

The Effect of Using Movies and Storytelling to the 8th Graders' Speaking Achievement

A Thesis

**In partial fulfillment of the Requirements for Sarjana
Pendidikan Degree in English Language Teaching**



By

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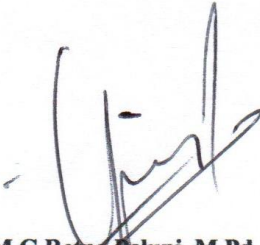
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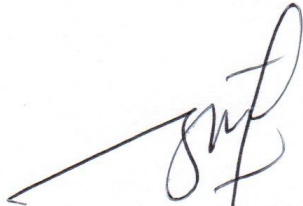
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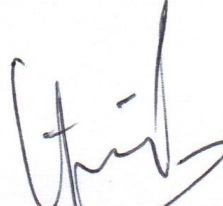
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Table of Contents

APPROVAL SHEET (1)	i
APPROVAL SHEET (2)	ii
ACKNOWLEDGEMENTS	iii
TABLE OF CONTENTS	iv
ABSTRACT	viii
CHAPTER I: INTRODUCTION.....	1
1.1 Background of the Study.....	1
1.2 Statement of the Problem.....	3
1.3 Objective of the Study.....	3
1.4 Hypotheses	3
1.5 Significance of the Study.....	3
1.5.1 For the English Teacher.....	3
1.5.2 For Students.....	4
1.6 The Scope and Limitation of the Study.....	4
1.7 Theoretical Framework.....	4
1.8 Definition of Key Terms.....	4
1.9 Organization of the Thesis.....	5
CHAPTER II: REVIEW OF THE RELATED LITERATURE.....	6
2.1. Definition and Elements of Speaking.....	6
2.2 Teaching Speaking.....	7
2.2.1 Techniques in Teaching Speaking.....	9
2.2.2 The Roles of Teacher in Speaking Class.....	12
2.3 Definition of Movie.....	13
2.3.1 The Benefit of Movie.....	13

2.3.2	Steps in Using Movies in Teaching Speaking.....	14
2.3.3	Strength and Weakness of Using Movie in Speaking Class.....	15
2.4	Definition and the Steps of Storytelling.....	16
2.5	Previous Research.....	17
CHAPTER III: RESEARCH METHODS.....		19
3.1	Design of Research.....	19
3.2	Variables.....	20
3.3	Population and Sample/Subjects.....	21
3.4	Treatment.....	22
3.5	Data.....	23
3.6	Instrument of the Study.....	24
3.7	Procedures of Collecting Data.....	26
3.8	Techniques of Data Analysis.....	27
CHAPTER IV: DATA ANALYSIS, FINDINGS AND DISCUSSION.....		28
4.1	Data Analysis.....	28
4.2	Findings and Discussion.....	29
CHAPTER V: CONCLUSION AND SUGGESTION.....		31
5.1	Conclusion.....	31
5.2	Suggestions.....	32
5.2.1	Suggestion for English Teachers.....	32
5.2.2	Recommendation for Further Research.....	32
BIBLIOGRAPHY.....		34

APPENDICES

Appendix 1: Students' Mid-Term Score	35
Appendix 2: Data Analysis of Mid-Term Test Score.....	36
Appendix 3: The Try Out Text.....	37
Appendix 4: Speaking Rubric.....	38
Appendix 5: Lesson Plan of Experimental Group, 1st Treatment.....	40
Appendix 6: Lesson Plan of Experimental Group, 2nd Treatment.....	43
Appendix 7: Lesson Plan of Experimental Group, 3rd Treatment.....	45
Appendix 8: Lesson Plan of the Control Group, 1st Treatment.....	47
Appendix 9: Lesson Plan of the Control Group, 2nd Treatment.....	53
Appendix 10: Lesson Plan of the Control Group, 3rd Treatment.....	58
Appendix 11: Students' Scores of Pilot Group – Try Out.....	64
Appendix 12: Students' Scores of Experimental Group.....	66
Appendix 13: Students' Scores of Control Group	68
Appendix 14: The Calculation of the Data.....	70

ABSTRACT

Manuk, Gracia Precilya Pratami Belinan. (2016). *"The Effect of Using Movies and Storytelling to the 8th Graders' Speaking Achievement"*. S-1 Thesis. The English Department of Widya Mandala Catholic University, Surabaya.

Advisor : M.G.Retno Palupi, M.Pd

In learning to speak English, students often find some problems. There are some students who do not want to talk in class because they are too shy and afraid of making mistakes. Perhaps it is because they do not have the chance to speak or they are given too much criticism so that they do not feel confident to talk. This study concerns the effect of using movies and storytelling to the 8th graders' speaking achievement. The researcher used quasi-experimental research using non-randomized pre-test and post-test group as her design.

To answer the research question; "Do eighth grade students who are taught using movies show higher achievement in Speaking than those who are taught using storytelling?", the researcher collected the data. First, try out was given to the pilot group. After that, pre tests which was an oral test in the form of conversation or dialog were given to both groups. After giving a pre test, she conducted the treatment which was established for three times and then she gave a post test to the students. After she collected the students' pretest and posttest scores, she calculated the means of the then she analyzed them.

With the level of significance at 5%, the researcher found out that the t observation (to) of the experimental group and the control group was 3.329. Since to (3.329) is greater than t_{table} (2.012), so H_0 is rejected and H_a is accepted. It means that there is a significant difference between the speaking achievement of the students who were taught using movies and students who were taught using Storytelling. The researcher also saw that the use of movie can improve students' speaking skill. In the sense that the students paid more attention, more creative, more active, and more confident in expressing their idea and sharing their experiences related to the lesson because there was no right or wrong answer.

There are some suggestions that the researcher would like to give to the English teachers and for further research. First, the teacher should choose the materials carefully. Therefore, the teachers should choose suitable materials that are interesting and easy to understand. Second, the teacher should be able to control the class and has a loud and clear voice. Third, the researcher recommends that the treatments should be given more than three meetings. It will give the students time to adjust in the teaching-learning activities. The last one, the researcher suggests to give some guiding questions related to the movie while the students are watching the movie for the second time.

Key words: Teaching Speaking, Movie, Storytelling, Students' Speaking Achievement.