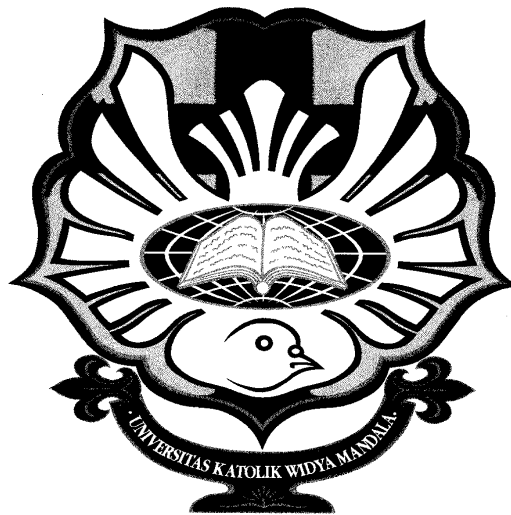


**THE EFFECT OF TEACHING SPEAKING USING
PICTORIAL STORIES ON THE SPEAKING ACHIEVEMENT
OF THE SIXTH GRADERS OF SDN KAYEN 2 JOMBANG**

A THESIS

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



By:

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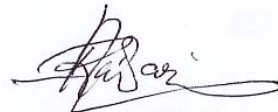
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This thesis entitled The Effect of Teaching Speaking Using Pictorial Story on the Speaking Achievement of the Sixth Graders of SDN Kayen 2 Jombang prepared and submitted by **Eni Sulistyowati** has been approved and accepted as a partial fulfillment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



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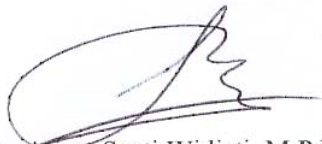
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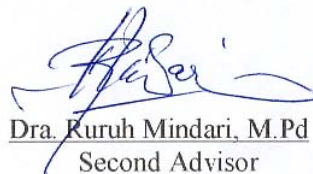
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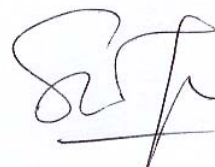


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The Writer

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ABSTRACT

Sulistiyowati, Eni, *The Effect f Teaching Speaking Using Pictorial Story on the Speaking Achievement of the Sixth Graders of SDN Kayen 2 Jombang*, 2006. Thesis. Program Studi Pendidikan Bahasa dan Seni. Fakultas Keguruan dan Ilmu Pendidikan. Universitas Katolik Widya Mandala, Surabaya. Advisors: Dra. Susana Teoilus, M.Pd and Dra. Ruruh Mindari, M.Pd

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 don 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