**THE EFFECTIVENESS OF USING STRIP STORIES TECHNIQUE IN TEACHING SPEAKING TOWARD STUDENTS’ SPEAKING ACHIEVEMENT OF THE ELEVENTH GRADE STUDENTS EXCELLENT SCIENCE CLASS IN MAN TULUNGAGUNG 1**

**THESIS**

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English Education Program

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**DEDICATION**

This thesis is honorably dedicated to:

* My beloved parents (Suhono and Dyah Susetyani) and my beloved Grand Mother (Asfiyah) who give me true love, motivation, and everything for my life
* My beloved sister (Dinar Candraning Pradanti) who always gives suggestion, spirit, and motivation
* All of my big families who give me everything I need to complete this thesis
* All of my lectures who have giving me knowledge especially, Dr. Hj. Dwi Ima H, M. Hum as my advisor
* My special guy (A.B), who always inspire me and gives me spirit and motivation to finish this thesis
* My best friends who stay at TBI A 08’, keep fight!!
* All my friends

**MOTTO**

“If We Do Nothing, We Will Get Nothing”

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Declares that the Thesis entitled “*The Effectiveness of Using Strip Stories Technique in Teaching Speaking Toward Students’ Speaking Achievement of the Eleventh Grade Students of Excellent Science Class in MAN Tulungagung 1”* is truly my original work and not been submitted for any degree in other universities. All ideas which are not the writer’s works have been already acknowledged in the text. If later it can be proved that the thesis contains partially and wholly plagiarized pieces of other academic works of analyzed, I will readily accept the sanction given by STAIN.

Tulungagung, June 2012

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**ABSTRACT**

Candraning P, Ringgi. Registered student. 3213083016. 2012*. The Effectiveness of Using Strip Stories Technique in Teaching Speaking Toward Students’ Speaking Achievement of the Eleventh Grade Studensts of Excellent Science Class in MAN Tulungagung 1*. Thesis. English Education Program. State Islamic College. (STAIN) of Tulungagung.

Advisor: Dr. Hj. Dwi Ima H, M. Hum.

Key words: Effectiveness, Strip Stories Technique, Speaking Achievement

It is hypothesized that Strip Stories is one effective technique in teaching speaking. Using Strip Stories is assumed will be fruitful and helpful to the students. Providing Strip Stories can raise the students’ interest and stimulate the students’ participation in speaking class.

Based on the assumption mentioned, research problems can be formulated as follow: 1) How is the students’ speaking achievement before being taught by using strip stories technique? 2) How is the students’ speaking achievement after being taught by using strip stories technique? 3) Are there any significant different scores before and after being taught by using strip stories technique?

The purposes of this study were to: 1) Find out the students’ speaking achievement before being taught by using strip stories technique. 2) Find out the students’ speaking achievement after being taught by using strip stories technique. 3) Find out significant different scores before and after being taught by using strip stories technique.

Research method: 1) The research design was pre-experimental design, 2) The population of this study was all students of eleventh grade at MAN Tulungagung 1 consisting 9 classes, 3) The sample was Eleventh Excellent Science 4th class consisting of 30 students, 4) The research instrument was test, 5) The technique of data analysis used statistical technique to know the difference between variables. T-test was used to know whether Ha is accepted or rejected. Ho in this research stated that if the T-test score is smaller than T-table, the Ho is rejected. Ha in this research stated that if the T-test score is bigger than T-table, the Ha is accepted.

The result showed that the students’ score before being taught by using strip stories was very worse and the students’ score after being taught by using strip stories improved. The Mean score in teaching speaking before they were taught using strip stories technique is only 11.77. While the Mean of students’ score after they are taught using strip stories technique was 14. 17. The result of T count was 10.304, whereas the t-critical value (t-table) at 0.05% level of significance is 1.699. So, T count was greater than T table. This means that there is any difference score between the students’ achievement before being taught by using Strip Stories and after being taught by using Strip Stories to the eleventh excellent science 4th class at MAN Tulungagung1. Ha is accepted and Ho is rejected. In the other words, strip stories technique can be used as an alternative to teach speaking to the students at Senior High School level.

**ABSTRAK**

Candraning P, Ringgi. NIM. 3213083016. 2012*. The Effectiveness of Using Strip Stories Technique in Teaching Speaking Toward Students’ Speaking Achievement of the Eleventh Grade Student of Excellent Science Class in MAN Tulungagung 1*. Skripsi JJurusan Pendidikan Bahasa Inggris. (STAIN) Tulungagung.

Advisor: Dr. Hj. Dwi Ema H, M. Hum.

Kata Kunci: Effectiveness, Strip Stories Technique, Speaking Achievement

Dihipotesakan bahwa Strip Stories adalah salah satu teknik yang efektif dalam pembelajaran speaking/berbicara. Penggunaan Strip Stories diasumsikan akan bermanfaat untuk siswa. Menyediakan Strip Stories dapat meningkatkan minat siswa dan merangsang partisipasi siswa didalam kelas speaking/ berbicara.

Berdasarkan asumsi yang disebutkan diatas rumusan masalah penelitian dapat diformulasikan sebagai berikut: 1) Bagaimana kemampuan siswa dalam berbicara sebelum diajar menggunakan teknik Strip Stories (Potongan Cerita)? 2) Bagaimana kemampuan siswa dalam berbicara setelah diajar menggunakan teknik Strip Stories (Potongan Cerita)? 3) adakah perbedaan yang signifikan antara sebelum diajar menggunakan Strip Stories (Potongan Cerita) dan sesudah diajar menggunakan Strip Stories (Potongan Cerita)?

