

**THE EFFECT OF TALKING AND WRITING BOX  
FOR TEACHING SPEAKING  
TO THE ELEMENTARY SCHOOL STUDENTS  
IN A PRIVATE SCHOOL IN SURABAYA**

**A THESIS**



*By*

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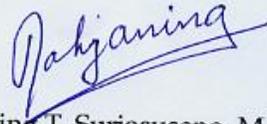
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**ENGLISH DEPARTMENT  
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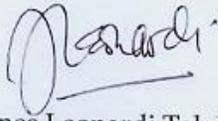
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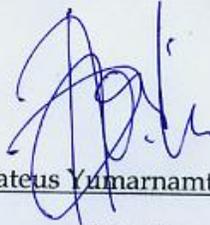
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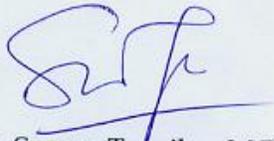
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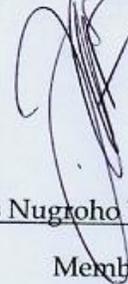
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## ABSTRACT

Saputri, Dani, The Effect of Talking and Writing Box for Teaching Speaking to the Elementary School Students, English Department of Widya Mandala Catholic University, Surabaya, 2009.

Teaching speaking is not meant only for adults but also for young learners. The young learners who want to learn to speak a foreign language might find many problems. Young children learning English as a foreign language do not develop English-language skills, especially speaking ability, more readily than older learners. Their ability to speak English as a foreign language is not easily acquired. The motivation and enthusiasm in learning to speak can be the other problems that the students might have. Moreover, they can also get unenthusiastic because of the teacher's inappropriate teaching materials, techniques and methods. In the teaching of speaking, the teacher should provide the technique which requires much opportunity for the students to speak freely. One of the techniques for teaching speaking which can be carried out by the teacher is Talking and Writing Box. According to Linse ( 2006 ), the concept of Talking and Writing Box is as a way to learn about students' development and interest in learning English.

Based on the above background, this experimental study, conducted in SD Santa Lorent Surabaya has attempted to answer question : **“Is there any significant difference in Elementary School students' speaking achievement between those who are taught by using Talking and Writing Box and those who are taught by using Memorization technique ?”**

The population of this study is the students of Elementary School. The subjects are the fourth year students of SD Santa Lorent Surabaya of the school year 2008 - 2009. Altogether the number of subjects is 58 students consisting of 29 students of IVA as the experimental group and 29 students of the control group.

Before the treatments, both groups were given the pre-test. The pre-test was ministered to measure the students' speaking ability before the treatments were given. The result of the pre-test of the two groups is analyzed by using t-test to find out the answer to the question and to test the hypothesis of this study. The result of the statistical calculation of the pre-test shows that the mean of the experimental group is 70.74 and the mean of the control group is 67.45. The observed t is 0.859 and t table at 5%/2 level of significance is 2.000. Since the observed t is lower than t table, it means that there is no significance difference in the students' speaking ability between groups.

Then, both groups are given different treatments. The experimental group is given Talking and Writing Box while the control group is given Memorization technique. The treatments are given in 3 meetings. After the treatments are over, both groups are given the-post test. The post-test is conducted to measure the students' speaking ability after the treatments were given.

The result of this statistical calculation of the post-test shows that the mean of the experimental group is 74.84 and the mean of the control group is 68.84. The observed t is 1.606 and the t table at 5%/2 level of significance is 2.000. Since the observed t is lower than the t table, the Null Hypothesis is accepted. It means that

there is no significance difference in students' achievement between those who are taught by using Talking and Writing Box and those who are taught by using Memorization technique. Both techniques yield more or less the same result in the students's speaking achievement in both groups.