40), a hypothesis is simply put a prediction of some regarding the possible outcomes of a study.

In the relation to the problem above, there were two hypotheses which are stated below:

#### 1) The Null Hypothesis ( $H_0$ )

It is not effective teaching speaking by using storytelling with flashcards to eleventh grade students at SMA Muhammadiyah 2 Palembang.

#### 2) The Alternative Hypothesis ( $H_a$ )

It is effective teaching speaking by using storytelling with flashcards to eleventh grade students at SMA Muhammadiyah 2 Palembang.

### 1.6 Criteria for Testing the Hypothesis

Testing the hypothesis is to accept the null hypothesis ( $H_0$ ) or to reject it, the t-test is applied. If t-obtained is higher than t-test, the null hypothesis ( $H_0$ ) is rejected, it means that the alternative hypothesis ( $H_a$ ) is accepted.

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