THE EFFECT OF TEACHING SPEAKING USING PICTORIAL STORIES ON THE SPEAKING ACHIEVEMENT OF THE SIXTH GRADERS OF SDN KAYEN 2 JOMBANG

A THESIS
A Partial Fulfillment of the Requirements of the Sarjana Pendidikan Degree in the Faculty of Teacher Training and Education

By:
ENI SULISTYOWATI
1213002120

UNIVERSITAS KATOLIK WIDYA MANDALA SURABAYA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI BAHASA INGGRIS
SEPTEMBER, 2006
APPROVAL SHEET

(1)

This thesis entitled The Effect of Teaching Speaking Using Pictorial Story on the Speaking Achievement of the Sixth Graders of SDN Kayen 2 Jombang prepared and submitted by Eni Sulistyowati has been approved and accepted as a partial fulfillment of the requirements for the Sarjana Pendidikan Degree in English Department, Teacher Training Faculty by the following advisors.

[Signatures]

Dr. Susana Teophilus, M.Pd
First Advisor

Dra. Ruruh Mindari, M.Pd
Second Advisor
ACKNOWLEDGEMENT
First of all, the writer would like to thank God for His Grace, Blessing and Guidance given to her to finish her thesis. Then, the writer would also like to express her deep gratitude to the following persons who have helped her in everything concerning the accomplishment of the thesis:

1. Dra. Susana Teopilus, M.Pd, the writer’s first advisor, who has spent her valuable time and efforts to guide and encourage the writer in accomplishing her thesis.

2. Dra. Ruruh Mindari, M.Pd, the writer’s second advisor, who has spent her precious time to help the writer in accomplishing this thesis.

3. Mr. Muslihnur, the headmaster of SDN Kayen 2 Jombang, who permits her to conduct her study at SDN Kayen 2 Jombang.

4. Pipit Pudjiastuti, S.Pd, the English teacher of SDN Kayen 2 Jombang, who has been willing to give chance to the writer to apply the speaking technique in her classes and also spend her time to be the first rater of this study.

5. All lecturers of the English Department of Widya Mandala Catholic University, who have guided the writer during her study.

6. Stefanus Prima Nugroho, the writer’s cousin, who has guided the writer to analyze the result of the research.

7. Jumali, the writer’s lovely boyfriend, who has supported and encouraged the writer to accomplish this thesis.

8. All beloved family and friends, who have given their love and moral supports to the writer.
9. All the students of the sixth year of SDN Kayen 2 Jombang, who have participated in the writer’s research.

10. All the librarians of Widya Mandala Catholic University, who have helped her in getting books as sources of this study.

All in all, without their kind help, the writer is sure that this thesis would not have appeared in its form.

The Writer

**TABLE OF CONTENTS**

<table>
<thead>
<tr>
<th>APPROVAL SHEET (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>.......................................................... ...i</td>
</tr>
<tr>
<td>.......................................................... ......</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>APPROVAL SHEET (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>.......................................................... ...ii</td>
</tr>
</tbody>
</table>
ACKNOWLEDGEMENT

TABLE OF CONTENTS

ABSTRACT

CHAPTER I: INTRODUCTION

1.1 Background of the Study

1.2 Statement of the Problem

1.3 Objective of the Study

1.4 Significance of the Study

1.5 Theoretical Framework

1.6 Hypothesis

1.7 Scope and Limitation of the Study

1.8 Assumption

1.9 Definition of Key Terms
CHAPTER II: REVIEW OF THE RELATED LITERATURE

2.1 Review Related Theory

2.1.1 Language Teaching Learning

2.1.1.1 Speaking as one of the Basic Language Skills

2.1.1.2 Some Aspects of Speaking

2.1.1.3 Communicative Approach

2.1.2 Schemata Theory

2.1.2.1 The Characteristics of Schemata

2.1.2.2 The Types of Schemata

2.1.2.3 The Function of Schemata in Teaching Speaking

2.1.3 Visual Aids

2.1.3.1 The Nature of Pictures

2.1.3.2 Pictorial Story
2.1.3.3 The Criteria of Pictorial Story………………….23

2.1.3.4 Kinds of Pictorial Story………………………...23

2.1.3.5 How to Select Picture Story……………………24

2.1.3.6 The Advantages and Disadvantages of Using Pictorial Story………………………………….25

2.2 Review of Related Studies………………………………………..26

CHAPTER III: RESEARCH METHODOLOGY………………………….29

3.1 Research Design……………………………………………...29

3.2 Population and Sample……………………………………….30

3.3 Procedures of Collecting the Data……………………………31

3.3.1 Treatments……………………………………………..31

3.3.2 Research Instrument…………………………………...33

3.3.3 Rating Scale……………………………………………34

3.4 Hypothesis Testing…………………………………………..36

3.5 The Theory Underlying the Data Analysis………………….36
CHAPTER IV: FINDING AND INTERPRETATION

4.1 The Result of Data Analysis……………………39

4.1.1 The Calculation for the Pre Test Mean of Experimental and Control Group……………40

4.1.2 The Calculation for the Pre Test Mean of Experimental and Control Group……………41

4.2 The Interpretation of the Finding……………………45

CHAPTER V: CONCLUSION AND SUGGESTIONS

5.1 Conclusion………………………………………46

5.2 Suggestion for the Teacher……………………48

5.3 Recommendation for Further Research…………49

BIBLIOGRAPHY………………………………………5

APPENDIXES…………………………………………..
ABSTRACT


Keywords: Speaking, Achievement, Media, Pictorial Stories

Nowadays, teaching English is very essential because speaking English has an important role in communication. In mastering English, there are four basic skills to be learnt. They are listening, speaking, reading, reading and writing. Even though there are four basic speaking skills, not all students can master them well especially when it comes to speaking skill. Many of them consider speaking as a difficult skill to learn. The time allocation which given to the speaking class is limited and the students do not have enough chances to practice their speaking skill. Furthermore, the learning atmosphere does not encourage them to practice their speaking skills during the lesson due large number of students in class. Moreover, they are afraid of failure, being laughed at, and being ridiculed when practicing speaking skills. During the writer’s experimental time, she found that many students often feel unmotivated and uneasy to tell a story since they were often faced with difficulty in getting a clear description about what is being discussed and stimulating students desire to learn further.

To overcome the above problem, the writer tried to conduct a new technique in teaching speaking that is pictorial stories. In this study, the writer want to know whether there is significant difference between the students’ speaking achievement taught using pictorial story and those taught using short passage.
The population of this study was the 6th year of SDN Kayen 2 Jombang of the year 2005-2006. The subject was not randomized but the classes were used as they were. Since the classes are only two classes and the writer needs two classes, as the experimental and control group was taught using conventional technique. These treatments were given in three meetings. After the treatment phase was over these two groups were finally given the post test.

To analyze the result of the post test of the two groups, the writer used t-test to find the answer to the question and directly to test hypothesis of this study. The result of this statistical calculation indicated that the students taught using pictorial story obtained had higher achievement than those taught using short passage.

The observed t value of the post-test conducted was 3.544 and the t table was 1.684 since the obtained was higher than the t table, the writer could conclude the null hypothesis was rejected and the alternative hypothesis was accepted. In other words, there is a significant difference between the speaking achievement of the student taught with pictorial story and those taught using short passage.

Finally, due to some limitations in this study, further researcher and related studies are encourage to be carried but so that more generalizable result can be obtained.

The writer