Tujuan dari penelitian ini adalah : 1) Untuk mengetahui kemampuan siswa berbicara sebelum diajar menggunakan teknik Strip Stories (Potongan Cerita), 2) Mengetahui kemampuan siswa dalam berbicara setelah diajar menggunakan teknik Strip Stories (Potongan Cerita), 3) Mengetahui perbedaan kemampuan siswa antara diajar mengguanakan Strip Stories (Potongan Cerita) dan tidak menggunakan Strip Stories.

Metodologi dari penelitian ini menngunakan penelitian pre-eksperimental sebagai desain penelitian, populasi dalam penelitian ini adalah semua siswa kelas sebelas MAN Tulungagung 1 sebanyak 9 kelas, sample penelitian ini adalah kelas sebelas IPA 4 (kelas excellent) yang siswanya berjumlah 30 siswa, alat peneltian ini menggunakan tes. Teknik analisis datanya menggunakan statistic teknik untuk mengetahui perbedaan antara kedua variable. T-test digunakan untuk mengetahui apakah Ha diterima atau ditolak. Ho dalam penelitian ini adalah jika nilai T-test lebih kecil daripada tabel T, maka Ho ditolak. Sedangkan Ha menyebutkan jika nilai T-test lebih besar daripada nilai tabel T, maka Ha dapat diterima.

Hasil dari penelitian ini menunjukkan bahwa nilai siswa sebelum diajar menggunakan teknik Strip Stories masih jelek sedangkan nilai siswa setelah diajar menggunakan Strip Stories meningkat. Nilai rata-rata siswa sebelum diajar menggunakan Strip Stories (Potongan Cerita) adalah 11.77. Sedangkan nilai rata-rata siswa setelah diajar menggunakan teknik Strip Stories (Potongan Cerita) adalah 14.17. hasil hitung dari T adalah 10.304 sedangkan tabel 0.05% dengan tingkat signifikan 1.699. Jadi T count lebih tinggi dibandingkan dengan T table. Ini berarti bahwa Ha yang menyatakan bahwa ada perbedaan skor antara capaian berbicara siswa sebelum menggunakan Strip Stories dan setelah menggunakan Strip Stories terhadap siswa Sebelas IPA 4 di MAN Tulungagung 1. Ha diterima sedangkan Ho ditolak. Dengan kata lain, teknik Strip Stories (Potongan Cerita) dapat digunakan untuk mengajar berbicara siswa tingkat SMA dan MA.

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Finally, she hopes that this thesis will be very useful for the reader and also for herself.

Tulungagung, June 2012

The Writer

**TABLE OF CONTENTS**

TITLE…………………………………………………………………….. i

ADVISOR’S APPROVAL SHEET……………………………………… ii

LEGALIZATION………………………………………………………… iii

DEDICATION……………………………………………………………. iv

MOTTO…………………………………………………………………... v

CERTIFICATE OF AUTHORSHIP……………………………………... vi

ABSTRACT……………………………………………………………… vii

ACKNOWLEDGEMENTS………………………………………………… ix

TABLE OF CONTENTS…………………………………………………… x

LIST OF APPENDICES…………………………………………………... xiii

**CHAPTER I INTRODUCTION**

1. Background of Study…………………………………………………… 1
2. Formulation of Problems………………………………………………... 5
3. Purposes of The Research……………………………………………… 5
4. Significance of Research………………………………………………. 6
5. Scope and Limitation of the Study……………………………………. 7
6. Definition of Key Term………………………………………………... 7
7. Organization of The Research…………………………………………. 9

**CHAPTER II REVIEW OF RELATED LITERATURE**

1. The Notion of Speaking …………………………………………… 10
2. Teaching Speaking………………………………………………… 13
   1. The Kinds of Speaking Activity…………….……………. 14
   2. Technique and Strategy in Teaching Speaking…………… 21
   3. The Role of the Teacher in Teaching Speaking…………… 23
   4. The Problems in Teaching Speaking……………………… 29
3. The Principles of Teaching Speaking……………………………… 32
4. The Strip Stories Technique………………………………………. 34
   1. The Activities in Strip Stories Technique………………… 35
   2. The Teacher Considerations in Strip Stories Activity…….. 37
5. Testing the Speaking Skill………………………………………… 37
   1. The Difficulties in Testing Speaking Skill………………… 38
   2. Good Speaking Test………………………………………. 39
   3. The Assessment in Speaking Skill………………………… 42

**CHAPTER III RESEARCH METHOD**

1. Research Design…………………………………………………. 47
2. Population and Sampling…………………………………………. 50
3. Variable…………………………………………………………… 50
4. Data and Source of Data………………………………………….. 51
5. Instruments and Techniques of Collecting Data…………………… 52
6. Techniques of Data Analysis……………………………………… 57
7. Hypothesis Testing……………………………………………….. 57

**CHAPTER IV DATA PRESENTATION AND ANALYSIS**

1. The Students Speaking Score before being Taught by

Using Strip Stories……..…………………………………….. 59

1. The Students’ Speaking Score after being Taught by

Using Strip stories…………………………………………….. 60

1. Testing Hypothesis…………………………………………… 61

**CHAPTER V CONCLUSIONS AND SUGGESTION**S

1. Conclusions……………………………………………...……….. 65
2. Suggestions………………………………………………………. 68

REFERENCES

APPENDICES

CURRICULUM VITAE

**LIST OF APENDICES**

* 1. Task Activities in Pre-test……………………………………. 1

Task Activities in Post-test…………………………………… 2

* 1. Computation of Reliability…………………………………… 3
  2. Speaking Rubric……………………………………………… 5
  3. T-table ……………………………………………………….. 7
  4. Examples of Strip Stories……………………………………. 8