

**IMPROVING SENIOR HIGH SCHOOL STUDENT'S SPEAKING  
ABILITY THROUGH COOPERATIVE LEARNING TYPE PAIRED  
STORYTELLING**

**PAPER**

*Submitted to fulfill one of the requirements to get Strata One degree (S1)*



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## ABSTRAK

**Dewi, Citra Sari. 2011. "Improving Senior High School Students' Speaking Ability through Cooperative Learning Type Paired Storytelling" *Unpublished Paper*. Padang: State University of Padang**

Penulisan makalah ini bertujuan untuk mendiskusikan tentang bagaimana pengajaran speaking di Sekolah Menengah Atas (SMA) dengan menggunakan teknik pembelajaran bekerjasama tipe bercerita berpasangan. Didalam teknik bercerita berpasangan ini, siswa dibagi menjadi kelompok-kelompok yang kemudian saling berpasangan. Tiap pasangan kelompok diberikan satu teks cerita yang kemudian dibagi menjadi dua bagian. Tiap kelompok membaca bagian mereka. Kemudian mereka berdiskusi untuk membuat daftar kata-kata kunci yang ada didalam cerita tersebut. Kata-kata kunci tersebut lalu ditukar dengan pasangan kelompok mereka. Masing-masing kelompok kemudian bekerja sama mengembangkan cerita berdasarkan kata-kata kunci tersebut. Mereka tidak diperbolehkan untuk mencatat hasil diskusi mereka, karena teknik bercerita berpasangan ini menekankan pada peningkatan kemampuan berbicara siswa. Setelah masing-masing kelompok selesai merangkai cerita, mereka kemudian menampilkan cerita yang telah mereka buat didepan kelas. Diharapkan makalah ini akan bermanfaat bagi guru Bahasa Inggris dalam pengajaran speaking, sehingga proses belajar mengajar mencapai hasil yang optimal.

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Finally, the writer believes that this paper still weaknesses. The write hopes  
contrsuctive suggestions from the readers to revise this paper.

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Writer

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# CHAPTER I

## INTRODUCTION

### **A. Background of the Problem**

Indonesia as one of the non-English speaking countries, has established English as a compulsory subject that has been taught to Indonesian students since they are Elementary School. The English subject consists of four skills such as listening, speaking, reading, and writing. Speaking is very important because speaking and human being cannot be separated from each other. Speaking is used to express their ideas and to communicate with other people in the world. As Murcia (2001) states that speaking in second language has been considered as the most demanding of the four skills. It is because the goal of learning a language is actually to enable students to speak fluently and accurately is one of the main purpose for foreign language learners, especially for English language learners.

Based on the writer experience in her teaching practice and observation in Senior High School in Padang, the writer found that many students faced difficulties in speaking class. This is caused by some factors. They are ashamed to say things in English because they are afraid of making mistakes and being laugh by their friends. On the other hand, the students need lots of practices in speaking to be fluent in English. As Widdowson in Cahyani (2004) says that speaking needs continuous practice and without practicing continuously, it will be weak. The second factor is from the technique used by teachers. Teachers use classical technique in speaking class. Teacher gives the dialogue from the textbook then asks the students to read the dialogue together or in pairs. This conventional

technique makes students just remember the dialogue when they are learning it. They have little chance to practice their own speaking in real communication. The last factor is the materials. Most of the materials that teacher gives are focus on reading and grammar. So, the students do not get enough practice to improve their speaking ability.

To overcome the problems above, teachers should be creative and find the effective technique in teaching speaking to give an opportunity to the students to practice their speaking in the classroom. In this paper, the writer focus on the teaching technique applied for improving speaking ability. One of the technique, students are divided into pairs where each pair consists of 2 groups. One group has to compose a new version of the story that has been read before by the other group.

## **B. Identification of the Problem**

Based on the background of the problem above, there are some factors why the students are unable to speak English. The first factor is the student's factor. They have lack of self-confidence to speak English. The second factor is the technique used by the teachers. Teachers tend to implement classical technique in speaking class that makes students just remember the dialogue when they are learning it. They have little chance to practice their own speaking in real communication. The last factor is from the materials that the teachers used. Most of the materials focus on reading and grammar. So, the students do not get enough practice to improve their speaking ability. Since there are many techniques that can be used in teaching speaking, this paper is intended to discuss the use of

cooperative learning type paired story telling to improve student's speaking ability.

### **C. Limitation of the Problem**

Based on the problems discussed before, the writer limits the problem on the technique used by the teacher in teaching speaking. The using of paired story telling technique in cooperative learning is supposed to give better result in teaching speaking at Senior High School.

### **D. Formulation of the Problem**

Dealing with paired story telling technique in teaching English, the problem can be formulated as follow: "How can paired story telling technique be applied to improve the Senior High School Student's speaking ability?"

### **E. The Purpose of the Paper**

The purposes of this paper are:

1. To discuss how to teach speaking by using cooperative learning type paired story telling to Senior High school students.
2. To give contribution to the teachers who teach at Senior high School
3. To give alternative to teachers in teaching speaking

## CHAPTER IV

### CONCLUSION AND SUGGESTION

#### **A. Conclusion**

Speaking is considered as a language skill that can determine the quality of some one in mastering English. Many students judge speaking as difficult part of learning English. They have less self-confidence to express their ideas because they are afraid of making mistakes. Teaching speaking process in the classroom needs a lot of improvement in order to gain student's confidence to explore and convey their idea. Therefore the teacher should use a good technique to support their teaching. Using paired story telling can help the students convey their ideas and improve their speaking ability. In this technique, the students are conducted to be able to express and share their ideas to their friend trough oral communication. Paired story telling leads students to a pleasant mood and situation that evokes their imagination. It is also provides students to think imaginatively. At last, by using paired story telling technique, students will more enjoy to be involved in speaking ability. The students will find that paired story telling is an interesting technique and then makes students want to speak up in front of the class.

#### **B. Suggestion**

Through this paper, the writer suggest to the reader who wants to apply a new technique in improving his or her students speaking ability to use this technique in teaching speaking. The teacher has to realize that it is important to apply paired story telling in speaking class, because it is expected that other teachers can develop the procedures of paired story telling better and more interesting. So the student's motivation to be able to speak English will increase.

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